

## Regular Meeting

Wednesday, May 15, 2019 7:00 PM

Administration Building, 7450 S Wolf Road, Burr Ridge, IL 60527

### I. Roll Call / Visitors

### II. Pledge of Allegiance (1 Minute)

III. Open Forum: Board Policy 2:230 (those wishing to speak will be given time to address the Board regarding agenda or non-agenda items)

### IV. \* Consent Agenda (5 Minutes)

IV.A. Approve Regular Meeting Minutes of April 17, 2019

IV.B. Approve Closed Session Minutes of April 17, 2019

IV.C. Approve Special Meeting Minutes of April 23, 2019

IV.D. Approve Payment of April Payroll/May Warrants

IV.E. Approve Food Service Contract

IV.F. Approve Paper Bid

IV.G. Approve Audit Services

IV.H. Approve Transportation Contract

IV.I. Approve Cleaning Services

IV.J. Approve Consolidated District Plan

IV.K. Approve the Final FY19 School Calendar

IV.L. Approve School Board (sec. 2) Board Policies

IV.M. Approve May 2019 Personnel Report

### V. Reports and Discussion Items

#### V.A. Informational Updates (5 Minutes)

V.A.1. Library Update

V.A.2. Strategic Blueprint Update

#### V.B. Administration Reports

V.B.1. World Language Update (30 Minutes)

V.B.2. Middle School Schedule Change (30 Minutes)

V.B.2.a. Approve Revised Middle School Schedule

V.B.3. **Food Service Update and Fees** (10 Minutes)

V.B.4. **Summer Construction Update** (15 Minutes)

V.B.5. **Board of Education Information Requests** (5 Minutes)

V.B.5.a. **\*Approve Board of Education Information Requests**

VI. **Items for Next Agenda:**  
(5 Minutes)

VI.A. **SEL Committee Update; Spring Testing Report; Freshman Survey; Superintendent Performance Evaluation; Board Self-Evaluation; School Safety Recommendations; Approve Spanish Resource; Approve Prevailing Wage Resolution; Approve Voluntary Student Insurance; Approve Transfer of Interest; Approve Payment of June 30 Bill List; Approve Payment of July Board meeting Bill List; Class Size Planning Update (written); Extra-curricular Report (Written).**

VII. **Open Forum: Board Policy 2:230** (those wishing to speak will be given time to address the Board regarding agenda or non-agenda items)

VIII. **Closed Session** (30 Minutes)

VIII.A. **The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District.**

VIII.B. **Collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees.**

IX. **Adjournment**

MINUTES OF THE BOARD OF EDUCATION

Regular Meeting Administration Building 7:00 p.m.– 9:01 p.m. April 17, 2019

Members Present:

- Mark Mirabile, Presiding Officer
Jon Buralli
Vipul Dedhia
Mary Lenzen
David Negrón
Michael Rak
Kristin Violante

ROLL CALL AND VISITORS

Present with Superintendent Dave Palzet were staff members Erika Sawosko, Jennifer Ban, Frank Adams, Kathleen Tomei, Debbie Lubeck, Griffin Sonntag, Brianne Malatt, Karyn Lisowski, Jill Beronio and Tanya Kim; and Kevin Gordon, Kriha Law.

PLEDGE OF ALLEGIANCE

The middle school student council led the pledge of allegiance.

ACTION NO. 26 Consent Agenda

Motion by Buralli, seconded by Lenzen, that the Board of Education approve the amended (due to a change in a bill amount) consent agenda consisting of: regular meeting minutes of March 20, 2019; closed session meeting minutes of March 20, 2019; payment of March Payroll/April Warrants; Board Policy 2:230; FY20 Parent Student Handbook; Intergovernmental Agreement with LaGrange Library; April 2019 Personnel Report containing the resignation of Stephanie Pragides, instructional aide, effective the end of the 2018-19 school year; hiring of James Nichin, instructional aide effective April 1, 2019; and a Resolution of Dismissal of Educational Support Personnel for Reasons other than Reduction in Force; and Resolution for Honorable Dismissal of Part-Time Educational Support Personnel. Motion carried by a roll call vote of 7 ayes (Buralli, Dedhia, Lenzen, Mirabile, Negrón, Rak, Violante).

REPORTS AND DISCUSSION ITEMS

Strategic Blueprint Superintendent Palzet updated the Board on the progress made in the area of Building Learning Environments of our Strategic Blueprint. In the area of safety and security, installation of the hardware for our crisis bags has begun. The purposes of these crisis bags are to provide first aid support in the event of an active crisis within our schools. Likewise, monitors have been installed in both school offices. These monitors will broadcast the view from each buildings' cameras and will allow staff and administration to oversee happenings around the campus. This will act as a deterrent to wrongdoing. The district continues the evolution of flexible use of classroom spaces within our schools, and our third grade teachers will pilot new furniture next year. Third grade teachers developed a plan that outlines how updated furniture would impact instruction, and then met with a classroom designer to select items that would help them accomplish these instructional goals.

Library Update

For the better part of this year, the district has been working on a plan to update the libraries in both schools. To develop this plan, the district convened a Library 2.0 committee to study the idea of updated libraries and make recommendations to the Board. Additionally, the district published a special newsletter and hosted a town hall meeting to better inform the community. Over the course of the past month, a pre-bid meeting and a bid opening was held. Dr. Palzet informed the Board that the district had five bid-submitting contractors. The library update project was awarded to the lowest qualified bidder, FBG Corporation of Elmhurst, IL for a cost not to exceed \$1,628,000.

ACTION NO. 27

## Library Construction

Motion by Rak, seconded by Negron, that the Board of Education approve the bid from FBG Corporation for library renovations in the amount of \$1,628,000. Motion carried by a roll call vote of 7 ayes (Buralli, Dedhia, Lenzen, Mirabile, Negron, Rak, Violante).

Middle School Schedule Recommendation

Over the course of the school year, middle school principal Griffin Sonntag has been working with his staff to achieve our strategic blueprint action step *to establish building and district schedules allowing staff the time to have the greatest impact on teaching and learning*. The new schedule would allow for a 10-period day and would allow for daily Spanish as well as resource and math/reading lab on a daily basis. Likewise, all students would have additional time for math. Finally, the new schedule allows for teachers to have team and department plan time which was not possible in the previous schedule. To make the new schedule work, an additional teacher would need to be hired.

Middle School Gym Floor Update

The district administration has spent the last two years focused on improvements to the failing gym floor in the North Gym at the Middle School. During this time, we have worked to hold the contractors and the installers of our current gym floor accountable for installation issues that have caused the floor to de-bond from the slab. The administration also considered a new floor bid package that would allow us to obtain the true price of a synthetic athletic floor and a wood athletic floor. The cost of a synthetic athletic floor is \$229,800 and the cost of a wood athletic floor is \$260,800. Both options include appropriate moisture mitigation.

ACTION NO. 28

## Middle Gym Floor

Motion by Violante, seconded by Dedhia, that the Board of Education approve the middle school wood athletic flooring replacement bid from Top Performance in the amount of \$260,800. Motion carried by a roll call vote of 7 ayes (Buralli, Dedhia, Lenzen, Mirabile, Negron, Rak, Violante).

Review School Board (sec. 2) Board Policies

The Board reviews its policies to ensure that the current policy reflects the current realities of running a school district. This month the School Board (sec. 2) Board Policies are up for review. Once reviewed, these policies will be on the May Consent Agenda for approval.

Review of Service Provider Bids/Contracts

In an effort to ensure that the District is getting the best value from contracted service providers, District contracts are reviewed annually. Business Manager Frank Adams reviewed our contracts and made recommendations for paper, transportation, auditing, food, and custodial services.

Board of Education Information Requests

No requests were made at this time.

NEXT AGENDA

Items submitted for the Organizational meeting:  
Proclamation of Results; Oath of Office; Election of President, Vice President, and Secretary;  
Appointment of Recording Secretary; Establish Regular Meeting Day, Time and Location.  
Items submitted for the May agenda include:  
Approve Middle School Schedule Recommendation; Approve FY19 Final School Calendar;  
Spanish Program Update and Recommendation; Summer Construction Update; Approve  
Paper Bid; Approve Cleaning Service Contract; Approve Transportation Contract; Approve  
Auditing; Approve Food Service Contract; Approve Grants; Approve School Board (sec. 2)  
Board Policies; Food Service Update and Hot Lunch Fees.

ACTION NO. 29

Closed Session

Motion by Lenzen, seconded by Buralli, that the Board of Education go into closed session at 8:12 p.m. to discuss Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the findings shall be recorded and entered into the closed meeting minutes; . Motion carried by a roll call vote of 7 ayes (Buralli, Dedhia, Lenzen, Mirabile, Negron, Rak, Violante).

The Board came out of closed session at 9:00 p.m.

ACTION NO. 30

Ltr re: TTO Lawsuit

Motion by Buralli, seconded by Lenzen, that the Board of Education approve direction to legal counsel to work with Board President, Superintendent and their designees to collect information regarding Lyons Township Treasurer Office (TTO) operational activities and costs and litigation costs related to TTO/District 204 lawsuit. Motion carried by a roll call vote of 6 ayes (Buralli, Dedhia, Lenzen, Mirabile, Negron, Rak) abstain - Violante.

ADJOURNMENT

Motion by Rak, seconded by Dedhia, that the regular meeting adjourns at 9:01 p.m. Voice vote. Motion carried.

App. \_\_\_ President \_\_\_\_\_ Secretary \_\_\_\_\_

**MINUTES OF THE BOARD OF EDUCATION**

Special Meeting Administration Building 6:00 p.m.– 6:20 p.m. April 23, 2019

Members Present:

Mark Mirabile, Presiding Officer  
Jon Buralli  
Vipul Dedhia – arrived 6:03p.m.  
Mary Lenzen  
David Negron  
Kristin Violante

Absent:

Michael Rak

ROLL CALL AND VISITORS

Present with Superintendent Dave Palzet were staff members Erika Sawosko, Frank Adams, Brianne Malatt, Julie Crist, and Andrea Mars; residents Charles Zona, Joy Tristano, Kim Garcia, Rosa Gutierrez, Linda Dishman, Mandy Johnson, and the Tristano Family.

PLEDGE OF ALLEGIANCE

Outgoing Board member Vipul Dedhia led the pledge of allegiance.

BOARD MEMBER RECOGNITION

Board members and Superintendent Dave Palzet thanked the outgoing Board members for their dedication to the district.

OPEN FORUM

Resident Kim Garcia thanked Vipul Dedhia for his service on the Board.

SCHOOL BOARD ELECTION

Based on April 2, 2019 election results, the following motion was made:

ACTION NO. 31  
Election Results

Motion by Buralli, seconded by Lenzen, that the Board of Education proclaims the following results of the April 2, 2019 election: elected to four-year terms: David Negron, Charles Zona, and write-in candidate Joy Tristano; and two year term: Mark Mirabile. Motion carried by a roll call of 6 ayes (Buralli, Dedhia, Lenzen, Mirabile, Negron, Violante) absent - Rak.

Board Vice President Kristin Violante administered the oath of office to elected Board members David Negron, Charles Zona, Joy Tristano, and Mark Mirabile.

ACTION NO. 32  
President Pro Tem

Motion by Lenzen, seconded by Buralli, that the Board of Education appoint Kristin Violante as President Pro-Tem until the Board President is elected. Motion carried by a roll call of 7 ayes (Buralli, Lenzen, Negron, Mirabile, Tristano, Violante, Zona).

Organization of Board

ACTION NO. 33  
President

Motion by Negron, seconded by Buralli, that the Board of Education appoint Mark Mirabile President effective April 23, 2019 for a two year term. Motion carried by a roll call of 7 ayes (Buralli, Lenzen, Negron, Mirabile, Tristano, Violante, Zona).

