

McLean County Unit District No. 5 Board of Education Regular Meeting Agenda

Wednesday, October 19, 2022

Public Session - 6:30pm (Sign up for public comments will be open from 5:15pm - 6:15pm)

Normal West High School

501 N Parkside Rd

Normal, IL 61761

1. CALL TO ORDER AND ROLL CALL

2. ADJOURN TO CLOSED SESSION(5:45p.m.)

Recommended motion: Move to adjourn to closed session to discuss the following matter according to the exceptions provided in the Open Meetings Act and specified as follows:

•2(c)(1) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity

•2(c)(2) Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees

•2(c)(9) Student disciplinary cases

•2(c)(12) The establishment of reserves or settlement of claims as provided in the Local Governmental and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the public body or any intergovernmental risk management association or self insurance pool of which the public body is a member and

•2(c)(21) Discussion of minutes of meetings lawfully closed under this Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes.

3. RECESS

4. RETURN TO PUBLIC SESSION

5. PLEDGE OF ALLEGIANCE

6. Appoint Secretary Pro Tempore

7. FOCUS ON STUDENTS AND GOOD NEWS REPORTS

A Good News - NCHS Student

B Good News - Technology Education Association of Illinois Honorees

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8. SUPERINTENDENT COMMENTS

9. PUBLIC COMMENTS

10. REPORTS

A **Requests for Information Pursuant to the Illinois Freedom of Information Act**
The District has received and processed the following requests for information:

1 FOIA List 10.19.22

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11. CONSENT AGENDA

A Approval of Minutes

Minutes are not released for public viewing until approved by the Board of Education

1 Regular Session 09.21.22

2 Closed Session 09.21.22

B Personnel Matters

6

C Payment of Bills and Payrolls

1 Bill & Payroll Reports

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D Approve Finance Department Reports

1 Financial Statements for August 2022

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E **Approve Semi-Annual Review of Closed Session Minutes of Meetings Lawfully Closed**
According to the Exceptions Provided in the Open Meetings Act

F Approval of Destruction of Audio Recordings of Closed Minute Sessions from October 1, 2020 through March 30, 2021	
G Approve Fiscal Year 2023 School Maintenance Grant Program(SMGP) Application Certification and Authorize Chief Financial Officer to Deliver it to the Regional Office of Education and Illinois State Board of Education	80
H Elementary Title I Schoolwide Plans 22-23	82
I Approve Overnight Trip Requests	174
J Secure Storage Resolution	180
K Activity Fund Establishments	182
12. BOARD REPRESENTATIVE COMMITTEE MEETING REPORTS, ANNOUNCEMENTS AND COMMENTS	
13. ADJOURNMENT	



MRS. Kimberly Martin-Boyd
PRINCIPAL

MR. Brett Papoccia
ASSOCIATE PRINCIPAL | ATHLETIC DIRECTOR

MR. Nathan Lawler
Assistant PRINCIPAL

2901 MORRISSEY DR
BLOOMINGTON, IL 61704

PHONE 309 557 4406
FAX 309 557 4507
WEB UNITS.ORG/EVANS

Dr. Weikle and Board Of Education,

It is my pleasure to share good news from Evans Jr. High School. Our school's technology teacher Bob Scornavacco was recently awarded the Technology Education Association of Illinois' "New Middle School Teacher of the Year." The TEAI awards program is their way of saying "thank you" to technology education professionals throughout Illinois who devote their time, energy and sometimes finances to build strong and exciting programs and curriculum. This award is an acknowledgement of an outstanding "new" teacher who is providing his/her students with the most current curriculum available and staying professionally active so personal growth continues. Bob was given the "new" teacher as this is his first year as a full time middle school teacher, previously serving Unit 5 at Normal West in their technology department. Bob is an enthusiastic educator who worked hard to learn the curriculum at the middle school while bringing in his high school experience and knowledge which will provide for smooth transition to those higher level programs. Bob has been a great addition to our exploratory team and works hard to serve the whole student, not just provide curricular instruction. Bob extends his connection outside the classroom by serving as our Head Boys Baseball coach at Evans and as the freshmen level coach at Normal Community. Bob also assists with other extracurriculars providing tech support for West Football and working sporting events at Evans. Bob is highly respected by his colleagues and has been an amazing addition to our Eagle Nation staff.

Thank you for allowing me to share this accomplishment with you.

Sincerely,

Kimberly Martin-Boyd

Evans Jr. High School Principal

**McLean County Unit District No. 5
1809 West Hovey Avenue
Normal, Illinois 61761-4339**



Dr. Weikle and Board of Education,

It is my pleasure to share with you that Erik Rich, the KJHS technology teacher, has been named the 2022 Technology Education Association of Illinois' "Middle School Teacher of the Year." This award is given in acknowledgement of Mr. Rich's commitment to providing his students with the most current and innovative educational opportunities. In addition to his outstanding instructional practices, Mr. Rich is an active member of the KJHS community, sponsoring both the Kingsley Technology Club and Rubix Cube Club as well as serving as the KJHS web master. Mr. Rich is in his 20th year of teaching and his 11th year at Kingsley Junior High School.

Thank you for allowing me to share this accomplishment with you.

Elisa Palmer

Elisa
Elisa Palmer
Principal
(309) 557 - 4574



KINGSLEY JUNIOR HIGH SCHOOL
COMMUNITY. GROWTH. INNOVATION.

Requests for Information Pursuant to the Illinois Freedom of Information Act
The District has received and processed the following requests for information:

1. SmartProcure, responded 10.12.22
2. JoAnne O'Dell, responded 10.19.22

Burke	Ivy										
Church	Jacob										
Danko	Regan										
Dickerson	Alexandra										
Duzan	Jill										
Edwards	Stefanie										
Elder	Erin										
Grant	Kerrie										
Gemberling	David										
Iverson	Brenda										
Harrell	Kenneth										
Harvey	Rebekah										
Jodumutt Bhat	Sukanya										
Kaeb	Martin										
O'Connor	Stanley										
Ogden	Emily										
Parker	Emily										
Penhollow	Susan										
Shackley	Thomas										
Spann	Michael										
Wollbrink	Jensen										8

Contract Revisions

			Homebase			Revision				Effective
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<u>Certified</u>

<u>Schedule B</u>

Fisher	Shelly		Benjamin			Add-SX2.S 1/2				08/15/2022
Hailey	Marisa		Benjamin			Add-SX2.S 1/2				08/15/2022
Taylor	Holly		Benjamin			Add-PBIS2				0815/2022

Starr	David		Glenn			Add-CJHS-JHWR			08/15/2022
Alexander	Jason		Hoose			Add-WEBE			08/15/2022
Bunting	Alicia		Hoose			Drop-WEBE			08/15/2022
Kiesewetter	Jennifer		Hoose			Add-SX2.S			08/15/2022
Mercer	Karen Jane		Hoose			Add-SX2.S			08/15/2022
Pratt	Cynthia		Hoose			Add-SX2.S			08/15/2022
Prosser	Sarah		Hoose			Add-SX2.S			08/15/2022
Theobald	Keely		Hoose			Add-CCC			08/15/2022
Nemtusiak	Melanie		Pepper Ridge			Add-WEBE			8/15/2022
Stiers	Briana		Pepper Ridge			Drop-WEBE			8/1/2022
Bennett	Andrew-Non-UFEA		CJHS			Add-JHBB			8/15/2022
Esposito	Mark-Non-UFEA		EJHS			Add-JHCC			8/15/2022
Harris	Robert-Non-UFEA		EJHS			Add-JHWR			1/17/2022
Mane	Alyssa-Non-UFEA		EJHS			Add-JHSB			8/15/2022
Nord	Lauren-Non-UFEA		EJHS			Add-JHC			7/1/2022
Ellison	Aaron		KJHS			Add-JHBB			9 8/15/2022
Lehr	Jake-Non-UFEA		PJHS			Add-JHWR			8/15/2022
Bergmann	John		NCHS			Drop-SCBA			8/15/2022
Cole	Jennifer		NCHS			Add-HFCS			8/15/2022
Freyman	Megan		NCHS			Add- SOCS 1/3			8/15/2022
Geier	Mark-Non-UFEA		NCHS			Add-AVVB			8/15/2022
Kerr	Sean-Non-UFEA		NCHS			Add-ASBDR			8/17/2022
Shoukry	Kaitlin		NCHS			Drop- HJCS Add-SCBA Add-SHMAT.5 To 1.0			8/15/2022
Wepfer	Grace-Non-UFEA		NCHS			Add-VEDR			8/15/2022
Starkey	Megan		NCWHS			Drop-AVTR			8/15/2022
<u>Educational Support Personnel</u>									
Soney	Mavis		Northpoint/ Food Service-173 Days-4 Hours			From 4 Hours To 4.5 Hours			8/16/2022
Sebeny	Christopher		Warehouse/ Custodian- Night - Float			From Warehouse-Custodian-Night Float			10/3/2022

To CJHS-Custodian-Night

Coursework

Name	From	To
Ahrens, Tamara	B+10	B+16
Alexander, Jason	M+0	M+16
Aubin, Chad	B+24	M+0
Beer, Julia	M+16	M+32
Beggs, Elizabeth	B+24	M+3
Beoletto, Lacey	M+0	M+24
Blue, Melkynda	B+0	B+9
Boehm, Kimberly	B+17	M+0
Bostic, Nathaniel	M+0	M+22
Bovenkerk, Bradley	M+33	M+48
Breuning, Jeff	M+16	M+48
Broker, Brittany	B+24	M+0
Bruck, Steven	M+0	M+27
Cardiff, Angela	M+32	M+48
Carter, Lyn	M+0	M+16
Carter, Michel	M+36	M+48
Cave, Tammy	M+33	M+48
Chessare, Lauren	M+16	M+32
Clement, Margaret	M+18	M+36
Cooper, Kathy	M+16	M+32
Copenhaver, Jill	M+0	M+16
Deti, Megan	M+0	M+18
Dobson, Erin	M+0	M+16
Dunn, Emily	B+9	B+16
Eckert, Emily	B+24	M+0
Ediker, Blair	M+0	M+20
Edwards, Angela	B+8	B+26
Eilers, Sara	B+18	B+30
Eilts, Karen	B+28	M+0
Ellison, Lori	B+28	M+0
Elpayaa, Lauren	M+18	M+36
Escher, Mackenzie	B+21	B+27
Ferguson, Katriona	M+10	M+16
Fitzgerald, Lauren	M+0	M+18
Fontana, Elizabeth	M+0	M+19
Franks, Rebecca	M+35	M+48
Gallier, Nicole	M+35	M+48
Goff, Amanda	B+16	B+28
Gozur, Maielena	M+0	M+18
Hailey, Marisa	B+21	M+0
Hakes, Kylie	M+17	M+33

Ham, Claire	B+24	M+0
Hamilton, Sarah	M+23	M+35
Hatzer, Cody	B+0	B+24
Henderson, Rachel	B+0	B+18
Hendren, Jara	M+0	M+27
Hernandez, Elisabeth	B+6	B+8
Hollenkamp, Erin	M+33	M+48
Horton, Julie	M+18	M+34
Johnson, Chanel	M+32	M+48
Keag, Sara	M+17	M+48
Keyser, Chelsea	M+21	M+48
Killian, Kacy	M+25	M+50
Kintner, Rachel	B+56	M+15
Kosier, Naomi	B+56	M+15
Krut, Elizabeth	M+3	M+18
Lenz, Andrea	M+0	M+33
Logue, Derek	B+27	M+0
Long, Stephanie	M+49	M+49
Lutchefeld, Mishel	M+18	M+42
Lynch, Jessica	M+18	M+33
Maas, Megan	B+9	B+18
Madden, Genevieve	B+21	M+0
Mandros, Staci	M+0	M+21
Masla, Katherine	M+37	M+48
Maynerich, Sara	M+0	M+18
McKinney, Marleah	M+4	M+19
Miller, Emily	B+9	B+21
Miller, Kaitlin	B+18	B+27
Mueller, Kelsey	M+33	M+48
Musselman, Tayler	B+24	M+0
Nelson, Margaret	M+0	M+16
Ortiz, Brianna	B+0	B+12
Pfleger, Carly	B+24	M+0
Primo, Abigail	M+0	M+24
Reeves, Rebecca	M+16.5	M+32.5
Rigali, Michael	M+16	M+32
Riley, Sara	B+24	M+0
Rohlwing, Kimberly	M+16	M+32
Rumps, James	M+32	M+48
Schonauer, Derrick	M+21	M+39
Schroen, Staci	M+21.5	M+42.50
Schultz, Bryan	B+24	M+0
Sebeny, Janel	M+33	M+48

Copp	Margaret		Oakdale/ Para-Reg Ed-Math		From Oakdale - Para-Reg Ed Math		10/3/2022
					To Field - Para-Spec Ed		
Groff	Mary		Oakdale/ Para-Spec Ed		From Spec Ed To Reg Ed-Math		10/3/2022
Holt	Benjamin		Northpoint/ Para-Spec Ed		From Northpoint To Hoose		9/29/2022

MCLEAN COUNTY UNIT DISTRICT NO. 5
Authorization for Payment of Bills and Payrolls
September 22, 2022 through October 19, 2022

SUMMARY OF BILLS & PAYROLLS BY FUND

Fund	¹ Prepaid Bills	² Bills To Be Paid	³ Payrolls	Total
07 Flexible Benefit Plan Trust Fund	10,344.15	0.00	0.00	10,344.15
08 Unit 5 Self-Funded Insurance	839,560.56	0.00	0.00	839,560.56
10 Educational	790,000.35	687,074.65	9,116,967.18	10,594,042.18
20 Operations & Maintenance	289,215.59	139,568.16	515,481.24	944,264.99
30 Debt Service	0.00	0.00	0.00	0.00
40 Transportation	46,963.97	84,510.89	28,053.53	159,528.39
50 Social Security	0.00	0.00	232,793.42	232,793.42
51 IMRF	0.00	0.00	166,388.90	166,388.90
60 Capital Projects	0.00	0.00	0.00	0.00
70 Working Cash	0.00	0.00	0.00	0.00
80 Tort Immunity	14,387.71	56,967.69	32,002.38	103,357.78
90 Life Safety	0.00	76,417.00	0.00	76,417.00
99 Student Activity Funds ⁴	261,645.89	0.00	0.00	261,645.89
Grand Total	\$2,252,118.22	\$1,044,538.39	\$10,091,686.65	\$13,388,343.26

¹ For funds 8 through 90, these bills were paid on and between 9/22/22 and 10/18/22. Please see the "Vendor Bill Listing - PREPAID" report for details.

² These bills have not been paid yet. Please see the "Vendor Bill Listing - TO BE PAID" report for details.

³ Please see the "Payroll Fund Totals" report for details.

⁴ These bills will always be listed as "prepaid" and include bills paid on the date of the last Board meeting. This is to ensure that all payments are captured for reporting purposes. For this report, these bills were paid on and between 9/21/22 and 10/18/22. Please see the Student Activity Funds section of the "Vendor Bill Listing - PREPAID" and the "Vendor Bill Listing - PREPAID - SA" report for details. The Student Activity Funds totals on these reports will equal the Student Activity Funds total on this summary.

ATTEST:

I certify that the Board of Education has reviewed and authorized the payment of bills and payrolls in the amount of \$13,388,343.26.

 Barry Hitchins, President, Board of Education

 Date

 Alan Kalitzky, Secretary Pro Tempore, Board of Education

 Date

CUSD No. 5, McLean and Woodford Counties, Illinois

Payroll Fund Totals

Fiscal Year: 2022-2023

Pay Cycle:	Pay Period:	Start Date:	End Date:	Pay Date:
Certified - Semi	60	09/16/2022	09/30/2022	09/30/2022
Certified - Semi	61	09/16/2022	09/30/2022	09/30/2022
Certified - Semi	62	09/16/2022	09/30/2022	09/30/2022
Certified - Semi	70	10/01/2022	10/15/2022	10/14/2022
Certified - Semi	71	10/01/2022	10/15/2022	10/14/2022
Certified - Semi	72	10/01/2022	10/15/2022	10/14/2022
Classified - Semi	60	09/16/2022	09/30/2022	09/30/2022
Classified - Semi	61	09/16/2022	09/30/2022	09/30/2022
Classified - Semi	70	10/01/2022	10/15/2022	10/14/2022
Classified - Semi	71	10/01/2022	10/15/2022	10/14/2022

FUND	GROSS	FICA	RETIREMENT	BENEFITS	TOTALS
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Certified - Semi - Period Number: 60

10	3,060,466.10	0.00	141,529.04	366,522.00	3,568,517.14
50	0.00	42,573.03	0.00	0.00	42,573.03
80	3,945.92	0.00	439.77	345.00	4,730.69
Period Total:	\$3,064,412.02	\$42,573.03	\$141,968.81	\$366,867.00	\$3,615,820.86

Certified - Semi - Period Number: 70

10	3,088,066.61	0.00	142,861.89	370,107.00	3,601,035.50
50	0.00	43,029.36	0.00	0.00	43,029.36
80	3,945.92	0.00	439.77	345.00	4,730.69
Period Total:	\$3,092,012.53	\$43,029.36	\$143,301.66	\$370,452.00	\$3,648,795.55

Classified - Semi - Period Number: 60

10	689,804.49	0.00	0.00	180,424.75	870,229.24
20	251,722.82	0.00	0.00	2,597.50	254,320.32
40	10,638.73	0.00	0.00	2,742.50	13,381.23
50	0.00	70,088.51	0.00	0.00	70,088.51
51	0.00	0.00	82,900.77	0.00	82,900.77
80	10,063.11	0.00	0.00	1,200.00	11,263.11
Period Total:	\$962,229.15	\$70,088.51	\$82,900.77	\$186,964.75	\$1,302,183.18

Classified - Semi - Period Number: 70

10	726,717.08	0.00	0.00	182,494.75	909,211.83
20	257,436.16	0.00	0.00	2,597.50	260,033.66
40	11,929.80	0.00	0.00	2,742.50	14,672.30
50	0.00	73,226.89	0.00	0.00	73,226.89
51	0.00	0.00	83,344.34	0.00	83,344.34
80	10,077.89	0.00	0.00	1,200.00	11,277.89
Period Total:	\$1,006,160.93	\$73,226.89	\$83,344.34	\$189,034.75	\$1,351,766.91

Certified - Semi - Period Number: 61

10	9,728.50	0.00	0.00	0.00	9,728.50
50	0.00	731.30	0.00	0.00	731.30
Period Total:	\$9,728.50	\$731.30	\$0.00	\$0.00	\$10,459.80

Certified - Semi - Period Number: 62

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FUND	GROSS	FICA	RETIREMENT	BENEFITS	TOTALS
10	67,695.00	0.00	595.93	0.00	68,290.93
50	0.00	977.81	0.00	0.00	977.81
Period Total:	\$67,695.00	\$977.81	\$595.93	\$0.00	\$69,268.74

Certified - Semi - Period Number: 71

10	76,476.25	0.00	699.30	0.00	77,175.55
50	0.00	1,102.66	0.00	0.00	1,102.66
Period Total:	\$76,476.25	\$1,102.66	\$699.30	\$0.00	\$78,278.21

Classified - Semi - Period Number: 61

10	905.49	0.00	0.00	0.00	905.49
20	708.58	0.00	0.00	0.00	708.58
50	0.00	123.48	0.00	0.00	123.48
51	0.00	0.00	107.99	0.00	107.99
Period Total:	\$1,614.07	\$123.48	\$107.99	\$0.00	\$1,845.54

Certified - Semi - Period Number: 72

10	11,093.00	0.00	0.00	0.00	11,093.00
50	0.00	848.68	0.00	0.00	848.68
Period Total:	\$11,093.00	\$848.68	\$0.00	\$0.00	\$11,941.68

Classified - Semi - Period Number: 71

10	780.00	0.00	0.00	0.00	780.00
20	418.68	0.00	0.00	0.00	418.68
50	0.00	91.70	0.00	0.00	91.70
51	0.00	0.00	35.80	0.00	35.80
Period Total:	\$1,198.68	\$91.70	\$35.80	\$0.00	\$1,326.18

Grand Totals:	\$8,292,620.13	\$232,793.42	\$452,954.60	\$1,113,318.50	\$10,091,686.65
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End of Report

Expenditure Summary Report

From Date: 9/21/2022
To Date: 9/21/2022

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
B & B Awards & Recognition	20049956	0	21635	9/21/2022	1,048.80
B & B Awards & Recognition Total					1,048.80
Baby Fold	V284581	0	2730	9/21/2022	206.16
Baby Fold Total					206.16
Blue Springs, Inc.	44146	0	21636	9/21/2022	1,165.00
Blue Springs, Inc. Total					1,165.00
Bruce, Amanda Christine	V221737	0	21637	9/21/2022	35.96
Bruce, Amanda Christine Total					35.96
Carey, Kathleen Susan	V530300	0	24305	9/21/2022	23.94
Carey, Kathleen Susan Total					23.94
Coyle, Cynthia Marie	V829547	0	21638	9/21/2022	57.39
Coyle, Cynthia Marie Total					57.39
Iesa Illinois Elementary School Asn	V122572	0	21639	9/21/2022	15.00
Iesa Illinois Elementary School Asn Total					15.00
Normal Community West High School	V221162	0	21640	9/21/2022	1,250.00
Normal Community West High School Total					1,250.00
Owens, Richard	V360363	0	24306	9/21/2022	80.00
Owens, Richard Total					80.00
Scheffers, Kelly Nicole	V103710	0	2731	9/21/2022	496.62
Scheffers, Kelly Nicole Total					496.62
Select Screen Prints	60254	0	21641	9/21/2022	1,180.00
Select Screen Prints Total					1,180.00
Starr, David E	V813483	0	6147	9/21/2022	254.43
Starr, David E Total					254.43
Steidinger, Brittiany	V652167	0	21642	9/21/2022	50.00
Steidinger, Brittiany Total					50.00
Visa Businesscard Commerce Bank	V710201	0	0	9/21/2022	197.61
Visa Businesscard Commerce Bank Total					197.61
Wheeler, Alicia	V766547	0	6148	9/21/2022	286.91
Wheeler, Alicia Total					286.91
Grand Total					6,347.82

Expenditure Summary Report

From Date: 9/21/2022
To Date: 9/21/2022

Fund	Amount
99	6,347.82
Grand Total	6,347.82

Expenditure Summary Report

From Date: 9/22/2022
To Date: 10/18/2022

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
A & M Products	71741	0	46312	10/18/2022	539.00
A & M Products Total					539.00
A Drain Doctor	6130 8/18	2301391	251115	10/5/2022	-
A Drain Doctor Total					-
Ace Hardware	5 INVS 9/12-9/20	2300075	251116	10/5/2022	105.39
	583387/5 9/22	2301351	251116	10/5/2022	23.39
Ace Hardware Total					128.78
Adkins Track Timing Associates	916	0	46268	10/6/2022	900.00
Adkins Track Timing Associates Total					900.00
Aguilar, Michael	V560634	0	126283	10/17/2022	60.00
	V396566	0	126263	10/6/2022	60.00
	V456234	0	20090	10/3/2022	60.00
	V788296	0	20097	10/3/2022	20.00
Aguilar, Michael Total					200.00
Ahlemeyer, Michelle Rae	TRAVEL SEP 22	0	251117	10/5/2022	142.88
Ahlemeyer, Michelle Rae Total					142.88
Akman, Olcay	V100475	0	20119	10/11/2022	55.00
	V938579	0	126234	9/29/2022	70.00
Akman, Olcay Total					125.00
Albrechtsen, Donette Britton	Hoco supplies	0	46269	10/6/2022	465.65
Albrechtsen, Donette Britton Total					465.65
Albritton, Kathryn Ann	V635490	0	2732	10/4/2022	100.00
	V898047	0	2733	10/4/2022	100.00
Albritton, Kathryn Ann Total					200.00
Alexander, Jason Paul	V627285	0	9426	9/22/2022	24.00
Alexander, Jason Paul Total					24.00
Allensworth, Jermaine	V880607	0	6245	9/26/2022	80.00
Allensworth, Jermaine Total					80.00
Alt, Jessica	REIMB SLP SUMMIT	2301324	251118	10/5/2022	24.99
Alt, Jessica Total					24.99
Amazon Capital Services	1WLL-XMLG-YTLN	204230001	14666	10/11/2022	47.96
	19WL-FGVH-PLRV 10/2	2301427	251119	10/5/2022	97.59
	19QT-X6LT-47Q7 9/28	2301408	251119	10/5/2022	33.28
	1DRL-73D1-41WQ	2301355	251119	10/5/2022	244.91
	1QXL-YKQT-CJPN	2301375	251119	10/5/2022	179.76
	1FMT-YGX1-6FDD	2301347	251119	10/5/2022	57.53
	1G3V-6`XK-377K	2301389	251119	10/5/2022	7.18
	1MFT-P6XM-G9CL	2301336	251119	10/5/2022	78.47
	1PNF-TTMY-6V7Q	2301331	251119	10/5/2022	15.98
	1NCN-X3P4-YWX7	2301330	251119	10/5/2022	228.71
	1MFT-P6XM-N9P6	2301311	251119	10/5/2022	275.47
	1R3J-V63F-PCV6 9/23	2301314	251119	10/5/2022	39.99
	1XXR-GFLD-VXKD	2301292	251119	10/5/2022	104.78
	1MXD-TNMQ-1DMM	2301287	251119	10/5/2022	23.08
	19R7-LL99-1MXF	2301288	251119	10/5/2022	147.25
	1D7D-33WV-GCYG	2301290	251119	10/5/2022	1,256.32
	1HGV-6DM4-J1YD	2301303	251119	10/5/2022	31.96

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Amazon Capital Services	1WCV-KV37-JDMC	2301278	251119	10/5/2022	314.09
	1WMN-DC6C-1HIL 9/20	2301187	251119	10/5/2022	314.01
	1WMN-DC6C-1HJN 9/20	2301188	251119	10/5/2022	314.01
	1MH3-643Y-1DV7	2301141	251119	10/5/2022	369.35
	1Q66-9QMY-KX1P	2301034	251119	10/5/2022	143.57
	1Q66-9QMY-1Q9K	2301108	251119	10/5/2022	132.93
	1WTL-TFHT-WXHV	2301116	251119	10/5/2022	245.65
Amazon Capital Services Total					4,703.83
Ambrose, Valerie L	V62494	0	14659	10/6/2022	31.99
Ambrose, Valerie L Total					31.99
American Pest Control	470716 9/26	2300072	251120	10/5/2022	1,230.00
American Pest Control Total					1,230.00
Amerman, Julie	V875332	0	126218	9/22/2022	60.00
Amerman, Julie Total					60.00
Amplified IT LLC	45315 & 46883 7/31-	2301283	251121	10/5/2022	149.27
Amplified IT LLC Total					149.27
Anderson, Mary E	V2681	0	1840	10/6/2022	54.99
Anderson, Mary E Total					54.99
Arnold, Nicholas Ryne	V220562	0	6268	10/12/2022	22.98
Arnold, Nicholas Ryne Total					22.98
ASBURY, BRYAN	Reissue of ck39942	0	46313	10/18/2022	75.00
ASBURY, BRYAN Total					75.00
Ascd Assoc For Supv & Currdevelop	3 MEMBER FEES 7/28	2301416	251122	10/5/2022	567.00
Ascd Assoc For Supv & Currdevelop Total					567.00
Astell, David	V708634	0	20120	10/11/2022	90.00
Astell, David Total					90.00
Augspurger, J Ne Lynn	XC meet 9-29-22	0	46235	9/28/2022	175.00
Augspurger, J Ne Lynn Total					175.00
Avanti's Italian Restaurant - Normal	V378704	0	14667	10/11/2022	918.35
	Normal West 10-11	0	46288	10/13/2022	457.80
Avanti's Italian Restaurant - Normal Total					1,376.15
Avanti's Italian Restaurant -Bloomington	V280697	0	6264	10/6/2022	1,019.35
	V491909	0	24326	10/7/2022	254.69
	V353408	0	46606	10/5/2022	274.65
	V561764	0	5019	9/26/2022	175.92
Avanti's Italian Restaurant -Bloomington Total					1,724.61
B & B Awards & Recognition	V377224	0	1597	9/26/2022	45.75
	20050048/20050070	0	46562	9/22/2022	384.78
	20050200	0	46289	10/13/2022	105.14
	20050157	0	46252	10/4/2022	28.00
	20050120	0	46236	9/28/2022	16.00
	20050121	0	46583	9/29/2022	14.00
B & B Awards & Recognition Total					593.67
Bacc Student Graphics Co.	Reissue ck #36742	0	46290	10/13/2022	600.00
Bacc Student Graphics Co. Total					600.00

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Bane, Parker J	FFA banquet food	0	46314	10/18/2022	480.00
	Reimbursements	0	46291	10/13/2022	1,165.53
Bane, Parker J Total					1,645.53
Barbour, Leisa R	V966594	0	9427	10/6/2022	45.29
Barbour, Leisa R Total					45.29
Barnes & Noble Booksellers	4323372 9/20	2301338	251123	10/5/2022	253.15
Barnes & Noble Booksellers Total					253.15
Bashary, Kathryn C	V441997	0	21654	10/6/2022	491.88
Bashary, Kathryn C Total					491.88
Basting, Grant	V123362	0	14643	9/26/2022	50.00
	V939342	0	21643	9/23/2022	50.00
Basting, Grant Total					100.00
Batty, Sydney	REIMB AMAZON 8/23-	2301456	251124	10/5/2022	95.57
Batty, Sydney Total					95.57
Bauer Crops & Cattle	850891	0	46607	10/5/2022	15.00
Bauer Crops & Cattle Total					15.00
Beer, Julia Renee	V509325	0	24341	10/17/2022	123.46
	V117485	0	24330	10/11/2022	19.47
Beer, Julia Renee Total					142.93
Beggs, Elizabeth Sue	VTAP 10-5-22	0	46270	10/6/2022	2,450.82
Beggs, Elizabeth Sue Total					2,450.82
Beiersdorf, Paul	V173604	0	126274	10/13/2022	60.00
Beiersdorf, Paul Total					60.00
Bennett Electronics	34199/2 9/09	2301388	251125	10/5/2022	2,212.50
	34200 9/20	2301387	251125	10/5/2022	456.00
	35130 9/09	2301299	251125	10/5/2022	342.00
Bennett Electronics Total					3,010.50
Bennett, Dominic	Summer camp	0	46253	10/4/2022	1,000.00
Bennett, Dominic Total					1,000.00
Bennington, Marlys	TRAVEL SEP 22	0	251126	10/5/2022	48.31
Bennington, Marlys Total					48.31
Bergmann, John D	REIMB-FLINN 09/02	2301458	251127	10/5/2022	156.74
Bergmann, John D Total					156.74
Bergue, Morton Charles	1/2 of flight	0	46635	10/13/2022	183.60
Bergue, Morton Charles Total					183.60
Bierbaum, John	Donuts	0	46217	9/26/2022	44.97
	Reissue 36229, 33068	0	46292	10/13/2022	25.17
	SS breakfast	0	46292	10/13/2022	33.58
	Book for West. Civ.	0	46254	10/4/2022	22.37
Bierbaum, John Total					126.09
Bill's Key & Lock Shop	168292 9/20	2301322	251128	10/5/2022	111.04
Bill's Key & Lock Shop Total					111.04

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Birkey's Farm Store	P37315	2301358	251129	10/5/2022	33.50
Birkey's Farm Store Total					33.50
Bishop, Janette Milagros	TRAVEL SEP 22	0	251130	10/5/2022	49.50
Bishop, Janette Milagros Total					49.50
Bishop, John	V173604	0	126275	10/13/2022	60.00
Bishop, John Total					60.00
Blair, Michelle A.	V222083	0	126235	9/29/2022	100.00
Blair, Michelle A. Total					100.00
Blick Art Materials	V645884	0	2890	9/23/2022	38.00
Blick Art Materials Total					38.00
Bliss, Paul Andrew	V925106	0	21655	10/6/2022	900.00
Bliss, Paul Andrew Total					900.00
Blomgren, Brian Andrew	Black lights	0	46255	10/4/2022	35.97
Blomgren, Brian Andrew Total					35.97
Bloomington Area Career Center	V465018	0	1598	10/18/2022	232.00
	ANNUAL TUITION 22-23	2301428	251131	10/5/2022	326,075.00
Bloomington Area Career Center Total					326,307.00
Bloomington High School	V132323	0	20100	10/4/2022	150.00
Bloomington High School Total					150.00
Blue Cross Blue Shield Of Illinois	383162158561	0	0	10/18/2022	259,122.39
	383162776139	0	0	10/11/2022	219,008.59
	383169860968	0	0	9/27/2022	357,467.91
Blue Cross Blue Shield Of Illinois Total					835,598.89
Blue Springs, Inc.	44343	0	21656	10/6/2022	110.00
Blue Springs, Inc. Total					110.00
Boehm, Kimberley Ruth	Piano music	0	46315	10/18/2022	13.98
	Concert dresses	0	46218	9/26/2022	265.36
Boehm, Kimberley Ruth Total					279.34
Boggavarapu, Hansika	Reimb HOCO Decor	0	46636	10/13/2022	35.88
Boggavarapu, Hansika Total					35.88
Bollmann, Brooke M	FMP activity	0	46293	10/13/2022	33.69
Bollmann, Brooke M Total					33.69
Bovenkerk, Bradley Alan	Recognition award	0	46608	10/5/2022	189.00
Bovenkerk, Bradley Alan Total					189.00
Boyd Jr., Willie	V300651	0	14644	9/26/2022	80.00
Boyd Jr., Willie Total					80.00
Bradfield's Computer Supply	558269 9/22	2301281	251132	10/5/2022	2,160.00
	557998 9/12	2300878	251132	10/5/2022	5,340.00
	557931 9/08	2300868	251132	10/5/2022	225.00
Bradfield's Computer Supply Total					7,725.00
Bradley Bourbonnais High School	V79306	0	20082	9/28/2022	155.00