- ACTION NO. 34            Motion by Lenzen, seconded by Mirabile, that the Board of Education appoint Kristin  
Vice President            Violante as Vice President effective April 23, 2019 for a two year term. Motion carried by a  
roll call of 7 ayes (Buralli, Lenzen, Negron, Mirabile, Tristano, Violante, Zona).
- ACTION NO. 35            Motion by Violante, seconded by Negron, that the Board of Education appoint Mary  
Board Secretary            Lenzen as Board Secretary without pay effective April 23, 2019 for a two year term. Motion  
carried by a roll call of 7 ayes (Buralli, Lenzen, Negron, Mirabile, Tristano, Violante, Zona).
- ACTION NO. 36            Motion by Buralli, seconded by Lenzen, that the Board of Education appoint Erika Sawosko  
Recording Secretary        as Recording Secretary with pay effective April 23, 2019. Motion carried by a roll call of 7  
ayes (Buralli, Lenzen, Negron, Mirabile, Tristano, Violante, Zona).
- ACTION NO. 37            Motion by Lenzen, seconded by Buralli, that the Board of Education agreed to  
Meeting Date                schedule regular meetings of the Board of Education on the third Wednesday of the month,  
with the exception of no meeting in July, and a date change for August, at 7:00 p.m. in the  
administration building Board room and that the meeting schedule be published. Motion  
carried by a roll call of 7 ayes (Buralli, Lenzen, Negron, Mirabile, Tristano, Violante, Zona).
- ACTION NO. 38            Motion by Lenzen, seconded by Violante, that the Board of Education appoint Jon Buralli as  
IASB Board Rep             IASB Board Representative from April 23, 2019 for a two year term. Motion carried by a  
roll call of 7 ayes (Buralli, Lenzen, Negron, Mirabile, Tristano, Violante, Zona).
- ADJOURNMENT            Motion by Mirabile, seconded by Lenzen, that the special meeting adjourns at 6:20 p.m.  
Voice vote. Motion carried.

App. \_\_\_ President \_\_\_\_\_ Secretary \_\_\_\_\_

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1258      05/17/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Brade, William T						
Check Group:						
Reimburse for poetry unit books		1 0		V160560 4/29/2019	10.5.1001.4102.100.0000	\$147.18
					Check #: 0	
						PO/InvoiceTotal: <u>\$147.18</u>
						Vendor Total: <u>\$147.18</u>
Deaton, Nancy A						
Check Group:						
Reimburse for tuition		1 0		V26160 5/8/2019	10.5.2213.2300.300.0000	\$900.00
					Check #: 0	
						PO/InvoiceTotal: <u>\$900.00</u>
						Vendor Total: <u>\$900.00</u>
Lauermann, Jennifer						
Check Group:						
Reimburse for classroom supplies		1 0		V473707 4/29/2019	10.5.1002.4019.200.0000	\$154.44
					Check #: 0	
						PO/InvoiceTotal: <u>\$154.44</u>
						Vendor Total: <u>\$154.44</u>
Lorimer, Jolene M						
Check Group:						
Reimburse for book binding		1 0		V851602 4/29/2019	10.5.1001.4017.100.0000	\$30.45
					Check #: 0	
						PO/InvoiceTotal: <u>\$30.45</u>
						Vendor Total: <u>\$30.45</u>
Mars, Andrea L						
Check Group:						

**Pleasantdale School District 107**

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Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Reimburse for misc supplies		1	0	V457136 4/29/2019	10.5.1002.4019.200.0000	\$117.66
Reimburse for Wizard of Oz tickets		1	0	V457136. 4/29/2019	10.5.1002.4018.200.0000	\$84.00
					Check #: 0	
						PO/InvoiceTotal: <u>\$201.66</u>
						Vendor Total: <u>\$201.66</u>
Merchant, Dana						
Check Group:						
Reimburse for gr 6 pizza party supplies		1	0	V991086 4/29/2019	10.5.1650.4000.200.0000	\$16.06
					Check #: 0	
						PO/InvoiceTotal: <u>\$16.06</u>
						Vendor Total: <u>\$16.06</u>
						Grand Total: <u>\$1,449.79</u>

End of Report

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257      05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
<b>All-Types Elevators Inc</b>						
Check Group:						
Service elevator/admin bldg		1	0	9840825 4/19/2019	20.5.2540.3201.200.0000	\$257.00
Elevator inspection		1	0	9841038 4/29/2019	20.5.2540.3192.300.0000	\$503.20
					Check #: 0	
					PO/InvoiceTotal:	\$760.20
					Vendor Total:	\$760.20
<b>Amazon Capital Services, Inc</b>						
Check Group:						
Lanyard		1	0	1DGT-GX9V-HD1 6. 5/2/2019	10.5.1001.4104.100.0000	\$10.44
					Check #: 0	
					PO/InvoiceTotal:	\$10.44
Check Group:						
Espoma AP8 8 Qt organic potting soil		1	190561	13RX-XLW3-GNV 7 4/12/2019	10.5.1125.4000.100.0000	\$13.98
Expo dry erase whiteboard cleaning spray 1 Gal		1	190561	13RX-XLW3-GNV 7 4/12/2019	10.5.1125.4000.100.0000	\$23.99
Dry erase surface cleaner, 8 oz spray bottle		1	190561	13RX-XLW3-GNV 7 4/12/2019	10.5.1125.4000.100.0000	\$25.54
					Check #: 0	
					PO/InvoiceTotal:	\$63.51
Check Group:						
10-drawer organizer cart multi-color		1	190565	1DGT-GX9V-HD1 6 5/2/2019	10.5.1001.4104.100.0000	\$42.15

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257      05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Post it pop up notes		1	190565	1DGT-GX9V-HD1 6 5/2/2019	10.5.1001.4104.100.0000	\$11.65
dry erase film whiteboard solution		1	190565	1DGT-GX9V-HD1 6 5/2/2019	10.5.1001.4104.100.0000	\$49.13
scotch magic tape 6 rolls		1	190565	1DGT-GX9V-HD1 6 5/2/2019	10.5.1001.4104.100.0000	\$11.18
3 in 1 stapler, pink		1	190565	1DGT-GX9V-HD1 6 5/2/2019	10.5.1001.4104.100.0000	\$7.56
low odor dry erase markers assorted		1	190565	1DGT-GX9V-HD1 6 5/2/2019	10.5.1001.4104.100.0000	\$12.38
children finger paint washable		1	190565	1DGT-GX9V-HD1 6 5/2/2019	10.5.1001.4104.100.0000	\$21.50
papermate mirado blk pencil		1	190565	1DGT-GX9V-HD1 6 5/2/2019	10.5.1001.4104.100.0000	\$5.48
file folders letter size assorted		1	190565	1DGT-GX9V-HD1 6 5/2/2019	10.5.1001.4104.100.0000	\$15.90
neenah exact index 8.5 x 11 inches		1	190565	1DGT-GX9V-JRG V 5/2/2019	10.5.1001.4104.100.0000	\$6.85
Storex durable organizer		2	190565	1LCM-3KMN-J9G 4 4/27/2019	10.5.1001.4104.100.0000	\$76.69
Construction paper 12"x18" assorted		1	190565	1LCM-3KMN-J9G 4 4/27/2019	10.5.1001.4104.100.0000	\$50.14
post it notes 4in x 6in lined		1	190565	1LCM-3KMN-J9G 4 4/27/2019	10.5.1001.4104.100.0000	\$9.71

## Pleasantdale School District 107

### Voucher Detail Listing

Voucher Batch Number: 1257

05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
uni-ball rollerball pen 0.7mm		1	190565	1LCM-3KMN-J9G 4 4/27/2019	10.5.1001.4104.100.0000	\$14.21
sharpie picket highlighters, assorted		1	190565	1LCM-3KMN-J9G 4 4/27/2019	10.5.1001.4104.100.0000	\$7.37
expo block eraser 5 1/8w x 1 1/4 h		1	190565	1LCM-3KMN-J9G 4 4/27/2019	10.5.1001.4104.100.0000	\$5.04
Check #: 0						
						PO/InvoiceTotal: <u>                    </u> \$346.94
Check Group:						
Washable blue paint		1	190575	1L6X-TLDT-JYCG 4/29/2019	10.5.1001.4109.100.0000	\$18.39
Washable violet paint		1	190575	1L6X-TLDT-JYCG 4/29/2019	10.5.1001.4109.100.0000	\$19.31
Washable brown paint		1	190575	1L6X-TLDT-JYCG 4/29/2019	10.5.1001.4109.100.0000	\$21.39
Washable orange paint		1	190575	1L6X-TLDT-JYCG 4/29/2019	10.5.1001.4109.100.0000	\$21.39
Washable Green paint		1	190575	1L6X-TLDT-JYCG 4/29/2019	10.5.1001.4109.100.0000	\$17.37
Washable yellow paint		1	190575	1L6X-TLDT-JYCG 4/29/2019	10.5.1001.4109.100.0000	\$15.94
Plants feed me		3	190575	1L6X-TLDT-JYCG 4/29/2019	10.5.1001.4109.100.0000	\$21.44
Jr. learning CVC Tri-Blocks tub word building set		1	190575	1L6X-TLDT-JYCG 4/29/2019	10.5.1001.4109.100.0000	\$22.61
Key Education Sentence building		1	190575	1L6X-TLDT-JYCG 4/29/2019	10.5.1001.4109.100.0000	\$16.16
Carson-Dellosa key Educ 52 puzzle piece		1	190575	1L6X-TLDT-JYCG 4/29/2019	10.5.1001.4109.100.0000	\$16.43

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257      05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
ECR4Kids Softzone carry me floor cushion		1	190575	1L6X-TLDT-JYCG 4/29/2019	10.5.1001.4109.100.0000	\$81.80
				Check #: 0		
					PO/InvoiceTotal:	\$272.23
Check Group: Low odor dry erase markers		1	190591	1DGT-GX9V-LPX M 5/3/2019	10.5.1001.4109.100.0000	\$27.61
				Check #: 0		
					PO/InvoiceTotal:	\$27.61
					Vendor Total:	\$720.73
Apple Computer, Inc						
Check Group: 13-inch MacBook Air: 1.8GHz dual-core Intel Core i5, 128GB		1	190551	AA13952390 4/16/2019	10.2.0481.0000.000.9960	\$849.00
				Check #: 0		
					PO/InvoiceTotal:	\$849.00
Check Group: Apple Pencil (1st generation)(part number MK0C2AM/A)		2	190576	AA16355508 4/30/2019	10.5.2225.4000.200.0000	\$178.00
				Check #: 0		
					PO/InvoiceTotal:	\$178.00
					Vendor Total:	\$1,027.00
Area Salt Chemical, Inc						
Check Group: Salt		1	0	251615 1/14/2019	20.5.2540.4000.300.0000	\$1,830.25
Salt		1	0	251616 1/24/2019	20.5.2540.4000.300.0000	\$1,970.00