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Bradley Bourbonnais High School	V177852	0	14645	9/26/2022	200.00
Bradley Bourbonnais High School Total					355.00
Bradley, Kai Tene	V1078	0	126249	10/6/2022	75.00
	V21280	0	126236	9/29/2022	75.00
Bradley, Kai Tene Total					150.00
Braffet Berry Farm & Orchard, LLC.	V39603	0	6306	9/26/2022	560.00
Braffet Berry Farm & Orchard, LLC. Total					560.00
Braman, Becky	V666408	0	5025	10/14/2022	65.00
Braman, Becky Total					65.00
Brand U LLC	1385(2)	0	46316	10/18/2022	7,598.40
	1385	0	46294	10/13/2022	-
Brand U LLC Total					7,598.40
Brock, Vernon	V982860	0	20139	10/17/2022	-
Brock, Vernon Total					-
Brownlee, Tim	V396566	0	126264	10/6/2022	60.00
	V117044	0	20081	9/28/2022	-
	V321871	0	20083	9/28/2022	60.00
	V968056	0	126224	9/26/2022	60.00
Brownlee, Tim Total					180.00
Bruer, Shelbie Grace	V755729	0	21657	10/6/2022	27.40
Bruer, Shelbie Grace Total					27.40
BSN Sports	918568109	0	46295	10/13/2022	273.86
	918417598	0	46256	10/4/2022	1,074.33
BSN Sports Total					1,348.19
Budak, Heather	GC Awards	0	46584	9/29/2022	347.50
Budak, Heather Total					347.50
Budak, Michael P	V1078	0	126250	10/6/2022	75.00
Budak, Michael P Total					75.00
Burgess, Joe Franklin	IHSA golf tournament	0	46271	10/6/2022	100.00
Burgess, Joe Franklin Total					100.00
Cardiff, Angela R	Indoor Con	0	46609	10/5/2022	18.96
	Supplies 9/2022	0	46585	9/29/2022	235.29
Cardiff, Angela R Total					254.25
Carey, Kathleen Susan	V650034	0	24321	10/4/2022	9.78
Carey, Kathleen Susan Total					9.78
Carl Sandburg High School	V690931	0	24336	10/13/2022	200.00
Carl Sandburg High School Total					200.00
Carle	BILLING N0MRN5-8/31	2301448	251134	10/5/2022	49.00
Carle Total					49.00
Carle BroMenn TC	100 9/27	2301439	251135	10/5/2022	6.00
Carle BroMenn TC Total					6.00
Carlock, Kimberly Jill	V128933	0	5022	9/30/2022	52.07

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Carlock, Kimberly Jill Total					52.07
Carl's Pro Band Instrument Repair	850 09/27	2301433	251133	10/5/2022	121.20
	839 9/16	2301334	251133	10/5/2022	225.00
Carl's Pro Band Instrument Repair Total					346.20
Carlson, George A.	V997413	0	21646	9/27/2022	80.00
Carlson, George A. Total					80.00
Carpenter, Donald G.	V677606	0	126237	9/29/2022	90.00
Carpenter, Donald G. Total					90.00
Carr, Karonji	V913952	0	21652	10/6/2022	80.00
Carr, Karonji Total					80.00
Carter, Paul W	Reimb Clinic Reg	0	46610	10/5/2022	155.99
Carter, Paul W Total					155.99
Casey's Garden Center	V467144	0	7181	10/11/2022	50.00
	490196	0	46317	10/18/2022	90.00
	490198	0	46206	9/22/2022	210.00
Casey's Garden Center Total					350.00
CCMSI	0124279-IN	0	0	10/6/2022	13,084.17
CCMSI Total					13,084.17
Centennial High School	V185785	0	126225	9/26/2022	175.00
Centennial High School Total					175.00
Central Catholic High School	V833989	0	20101	10/4/2022	200.00
Central Catholic High School Total					200.00
Change Academy Lake Of The Ozarks	INV052352 8/31	2301451	251136	10/5/2022	4,628.98
Change Academy Lake Of The Ozarks Total					4,628.98
Cheer City LLC.	Gym Rental	0	46611	10/5/2022	210.00
Cheer City LLC. Total					210.00
Chiddix Junior High School	V136135	0	21647	9/29/2022	60.00
	V483974	0	24307	9/22/2022	1,000.00
	V184473	0	6236	9/22/2022	-
Chiddix Junior High School Total					1,060.00
Childers Door Service, Inc	299164 9/20	2301462	251137	10/5/2022	157.50
Childers Door Service, Inc Total					157.50
Children's Discovery Museum	V506771	0	9425	9/22/2022	488.00
Children's Discovery Museum Total					488.00
CI Solutions	00012032 9/27	2301348	251138	10/5/2022	7,243.06
CI Solutions Total					7,243.06
City of Bloomington	WATER 09/27	0	251139	10/5/2022	1,673.02
City of Bloomington Total					1,673.02
Coffey, Christopher John	IHSA state golf	0	46272	10/6/2022	100.00
	Gas regional	0	46612	10/5/2022	38.50
	JV Range Balls	0	46586	9/29/2022	37.05
Coffey, Christopher John Total					175.55

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Collins, Paula Lynn	TRAVEL SEP 22	0	251140	10/5/2022	63.00
Collins, Paula Lynn Total					63.00
Confidential On-Site Paper Shreddin	130918	0	46219	9/26/2022	75.66
Confidential On-Site Paper Shreddin Total					75.66
Conley, Rebecca Renae	Cookies/Orange Crush	0	46613	10/5/2022	176.83
	2022 Orange crush	0	46563	9/22/2022	55.32
Conley, Rebecca Renae Total					232.15
Connor Co	5 INVS 9/14-9/15	2301345	251141	10/5/2022	625.44
Connor Co Total					625.44
Conrad, Karen	Boys soccer supplies	0	46207	9/22/2022	345.85
	Burlington items	0	46273	10/6/2022	1,472.82
Conrad, Karen Total					1,818.67
Cook, Jerry	Intercity VB 9/24/22	0	46564	9/22/2022	180.00
Cook, Jerry Total					180.00
Cooper, Jori Elizabeth	V636501	0	20140	10/17/2022	70.00
	V487146	0	20084	9/28/2022	100.00
	Intercity VB 9/24/22	0	46565	9/22/2022	180.00
Cooper, Jori Elizabeth Total					350.00
Cooper-Lawson, Jori Elizabeth	V487146	0	20084	9/28/2022	(100.00)
Cooper-Lawson, Jori Elizabeth Total					(100.00)
Cremeens, Jason	V991970	0	24322	10/4/2022	80.00
Cremeens, Jason Total					80.00
Crescent Electric Supply Co	S510695762.001 9/14	2301397	251142	10/5/2022	499.71
Crescent Electric Supply Co Total					499.71
Crouch, Scott J.	V275062	0	6275	10/14/2022	80.00
Crouch, Scott J. Total					80.00
Culligan Water Conditioning	V918953	0	2896	10/18/2022	8.50
	V809108	0	5097	10/7/2022	32.00
	V325084	0	2891	9/23/2022	4.00
Culligan Water Conditioning Total					44.50
Cunningham Children's Home	6666 & 6667 08/31	2301323	251143	10/5/2022	6,891.06
Cunningham Children's Home Total					6,891.06
Cunningham, Jeffrey W.	V460567	0	126238	9/29/2022	90.00
Cunningham, Jeffrey W. Total					90.00
Cunningham, Vincent	V278456	0	20121	10/11/2022	90.00
Cunningham, Vincent Total					90.00
Cunningham's Candies, Inc	39549	0	46614	10/5/2022	331.20
Cunningham's Candies, Inc Total					331.20
Cushing's Commercial Carpet, Inc.	INVOICE - #1241	2301306	251114	9/22/2022	16,050.00
Cushing's Commercial Carpet, Inc. Total					16,050.00
Dahlquist, Martin	V714027	0	126265	10/6/2022	70.00

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Dahlquist, Martin Total					70.00
Daktronics	00486046	0	46237	9/28/2022	1,300.00
Daktronics Total					1,300.00
Davis, Demone	V760141	0	6269	10/12/2022	80.00
	V961343	0	6246	9/26/2022	80.00
	V82986	0	14646	9/26/2022	80.00
	V397487	0	6237	9/22/2022	80.00
Davis, Demone Total					320.00
Davis, Miranda	V964870	0	6259	10/4/2022	47.59
Davis, Miranda Total					47.59
Davis, Portia	TRAVEL SEP 22	0	251144	10/5/2022	51.06
Davis, Portia Total					51.06
Davis, Wendy Leigh	Reissue ck 31542	0	46296	10/13/2022	22.99
Davis, Wendy Leigh Total					22.99
Dearborn National Life Insurance Co	BILLING SEP 22 9/27	2301404	251145	10/5/2022	8,976.14
Dearborn National Life Insurance Co Total					8,976.14
Deatherage, Stanley	V938350	0	126232	9/27/2022	90.00
Deatherage, Stanley Total					90.00
Deerfield High School	V828670	0	20102	10/4/2022	230.00
Deerfield High School Total					230.00
Demco, Inc	7189395	0	46587	9/29/2022	57.64
Demco, Inc Total					57.64
Denny's Doughnuts & Bakery	V817543	0	24342	10/17/2022	65.80
	V154766	0	6308	9/29/2022	60.40
	942524	0	14654	10/3/2022	33.60
	942331	0	46588	9/29/2022	75.20
Denny's Doughnuts & Bakery Total					235.00
Diaz, Marianela	TRAVEL SEP 22	0	251146	10/5/2022	54.56
	V40996	0	6265	10/6/2022	100.36
	REIMB SUPPLS 9/13-	2301478	251146	10/5/2022	142.48
Diaz, Marianela Total					297.40
Domino's Pizza - Nrm	V6846	0	24331	10/11/2022	255.00
Domino's Pizza - Nrm Total					255.00
Doty, Ashton C	V471734	0	24343	10/17/2022	451.50
Doty, Ashton C Total					451.50
Drengwitz, Jason	Food for players-22	0	46615	10/5/2022	237.19
	food, coffee etc	0	46589	9/29/2022	42.98
	Food 9/21/22	0	46566	9/22/2022	160.09
Drengwitz, Jason Total					440.26
Dunne, Laurie	Away Game	0	46637	10/13/2022	221.43
Dunne, Laurie Total					221.43
Duran, Eduard	V150844	0	126276	10/13/2022	110.00
	V688248	0	126251	10/6/2022	110.00

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Duran, Eduard Total					220.00
Dynamism, Inc.	INV-182279	2301097	251147	10/5/2022	279.06
Dynamism, Inc. Total					279.06
EFT, JENNIE	Reissue ck #30646	0	46318	10/18/2022	50.00
EFT, JENNIE Total					50.00
Egan, Paula	V677807	0	24337	10/13/2022	135.72
	V362742	0	24327	10/7/2022	184.18
	V507519	0	24327	10/7/2022	64.54
Egan, Paula Total					384.44
Ehlers, Daniel	V594746	0	126270	10/11/2022	100.00
	Intercity VB 9/24/22	0	46567	9/22/2022	180.00
Ehlers, Daniel Total					280.00
Eilers, Sara	REIMB LOWES 8/20	2301383	251148	10/5/2022	47.58
Eilers, Sara Total					47.58
Eisfelder, Aaron	V677606	0	126239	9/29/2022	90.00
Eisfelder, Aaron Total					90.00
Ellison, Aaron T	V697031	0	24349	10/18/2022	35.00
Ellison, Aaron T Total					35.00
Etcheson Spa & Pool	14260 07/07	2301396	251149	10/5/2022	119.88
Etcheson Spa & Pool Total					119.88
Evans Junior High School	REIM ACT FUND 9/22-	2301465	251150	10/5/2022	480.00
Evans Junior High School Total					480.00
Evergreen Racquet Club	427281	0	46638	10/13/2022	72.00
Evergreen Racquet Club Total					72.00
Fairfield, James	V150295	0	14668	10/17/2022	80.00
	V98537	0	6260	10/4/2022	80.00
	V920267	0	14655	10/3/2022	80.00
Fairfield, James Total					240.00
Fairfield, Kristyn K	Candy	0	46220	9/26/2022	29.52
Fairfield, Kristyn K Total					29.52
Farmington High School	V137050	0	20117	10/4/2022	320.00
Farmington High School Total					320.00
Fastsigns	36339	0	14647	9/26/2022	70.00
Fastsigns Total					70.00
Fedex	7-898-78585 09/29	2301474	251151	10/5/2022	70.46
Fedex Total					70.46
Fillingham, Kari Lyn	V433498	0	5098	10/7/2022	40.00
Fillingham, Kari Lyn Total					40.00
Fincham, Nathan C	Shipping	0	46221	9/26/2022	12.16
Fincham, Nathan C Total					12.16
First To The Finish	SQ-686816	0	46257	10/4/2022	2,886.50

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First To The Finish Total					2,886.50
Fish, Jill E	V600353	0	2897	10/18/2022	28.99
Fish, Jill E Total					28.99
Five Star Water	V268261	0	7182	10/11/2022	27.62
	V733893	0	6307	9/26/2022	42.75
	09/22/2022	0	1397	10/12/2022	145.26
Five Star Water Total					215.63
Ford, Nathan G	V103100	0	4027	9/27/2022	208.54
Ford, Nathan G Total					208.54
Forget Me Not Flowers	V443355	0	5029	10/13/2022	85.00
	V716700	0	5020	9/26/2022	150.00
Forget Me Not Flowers Total					235.00
Foster, Angela	Reimb Pontiac	0	46590	9/29/2022	527.38
Foster, Angela Total					527.38
Foster, Nathan C	Reimb Regionals food	0	46639	10/13/2022	124.30
	Reimb State food	0	46639	10/13/2022	261.28
	IHSA state golf	0	46274	10/6/2022	100.00
	V819973	0	126248	10/4/2022	467.16
	Food for meets	0	46568	9/22/2022	347.39
	FUEL REIMB 9/15	2301236	251152	10/5/2022	45.00
Foster, Nathan C Total					1,345.13
Fox Anvick, Caroline	IMC Books	0	46591	9/29/2022	121.22
Fox Anvick, Caroline Total					121.22
France, Stacie M	REIMB SUBSCRIPTION	2301380	251153	10/5/2022	79.00
France, Stacie M Total					79.00
Franken, Thomas J.	V107352	0	126252	10/6/2022	70.00
Franken, Thomas J. Total					70.00
Franklin Middle School	Reissue ck #41581	0	46297	10/13/2022	55.00
Franklin Middle School Total					55.00
Franklin, Cindy E	TRAVEL SEP 22	0	251154	10/5/2022	119.63
Franklin, Cindy E Total					119.63
Franz, Timothy	IHSA state golf	0	46275	10/6/2022	350.00
	Dance supplies	0	46258	10/4/2022	102.66
Franz, Timothy Total					452.66
Freestyle Photo Supplies	1631165 9/26	2301368	251155	10/5/2022	82.55
Freestyle Photo Supplies Total					82.55
Friends Of Ironmen Football	Reimbursement	0	46592	9/29/2022	2,502.18
	FB Concessions 2022	0	46616	10/5/2022	1,891.69
Friends Of Ironmen Football Total					4,393.87
Frontier 1	BILLING - 8/13/22	0	251156	10/5/2022	6,785.72
	BILLING - 09/20	0	251156	10/5/2022	534.97
	BILLING - 09/13/22	0	251156	10/5/2022	6,794.84
Frontier 1 Total					14,115.53

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Further	V133541	0	0	10/3/2022	3,961.67
	40382812	0	0	10/5/2022	5,617.86
	40375923	0	0	9/28/2022	4,726.29
Further Total					14,305.82
Fuss, Erica	V568401	0	6238	9/22/2022	230.00
Fuss, Erica Total					230.00
Game Time	Bleachers	0	46238	9/28/2022	1,500.00
Game Time Total					1,500.00
Geffon, Karen A	Reimb cheer dinner	0	46593	9/29/2022	219.28
Geffon, Karen A Total					219.28
Gemberling, David	CLOTHING ALLOW	2301364	251157	10/5/2022	168.55
Gemberling, David Total					168.55
Gerike, AbigaIL R	V711391	0	2892	9/23/2022	433.47
Gerike, AbigaIL R Total					433.47
Gerrietts, Jennifer Lee	V886545	0	21662	10/14/2022	237.00
Gerrietts, Jennifer Lee Total					237.00
Ghere, Debbie	Intercity VB 9/24/22	0	46569	9/22/2022	180.00
Ghere, Debbie Total					180.00
Ghrist, Tracie Nicole	TRAVEL SEP 22	0	251158	10/5/2022	188.56
Ghrist, Tracie Nicole Total					188.56
Gibson, Patrick T	IACAC Membership	0	46640	10/13/2022	-
Gibson, Patrick T Total					-
Giermann, Jennifer	Bagels for counslein	0	46594	9/29/2022	10.98
Giermann, Jennifer Total					10.98
Gill Street Sports Bar	V861919	0	14648	9/26/2022	443.20
Gill Street Sports Bar Total					443.20
Glatt, Michelle L	V226574	0	6261	10/4/2022	71.08
Glatt, Michelle L Total					71.08
Gonwa, Steve	Official	0	46298	10/13/2022	80.00
Gonwa, Steve Total					80.00
Gonzalez, Roman	TRAVEL SEP 22	0	251159	10/5/2022	82.63
Gonzalez, Roman Total					82.63
Gopher Learning	IN205732 & IN219859	2300485	251160	10/5/2022	1,581.66
Gopher Learning Total					1,581.66
Gordon Food Service, Inc	23 INVS 6/7-9/21	2301422	251161	10/5/2022	15,215.82
	20 INVS 6/7-9/20	2301423	251161	10/5/2022	19,969.74
	30 INVS 5/19-9/15	2301400	251161	10/5/2022	15,175.65
	25 INVS 6/7-9/14	2301401	251161	10/5/2022	14,219.23
	26 INVS 6/7-9/13	2301402	251161	10/5/2022	21,925.15
	7 INVS 6/1-8/11	2301399	251161	10/5/2022	5,987.08
Gordon Food Service, Inc Total					92,492.67
Gotschall, Heather L	Hosp cheer teams	0	46617	10/5/2022	56.92

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Gotschall, Heather L Total					56.92
Grainger Parts Operations Ww Graing	9438062748 9/07	2301344	251162	10/5/2022	374.39
Grainger Parts Operations Ww Graing Total					374.39
Granger, Charles R.	V679819	0	20138	10/11/2022	55.00
Granger, Charles R. Total					55.00
Grooss, Joseph	V150844	0	126277	10/13/2022	70.00
	V795477	0	20122	10/11/2022	70.00
Grooss, Joseph Total					140.00
Gruenloh, Amber C.	Intercity VB 9/24/22	0	46570	9/22/2022	180.00
Gruenloh, Amber C. Total					180.00
Hafermann, Eduard	Framed jersey	0	46239	9/28/2022	98.99
	Coachs clinic	0	46208	9/22/2022	100.00
Hafermann, Eduard Total					198.99
Hafermann, Tera L	IMC reimbursements	0	46319	10/18/2022	166.62
Hafermann, Tera L Total					166.62
Hafner, Frederick J	V166271	0	5030	10/13/2022	230.00
Hafner, Frederick J Total					230.00
Hakes, Kylie C	INV PINK CAT STUDIO	2301326	251163	10/5/2022	49.99
Hakes, Kylie C Total					49.99
Halsey, Kelli R	Reissue ck #42465	0	46299	10/13/2022	13.80
Halsey, Kelli R Total					13.80
Hanna, Kristin Elizabeth	V246378	0	5026	10/5/2022	28.75
	V584343	0	5026	10/5/2022	177.58
Hanna, Kristin Elizabeth Total					206.33
Hansen, Courtney Laura	REIMB WALMART	2301457	251164	10/5/2022	145.33
Hansen, Courtney Laura Total					145.33
Hansen, Michael Elvyn Zahradnik	V689261	0	20123	10/11/2022	110.00
	V688248	0	126253	10/6/2022	110.00
Hansen, Michael Elvyn Zahradnik Total					220.00
Hanshew, Jordon Joseph	TRAVEK SEP 22	0	251165	10/5/2022	140.00
Hanshew, Jordon Joseph Total					140.00
Harlan Vance Company	V432613	0	4031	10/3/2022	817.00
Harlan Vance Company Total					817.00
Harris, Elizabeth Rae	Supplies	0	46595	9/29/2022	235.57
Harris, Elizabeth Rae Total					235.57
Hawkins, Christopher	Van rental for S.B.	0	46240	9/28/2022	700.15
	Membership renewal	0	46209	9/22/2022	53.00
Hawkins, Christopher Total					753.15
Hawkins, Karrin R	College Prep thanks	0	46618	10/5/2022	33.46
	trophy Irons got tal	0	46618	10/5/2022	24.69
Hawkins, Karrin R Total					58.15

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Hazewinkel, Lisa M	V405391	0	7183	10/14/2022	50.40
Hazewinkel, Lisa M Total					50.40
Health Alliance Medical Plans	00366-004 9/13	2301442	251166	10/5/2022	72,528.00
Health Alliance Medical Plans Total					72,528.00
Heinz, Charles	V896538	0	20085	9/28/2022	100.00
	Intercity VB 9/24/22	0	46571	9/22/2022	180.00
Heinz, Charles Total					280.00
Hemberger, Emalie	Intercity VB 9/24/22	0	46572	9/22/2022	180.00
Hemberger, Emalie Total					180.00
Henderson, Krista	REIMB SURPLUS BAL	0	251167	10/5/2022	113.00
Henderson, Krista Total					113.00
Hendricks, Carly E	V420635	0	2664	10/5/2022	59.00
Hendricks, Carly E Total					59.00
Heritage Machine & Welding Inc	45676 08/30	2301359	251168	10/5/2022	40.18
Heritage Machine & Welding Inc Total					40.18
Hernandez-Salazar, Ivan L.	V652687	0	126240	9/29/2022	110.00
Hernandez-Salazar, Ivan L. Total					110.00
Hess, Darren	FUEL REIMB 9/17	2301297	251169	10/5/2022	233.08
Hess, Darren Total					233.08
Higby, Valerie Maria	REIMB-GIMKIT 9/26	2301431	251170	10/5/2022	59.88
Higby, Valerie Maria Total					59.88
Hill, Shane Padraic	Reissue lost checks	0	46300	10/13/2022	74.37
Hill, Shane Padraic Total					74.37
Hinshaw, Rachel	V855236	0	24314	9/27/2022	67.84
	V765542	0	24309	9/22/2022	479.51
	V80889	0	24309	9/22/2022	264.62
	V823800	0	24309	9/22/2022	406.50
Hinshaw, Rachel Total					1,218.47
Hirsch, Aimee N	HC Supplies	0	46596	9/29/2022	105.00
Hirsch, Aimee N Total					105.00
Hitchins, Tracy	TRAVEL SEP 22	0	251171	10/5/2022	68.31
Hitchins, Tracy Total					68.31
Hoder, Brynn	#21 9/12	2301316	251172	10/5/2022	100.00
Hoder, Brynn Total					100.00
Hoder, Matthew	IHSA state golf	0	46276	10/6/2022	350.00
	Boys golf reim	0	46277	10/6/2022	711.57
	Hotel, meals	0	46222	9/26/2022	712.76
Hoder, Matthew Total					1,774.33
Hohenbery, Chad	V476527	0	20124	10/11/2022	110.00
Hohenbery, Chad Total					110.00
Holland, Anita	V937511	0	14660	10/6/2022	52.17
Holland, Anita Total					52.17

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Holthe, Janet L	V839992	0	6266	10/6/2022	356.80
Holthe, Janet L Total					356.80
Hopper, Daniele	V172614	0	24338	10/13/2022	179.08
Hopper, Daniele Total					179.08
Houchin, Patricia L	TRAVEL SEP 22	0	251173	10/5/2022	67.00
Houchin, Patricia L Total					67.00
Hruby, Dean	V150844	0	126278	10/13/2022	110.00
Hruby, Dean Total					110.00
Hucal, Heather Lynn	V882808	0	4025	9/23/2022	100.70
Hucal, Heather Lynn Total					100.70
Hudl	01380496	0	46320	10/18/2022	7,653.00
Hudl Total					7,653.00
Hudson Municipal Water	BILLING 09/16	0	251174	10/5/2022	393.31
Hudson Municipal Water Total					393.31
Huff, Chad R.	V767595	0	20141	10/17/2022	-
	V821819	0	20086	9/28/2022	60.00
Huff, Chad R. Total					60.00
Huff, Travis J.	V361197	0	20142	10/17/2022	-
	V91545	0	126279	10/13/2022	60.00
Huff, Travis J. Total					60.00
Hursey, Amaya J	BSU bbq supplies	0	46223	9/26/2022	109.04
Hursey, Amaya J Total					109.04
Huth, Lisa L.	V222083	0	126241	9/29/2022	100.00
Huth, Lisa L. Total					100.00
ICCA 6	V536228	0	24339	10/13/2022	75.00
ICCA 6 Total					75.00
Iesa Illinois Elementary School Asn	V832069	0	24317	9/30/2022	14,635.00
	V165188	0	14651	9/27/2022	50.00
	V457753	0	14653	9/28/2022	-
Iesa Illinois Elementary School Asn Total					14,685.00
Illini Bluffs High School	V286910	0	20103	10/4/2022	210.00
Illini Bluffs High School Total					210.00
Illini Supply Inc	13892 9/15	2301413	251175	10/5/2022	2,102.50
Illini Supply Inc Total					2,102.50
Illinois Association Of School Admi	INV-#AC80 9/15	2301371	251176	10/5/2022	469.00
Illinois Association Of School Admi Total					469.00
Illinois Hosa	Reg 2022	0	46641	10/13/2022	170.00
Illinois Hosa Total					170.00
Illinois Mathematics League	CONTEST FEE 8/29	2301435	251177	10/5/2022	90.00
Illinois Mathematics League Total					90.00

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Illinois Music Education Association	V944421	0	24328	10/7/2022	64.00
Illinois Music Education Association Total					64.00
Illinois Principals Assoc	413233 9/27	2301417	251178	10/5/2022	72.00
	4486621 9/26	2301386	251178	10/5/2022	12,622.27
Illinois Principals Assoc Total					12,694.27
Illinois School For The Deaf	ISD08312022EH 9/22	2301453	251179	10/5/2022	1,637.89
	STUDENT TRANS APR	2301454	251179	10/5/2022	38.00
Illinois School For The Deaf Total					1,675.89
Illinois Wesleyan University	Title IX shirts	0	46278	10/6/2022	1,070.73
Illinois Wesleyan University Total					1,070.73
Ilmea	BILLING-NCWHS 9/26	2301432	251180	10/5/2022	350.00
Ilmea Total					350.00
Ilmea State Office	V109234	0	21653	10/6/2022	136.00
Ilmea State Office Total					136.00
Ince, Addie	Social Event/supplie	0	46642	10/13/2022	348.00
	Reimb 9/27/22	0	46597	9/29/2022	252.50
	Concession items	0	46573	9/22/2022	42.62
	Royalty Sashes	0	46573	9/22/2022	38.09
Ince, Addie Total					681.21
Intercity Program Fund	Intercity girls swim	0	46321	10/18/2022	208.86
Intercity Program Fund Total					208.86
It's Race Time, Inc.	1713	0	14656	10/3/2022	1,378.00
It's Race Time, Inc. Total					1,378.00
J Spencer Construction LLC	1783 9/20	2301392	251181	10/5/2022	41,284.26
J Spencer Construction LLC Total					41,284.26
J.W. Pepper & Son, Inc.	V684765	0	24332	10/11/2022	84.99
	V375009	0	24318	9/30/2022	307.73
J.W. Pepper & Son, Inc. Total					392.72
Jacobs, Caleb Douglas	Reissue ck 39381	0	46301	10/13/2022	90.00
Jacobs, Caleb Douglas Total					90.00
Jc Screenprinting	Hauntcert shirts	0	46322	10/18/2022	70.00
	7871	0	46619	10/5/2022	280.05
Jc Screenprinting Total					350.05
Jerome, Ruth H	V81142	0	6258	10/4/2022	30.04
Jerome, Ruth H Total					30.04
Johnson Controls Fire Protection Lp	41581056 9/14	2301394	251182	10/5/2022	14,373.92
Johnson Controls Fire Protection Lp Total					14,373.92
Johnson, David	Admin clothing	0	46323	10/18/2022	159.95
Johnson, David Total					159.95
Johnson, Nathan David	Tech Training	0	46598	9/29/2022	60.00
Johnson, Nathan David Total					60.00
Jones, Suzanne Marie	V342937	0	6247	9/26/2022	76.44

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Jones, Suzanne Marie Total					76.44
JOSTEN'S	29127236	0	46224	9/26/2022	17.95
JOSTEN'S Total					17.95
Jostens Inc.	1310801	0	46620	10/5/2022	4,155.70
	8065457	0	5471	10/7/2022	60.70
Jostens Inc. Total					4,216.40
Juers, Roger Alan	V771038	0	126287	10/18/2022	448.00
	REIMB FUEL 9/03	2301318	251183	10/5/2022	95.80
Juers, Roger Alan Total					543.80
Kagy, Tara M	V754253	0	9429	10/13/2022	18.56
Kagy, Tara M Total					18.56
Karr, Natalie Ann	TRAVEL AUG 22	0	251184	10/5/2022	12.56
Karr, Natalie Ann Total					12.56
Kaufman, Kristin	Away Game meals	0	46599	9/29/2022	66.02
Kaufman, Kristin Total					66.02
Kaufman, Trevor Allen	singlets	0	46621	10/5/2022	1,500.00
Kaufman, Trevor Allen Total					1,500.00
Kearfott, Nicolas	Reimbursement 10-17	0	46324	10/18/2022	102.90
	FB 10/8 hosp	0	46643	10/13/2022	47.75
	I-club	0	46643	10/13/2022	86.63
	FB Hosp/Itunes	0	46622	10/5/2022	45.95
	Reimb Hospitality	0	46600	9/29/2022	375.87
Kearfott, Nicolas Total					659.10
Keiser, Stacy Lyn Barron	REIMB PKG FEE	2301487	251185	10/5/2022	6.00
Keiser, Stacy Lyn Barron Total					6.00
Keller, Jeff	V560634	0	126284	10/17/2022	60.00
	V890865	0	126219	9/22/2022	60.00
Keller, Jeff Total					120.00
Kelly, Jennifer	HC Cups	0	46574	9/22/2022	93.66
	Postage/treats	0	46574	9/22/2022	22.30
Kelly, Jennifer Total					115.96
Kelly, Todd	V21280	0	126242	9/29/2022	75.00
Kelly, Todd Total					75.00
Kelson, Garrett Wade	Trainer	0	46302	10/13/2022	160.00
Kelson, Garrett Wade Total					160.00
Kennell, Sharon	TRAVEL AUG 22	0	251187	10/5/2022	97.75
	TRAVEL SEP 22	0	251187	10/5/2022	130.50
Kennell, Sharon Total					228.25
Ken's OIL Service, Inc.	3 INVS 9/13-9/16	2301291	251186	10/5/2022	31,904.82
Ken's OIL Service, Inc. Total					31,904.82
Kepuraitis, Alec James	V251644	0	6239	9/22/2022	55.00
	CLASSCRAFT REIM 9/6	2301335	251188	10/5/2022	65.00
Kepuraitis, Alec James Total					120.00