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257      05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Salt		1 0		252428 2/15/2019	20.5.2540.4000.300.0000	\$1,458.75
					Check #: 0	
						PO/InvoiceTotal: \$5,259.00
						Vendor Total: \$5,259.00
Association for Middle Level Education						
Check Group:						
Membership dues/Sonntag		1 0		V791497 4/29/2019	10.5.2410.6400.200.0000	\$49.99
					Check #: 0	
						PO/InvoiceTotal: \$49.99
						Vendor Total: \$49.99
AT&T						
Check Group:						
Apr 25-May 24 phone charge		1 0		630662013904/19 4/25/2019	20.5.2540.3400.100.0000	\$208.89
Apr 25-May 24 phone charge		1 0		630662013904/19 4/25/2019	20.5.2540.3400.200.0000	\$209.23
Apr 16-May 15 phone chg		1 0		630R06123504-1 9-19 4/16/2019	20.5.2540.3400.300.0000	\$790.28
Apr 16-May 15 phone chg		1 0		630R06123504-1 9-19 4/16/2019	20.5.2540.3400.200.0000	\$590.83
Apr 16-May 15 phone chg		1 0		708R06290004-1 9 4/16/2019	20.5.2540.3400.100.0000	\$664.23
					Check #: 0	
						PO/InvoiceTotal: \$2,463.46
						Vendor Total: \$2,463.46
AT&T Long Distance						
Check Group:						

**Pleasantdale School District 107**

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Voucher Batch Number: 1257      05/15/2019

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Mar 6-Apr 3 long distance chg		1	0	V311246 4/6/2019	20.5.2540.3400.100.0000	\$11.81
Mar 6-Apr 3 long distance chg		1	0	V311246 4/6/2019	20.5.2540.3400.200.0000	\$4.77
Mar 6-Apr 3 long distance chg		1	0	V311246 4/6/2019	20.5.2540.3400.300.0000	\$2.39
Check #: 0						
PO/InvoiceTotal:						\$18.97
Vendor Total:						\$18.97
Attainment Company, INC						
Check Group:						
Hodson computerized Assessment of Phonological Processes		1	190537	301409A 4/5/2019	10.5.1210.4000.100.0000	\$136.50
Check #: 0						
PO/InvoiceTotal:						\$136.50
Vendor Total:						\$136.50
Blick Art Materials						
Check Group:						
Craft roll paper 36x1000 yellow		1	190508	1368985 4/4/2019	10.5.1001.4000.100.0000	\$69.80
Craft roll paper 36x1000 Pink		1	190508	1368985 4/4/2019	10.5.1001.4000.100.0000	\$68.65
Craft roll paper 36x1000 Green		1	190508	1368985 4/4/2019	10.5.1001.4000.100.0000	\$57.98
Craft roll paper 36x1000 Brown		1	190508	1368985 4/4/2019	10.5.1001.4000.100.0000	\$63.28
Craft roll paper 36x1000 Orange		1	190508	1368985 4/4/2019	10.5.1001.4000.100.0000	\$73.45
Craft roll paper 36x1000 Dark Blue		1	190508	1368985 4/4/2019	10.5.1001.4000.100.0000	\$61.87

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257      05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Craft roll paper 36x1000 Black		1	190508	1368985 4/4/2019	10.5.1001.4000.100.0000	\$63.73
Check #: 0						
PO/InvoiceTotal:						\$458.76
Check Group:						
Block Print ink		1	190566	1460305 4/25/2019	10.5.1001.4002.100.0000	\$11.56
Block Print ink		1	190566	1460305 4/25/2019	10.5.1001.4002.100.0000	\$11.56
Block Print ink		1	190566	1460305 4/25/2019	10.5.1001.4002.100.0000	\$11.56
block Print ink		1	190566	1460305 4/25/2019	10.5.1001.4002.100.0000	\$11.56
block Print ink		1	190566	1460305 4/25/2019	10.5.1001.4002.100.0000	\$11.56
block Print ink		1	190566	1460305 4/25/2019	10.5.1001.4002.100.0000	\$11.56
block Print ink		1	190566	1460305 4/25/2019	10.5.1001.4002.100.0000	\$11.56
block Print ink		1	190566	1460305 4/25/2019	10.5.1001.4002.100.0000	\$11.56
block Print ink		1	190566	1460305 4/25/2019	10.5.1001.4002.100.0000	\$11.56
block Print ink		1	190566	1460305 4/25/2019	10.5.1001.4002.100.0000	\$11.56
Sharpie		6	190566	1460305 4/25/2019	10.5.1001.4002.100.0000	\$26.58
Brushes		1	190566	1460305 4/25/2019	10.5.1001.4002.100.0000	\$71.43
Tempera cakes		8	190566	1460305 4/25/2019	10.5.1001.4002.100.0000	\$60.16

**Pleasantdale School District 107**

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Tempera cakes		8	190566	1460305 4/25/2019	10.5.1001.4002.100.0000	\$93.28
fluorescent yellow		2	190566	1460305 4/25/2019	10.5.1001.4002.100.0000	\$7.52
Fluorescent Chartreuse		2	190566	1460305 4/25/2019	10.5.1001.4002.100.0000	\$7.52
modeling clay		1	190566	1460305 4/25/2019	10.5.1001.4002.100.0000	\$47.98
Chenille stems pink 12 IN		1	190566	1460305 4/25/2019	10.5.1001.4002.100.0000	\$1.58
Chenille stems asst 100 Pk		2	190566	1460305 4/25/2019	10.5.1001.4002.100.0000	\$3.16
Check #: 0						
PO/InvoiceTotal:						\$434.81
Vendor Total:						\$893.57
Brookfield Cab						
Check Group:						
March student transportation		1	0	1485 3/27/2019	40.5.2550.3310.300.0000	\$175.00
Check #: 0						
PO/InvoiceTotal:						\$175.00
Vendor Total:						\$175.00
Card Imaging						
Check Group:						
Fob cards		1	0	115990-A 4/29/2019	20.5.2540.4000.300.0000	\$223.50
Check #: 0						
PO/InvoiceTotal:						\$223.50
Vendor Total:						\$223.50

Chicago Metropolitan Fire Prevention Co

**Pleasantdale School District 107**

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
<b>Check Group:</b>						
Apr-Jun fire alarm radio maintenance, use and monitoring		1 0		IN00303465 4/15/2019	90.5.2530.3200.300.0000	\$99.00
					Check #: 0	
						PO/InvoiceTotal: \$99.00
						Vendor Total: \$99.00
<b>Coit Drapery Cleaners, Inc</b>						
<b>Check Group:</b>						
Stage drapery and rods		1 0		C-040719-D 4/5/2019	10.5.1002.5500.200.0000	\$2,385.00
					Check #: 0	
						PO/InvoiceTotal: \$2,385.00
						Vendor Total: \$2,385.00
<b>Cook County Treasurer</b>						
<b>Check Group:</b>						
Jan-Mar traffic light		1 0		2019-1 4/3/2019	20.5.2540.3294.300.0000	\$24.00
					Check #: 0	
						PO/InvoiceTotal: \$24.00
						Vendor Total: \$24.00
<b>DEMCO</b>						
<b>Check Group:</b>						
magbox Acrylic Display For Standard Size Periodical 2/Box		2 190555		6590723 4/12/2019	10.5.2220.4000.200.0000	\$145.95
					Check #: 0	
						PO/InvoiceTotal: \$145.95
						Vendor Total: \$145.95
<b>Dominic Imburgia</b>						
<b>Check Group:</b>						

**Pleasantdale School District 107**

**Voucher Detail Listing**

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
April blog and website support		1	0	V255889 4/29/2019	10.5.2310.3100.300.0000	\$33.20
					Check #: 0	
					PO/InvoiceTotal:	\$33.20
					Vendor Total:	\$33.20
Doris Ann Dornberger						
Check Group:						
April 23, 25 social worker services		1	0	V153132 5/9/2019	10.5.2110.1001.100.0000	\$1,015.00
April 30 and May 2 social worker services		1	0	V153132 5/9/2019	10.5.2110.1001.100.0000	\$945.00
					Check #: 0	
					PO/InvoiceTotal:	\$1,960.00
					Vendor Total:	\$1,960.00
Dost Valuation Group LTD						
Check Group:						
Complete appraisal for Franczek PC prepared for submission to PTAB		1	0	1441 4/7/2019	10.5.2310.3100.300.0000	\$2,250.00
					Check #: 0	
					PO/InvoiceTotal:	\$2,250.00
					Vendor Total:	\$2,250.00
First Student, Inc						
Check Group:						
April regular route		1	0	11575464 5/2/2019	40.5.2550.3310.300.0000	\$58,669.38
KDG route		1	0	11575464 5/2/2019	40.5.2550.3310.300.0000	\$1,858.92
Band route		1	0	11575464 5/2/2019	40.5.2550.3314.300.0000	\$3,717.84

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Late route		1	0	11575464 5/2/2019	40.5.2550.3313.300.0000	\$2,478.56
Math shuttle		1	0	11575464 5/2/2019	40.5.2550.3310.300.0000	\$1,281.20
Scholastic bowl		1	0	91230 4/22/2019	40.5.2550.3312.300.0000	\$232.87
Gr 1 to Drury Lane Theatre		1	0	91231 4/22/2019	40.5.2550.3312.300.0000	\$357.30
Scholastic bowl		1	0	91232 4/22/2019	40.5.2550.3312.300.0000	\$232.87
MS boys volleyball		1	0	91233 4/22/2019	40.5.2550.3311.300.0000	\$232.87
Gr 8 tour of LTHS		1	0	91234 4/22/2019	40.5.2550.3312.300.0000	\$522.60
MS softball		1	0	91235 4/22/2019	40.5.2550.3311.300.0000	\$232.87
MS volleyball		1	0	91236 4/22/2019	40.5.2550.3311.300.0000	\$227.15
Boys volleyball		1	0	91237 4/22/2019	40.5.2550.3311.300.0000	\$232.87
Gr 6 to Naper Settlement		1	0	94338 4/29/2019	40.5.2550.3312.300.0000	\$1,002.63
Scholastic bowl		1	0	94339 4/29/2019	40.5.2550.3312.300.0000	\$232.87

Check #: 0

PO/InvoiceTotal:	<u>\$71,512.80</u>
Vendor Total:	\$71,512.80

Follett School Solutions

Check Group:

3x4, three times four with	1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$11.21
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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Aircraft		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$19.51
An anthology of intriguing		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$17.19
The Baby-sitters club. 6		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$16.29
Back in time : the second		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$12.94
Baseball's best and worst		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$21.54
Basketball break		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$17.04
The battle of D-Day, 1944		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$11.06
Bizarro : an origin story		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$4.95
The boys start the war		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$12.46
The brilliant world of Tom		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$13.16
Can an aardvark bark?		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$15.49
Catwoman : an origin story		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$4.95
Cooking queen		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$9.72
The creepy case files of		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$15.86
Deinonychus		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$21.54

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
The dinosaur expert		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$15.49
Diplodocus		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$21.54
Dog Man. A tale of two		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$8.69
Dog Man. Brawl of the wild		2	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$17.38
Doggy day care		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$10.86
Duck soup		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$15.49
Flop to the top!		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$11.21
Frankly, Frannie		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$11.66
The Gingerbread Man and the		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$15.49
Hammerhead vs. bull shark		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$10.36
Harold loves his woolly		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$15.49
Harry the dirty dog		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$13.23
Hector's hiccups		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$16.04
Hilo. Book 2,Saving the		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$16.99
Hilo. Book 3,The great		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$16.99

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Hilo. Book 5,Then everything		2	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$33.98
Hip-hop lollipop		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$15.49
Jak and the magic nano-bean		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$5.95
Joan Procter, dragon doctor		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$15.49
The Joker : an origin story		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$4.95
The joumey through time		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$12.94
Julian is a mermaid		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$14.64
Jungle animals : an augment		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$24.04
Junie B. Jones is not a		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$10.86
The last kids on Earth		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$12.09
Lex Luthor : an origin story		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$4.95
Listen to my trumpet!		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$8.69
Little Red Rodent Hood		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$12.09
The missing mouse		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$16.04
Owls are good at keeping		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$20.99