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Kerr, Ryan D	Reissue ck #36270	0	46303	10/13/2022	99.73
	Play supplies	0	46241	9/28/2022	26.22
	Folding chairs	0	46225	9/26/2022	20.00
	Fall play	0	46210	9/22/2022	20.96
Kerr, Ryan D Total					166.91
Kerr, Sean C	Drive In Supplies	0	46601	9/29/2022	34.62
	REIMB MENARDS 7/22-	2301216	251189	10/5/2022	164.87
Kerr, Sean C Total					199.49
Kietzman, Julie	V16781	0	6270	10/12/2022	219.50
	V130642	0	6262	10/4/2022	107.80
Kietzman, Julie Total					327.30
Killian, Kacy Lynn	V641308	0	1599	10/18/2022	56.00
Killian, Kacy Lynn Total					56.00
King, Donald G.	V89518	0	126271	10/11/2022	100.00
King, Donald G. Total					100.00
KIRKPATRICK, TYLER CHASE	Reissue ck #40911	0	46325	10/18/2022	26.26
KIRKPATRICK, TYLER CHASE Total					26.26
Klepp, Kara N	Dance Supplies	0	46623	10/5/2022	19.78
Klepp, Kara N Total					19.78
Klockenga-Goss, Rhonda S	V285578	0	24344	10/17/2022	239.06
	V956565	0	24344	10/17/2022	235.02
	V882087	0	24323	10/4/2022	360.00
Klockenga-Goss, Rhonda S Total					834.08
Klokkenga, Jason	Reimb 9-26-22	0	46226	9/26/2022	155.74
Klokkenga, Jason Total					155.74
Knapp, Randall	V730556	0	6271	10/12/2022	-
Knapp, Randall Total					-
Knauss, Brandon	V954790	0	20125	10/11/2022	70.00
Knauss, Brandon Total					70.00
Konopasek, Christine Marie	Reimb 10/11/22	0	46644	10/13/2022	1,695.99
Konopasek, Christine Marie Total					1,695.99
Kraus, Morgan E	Concessions	0	46304	10/13/2022	190.08
Kraus, Morgan E Total					190.08
Krispy Kreme	V609493	0	21663	10/14/2022	345.00
Krispy Kreme Total					345.00
Lasalle-Peru High School	V320618	0	20104	10/4/2022	60.00
Lasalle-Peru High School Total					60.00
Learned, Nicole Rae	V167583	0	6151	10/11/2022	81.70
Learned, Nicole Rae Total					81.70
Leathery, David	V577936	0	24310	9/22/2022	600.62
Leathery, David Total					600.62

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Lee Enterprises - Central II	137492	0	251190	10/5/2022	488.00
Lee Enterprises - Central II Total					488.00
Lehr, David	Gas for OAC trip	0	46326	10/18/2022	103.15
Lehr, David Total					103.15
Lehr, Margaret Ambrose Legates	Reimburse 9-21	0	46211	9/22/2022	437.46
Lehr, Margaret Ambrose Legates Total					437.46
Lehr, Samantha A	Dance supplies	0	46259	10/4/2022	16.00
Lehr, Samantha A Total					16.00
Leichtenberg, Valerie	REIMB TRAVEL 09/29	0	251191	10/5/2022	69.88
Leichtenberg, Valerie Total					69.88
Lemont Bromberek CSD 113A	V379375	0	24340	10/13/2022	200.00
Lemont Bromberek CSD 113A Total					200.00
Let's Party Rental	228545643	0	46242	9/28/2022	387.30
	228531407	0	46575	9/22/2022	165.00
Let's Party Rental Total					552.30
Letterle, Chad	Breakfast Reimb	0	46624	10/5/2022	207.25
Letterle, Chad Total					207.25
Lewis, Joshua	V778165	0	20126	10/11/2022	90.00
Lewis, Joshua Total					90.00
Lewis, Curtis	V753688	0	126254	10/6/2022	60.00
	V968056	0	126226	9/26/2022	60.00
Lewis, Curtis Total					120.00
Lewis, Stanley J	Reimbursement	0	46243	9/28/2022	700.15
Lewis, Stanley J Total					700.15
Limelite Graphics	V290004	0	5093	9/22/2022	60.00
Limelite Graphics Total					60.00
Lincoln Community High School 1	V466331	0	20114	10/4/2022	150.00
	V953059	0	20105	10/4/2022	150.00
Lincoln Community High School 1 Total					300.00
Lincoln Prairie Behavioral Health C	2021-17295	2301452	251192	10/5/2022	50.00
	2021-17207	2301328	251192	10/5/2022	150.00
Lincoln Prairie Behavioral Health C Total					200.00
Linde Gas & Equipment Inc.	31381678	2301352	251193	10/5/2022	44.69
Linde Gas & Equipment Inc. Total					44.69
Luginbuhl, Benjamin	Reimb madrigal supp shirts	0	46602	9/29/2022	249.29
		0	46602	9/29/2022	300.00
Luginbuhl, Benjamin Total					549.29
Lyons Township High School	V47778	0	20106	10/4/2022	100.00
	V501888	0	20115	10/4/2022	375.00
	V515755	0	126227	9/26/2022	100.00
Lyons Township High School Total					575.00
M&M Turf Farm	17405	0	46327	10/18/2022	388.00

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M&M Turf Farm Total					388.00
Mahomet Seymour High School	V833505	0	20143	10/17/2022	200.00
Mahomet Seymour High School Total					200.00
Main, Ellen M	V700769	0	21658	10/6/2022	35.94
Main, Ellen M Total					35.94
Marks, Richard Jason	V558666	0	126272	10/11/2022	110.00
Marks, Richard Jason Total					110.00
Marquardt, Boyd	V91545	0	126280	10/13/2022	60.00
	V396566	0	126266	10/6/2022	60.00
	V753688	0	126255	10/6/2022	60.00
	V968056	0	126228	9/26/2022	60.00
	V890865	0	126220	9/22/2022	60.00
Marquardt, Boyd Total					300.00
Martin, Kimberly A	V82391	0	20127	10/11/2022	100.00
Martin, Kimberly A Total					100.00
Martinez, Julieanna K	REIMB TRAVEL 09/29	0	251194	10/5/2022	71.25
Martinez, Julieanna K Total					71.25
Mathieson, Michele	V888948	0	6248	9/26/2022	867.63
Mathieson, Michele Total					867.63
Matthews, Cullen Douglas	Reissue ch #39720	0	46305	10/13/2022	70.64
Matthews, Cullen Douglas Total					70.64
Mattoon High School	Inv #131	0	46212	9/22/2022	95.00
	130	0	46576	9/22/2022	95.00
Mattoon High School Total					190.00
Maupin, Gregory	V193752	0	126256	10/6/2022	90.00
Maupin, Gregory Total					90.00
Maynerich, Sara Ann	Banners	0	46306	10/13/2022	77.01
Maynerich, Sara Ann Total					77.01
Mc Henry, Kimberly Ann	V594021	0	20149	10/18/2022	90.00
Mc Henry, Kimberly Ann Total					90.00
Mc Master-Carr Supply Co	84776537, 85084488	2301460	251195	10/5/2022	405.63
Mc Master-Carr Supply Co Total					405.63
Mccabe, James	V938579	0	126243	9/29/2022	110.00
Mccabe, James Total					110.00
McLean Co Unit Dist No 5	V465862	0	24350	10/18/2022	10.80
	V289242	0	1600	10/18/2022	57.60
	V435375	0	1841	10/11/2022	25.00
	V768727	0	2894	10/7/2022	-
	V186748	0	4032	10/3/2022	3,500.49
	PO 101 & 773	0	46227	9/26/2022	2,796.72
	V57567	0	0	9/23/2022	780.17
	Book transfer 9-19	0	0	9/28/2022	12,560.52
	V825817	0	0	9/30/2022	1,911.00
McLean Co Unit Dist No 5 Total					21,642.30

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McLean Co Unit Dist No 5 - Food Service	V865027	0	24345	10/17/2022	9.20
	NC0103	0	46645	10/13/2022	8.25
	NC0102	0	46625	10/5/2022	733.37
	V46486	0	24311	9/22/2022	5.70
McLean Co Unit Dist No 5 - Food Service Total					756.52
Mclean County Asphalt Co, Inc	69544, 69545	2301349	251196	10/5/2022	513.76
Mclean County Asphalt Co, Inc Total					513.76
McMullen, Kari	Reimb Away Game	0	46646	10/13/2022	257.00
McMullen, Kari Total					257.00
Meisner, Ken	V674129	0	6240	9/22/2022	80.00
Meisner, Ken Total					80.00
Meltdown Creative Works LLC	V619610	0	6241	9/22/2022	1,419.30
	4480	0	46328	10/18/2022	4,600.00
Meltdown Creative Works LLC Total					6,019.30
Menards Lumber	Normal West 10/17	0	46329	10/18/2022	452.97
	11-INVS, 9/12-9/20	2301361	251197	10/5/2022	1,197.06
	86711-ACT#30720484	2301430	251198	10/5/2022	50.23
	7-INVS, 9/2-9/14	2300076	251197	10/5/2022	466.33
	3-INVS, 9/8-9/14	2301321	251199	10/5/2022	241.19
	86174, 85909	2301293	251197	10/5/2022	182.47
	87000	0	46228	9/26/2022	54.96
	87015	2301463	251197	10/5/2022	179.00
Menards Lumber Total					2,824.21
METRO FIBERNET LLC	ACCT#1556269 - 9/8	2301235	251200	10/5/2022	435.96
METRO FIBERNET LLC Total					435.96
Metsker, Catherine Jane	Meet on 9-29-22	0	46244	9/28/2022	75.00
	V485085	0	14649	9/26/2022	50.00
	V939342	0	21644	9/23/2022	50.00
	Intercity XC meet	0	46213	9/22/2022	105.00
Metsker, Catherine Jane Total					280.00
Meyer, Damon	REIMB TRAVEL 9/30	0	251201	10/5/2022	201.31
Meyer, Damon Total					201.31
Midamerican Energy	ELECTRIC 09/20	0	251202	10/5/2022	71,041.67
Midamerican Energy Total					71,041.67
Middleton Associates Inc	INV-1,PROJ.26062322A	2301411	251203	10/5/2022	4,331.20
Middleton Associates Inc Total					4,331.20
Midwest Construction Rentals	176237-1	2301357	251204	10/5/2022	104.40
	175700-1	2301343	251204	10/5/2022	1,281.00
Midwest Construction Rentals Total					1,385.40
Midwest Equipment li	4-INVS, 8/31-9/21	2301350	251205	10/5/2022	858.56
Midwest Equipment li Total					858.56
Miller Park Zoo	V371166	0	5094	10/3/2022	188.00
Miller Park Zoo Total					188.00
Minerva Promotions	V42873	0	24346	10/17/2022	221.00

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Minerva Promotions	V269477	0	24329	10/7/2022	564.25
	S94159	0	21659	10/6/2022	381.00
	V200023	0	6267	10/6/2022	65.00
	I96360	0	46279	10/6/2022	494.00
	196318	0	46626	10/5/2022	1,809.00
	196119	0	46577	9/22/2022	1,814.00
Minerva Promotions Total					5,348.25
Modglin, Margaret Kathleen	Balloons, weights	0	46260	10/4/2022	150.00
Modglin, Margaret Kathleen Total					150.00
Moews, Laurel U	V808983	0	126257	10/6/2022	75.00
Moews, Laurel U Total					75.00
Mook, Stephanie Kay	V806225	0	4030	9/30/2022	113.40
Mook, Stephanie Kay Total					113.40
Moore, Burlinda	REIMB TRAVEL 09/29	0	251206	10/5/2022	251.88
Moore, Burlinda Total					251.88
Mora, Christina L	V130764	0	2898	10/18/2022	241.88
Mora, Christina L Total					241.88
Morey, Joseph	V550375	0	20128	10/11/2022	45.00
Morey, Joseph Total					45.00
Mosley, Maurice	V677606	0	126244	9/29/2022	90.00
Mosley, Maurice Total					90.00
Moss, Kevin	V229258	0	20129	10/11/2022	50.00
Moss, Kevin Total					50.00
Mueller, Kelsey Rae	VB expenses 11/17	0	46330	10/18/2022	1,156.67
Mueller, Kelsey Rae Total					1,156.67
Mujeye, Kimberly C	Parade candy	0	46261	10/4/2022	41.96
Mujeye, Kimberly C Total					41.96
Myers, Gabriel	REIMB TRAVEL 8/31	0	251207	10/5/2022	13.00
	REIMB TRAVEL 09/29	0	251207	10/5/2022	45.50
Myers, Gabriel Total					58.50
MyFleetCenter.com	16573025	2301289	251208	10/5/2022	186.52
MyFleetCenter.com Total					186.52
Nafziger, John	V336315	0	126288	10/18/2022	100.00
	Intercity VB 9/24/22	0	46603	9/29/2022	180.00
Nafziger, John Total					280.00
NCHS TECH CLUB	BILLING - INV: 09/09	2301284	251209	10/5/2022	80.00
NCHS TECH CLUB Total					80.00
Neal, Robert G.	IHSA state golf	0	46280	10/6/2022	100.00
Neal, Robert G. Total					100.00
Neiburger, Levi H	HC Dance Napkins	0	46578	9/22/2022	19.28
Neiburger, Levi H Total					19.28
Nelson, Vickie	V975470	0	14650	9/26/2022	111.00

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Nelson, Vickie Total					111.00
Nevco Sports, LLC	203942	0	46647	10/13/2022	1,283.18
Nevco Sports, LLC Total					1,283.18
Nevels, Phillip	V309505	0	24334	10/11/2022	80.00
	V997101	0	21648	9/29/2022	45.00
Nevels, Phillip Total					125.00
Newton-Gonzalez, Jordan B	V679638	0	1596	9/22/2022	13.54
Newton-Gonzalez, Jordan B Total					13.54
Nfinity Athletic LLC	12467	0	46281	10/6/2022	84.99
Nfinity Athletic LLC Total					84.99
Nichols, Lisa L'Hote	Float supplies	0	46262	10/4/2022	88.84
	Hoco supplies 2022	0	46262	10/4/2022	173.48
Nichols, Lisa L'Hote Total					262.32
Nichols, Roger L	V586879	0	14661	10/6/2022	80.00
Nichols, Roger L Total					80.00
Nicor Gas	BILL 9/13-9/21	0	251210	10/5/2022	2,235.55
Nicor Gas Total					2,235.55
Niepagen Flower Shop	V330042	0	20107	10/4/2022	37.40
Niepagen Flower Shop Total					37.40
Nisen, Michael A.	IHSA state golf	0	46282	10/6/2022	100.00
Nisen, Michael A. Total					100.00
Nohl, Phyllis	V933068	0	20130	10/11/2022	100.00
Nohl, Phyllis Total					100.00
Nordquist, William	V117135	0	20091	10/3/2022	60.00
	V99463	0	20098	10/3/2022	20.00
	V30265	0	20087	9/28/2022	60.00
Nordquist, William Total					140.00
Normal Community High School	V575670	0	20108	10/4/2022	100.00
Normal Community High School Total					100.00
Normal West High School	Golf Reimb	0	46648	10/13/2022	227.96
	Swim scoreboard	0	46627	10/5/2022	50.00
	V526331	0	126229	9/26/2022	800.00
	V105813	0	6242	9/22/2022	880.00
Normal West High School Total					1,957.96
Norton, Jeff	Meet 9-29-22	0	46245	9/28/2022	75.00
	Intercity XC meet	0	46214	9/22/2022	105.00
Norton, Jeff Total					180.00
Nothing Bundt Cakes	V238282	0	14652	9/27/2022	1,590.05
Nothing Bundt Cakes Total					1,590.05
Nourie, Jason E	REIMB TRAVEL 09/29	0	251211	10/5/2022	307.31
Nourie, Jason E Total					307.31
Nybakke Vacuum Shop, Inc	090522-1, 090522-2	2301366	251212	10/5/2022	132.47

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Nybakke Vacuum Shop, Inc Total					132.47
O'Connell, Yolanda M	REIMB TRAVEL 09/29	0	251213	10/5/2022	242.56
O'Connell, Yolanda M Total					242.56
Olympia High School	Reissue ck #41813	0	46307	10/13/2022	350.00
	Speech tournament	0	46229	9/26/2022	710.00
Olympia High School Total					1,060.00
Omachel, Candid	HOURS - 9/22-9/26	2301469	251214	10/5/2022	950.00
Omachel, Candid Total					950.00
Ort, Robert	V620052	0	20144	10/17/2022	45.00
Ort, Robert Total					45.00
Ostling, Corey Matthew	V901039	0	14662	10/6/2022	436.72
Ostling, Corey Matthew Total					436.72
OTC Brands, Inc.	V157680	0	4028	9/27/2022	159.39
OTC Brands, Inc. Total					159.39
Ouerghi, Seif	V201707	0	20109	10/4/2022	70.00
Ouerghi, Seif Total					70.00
Owens, Richard	V849784	0	24351	10/18/2022	80.00
	V168377	0	24324	10/4/2022	80.00
Owens, Richard Total					160.00
Pabst, Rebecca J	V939028	0	21660	10/6/2022	18.22
Pabst, Rebecca J Total					18.22
Pacey, Patricia Arlene	V96218	0	5023	9/30/2022	75.12
Pacey, Patricia Arlene Total					75.12
Panizo, Stacey L	REIMB PHONOLOGY	2301325	251215	10/5/2022	151.90
Panizo, Stacey L Total					151.90
Parkside Junior High School	REIMB OFC JULY	2301412	251216	10/5/2022	5,205.00
	REIMB FEES	2301410	251216	10/5/2022	150.00
Parkside Junior High School Total					5,355.00
Patten, Thomas	Girls singlets	0	46628	10/5/2022	318.10
	Reimb PT& Singlets	0	46628	10/5/2022	255.00
Patten, Thomas Total					573.10
Pavilion	V788751	2301329	251217	10/5/2022	198.00
Pavilion Total					198.00
Pendleton, Tara D	candy/cups	0	46629	10/5/2022	276.24
	FA22	0	46629	10/5/2022	1,690.68
Pendleton, Tara D Total					1,966.92
Penland, Scott M.	V280815	0	20131	10/11/2022	50.00
Penland, Scott M. Total					50.00
Peoria Civic Center	Reissue ck 40373	0	46331	10/18/2022	20.00
Peoria Civic Center Total					20.00
Peoria Notre Dame High School	V515209	0	20110	10/4/2022	300.00

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Peoria Notre Dame High School	V570092	0	20116	10/4/2022	180.00
Peoria Notre Dame High School Total					480.00
Peoria Richwoods H.S.	V15037	0	20111	10/4/2022	150.00
	V316676	0	20088	9/28/2022	80.00
Peoria Richwoods H.S. Total					230.00
Pepsi Cola General Bot, Inc	10-INVS, 9/7-9/15	2301305	251218	10/5/2022	6,644.20
	08820203	0	46649	10/13/2022	811.86
	63894453	0	46579	9/22/2022	506.82
Pepsi Cola General Bot, Inc Total					7,962.88
Perkins, Deanna	Trivia & Moose Lodge	0	46604	9/29/2022	113.50
Perkins, Deanna Total					113.50
Perkins, Maggie L	Reimb HOCO Decor	0	46650	10/13/2022	64.92
Perkins, Maggie L Total					64.92
Peters, Scott D	V445980	0	4026	9/23/2022	168.45
Peters, Scott D Total					168.45
Petersen, Melissa	Reimb Away Game	0	46651	10/13/2022	180.88
Petersen, Melissa Total					180.88
Peterson, Kailey A	Best Buddies	0	46332	10/18/2022	125.60
	Best Buds & Art Club	0	46263	10/4/2022	206.26
Peterson, Kailey A Total					331.86
Peterson, Scott R	V990121	0	24352	10/18/2022	80.00
Peterson, Scott R Total					80.00
Pilon, Michelle	REIMB SUBSCRIP 9/21	2301381	251219	10/5/2022	59.40
Pilon, Michelle Total					59.40
Pioneer Manufacturing Co.	3-INVS, 7/21-8/29	2301473	251220	10/5/2022	3,313.26
	855856	0	46630	10/5/2022	234.40
Pioneer Manufacturing Co. Total					3,547.66
Pleasant Plains High School	V712145	0	20112	10/4/2022	150.00
Pleasant Plains High School Total					150.00
Poindexter, Lynne	3850	2301320	251221	10/5/2022	147.28
Poindexter, Lynne Total					147.28
Pontiac TWP HSD #90	V646175	0	20118	10/4/2022	325.00
	V136956	0	20092	10/3/2022	200.00
	V738866	0	20096	10/3/2022	200.00
	V606666	0	126230	9/26/2022	200.00
Pontiac TWP HSD #90 Total					925.00
Potts, Linda B	Reimb HOCO Decor	0	46652	10/13/2022	46.93
Potts, Linda B Total					46.93
Prairie Signs	58531	0	46653	10/13/2022	6,770.50
Prairie Signs Total					6,770.50
Primo Designs Inc.	V857555	0	2549	9/23/2022	616.00
Primo Designs Inc. Total					616.00

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Principal Life Insurance-Sbd Grand	STMT-OCT 22	2301441	251222	10/5/2022	5,132.98
Principal Life Insurance-Sbd Grand Total					5,132.98
Pugh, Clifford	V860653	0	24347	10/17/2022	80.00
	V712808	0	6272	10/12/2022	80.00
	V301510	0	21649	9/29/2022	80.00
	V842296	0	6249	9/26/2022	80.00
Pugh, Clifford Total					320.00
Puritan Springs	1274737-9-28	0	46246	9/28/2022	274.59
	V130443	0	5021	9/26/2022	51.83
	09-29-22	0	46308	10/13/2022	132.39
Puritan Springs Total					458.81
Quadient Finance USA, Inc.	STMT - 09/18/22	0	251223	10/5/2022	750.00
	7900044052876863.	2301470	251223	10/5/2022	2,000.00
Quadient Finance USA, Inc. Total					2,750.00
Quakenbush, Maxine J	V221337	0	14663	10/6/2022	173.22
Quakenbush, Maxine J Total					173.22
Quill Corporation	27677124	0	46230	9/26/2022	199.16
Quill Corporation Total					199.16
Rader Family Farm	V848217	0	9428	10/7/2022	1,105.00
Rader Family Farm Total					1,105.00
Raglan, Melissa N	REIMB TRAVEL 9/29	0	251224	10/5/2022	178.75
	V985027	0	2550	9/26/2022	135.00
Raglan, Melissa N Total					313.75
Ramanathan, Pavithra	Reo,b HOCO decor	0	46654	10/13/2022	35.12
Ramanathan, Pavithra Total					35.12
Read's Sporting Goods	V140236	0	6250	9/26/2022	20.95
	V383567	0	24315	9/27/2022	432.00
	V619364	0	24315	9/27/2022	198.00
	1601	0	46264	10/4/2022	435.00
Read's Sporting Goods Total					1,085.95
Realtyworks, Inc	PREPAY ORDER 9/24	2301385	251225	10/5/2022	3,723.96
Realtyworks, Inc Total					3,723.96
Rebel Athletic	SO-12760207	0	46631	10/5/2022	2,719.20
Rebel Athletic Total					2,719.20
Redneck Trailer Supplies, Inc	RNK1-02332007	2301360	251226	10/5/2022	182.86
Redneck Trailer Supplies, Inc Total					182.86
Reed, Gregory L.	V5291	0	24348	10/17/2022	80.00
	V60249	0	6273	10/12/2022	80.00
	V140933	0	21650	9/29/2022	80.00
	V747095	0	6251	9/26/2022	80.00
Reed, Gregory L. Total					320.00
Reel, Kelly	Reimb Away Meal	0	46655	10/13/2022	395.59
Reel, Kelly Total					395.59
Reinhart Grounds Maintenance, Inc	64004	2301307	251227	10/5/2022	3,225.00

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Reinhart Grounds Maintenance, Inc Total					3,225.00
Republic Services - #368	0368-001042123 9/20	2300022	251228	10/5/2022	6,564.35
Republic Services - #368 Total					6,564.35
Revello, Timothy	V112725	0	20132	10/11/2022	90.00
Revello, Timothy Total					90.00
Richards, Michael	V714027	0	126267	10/6/2022	-
Richards, Michael Total					-
Richardson Athletics	32757	0	46247	9/28/2022	409.10
Richardson Athletics Total					409.10
Ritchason, Jennifer	V520824	0	14664	10/6/2022	78.00
	SUBSCRIP RENWL 9/18	2301379	251229	10/5/2022	59.88
Ritchason, Jennifer Total					137.88
Roanoke Concrete Products Co	217265, 217485	2301353	251230	10/5/2022	1,784.75
Roanoke Concrete Products Co Total					1,784.75
Roberts, Brandy Gayle	V882848	0	5472	10/7/2022	18.60
Roberts, Brandy Gayle Total					18.60
Roberts, Nathan	V677606	0	126245	9/29/2022	90.00
Roberts, Nathan Total					90.00
Rodden, Dan	V667400	0	20099	10/3/2022	20.00
	V97912	0	20093	10/3/2022	60.00
Rodden, Dan Total					80.00
Rogers Supply Company Inc	BL033099, 033287	2301393	251231	10/5/2022	665.92
Rogers Supply Company Inc Total					665.92
Rogers, Heather V	V29995	0	2665	10/11/2022	120.89
	V155845	0	2663	9/28/2022	120.00
Rogers, Heather V Total					240.89
Rollie Johnson, Inc (RJI)	009925	2301398	251232	10/5/2022	1,172.03
Rollie Johnson, Inc (RJI) Total					1,172.03
Romero, Lauren A	V715281	0	2899	10/18/2022	100.00
	V650112	0	2895	10/7/2022	35.00
Romero, Lauren A Total					135.00
Ron Smith Printing Company	156985	2301319	251233	10/5/2022	520.00
	156962	2301444	251233	10/5/2022	425.00
Ron Smith Printing Company Total					945.00
Rooker, Beth A	REIMB TRAVEL	0	251234	10/5/2022	174.94
Rooker, Beth A Total					174.94
Ruff, Olivia A	Hoco supplies	0	46248	9/28/2022	96.44
Ruff, Olivia A Total					96.44
Rutledge, Kelly	REIMB TRAVEL 09/28	0	251235	10/5/2022	42.75
Rutledge, Kelly Total					42.75
S & S Builders Hardware Co	0574306, 0574923	2301244	251236	10/5/2022	713.44

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S & S Builders Hardware Co	0574725	2301461	251236	10/5/2022	717.60
S & S Builders Hardware Co Total					1,431.04
Salyer, Tisa Marie	REIMB TRAVEL 09/29	0	251237	10/5/2022	56.25
Salyer, Tisa Marie Total					56.25
Sanders, Catherine	Intercity VB 9/24/22	0	46580	9/22/2022	-
Sanders, Catherine Total					-
Sanders, Erin E	Indoor Conc 10/11/22	0	46656	10/13/2022	65.86
Sanders, Erin E Total					65.86
Sarco Hydraulics, Inc	070588	2301245	251238	10/5/2022	1,130.00
Sarco Hydraulics, Inc Total					1,130.00
Schenk, Gillian S	Supplies for student	0	46333	10/18/2022	91.30
	Reimbursement 9-21	0	46215	9/22/2022	137.82
Schenk, Gillian S Total					229.12
Schermann, April M	Reimbursements 10-17	0	46334	10/18/2022	8,101.96
Schermann, April M Total					8,101.96
Schmidt, Todd	V875332	0	126221	9/22/2022	60.00
Schmidt, Todd Total					60.00
Scholastic Inc.	V4650	0	24333	10/11/2022	87.00
Scholastic Inc. Total					87.00
School Health Corporation	V203411	0	126233	9/27/2022	10.44
	5561670-00	2301129	251239	10/5/2022	260.12
School Health Corporation Total					270.56
School Specialty	V571178	0	6152	10/11/2022	69.86
	208130961524	2301037	251240	10/5/2022	23.84
School Specialty Total					93.70
SchoolLinks, Inc	1482	2301384	251241	10/5/2022	3,500.00
SchoolLinks, Inc Total					3,500.00
Schroen, Staci Nicole	REIMB TRAVEL 09/30	0	251242	10/5/2022	197.31
Schroen, Staci Nicole Total					197.31
Schwartz, Andrew Isaac	Reimb 10/6/22	0	46657	10/13/2022	406.32
Schwartz, Andrew Isaac Total					406.32
Scornavacco, Robert A	V743648	0	6276	10/14/2022	47.52
Scornavacco, Robert A Total					47.52
Scott, Bridget	V310874	0	2893	9/29/2022	50.68
Scott, Bridget Total					50.68
Scott, Rebecca J	V184581	0	5024	9/30/2022	1,558.21
Scott, Rebecca J Total					1,558.21
Secretary Of State School Bus Safet	RENEWAL FEE- LEHR	2301684	251280	10/18/2022	4.00
Secretary Of State School Bus Safet Total					4.00
Select Screen Prints	V562677	0	6153	10/11/2022	552.50
	V783883	0	24325	10/4/2022	936.00

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Select Screen Prints	V350567	0	5095	10/3/2022	230.00
	V715906	0	24319	9/30/2022	150.00
	V791576	0	24308	9/22/2022	226.00
	60181 & 60323	0	46581	9/22/2022	3,475.00
	60380	0	46249	9/28/2022	356.00
	60330	0	46231	9/26/2022	1,940.00
	60268	2301285	251243	10/5/2022	662.00
Select Screen Prints Total					8,527.50
Sennett, Timothy E	Supplies 10-17	0	46335	10/18/2022	724.58
Sennett, Timothy E Total					724.58
Severado, Dane	V328637	0	20133	10/11/2022	90.00
Severado, Dane Total					90.00
Shackley, Julie Ann	V832424	0	4033	10/6/2022	116.59
	V254177	0	4033	10/6/2022	32.94
	V902462	0	4029	9/27/2022	37.50
Shackley, Julie Ann Total					187.03
Sharer-Barbee, Molly Bosche	REIMB SUPLS 9/5-9/10	2301414	251244	10/5/2022	308.34
Sharer-Barbee, Molly Bosche Total					308.34
Shazam Racing	117	0	21661	10/6/2022	5,284.32
Shazam Racing Total					5,284.32
Shelvin, Naya S	BSU bbq supplies	0	46232	9/26/2022	53.30
Shelvin, Naya S Total					53.30
Shoultz, Howard	V802163	0	20145	10/17/2022	-
	V351925	0	24335	10/11/2022	80.00
Shoultz, Howard Total					80.00
Shutterfly Lifetouch, LLC	EVT34VWW8	0	46283	10/6/2022	28,940.00
Shutterfly Lifetouch, LLC Total					28,940.00
Sieg, Derek L	V594746	0	126273	10/11/2022	100.00
Sieg, Derek L Total					100.00
Sieg, Michael J	V560634	0	126285	10/17/2022	60.00
	V91545	0	126281	10/13/2022	60.00
	V656937	0	126258	10/6/2022	90.00
	V67074	0	20089	9/28/2022	60.00
	V689351	0	126222	9/22/2022	60.00
Sieg, Michael J Total					330.00
Simpson, Brian K.	V229513	0	126286	10/17/2022	60.00
	V482475	0	20146	10/17/2022	60.00
	V91545	0	126282	10/13/2022	60.00
	V656937	0	126259	10/6/2022	90.00
	V753688	0	126259	10/6/2022	60.00
	V890865	0	126223	9/22/2022	60.00
Simpson, Brian K. Total					390.00
Small, Donald J	V261104	0	20134	10/11/2022	110.00
Small, Donald J Total					110.00
Smith, Joshua E.	V471904	0	20135	10/11/2022	70.00
Smith, Joshua E. Total					70.00

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Smith, Melissa Ann	REIMB BTB 5/27-9/24	2301449	251245	10/5/2022	347.38
Smith, Melissa Ann Total					347.38
Smith, Ron	V968056	0	126231	9/26/2022	60.00
Smith, Ron Total					60.00
Smith, Stacy R	REIMB SUPLS 9/29	2301443	251246	10/5/2022	151.90
Smith, Stacy R Total					151.90
Smith, Vernon	V948494	0	14657	10/3/2022	80.00
	V45844	0	21651	9/29/2022	80.00
Smith, Vernon Total					160.00
Sohn, Andrew	V21280	0	126246	9/29/2022	75.00
Sohn, Andrew Total					75.00
Soundsations	Reissue ck#30983	0	46309	10/13/2022	700.00
Soundsations Total					700.00
Spath, Natalie	Reimbursement 10-3	0	46265	10/4/2022	33.85
Spath, Natalie Total					33.85
Specialized Education Of Illinois	143593	2301450	251247	10/5/2022	12,943.00
Specialized Education Of Illinois Total					12,943.00
Spiral Binding LLC	S02518429	2301436	251248	10/5/2022	157.56
	SI2610642	2301362	251248	10/5/2022	184.17
	SI2609822	2301363	251248	10/5/2022	159.00
Spiral Binding LLC Total					500.73
Springwood, Cheryl	V218090	0	6277	10/14/2022	1,691.92
	V343807	0	6274	10/12/2022	167.76
Springwood, Cheryl Total					1,859.68
St Charles East High School	V10939	0	20113	10/4/2022	300.00
St Charles East High School Total					300.00
Starkey, Megan Ruth	REIMB TRAVEL 9/14	0	251249	10/5/2022	5.63
Starkey, Megan Ruth Total					5.63
Steadman, Mark	REIMB VEHICLE RENTAL	2301447	251250	10/5/2022	163.95
	REIMB FUEL 8/26-8/27	2301455	251250	10/5/2022	243.09
Steadman, Mark Total					407.04
Stevens, Lori Joann	REIMB TRAVEL 09/28	0	251251	10/5/2022	287.81
Stevens, Lori Joann Total					287.81
Stites, Daryl	V396566	0	126268	10/6/2022	60.00
	V656937	0	126260	10/6/2022	90.00
	V753688	0	126260	10/6/2022	60.00
Stites, Daryl Total					210.00
Stock, John L	IHSA state golf	0	46284	10/6/2022	100.00
Stock, John L Total					100.00
Strupek, Ashley Ann	V732937	0	1842	10/17/2022	72.97
Strupek, Ashley Ann Total					72.97

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Tanner, Danny	V535516	0	14665	10/6/2022	8,001.92
	V230555	0	5096	10/3/2022	1,400.00
Tanner, Danny Total					9,401.92
Tee Jay Central Inc.	77965	2301241	251253	10/5/2022	100.00
Tee Jay Central Inc. Total					100.00
Temples, Wesley G	Big 12 AD meeting	0	46285	10/6/2022	14.99
Temples, Wesley G Total					14.99
The Memory Project Inc	Inv #230148	0	46216	9/22/2022	165.00
The Memory Project Inc Total					165.00
The Music Shoppe, Inc	V167168	0	6243	9/22/2022	67.93
	3340947	0	46266	10/4/2022	799.00
	3331993	2301409	251254	10/5/2022	90.00
	3329733	2301286	251254	10/5/2022	38.25
	3328735.	2300841	251254	10/5/2022	36.00
The Music Shoppe, Inc Total					1,031.18
Thompson, John	V768396	0	20147	10/17/2022	70.00
	V193657	0	20094	10/3/2022	100.00
Thompson, John Total					170.00
Thompson, Kara L	V840816	0	7180	10/5/2022	57.98
	V994854	0	7179	9/30/2022	152.07
Thompson, Kara L Total					210.05
Thompson, Ryland J	V938669	0	20136	10/11/2022	110.00
Thompson, Ryland J Total					110.00
T-MOBILE	STMT-9/21/22	0	251252	10/5/2022	1,517.00
	STMT-09/21/22	0	251252	10/5/2022	6,142.01
T-MOBILE Total					7,659.01
Tomlin, Lisa	REIMB SUPPLS 9/24	2301472	251255	10/5/2022	59.00
Tomlin, Lisa Total					59.00
Town Of Normal Water Dept.	WATER - 09/26/22	0	251256	10/5/2022	87.42
Town Of Normal Water Dept. Total					87.42
Tractor Supply Co	539227, 541397	2301242	251257	10/5/2022	55.86
	542895	2301390	251257	10/5/2022	150.73
Tractor Supply Co Total					206.59
Traffic Sign Store	T22760, T22759	2301356	251258	10/5/2022	229.50
	T22735	2301243	251258	10/5/2022	44.50
Traffic Sign Store Total					274.00
Trane U.S. Inc.	312913610	2301240	251259	10/5/2022	1,976.00
Trane U.S. Inc. Total					1,976.00
Triezenberg, Thomas N	V881908	0	14658	10/3/2022	329.00
Triezenberg, Thomas N Total					329.00
Trimpe, Julie Renee	REIMB MEIJER	2301342	251260	10/5/2022	42.88
Trimpe, Julie Renee Total					42.88
Troha, Matthew	V218456	0	24312	9/22/2022	80.00

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Troha, Matthew Total					80.00
Tuggle, Lenora	V34221	0	21664	10/14/2022	800.00
Tuggle, Lenora Total					800.00
Turf Tank	6024	2301277	251261	10/5/2022	1,267.76
Turf Tank Total					1,267.76
Uline	3-INV5, 8/31-9/2	2301239	251262	10/5/2022	1,283.74
Uline Total					1,283.74
UniFirst Corporation	STMT-8/17-9/21	2300440	251263	10/5/2022	1,786.32
UniFirst Corporation Total					1,786.32
Unit 5 Decker Industries	PBIS postcards	0	46286	10/6/2022	50.00
	V647670	0	6149	9/23/2022	17.50
	INV - 195	2301315	251264	10/5/2022	87.50
	208	0	46605	9/29/2022	30.00
	207	0	46250	9/28/2022	35.00
	206	2301420	251264	10/5/2022	70.00
	203	2301382	251264	10/5/2022	73.00
Unit 5 Decker Industries Total					363.00
United Pipe & Supply Co, Inc	3281842, 3281841	2301365	251265	10/5/2022	70.14
United Pipe & Supply Co, Inc Total					70.14
University Of Illinois	Theatre Fest Regis	0	46251	9/28/2022	75.00
University Of Illinois Total					75.00
University of Illinois - Festival	VZNR4TUDP9J	0	46632	10/5/2022	2,400.00
University of Illinois - Festival Total					2,400.00
Usps	PERMIT FEE 9/20	2301421	251266	10/5/2022	275.00
Usps Total					275.00
Varsity Spirit	Order #43101953	0	46287	10/6/2022	389.95
	V342918	0	6244	9/22/2022	1,628.85
Varsity Spirit Total					2,018.80
Village Of Carlock	2022-01	2301407	251267	10/5/2022	520.20
Village Of Carlock Total					520.20
Vincent, Lisa	Subway meals	0	46233	9/26/2022	286.50
Vincent, Lisa Total					286.50
Vincent, Susan Anne	V735500	0	24320	9/30/2022	19.97
	V759472	0	24320	9/30/2022	116.72
	V76183	0	24316	9/27/2022	127.36
Vincent, Susan Anne Total					264.05
Visa Businesscard Commerce Bank	STMT-LAMBOLEY 9-15	0	0	10/5/2022	(241.38)
	STMT-T.CHAPMAN 9-15	0	0	10/5/2022	(714.00)
	STMT-M.HICKMAN. 9-15	2301372	0	10/5/2022	620.00
	STMT-E.OGRADY 9-15	2301468	0	10/5/2022	129.36
	STMT-A.HUNT 9-15	2301405	0	10/5/2022	190.95
	STMT-A.STYCK 9-15	2301169	0	10/5/2022	772.25
	STMT-S.VOGEL 9-15	2301225	0	10/5/2022	3,561.43
	STMT-G.TENUTA 9-15	2301254	0	10/5/2022	1,269.35
	STMT-K.M-BOYD 9-15	2301172	0	10/5/2022	1,237.45

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Visa Businesscard Commerce Bank	STMT-SPRINGWOOD 9-15	2301173	0	10/5/2022	76.40
	STMT-D.CURBY 9-15	2301174	0	10/5/2022	150.59
	STMT-T.PRAZMA 9-15	2301317	0	10/5/2022	71.78
	STMT-K.JENSEN 9-15	2301429	0	10/5/2022	3,225.04
	STMT-E.PALMER 9-15	2301302	0	10/5/2022	2,173.18
	STMT-N.KEARFOTT 9-15	2301175	0	10/5/2022	599.00
	STMT-A.ZBROZEK 9-15	2301276	0	10/5/2022	5,851.60
	STMT-L.THOMAS. 9-15	2301308	0	10/5/2022	831.56
	STMT-J.BERGMAN 9-15	2301459	0	10/5/2022	342.79
	STMT-E.BEGGS 9-15	2301219	0	10/5/2022	1,834.90
	STMT-C.WEBSTER 9-15	2301220	0	10/5/2022	13.17
	STMT-SUDDARTH 9-15	2301221	0	10/5/2022	18.73
	STMT-T.VERDERY 9-15	2301222	0	10/5/2022	690.05
	STMT-W.TEMPLES 9-15	2301295	0	10/5/2022	1,467.15
	STMT-DV.JOHNSON.9-15	2301298	0	10/5/2022	12,583.77
	STMT-MACKINSON 9-15	2301177	0	10/5/2022	12,349.03
	STMT-J.KNEPLER. 9-15	2301224	0	10/5/2022	988.57
	STMT-C.HEIMER 9-15	2301211	0	10/5/2022	532.84
	STMT-C.ROOP 9-15	2301171	0	10/5/2022	208.48
	STM-BENNINGTRON.9-15	2301300	0	10/5/2022	1,579.32
	STMT-T.FOGAL 9-15	2301425	0	10/5/2022	560.73
	STMT-S.PETERS. 9-15	2301210	0	10/5/2022	718.80
	STMT-DAVENPORT 9-15	2301340	0	10/5/2022	954.20
	STMT-S.EDWARDS 9-15	2301341	0	10/5/2022	1,602.10
	STMT-C.ELLIS 9-15	2301446	0	10/5/2022	2,096.36
	STMT-H.ROGERS 9-15	2301434	0	10/5/2022	875.82
	STMT-M.BOZARTH 9-15	2301313	0	10/5/2022	336.18
	STMT-J.ADELMAN 9-15	2301369	0	10/5/2022	3,275.53
	STMT-J.REWERTS 9-15	2301403	0	10/5/2022	115.39
	STMT-M.STANLEY 9-15	2301296	0	10/5/2022	30,659.31
	STMT-LAMBOLEY2-9-15	2301370	0	10/5/2022	357.90
	STMT-R.BALDWIN 9-15	2301426	0	10/5/2022	3,125.72
	STMT-K.WEIKLE 9-15	2301168	0	10/5/2022	15.96
	STMT-D.BROWN 9/15	2301179	0	10/5/2022	208.95
	STMT-K.SHELVIN 9-15	2301438	0	10/5/2022	85.93
	STMT-M.BACKE 9-15	2301178	0	10/5/2022	1,619.28
	STMT-M.LAMBOLEY 9/15	2301333	0	10/5/2022	2,497.05
	STM-D.LAMBOLEY. 9-15	2301176	0	10/5/2022	180.00
	STMT-STANLEY1 9-15	2301268	0	10/5/2022	5,611.46
	STMT-STANLEY2 9-15	2301209	0	10/5/2022	702.18
	STMT-LAMBOLEY1 9-15	2301228	0	10/5/2022	253.20
	STMT-LAMBOLEY 1-9-15	2301339	0	10/5/2022	34,455.83
	STMT-C.CHAPMAN 9-15	2301406	0	10/5/2022	14,793.77
	STM-PENNINGTON .9/15	2301301	0	10/5/2022	2,041.32
	STMT-E.OGRADY2 9-15	2301374	0	10/5/2022	200.00
	STMT-STANLEY3 9-15	2301208	0	10/5/2022	652.46
	Visa Businesscard Commerce Bank Total				
Vision Service Plan - (II)	STMT-OCT 22	2301440	251268	10/5/2022	1,048.23
Vision Service Plan - (II) Total					1,048.23
VonBehren, Jr., Matthew Alan	V21280	0	126247	9/29/2022	75.00
VonBehren, Jr., Matthew Alan Total					75.00
Wagner, Beth Ann	V1078	0	126261	10/6/2022	75.00
Wagner, Beth Ann Total					75.00
Walker, Sharon	V336315	0	126289	10/18/2022	100.00
	V711817	0	20095	10/3/2022	100.00

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Walker, Sharon Total					200.00
Walker, Valentine S	ISSCA fee	0	46267	10/4/2022	25.00
	REIMB SUPPLS 9/15-28	2301471	251269	10/5/2022	137.13
Walker, Valentine S Total					162.13
Watson, Robert B	V707643	0	20137	10/11/2022	110.00
Watson, Robert B Total					110.00
Watts Copy Systems, Inc	1169419	2301419	251270	10/5/2022	18,958.62
Watts Copy Systems, Inc Total					18,958.62
Watts Copy Systems, Inc.	32463652	2301312	251271	10/5/2022	1,852.95
Watts Copy Systems, Inc. Total					1,852.95
Wayne, James M	V662532	0	24353	10/18/2022	20.54
Wayne, James M Total					20.54
Wayside Publishing	Q-105191	2300602	251272	10/5/2022	15,076.61
Wayside Publishing Total					15,076.61
Weakly, Shelly	Dance misc supplies	0	46336	10/18/2022	772.86
Weakly, Shelly Total					772.86
Weber, David Jonathan	STEM supplies 10/17	0	46337	10/18/2022	61.08
Weber, David Jonathan Total					61.08
West, Jazmin K	Reimb HOCO Decor	0	46658	10/13/2022	38.00
West, Jazmin K Total					38.00
Whalen, Jr, Terry A	V901638	0	14669	10/17/2022	80.00
	V266230	0	6263	10/4/2022	80.00
Whalen, Jr, Terry A Total					160.00
Wheeler, Alicia	V752102	0	6150	9/23/2022	114.56
Wheeler, Alicia Total					114.56
Wheeler, Samuel James	REIMB TRAVEL 09/29	0	251273	10/5/2022	157.38
Wheeler, Samuel James Total					157.38
Whitney Daniels Designs	V374233	0	5031	10/13/2022	171.00
	V956630	0	5027	10/5/2022	297.00
	V697246	0	5025	9/30/2022	180.00
Whitney Daniels Designs Total					648.00
Wiist, Deanna M	Books	0	46234	9/26/2022	28.00
Wiist, Deanna M Total					28.00
WILCOX ELECTRIC & SERVICES INC.	220709	2301237	251274	10/5/2022	910.00
WILCOX ELECTRIC & SERVICES INC. Total					910.00
Williams, Cameo Lanette	V33321	0	5028	10/5/2022	109.73
Williams, Cameo Lanette Total					109.73
Wills, Richard L	V394037	0	20148	10/17/2022	60.00
	V893902	0	24313	9/22/2022	80.00
Wills, Richard L Total					140.00
Wilson, Cameron	V265545	0	20150	10/18/2022	60.00

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Wilson, Cameron Total					60.00
Wilson, Colleen	V830848	0	21645	9/23/2022	80.00
Wilson, Colleen Total					80.00
Winsler, Annette	REIMB TRAVEL 09/26	0	251275	10/5/2022	4.69
Winsler, Annette Total					4.69
Winsupply	340473-01, 340566-01	2301346	251276	10/5/2022	1,774.61
	3-INVS, 9/13-9/16	2301395	251276	10/5/2022	984.82
	340276 01	2301238	251276	10/5/2022	206.50
Winsupply Total					2,965.93
Wittman, Andrew	V714027	0	126269	10/6/2022	110.00
Wittman, Andrew Total					110.00
WOOD, SOPHIA ELIZABETH	Reissue ck #40943	0	46310	10/13/2022	217.28
WOOD, SOPHIA ELIZABETH Total					217.28
Yard, Karen Jean	V71178	0	1843	10/17/2022	92.16
Yard, Karen Jean Total					92.16
Yost, Laura	REIMB SPEECH TREE	2301327	251277	10/5/2022	154.15
Yost, Laura Total					154.15
Youthbuild Mclean Co.Charter School	TUITION - INSTLM	2301466	251278	10/5/2022	76,552.75
Youthbuild Mclean Co.Charter School Total					76,552.75
Zbrozek, Adam W	Office lunch	0	46633	10/5/2022	164.90
Zbrozek, Adam W Total					164.90
Zeman, Jacqueline	Scripts-9/22	0	46634	10/5/2022	78.99
	Speech Scripts 2022	0	46582	9/22/2022	52.50
Zeman, Jacqueline Total					131.49
Zeman, Joseph	V656937	0	126262	10/6/2022	90.00
Zeman, Joseph Total					90.00
Zimmerman, Claire Christine	VTAP reimburse	0	46311	10/13/2022	25.00
Zimmerman, Claire Christine Total					25.00
Zink, Laura Susanne	REIMB TRAVEL 9/29	0	251279	10/5/2022	59.75
Zink, Laura Susanne Total					59.75
Grand Total					2,245,770.40

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Fund	Amount
07	10,344.15
08	839,560.56
10	790,000.35
20	289,215.59
40	46,963.97
80	14,387.71
99	255,298.07
Grand Total	2,245,770.40

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A Drain Doctor	6193, 6134	2301709	251281	10/19/2022	1,005.00
A Drain Doctor Total					1,005.00
Ace Hardware	2 INVS 10/7-10/11	2300075	251282	10/19/2022	48.43
	583598/5 10/06	2301692	251282	10/19/2022	26.99
	10 INVS 9/09-10/04	2300075	251282	10/19/2022	280.45
	583404/5	2301543	251282	10/19/2022	22.57
Ace Hardware Total					378.44
Adams, Julie	HOURS 9/20-9/22	2301602	251283	10/19/2022	187.50
Adams, Julie Total					187.50
Advance Auto Parts	10 INVS 9/6-9/30	2300073	251284	10/19/2022	835.21
	22 INV 9/7-9/30	2300186	251284	10/19/2022	3,551.03
Advance Auto Parts Total					4,386.24
Affiliated Steam Equipment Company	1205352 9/21	2301499	251285	10/19/2022	600.78
Affiliated Steam Equipment Company Total					600.78
Allendale Association	202210113261 9/30	2301701	251286	10/19/2022	21,359.13
Allendale Association Total					21,359.13
Alpha Baking Co., Inc.	STMT 9/1-9/30/22	2301607	251287	10/19/2022	5,502.86
Alpha Baking Co., Inc. Total					5,502.86
Alpha Controls & Services LLC	22S009-7 APP 7 9/16	2301620	251288	10/19/2022	67,109.40
	22S008-6 9/16	2301621	251288	10/19/2022	21,825.80
	APP 7 INV 22S011-7	2301648	251288	10/19/2022	4,757.40
	APP7 INV 22S010-7	2301649	251288	10/19/2022	629.10
	APP 3 INV 22S066-3	2301682	251288	10/19/2022	2,551.00
	APP 3 INV 22S067-3	2301683	251288	10/19/2022	2,354.00
Alpha Controls & Services LLC Total					99,226.70
Alt, Jessica	REISSUE CK# 221956	0	251289	10/19/2022	144.29
Alt, Jessica Total					144.29
Amazon Capital Services	19K4-4RHJ-WH7X 10/17	2301637	251290	10/19/2022	45.06
	1VWN-FGQP-LRYR	2301625	251290	10/19/2022	635.90
	17JC-FKCM-HLWC	2301601	251290	10/19/2022	26.96
	1QC3-GDMT-R7H7	2301568	251290	10/19/2022	47.61
	17YJ-9KRC-F94P 10/13	2301588	251290	10/19/2022	36.84
	1HXW-JLQK-LFMR	2301555	251290	10/19/2022	100.17
	1VJN-QJHN-M3CK 10/12	2301552	251290	10/19/2022	93.85
	13YY-X3RN-X9DD 10/11	2301528	251290	10/19/2022	400.98
	1LY9-K2NY-KLJK	2301520	251290	10/19/2022	159.68
	2 INVS 10/5-10/10	2301445	251290	10/19/2022	155.37
	17JC-FKCM-PK96	2301590	251290	10/19/2022	354.76
	1JJM-FQMP-D6QN	2301529	251290	10/19/2022	66.63
	1GDY-VVFX-G9H7	2301477	251290	10/19/2022	17.45
	13WD-GKX9-KRJV 10/8	2301475	251290	10/19/2022	86.77
	1R1Q-T6V3-9CKF	2301479	251290	10/19/2022	76.49
	1KKL-RDTN-NL9M	2301482	251290	10/19/2022	175.47
	19MW-71NM-HN13 10/03	2301437	251290	10/19/2022	32.95
	1DYD-PKDC-DGV4 9/29	2301373	251290	10/19/2022	49.99
	1RC7-79HT-6JPD 9/26	2301337	251290	10/19/2022	379.20
Amazon Capital Services Total					2,942.13
Ambrose, Valerie L	TRAVEL SEP 22	0	251291	10/19/2022	22.19
Ambrose, Valerie L Total					22.19

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Amplified IT LLC	48977 9/30	2301494	251292	10/19/2022	93.47
Amplified IT LLC Total					93.47
Arns, Susan	TRAVEL SEP 22	0	251293	10/19/2022	72.50
Arns, Susan Total					72.50
Asset Control Solutions, Inc.	2894 10/06	2301694	251294	10/19/2022	2,719.99
Asset Control Solutions, Inc. Total					2,719.99
Avanti's Italian Restaurant -Bloomington	STMT 10/01/22	2301608	251295	10/19/2022	6,504.00
	5124 9/30	2301616	251295	10/19/2022	62.25
Avanti's Italian Restaurant -Bloomington Total					6,566.25
Baby Fold	20 INV 9/30	2301699	251296	10/19/2022	181,618.08
Baby Fold Total					181,618.08
BEBOP	BILLING- NCWHS 10/7	2301570	251297	10/19/2022	200.00
BEBOP Total					200.00
Bennett, Tara Marie	REIMB CONF EXP 9/13	2301717	251298	10/19/2022	672.00
Bennett, Tara Marie Total					672.00
Bill's Key & Lock Shop	167754, 168963	2301696	251299	10/19/2022	59.35
Bill's Key & Lock Shop Total					59.35
Bishop Bros, Inc	220803 8/17	2301619	251300	10/19/2022	38,220.00
Bishop Bros, Inc Total					38,220.00
Blaum, Melissa Marie	TRAVEL SEP 22	0	251301	10/19/2022	74.38
Blaum, Melissa Marie Total					74.38
Blue Springs, Inc.	44330, 44380	2301633	251302	10/19/2022	530.00
	44193 10/03	2301563	251302	10/19/2022	630.00
	44313 9/30	2301553	251302	10/19/2022	200.00
Blue Springs, Inc. Total					1,360.00
Bohl, Karen D	REISSUE CHK # 218942	0	251303	10/19/2022	30.94
Bohl, Karen D Total					30.94
Bordner, Kelly L	TRAVEL SEP 22	0	251304	10/19/2022	85.44
Bordner, Kelly L Total					85.44
Borst, Edward A	TRAVEL AUG 22	0	251305	10/19/2022	6.75
	TRAVEL SEP 22	0	251305	10/19/2022	55.31
Borst, Edward A Total					62.06
Briggs, Susan Kay	TRAVEL SEP 22	0	251306	10/19/2022	75.56
Briggs, Susan Kay Total					75.56
Brown, Dayna Robyn	TRAVEL JUL-SEP 22	0	251307	10/19/2022	131.13
	REISSUE CHK # 230272	0	251307	10/19/2022	86.45
Brown, Dayna Robyn Total					217.58
Bruce, Mollie A	TRAVEL SEP 22	0	251308	10/19/2022	86.25
Bruce, Mollie A Total					86.25
BSN Sports	918392552 9/27	2300150	251309	10/19/2022	791.72
BSN Sports Total					791.72

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Buhrow, Marianne	REISSUE CK# 227661	0	251310	10/19/2022	17.55
Buhrow, Marianne Total					17.55
Burcham, Kylee J	TRAVEL SEP 22	0	251311	10/19/2022	28.50
Burcham, Kylee J Total					28.50
Bushue Background Screening	3 INVS 9/30	2301484	251312	10/19/2022	12,205.00
Bushue Background Screening Total					12,205.00
Cannon, Kristine Michelle	TRAVEL AUG 22	0	251313	10/19/2022	32.31
	TRAVEL SEP 22	0	251313	10/19/2022	55.81
Cannon, Kristine Michelle Total					88.12
Capitol Group	3 INVS 10/4-10/05	2301693	251314	10/19/2022	380.48
Capitol Group Total					380.48
Cardiff, Benjamin R	TRAVEL SEP 22	0	251315	10/19/2022	45.75
Cardiff, Benjamin R Total					45.75
Carl's Pro Band Instrument Repair	852 9/29	2301491	251316	10/19/2022	249.00
Carl's Pro Band Instrument Repair Total					249.00
CASON, DEVONA (HAYWOOD)	REISSUE CK# 196720	0	251317	10/19/2022	30.00
CASON, DEVONA (HAYWOOD) Total					30.00
Causarano, Pei-ni	TRAVEL SEP 22	0	251318	10/19/2022	14.25
Causarano, Pei-ni Total					14.25
CCMSI	0143598-IN 10/05	2301579	251319	10/19/2022	8,285.00
CCMSI Total					8,285.00
Cengage Learning Inc.	79386510 10/02	2301485	251320	10/19/2022	5,321.30
Cengage Learning Inc. Total					5,321.30
Cengage Learning, Inc.	794068241 10/04	2301580	251321	10/19/2022	2,498.41
	79406822 10/04	2301582	251321	10/19/2022	1,600.00
Cengage Learning, Inc. Total					4,098.41
Central Illinois Trucks Inc	101P101106 9/22	2301506	251322	10/19/2022	24.13
Central Illinois Trucks Inc Total					24.13
Change Academy Lake Of The Ozarks	INV054201 9/30	2301600	251323	10/19/2022	4,226.46
Change Academy Lake Of The Ozarks Total					4,226.46
Chestnut Health Systems	MISC-23-033 10/04	2301516	251324	10/19/2022	1,826.00
Chestnut Health Systems Total					1,826.00
CHIN, RUTH	REISSUE CHK# 195498	0	251325	10/19/2022	90.47
CHIN, RUTH Total					90.47
CI Solutions	00012184 10/06	2301282	251326	10/19/2022	4,917.00
CI Solutions Total					4,917.00
Cintas Corporation #396	STMT 08/12	2301545	251327	10/19/2022	909.16
Cintas Corporation #396 Total					909.16
City of Bloomington	WATER 10/04	0	251328	10/19/2022	3,005.09
City of Bloomington Total					3,005.09

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Clean The Uniform Company	32122152,3785,5427	2300040	251329	10/19/2022	259.83
Clean The Uniform Company Total					259.83
Cleary, Mark	REISSUE CHK # 221723	0	251330	10/19/2022	60.48
Cleary, Mark Total					60.48
Collins, Jane	HOURS 9/1-9/28	2301556	251331	10/19/2022	330.00
Collins, Jane Total					330.00
Collins, Veronica	TRAVEL SEP 22	0	251332	10/19/2022	96.50
Collins, Veronica Total					96.50
Comcast Business	BILLING 09/22	2301492	251333	10/19/2022	421.48
Comcast Business Total					421.48
Confidential On-Site Paper Shreddin	1318746 9/30	0	251334	10/19/2022	363.00
	132241 9/30	2301583	251334	10/19/2022	72.06
Confidential On-Site Paper Shreddin Total					435.06
Connor Co	4 INVS 9/15-10/05	2301710	251335	10/19/2022	1,767.72
Connor Co Total					1,767.72
Contract Paper Group, Inc.	43008675901.	2300932	251336	10/19/2022	3,294.00
	43008675901	2300934	251336	10/19/2022	9,247.20
Contract Paper Group, Inc. Total					12,541.20
Conway, Jamie Marie	TRAVEL SEP 22	0	251337	10/19/2022	82.00
Conway, Jamie Marie Total					82.00
Cooper, Darrin M	REIMB -TRANS FEE	2301639	251338	10/19/2022	25.11
	REIMB CONF FEES 10/9	2301641	251338	10/19/2022	500.51
Cooper, Darrin M Total					525.62
Crescent Electric Supply Co	2 INVS 9/08-9/12	2301695	251339	10/19/2022	24.77
Crescent Electric Supply Co Total					24.77
Cruzan, Martin M	REIMB CONF FEE	0	251340	10/19/2022	80.00
Cruzan, Martin M Total					80.00
Cunningham Children's Home	6718, 6717	2301599	251341	10/19/2022	13,155.66
Cunningham Children's Home Total					13,155.66
Custom Education Solutions, Inc.	SI0004717 10/10	2301533	251342	10/19/2022	439.89
Custom Education Solutions, Inc. Total					439.89
Dabler, Amy	REIMB-JEWEL	2301476	251343	10/19/2022	19.98
Dabler, Amy Total					19.98
Daktronics	7001859 10/03	2301632	251344	10/19/2022	2,465.00
Daktronics Total					2,465.00
Devault, Angela Sue	TRAVEL SEP 22	0	251345	10/19/2022	35.94
Devault, Angela Sue Total					35.94
Diaz, Marianela	REISSUE CHK# 223505	0	251346	10/19/2022	32.15
Diaz, Marianela Total					32.15
Dillman, Pamela	TRAVEL SEP 22	0	251347	10/19/2022	179.94

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Dillman, Pamela Total					179.94
Don Owen Tire Service, Inc	30643., 309503	2301547	251348	10/19/2022	1,141.14
	1866945,309573	2301572	251348	10/19/2022	1,425.56
Don Owen Tire Service, Inc Total					2,566.70
Elpayaa, Lauren	TRAVEL SEP 22	0	251349	10/19/2022	171.06
Elpayaa, Lauren Total					171.06
Emberson, Matthew David	REIMB DOLLAR TREE	2301575	251350	10/19/2022	27.50
Emberson, Matthew David Total					27.50
Embrace Education	10965 06/01	2301519	251351	10/19/2022	31,030.00
Embrace Education Total					31,030.00
Emerick, Drew Mathew	TRAVEL SEP 22	0	251352	10/19/2022	68.75
Emerick, Drew Mathew Total					68.75
Engler Callaway Baasten & Srage, LLC	30534 10/05	2301597	251353	10/19/2022	25.00
Engler Callaway Baasten & Srage, LLC Total					25.00
Enomoto, Rachel Kathryn	TRAVEL SEP 22	0	251354	10/19/2022	8.06
Enomoto, Rachel Kathryn Total					8.06
Etcheson Spa & Pool	224708, 224784	2301678	251355	10/19/2022	179.49
Etcheson Spa & Pool Total					179.49
Evergreen Fs	93134, 93122	2301708	251356	10/19/2022	9,234.52
Evergreen Fs Total					9,234.52
Fastenal Company	2 INV 9/14-9/21	2301704	251357	10/19/2022	109.96
Fastenal Company Total					109.96
Fisher, Charles E	REISSUE CK# 201437	0	251358	10/19/2022	160.89
	TRAVEL SEP 22	0	251358	10/19/2022	96.06
Fisher, Charles E Total					256.95
Foster, Nathan C	FUEL REIMB 9/28	2301513	251359	10/19/2022	63.00
	FUEL REIMB 9/22-9/24	2301509	251359	10/19/2022	45.00
Foster, Nathan C Total					108.00
France, Stacie M	TRAVEL JUL-SEP 22	0	251360	10/19/2022	158.81
France, Stacie M Total					158.81
Freymann, Megan Marie	TRAVEL SEP 22	0	251361	10/19/2022	53.00
Freymann, Megan Marie Total					53.00
Frontier 1	BILLING - 10/13/22	0	251362	10/19/2022	6,738.52
Frontier 1 Total					6,738.52
Frontline Technologies Group, LLC.	INVUS-170785 9/09	2301557	251363	10/19/2022	525.00
Frontline Technologies Group, LLC. Total					525.00
Fs Custom Turf	34108432 7/28	2300605	251364	10/19/2022	9,930.00
Fs Custom Turf Total					9,930.00
Gannaway, Rachel L	TRAVEL SEP 22	0	251365	10/19/2022	127.19
Gannaway, Rachel L Total					127.19