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Pig the pug		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$17.29
Pig the winner		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$12.94
Planting stories : the life		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$15.49
Polar bear, polar bear		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$19.46
The Princess in Black and		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$12.94
Restart		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$12.86
Ruby the copycat		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$12.46
Saving Winslow : a novel		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$18.76
Scaredy squirrel		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$14.61
Stink and the attack of the		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$10.76
Stink and the shark sleep		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$10.76
Stink, the incredible shrinking		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$10.76
Surviving the Iditarod		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$24.54
A tail of Camelot		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$12.46
Take a hike, Miles and Spike		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$14.64

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Team up!		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$13.23
Teen Titans go! But games		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$16.50
The Terrible Two's last		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$12.09
There are no bears in this		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$20.99
Totally amazing facts about		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$18.04
Tyrannosaurus rex vs. Edna		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$15.49
Who is Pele?		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$15.99
Cataloging and Processing		1	190419	412205-A F 3/25/2019	10.5.2220.4300.100.0000	\$68.45
Check #: 0						
						PO/InvoiceTotal: <u>                    </u> \$1,056.52
Check Group:						
A to Z of science		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$17.19
Absolutely everything!		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$18.89
The Ambrose deception		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$14.64
The Assassination of Bran		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$21.44
The bad beginning		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$13.23
Big Nate : thunka, thunka		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$14.96

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Big Nate : welcome to my		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$14.96
Brazen : rebel ladies who		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$21.44
Chasing King's killer		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$20.86
Children of blood and bone		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$16.34
The collectors		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$14.64
The complete cookbook for		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$17.19
D-Day : the World War II		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$14.64
The dollar kids		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$15.49
Echo's sister		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$14.64
Extreme biology		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$13.96
First generation : 36 trail		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$16.34
Five feet apart		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$16.34
Giants beware!		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$22.17
Hey, kiddo		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$21.44
The house that Lou built		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$14.64

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Hurricane Child		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$19.46
Itch! : everything you		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$14.64
The Kane chronicles.		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$16.16
The last ending		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$15.49
The last life of Prince		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$14.64
Louisiana's way home		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$14.64
The miserable mill		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$16.66
The Nameless City. 3		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$18.89
Percy Jackson & the Olympians		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$18.89
The perfect secret		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$14.64
The periodic table : elem		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$17.66
Phoebe and her unicorn		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$14.96
The poet X		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$15.49
The raging storm		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$17.99
The red pyramid : the gra		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$16.16

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257      05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Robots and drones : past		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$18.56
Sanity & Tallulah		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$11.24
The science of breakable		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$14.64
Something rotten : a fresh		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$14.64
Spooked! : how a radio broadcast		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$16.31
They call me Guero : a		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$17.30
Two truths and a lie		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$15.49
Two truths and a lie : it		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$15.76
The vile village		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$16.66
The wide window		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$13.23
Wishing day		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$12.46
A wrinkle in time : the		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$21.26
Cataloging and Processing		1	190425	414647A B F 3/19/2019	10.5.2220.4300.200.0000	\$35.61
					Check #: 0	
						PO/InvoiceTotal: \$824.97
Check Group:						
The battle of D-Day, 1944		1	190492	442540 3/25/2019	10.5.2220.4300.200.0000	\$11.06

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257

05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Best. Night. Ever : a story		1	190492	442540 3/25/2019	10.5.2220.4300.200.0000	\$14.06
The big game		1	190492	442540 3/25/2019	10.5.2220.4300.200.0000	\$14.64
Big Nate : a good old-fashoin		1	190492	442540 3/25/2019	10.5.2220.4300.200.0000	\$14.96
Big Nate goes bananas!		1	190492	442540 3/25/2019	10.5.2220.4300.200.0000	\$14.96
Big Nate : silent but deadly		1	190492	442540 3/25/2019	10.5.2220.4300.200.0000	\$14.96
The Blazing Star		1	190492	442540 3/25/2019	10.5.2220.4300.200.0000	\$13.23
Craig & Fred : a Marine		1	190492	442540 3/25/2019	10.5.2220.4300.200.0000	\$12.46
A crystal of time		1	190492	442540 3/25/2019	10.5.2220.4300.200.0000	\$15.49
The element in the room		1	190492	442540 3/25/2019	10.5.2220.4300.200.0000	\$14.64
The elements book		1	190492	442540 3/25/2019	10.5.2220.4300.200.0000	\$19.74
Every shiny thing		1	190492	442540 3/25/2019	10.5.2220.4300.200.0000	\$14.64
Extreme physics : take		1	190492	442540 3/25/2019	10.5.2220.4300.200.0000	\$14.96
The forgetting spell		1	190492	442540 3/25/2019	10.5.2220.4300.200.0000	\$12.46
The hive queen		1	190492	442540 3/25/2019	10.5.2220.4300.200.0000	\$14.64
The storm runner		1	190492	442540 3/25/2019	10.5.2220.4300.200.0000	\$14.64

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257

05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
The Terrible Two's last		1	190492	442540 3/25/2019	10.5.2220.4300.200.0000	\$12.09
Timelines of everything		1	190492	442540 3/25/2019	10.5.2220.4300.200.0000	\$25.69
Trinity : a graphic history		1	190492	442540 3/25/2019	10.5.2220.4300.200.0000	\$12.91
What the night sings		1	190492	442540 3/25/2019	10.5.2220.4300.200.0000	\$17.19
Wings of fire : the graphic		1	190492	442540 3/25/2019	10.5.2220.4300.200.0000	\$17.36
Cataloging and processing		1	190492	442540 3/25/2019	10.5.2220.4300.200.0000	\$16.98

Check #: 0

PO/InvoiceTotal: \$333.76

Vendor Total: \$2,215.25

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Check Group:

March legal srv-PTAB		1	0	190229 4/9/2019	10.5.2310.3180.300.0000	\$435.00
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Check #: 0

PO/InvoiceTotal: \$435.00

Vendor Total: \$435.00

Girard Graphics And Design

Check Group:

Elementary school banner		1	0	3672 5/6/2019	10.5.1001.4000.100.0000	\$71.00
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Check #: 0

PO/InvoiceTotal: \$71.00

Vendor Total: \$71.00

Global Equipment Company, Inc.

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257      05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
Toilet paper dispenser		1	0	114144553 4/6/2019	20.5.2540.4000.300.0000	\$62.61
Toilet paper dispenser		1	0	114147754 4/8/2019	20.5.2540.4000.300.0000	\$30.35
Check #: 0						
PO/InvoiceTotal:						\$92.96
Vendor Total:						\$92.96
Goldstar Products Inc						
Check Group:						
Asphalt patch		1	0	0072046-IN 2/27/2019	20.5.2540.4000.300.0000	\$1,047.20
Check #: 0						
PO/InvoiceTotal:						\$1,047.20
Vendor Total:						\$1,047.20
Grand Prairie Transit						
Check Group:						
March transportation		1	0	RTINV1002853 3/31/2019	40.5.2550.3315.300.0000	\$6,380.82
Check #: 0						
PO/InvoiceTotal:						\$6,380.82
Vendor Total:						\$6,380.82
Groot Industries						
Check Group:						
May disposal/recycling		1	0	3358638 5/1/2019	20.5.2540.3210.300.0000	\$1,745.64
Check #: 0						
PO/InvoiceTotal:						\$1,745.64
Vendor Total:						\$1,745.64
Guitar Center Management						

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257      05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
Sonor Global Beat Deep Bass Xylophone with Fiberglass Bars		1	190535	ARINV48164747 4/4/2019	10.5.1002.4016.200.0000	\$660.00
Mitchell MU70 12-Fret Concert Ukulele Natural		1	190535	ARINV48165984 4/5/2019	10.5.1002.4016.200.0000	\$74.99
Nady QH-200 Stereo Headphones 40mm drivers with adjustable headband Black		6	190535	ARINV48165984 4/5/2019	10.5.1002.4016.200.0000	\$89.94
Squier Affinity Series Bronco Ball Guitar Black		1	190535	ARINV48165984 4/5/2019	10.5.1002.4016.200.0000	\$149.99
Studio 49 Easvcussion Alto Clockenspiel. Aa500		1	190535	ARINV48165984 4/5/2019	10.5.1002.4016.200.0000	\$110.00
On-Stage Ukulele Strap Black		2	190535	ARINV48273575 4/14/2019	10.5.1002.4016.200.0000	\$5.90
On-Stage Ukulele Strap Black		12	190535	ARINV48291446 4/15/2019	10.5.1002.4016.200.0000	\$35.40
On-Stage Ukulele Strap Black		5	190535	ARINV48317410 4/17/2019	10.5.1002.4016.200.0000	\$14.75

Check #: 0

PO/InvoiceTotal:	<u>\$1,140.97</u>
Vendor Total:	<u>\$1,140.97</u>

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Check Group:

CALKINS /CLIB FAIRY TALE SHELF GR 3-ISBN: 978-0-325-09023-8		1	190523	7057385 4/11/2019	10.5.1001.4103.100.0000	\$526.50
20% Discount Applied		1	190523	7057385 4/11/2019	10.5.1001.4103.100.0000	(\$97.50)

Check #: 0

PO/InvoiceTotal:	<u>\$429.00</u>
Vendor Total:	<u>\$429.00</u>

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257      05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
<b>Hodges Loizzi Eisenhammer Rodick &amp; Kohn</b>						
Check Group:						
Feb legal srv		1 0		44810 2/28/2019	10.5.2310.3180.300.0000	\$991.10
					Check #: 0	
						PO/InvoiceTotal: \$991.10
						Vendor Total: \$991.10
<b>IESA</b>						
Check Group:						
2020 Scholastic Bowl and annual membership/Sonntag		1 0		V904527 4/29/2019	10.5.2410.6400.200.0000	\$140.00
					Check #: 0	
						PO/InvoiceTotal: \$140.00
						Vendor Total: \$140.00
<b>Illinois Assoc of School Boards</b>						
Check Group:						
Glass upright		1 0		271210 4/22/2019	10.5.2310.4900.300.0000	\$110.00
					Check #: 0	
						PO/InvoiceTotal: \$110.00
						Vendor Total: \$110.00
<b>Illinois Principal Association</b>						
Check Group:						
IPA online workshop 5/30/19		1	190588	277672 4/26/2019	10.5.2410.3320.100.0000	\$290.00
					Check #: 0	
						PO/InvoiceTotal: \$290.00
						Vendor Total: \$290.00
<b>Infinite Connections, Inc</b>						
Check Group:						

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257

05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
E-rate consultant		1	0	S2087 4/28/2019	10.5.2520.3100.300.0000	\$3,800.00
					Check #: 0	
					PO/InvoiceTotal:	\$3,800.00
					Vendor Total:	\$3,800.00
Interstate Gas Supply, Inc						
Check Group:						
March natural gas sales		1	0	305422 4/30/2019	20.5.2540.4650.200.0000	\$2,918.26
March natural gas sales		1	0	305422 4/30/2019	20.5.2540.4650.100.0000	\$1,314.08
					Check #: 0	
					PO/InvoiceTotal:	\$4,232.34
					Vendor Total:	\$4,232.34
Jennifer Mehlman						
Check Group:						
Reimburse for new office chair		1	0	V337072 4/29/2019	10.5.1002.5500.200.0000	\$119.99
					Check #: 0	
					PO/InvoiceTotal:	\$119.99
					Vendor Total:	\$119.99
Just A Dash Catering						
Check Group:						
April hot lunches/ES		1	0	PD25 4/30/2019	10.5.2560.4040.300.0000	\$10,571.35
April hot lunches/MS		1	0	PD25. 4/30/2019	10.5.2560.4040.300.0000	\$11,802.26
					Check #: 0	
					PO/InvoiceTotal:	\$22,373.61
					Vendor Total:	\$22,373.61

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257      05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
<b>Kriha Law LLC</b>						
Check Group:						
Feb/Mar legal services		1 0		0319-107 4/24/2019	10.5.2310.3180.300.0000	\$1,250.00
					Check #: 0	
						PO/InvoiceTotal: \$1,250.00
						Vendor Total: \$1,250.00
<b>LaGrange Area Dept Of Special Education</b>						
Check Group:						
FY19 Assessment		1 0		FY19-300-107A 4/25/2019	10.5.4120.6713.300.0000	\$16,900.82
					Check #: 0	
						PO/InvoiceTotal: \$16,900.82
						Vendor Total: \$16,900.82
<b>Lakeshore Learning Materials</b>						
Check Group:						
Magna tiles starter set		1 0		2566340519. 5/1/2019	10.5.1125.4000.100.0000	\$39.74
					Check #: 0	
						PO/InvoiceTotal: \$39.74
Check Group:						
Preshcool Sand & Water Table		1	190594	2566340519 5/1/2019	10.5.1125.4000.100.0000	\$350.07
Magna-tiles Cars Expansion Set		2	190594	2566340519 5/1/2019	10.5.1125.4000.100.0000	\$35.10
Magna-tiles Starter Set		1	190594	2566340519 5/1/2019	10.5.1125.4000.100.0000	\$62.04
					Check #: 0	
						PO/InvoiceTotal: \$447.21
						Vendor Total: \$486.95

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257      05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
<b>Life Moments</b>						
Check Group:						
Spring newsletter		1	0	PDSD-19-5-8 5/8/2019	10.5.2310.3401.300.0000	\$3,010.00
Postage		1	0	PDSD-19-5-8 5/8/2019	10.5.2320.3400.300.0000	\$451.21
Check #: 0						
PO/InvoiceTotal:						\$3,461.21
Vendor Total:						\$3,461.21
<b>Lowery McDonnell</b>						
Check Group:						
Task Chair		3	190569	IN0002401 4/24/2019	20.5.2540.5501.200.0000	\$1,335.00
Endorse task chair		2	190569	IN0002401 4/24/2019	20.5.2540.5501.200.0000	\$852.00
Convergence mesh back task chair		2	190569	IN0002401 4/24/2019	20.5.2540.5501.100.0000	\$368.00
Check #: 0						
PO/InvoiceTotal:						\$2,555.00
Vendor Total:						\$2,555.00
<b>Mailfinance</b>						
Check Group:						
Feb 8-May 7 postage machine lease-MS		1	0	N7671505 4/6/2019	20.5.2540.5501.200.0000	\$489.03
May 29-Aug 28 postage machine lease		1	0	N7704618 4/27/2019	20.5.2540.5501.200.0000	\$491.67
Check #: 0						
PO/InvoiceTotal:						\$980.70
Vendor Total:						\$980.70
<b>Music Theatre International</b>						

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257      05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
Additional materials for Into the Woods musical		1 0		593294.1 10/31/2016	10.5.1500.4031.200.0000	\$108.50
Material fee for Lion King Jr musical		1 0		622266 10/16/2017	10.5.1500.4031.200.0000	\$1,022.00
Material fee for Little Mermaid Jr musical		1 0		657622 11/5/2017	10.5.1500.4031.200.0000	\$947.00
					Check #: 0	
						PO/InvoiceTotal: <u>\$2,077.50</u>
Check Group:						
Peter Pan Jr. Showkit and Materials		1	190324	695570 9/27/2018	10.5.1500.4031.200.0000	\$1,063.50
					Check #: 0	
						PO/InvoiceTotal: <u>\$1,063.50</u>
						Vendor Total: <u>\$3,141.00</u>
NASSP						
Check Group:						
Membership renewal/student council		1 0		9001160157 2/19/2019	10.5.1002.6400.200.0000	\$95.00
					Check #: 0	
						PO/InvoiceTotal: <u>\$95.00</u>
						Vendor Total: <u>\$95.00</u>
Nextera Energy Services						
Check Group:						
Jan 8-Feb 7 electric chg		1 0		362593509171 3/20/2019	20.5.2540.4660.100.0000	\$3,331.42
Jan 8-Feb 7 electric chg		1 0		362593509171 3/20/2019	20.5.2540.4660.200.0000	\$5,194.81
					Check #: 0	
						PO/InvoiceTotal: <u>\$8,526.23</u>

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257      05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						<b>Vendor Total:</b>
						<b>\$8,526.23</b>
<b>Nicor Gas</b>						
Check Group:						
Mar 19-Apr 15 heating chg		1 0		34-43-97-0000 5-4/19 4/17/2019	20.5.2540.4650.200.0000	\$711.83
Mar 21-Apr 18 heating chg		1 0		91-17-97-0000 9-4/19 4/19/2019	20.5.2540.4650.100.0000	\$404.10
						Check #: 0
						<b>PO/InvoiceTotal:</b>
						<b>\$1,115.93</b>
						<b>Vendor Total:</b>
						<b>\$1,115.93</b>
<b>NOBELUS</b>						
Check Group:						
8-Roll Pack of 25" A+ School Gloss Laminate Film- 1" Core-Gloss - 1.5 Mil (Order 8 rolls get 2 Free) with Free Shipping		1	190574	SIN064920  4/24/2019	10.5.1002.4000.200.0000	\$284.96
						Check #: 0
						<b>PO/InvoiceTotal:</b>
						<b>\$284.96</b>
						<b>Vendor Total:</b>
						<b>\$284.96</b>
<b>Perma-Bound</b>						
Check Group:						
42 Is Not Just a Number: The Odyssey of Jackie Robinson, American Hero		1	190494	1819396-00  4/18/2019	10.5.2220.4300.200.0000	\$18.88
All's Faire in Middle School		1	190494	1819396-00  4/18/2019	10.5.2220.4300.200.0000	\$17.84
As Brave as You		1	190494	1819396-00  4/18/2019	10.5.2220.4300.200.0000	\$13.69
Attack of the 50 Foot Wallflower		1	190494	1819396-00  4/18/2019	10.5.2220.4300.200.0000	\$16.14

**Pleasantdale School District 107**

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05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Blackthorn Key		1	190494	1819396-00 4/18/2019	10.5.2220.4300.200.0000	\$14.47
First Rule of Punk		1	190494	1819396-00 4/18/2019	10.5.2220.4300.200.0000	\$14.47
Get Lost, Odysseus!		1	190494	1819396-00 4/18/2019	10.5.2220.4300.200.0000	\$8.21
Get to Work, Hercules!		1	190494	1819396-00 4/18/2019	10.5.2220.4300.200.0000	\$18.99
Hidden Witch		1	190494	1819396-00 4/18/2019	10.5.2220.4300.200.0000	\$17.84
Insignificant Events in the Life of a Cactus		1	190494	1819396-00 4/18/2019	10.5.2220.4300.200.0000	\$13.66
Piecing Me Together		1	190494	1819396-00 4/18/2019	10.5.2220.4300.200.0000	\$15.25
Restart		1	190494	1819396-00 4/18/2019	10.5.2220.4300.200.0000	\$12.91
Say Cheese, Medusa!		1	190494	1819396-00 4/18/2019	10.5.2220.4300.200.0000	\$18.99
Slider		1	190494	1819396-00 4/18/2019	10.5.2220.4300.200.0000	\$19.67
Space Case		1	190494	1819396-00 4/18/2019	10.5.2220.4300.200.0000	\$14.47
Discount Code		1	190494	1819396-00 4/18/2019	10.5.2220.4300.200.0000	(\$15.00)

Check #: 0

PO/InvoiceTotal:	<u>                    </u>	\$220.48
Vendor Total:	<u>                    </u>	\$220.48

Pleasantdale Elementary School

Check Group:

Reimbursement for preschool materials/Soverino	1	0	V712800 4/29/2019	10.5.1125.4000.100.0000	\$16.52
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**Pleasantdale School District 107**

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Reimbursement for preschool materials/Soverino		1	0	V712800 4/29/2019	10.5.1125.4000.100.0000	\$18.00
Reimbursement for preschool project supplies		1	0	V756793 5/8/2019	10.5.1125.4000.100.0000	\$20.00
					Check #: 0	
						PO/InvoiceTotal: <u>\$54.52</u>
						Vendor Total: <u>\$54.52</u>
Pro Ed, Inc.						
Check Group:						
Autism & PDD Photo Cards: Answering WHAT Questions		1	190556	2771524 4/18/2019	10.5.1210.4000.100.0000	\$104.50
Autism & PDD Photo Cards: Asking Questions		1	190556	2771524 4/18/2019	10.5.1210.4000.100.0000	\$104.50
					Check #: 0	
						PO/InvoiceTotal: <u>\$209.00</u>
						Vendor Total: <u>\$209.00</u>
Quinlan & Fabish Music Co						
Check Group:						
Concert series timpani mallets, American custom timpani mallets		1	0	11257840 4/25/2019	10.5.1002.4008.200.0000	\$66.98
					Check #: 0	
						PO/InvoiceTotal: <u>\$66.98</u>
Check Group:						
Crocodile Rock		1	190543	11230755 4/11/2019	10.5.1002.4008.200.0000	\$36.00
Bohemian Rhapsody		1	190543	11230755 4/11/2019	10.5.1002.4008.200.0000	\$36.00
Music from Pirates of the Caribbean		1	190543	11230755 4/11/2019	10.5.1002.4008.200.0000	\$36.00

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257

05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Highlights from The Lion King		1	190543	11230755 4/11/2019	10.5.1002.4008.200.0000	\$54.00
Star Wars Main Theme		1	190543	11233396 4/12/2019	10.5.1002.4008.200.0000	\$54.90
Stars Wars (Main theme)		1	190543	11233396 4/12/2019	10.5.1002.4008.200.0000	\$50.40
Suite from Hamilton (Concert Band)		1	190543	11233396 4/12/2019	10.5.1002.4008.200.0000	\$69.30
The Rolling Stones on Tour		1	190543	11233396 4/12/2019	10.5.1002.4008.200.0000	\$67.50
Arizona Sun		1	190543	11238655 4/15/2019	10.5.1002.4008.200.0000	\$72.00
Hidden Passages		1	190543	11240484 4/16/2019	10.5.1002.4008.200.0000	\$46.80
Check #: 0						
PO/InvoiceTotal:						\$522.90
Vendor Total:						\$589.88
Really Good Stuff, LLC						
Check Group:						
Myth O mania 8 book set		2	190557	6860635 4/12/2019	10.5.1001.4104.100.0000	\$123.43
Check #: 0						
PO/InvoiceTotal:						\$123.43
Vendor Total:						\$123.43
Runco Office Supply						
Check Group:						
Pencil Sharpner		1	190546	744492-0 4/16/2019	10.5.1001.4017.100.0000	\$41.99
Legal Pads		1	190546	744492-0 4/16/2019	10.5.1001.4017.100.0000	\$17.99