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Gantert, Mollie Marie	TRAVEL SEP 22	0	251366	10/19/2022	8.06
Gantert, Mollie Marie Total					8.06
Garcia, Stephanie Michelle	TRAVEL SEP 22	0	251367	10/19/2022	96.75
Garcia, Stephanie Michelle Total					96.75
Getz Industrial Cleaning Inc.	18-548233 10/01	2301673	251368	10/19/2022	135.00
Getz Industrial Cleaning Inc. Total					135.00
Gibson, Jennifer	TRAVEL SEP 22	0	251369	10/19/2022	242.06
Gibson, Jennifer Total					242.06
Gibson, Patrick T	TRAVEL SEP 22	0	251370	10/19/2022	242.81
Gibson, Patrick T Total					242.81
Glasgow-Kuhns, Meegan Mary	TRAVEL AUG 22	0	251371	10/19/2022	46.00
	TRAVEL SEP 22	0	251371	10/19/2022	33.94
	REIM SUPPLS 10/05	2301598	251371	10/19/2022	30.00
Glasgow-Kuhns, Meegan Mary Total					109.94
Gordon Food Service, Inc	V998167	2301611	251372	10/19/2022	25,052.96
	17 INVS 10/06	2301604	251372	10/19/2022	15,433.83
	18 INVS 10/4-10/5	2301605	251372	10/19/2022	13,617.24
	15 INV 9/28-10/4	2301606	251372	10/19/2022	21,798.76
	14 INVS 9/29	2301609	251372	10/19/2022	14,636.53
	20 INVS 9/21-9/28	2301610	251372	10/19/2022	13,664.08
	23 INVS 6/7-9/22	2301505	251372	10/19/2022	16,897.99
Gordon Food Service, Inc Total					121,101.39
Grainger Parts Operations Ww Graing	2 INVS 10/04/22	2301679	251373	10/19/2022	550.43
	3 INVS 9/23-9/28	2301705	251373	10/19/2022	946.69
Grainger Parts Operations Ww Graing Total					1,497.12
Grubic, Angela Marie	TRAVEL SEP 22	0	251374	10/19/2022	263.56
Grubic, Angela Marie Total					263.56
Guy, Kortney	TRAVEL SEP 22	0	251375	10/19/2022	8.06
Guy, Kortney Total					8.06
Hall, David	FOOD SERV REFUND	0	251376	10/19/2022	75.60
Hall, David Total					75.60
Hawkins, Inc.	6305396,6305415	2301548	251377	10/19/2022	3,234.19
Hawkins, Inc. Total					3,234.19
Heartspring	15618 9/30	2301518	251378	10/19/2022	25,402.23
Heartspring Total					25,402.23
HEBERER, RICHARD	REISSUE CHK# 226601	0	251379	10/19/2022	38.25
HEBERER, RICHARD Total					38.25
Heggie, Baylee Nicole	TRAVEL SEP 22	0	251380	10/19/2022	11.88
Heggie, Baylee Nicole Total					11.88
Hendren, Jara Kay	TRAVEL SEP 22	0	251381	10/19/2022	86.69
Hendren, Jara Kay Total					86.69
Henrichsmeyer, Krista	TRAVEL SEP 22	0	251382	10/19/2022	50.38
Henrichsmeyer, Krista Total					50.38

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Heritage Machine & Welding Inc	45979 9/28	2301663	251383	10/19/2022	635.92
Heritage Machine & Welding Inc Total					635.92
Herren, Kelly Lynn	TRAVEL SEP 22	0	251384	10/19/2022	55.00
Herren, Kelly Lynn Total					55.00
Higby, Daniel L	REIM CONF EXP	0	251385	10/19/2022	40.00
Higby, Daniel L Total					40.00
Hill Radio	2022-18917 10/01	2301629	251386	10/19/2022	90.00
Hill Radio Total					90.00
Hill, Shane Padraic	TRAVEL SEP 22	0	251387	10/19/2022	288.00
	REISSUE CHK # 218433	0	251387	10/19/2022	209.74
Hill, Shane Padraic Total					497.74
Hinthorne, Diane Kay	TRAVEL SEP 22	0	251388	10/19/2022	69.50
Hinthorne, Diane Kay Total					69.50
Hodges Loizzi Eisenhammer Rodick &	56690 8/31	2301525	251389	10/19/2022	757.90
	56406 7/31	2301526	251389	10/19/2022	1,438.95
Hodges Loizzi Eisenhammer Rodick & Total					2,196.85
Holland, Anita	REISSUE CHK # 214025	0	251390	10/19/2022	13.94
Holland, Anita Total					13.94
Holland, Lisa Peeler	REISSUE CHK # 200259	0	251391	10/19/2022	63.83
Holland, Lisa Peeler Total					63.83
Holley, Tyra Michael	TRAVEL AUG 22	0	251392	10/19/2022	436.44
	TRAVEL SEP 22	0	251392	10/19/2022	183.19
Holley, Tyra Michael Total					619.63
Holt Supply Company	3354012 9/23	2301666	251393	10/19/2022	18.90
Holt Supply Company Total					18.90
Hopper, Daniele	REISSUE CHK # 222034	0	251394	10/19/2022	146.77
Hopper, Daniele Total					146.77
Hospital Purchasing Service	LLC23168 9/19	2301650	251395	10/19/2022	3,275.00
	119993 10/10	2301154	251395	10/19/2022	5,395.12
Hospital Purchasing Service Total					8,670.12
Houchin, Patricia L	TRAVEL SEP 30 ONLY	0	251396	10/19/2022	5.19
Houchin, Patricia L Total					5.19
Hutson, Cally L	TRAVEL SEP 22	0	251397	10/19/2022	210.25
Hutson, Cally L Total					210.25
Illinois Assoc of School Business Offi	0035999 10/12	2301581	251398	10/19/2022	340.00
Illinois Assoc of School Business Offi Total					340.00
Illinois OIL Marketing Equipment, I	30786 8/31	2301574	251399	10/19/2022	681.50
Illinois OIL Marketing Equipment, I Total					681.50
Illinois Wesleyan University 1	REISSUE CHK # 227730	0	251400	10/19/2022	72.85
Illinois Wesleyan University 1 Total					72.85

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Ince, Addie	REIMB SUPPLS 10/5	2301527	251401	10/19/2022	17.00
Ince, Addie Total					17.00
Interstate Billing Serv, Inc	3029435189,9445040	2301544	251402	10/19/2022	1,838.22
Interstate Billing Serv, Inc Total					1,838.22
Iron Mountain	GXBM863 9/30	2301689	251403	10/19/2022	3,897.66
Iron Mountain Total					3,897.66
J Spencer Construction LLC	1807 8/25-9/25	2301628	251404	10/19/2022	672.00
	1816 10/04	2301624	251404	10/19/2022	543.00
J Spencer Construction LLC Total					1,215.00
J W Pepper & Sons Incorp	364621687 10/05	2301524	251405	10/19/2022	156.50
J W Pepper & Sons Incorp Total					156.50
Jason's Deli - Ibm #185	220927185050008	2301567	251406	10/19/2022	53.85
Jason's Deli - Ibm #185 Total					53.85
Jerome, Ruth H	TRAVEL SEP 22	0	251407	10/19/2022	48.13
Jerome, Ruth H Total					48.13
Johnson Controls Fire Protection Lp	4 INVS 9/26-9/30	2301681	251408	10/19/2022	19,345.26
Johnson Controls Fire Protection Lp Total					19,345.26
Johnson, Rebecca D	TRAVEL SEP 22	0	251409	10/19/2022	78.44
Johnson, Rebecca D Total					78.44
Johnstone Supply	3 INVS 9/26-10/05	2301706	251410	10/19/2022	411.25
Johnstone Supply Total					411.25
Jostens, Inc	2 INVS 9/27-9/28	2301631	251411	10/19/2022	952.00
Jostens, Inc Total					952.00
Juers, Roger Alan	FUEL REIMB 9/24	2301508	251412	10/19/2022	105.03
Juers, Roger Alan Total					105.03
Karr, Natalie Ann	TRAVEL SEP 22	0	251413	10/19/2022	13.63
Karr, Natalie Ann Total					13.63
Kaskaskia Special Education Distric	TUITION AUG/SEP	2301537	251414	10/19/2022	11,520.00
Kaskaskia Special Education Distric Total					11,520.00
Kearfott, Nicolas	TRAVEL SEP 2	0	251415	10/19/2022	150.38
Kearfott, Nicolas Total					150.38
Keller, Sheila Ann	TRAVEL SEP 22	0	251416	10/19/2022	18.00
Keller, Sheila Ann Total					18.00
Ken's OIL Service, Inc.	6 INVS 9/20-9/30	2301510	251417	10/19/2022	66,278.16
Ken's OIL Service, Inc. Total					66,278.16
KHURANA, ARUN K	REISSUE CHK # 214756	0	251418	10/19/2022	7.65
KHURANA, ARUN K Total					7.65
Killam-Davis, Mallory N	TRAVEL AUG 22	0	251419	10/19/2022	11.63
	TRAVEL SEP 22	0	251419	10/19/2022	19.75
Killam-Davis, Mallory N Total					31.38

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Kingsley Junior High School	REIMB ACT FUND 9/1-	2301483	251420	10/19/2022	1,300.00
	KJ CROSS CO INVITE	2300045	251420	10/19/2022	150.00
Kingsley Junior High School Total					1,450.00
Kirby Risk Corporation	S112181944.001 9/14	2301501	251421	10/19/2022	76.84
Kirby Risk Corporation Total					76.84
Kirk, Tara	REIMB LOWES 10/09	2301571	251422	10/19/2022	9.98
Kirk, Tara Total					9.98
Klokkenga, Joshua D	REIMB CONF FEE 10/11	0	251423	10/19/2022	80.00
Klokkenga, Joshua D Total					80.00
Knollenberg, Holly N	TRAVEL SEP 22	0	251424	10/19/2022	149.38
Knollenberg, Holly N Total					149.38
Knudson, Kendel	TRAVEL AUG 22	0	251425	10/19/2022	23.81
	REISSUE CHK # 232109	0	251425	10/19/2022	49.98
	REIMB MEMB FEE	2301517	251425	10/19/2022	155.00
	REIMB CONF EXP 10/04	0	251425	10/19/2022	199.99
Knudson, Kendel Total					428.78
Kone Inc	2 INVS 10/01/22	2301674	251426	10/19/2022	2,012.16
Kone Inc Total					2,012.16
Kotowski, Linda Jo	TRAVEL SEP 22	0	251427	10/19/2022	173.50
Kotowski, Linda Jo Total					173.50
LaFever, Timothy A	REIMB TRAVEL 9/30	0	251428	10/19/2022	220.38
LaFever, Timothy A Total					220.38
Lake, Tracey E	REIMB TRAVEL 09/30	0	251429	10/19/2022	8.06
Lake, Tracey E Total					8.06
Lakebrink, Margaret Christina	REIMB TRAVEL 09-30	0	251430	10/19/2022	85.25
Lakebrink, Margaret Christina Total					85.25
Lambolely, Daniel	REIMB CONF. EXP.	2301645	251431	10/19/2022	553.69
Lambolely, Daniel Total					553.69
Landstrom, Brian	RE-ISSUE CK #200794	0	251432	10/19/2022	85.00
Landstrom, Brian Total					85.00
Langhorst Construction, Inc.	22148	2301677	251433	10/19/2022	1,995.00
Langhorst Construction, Inc. Total					1,995.00
LARGE UNIT DIST ASSOC (LUDA)	1430	2301489	251434	10/19/2022	596.00
LARGE UNIT DIST ASSOC (LUDA) Total					596.00
Lemons, Craig	REIMB REG. FEES	0	251435	10/19/2022	63.05
Lemons, Craig Total					63.05
Lighty, Bernadette Panganiban	REIMB TRAVEL 09/29	0	251436	10/19/2022	86.63
Lighty, Bernadette Panganiban Total					86.63
Linde Gas & Equipment Inc.	3-INVS, 9/22-9/30	2301634	251437	10/19/2022	351.63
Linde Gas & Equipment Inc. Total					351.63
Love, Mackenzie	REIMB TRAVEL 09-30	0	251438	10/19/2022	106.31

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Love, Mackenzie Total					106.31
Lynch, Kimberly M	REIMB TRAVEL 09/30	0	251439	10/19/2022	8.06
Lynch, Kimberly M Total					8.06
M & M Pump, Inc	27704	2301714	251440	10/19/2022	2,070.00
M & M Pump, Inc Total					2,070.00
Mason, Kristi R	PARENT TRANSPORT	2301503	251441	10/19/2022	210.00
Mason, Kristi R Total					210.00
Mathis-Kelley Const Supply Co	120020	2301667	251442	10/19/2022	299.86
Mathis-Kelley Const Supply Co Total					299.86
Mattson, Rachel	REIMB TRAVEL 09/30	0	251443	10/19/2022	87.94
Mattson, Rachel Total					87.94
Mc Master-Carr Supply Co	85800982,8542661	2301707	251444	10/19/2022	320.52
Mc Master-Carr Supply Co Total					320.52
McLean County Asphalt Co, Inc	3-INVS, 9/2-10/7	2301613	251445	10/19/2022	527.81
	69784,M 69738	2301536	251445	10/19/2022	433.13
McLean County Asphalt Co, Inc Total					960.94
Menards Lumber	86378, 88694	2301646	251446	10/19/2022	453.82
	22-INVS, 9/19-10/11	2300076	251446	10/19/2022	1,499.65
	3-INVS, 10/3-10/08	2301615	251446	10/19/2022	337.61
	5-INVS, 9/21-9/30	2301542	251446	10/19/2022	401.84
	5-INVS, 9/21-9/30.	2301577	251447	10/19/2022	630.83
	3-INVS, 9/16-9/29	2301622	251446	10/19/2022	92.72
	3-INVS, 9/21-9/23	2301511	251446	10/19/2022	553.77
	88039	2301540	251446	10/19/2022	11.96
	87113	2300076	251446	10/19/2022	74.99
	85390	2301651	251446	10/19/2022	19.98
Menards Lumber Total					4,077.17
METRO FIBERNET LLC	1399756 - 10/22	2301636	251448	10/19/2022	7,717.36
METRO FIBERNET LLC Total					7,717.36
Middleton Associates Inc	2-INVS, 10/4-10/5	2301671	251449	10/19/2022	12,352.00
Middleton Associates Inc Total					12,352.00
Midwest Construction Rentals	176341-1	2301686	251450	10/19/2022	2,822.20
	3-INVS, 9/23-9/27	2301690	251450	10/19/2022	1,570.90
Midwest Construction Rentals Total					4,393.10
Midwest Equipment li	629146, 628151	2301592	251451	10/19/2022	95.36
	629146, 628219	2301688	251451	10/19/2022	114.01
Midwest Equipment li Total					209.37
Mier, Angela M	REIMB TRAVEL 09-29	0	251452	10/19/2022	51.69
Mier, Angela M Total					51.69
Miles, Lucas	REIMB TRAVEL 09/30	0	251453	10/19/2022	8.06
Miles, Lucas Total					8.06
Miller Janitor Supply Co.	108559	2301541	251454	10/19/2022	2,432.06
	108865	2301623	251454	10/19/2022	94.30
Miller Janitor Supply Co. Total					2,526.36

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Mitchell, Lynda Jeanne	REIMB TRAVEL 09-29	0	251455	10/19/2022	67.00
Mitchell, Lynda Jeanne Total					67.00
Modglin, Margaret Kathleen	REIMB TRAVEL 08/31	0	251456	10/19/2022	36.25
Modglin, Margaret Kathleen Total					36.25
Morris Avenue Garage	5-INVS, 9/7-9/21	2301560	251457	10/19/2022	429.36
Morris Avenue Garage Total					429.36
Motorola Solutions - Starcom	6827220220901	2301656	251458	10/19/2022	3,240.00
Motorola Solutions - Starcom Total					3,240.00
Nicor Gas	GAS 9/22-1010/06	0	251459	10/19/2022	1,468.78
Nicor Gas Total					1,468.78
Nimmakayala, Vasundhara	REIMB TRAVEL 09/30	0	251460	10/19/2022	15.00
Nimmakayala, Vasundhara Total					15.00
Nord Outdoor Power Corp	3-INVS, 9/29/22	2301687	251461	10/19/2022	60.70
	390943	2301635	251461	10/19/2022	11.70
Nord Outdoor Power Corp Total					72.40
Nord, Allison K	REIMB TRAVEL 09/30	0	251462	10/19/2022	130.00
Nord, Allison K Total					130.00
Normal Community West High School	CONFERENCE DUES	2301481	251463	10/19/2022	800.00
Normal Community West High School Total					800.00
Nybakke Vacuum Shop, Inc	4-INVS, 8/11-9/30	2301647	251464	10/19/2022	175.11
	092122-3, 092122-1	2301495	251464	10/19/2022	91.98
Nybakke Vacuum Shop, Inc Total					267.09
O Day, Amber Ann	REISSUE CK #213844	0	251465	10/19/2022	15.64
O Day, Amber Ann Total					15.64
O'Grady, Erin A	REIMB CONF EXP	2301715	251466	10/19/2022	418.15
O'Grady, Erin A Total					418.15
OSF OCCUPATIONAL HEALTH	00149190-00	2301546	251467	10/19/2022	340.00
OSF OCCUPATIONAL HEALTH Total					340.00
Pacha, Zachary A	REIMB CLOTHING AWLNC	2301549	251468	10/19/2022	39.56
Pacha, Zachary A Total					39.56
Papa Murphy's	IL - 10/07/2022	2301593	251469	10/19/2022	5,797.50
	IL 9/23/2022	2301504	251469	10/19/2022	4,797.50
Papa Murphy's Total					10,595.00
Parts Depot	267734	2301665	251470	10/19/2022	219.47
Parts Depot Total					219.47
Parts Town, LLC	3-INVS, 09/21/22	2301498	251471	10/19/2022	963.49
	30837895	2301664	251471	10/19/2022	59.52
Parts Town, LLC Total					1,023.01
Pavilion	MCLEAN 1003	2301697	251472	10/19/2022	264.00
Pavilion Total					264.00

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Payne, Mark B	REISSUE CK#220182	0	251473	10/19/2022	81.74
Payne, Mark B Total					81.74
Pepsi Cola General Bot, Inc	5-INV, 9/21-9/28	2301612	251474	10/19/2022	3,346.70
Pepsi Cola General Bot, Inc Total					3,346.70
Petersen, Jamith	REIMB TRAVEL 09/28	0	251475	10/19/2022	15.94
Petersen, Jamith Total					15.94
Pipco Companies, Ltd	59833	2301675	251476	10/19/2022	700.00
Pipco Companies, Ltd Total					700.00
Plattner, Heather Paullin	REIMB TRAVEL 09-29	0	251477	10/19/2022	253.88
Plattner, Heather Paullin Total					253.88
Powell, April P	REISSUE CK #232449	0	251478	10/19/2022	66.42
Powell, April P Total					66.42
Prairie Farms Dairy Inc	STMT - 9/30/22	2301655	251479	10/19/2022	44,729.72
Prairie Farms Dairy Inc Total					44,729.72
Prescott, Ericka J	REISSUE CK#211896	0	251480	10/19/2022	51.40
Prescott, Ericka J Total					51.40
Professional Electric Motor Repair	72553	2301713	251481	10/19/2022	63.22
	72542	2301500	251481	10/19/2022	95.30
Professional Electric Motor Repair Total					158.52
Proquest LLC	70732168	2301531	251482	10/19/2022	1,986.00
Proquest LLC Total					1,986.00
ProSafety	2/890100	2301576	251483	10/19/2022	97.00
ProSafety Total					97.00
Quality Truck Equipment	0102P57436	2301659	251484	10/19/2022	499.20
	0102P52412	2301566	251484	10/19/2022	19.30
Quality Truck Equipment Total					518.50
Quill Corporation	28196614	2301514	251485	10/19/2022	222.98
Quill Corporation Total					222.98
Ray, Angela	TRAVEL SEP	0	251486	10/19/2022	67.13
	REISSUE CK# 234599	0	251486	10/19/2022	49.88
Ray, Angela Total					117.01
Redneck Trailer Supplies, Inc	3-INVS, 7/8-8/29	2301614	251487	10/19/2022	1,236.71
Redneck Trailer Supplies, Inc Total					1,236.71
Regional Office Of Education #17	1002300198	2301630	251488	10/19/2022	20.00
Regional Office Of Education #17 Total					20.00
Renollet, Mary	REISSUE CK#206733	0	251489	10/19/2022	133.42
Renollet, Mary Total					133.42
Republic Services - #368	0368-001042123.	2301539	251490	10/19/2022	1,504.50
Republic Services - #368 Total					1,504.50
Reynolds, Jennifer	REIMB LUNCH ACT BLN	0	251491	10/19/2022	146.40
Reynolds, Jennifer Total					146.40

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Rhodes, Kristen Ann	REIMB TRAVEL 09/29	0	251492	10/19/2022	82.50
Rhodes, Kristen Ann Total					82.50
Richards Building Supply Co	053-0006367770-001	2301712	251493	10/19/2022	334.16
Richards Building Supply Co Total					334.16
Ried, Alyssa K	REIMB TRAVEL 09/30	0	251494	10/19/2022	8.06
Ried, Alyssa K Total					8.06
RINEHART, MELISSA MARIE	REISSUE CK #235355	0	251495	10/19/2022	435.00
RINEHART, MELISSA MARIE Total					435.00
Ritchason, Jennifer	REIMB AMAZON 10/03	2301564	251496	10/19/2022	55.98
Ritchason, Jennifer Total					55.98
Roanoke Concrete Products Co	219773	2301538	251497	10/19/2022	1,880.50
Roanoke Concrete Products Co Total					1,880.50
Robison, Amanda Rae	REIMB READS 9/25	2301561	251498	10/19/2022	119.90
Robison, Amanda Rae Total					119.90
Rodts, Elizabeth R	REIMB TRAVEL 09/30	0	251499	10/19/2022	29.44
Rodts, Elizabeth R Total					29.44
Rogers Supply Company Inc	BL032646, 033205	2301703	251500	10/19/2022	1,184.52
Rogers Supply Company Inc Total					1,184.52
Rogers, Heather V	REIMB DOLLAR GENERAL	2301603	251501	10/19/2022	39.15
Rogers, Heather V Total					39.15
Rollie Johnson, Inc (RJI)	009968	2301669	251502	10/19/2022	493.68
Rollie Johnson, Inc (RJI) Total					493.68
Ron Smith Printing Company	157035	2301310	251503	10/19/2022	232.50
Ron Smith Printing Company Total					232.50
Rosa Educational Consulting, Inc.	ROSA 10/07	2301591	251504	10/19/2022	2,000.00
Rosa Educational Consulting, Inc. Total					2,000.00
RP Lumber Company, Inc	299563	2301661	251505	10/19/2022	70.63
RP Lumber Company, Inc Total					70.63
Ruyle Corporation	24973	2301711	251506	10/19/2022	2,275.50
Ruyle Corporation Total					2,275.50
S & S Builders Hardware Co	4-INVS, 10/4-10/12	2301670	251507	10/19/2022	5,456.40
S & S Builders Hardware Co Total					5,456.40
Schmidt, Therese F	REIMB TRAVEL 09-30	0	251508	10/19/2022	233.50
Schmidt, Therese F Total					233.50
School Specialty	38104150225	2301157	251509	10/19/2022	796.51
School Specialty Total					796.51
Schupbach, Mary Ellen	REIMB TRAVEL 08/31	0	251510	10/19/2022	80.44
	REIMB TRAVEL 09/29	0	251510	10/19/2022	146.25
Schupbach, Mary Ellen Total					226.69

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Scott, Robert W	REIMB TRAVEL 09-29	0	251511	10/19/2022	107.00
Scott, Robert W Total					107.00
Seibert, Max William	REIMB FUEL 9/16	2301512	251512	10/19/2022	65.27
Seibert, Max William Total					65.27
Sennett, Timothy E	REIMB TRAVEL 10/03	0	251513	10/19/2022	200.00
Sennett, Timothy E Total					200.00
Serv-U Restaurant & Bar Supply	869356	2301652	251514	10/19/2022	139.20
	868797	2301653	251514	10/19/2022	100.91
Serv-U Restaurant & Bar Supply Total					240.11
Shanks, Katherine Alice	REIMB TRAVEL 09/30	0	251515	10/19/2022	4.69
Shanks, Katherine Alice Total					4.69
Sherwin Williams Company	7205-2	2300074	251516	10/19/2022	168.89
Sherwin Williams Company Total					168.89
Shoemaker, Bayleigh	REIMB TRAVEL 9-29	0	251517	10/19/2022	60.38
Shoemaker, Bayleigh Total					60.38
Showalter, Karen R	RE-ISSUE CK-#216562	0	251518	10/19/2022	11.67
	RE-ISSUE CK-211188	0	251518	10/19/2022	7.84
Showalter, Karen R Total					19.51
Siebenthal, Melissa A	REISSUE CK #211781	0	251519	10/19/2022	177.07
Siebenthal, Melissa A Total					177.07
Sno Sites	41870	2301584	251520	10/19/2022	1,025.00
Sno Sites Total					1,025.00
Spear Corporation	319190	2301660	251521	10/19/2022	1,687.84
Spear Corporation Total					1,687.84
Specialized Education Of Illinois	INV-144516	2301558	251522	10/19/2022	2,294.80
Specialized Education Of Illinois Total					2,294.80
Springfield Electric	S007315642.001	2301668	251523	10/19/2022	370.00
Springfield Electric Total					370.00
Springwood, Cheryl	REIMB SCI SUPPLS.	2301640	251524	10/19/2022	155.91
Springwood, Cheryl Total					155.91
Starcrest Cleaners	2-INV, 9-19-22	2301490	251525	10/19/2022	1,156.47
Starcrest Cleaners Total					1,156.47
Stauffer, Dennis William	REIMB CLOTHING ALNC	2301559	251526	10/19/2022	184.74
Stauffer, Dennis William Total					184.74
Strader, Abbi Michele	REIMB-PANERA	2301587	251527	10/19/2022	35.98
	REIMB TRAVEL 09/28	0	251527	10/19/2022	70.38
	REIMB TRAVEL 08/26	0	251527	10/19/2022	60.19
Strader, Abbi Michele Total					166.55
STRASSER, KATHY	REISSUE CK #198328	0	251528	10/19/2022	19.50
STRASSER, KATHY Total					19.50
Streamwood Behavioral Health Center	16120	2301700	251529	10/19/2022	315.00

Expenditure Summary Report

From Date: 10/19/2022
To Date: 10/19/2022

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Streamwood Behavioral Health Center Total					315.00
Sweetwater Sound Inc.	33503269	2301227	251530	10/19/2022	2,042.70
Sweetwater Sound Inc. Total					2,042.70
Tague, Amy L	REIMB TYPING.COM	2301532	251531	10/19/2022	19.54
Tague, Amy L Total					19.54
Tci Companies, Inc.	W67920	2301662	251532	10/19/2022	142.50
Tci Companies, Inc. Total					142.50
Team Automotive & Tire	5-INVS, 9/13-9/30	2301530	251533	10/19/2022	3,938.43
	5-INVS, 9/15-9/27	2301562	251533	10/19/2022	6,732.46
Team Automotive & Tire Total					10,670.89
The Lifeguard Store	INV-001252115	2300872	251534	10/19/2022	600.00
The Lifeguard Store Total					600.00
The Music Shoppe, Inc	5-INVS,9/2-10/4	2301523	251535	10/19/2022	794.98
	3338617, 3342297	2301535	251535	10/19/2022	101.00
	3346909	2301551	251535	10/19/2022	3,700.00
	3320234	2300841	251535	10/19/2022	212.07
The Music Shoppe, Inc Total					4,808.05
The Omni Group	2210-7601	2301626	251536	10/19/2022	30.00
The Omni Group Total					30.00
Theobald, Keely	REIMB TRAVEL 09/30	0	251537	10/19/2022	46.75
Theobald, Keely Total					46.75
TK Elevator Corp	3006846013	2301680	251538	10/19/2022	2,774.93
TK Elevator Corp Total					2,774.93
Tomlin, Lisa	REIMB WALMART 10/04	2301507	251539	10/19/2022	89.35
Tomlin, Lisa Total					89.35
Touchtone Communications	2097108	0	251540	10/19/2022	655.85
Touchtone Communications Total					655.85
Town Of Normal Water Dept.	WATER BILL - 10/10	0	251541	10/19/2022	41,405.63
Town Of Normal Water Dept. Total					41,405.63
Traynor, Grace M	REISSUE CK #213687	0	251542	10/19/2022	9.89
	REISSUE CK #213539	0	251542	10/19/2022	8.97
Traynor, Grace M Total					18.86
Tucker, Mary Jane	REISSUE CK #214926	0	251543	10/19/2022	68.43
Tucker, Mary Jane Total					68.43
Turning Point Therapies, Inc.	331024.	2301515	251544	10/19/2022	234.00
Turning Point Therapies, Inc. Total					234.00
Twork, Kayleigh Ann	REIMB TRAVEL 09/30	0	251545	10/19/2022	0.56
Twork, Kayleigh Ann Total					0.56
Uchterff, Kerry K	REIMB TRAVEL 09/27	0	251546	10/19/2022	36.88
Uchterff, Kerry K Total					36.88
Uline	152867847	2300855	251547	10/19/2022	349.72

Expenditure Summary Report

From Date: 10/19/2022
To Date: 10/19/2022

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Uline Total					349.72
Union Roofing	511859	2301676	251548	10/19/2022	20,940.00
Union Roofing Total					20,940.00
Vale, Angela Gwyn	REIMB TRAVEL	0	251549	10/19/2022	54.25
Vale, Angela Gwyn Total					54.25
Vanguard Energy Services,LLC	G404551100522 9/01-	0	251550	10/19/2022	16,609.05
Vanguard Energy Services,LLC Total					16,609.05
Vernier Software	5440183	2301378	251551	10/19/2022	84.00
Vernier Software Total					84.00
Village of Carlock.	2286	2301617	251552	10/19/2022	144.79
Village of Carlock. Total					144.79
Vincent, Susan Anne	REISSUE CK #230020	0	251553	10/19/2022	41.97
Vincent, Susan Anne Total					41.97
Vital Education and Supply Inc	22-2054	2301658	251554	10/19/2022	540.00
	22-1234	2301657	251554	10/19/2022	917.89
Vital Education and Supply Inc Total					1,457.89
Vogelsang, Claye R	REIMB TRAVEL 09/30	0	251555	10/19/2022	118.13
Vogelsang, Claye R Total					118.13
Walker, Karen L	REIMB TRAVEL 09-29	0	251556	10/19/2022	222.94
Walker, Karen L Total					222.94
Watts Copy Systems, Inc.	32581768	2301586	251557	10/19/2022	1,475.35
	32536137	2301502	251557	10/19/2022	6,510.60
Watts Copy Systems, Inc. Total					7,985.95
Welch, Meagan Leigh	REIMB TRAVEL 08/31	0	251558	10/19/2022	66.88
	REIMB TRAVEL 09/30	0	251558	10/19/2022	115.00
Welch, Meagan Leigh Total					181.88
West	847121321	0	251559	10/19/2022	1,264.58
West Total					1,264.58
Wheet, Heather N	REIMB TRAVEL 08-31	0	251560	10/19/2022	9.06
	REIMB TRAVEL 09-29	0	251560	10/19/2022	16.00
Wheet, Heather N Total					25.06
Wherry Machine & Welding, Inc	152124	2301691	251561	10/19/2022	232.93
Wherry Machine & Welding, Inc Total					232.93
Winsler, Annette	REIMB TRAVEL 09-26	0	251562	10/19/2022	4.69
Winsler, Annette Total					4.69
Winsupply	5-INVS, 9/20-10/03	2301702	251563	10/19/2022	5,677.49
	340889-01	2301496	251563	10/19/2022	35.76
Winsupply Total					5,713.25
Wittrig, Haley Kylene	REIMB TRAVEL 08/31	0	251564	10/19/2022	55.81
	REIMB TRAVEL 09/28	0	251564	10/19/2022	92.69
Wittrig, Haley Kylene Total					148.50

Expenditure Summary Report

From Date: 10/19/2022
 To Date: 10/19/2022

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Wright, Skyler	REIMB TRAVEL 09/30	0	251565	10/19/2022	182.31
Wright, Skyler Total					182.31
Zimmerman, Claire Christine	REIMB TRAVEL 09/28	0	251566	10/19/2022	142.88
Zimmerman, Claire Christine Total					142.88
Grand Total					1,044,538.39

Expenditure Summary Report

From Date: 10/19/2022
 To Date: 10/19/2022

Fund	Amount
10	687,074.65
20	139,568.16
40	84,510.89
80	56,967.69
90	76,417.00
Grand Total	1,044,538.39

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Treasurer's Report As of 08/31/2022

Fiscal Year: 2022-2023

ASSETS

Educational Fund	
Cash (+)	\$18,927,636.74
Other Assets (+)	\$2,163.00
Sub-total : Educational Fund	<hr/> \$18,929,799.74
Operations & Maintenance Fund	
Cash (+)	\$1,340,712.90
Other Assets (+)	\$70.00
Sub-total : Operations & Maintenance Fund	<hr/> \$1,340,782.90
Debt Service Fund	
Cash (+)	\$27,549,140.34
Sub-total : Debt Service Fund	<hr/> \$27,549,140.34
Transportation Fund	
Cash (+)	\$5,411,881.65
Sub-total : Transportation Fund	<hr/> \$5,411,881.65
Social Security Fund	
Cash (+)	\$1,323,519.33
Sub-total : Social Security Fund	<hr/> \$1,323,519.33
Municiple Retirement Fund	
Cash (+)	\$1,175,469.47
Sub-total : Municiple Retirement Fund	<hr/> \$1,175,469.47
Working Cash Fund	
Cash (+)	\$19,214,310.65
Investments (+)	\$50,848,294.75
Sub-total : Working Cash Fund	<hr/> \$70,062,605.40
Tort Immunity Fund	
Cash (+)	\$1,211,762.95
Sub-total : Tort Immunity Fund	<hr/> \$1,211,762.95
Life Safety Fund	
Cash (+)	\$574,864.22
Sub-total : Life Safety Fund	<hr/> \$574,864.22
Total : ASSETS	<hr/> \$127,579,826.00