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257      05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
File Folders		1	190546	744492-0 4/16/2019	10.5.1001.4017.100.0000	\$21.51
Chart markers		2	190546	744492-1 4/17/2019	10.5.1001.4017.100.0000	\$26.30
Check #: 0						
PO/InvoiceTotal:						\$107.79
Check Group:						
Clear Clasp Kraft Env 10x13		3	190560	744489-0 4/16/2019	10.5.1001.4104.100.0000	\$69.84
Color paper - Happy Assort		3	190560	744489-0 4/16/2019	10.5.1001.4104.100.0000	\$45.87
Color paper - Neon Assort		3	190560	744489-0 4/16/2019	10.5.1001.4104.100.0000	\$47.40
tape		1	190560	744489-0 4/16/2019	10.5.1001.4104.100.0000	\$19.68
small paper clips		1	190560	744489-0 4/16/2019	10.5.1001.4104.100.0000	\$1.56
small plastic coated paper clips		3	190560	744489-0 4/16/2019	10.5.1001.4104.100.0000	\$12.57
Crayola visa max dry erase markers		1	190560	744489-0 4/16/2019	10.5.1001.4104.100.0000	\$16.20
Crayola visi max dry erase markers		1	190560	744489-0 4/16/2019	10.5.1001.4104.100.0000	\$16.20
Broad chisel tip low odor dry erase marker		3	190560	744489-0 4/16/2019	10.5.1001.4104.100.0000	\$44.97
Dry erase cloth black 12x14		3	190560	744489-0 4/16/2019	10.5.1001.4104.100.0000	\$9.27
Dry erase cleaner		3	190560	744489-0 4/16/2019	10.5.1001.4104.100.0000	\$32.07
soft grip scissors 8 IN		3	190560	744489-0 4/16/2019	10.5.1001.4104.100.0000	\$26.67

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257      05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
natural wood craft wood sticks		3	190560	744489-0 4/16/2019	10.5.1001.4104.100.0000	\$20.01
Top load poly sheet protectors		6	190560	744489-0 4/16/2019	10.5.1001.4104.100.0000	\$43.20
Check #: 0						
PO/InvoiceTotal:						\$405.51
Check Group:						
bluetooth speaker		3	190570	745151-0 4/25/2019	10.5.1001.4104.100.0000	\$233.97
Check #: 0						
PO/InvoiceTotal:						\$233.97
Check Group:						
Alera Elusion Series Mesh Mid-Back Swivel/Tilt Chair, Black		1	190571	745003-0 4/19/2019	10.5.1002.5500.200.0000	\$153.44
Check #: 0						
PO/InvoiceTotal:						\$153.44
Check Group:						
Reinforced Top-Tab File Folders, 1/3-Cut Assorted, 2-Ply, Letter, Yellow, 100/BX		1	190589	745706-0 4/29/2019	10.5.2520.4000.300.0000	\$31.61
Desk Highlighter, Chisel Tip, Fluorescent Colors, 5/Set		4	190589	745706-0 4/29/2019	10.5.2520.4000.300.0000	\$10.76
Two-Pocket Portfolio, Embossed Leather Grain Paper, Light Blue, 25/Box		3	190589	745706-0 4/29/2019	10.5.2520.4000.300.0000	\$20.19
Laser Printer Permanent Labels, 1 x 2 5/8, White, 3000/Box		1	190589	745706-0 4/29/2019	10.5.2320.4000.300.0000	\$19.47
Laser Printer Permanent Labels, 2 x 4, White, 1000/Box		1	190589	745706-0 4/29/2019	10.5.2320.4000.300.0000	\$19.47
Check #: 0						

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257      05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: <b>\$101.50</b>
Check Group:						
Alera Elusion Series Mesh Mid-Back Swivel/Tilt Chair, Black		2	190590	745703-0 4/29/2019	10.5.1002.5500.200.0000	\$306.88
						Check #: 0
						PO/InvoiceTotal: <b>\$306.88</b>
						Vendor Total: <b>\$1,309.09</b>
School District 107 Imprest Fund						
Check Group:						
2nd cup of coffee supplies		1	0	V434110 5/9/2019	10.5.2320.4000.300.0000	\$38.47
Volleyball official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$66.00
Volleyball official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$66.00
Pioneer press subscription		1	0	V434110 5/9/2019	10.5.2310.3401.300.0000	\$16.62
Volleyball official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$70.00
BOE yearbooks		1	0	V434110 5/9/2019	10.5.2310.4000.300.0000	\$51.00
Soccer official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$33.00
Soccer official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$33.00
Softball official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$33.00
Softball official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$33.00

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257

05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Soccer official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$33.00
Soccer official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$33.00
Volleyball official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$66.00
Softball official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$33.00
Volleyball official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$49.50
Soccer official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$49.50
Soccer official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$33.00
Soccer official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$33.00
Softball official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$33.00
Soccer official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$49.50
Volleyball official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$66.00
Soccer official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$33.00
Soccer official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$33.00
Volleyball official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$66.00
Volleyball official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$66.00

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257      05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Soccer official		1	0	V434110 5/9/2019	10.5.1500.3190.200.0000	\$33.00
					Check #: 0	
						PO/InvoiceTotal: <u>\$1,149.59</u>
						Vendor Total: <u>\$1,149.59</u>
School Health Supply						
Check Group:						
MobileAid Wall Mount		6	190497	3575790-00 4/5/2019	20.5.2540.3291.100.0000	\$166.32
MobileAid Wall Mount		6	190497	3575790-00 4/5/2019	20.5.2540.3291.200.0000	\$166.32
MobileAid Wall Mount		1	190497	3575790-00 4/5/2019	20.5.2540.3291.300.0000	\$27.72
					Check #: 0	
						PO/InvoiceTotal: <u>\$360.36</u>
						Vendor Total: <u>\$360.36</u>
School Specialty, Inc.						
Check Group:						
Swingline 747 Full Strip Business Stapler - Red		2	190526	208122783143 4/26/2019	10.5.1002.4019.200.0000	\$44.78
					Check #: 0	
						PO/InvoiceTotal: <u>\$44.78</u>
Check Group:						
Poster Board Super Value White 22 X 28 Pack of 50		3	190558	208122708995 4/12/2019	10.5.1002.4108.200.0000	\$82.32
Markers Dry Erase New Style 8-Color, Chisel Tip, set of 8		4	190558	208122708995 4/12/2019	10.5.1002.4108.200.0000	\$27.72
Pencils No. 2, Pack of 96 - School Smart		3	190558	208122708995 4/12/2019	10.5.1002.4108.200.0000	\$39.39
					Check #: 0	

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257      05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$149.43
Check Group:						
white board cleaner, 8 oz		1	190573	208122771902 4/25/2019	10.5.1650.4000.100.0000	\$9.78
					Check #: 0	
						PO/InvoiceTotal: \$9.78
						Vendor Total: \$203.99
Schoology Incorporated						
Check Group:						
Annual subscription April - March		1	0	20421 3/27/2019	10.5.2225.6400.100.0000	\$3,110.00
Annual subscription April - March		1	0	20421 3/27/2019	10.5.2225.6400.200.0000	\$3,110.00
					Check #: 0	
						PO/InvoiceTotal: \$6,220.00
						Vendor Total: \$6,220.00
Shaw Media						
Check Group:						
Annual SpecEd meeting notice		1	0	041910070353 4/30/2019	10.5.2310.3180.300.0000	\$78.06
					Check #: 0	
						PO/InvoiceTotal: \$78.06
						Vendor Total: \$78.06
Skirmont Mechanical Contractors, Inc						
Check Group:						
Cerify rpz backflow devices		1	0	190214 3/19/2019	20.5.2540.3200.100.0000	\$85.00
					Check #: 0	
						PO/InvoiceTotal: \$85.00

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257

05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						Vendor Total: \$85.00
Skyward User's Group, Nfp						
Check Group:						
Annual fee		1 0		V299645 4/12/2019	10.5.2225.6400.100.0000	\$300.00
						Check #: 0
						PO/InvoiceTotal: \$300.00
						Vendor Total: \$300.00
Super Duper Inc						
Check Group:						
Webber Articulation Card set I		1	190534	2427637A 4/4/2019	10.5.1210.4000.100.0000	\$104.65
Webber Articulation Card set II		1	190534	2427637A 4/4/2019	10.5.1210.4000.100.0000	\$104.55
Tongue Depressors Variety pk		1	190534	2427637A 4/4/2019	10.5.1210.4000.100.0000	\$33.95
Unflavored tongue depressors		1	190534	2427637A 4/4/2019	10.5.1210.4000.100.0000	\$13.95
						Check #: 0
						PO/InvoiceTotal: \$257.10
						Vendor Total: \$257.10
Teacher Created Materials						
Check Group:						
A Nap-6 pack		1	190559	2297583 4/22/2019	10.5.1001.4017.100.0000	\$36.79
Mop Hop-6 pack		1	190559	2297583 4/22/2019	10.5.1001.4017.100.0000	\$36.79
Wet Pet-6 pack		1	190559	2297583 4/22/2019	10.5.1001.4017.100.0000	\$36.79

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257

05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Hug a Bug-6 pack		1	190559	2297583 4/22/2019	10.5.1001.4017.100.0000	\$36.78
				Check #: 0		
					PO/InvoiceTotal:	\$147.15
					Vendor Total:	\$147.15
Trane						
Check Group:						
Filters		1	0	6039507 4/11/2019	20.5.2540.4000.300.0000	\$74.24
				Check #: 0		
					PO/InvoiceTotal:	\$74.24
					Vendor Total:	\$74.24
TruGreen						
Check Group:						
April 27 lawn service		1	0	7002942563 5/12/2019	20.5.2540.3292.200.0000	\$13.83
				Check #: 0		
					PO/InvoiceTotal:	\$13.83
					Vendor Total:	\$13.83
Tyler Technologies, Inc						
Check Group:						
iVisions user group mtg/Makutenas		1	0	025-257185 4/15/2019	10.5.2520.3320.300.0000	\$110.00
				Check #: 0		
					PO/InvoiceTotal:	\$110.00
					Vendor Total:	\$110.00
United States Postal Service						
Check Group:						
Postage		1	0	V310125 5/9/2019	10.5.2410.3400.100.0000	\$1,000.00

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1257

05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						Check #: 0
						PO/InvoiceTotal: <u>\$1,000.00</u>
						Vendor Total: <u>\$1,000.00</u>
Verizon						
Check Group:						
March 24-April 23 cell phone		1 0		9828757948 4/23/2019	20.5.2540.3400.200.0000	\$91.98
March 24-April 23 cell phone		1 0		9828757948 4/23/2019	20.5.2540.3400.100.0000	\$91.98
March 24-April 23 cell phone		1 0		9828757948 4/23/2019	20.5.2540.3400.200.0000	\$92.02
						Check #: 0
						PO/InvoiceTotal: <u>\$275.98</u>
						Vendor Total: <u>\$275.98</u>
West Suburban Water Commission						
Check Group:						
Feb 20-Apr 22 water charge		1 0		V307106 4/22/2019	20.5.2540.3700.100.0000	\$1,235.09
						Check #: 0
						PO/InvoiceTotal: <u>\$1,235.09</u>
						Vendor Total: <u>\$1,235.09</u>
Wex Bank						
Check Group:						
Gas for truck		1 0		59168842 5/6/2019	20.5.2540.4640.300.0000	\$137.03
						Check #: 0
						PO/InvoiceTotal: <u>\$137.03</u>
						Vendor Total: <u>\$137.03</u>

Pleasantdale School District 107

**Voucher Detail Listing**

Voucher Batch Number: 1257 05/15/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						Grand Total: \$188,704.37

End of Report

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1231      04/01/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
<b>Educational Benefit Cooperative</b>						
Check Group:						
Apr health ins-ER		1 0		V81168 3/20/2019	10.2.0481.0000.000.9944	\$75,553.88
Apr health ins-EE		1 0		V81168 3/20/2019	10.2.0481.0000.000.9943	\$18,149.43
Apr life ins		1 0		V81168 3/20/2019	10.2.0481.0000.000.9942	\$827.08
					Check #: 0	
					PO/InvoiceTotal:	\$94,530.39
					Vendor Total:	\$94,530.39
<b>Guardian - Appleton</b>						
Check Group:						
Apr dental ins-ER		1 0		V484737 3/20/2019	10.2.0481.0000.000.9946	\$3,582.93
Apr dental ins-EE		1 0		V484737 3/20/2019	10.2.0481.0000.000.9945	\$2,462.60
Apr vision ins-EE		1 0		V484737 3/20/2019	10.2.0481.0000.000.9947	\$932.51
Apr vision ins-ER		1 0		V484737 3/20/2019	10.2.0481.0000.000.9948	\$216.19
					Check #: 0	
					PO/InvoiceTotal:	\$7,194.23
					Vendor Total:	\$7,194.23
<b>Village Of Burr Ridge</b>						
Check Group:						
Dec 28-Feb 27 water chg		1 0		03132019-1 3/19/2019	20.5.2540.3700.200.0000	\$138.52
Jan 11-Feb 26 water chg		1 0		03132019-2 3/13/2019	20.5.2540.3700.200.0000	\$28.31

Pleasantdale School District 107

**Voucher Detail Listing**

Voucher Batch Number: 1231 04/01/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
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Check #: 0

PO/InvoiceTotal:	\$166.83
Vendor Total:	\$166.83
Grand Total:	\$101,891.45

End of Report

## Pleasantdale School District 107

### Voucher Detail Listing

Voucher Batch Number: 1244

04/26/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
BMO Mastercard-Mastercard Corp Client Pa						
Check Group:						
A team auto/replace front brakes		1 0		AM-040519-00 4/5/2019	20.5.2540.3200.100.0000	\$237.50
A team auto/replace front brakes		1 0		AM-040519-00 4/5/2019	20.5.2540.3200.200.0000	\$237.50
Home depot/foam filler, drill bits, screws		1 0		AM-040519-00 4/5/2019	20.5.2540.4000.300.0000	\$51.14
Sam's/misc kitchen supplies		1 0		AM-040519-00 4/5/2019	10.5.1002.4000.200.0000	\$28.69
Home depot/tamper, lights		1 0		AM-040519-00 4/5/2019	20.5.2540.4000.300.0000	\$272.26
Sam's/misc nurse supplies		1 0		AM-040519-00 4/5/2019	10.5.1002.4000.200.0000	\$132.72
Sam's/misc supplies-admin		1 0		AM-040519-00 4/5/2019	10.5.2310.4000.300.0000	\$38.80
Home depot/cat cable, batteries, hose clamps		1 0		AM-040519-00 4/5/2019	20.5.2540.4000.300.0000	\$219.68
A team auto/truck repairs		1 0		AM-040519-00 4/5/2019	20.5.2540.3200.100.0000	\$160.56
Menards/glue, locktite		1 0		AM-040519-00 4/5/2019	20.5.2540.4000.300.0000	\$14.28
Home depot/mallet, scissors, filters		1 0		AM-040519-00 4/5/2019	20.5.2540.4000.300.0000	\$35.94
Home depot/duct register, tin snips, casters, hangers, gloves		1 0		AM-040519-00 4/5/2019	20.5.2540.4000.300.0000	\$138.61
South side control/actuator for air handler, 7 & * grade wing		1 0		AM-040519-00 4/5/2019	20.5.2540.4000.300.0000	\$153.12
A team auto/truck repairs		1 0		AM-040519-00 4/5/2019	20.5.2540.3200.200.0000	\$160.56

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1244      04/26/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Walmart/popsicles for gr 6 reward for animal welfare collection winners		1	0	CR-040519-00 4/5/2019	10.5.1002.4018.200.0000	\$27.16
Rackspace monthly fee/BOE email		1	0	ES-040519 4/5/2019	10.5.2310.6400.300.0000	\$65.00
Heinemann/book order for J Ban		1	0	ES-040519 4/5/2019	10.5.2213.4000.300.0000	\$374.67
Fed Ex postage		1	0	ES-040519 4/5/2019	10.5.2320.3400.300.0000	\$31.00
Amazon/book order for D Palzet		1	0	ES-040519 4/5/2019	10.5.2320.4000.300.0000	\$25.00
Constant Contact monthly fee		1	0	ES-040519 4/5/2019	10.5.2320.4400.300.0000	\$45.00
Amazon/book order for D Palzet		1	0	ES-040519 4/5/2019	10.5.2320.4000.300.0000	\$29.95
Rackspace/annual domain registration		1	0	ES-040519 4/5/2019	10.5.2310.6400.300.0000	\$10.00
Dollar Tree/misc student incentive items		1	0	ES-040519 4/5/2019	10.5.2320.4000.300.0000	\$31.00
HGSE/prof development Madsen		1	0	ES-040519 4/5/2019	10.5.2213.3320.300.0000	\$199.00
Lurie Childrens/health conf-Rende		1	0	ES-040519 4/5/2019	10.5.1002.3320.200.0000	\$130.00
Amazon/name plates-BOE		1	0	ES-040519 4/5/2019	10.5.2310.4000.300.0000	\$19.87
Lurie Childrens/health conf-Penrod		1	0	ES-040519 4/5/2019	10.5.1001.3320.100.0000	\$130.00
Snug Kids Earmuffs/Hearing Protectors		1	0	TM-040519-00 4/5/2019	10.5.1205.4000.100.0000	\$29.90
Lapel microphone for MacBook (12)/Understanding texts & readers(6)/File n' save system (3)		1	0	TM-040519-00 4/5/2019	10.5.1205.4000.100.0000	\$429.12

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1244      04/26/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Three Billy Goat Gruff masks (4)		1	0	TM-040519-00 4/5/2019	10.5.1205.4000.100.0000	\$33.73
					Check #: 0	
					PO/InvoiceTotal:	\$3,491.76
Check Group: you ve got dragons		1	190468	TM-040519-02 4/5/2019	10.5.2110.4000.100.0000	\$11.01
					Check #: 0	
					PO/InvoiceTotal:	\$11.01
Check Group: AmazonBasics All Purpose Washable Glue Sticks, .77 oz. 12-Pack		5	190475	CR-050519-01 4/5/2019	10.5.1002.4000.200.0000	\$44.95
					Check #: 0	
					PO/InvoiceTotal:	\$44.95
Check Group: CHANZON H & PC -59042		1	190476	TM-040519-01 4/5/2019	10.5.1001.4104.100.0000	\$7.17
20 Genuine Loopacell CR2032		4	190476	TM-040519-01 4/5/2019	10.5.1001.4104.100.0000	\$26.88
					Check #: 0	
					PO/InvoiceTotal:	\$34.05
Check Group: ECR4 Kids soft zone cozy fl seat		1	190488	TM-040519-04 4/5/2019	10.5.1001.4002.100.0000	\$49.99
elmer's gluestick pak		1	190488	TM-040519-04 4/5/2019	10.5.1001.4002.100.0000	\$20.86
					Check #: 0	
					PO/InvoiceTotal:	\$70.85
Check Group:						

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Pro quick pick flat markers		2	190489	TM-040519-05 4/5/2019	10.5.1001.4009.100.0000	\$39.98
				Check #: 0		
					PO/InvoiceTotal:	\$39.98
Check Group: 4 SLICE TOASTER		1	190490	TM-040519-06 4/5/2019	10.5.1001.4000.100.0000	\$54.64
Microwave		1	190490	TM-040519-06 4/5/2019	10.5.1001.4000.100.0000	\$115.99
				Check #: 0		
					PO/InvoiceTotal:	\$170.63
Check Group: a thank you to Mr. Bart for volunteering time and equipment		1	190501	CR-040519-02 4/5/2019	10.5.1500.4031.200.0000	\$100.00
				Check #: 0		
					PO/InvoiceTotal:	\$100.00
Check Group: Toobalooauditory feedback phone		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$30.55
Crayola washable broad line markers 40 colors		2	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$30.00
Crayola crayons tuck box, 32 colors		8	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$47.92
Learning resouces hand pointers		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$10.45
Doublesix dominoies in bucket		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$25.19
nasco dot dice set		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$12.41

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Sharpie color burst markers fine pt 24 count		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$17.87
sharpie chisel time 8 markers		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$6.18
Post-it sticky tabletop easel pad 20x23		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$15.30
Rubbermaid regeneration letter tray 6 tier		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$15.99
Sharpie pocket style highlighter 12 count		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$7.48
Paper mate flair medium pt pen asst. color		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$10.98
hand2mind alphabet liking letters		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$16.15
Learning resources giant magnetic 10 frame set of 4		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$15.99
Pendaflex file folders manila		2	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$19.96
BIC wit-out plus		2	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$8.10
Dry erase markers pk of 52		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$29.99
12 pk of magnetic whiteboard eraser		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$6.99
polka dots hand pointer		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$8.47
POP for word families games		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$9.99
POP for letters		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$9.99

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
POP for sight word game		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$9.99
Boggle Jr. Preschool game		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$14.99
Hasbro Connect 4 game		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$6.80
fun express reading dice,word family dice		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$7.49
sharpie flip chart marker blk 8 pk		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$6.49
Recognition teacher stamps mess free		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$17.22
5800 pcs stickers for kids		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$10.95
heavy duty 2 pocket folder		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$13.98
Spaceman kit		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$23.45
Spaceman rubber stamp		1	190502	TM-040519-15 4/5/2019	10.5.1001.4109.100.0000	\$10.36
Check #: 0						
						PO/InvoiceTotal: <u>\$477.67</u>
Check Group:						
Insights into Action: Successful School Leaders Share What Works		1	190504	TM-040519-03 4/5/2019	10.5.2410.6400.100.0000	\$24.22
100+ Ways to Recognize & Reward Your School Staff		1	190504	TM-040519-03 4/5/2019	10.5.2410.6400.100.0000	\$22.10
Check #: 0						
						PO/InvoiceTotal: <u>\$46.32</u>
Check Group:						

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Voucher Batch Number: 1244

04/26/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
School smart railroad 22 x 28 6ply white pack of 25		2	190505	TM-040519-08 4/5/2019	10.5.1001.4002.100.0000	\$24.92
Sharpie 9597 metallic perm markers 36 pk		1	190505	TM-040519-08 4/5/2019	10.5.1001.4002.100.0000	\$58.99
Round paper-mache DIY 4" w/lid pk of 6		1	190505	TM-040519-08 4/5/2019	10.5.1001.4002.100.0000	\$11.00
Round paper-mache DIY 4" w/lid pk of 12		2	190505	TM-040519-08 4/5/2019	10.5.1001.4002.100.0000	\$37.38
Check #: 0						
PO/InvoiceTotal:						\$132.29
Check Group: do your best pencils		2	190509	TM-040519-11 4/5/2019	10.5.1001.4018.100.0000	\$64.25
Check #: 0						
PO/InvoiceTotal:						\$64.25
Check Group: IAR bracelet		1	190510	TM-040519-09 4/5/2019	10.5.1001.4018.100.0000	\$110.14
Check #: 0						
PO/InvoiceTotal:						\$110.14
Check Group: Lucas the Lion Loves the tiny talker Board Book		1	190511	TM-040519-07 4/5/2019	10.5.1210.4000.100.0000	\$28.44
Check #: 0						
PO/InvoiceTotal:						\$28.44
Check Group: Argumentative Writing Middle School ELA		1	190512	CR-040519-03 4/5/2019	10.5.1002.4010.200.0000	\$10.99
Chapter Study Guide for ANY fiction novel		1	190512	CR-040519-03 4/5/2019	10.5.1002.4010.200.0000	\$2.50