LIABILITIES

Educational Fund	
Payroll Withholdings (+)	\$31,095.08
Other Liabilities (+)	\$3,421.42
Sub-total : Educational Fund	<hr/> \$34,516.50
Operations & Maintenance Fund	

Balance Sheet

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Treasurer's Report As of 08/31/2022

Fiscal Year: 2022-2023

Payroll Withholdings (+)	(\$9.23)
Sub-total : Operations & Maintenance Fund	(\$9.23)
Social Security Fund	
Payroll Withholdings (+)	\$382.09
Sub-total : Social Security Fund	\$382.09
Municiple Retirement Fund	
Payroll Withholdings (+)	\$496.94
Sub-total : Municiple Retirement Fund	\$496.94
Total : LIABILITIES	\$35,386.30
FUND BALANCE	
Educational Fund	
Fund Balance (+)	\$17,433,789.32
Sub-total : Educational Fund	\$17,433,789.32
Operations & Maintenance Fund	
Fund Balance (+)	\$1,215,231.18
Sub-total : Operations & Maintenance Fund	\$1,215,231.18
Debt Service Fund	
Fund Balance (+)	\$19,688,044.19
Sub-total : Debt Service Fund	\$19,688,044.19
Transportation Fund	
Fund Balance (+)	\$3,484,361.72
Sub-total : Transportation Fund	\$3,484,361.72
Social Security Fund	
Fund Balance (+)	\$1,174,877.58
Sub-total : Social Security Fund	\$1,174,877.58
Municiple Retirement Fund	
Fund Balance (+)	\$1,009,060.70
Sub-total : Municiple Retirement Fund	\$1,009,060.70
Working Cash Fund	
Fund Balance (+)	\$69,835,374.12
Sub-total : Working Cash Fund	\$69,835,374.12
Tort Immunity Fund	
Fund Balance (+)	\$711,577.74
Sub-total : Tort Immunity Fund	\$711,577.74
Life Safety Fund	
Fund Balance (+)	\$392,683.82
Sub-total : Life Safety Fund	\$392,683.82

Balance Sheet

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Treasurer's Report As of 08/31/2022

Fiscal Year: 2022-2023

NET CHANGE IN FUND BALANCE		
NET CHANGE IN FUND BALANCE		\$12,599,439.33
(+)		
Sub-total : NET CHANGE IN FUND		\$12,599,439.33
BALANCE		
Total : FUND BALANCE		\$127,544,439.70
Total LIABILITIES + FUND BALANCE		\$127,579,826.00

End of Report

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Treasurer's Report For the Period 08/01/2022 through 08/31/2022

Fiscal Year: 2022-2023

	<u>08/01/2022 - 08/31/2022</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
REVENUE COLLECTED					
Educational Fund					
Local Sources (+)	\$15,629,439.08	\$16,568,235.26	\$75,851,991.00	\$59,283,755.74	21.8%
State Sources (+)	\$2,030,622.00	\$2,428,453.95	\$25,687,390.60	\$23,258,936.65	9.5%
Federal Sources (+)	\$240,263.13	\$3,159,112.09	\$15,434,505.34	\$12,275,393.25	20.5%
Sub-total : Educational Fund	\$17,900,324.21	\$22,155,801.30	\$116,973,886.94	\$94,818,085.64	18.9%
Operations & Maintenance Fund					
Local Sources (+)	\$2,721,205.77	\$2,744,722.14	\$12,391,884.00	\$9,647,161.86	22.1%
State Sources (+)	\$0.00	\$0.00	\$37,000.00	\$37,000.00	0.0%
Sub-total : Operations & Maintenance Fund	\$2,721,205.77	\$2,744,722.14	\$12,428,884.00	\$9,684,161.86	22.1%
Debt Service Fund					
Local Sources (+)	\$7,865,580.07	\$7,892,461.15	\$35,974,385.00	\$28,081,923.85	21.9%
Sub-total : Debt Service Fund	\$7,865,580.07	\$7,892,461.15	\$35,974,385.00	\$28,081,923.85	21.9%
Transportation Fund					
Local Sources (+)	\$1,010,125.64	\$1,032,450.86	\$4,757,327.00	\$3,724,876.14	21.7%
State Sources (+)	\$0.00	\$1,540,500.33	\$6,102,500.00	\$4,561,999.67	25.2%
Federal Sources (+)	\$0.00	\$0.00	\$400,000.00	\$400,000.00	0.0%
Sub-total : Transportation Fund	\$1,010,125.64	\$2,572,951.19	\$11,259,827.00	\$8,686,875.81	22.9%
Social Security Fund					
Local Sources (+)	\$498,736.32	\$588,687.62	\$2,699,524.00	\$2,110,836.38	21.8%
Sub-total : Social Security Fund	\$498,736.32	\$588,687.62	\$2,699,524.00	\$2,110,836.38	21.8%
Municiple Retirement Fund					
Local Sources (+)	\$488,572.95	\$490,121.32	\$2,223,724.00	\$1,733,602.68	22.0%
Sub-total : Municiple Retirement Fund	\$488,572.95	\$490,121.32	\$2,223,724.00	\$1,733,602.68	22.0%
Working Cash Fund					
Local Sources (+)	\$268,555.74	\$227,231.28	\$1,189,332.00	\$962,100.72	19.1%
Sub-total : Working Cash Fund	\$268,555.74	\$227,231.28	\$1,189,332.00	\$962,100.72	19.1%
Tort Immunity Fund					
Local Sources (+)	\$1,273,181.58	\$1,277,321.23	\$6,033,829.00	\$4,756,507.77	21.2%
Sub-total : Tort Immunity Fund	\$1,273,181.58	\$1,277,321.23	\$6,033,829.00	\$4,756,507.77	21.2%
Life Safety Fund					
Local Sources (+)	\$252,169.27	\$252,931.65	\$1,189,332.00	\$936,400.35	21.3%
Sub-total : Life Safety Fund	\$252,169.27	\$252,931.65	\$1,189,332.00	\$936,400.35	21.3%
Total : REVENUE COLLECTED	\$32,278,451.55	\$38,202,228.88	\$189,972,723.94	\$151,770,495.06	20.1%
EXPENDITURES PAID					
Educational Fund					
Salaries (-)	\$7,192,050.17	\$14,620,924.20	\$92,008,172.65	\$77,387,248.45	15.9%
Employee Benefits (-)	\$1,363,059.73	\$2,741,096.50	\$16,991,783.42	\$14,250,686.92	16.1%
Purchased Services (-)	\$206,790.82	\$318,827.77	\$4,248,997.96	\$3,930,170.19	7.5%
Supplies and Materials (-)	\$890,961.53	\$1,412,983.20	\$8,603,736.42	\$7,190,753.22	16.4%
Capital Outlay (-)	\$496,403.65	\$665,036.45	\$169,579.00	(\$495,457.45)	392.2%

Operating Statement with Budget

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Treasurer's Report For the Period 08/01/2022 through 08/31/2022

Fiscal Year: 2022-2023

	<u>08/01/2022 - 08/31/2022</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
Other Objects (-)	\$197,095.35	\$312,853.36	\$5,642,166.00	\$5,329,312.64	5.5%
Non-Capitalized Equipment (-)	\$29,818.59	\$29,818.59	\$220,641.00	\$190,822.41	13.5%
Sub-total : Educational Fund	(\$10,376,179.84)	(\$20,101,540.07)	(\$127,885,076.45)	(\$107,783,536.38)	15.7%
Operations & Maintenance Fund					
Salaries (-)	\$536,796.21	\$1,073,286.21	\$6,571,910.14	\$5,498,623.93	16.3%
Employee Benefits (-)	\$168,305.60	\$253,716.41	\$1,047,340.00	\$793,623.59	24.2%
Purchased Services (-)	\$202,858.82	\$285,932.48	\$1,245,786.00	\$959,853.52	23.0%
Supplies and Materials (-)	\$369,326.50	\$686,457.28	\$3,449,148.00	\$2,762,690.72	19.9%
Capital Outlay (-)	\$211,913.81	\$322,248.81	\$74,823.00	(\$247,425.81)	430.7%
Other Objects (-)	\$0.00	\$130.00	\$2,454.00	\$2,324.00	5.3%
Non-Capitalized Equipment (-)	\$0.00	\$0.00	\$15,790.00	\$15,790.00	0.0%
Sub-total : Operations & Maintenance Fund	(\$1,489,200.94)	(\$2,621,771.19)	(\$12,407,251.14)	(\$9,785,479.95)	21.1%
Debt Service Fund					
Other Objects (-)	\$365,634.16	\$624,132.31	\$37,952,515.05	\$37,328,382.74	1.6%
Sub-total : Debt Service Fund	(\$365,634.16)	(\$624,132.31)	(\$37,952,515.05)	(\$37,328,382.74)	1.6%
Transportation Fund					
Salaries (-)	\$18,587.39	\$33,765.65	\$225,067.66	\$191,302.01	15.0%
Employee Benefits (-)	\$3,924.40	\$7,267.63	\$48,361.94	\$41,094.31	15.0%
Purchased Services (-)	\$424,188.84	\$427,264.82	\$10,337,406.00	\$9,910,141.18	4.1%
Supplies and Materials (-)	\$131,246.03	\$177,133.16	\$1,599,850.00	\$1,422,716.84	11.1%
Capital Outlay (-)	\$0.00	\$0.00	\$433,764.00	\$433,764.00	0.0%
Other Objects (-)	\$0.00	\$0.00	\$2,036.00	\$2,036.00	0.0%
Non-Capitalized Equipment (-)	\$0.00	\$0.00	\$18,039.00	\$18,039.00	0.0%
Sub-total : Transportation Fund	(\$577,946.66)	(\$645,431.26)	(\$12,664,524.60)	(\$12,019,093.34)	5.1%
Social Security Fund					
Employee Benefits (-)	\$217,933.54	\$440,427.96	\$2,800,763.78	\$2,360,335.82	15.7%
Sub-total : Social Security Fund	(\$217,933.54)	(\$440,427.96)	(\$2,800,763.78)	(\$2,360,335.82)	15.7%
Municipal Retirement Fund					
Employee Benefits (-)	\$161,066.83	\$324,209.49	\$2,201,111.68	\$1,876,902.19	14.7%
Sub-total : Municipal Retirement Fund	(\$161,066.83)	(\$324,209.49)	(\$2,201,111.68)	(\$1,876,902.19)	14.7%
Tort Immunity Fund					
Salaries (-)	\$213,843.20	\$426,043.08	\$2,545,699.75	\$2,119,656.67	16.7%
Employee Benefits (-)	\$129,538.18	\$175,620.26	\$1,040,707.61	\$865,087.35	16.9%
Purchased Services (-)	\$91,934.78	\$125,404.68	\$2,283,111.00	\$2,157,706.32	5.5%
Supplies and Materials (-)	\$1,794.25	\$4,718.00	\$90,364.00	\$85,646.00	5.2%
Capital Outlay (-)	\$45,350.00	\$45,350.00	\$41,596.00	(\$3,754.00)	109.0%
Other Objects (-)	\$0.00	\$0.00	\$101,371.00	\$101,371.00	0.0%
Non-Capitalized Equipment (-)	\$0.00	\$0.00	\$2,959.00	\$2,959.00	0.0%
Sub-total : Tort Immunity Fund	(\$482,460.41)	(\$777,136.02)	(\$6,105,808.36)	(\$5,328,672.34)	12.7%
Life Safety Fund					
Purchased Services (-)	\$22,154.25	\$22,154.25	\$232,000.00	\$209,845.75	9.5%
Capital Outlay (-)	\$48,597.00	\$48,597.00	\$928,000.00	\$879,403.00	5.2%

Operating Statement with Budget

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Treasurer's Report For the Period 08/01/2022 through 08/31/2022

Fiscal Year: 2022-2023

	<u>08/01/2022 - 08/31/2022</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
Sub-total : Life Safety Fund	(\$70,751.25)	(\$70,751.25)	(\$1,160,000.00)	(\$1,089,248.75)	6.1%
Total : EXPENDITURES PAID	(\$13,741,173.63)	(\$25,605,399.55)	(\$203,177,051.06)	(\$177,571,651.51)	12.6%
OTHER FINANCING SOURCES (USES)					
Educational Fund					
Transfers In (+)	\$0.00	\$0.00	\$11,700,000.00	\$11,700,000.00	0.0%
Transfers Out (-)	\$365,634.16	\$592,767.31	\$710,322.80	\$117,555.49	83.5%
Sub-total : Educational Fund	(\$365,634.16)	(\$592,767.31)	\$10,989,677.20	\$11,582,444.51	5.4%
Operations & Maintenance Fund					
Proceeds From Capital Asset Disposal (+)	\$0.00	\$2,610.00	\$0.00	(\$2,610.00)	0.0%
Sub-total : Operations & Maintenance Fund	\$0.00	\$2,610.00	\$0.00	(\$2,610.00)	0.0%
Debt Service Fund					
Transfers In (+)	\$365,634.16	\$592,767.31	\$710,322.80	\$117,555.49	83.5%
Sub-total : Debt Service Fund	\$365,634.16	\$592,767.31	\$710,322.80	\$117,555.49	83.5%
Working Cash Fund					
Transfers Out (-)	\$0.00	\$0.00	\$11,700,000.00	\$11,700,000.00	0.0%
Sub-total : Working Cash Fund	\$0.00	\$0.00	(\$11,700,000.00)	(\$11,700,000.00)	0.0%
Total : OTHER FINANCING SOURCES (USES)	\$0.00	\$2,610.00	\$0.00	(\$2,610.00)	0.0%
NET CHANGE IN FUND BALANCE	\$18,537,277.92	\$12,599,439.33	(\$13,204,327.12)	(\$25,803,766.45)	95.4%

End of Report

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Self-Funded Insurance As of 08/31/2022

Fiscal Year: 2022-2023

ASSETS

Current Assets

Cash In Bank (+) \$2,733,275.86

Accounts Receivable (+) \$6,387.00

Sub-total : Current Assets \$2,739,662.86

Total : ASSETS

\$2,739,662.86

FUND BALANCE

Fund Balance

Fund Balance (+) \$3,150,948.32

Sub-total : Fund Balance \$3,150,948.32

NET CHANGE IN FUND BALANCE

NET CHANGE IN FUND BALANCE (+) (\$411,285.46)

Sub-total : NET CHANGE IN FUND BALANCE (\$411,285.46)

Total : FUND BALANCE

\$2,739,662.86

Total LIABILITIES + FUND BALANCE

\$2,739,662.86

End of Report

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Self-Funded Insurance For the Period 08/01/2022 through 08/31/2022

Fiscal Year: 2022-2023

	08/01/2022 - 08/31/2022	Year To Date
REVENUE COLLECTED		
Revenue From Payroll		
Board Contributions (+)	\$1,085,238.50	\$2,163,232.00
Employee Contributions (+)	\$269,605.62	\$540,026.24
Sub-total : Revenue From Payroll	<u>\$1,354,844.12</u>	<u>\$2,703,258.24</u>
Revenue From Other Sources		
Retiree Contributions (+)	\$1,537.00	\$74,791.20
Cobra Contributions (+)	\$1,551.00	\$3,102.00
Interest & Dividends (+)	\$3,035.51	\$4,893.59
Sub-total : Revenue From Other Sources	<u>\$6,123.51</u>	<u>\$82,786.79</u>
Total : REVENUE COLLECTED	<u>\$1,360,967.63</u>	<u>\$2,786,045.03</u>
EXPENDITURES PAID		
Operating Expenditures		
Heath Ins Claims (-)	\$1,700,095.52	\$2,978,479.20
HSA Contributions (-)	\$11,103.43	\$14,771.24
Health Ins Admin Fees (-)	\$95,176.97	\$197,279.95
Other Fees & Expense (-)	\$172.29	\$6,800.10
Sub-total : Operating Expenditures	<u>(\$1,806,548.21)</u>	<u>(\$3,197,330.49)</u>
Total : EXPENDITURES PAID	<u>(\$1,806,548.21)</u>	<u>(\$3,197,330.49)</u>
NET CHANGE IN FUND BALANCE	<u>(\$445,580.58)</u>	<u>(\$411,285.46)</u>

End of Report

SCHOOL MAINTENANCE PROJECT GRANT

FY 23 Application Cycle - Round 1

District Certification

Name : McLean County USD 5

RCDT #: 17-064-0050-26

TIN #: 376004011

The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in the Grant Application Certifications and Assurances and the Program Specific and Financial Assurances of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds to complete the projects described in the "Work Item Listing" section of the School Maintenance Project Grant Application. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Certifications, Assurances and Standard Terms of the Grant hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so. (v2.23.2017)

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances titled "Grant Application Certifications and Assurances, and Standard Terms for the School Maintenance Project Grant" and "Program Specific and Financial Assurances for the School Maintenance Project Grant" (found within the application under "Application Certifications and Assurances") and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001). The list of certification and assurances is included below.

By submitting this form, I certify to the above and that the local board of education or other school governing authority has authorized the school maintenance project during a duly convened meeting, and has reserved local funds to meet the local match requirement. In addition, the applicant has not obligated funds or begun work on any of the projects listed on this application prior to the submission of this application. Signing below certifies that he or she has read, understood, and will comply with all the provisions of the following:

- Grant Application Certifications and Assurances, and Standard Terms for the School Maintenance Project Grant, and
- Program-Specific and Financial Assurances for the School Maintenance Project Grant.

Signature of President of Board of Education

Date

Name of Board President (type or print)

A copy of this form signed by the President of the Board of Education AND the Taxpayer Identification Number Form MUST be printed, signed, and attached as a PDF under the Application Required Attachments before your application can be approved. No application will be processed without these two signed attachments, without the ICQ completed through the grantee portal, and the SMPG GATA Risk Assessment completed in IWAS.

(SMPG Dist. Cert. - Rev. 8/2021)

ILLINOIS STATE BOARD OF EDUCATION
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	Parkside Elementary		
RCDT:			
Principal:	Christina Ellis		
Address:	1900 W. College		
City, ZIP code:	Normal, 61761		
Telephone:	309-557-4422		
Email address:	ellisc@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2022-2023			

DISTRICT INFORMATION

District Name/Number:	Mclean County Unit District No. 5
Superintendent:	Dr. Kristen Weikle
Telephone:	
Email address:	

 Superintendent's Signature

 Date

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Anne Atteberry	PLT (Title I Teacher)
Beth Goeken	PLT (Fourth Grade Teacher)
Lyndsey Koestner	Title I Teacher
Holly Cox	PLT (Kindergarten Teacher)
Lauren Kaufman	PLT (Second Grade Teacher)
Lisa Byrd	PLT (First Grade Teacher)
George VanWinkle	PLT (Kindergarten Teacher)
Christina Ellis	PLT (Principal)

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. *Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.*
2. *Mentoring and Induction funds are used to train new teacher in our core instructional strategies and the district approved interventions.*
3. *Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.*

3. Conduct a comprehensive needs assessment of the entire school:

- a. Include a copy of the document used to conduct the assessment.
- b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

4. Describe schoolwide reform strategies in narrative form to include the following:

- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Schoolwide reform strategies will provide opportunities for all children to meet the state's academic achievement expectations. They are based on scientific research and the school will determine if such needs have been met.

Core Literacy Instruction

As a year 12 school in the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop approach in order to improve our core reading instruction. In addition, we will also continue implementing writing workshop in all classrooms. Every classroom teacher will work to strengthen the core curriculum. Research has proven that in order for children to become successful readers they need:

- explicit description of the reading strategy*
- direct instruction followed by guided practice*
- teacher and student modeling of the strategy*
- interactive use of the strategy*
- focus on a gradual release of responsibility for a strategy*
- authentic independent practice for reading strategies*
- immersion in a print-rich environment*

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, and Reading Interventionists will meet 3 times a year for data days. During data days, students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built-in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading specialists will meet on a regular basis to monitor student progress.

Interventions

Students in need of reading intervention will receive one or more scientifically based interventions from the PCL model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, and Comprehension Focus Groups. Data will be used to determine which intervention will match each student's needs.

Below is a definition of each intervention:

Reading Recovery

Reading Recovery (RR) is an intense, 30 minute, daily, one-to-one form of instruction. RR provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships, comprehension, and problem solving with print in order for decoding to be purposeful and fluent.

The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems.

Assisted Writing

Assisted writing (AW) intervention is for students in kindergarten to fifth grades who are struggling with literacy processing. It helps children develop reading and writing strategies for operating on print. AW promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers where the teacher and students construct a story that will be transcribed together.

Guided Reading Plus for Literacy Intervention Groups

Guided Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing.

Comprehension Focus Group for Literacy Intervention Groups

Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM) and is based on research-based practices for promoting success in reading. It is a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study (2) Strategy Units and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008).

Assessments

In the time of the pandemic, the following assessments may be subject to change. In a normal year, a variety of scientifically based assessments, both formal and informal, will be used to monitor growth and identify needs of Parkside Elementary School students.

- All students in grades K-5 will be assessed using the FASTBRIDGE assessment (FB) as a universal screener. 1st-5th grade classroom teachers will administer the FB, which is a computer based assessment, three times a year; kindergarten will administer twice a year. The dates will be determined by the district.*
- Kindergarten, First Grade, and Second Grade: During dates determined by the school district, the Fountas and Pinnell Benchmark Assessment (FPBA) will be administered to all students who flag at the 16th percentile or less on the FASTBRIDGE assessment at the beginning of the school year. Then the data from the FPBA, classroom running records, and FASTBRIDGE will be compiled onto Educlimber to determine which students will receive intervention. Informal inventories, anecdotal conference notes, running records, and oral reading fluency scores will be used by Title I teachers, reading interventionists, and classroom teachers to monitor progress throughout the school year. In addition, at the beginning of the school year, students in kindergarten will be assessed on letters, sounds, and sight words. First grade students who are deemed at-risk in literacy acquisition compared to their peers will be assessed with the Reading Recovery Observation Survey (OS). This will determine which students will receive Reading Recovery. Students who participate in Reading Recovery will be given the OS upon exiting and at the end of the school year. The FPBA will be given midway through and at the end of the school year during dates determined by the district to determine if the needs of students receiving literacy interventions have been met.*
- Third Grade, Fourth Grade, and Fifth Grade: During dates determined by the school district, the Fountas and Pinnell Benchmark Assessment (FPBA) will be administered to all students who flag at the 16th percentile or less on the FASTBRIDGE assessment at the beginning of the school year. Then the data from the FPBA and*

FASTBRIDGE will be compiled onto Educlimber to determine which students who are reading below grade level benchmarks and will receive intervention. Informal inventories, anecdotal conference notes, running records, and oral reading fluency scores, will be used by Title I teachers, reading interventionists, and classroom teachers to monitor progress throughout the year. The FPBA will be given midway through and at the end of the school year during dates determined by the district to determine if the needs of students receiving literacy interventions have been met. PARCC will also be given in the spring of the school year.

- *Three times a year, following the FASTBRIDGE, FPBA and PARCC administration, we will have a Literacy Intervention Data Meeting. This meeting will include each grade level team along with the reading interventionists.*
- *One data form will be used for the building to track individual student's progress. Each teacher will keep a binder that tracks each student's growth, progress, and interventions. This will provide the documentation for interventions implemented on individual students. All students that are at the warning level on the data wall will have a fully developed Response to Intervention (RtI) plan. Progress monitoring data will be included will be included in the cumulative file.*
- *A software program, called Educlimber, will be used to compile student assessment data and kept on file in a shared, secure electronic location. All certified staff will help maintain this information. Data meetings will be held three times a year as previously mentioned. FASTBRIDGE, FPBA, and teacher data will be used to determine where each student is placed on the wall.*
- *At various times throughout the year, grade level teams will meet to discuss all students at that grade level. At this time student progress is investigated to ensure success and continuous improvement. Progress monitoring data will be used to make decisions during these meetings.*
- *As often as necessary, reading interventionists will meet with grade level teams and LBS-1s to discuss student progress and the grouping of students in intervention groups.*
- *A school performance report will be developed at the end of the year through the school improvement plan.*

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Parkside has a Family Coordinator to assist families and students with any needs that they might have. The Family Coordinator completes home visits and links families to resources in the community in an effort to reduce any barriers families might have.

We also partner with Center for Human Services for students who receive counseling. The therapists are able to come and meet with students during their lunch and recess when needed,

Our social worker provides counseling with students, either individually or in small groups, that have Individualized Educational Plans to address their social/emotional goals. The social worker also supports classroom teachers by completing whole class lessons on specific topics such as empathy and accepting differences. The social worker meets with students on a "touch-base" basis if he/she is having issues they need to discuss (parents' divorce, bullying, etc.) There is also support for classroom teachers by providing resources to use with students when they have classroom-wide issues such as bullying concerns.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

P21 (21st Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open-ended and multi modal assessments are

utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

STEM projects and challenges include:

In the time of the pandemic, the following activities may be subject to change.

Some teachers have STEM bins, which are bins with different materials in them. Pictures of something are presented - car, building, playground, slide, etc., and students try to build "it" out of the materials provided. As students get better at this, there is a writing portion about what worked and what didn't.

When fairy tales are presented, students design houses for the 3 little pigs with a set of guidelines, then they build it and the big bad blow dryer tries to blow it down. Discussion follows about why some were strong and some weren't.

Literature, math and cooking are tied together. Many books can be tied into food - food can be tied into plants, living and non-living, habitats, differences between vegetables and fruits etc., and then students are taught how to read a recipe, measure dry ingredients and liquid ingredients to make the recipe.

Partnership with the Farm Bureau. We have grown plants, made butter and ice cream (math and science – solids, liquids, and gasses).

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

School- Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)

- *Administrative and faculty buy-in*
- *Building-wide behavioral expectations that are taught to all*
- *Internal coach and PBIS team*
- *Behavior Matrix, T-Chart, data collection system*
- *Cool Tools, School Assemblies, PBIS Incentives (i.e.-Penguin Points), Out of the Blue Days, Anti-Bully*
- *Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2nd Step*

PBIS Process

Step 1: *Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.*

Step 2: *Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.*

Internalizing and Externalizing Dimensions of the Universal Screener

*This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.*

Internalizing refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

Externalizing refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

Step 3: After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identify students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency

10-15% of students

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report)

Step 4: After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child's entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

Step 5: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

Step 5 Continued: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

- a) Individual CICO (ICICO) is necessary (*Done with individual features such as place or person) See Above
OR
- b) Social Academic Instructional Group (SAIG) is necessary
 - i. Problem-Solving Group
 - ii. Pro-social Skills Group
 - iii. Academic Behaviors Group

Individualized CICO – Key Features

- School-wide goals
- Same daily progress report
- Including-
 - Mentoring
 - Extra period
 - Change location
 - Change Adult
 - Parent signoff

Social Academic Instructional Group Key Features (SAIG)

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

Step 6: If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – OR - If SAIG is not successful after first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

Step 7: If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a

CARES referral

- o Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- o CARES case manager is assigned by administrator

Step 8: The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

Step 9: Contact the parent to explain that a referral is being made and how the process will work.

Step 10: The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

Step 11: CARES meeting

- o The CARES case manager and referring teacher will briefly share the case.
- o Complete the Brief FBA/BIP (Pathway form).
- o The CARES team will determine the next steps

Process may include, but is not limited to:

Parent Interview	Student Interview	Teacher Interview
Observations	Strengths/Difficulty	Interest Inventory
Other assessments as needed		

Brief FBA/BIP Key Features* (2 to 4 weeks min.):

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

***Monitored by BIP data Track and Daily Progress DPR Point Sheets.**

Step 12: An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

Step 13: Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

Step 14: CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the “other” box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

- i. *Standardized Screeners (i.e. BESS, etc.)*
 - ii. *Observations*
- b) *Set next Follow-Up meeting*

Complex FBA/BIP Key Features:

- *Interventions designed based on function*
- *Direct instruction of behavior is provided*
- *Address multiple settings and behaviors*
- *Highly individualized interventions*
- *Must use SIMEO data tools*

Step 15: CARES Follow-Up meeting #2

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

Wraparound Features*:

- *Highly individualized interventions*
- *Team includes family/school/ community/natural supports*
- *Frequent team meetings*
- *Must use SIMEO data tools*

**Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

Step 16: *If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.*

We use Zones of Regulation for students who are having difficulty with their emotions in a social setting. It is a way to help students be pro-active in recognizing their emotions and help them to adjust their emotions so that they can function successfully in all settings at school. This is our second year for implementing these strategies.

8. *Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.*

High quality and ongoing professional development is available for all staff to enable children to achieve state academic content standards.

Professional development opportunities are widely available for teachers and staff at Parkside Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition, the staff regularly participates in Professional Learning Communities (PLC). Time has been allotted on 8 early-out days by the school district for teachers to meet in their PLCs.

A PLC is an ongoing school improvement process used to establish a culture that is based on building teacher leadership and improving student learning. Through participation in PLCs, teachers enhance their leadership abilities while working as members of ongoing collaborative teams that focus on improving student learning.

In addition to these professional development opportunities, teachers have access to a variety of other invaluable resources provided by the literacy and math team including coaching meetings for lesson development and modeled instruction as well as a variety of professional books and other resources.

Parkside also utilizes the teacher leadership capacity of its staff by encouraging staff members to lead professional development during institute days and faculty meetings as well as encouraging staff members to visit each other's classrooms to learn from our own staff best practices and strategies.

While local opportunities are the most widely used form of professional development, staff members also attend workshops and conferences outside the district offerings. They also take graduate courses offered through various universities and the Regional Office of Education (ROE).

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Careful consideration will be given to children transitioning from early childhood programs (Head Start, Pre-K, Early Childhood Education) to kindergarten. These identified students will be given high priority regarding classroom placement and referral for additional assessment. Whenever possible, a transition meeting is held in the spring with the early childhood staff, kindergarten staff, parents, and administration.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	Fairview Elementary		
RCDT:	170640050262005		
Principal:	Amanda Styck		
Address:	416 Fairview Street		
City, ZIP code:	Normal, 61761		
Telephone:	(309) 557-4415		
Email address:	stycka@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2022-2023	56.99%	Y	10-13-2022

DISTRICT INFORMATION

District Name/Number:	McLean County Unit 5
Superintendent:	Dr. Kristen Weikle
Telephone:	309-557-4000
Email address:	weiklek@unit5.org

Superintendent's Signature

Date

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Amanda Styck	Principal
Sarah Hull	Title 1 Teacher
Megan Deti	Building Leadership Team (4 th grade)
Julie Laudeman	Building Leadership Team (2 nd grade)
Bryann Poskanka	Building Leadership Team (1 st grade)

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. Title I funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.
2. Mentoring and induction funds are used to train new teachers on research based best instructional strategies and district approved interventions.
3. Title II funds are used to provide training and support for teachers in literacy instruction through embedded professional development opportunities.

3. Conduct a comprehensive needs assessment of the entire school:

- a. Include a copy of the document used to conduct the assessment.
- b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

4. Describe schoolwide reform strategies in narrative form to include the following:

- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

School wide reform strategies will provide opportunities for all children to meet the state's academic achievement. They are based on scientific research and the school will determine if such needs have been met.

Research has proven that in order for children to become successful readers they need:

- Explicit instruction of reading strategies
- Direct instruction followed by guided practice
- Teacher and student modeling of the strategy
- Interactive use of the strategies
- Focus on a gradual release of responsibility for a strategy
- Authentic independent practice for reading strategies
- Immersion in a print rich environment

A Literacy Workshop approach has been implemented in order to improve

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the

Fairview Elementary has a full time Family Coordinator to assist families and students with any needs that they might have. The Family Coordinator organizes home visits and connects families to resources in the community, in an effort to reduce any barriers families may have. Various family activities are offered throughout the year, at no cost, in the hopes of engaging families in their child's education.

Classroom teachers are implementing SEL standards in everyday instruction. Students begin their school day with a school wide assembly to review expectations and have a time to build a "family culture" within Fairview.

Fairview offers tutoring two days a week, for 16 weeks during the school year, to students who are performing below grade level in the areas of math and/ or reading. Teachers provide this tutoring to students in a small group setting of five or less students.

Fairview has a part time social worker academic subject areas.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

21st Century Learning Standards are utilized at Fairview to optimize student learning experiences. Teachers' instructional practices have shifted from a focus on content to a focus on application of learning. Both open ended and model based assessments are used to measure student progress.

Students are aware of learning targets and are encouraged to track their progress towards meeting each target. Students have choices on some assessments to show growth and self-assessments are utilized to help students reflect on learning. Student-led conferences are held every second Friday during the day. Students are given the opportunity to work independently or with small groups on projects and assignments within the classroom.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

A universal screener, formal and informal assessments, along with teacher recommendations are used to determine which students have need for additional reading and/or math interventions. Data walls are created with grade level assessment data and are utilized within team discussions in order to determine which students would best benefit from interventions and additional academic and/or behavioral supports. Students performing at the 16% or lower will be considered for intervention services and will begin a cycle of detailed documentation of skills addressed and progress during the intervention cycle. Parents and guardians are notified of the intervention cycle and are updated on progress and suggestions for support at home.

Once students have been identified, Title 1 Teachers, MTSS, LBS1 teachers and classroom teachers collaborate in order to organize small group and individualized teaching opportunities to best support each student's area of need. In order to

High quality and ongoing professional development is available for all staff to enable children to achieve academic content standards. Teachers are a collaborative part of the instructional decisions made around academic assessments. Periodically throughout the year, teachers review IAR data, FAST Bridge assessment data and progress monitoring data in order to support and improve student achievement.

Professional Learning Communities are utilized at Fairview in order to focus on collaborative goal setting and improvements to instructional practices in order to improve student success. Currently, Fairview PLCs are focusing on improved student achievement in the areas of language

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.
9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

The transition from the early childhood classroom to the kindergarten classroom at Fairview is supported by activities such as classroom visits, meeting the kindergarten teachers and special area teachers throughout the building.

Fairview kindergarten teachers and support staff host a kindergarten registration each spring in order to screen students for early literacy and math skills. Parents are also invited to tour the school, see the kindergarten classrooms and meet the kindergarten teachers. Kindergarten teachers attend IEP meetings for early learning students who will be in their classrooms.

Fairview Open House is held the night before school starts so all Kindergarten students can see the classroom, bring in supplies, acclimate themselves with the space and meet their teacher in order to ease the transition. Fairview Curriculum Night is also held within the first three weeks of school to help educate and support

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

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If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

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Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

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A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

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 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

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- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	Sugar Creek Elementary	
RCDT:	170640050262002	
Principal:	Cari Roop	
Address:	200 N. Towanda	
City, ZIP code:	Normal, IL 61761	
Telephone:	309-557-4425	
Email address:	roopc@unit5.org	
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N Local Board of Ed. approval date:
2022-2023	53%	No

DISTRICT INFORMATION

District Name/Number:	McLean County Unit #5
Superintendent:	Dr. Kristen Weikle
Telephone:	309-557-4000
Email address:	weiklek@unit5.org

 Superintendent's Signature

 Date

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Angie Funfar	Title teacher
Ashley deFreese	Title teacher
Kimberly Priller	Assistant Principal
Cari Roop	Principal

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program: 1. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement. 2. Mentoring and Induction funds are used to train new teachers in our core instructional strategies and the district approved interventions.

Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.

3. Conduct a comprehensive needs assessment of the entire school: 5EssentialsSurvey

- a. Include a copy of the document used to conduct the assessment.
- b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

4. Describe schoolwide reform strategies in narrative form to include the following:

- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Schoolwide reform strategies will provide opportunities for all children to meet the state's academic achievement standards. They are based on scientific research and the school will determine if such needs have been met.

Core Literacy Instruction: Following the Partnership for Comprehensive Literacy (PCL) model, one of our

literacy goals will be to continue to implement a reading workshop and writing workshop approach in order to improve our core reading instruction. Research has proven that in order for children to become successful readers they need – explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

Reader’s Workshop and Writer’s Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students’ reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state’s academic standards. Grade level teams along with the administration, LBS1s, and the Title 1 teacher(s) will meet three times a year for data days. During data days students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading interventionists will meet on a regular basis to monitor student progress.

Interventions: Students in need of reading intervention will receive one or more scientifically based intervention from the PCL model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, Comprehension Focus Groups, and Lexia. Data will be used to determine which intervention will match each student’s needs. Definition of each intervention:

Guided Reading Plus for Literacy Intervention Groups – Guiding Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing.

Comprehension Focus Groups for Literacy Intervention Groups – Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading.

Assisted Writing for Literacy Intervention Groups - Assisted writing(AR) is the umbrella term for: Interactive Writing (IW) and Writing Aloud (WA). The Interactive Writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. IW assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher

and students construct a story that will be transcribed together. The Writing Aloud intervention is for students who have knowledge of foundational writing concepts, but need guidance with the writing process. The goals for students who participate in WA are to understand the writing process and apply strategies for planning, organizing, composing, editing, and revising a meaningful message. The teacher is the main scribe and will think aloud while the students and teacher compose a meaningful message together using examples from a shared text. Students will apply problem solving strategies to the words. The teacher and students engage in a constructive dialogue around the text and the process. They re-read the piece many times throughout the writing process, which may take several days to complete.

Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

Lexia Core 5 is a computer based phonics/ phonemic awareness program. Students are expected to be on the program for anywhere from 20 minutes to 30 minutes daily. When students start the program, there is a placement assessment. Students complete levels based off of their initial placement.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Teachers are able to refer students to our school social worker for counseling services which includes zones of regulation, mindful movement, restorative practices, PBIS, weekly responsive circles, SAIG groups, LEGO groups (social-language groups) all support students' social emotional and language needs. In addition, we partner with ISU psychology department. They provide doctoral and graduate students to run groups related to social skills. Students are selected for these groups based on our PBIS data and SAEBRS data as well as teacher recommendation. Parental consent is required for any students selected for this program. In addition, we provide SAIG (See PBIS section for details) groups to those students receiving Tier 2 instruction in our PBIS program. We have a Family Coordinator that provides resources and services to families to level the playing field for all of our students. Families are referred by teachers or office staff and home visits are made. We have an active Promise Council which provides caring adults that remove barriers to learning to all children. There is a group of Promise Council women that run mentoring groups for girls within Sugar Creek (WOW). They provide self efficacy support and tutoring and support to all students under the guidance of the classroom teacher. The SEL committee meets monthly to discuss the monthly theme and supports the school needs. The SEL committee also supports staff with a curriculum and lesson ideas.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

P21 (21st Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi modal assessments are utilized. Students

know their own learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Stem projects and challenges include:

Teachers have STEM bins and access to Makerspace kits and a STEM cart. Bins with different materials in them. Pictures of something are presented - car, building, playground, slide etc and students try to build "it" out of the materials provided. As students get better at this, there is a writing portion about what worked and what didn't.

When fairy tales are presented, students design houses for the 3 little pigs with a set of guidelines, then they build it and the big bad blow dryer tries to blow it down. Discussion follows about why some were strong and some weren't.

Literature, math and cooking are tied together. Many books can be tied into food - food can be tied into plants, living and non-living, habitats, differences between vegetables and fruits etc and then students are taught how to read a recipe, measure dry ingredients and liquid ingredients to make the recipe.

Partnership with the Farm Bureau. We have grown plants, made butter and ice cream (math and learning about matter - solids, liquids, gasses) and the adopt a cow program

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

The school is implementing an SEL program that follows the CASEL standards. Each month we have a targeted focus as a whole school but tailor our classroom lessons and discussions around developmentally appropriate priority targets. Students participate in daily circles with their peers. Throughout the day students are working on the SEL standards during academic instruction and specials. Finally, we have a SEL data wall and we meet 2-3 times per year as a grade level to look at students' social emotional needs and behavior performance in school to determine if intervention is needed. If intervention is needed students are referred to the tier 2 team or CARES team to implement and progress monitor the intervention.

School- Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- Internal coach and PBIS team
- Behavior Matrix, T-Chart, data collection system

- Cool Tools, School Assemblies, PBIS Incentives (i.e.-Cheetah Spots), Out of the Blue Days, Anti-Bully Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2nd Step, Zone of Regulation, Mindfulness, CICO

PBIS Process

Step 1: Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

Step 2: Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

Internalizing and Externalizing Dimensions of the Universal Screener

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

Internalizing refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

Externalizing refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

Step 3: After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identified students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency 10-15% of students

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report)

Step 4: After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child’s entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

Step 5: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

Step 5 Continued: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

a) *Individual CICO (ICICO) is necessary (*Done with individual features such as place or person) See Above*

OR

b) Social Academic Instructional Group (SAIG) is necessary
i. Problem-Solving Group

- ii. Pro-social Skills Group
- iii. Academic Behaviors Group

Individualized CICO – Key Features

- School-wide goals
- Same daily progress report
- Including
 - Mentoring
 - Extra period
 - Change location
 - Change Adult
 - Parent sign off

Social Academic Instructional Group Key Features (SAIG)

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

Step 6: If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – *OR* - If SAIG is not successful after the first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

Step 7: If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a CARES referral

- Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- CARES case manager is assigned by administrator

Step 8: The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

Step 9: Contact the parent to explain that a referral is being made and how the process will work.

Step 10: The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

Step 11: CARES meeting

- The CARES case manager and referring teacher will briefly share the case.
- Complete the Brief FBA/BIP (Pathway form).
- The CARES team will determine the next steps

Process may include, but is not limited to:

Parent Interview Student Interview Teacher Interview
 Observations Strengths/Difficulty Interest Inventory
 Other assessments as needed

Brief FBA/BIP Key Features* (2 to 4 weeks min.):

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

***Monitored by BIP data Track and Daily Progress DPR Point Sheets.**

Step 12: An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

Step 13: Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

Step 14: CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the “other” box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

SCHOOLWIDE PROGRAM TEMPLATE

a) Complex FBA/BIP

Process includes:

- i. Standardized Screeners (i.e. BESS, etc.)
- ii. Observations

b) Set next Follow-Up meeting

Complex FBA/BIP Key Features:

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

Step 15: CARES Follow-Up meeting #2

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate the need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

Wraparound Features*:

- Highly individualized interventions
- Team includes family/school/ community/natural supports

- Frequent team meetings
- Must use SIMEO data tools

**Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

Step 16: If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Professional development opportunities are widely available for teachers and staff at Sugar Creek Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition the staff regularly participates in Professional Learning Communities (PLCs). Time has been allotted on the eight early release days by the school district for teachers to meet in their PLCs.

A PLC is an ongoing school improvement process used to establish a culture that is based on building teacher leadership and improving student learning. Through participation in PLCs, teachers enhance their leadership abilities while working as members of ongoing collaborative teams that focus on improving student learning. Paraprofessionals receive specific, intentional instruction on how to work with their students. Collaboration and educational time is built into their schedules while having their own PLCs. In addition, staff received professional development during our monthly staff meetings, during District Professional Development Activities (PDA) and at Institute Days.

In addition to these professional development opportunities, teachers have access to a variety of other invaluable professional books and resources provided by the district to be used to improve teacher practices and student growth.

The school and district are focused on Equity and Diversity training, The staff participate in ongoing development with Ivette Dubriel and others from the community. The staff engage in learning new vocabulary, mirror checks, discussion and conversations around best practice and integrating in classroom lesson planning. Articles, books, podcasts and videos are being shared to deepen staff knowledge.

We are a Professional Development School (PDS) for students majoring in education at Illinois State University. The teachers become mentors and leaders with these college students. The teachers and college students learn and grow together while increasing student successes.

Strategies are also in place to attract highly qualified teachers to teach in high-need buildings. Pre-screening interviews are used district wide to identify highly-qualified candidates. Our district, more specifically Sugar Creek, is involved in job fairs and works closely with our local universities, Illinois State University and Illinois Wesleyan University, to seek exemplary teaching candidates. Students from both universities have opportunities to complete student teaching requirements at our school. Once they are recruited the district provides a mentor to the new teacher. The mentor and mentee spend the year completing recommended tasks as well as those that come up along the way.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

The early learning program is part of our building so for students who stay at Sugar for K-5 the transition is supported by teachers/staff and their exposure to joining our school right at 3 years old. For students who attend a different home school once they go to Kindergarten or need additional IEP services/programs they tour/visit the schools they will be going to with current staff and/or our Early Learning Family Coordinator and parents. All early learning students participate in our school-wide events.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described

in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

SCHOOLWIDE PROGRAM TEMPLATE

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such a plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement. .

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS 1. IN GENERAL

SCHOOLWIDE PROGRAM TEMPLATE

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	Cedar Ridge Elementary School		
RCDT:	17-064-0050-26-2003		
Principal:	Heather Rogers		
Address:	2808 Breezewood Blvd		
City, ZIP code:	Bloomington, 61704		
Telephone:	(309) 557-4413		
Email address:	rogersh@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2022-23	76%		

DISTRICT INFORMATION

District Name/Number:	McLean County Unit #5
Superintendent:	Dr. Kristen Weikle
Telephone:	309-557-4400
Email address:	<u>weiklek@unit5.org</u>

Superintendent's Signature

Date

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Heather Rogers	Principal
Jenny Roop	Kindergarten
Megan Logue	First Grade
Emily Volker	Second Grade
Andrea Lenz	Area
Mollie Gantert	Fourth Grade
Kim Lynch	Fifth Grade
Leslie Kokotek	LBS1
Sara Johns	Title 1
Megan Yaklich	Title 1
Kayleigh Twork	Title 1
Vanessa Petersen	Title 1

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
1. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.
 2. Mentoring and Induction funds are used to train new teacher in our core instructional strategies and the district approved interventions.
 3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.
3. Conduct a comprehensive needs assessment of the entire school:
- a. Include a copy of the document used to conduct the assessment.
 - b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.
4. Describe schoolwide reform strategies in narrative form to include the following:
- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
 - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
 - c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Schoolwide reform strategies will provide opportunities for all children to meet the state's academic achievement standards. They are based on scientific research and the school will determine if such needs have been met.

Core Literacy Instruction: Following the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop and writing workshop approach in order to improve our core reading instruction. The ESAIL survey will be used to monitor the implementation of Reader's Workshop in the core and address professional development needs. Research has proven that in order for children to become successful readers they need – explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, and the Title 1 teacher(s) will meet three times a year for data days. During data days students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading interventionists will meet on a regular basis to monitor student progress.

Interventions: Students in need of reading intervention will receive one or more scientifically based intervention from the PCL model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, and Comprehension Focus Groups. Data will be used to determine which intervention will match each student's needs.

Definition of each intervention: Guided Reading Plus for Literacy Intervention Groups – Guiding Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing. Comprehension Focus Groups for Literacy Intervention Groups – Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading. Assisted Writing - Assisted writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. Assisted writing assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together. Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Direct social work instruction (individual, small group, and whole class lessons), zones of regulation, mindful movement, restorative practices, PBIS, weekly responsive circles, SAIG groups, LEGO groups (social-language groups) all support students social-emotion and language needs.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

P21 (21st Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Stem projects and challenges include:

Teachers have STEM bins. Bins with different materials in them. Pictures of something are presented - car, building, playground, slide etc and students try to build "it" out of the materials provided. As students get better at this, there is a writing portion about what worked and what didn't.

When fairy tales are presented, students design houses for the 3 little pigs with a set of guidelines, then they build it and the big bad blow dryer tries to blow it down. Discussion follows about why some were strong and some weren't.

Literature, math and cooking are tied together. Many books can be tied into food - food can be tied into plants, living and non-living, habitats, differences between vegetables and fruits etc and then students are taught how to read a recipe, measure dry ingredients and liquid ingredients to make the recipe.

Partnership with the Farm Bureau. We have grown plants, made butter and ice cream (math and learning about matter - solids, liquids, gasses)

Interviewing leaders in the community- Midwest food bank representatives will be interviewed about the ways MWFB is supporting victims of Hurricane Harvey to better understand the impact of our food drive at Sugar Creek. (career opportunities-i.e. being of service and working for organizations that support people in need)

Open Source Classroom- owner will be coming to demonstrate 3D printing technology and computer science/engineering technology (STEM and career opportunities)

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

The school is implementing an SEL program that follows the CASEL standards. Each month we have a targeted focus as a whole school but tailor our classroom lessons and discussions around developmentally appropriate priority targets. Students participate in daily circles with their peers.

School- Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- Internal coach and PBIS team
- Behavior Matrix, T-Chart, data collection system
- Cool Tools, School Assemblies, PBIS Incentives (i.e.-Cheetah Spots), Out of the Blue Days, Anti-Bully

Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2nd Step

PBIS Process

Step 1: Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

Step 2: Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

Internalizing and Externalizing Dimensions of the Universal Screener

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

Internalizing refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

Externalizing refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

Step 3: After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identified students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency

10-15% of students

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report)

Step 4: After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child’s entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

Step 5: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

Step 5 Continued: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

- a) *Individual CICO (ICICO) is necessary (*Done with individual features such as place or person) See Above*

OR

- b) Social Academic Instructional Group (SAIG) is necessary
- i. Problem-Solving Group
 - ii. Pro-social Skills Group
 - iii. Academic Behaviors Group

Individualized CICO – Key Features

- School-wide goals
- Same daily progress report
- Including-
 - Mentoring
 - Extra period
 - Change location
 - Change Adult
 - Parent signoff

Social Academic Instructional Group Key Features (SAIG)

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group

- Academic Behaviors Group

Step 6: If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – OR - If SAIG is not successful after first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

Step 7: If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a CARES referral

- Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- CARES case manager is assigned by administrator

Step 8: The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

Step 9: Contact the parent to explain that a referral is being made and how the process will work.

Step 10: The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

Step 11: CARES meeting

- The CARES case manager and referring teacher will briefly share the case.
- Complete the Brief FBA/BIP (Pathway form).
- The CARES team will determine the next steps

Process may include, but is not limited to:

Parent Interview	Student Interview	Teacher Interview
Observations	Strengths/Difficulty	Interest Inventory
Other assessments as needed		

Brief FBA/BIP Key Features* (2 to 4 weeks min.):

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

***Monitored by BIP data Track and Daily Progress DPR Point Sheets.**

Step 12: An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

Step 13: Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

Step 14: CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the “other” box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

- a) Complex FBA/BIP
Process includes:
 - i. Standardized Screeners (i.e. BESS, etc.)

- ii. Observations
- b) Set next Follow-Up meeting

Complex FBA/BIP Key Features:

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

Step 15: CARES Follow-Up meeting #2

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

Wraparound Features*:

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

**Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

Step 16: If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

PLCs, SIP days, district provided optional pd, continue ed for reading recovery, new teacher mentoring program and check-in with principal

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Plans are in place to assist preschool children in the transition process from early childhood programs to Kindergarten. Careful consideration will be given to children transitioning from early childhood programs such as Head Start, Pre-K, and Early Childhood Education to Kindergarten. These identified students will be given high priority regarding classroom placement and referrals for additional assessments. Each year during the Kindergarten round up all students are given a screener to help support the needs of the incoming students. This also includes English Language Learners. These students are screened to see what placement level they are at so services can be provided at their instructional level.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	Pepper Ridge Elementary		
RCDT:	17064005026-2015		
Principal:	Tina Fogal		
Address:	2602 Danbury Drive		
City, ZIP code:	Bloomington, IL 61705		
Telephone:	309-557-4423		
Email address:	fogalt@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:

DISTRICT INFORMATION

District Name/Number:	McLean County Unit #5
Superintendent:	Dr. Kristen Weikle
Telephone:	309-557-4000
Email address:	weiklek@unit5.org

Superintendent's Signature

Date

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Shauna Gourley	CORE (Title teacher)
Leza Kirshenbaum	CORE (LBS1)
Betsy Zimmerman	CORE (2 nd grade)
Lori Spencer	CORE (1 st grade)
Jen Ficek	CORE (4 th grade)
Kara Anderson	CORE (3 rd grade)
Melanie Nemtusiak	CORE (5 th grade)
Alyssa Conrad	CORE (Kindergarten)
Tina Fogal	Principal
Cari Sherrets	Assistant Principal

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.
 2. Mentoring and Induction funds are used to train new teacher in our core instructional strategies and the district approved interventions.
 3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.
3. Conduct a comprehensive needs assessment of the entire school:
- a. Include a copy of the document used to conduct the assessment.
 - b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.
4. Describe schoolwide reform strategies in narrative form to include the following:
- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
 - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
 - c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

School wide reform strategies will provide opportunities for all children to meet the state's academic achievement standards. They are based on scientific research and the school will determine if such needs have been met.

Core Literacy Instruction: Following the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to utilize a reading workshop and writing workshop format in order to improve our core reading instruction. Observations and teacher feedback will be used to monitor the implementation of Reader's Workshop in the core and address professional development needs. Research has proven that in order for children to become successful readers they need the following: explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, and the Title 1 teacher(s) will meet three times a year for data days. During data days, students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built-in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading interventionists will meet on a regular basis to monitor student progress.

Interventions: Students in need of reading intervention will receive one or more scientifically based intervention from the PCL model. These interventions include Reading Recovery, Writing Aloud, Interactive Writing, Guided Reading Plus, and Comprehension Focus Groups. Data will be used to determine which intervention will match each student's needs.

Definition of each intervention: Guided Reading Plus for Literacy Intervention Groups – Guiding Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing. Comprehension Focus Groups for Literacy Intervention Groups – Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading. Assisted Writing - Assisted writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. Assisted writing (including both interactive writing and writing aloud) assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be

transcribed together. Reading Recovery is an intensive, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Our social worker provides counseling with students, either individually or in small groups, that have Individualized Educational Plans to address their social emotional goals. The social worker also supports classroom teachers by completing whole class lessons on specific topics such as empathy and accepting differences. The social worker meets with students on a basis if having issues they need to discuss (parents' divorce, bullying, etc.) There is also support for classroom teachers by providing resources to use with students when they have classroom wide issues such as bullying concerns.

Student Leadership Opportunities are available to fifth grade students through a program called Pepper Ridge Advocates. Opportunities include student council, special education, student voice and school grounds advocates. These programs are designed to promote service learning for students. The group is comprised of students interested in helping out around the school and modeling positive behaviors for younger students.

Promise Council is a cooperative effort between school leaders and community contacts, designed to meet some of the unique needs of Pepper Ridge students. The initial focus is in meeting students' academic and physical needs. The goal is to increase mentoring opportunities and fill those spots with volunteers. Another goal is to provide additional opportunity for parental engagement at the school. The PRPC works with individual volunteers and partner organizations across all sectors: businesses, universities, service organizations, faith-based groups, retirees, and health care.

Opening Doors Program is a college and program that is designed for our 5th grade students. This program speakers, activities, and field trips is organized by Pepper Ridge's Promise Council. The PRPC believes that children deserve the opportunity to succeed. We know that every child has a better chance to succeed when the following promises are met: caring adults, safe places, healthy start, effective education and opportunities to help others.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

P21 (21st Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open-ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to

show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play-based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Opening Doors Program is a college and career based program that is designed for our 5th grade students. This program, filled with speakers, activities, and field trips, is organized by Pepper Ridge's Promise Council. The PRPC believes that children deserve the opportunity to succeed. We know that every child has a better chance to succeed when the following promises are met: caring adults, safe places, healthy start, effective education and opportunities to help others.

Technology plays a significant role in our overall curriculum. Students in K-5th grade have a device readily available for them. To promote best practices in technology, students are taught Digital Citizenship. The purpose is to create a positive school culture that supports safe and responsible technology use. The program addresses real challenges for teachers and students to help navigate cyberbullying, internet safety, and other digital dilemmas. Students also learn and utilize Google Suite (G Suite). G Suite is a package of cloud-based services that provide a way to work together online using email, calendar, real-time document collaborations and more. In all grade levels, coding (programming) is taught in IMC class. With a demand for skilled coders and programmers, coding skills are career building skills. Coding also improves skills in reading and math, while promoting perseverance and problem solving. Resources utilized include CS First: Scratch & Made with Code, Tynker, and Hour of Code.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

School- Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, and Quarterly)

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- Internal coach Tier I and Tier II coaches and PBIS team
- Behavior Matrix, T-Chart, data collection system
- Cool Tools, School Assemblies, PBIS Incentives (i.e.-Puma Paws), Out of the Blue Days, Anti-Bully

Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2nd Step

PBIS Process

Step 1: Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

Step 2: Universal Screener(SAEBRS) will be administered to students in 2nd-5th grades and K-5th Grade teachers will complete a screener on each student. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Screening data will be reviewed by Tier I PBIS Coach, Tier II PBIS Coach, administration and classroom staff.

Internalizing and Externalizing Dimensions of the Universal Screener

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

Internalizing refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

Externalizing refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

Step 3: Students whose scores meet the internalizing or externalizing criteria will be in the first round of intervention (i.e. CICO).

PBIS Check In Check Out (CICO) – Key Features - Minimum 20 school days of frequency 10-15% of students

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report)

Step 4: After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child’s entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

Step 5: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

Step 5 Continued: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

- *Individual CICO (ICICO) is necessary (*Done with individual features such as place or person)*

OR

- Social Academic Instructional Group (SAIG) is necessary
 - Problem-Solving Group
 - Pro-social Skills Group
 - Academic Behaviors Group

Individualized CICO – Key Features

- School-wide goals
- Same daily progress report
- Including-
 - Mentoring
 - Extra period
 - Change location
 - Change Adult
 - Parent signoff

Social Academic Instructional Group Key Features (SAIG)

- 1:3-5 student ratios for 2 – 4 weeks

- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

Step 6: If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – *OR* - If SAIG is not successful after first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

Step 7: If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a

CARES referral

- Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- CARES case manager is assigned by administrator

Step 8: The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in Embrace.

Step 9: Contact the parent to explain that a referral is being made and how the process will work.

Step 10: The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

Step 11: CARES meeting

- The CARES case manager and referring teacher will briefly share the case.
- Complete the Brief FBA/BIP (Pathway form).
- The CARES team will determine the next steps

Process may include, but is not limited to:

Parent Interview	Student Interview	Teacher Interview
Observations	Strengths/Difficulty	Interest Inventory
Other assessments as needed		

Brief FBA/BIP Key Features* (2 to 4 weeks min.):

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

****Monitored by BIP data Track and Daily Progress DPR Point Sheets.***

Step 12: An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

Step 13: Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

Step 14: CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the “other” box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

- a) Complex FBA/BIP
Process includes:
 - i. Standardized Screeners (i.e. BESS, etc.)
 - ii. Observations
- b) Set next Follow-Up meeting

Complex FBA/BIP Key Features:

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

Step 15: CARES Follow-Up meeting #2

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

Wraparound Features*:

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

**Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

Step 16: If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

High quality and ongoing professional development is available for all staff to enable children to achieve state academic content standards.

Professional development opportunities are widely available for teachers and staff at Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition, the staff regularly participates in Professional Learning Communities (PLC). Time has been allotted on the district's seven Early Releases dates.

A PLC is an ongoing school improvement process used to establish a culture that is based on building teacher leadership and improving student learning. Through participation in PLCs, teachers enhance their leadership abilities while working as members of ongoing collaborative teams that focus on improving student learning.

In addition to these professional development opportunities, teachers have access to a variety of other invaluable resources provided by the literacy and math team including coaching meetings for lesson development and modeled instruction as well as a variety of professional books and other resources.

Pepper Ridge also utilizes the teacher leadership capacity of its staff by encouraging staff members to lead professional development during institute days and faculty meetings as well as encouraging staff members to visit each other's classrooms to learn from our own staff best practices and strategies.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Careful consideration will be given to children transitioning from early childhood programs (Head Start, Pre-K, Early Childhood Education) to kindergarten. These identified students will be given high priority regarding classroom placement and referral for additional assessment. Whenever possible, a transition meeting is held in the spring with the early childhood staff, kindergarten staff, parents, and administration.

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(A) IN GENERAL

1. USE OF FUNDS

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Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

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If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

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The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

ILLINOIS STATE BOARD OF EDUCATION
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	Fox Creek Elementary		
RCDT:	170640050262017		
Principal:	Leslie Davenport		
Address:	3910 Timberwolf Trail		
City, ZIP code:	Bloomington, IL 61705		
Telephone:	(309) 557-4416		
Email address:	davenportla@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
22-23	69.78%	N	April 2022

DISTRICT INFORMATION

District Name/Number:	McLean County Unit 5
Superintendent:	Dr. Kristen Kendrick-Weikle
Telephone:	(309) 557-4000
Email address:	weiklek@unit5.org

 Superintendent's Signature

 Date

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Sarah Egge	CORE (Title teacher)
Ashley Strupek	CORE (4th Grade)
Susan Felix	CORE (5th Grade)
Alicia Birky	CORE (2nd Grade)
Kelly Gerharz	CORE (1st Grade)
Kjersten Woodward	CORE (3rd Grade)
Kelly Reardon	CORE (Kindergarten)
Dan Gibler	Assistant Principal
Leslie Davenport	Principal

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.
2. Mentoring and Induction funds are used to train new teacher in our core instructional strategies and the district approved interventions.
3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.

3. Conduct a comprehensive needs assessment of the entire school:

- a. Include a copy of the document used to conduct the assessment.
- b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

4. Describe schoolwide reform strategies in narrative form to include the following:

- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Schoolwide reform strategies will provide opportunities for all children to meet the state's academic achievement standards. They are based on scientific research and the school will determine if such needs have been met. Core Literacy Instruction: Following the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop and writing workshop approach in order to improve our core reading instruction. The ESAIL survey will be used to monitor the implementation of Reader's Workshop in the core and address professional development needs. Research has proven that in order for children to become successful readers they need – explicit description of the reading strategy, direct instruction followed by guided

practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, and the Title 1 teacher(s) will meet three times a year for data days. During data days students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading interventionists will meet on a regular basis to monitor student progress.

Interventions: Students in need of reading intervention will receive one or more scientifically based intervention from the PCL model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, and Comprehension Focus Groups. Data will be used to determine which intervention will match each student's needs.

Definition of each intervention: Guided Reading Plus for Literacy Intervention Groups – Guiding Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing. Comprehension Focus Groups for Literacy Intervention Groups – Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading. Assisted Writing - Assisted writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. Assisted writing assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together. Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Fox Creek has a Family Coordinator to assist families and students with any needs that they might have. The Family Coordinator completes home visits and links families to resources in the community to reduce any barriers families might have. The Family Coordinator networks with community resources to provide snacks, booster seats, clothing, and transportation to support the families at Fox Creek. The Family Coordinator also meets with students individually when they struggle with behavior or need extra social/emotional support.

Our social worker provides counseling to students, individually or in small groups, with Individualized Educational Plans to address their social-emotional goals. The social worker also supports classroom teachers by completing whole class lessons on specific topics such as empathy and accepting differences. The social worker meets with students on a “touch base” basis if he/she is having issues they need to discuss (parents’ divorce, bullying, etc.) There is also support for classroom teachers by providing resources to use with students when they have classroom-wide issues such as bullying concerns.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

P21 (21st Century Learning Standards) that are utilized include Student-driven assessments and a shift from a content focus to an application of learning. Open-ended and multi-modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the student’s responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning. Tech coaches to train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play-based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Stem projects and challenges include:

Teachers have STEM bins. Bins with different materials in them. Pictures of something are presented - car, building, playground, slide etc and students try to build "it" out of the materials provided. As students get better at this, there is a writing portion about what worked and what didn't.

Partnership with Illinois Nutrition Education Programs: SNAP -Education at Your School. This program is teaching youth about healthy eating and physical activity to help them to be better prepared for learning.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

School-Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)

Administrative and faculty buy-in
Building-wide behavioral expectations that are taught to all
Internal coach and PBIS team
Behavior Matrix, T-Chart, data collection system
Cool Tools, School Assemblies, PBIS Incentives, Out of the Blue Days, Anti-Bully
Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2nd Step

PBIS Process

Step 1: Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

Step 2: Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

Internalizing and Externalizing Dimensions of the Universal Screener

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

Internalizing refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

Externalizing refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

Step 3: After the top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identified students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency

10-15% of students

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report)

Step 4: After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child's entry into PBIS Check-In/Check-Out Intervention. CICO will begin with the assistance of the PBIS Tier 2 team.

Step 5: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

Step 5 Continued: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

*Individual CICO (ICICO) is necessary (*Done with individual features such as place or person) See Above*

OR

Social Academic Instructional Group (SAIG) is necessary

- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

Individualized CICO – Key Features

- School-wide goals
- Same daily progress report
- Including-
 - Mentoring
 - Extra period
 - Change location
 - Change Adult
 - Parent signoff

Social Academic Instructional Group Key Features (SAIG)

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

Step 6: If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – OR - If SAIG is not successful after first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

Step 7: If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a CARES referral

Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
CARES case manager is assigned by the administrator

Step 8: The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

Step 9: Contact the parent to explain that a referral is being made and how the process will work.

Step 10: The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

Step 11: CARES meeting

The CARES case manager and referring teacher will briefly share the case.
Complete the Brief FBA/BIP (Pathway form).
The CARES team will determine the next steps

Process may include, but is not limited to:

Parent Interview Student Interview Teacher Interview
Observations Strengths/Difficulty Interest Inventory
Other assessments as needed

Brief FBA/BIP Key Features* (2 to 4 weeks min.):

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

***Monitored by BIP data Track and Daily Progress DPR Point Sheets.**

Step 12: An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

Step 13: Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

Step 14: CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the "other" box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

Complex FBA/BIP

Process includes:

Standardized Screeners (i.e. BESS, etc.)
Observations

Set next Follow-Up meeting

Complex FBA/BIP Key Features:

Interventions designed based on function
Direct instruction of behavior is provided

Address multiple settings and behaviors
Highly individualized interventions
Must use SIMEO data tools

Step 15: CARES Follow-Up meeting #2

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

Wraparound Features*:

Highly individualized interventions
Team includes family/school/ community/natural supports
Frequent team meetings
Must use SIMEO data tools

**Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

Step 16: If the student is not making sufficient progress, as defined by school-based decision-making rules, the CARES team and/or the PBIS problem-solving team may consult with the building administrator and proceed to a special education referral.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

High-quality and ongoing professional development is available for all staff to enable children to achieve state academic content standards.

Professional development opportunities are widely available for teachers and staff at Fox Creek Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition, the staff regularly participates in Professional Learning Communities (PLC). Time has been allotted on 12 late start days by the school district for teachers to meet in their PLCs.

A PLC is an ongoing school improvement process used to establish a culture that is based on building teacher leadership and improving student learning. Through participation in PLCs, teachers enhance their leadership abilities while working as members of ongoing collaborative teams that focus on improving student learning. In addition to these professional development opportunities, teachers have access to a variety of other invaluable resources provided by the literacy and math team including coaching meetings for lesson development and modeled instruction as well as a variety of professional books and other resources.

Fox Creek also utilizes the teacher leadership capacity of its staff by encouraging staff members to lead professional development during institute days and faculty meetings as well as encouraging staff members to visit each other's classrooms to learn from our own staff best practices and strategies.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Careful consideration will be given to children transitioning from early childhood programs (Head Start, Pre-K, Early Childhood Education) to kindergarten. These identified students will be given high priority regarding classroom placement and referral for additional assessment. Whenever possible, a transition meeting is held in the spring with the early childhood staff, kindergarten staff, parents, and administration.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other non-competitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such a program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

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SCHOOL INFORMATION

School Name:	Glenn Elementary School		
RCDT:	170640050262007		
Principal:	Scott Vogel		
Address:	306 Glenn Avenue		
City, ZIP code:	Normal, IL 61761		
Telephone:	309-557-4418		
Email address:	vogels@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2022-2023	44%	No	

DISTRICT INFORMATION

District Name/Number:	McLean County Unit #5
Superintendent:	Dr. Kristin Kendrick Weikle
Telephone:	309-557-4400
Email address:	1809 W. Hovey Avenue, Normal, IL 61761

Superintendent's Signature

Date

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Scott Vogel	Principal
Ashley deFreese	Title Teacher
Rebecca Stroh	LBS1
Anna Watson	ESL Teacher
Jamie Haseman	4 th Grade Rep
Hayley Mennenga	2nd Grade Rep
All individuals are members of the Building Leadership Team	

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.
2. Mentoring and Induction funds are used to train new teachers in our core instructional strategies and the district approved interventions.
3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other training.

3. Conduct a comprehensive needs assessment of the entire school:

- a. Include a copy of the document used to conduct the assessment.
- b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

4. Describe schoolwide reform strategies in narrative form to include the following:

- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Schoolwide reform strategies will provide opportunities for all children to meet the state’s academic achievement standards. They are based on scientific research and the school will determine if such needs have been met.

Core Literacy Instruction: Following the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop and writing workshop approach in order to

improve our core reading instruction. Administration monitors the implementation of Reader's Workshop in the core and addresses professional development needs through formal and informal observations. Research has proven that in order for children to become successful readers they need – explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

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Interventions: Students in need of reading intervention will receive one or more scientifically based intervention from the PCL model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, Lexia, Language and Literacy Intervention, and Comprehension Focus Groups. Data will be used to determine which intervention will match each student's needs.

Definition of each intervention:

Guided Reading Plus for Literacy Intervention Groups – Guiding Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing.

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Assisted Writing - Assisted writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. Assisted writing assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together.

Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

Lexia Core 5 is a computer based phonics/ phonemic awareness program. Students are expected to be on the program for anywhere from 20 minutes to 30 minutes daily. When students start the program, there is a placement assessment. Students complete levels based off of their initial placement.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Teachers are able to refer students to our school social worker for counseling services. In addition, we partner with ISU psychology department. They provide doctoral and graduate students to run groups related to social skills. Students are selected for these groups based on our PBIS data and SAEBRS data as well as teacher recommendation. Parental consent is required for any students selected for this program. In addition, we provide SAIG (See PBIS section for details) groups to those students receiving Tier 2 instruction in our PBIS program. We have also partnered with a local men's business fraternity (Phi Beta Sigmas). They provide mentoring and tutoring within the school day to several of our students. Parent consent is also required for students to be a part of this mentoring program. We have a Family Coordinator that provides resources and services to families to level the playing field for all of our students. Families are referred by teachers or office staff and home visits are made. We have an active Promise Council which provides caring adults that remove barriers to learning to all children. There is a group of Promise Council women that run mentoring groups for girls within Glenn (WOW). They provide self efficacy support and tutoring and support to all students under the guidance of the classroom teacher. The SEL committee meets monthly to discuss the monthly theme and supports the school needs. The SEL committee also supports staff with a curriculum and lesson ideas. There is a Diversity Club at Glenn that introduces and explores important individuals from all backgrounds.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

P21 (21st Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is each student's responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines. Opening Doors is a program that works through the support of Promise Council to bring in speakers in multiple different fields of study. The individuals come in and discuss barriers and obstacles they may have faced when completing their post-secondary education and/or training.

Stem projects and challenges include:

Teachers have STEM bins. Bins with different materials in them. Pictures of something are presented - car, building, playground, slide etc and students try to build "it" out of the materials provided. As students get better at this, there is a writing portion about what worked and what didn't.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

School- Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- Internal coach and PBIS team
- Behavior Matrix, T-Chart, data collection system
- Cool Tools, School Assemblies, PBIS Incentives (i.e.-Pride Point), Out of the Blue Days, Anti-Bully Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2nd Step, School Store, Principal Lunch Groups, Positive Shoutout

PBIS Process

Step 1: Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

Step 2: Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

Internalizing and Externalizing Dimensions of the Universal Screener

This screener is completed by the teacher and students in grades 2nd through 5th grade and asks the teacher to consider each student against the definitions. The students are asked to rank themselves in a variety of areas.

Internalizing refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

Externalizing refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

Step 3: After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identified students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

PBIS Check In Check Out (CICO) – Key Features - Minimum 40 school days of frequency - 10-15% of student population

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)

- DPR goes home daily (Daily Progress Report)

Step 4: After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child’s entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

Step 5: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

Step 5 Continued: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

a. *Individual CICO (ICICO) is necessary (*Done with individual features such as place or person) See Above*

OR

b. Social Academic Instructional Group (SAIG) is necessary

i. Problem-Solving Group

ii. Pro-social Skills Group

iii. Academic Behaviors Group

Individualized CICO – Key Features

- School-wide goals
- Same daily progress report
- Including-
- Mentoring
- Change location
- Change Adult
- Parent signoff

Social Academic Instructional Group Key Features (SAIG)

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

Step 6: If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – OR - If SAIG is not successful after first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

Step 7: If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a

CARES referral

- Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- CARES case manager is assigned by administrator

Step 8: The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

Step 9: Contact the parent to explain that a referral is being made and how the process will work.

Step 10: The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

Step 11: CARES meeting

- The CARES case manager and referring teacher will briefly share the case.
- Complete the Brief FBA/BIP (Pathway form).
- The CARES team will determine the next steps

Process may include, but is not limited to:

Parent Interview	Student Interview	Teacher Interview
Observations	Strengths/Difficulty	Interest Inventory
Other assessments as needed		

Brief FBA/BIP Key Features* (2 to 4 weeks min.):

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

****Monitored by BIP data Track and Daily Progress DPR Point Sheets.***

Step 12: An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

Step 13: Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

Step 14: CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the “other” box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

a. Complex FBA/BIP

Process includes:

- i. Standardized Screeners (i.e. BESS, etc.)
- ii. Observations

- b. Set next Follow-Up meeting

Complex FBA/BIP Key Features:

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

Step 15: CARES Follow-Up meeting #2

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

Wraparound Features*:

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

**Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

Step 16: If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

The SEL team presents monthly themes and supports the youngest learners in guiding their social emotional development. Each teacher is provided read aloud books to support learning and development of these targeted social emotional skills.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Professional development opportunities are widely available for teachers and staff at Glenn Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition the staff regularly participates in Professional Learning Communities (PLCs). Time has been allotted on seven early release days by the school district for teachers to meet in their PLCs.

A PLC is an ongoing school improvement process used to establish a culture that is based on building teacher leadership and improving student learning. Through participation in PLCs, teachers enhance their leadership abilities while working as members of ongoing collaborative teams that focus on improving student learning. Paraprofessionals receive specific, intentional instruction on how to work with their students. Collaboration and educational time is built into their schedules while having their own PLCs. In addition, staff received professional development during our monthly staff meetings, during District Professional Development Activities (PDA) and at Institute Days.

In addition to these professional development opportunities, teachers have access to a variety of other invaluable professional books and resources provided by the district to be used to improve teacher practices and student growth.

The school and district are focused on Equity and Diversity training, The staff participates in ongoing development with appointed district leaders and others from the community. The staff engage in learning new vocabulary, mirror checks, discussion and conversations around best practice and integrating in classroom lesson planning. Articles, books, and videos are being shared to deepen staff knowledge.

We are a Professional Development School (PDS) for students majoring in education at Illinois State University. The teachers become mentors and leaders with these college students. The teachers and college students learn and grow together while increasing student successes.

Strategies are also in place to attract highly qualified teachers to teach in high-need buildings. Pre-screening interviews are used district wide to identify highly-qualified candidates. Our district is involved in job fairs and works closely with our local universities, Illinois State University and Illinois Wesleyan University, to seek exemplary teaching candidates. Students from both universities have opportunities to complete student teaching requirements at our school. Once they are recruited the district provides a mentor to the new teacher. The mentor and mentee spend the year completing recommended tasks as well as those that come up along the way.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Plans are in place to assist preschool children in the transition process from early childhood programs to Kindergarten. Careful consideration will be given to children transitioning from early childhood programs such as Head Start, Pre-K, and Early Childhood Education to Kindergarten. These identified students will be given high priority regarding classroom placement and referrals for additional assessments. Each year during the Kindergarten round up all students are given a screener to help support the needs of the incoming students. This also includes English Language Learners. These students are screened to see what placement level they are at so services can be provided at their instructional level.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

ILLINOIS STATE BOARD OF EDUCATION
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	Oakdale Elementary School		
RCDT:	170640050262010		
Principal:	Casey Heimer		
Address:	601 S. Adelaide Street		
City, ZIP code:	Normal, IL, 61761		
Telephone:	309-557-4421		
Email address:	heimerc@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2022	65%	N	October 2022

DISTRICT INFORMATION

District Name/Number:	McLean County Unit 5
Superintendent :	Dr. Kristen Weikle
Telephone:	309-557-4000
Email address:	weiklek@unit5.org

 Superintendent's Signature

 Date

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Casey Heimer	Principal
Trish Warner	Reading Specialist
Mary Renollet	Reading Specialist
Nicole Vandegraft	Reading Specialist
Katie Masla	Kindergarten
Hayley Harroun	1st Grade
Melissa Smith	2nd Grade
Emily Miller	3rd Grade
Amy Brigham	4th Grade
Michelle Hermann	5th Grade
Amanda Andres	LBS1
Cristie Koechle	Interventionist

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. reTitle 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parent involvement.
2. Mentoring and Induction funds are used to train new teachers in our core instructional strategies and the district approved interventions.
3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.

3. Conduct a comprehensive needs assessment of the entire school:

- a. Include a copy of the document used to conduct the assessment.
- b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

4. Describe schoolwide reform strategies in narrative form to include the following:

- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

School wide reform strategies will provide opportunities for all children to meet the state's academic achievement. They are based on scientific research and the school will determine if such needs have been met.

One of the literacy/reading goals in our school improvement plan is to implement and improve Reader's Workshop in order to enhance our core reading instruction. Research has proven that in order for children to become successful readers they need:

- explicit instruction of the reading strategies
- direct instruction followed by guided practice
- teacher and student modeling of strategies
- interactive use of the strategies
- focus on a gradual release of responsibility for strategies
- authentic independent practice for reading strategies
- immersion in a print-rich environment

Reader's Workshop and Writer's Workshop provides opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Oakdale also implemented the Partnerships in Comprehensive Literacy Model (PCL). The PCL model is a balanced literacy approach which includes literacy team meetings, coaching, built-in assessments, supplemental support for struggling readers (Reading Recovery and Small Group Instruction), school plans, and spotlighting efforts. Our literacy goals within this model are to strengthen the core curriculum and to implement Reader's Workshop in grades K-5. Teachers will receive professional development throughout the school year by the literacy coach to strengthen their core curriculum and increase their knowledge of Reader's Workshop and best practices in reading instruction.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, and Title 1 teachers will meet three times a year to analyze the student data. During these meetings, students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built-in daily intervention block. Specific skills and strategies that need more emphasis will receive support from our most qualified staff members. Administration, grade level teams, reading specialists, and LBS1s will meet on a regular basis to assess and discuss student progress.

Interventions

Students in need of reading intervention will receive one or more scientifically based interventions from the Partnership for Comprehensive Literacy Model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, Writing Aloud, and Comprehension Focus Groups. Data will be used to determine the appropriate intervention to meet the student's needs.

Each intervention type is explained and defined on the following page.

Comprehension Focus Group for Literacy Intervention Groups

Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The

Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading.

Assisted Writing

Assisted writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. Assisted writing assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together.

Reading Recovery

Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems.

Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

Oakdale will also use a variety of formal and informal assessments to monitor growth and identify needs of their students. All students in grades K-5 will be assessed using MAP and the Fountas and Pinnell Benchmark Assessment (FPBA) as a diagnostic tool.

A data wall based on Fountas and Pinnell levels will be maintained and updated for the school year. This will be maintained by classroom teachers, Title 1 teachers, and LBS1s. Data meetings will be held and changes will be made to the wall.

Each grade level team will meet to discuss all students at their grade level. At this time student progress is investigated to ensure success and continuous improvement. Adjustments to intervention groups will take place at this time. Progress monitoring should be used to make decisions during these meetings. Title 1 teachers, the literacy coach, LBSIs and Principal will meet with each grade level team to discuss students' progress. Ideas, concerns, strategies, and changes may be shared at these meetings.

Students in grades 3-5 who fall below state standards and literacy benchmarks are invited to attend after school tutoring. This program is taught by certified classroom teachers, Title 1, and LBS1 teachers. During this time, students receive additional individual and small group instruction to improve in the areas in which they are weak.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.
 - A social/emotional learning (SEL) pilot was completed at Oakdale in previous school years. This pilot provided a SEL interventionist/coach, available to staff and students as a resource for SEL instruction and learning. Although the interventionist/coach is no longer available directly in the building, the district has provided similar support through a local ROE SEL interventionist/coach, made available throughout the year.

- SEL curriculum within the building continues to include daily circles within classrooms (Restorative Justice Practice), which provide classroom community opportunities where students can share out in a safe and empathetic space.
 - Calming Corners in each classroom are available as a space for students need that a place to regulate emotions and take a break as a means to prepare to be ready to learn.
 - A Reflection Room is an alternate space for students to go to complete academics, should there be a need for a small group setting/a place to regulate outside of the classroom.
 - School psychologist and social worker teach lessons to classrooms on topics in the social/emotional domain as needed throughout the school year, and likewise provide support through SAIG groups to students that flag on screeners in the area of extra social/emotional support.
 - Staff utilize Restorative Justice Practices within the classroom to build and maintain safe classroom communities and while facilitating problem solving among students.
 - Students receive mentoring, behavior support, and positive adult connections through Check In Check Out (CICO). Students needing additional support participate in Individualized CICO and Social Academic Intervention Groups with the psychologist, social worker or ISU psychology students.
 - Students with increased needs receive individual counseling from our psychologist, social worker or therapists from the Center for Human Services who meet with students here at the school. Some students are also paired with a mentor from Big Brothers Big Sisters.
 - Oakdale has a Promise Council which aims to reduce barriers to student's education. The Promise Council packs and sends home approximately 100 food packs with students every Friday. Volunteers who meet with students to provide mentoring and academic support with students.
 - A One by One Program transports students off site to provide positive after school support, mentoring, and tutoring services for students in need. (pending COVID regulations)
 - Oakdale's Family Coordinator acts as a liaison between school and families. The Family Coordinator completes home visits and links families to resources in the community in an effort to reduce any barriers families may be facing that affect their ability to provide for themselves. The Family Coordinator also provides "Make It Take Its" for parents to come and make educational and social emotional games that they can make and take home to play with their children. Different parent workshops are also provided. The Family Coordinator also meets with students on an individual basis and leads restorative justice circles when students are struggling with behavior or need extra social/emotional support. Likewise, the Family Coordinator facilitates the Reflection Room, providing an additional space for students to be supported outside of the classroom.
 - SEL Intervention: A building interventionist will provide social/emotional learning interventions to students at the Tier 2 level that are in need of small group support outside of SAIG group services
6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

P21 (21st Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trained staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Oakdale Promise Council hosts a VISION program for 5th grade students. The Promise Council brings guest speakers to each of our 5th grade classes. This includes how the speaker has overcome adversity in their life, mentors and the role they have played, positive choices that led them to where they are and how education played a role in their career. The field trip to Illinois State University, ISU, is the culminating event to this program. At ISU, our students visit various areas of the campus and hear from different groups who speak to the same topics as our Vision speakers throughout the year. During our visit, we will be showing students the Bone Student Center Auditorium, Redbird Arena and hearing from workers that help run the campus. University employees will discuss their jobs that help run the school and the importance of education in each of their careers. Our students will hear from current ISU students about their experience and the path to college. (this is all still the plan within COVID regulations)

State Farm volunteers teach financial literacy lessons to 4th and 5th grade students.

Past and potential future partnerships with the Farm Bureau, University of Illinois Extension including Ag in the Classroom.

Multiple partnerships with Illinois State University students as both volunteers and tutors for all grade levels.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

School-Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- PBIS coaches and Behavioral Leadership Team
- Behavior Matrix, T-Chart, data collection system
- Cool Tools, School Assemblies, PBIS Incentives, Out of the Blue Days, Anti-Bully

Classroom-wide Strategies – Class Dojo, Second Step

PBIS Process

Step 1: Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

Step 2: Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

Internalizing and Externalizing Dimensions of the Universal Screener

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

Internalizing refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

Externalizing refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

Step 3: After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identified students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency 10-15% of students

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report)

Step 4: After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child's entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

Step 5: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

Step 5 Continued: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

- *Individual CICO (ICICO) is necessary (*Done with individual features such as place or person) See Above*

OR

- **Social Academic Instructional Group Key Features (SAIG)**
 - 1:3-5 student ratios for 2 – 4 weeks min.
 - Problem-Solving Group
 - Pro-social Skills Group
 - Academic Behaviors Group

- **SEL Intervention Group**

- small group setting to provide SEL skill building through pre-determined curriculum
- organized by PBIS Secondary Team
- data collected and analyzed by LBS1 leading out groups

Step 6: If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – *OR* - If SAIG is not successful after first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

Step 7: If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a

CARES referral

- Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- CARES case manager is assigned by administrator

Step 8: The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

Step 9: Contact the parent to explain that a referral is being made and how the process will work.

Step 10: The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

Step 11: CARES meeting

- The CARES case manager and referring teacher will briefly share the case.
- Complete the Brief FBA/BIP (Pathway form).
- The CARES team will determine the next steps

Process may include, but is not limited to:

Parent Interview

Student Interview

Teacher Interview

Observations

Strengths/Difficulty

Interest Inventory

Other assessments as needed

Brief FBA/BIP Key Features* (2 to 4 weeks min.):

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention

- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

***Monitored by BIP data Track and Daily Progress DPR Point Sheets.**

Step 12: An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

Step 13: Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

Step 14: CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the “other” box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

- Complex FBA/BIP
 - Process includes:
 - Standardized Screeners (i.e. BESS, etc.)
 - Observations
- Set next Follow-Up meeting

Complex FBA/BIP Key Features:

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

Step 15: CARES Follow-Up meeting #2

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

Wraparound Features*:

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

**Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

Step 16: If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

High-quality and ongoing professional development is available for all staff to enable children to achieve state academic content standards.

Professional development opportunities are widely available for teachers and staff at Oakdale Elementary School. Graduate courses are offered through the local universities. Professional training is also provided through classes offered by the district and regional offices. The staff regularly participates in Late Start workshops, conferences, book study teams, and family literacy activities. Some staff members of Mid-State Reading Council and Illinois Reading Council. When available, the Title I staff, classroom teachers, and principal attend conferences related to best practices in literacy instruction and assessment.

Strategies are in place to attract highly qualified teachers to teach in high-need buildings.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Plans are in place to assist pre-school children in the transition process from early childhood programs to kindergarten.

Careful consideration will be given to children transitioning from early childhood programs (Head Start, Pre-K, Early Childhood Education) to Kindergarten. These identified students will be given high priority regarding classroom placement and referral for additional assessment.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

Exhibit - Overnight Trip Request Form

This form is to be submitted to the Board of Education for prior approval of all trips by students that involve overnight stays, out-of-state destinations, and/or a distance of 200 or more miles from school.

School(s): Normal Community High School

Student(s)/Grade(s)/Group(s) Participating Future Business Leaders of America

Dates of Trip (inclusive): 11/5/22 – 11/6/22 No. of School Days Missed: 0

Destination(s): Marriott Hotel and Conference Center

Reason for Trip: Illinois FBLA Fall Retreat

Educational Club Athletic Contests Special Education Team Other


Name(s) of Supervisor(s): Tara Pendleton; Mary Esther Baldwin

Mode of Transportation: Drop Off Provided by: Parent

Participant Costs \$120 _____ Paid by: Previous Fundraisers (Pie Sales, Supply Kits)

District Cost: \$0

Other Pertinent Information: Student will be participating in leadership and career development workshops and activities with FBLA members from across the state.

Signature of Principal: 

Date: 10/4/22

Board of Education Approval Yes No

Date: _____

Exhibit - Overnight Trip Request Form

This form is to be submitted to the Board of Education for prior approval of all trips by students that involve overnight stays, out-of-state destinations, and/or a distance of 200 or more miles from school.

School(s): Normal Community

Student(s)/Grade(s)/Group(s) Participating: FFA

Dates of Trip (inclusive): 8/1-8/3 No. of School Days Missed: 0

Destination(s): TBD

Reason for Trip: FFA Leadership Retreat

- Educational Club Athletic Contests Special Education Team Other

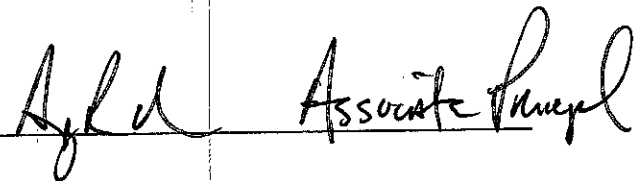
Name(s) of Supervisor(s): Liz Harris

Mode of Transportation: Activity Bus Provided by: District

Participant Costs: \$150 Paid by: FFA Chapter

District Cost: N/A

Other Pertinent Information: _____

Signature of Principal: 

Date: 10/3/22

Board of Education Approval Yes No

Date: _____

Exhibit - Overnight Trip Request Form

This form is to be submitted to the Board of Education for prior approval of all trips by students that involve overnight stays, out-of-state destinations, and/or a distance of 200 or more miles from school.

FYF - Liz is submitting these on East side too. Don't know if both need to sign.

School(s): Normal Community/Normal West

Student(s)/Grade(s)/Group(s) Participating: FFA

Dates of Trip (inclusive): 10/25-10/29 No. of School Days Missed: 4

Destination(s): Indianapolis, IN

Reason for Trip: National FFA Convention

- Educational
- Club
- Athletic
- Contests
- Special Education
- Team
- Other

Name(s) of Supervisor(s): Liz Harris, Parker Bane, Jennifer Stone

Mode of Transportation: Activity Bus for Both Provided by: District

Participant Costs: \$450 Paid by: Students and fundraisers

District Cost: N/A

Other Pertinent Information: _____

- Normal Community will be competing in two national contests (7 students total)
- Normal Community will be recognized on stage for a national award

Signature of Principal: *AM* *Associate Principal*

Date: 10/3/22

Board of Education Approval Yes No

Date: _____

Exhibit - Overnight Trip Request Form

This form is to be submitted to the Board of Education for prior approval of all trips by students that involve overnight stays, out-of-state destinations, and/or a distance of 200 or more miles from school.

School(s): Normal Community/Normal West

Student(s)/Grade(s)/Group(s) Participating: FFA

Dates of Trip (inclusive): 2/3-2/4 No. of School Days Missed: 1

Destination(s): Urbana, IL

Reason for Trip: FFA Ground Zero Leadership Conference

- Educational Club Athletic Contests Special Education Team Other

Name(s) of Supervisor(s): Liz Harris, Parker Bane

Mode of Transportation: Activity Bus Provided by: District

Participant Costs: \$125 Paid by: Students

District Cost: N/A

Other Pertinent Information: _____

Signature of Principal: 

Date: 10/3/22

Board of Education Approval Yes No

Date: _____

Exhibit - Overnight Trip Request Form

This form is to be submitted to the Board of Education for prior approval of all trips by students that involve overnight stays, out-of-state destinations, and/or a distance of 200 or more miles from school.

School(s): Normal Community

Student(s)/Grade(s)/Group(s) Participating: Jr. MANRRS (Ag Students)

Dates of Trip (inclusive): 3/23-3/24 No. of School Days Missed: 1

Destination(s): Urbana, IL

Reason for Trip: Illinois Jr. MANRRS Conference

- Educational Club Athletic Contests Special Education Team Other

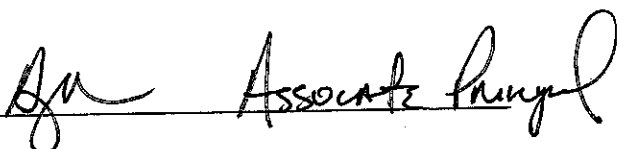
Name(s) of Supervisor(s): Liz Harris, Parker Bane

Mode of Transportation: Activity Bus Provided by: District

Participant Costs: \$125 Paid by: Students

District Cost: N/A

Other Pertinent Information: _____

Signature of Principal: 

Date: 10/3/22

Board of Education Approval Yes No

Date: _____

Exhibit - Overnight Trip Request Form

This form is to be submitted to the Board of Education for prior approval of all trips by students that involve overnight stays, out-of-state destinations, and/or a distance of 200 or more miles from school.

School(s): Normal Community/Normal Community West

Student(s)/Grade(s)/Group(s) Participating: FFA

Dates of Trip (inclusive): 6/12-6/15 No. of School Days Missed: 0

Destination(s): Springfield, IL

Reason for Trip: Illinois FFA Convention

- Educational Club Athletic Contests Special Education Team Other

Name(s) of Supervisor(s): Liz Harris, Parker Bane

Mode of Transportation: Activity Bus Provided by: District

Participant Costs: \$125 Paid by: Students

District Cost: N/A

Other Pertinent Information: _____

Signature of Principal: 

Date: 10/3/22

Board of Education Approval Yes No

Date: _____

RESOLUTION OF THE BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 5, MCLEAN AND WOODFORD COUNTIES, ILLINOIS, PROVIDING FOR AN UPDATE TO STUDENT HANDBOOKS REGARDING SAFE GUN STORAGE AND LEGAL OBLIGATIONS REGARDING THE SECURE STORAGE OF FIREARMS

WHEREAS, Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) is an Illinois public school district, organized and operating under the Illinois School Code; and

WHEREAS, effective January 1, 2023, [Public Act 102-971](#) allows school boards of public schools to provide instruction in safety education including safety in the home and safe gun storage; and

WHEREAS, evidence strongly suggests that secure firearm storage is an essential component to any effective strategy to keep schools and students safe¹;

WHEREAS, an estimated 4.6 million American children live in households with at least one loaded, unlocked firearm²;

WHEREAS, every year, nearly 350 children under the age of 18 unintentionally shoot themselves or someone else³. That’s roughly one unintentional shooting per day.⁴ According to Everytown, #NotAnAccident Index, 2015 to 2020, 70 percent of these incidents take place inside a home;

WHEREAS, another 1,200 children and teens die by gun suicide each year⁵, most often using guns belonging to a family member⁶;

WHEREAS, in incidents of gun violence on school grounds, 75 percent of active shooters were current students or recent graduates⁷;

WHEREAS, research shows that secure firearm and ammunition storage practices are associated with a 78 percent lower risk of self-inflicted firearm injuries and an 85 percent lower risk of unintentional firearm injuries among children and teens, compared to those that locked neither⁸;

¹ <https://studentsdemandaction.org/report/school-safety-and-secure-firearm-storage/>

² Matthew Miller and Deborah Azrael, “Firearm Storage in US Households with Children: Findings from the 2021 National Firearm Survey,” JAMA Network Open 5, no. 2 (2022): e2148823, <https://doi.org/10.1001/jamanetworkopen.2021.48823>.

³ Everytown for Gun Safety Support Fund, “#NotAnAccident Index,” <https://everytownresearch.org/maps/notanaccident/>. Analysis includes incidents that occurred between 2015 and 2019.

⁴ Id.

⁵ Centers for Disease Control and Prevention, National Center for Health Statistics. WONDER Online Database, Underlying Cause of Death. A yearly average was developed using five years of the most recent available data: 2016 to 2020. Children and teens aged 0 to 19.

⁶ Johnson RM, Barber C, Azrael D, Clark DE, Hemenway D. Who are the owners of firearms used in adolescent suicides? Suicide and Life-Threatening Behavior. 2010;40(6):609-611.

⁷ New York City Police Department, “Active Shooter: Recommendations and Analysis for Risk Mitigation,” 2016, <https://on.nyc.gov/2nWHM4O>. The New York City Police Department (NYPD) defines an active shooter as “a person(s) actively engaged in killing or attempting to kill people in a confined and populated area.” In its definition, The Department of Homeland Security notes that, “in most cases, active shooters use firearm(s) and there is no pattern or method to their selection of victims.” Everytown limited its analysis of this data to incidents that took place in K–12 schools and defined school-age as under the age of 21.

⁸ [Everytownresearch.org/solution/responsible-gun-storage/](https://everytownresearch.org/solution/responsible-gun-storage/)

WHEREAS, the U.S. Secret Service National Threat Assessment Center recommends the importance of appropriate storage of weapons because 76 percent of school shooters used firearms acquired from the homes of parents or close relatives⁹;

WHEREAS, across the country, lawmakers, community members, and local leaders are working together to implement public awareness campaigns, such as the Be SMART program, which encourages secure gun storage practices and highlights the public safety risks of unsecured guns;

WHEREAS, State law imposes penalties on adults when a minor under the age of 14 years without a FOID card gains access to unsecure firearms without the lawful permission of the minor's parent, guardian, or person having charge of the minor¹⁰;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 5, MCLEAN AND WOODFORD COUNTIES, ILLINOIS, AS FOLLOWS:

Section 1. The Superintendent is directed to update student handbooks to include information about safe gun storage and the legal obligations regarding the secure storage of firearms.

Section 2. The Board and Superintendent will continue to work with local law enforcement agencies, health agencies, and non-profits to collaborate and increase efforts to inform District stakeholders about the legal obligations regarding the secure storage of firearms.

Section 3. This Resolution shall be in full force and in effect upon its passage.

PASSED BY THE BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 5, MCLEAN AND WOODFORD COUNTIES, ILLINOIS, IN REGULAR AND PUBLIC SESSION THIS 19th DAY OF OCTOBER, 2022.

AYES:

NAYS:

ABSENT:

President, Board of Education

ATTEST:

Secretary, Board of Education

⁹ https://www.secretservice.gov/sites/default/files/2020-04/Protecting_Americas_Schools.pdf

¹⁰ [720 ILCS 5/24-9](#)

Exhibit - Request for Establishment of Student Activity Fund

To be submitted to the Business Manager

Permission is hereby requested to establish a Student Activity Fund for the purposes below:

School Name Towanda Elementary

Student Activity Fund Name Art Fund

To be completed by Accounting Department:	
Account Number - Revenue	_____
Account Number - Expenditure	_____

1. The purpose of the proposed Student Activity Fund is fund raiser to be able to purchase art supplies for our school throughout the year.

2. Income in support of this Student Activity Fund will be obtained from the following sources:

ART TO REMEMBER FUND RAISER

3. Expenditures from this Student Activity Fund will be for these purposes: _____

Art supplies

4. Authorized Signatures:

The following individuals are authorized to initiate expenditures from this fund:

<u>N/A</u>	<u>Olivia Kath and Karen Eilts</u>
Student Representative	Faculty Advisor

5. Other Comments: funds will be used by art teachers, Olivia Kath & Karen Eilts

Marlynn Benning
Principal

This request was approved by the Board of Education on _____

_____ Business Manager _____ Date