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
To Kill a Mockingbird BUNDLE		1	190512	CR-040519-03 4/5/2019	10.5.1002.4010.200.0000	\$22.99
And Then There Were None - Poem		1	190512	CR-040519-03 4/5/2019	10.5.1002.4010.200.0000	\$1.50
The Outsiders Unit		1	190512	CR-040519-03 4/5/2019	10.5.1002.4010.200.0000	\$29.99
Confirmation #86515826 for an order with Teacherspayteachers.com for downloads to accompany 8th grade ELA curriculum- Frankenstein Unit Bundle		1	190512	CR-040519-03 4/5/2019	10.5.1002.4010.200.0000	\$19.99
And Then There Were None Novel Unit		1	190512	CR-040519-03 4/5/2019	10.5.1002.4010.200.0000	\$7.00
A. Christie's And Then There Were None (Setting/Character Chart)		1	190512	CR-040519-03 4/5/2019	10.5.1002.4010.200.0000	\$1.99
					Check #: 0	
						PO/InvoiceTotal: \$96.95
Check Group: Amazon Order #1 12-2625842-5025800 for Samsill 200 Non-Glare Heavyweight Sheet Protectors		1	190513	CR-040519-07 4/5/2019	10.5.1002.4019.200.0000	\$15.99
					Check #: 0	
						PO/InvoiceTotal: \$15.99
Check Group: Amazon Order #1 12-8277079-5374632 for TOPS Easel Pad, 3-hole punched, white, 50 shts per pad, 2 pads per carton		1	190514	CR-040519-11 4/5/2019	10.5.1002.4010.200.0000	\$38.68
The Night Diary, Hiranandani, Veera		1	190514	CR-040519-11 4/5/2019	10.5.1002.4010.200.0000	\$11.89
The Truth as Told by Mason Buttle, Connor, Leslie		1	190514	CR-040519-11 4/5/2019	10.5.1002.4010.200.0000	\$11.89

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Grenade, Gratz, Alan		1	190514	CR-040519-11 4/5/2019	10.5.1002.4010.200.0000	\$10.99
Projekt 1065: A Novel of World War II, Gratz, Alan		1	190514	CR-040519-11 4/5/2019	10.5.1002.4010.200.0000	\$11.89
Code of Honor, Gratz, Alan		1	190514	CR-040519-11 4/5/2019	10.5.1002.4010.200.0000	\$12.59
The Brooklyn Nine, Gratz, Alan		1	190514	CR-040519-11 4/5/2019	10.5.1002.4010.200.0000	\$8.99
The Young Elites, Lu, Marie		1	190514	CR-040519-11 4/5/2019	10.5.1002.4010.200.0000	\$9.91
Nowhere Boy, Marsh, Katherine		1	190514	CR-040519-11 4/5/2019	10.5.1002.4010.200.0000	\$10.48
Harbor Me, Woodson, Jacqueline		1	190514	CR-040519-11 4/5/2019	10.5.1002.4010.200.0000	\$14.62
KTOJOY 2-inch (15 Pack) Loose Leaf Binder Rings		1	190514	CR-040519-11 4/5/2019	10.5.1002.4010.200.0000	\$5.99
Officemate 1 Hole Punch		1	190514	CR-040519-11 4/5/2019	10.5.1002.4010.200.0000	\$5.28
Butter, Lange, Erin Jade		2	190514	CR-040519-11 4/5/2019	10.5.1002.4010.200.0000	\$19.88
Be Prepared, Brosgol, Vera		1	190514	CR-040519-11 4/5/2019	10.5.1002.4010.200.0000	\$11.69
Restart, Korman, Gordon		1	190514	CR-040519-11 4/5/2019	10.5.1002.4010.200.0000	\$5.35
Scythe (Arc of a Scythe), Shusterman, Neal		1	190514	CR-040519-11 4/5/2019	10.5.1002.4010.200.0000	\$6.71
See You at Harry's, Knowles, Jo		1	190514	CR-040519-11 4/5/2019	10.5.1002.4010.200.0000	\$7.99

Check #: 0

PO/InvoiceTotal: \$204.82

Check Group:

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Amazon Order #112-4475686-3980200 for Blue Sky 2019-2020 Academic Year Weekly & Monthly Planner 5' X 8"		1	190515	CR-040519-08 4/5/2019	10.5.1002.4019.200.0000	\$14.99
Teacher Created Resources Colorful Paw Prints Mini Stickers Value Pack		2	190515	CR-040519-08 4/5/2019	10.5.1002.4019.200.0000	\$19.30
MyLifeUnit Fineliner Color Pen Set, pack of 10 Assorted Colors		3	190515	CR-040519-08 4/5/2019	10.5.1002.4019.200.0000	\$17.85
AmazonBasics Pre-sharpened Wood Cased #2 HB Pencils, 30 pack		1	190515	CR-040519-08 4/5/2019	10.5.1002.4019.200.0000	\$4.99
Sharpie Flip Chart Markers, Assorted Colors, 8 Count		1	190515	CR-040519-08 4/5/2019	10.5.1002.4019.200.0000	\$9.89
BIC Xtra-Precision Mechanical Pencil, 24-Count		3	190515	CR-040519-08 4/5/2019	10.5.1002.4019.200.0000	\$14.46
Sharpie Permanent Markers, Ultra Fine Point, Black 12 Count		1	190515	CR-040519-08 4/5/2019	10.5.1002.4019.200.0000	\$7.98
Check #: 0						
						PO/InvoiceTotal: <u>          </u> \$89.46
Check Group:						
Amazon Order #112-326-3965-1958661 for Hey, Kiddo, Krosoczka, Jarrett		1	190516	CR-040519-12 4/5/2019	10.5.1002.4010.200.0000	\$8.15
Fred Korematsu Speaks Up (Fighting for Justice), Atkins, Laura		1	190516	CR-040519-12 4/5/2019	10.5.1002.4010.200.0000	\$14.39
Scythe (Arch of a Scythe), Shustermna, Neal		1	190516	CR-040519-12 4/5/2019	10.5.1002.4010.200.0000	\$6.71
As Brave As You, Reynolds, Jason		1	190516	CR-040519-12 4/5/2019	10.5.1002.4010.200.0000	\$7.99
The Epic Fall of Arturo Zamora, Cartaya, Pablo		1	190516	CR-040519-12 4/5/2019	10.5.1002.4010.200.0000	\$8.99

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Wild, Bird, Van Draanen, Wendelin		1	190516	CR-040519-12 4/5/2019	10.5.1002.4010.200.0000	\$12.59
Piecing Me Together, Watson, Renee		1	190516	CR-040519-12 4/5/2019	10.5.1002.4010.200.0000	\$7.48
42 Is Not Just A Number: The Odyssey of Jackie Robinson, American Hero		1	190516	CR-040519-12 4/5/2019	10.5.1002.4010.200.0000	\$15.99
Restart, Korman, Gordon		1	190516	CR-040519-12 4/5/2019	10.5.1002.4010.200.0000	\$5.35
On The Come Up, Thomas, Angie		1	190516	CR-040519-12 4/5/2019	10.5.1002.4010.200.0000	\$11.39
Americanized: Rebel Without a Green Card, Saedi, Sara		1	190516	CR-040519-12 4/5/2019	10.5.1002.4010.200.0000	\$12.59
Dry, Shesterman, Neal		1	190516	CR-040519-12 4/5/2019	10.5.1002.4010.200.0000	\$12.91
You Just Wait: A Poetry Friday Power Book, Vardell, Sylvia		1	190516	CR-040519-12 4/5/2019	10.5.1002.4010.200.0000	\$11.99
				Check #: 0		
					PO/InvoiceTotal:	\$136.52
Check Group:						
Amazon Order #112-7386688-0618668 for Julie of the Wolves, George, Jean Craighead		8	190517	CR-040519-09 4/5/2019	10.5.1002.4010.200.0000	\$55.84
Holes (Holes Series), Louis Sachar		8	190517	CR-040519-09 4/5/2019	10.5.1002.4010.200.0000	\$63.92
				Check #: 0		
					PO/InvoiceTotal:	\$119.76
Check Group:						
Amazon Order #112-6566429-3379460 for Post-It Super Sticky Easel Pad, 30 Sheets per Pad, 2 Pads, per carton		1	190518	CR-040519-06 4/5/2019	10.5.1002.4010.200.0000	\$41.58
				Check #: 0		

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$41.58
Check Group:						
Amazon Order #112-1207679-6323421 for Serilite 16428012 6 Quart Storage Box, White Lid, Clear Base, Pack of 12		1	190519	CR-040519-10 4/5/2019	10.5.1002.4005.200.0000	\$26.93
WorkPro W017005A Bolt Cutter		1	190519	CR-040519-10 4/5/2019	10.5.1002.4005.200.0000	\$28.53
Full Size Hot Glue Gun Sticks 4 in. Length, 150 Pack		1	190519	CR-040519-10 4/5/2019	10.5.1002.4005.200.0000	\$16.99
School Smart Brass Prong Fasteners, Size 3, 3/4 in., Pack of 100		1	190519	CR-040519-10 4/5/2019	10.5.1002.4005.200.0000	\$3.92
Safe-T Ruler, 12-Inch Rainbow Colored, Clear Plastic, Bulk Pack of 24		1	190519	CR-040519-10 4/5/2019	10.5.1002.4005.200.0000	\$14.99
GALAX PRO 6 Amp Angle Grinder		1	190519	CR-040519-10 4/5/2019	10.5.1002.4005.200.0000	\$29.99
Mudder Magnetic Whiteboard Eraser, 2 pieces		1	190519	CR-040519-10 4/5/2019	10.5.1002.4005.200.0000	\$8.99
Discount		1	190519	CR-040519-10 4/5/2019	10.5.1002.4005.200.0000	(\$2.00)
						Check #: 0
						PO/InvoiceTotal: \$128.34
Check Group:						
Amazon Order #112-7364969-6565010 for dikale 3D Pen/3D Printer filament, 16 Colors		1	190520	CR-040519-05 4/5/2019	10.5.1002.4105.200.0000	\$12.99
3D Pen for Kids.		1	190520	CR-040519-05 4/5/2019	10.5.1002.4105.200.0000	\$24.99
Really Good Stuff Wood and Wire Clipboard Stand		1	190520	CR-040519-05 4/5/2019	10.5.1002.4105.200.0000	\$63.02

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
AmazonBasics AA High-Capacity Rechargeable Batteries (8-Pack)		3	190520	CR-040519-05 4/5/2019	10.5.1002.4105.200.0000	\$59.97
URSKYTOUS 60 pcs. Animal Pencil Erasers Bulk for Kids		3	190520	CR-040519-05 4/5/2019	10.5.1002.4105.200.0000	\$50.97
Energizer Rechargeable AA and AAA Battery Charger		1	190520	CR-040519-05 4/5/2019	10.5.1002.4105.200.0000	\$13.19
Mesh and Marble Fidget Toy, 8-pack		3	190520	CR-040519-05 4/5/2019	10.5.1002.4105.200.0000	\$29.97
Fidget Toys 21 pack Bundle Sensory Toy Set		1	190520	CR-040519-05 4/5/2019	10.5.1002.4105.200.0000	\$21.99
3D Printing Pen Silicone Design Mat		1	190520	CR-040519-05 4/5/2019	10.5.1002.4105.200.0000	\$12.99
Online Coupon Savings		1	190520	CR-040519-05 4/5/2019	10.5.1002.4105.200.0000	(\$0.65)
Amazon Order #112-1968921-5452264 for TANGLE Set of 3 Jr. Original Fidget Toy		3	190520	CR-040519-05 4/5/2019	10.5.1002.4105.200.0000	\$36.75
Amazon Order #112-5066944-6264260 for Gbell Wind Up Toy, 1 Pc/6Pc Wind-Up Jumping Chicken		3	190520	CR-040519-05 4/5/2019	10.5.1002.4105.200.0000	\$25.74
Amazon Order #112-5028398-3569061 for Dreamyth Super Bass Stereo Earphone Sport Headset		20	190520	CR-040519-05 4/5/2019	10.5.1002.4105.200.0000	\$79.60
Promotional Discount applies		1	190520	CR-040519-05 4/5/2019	10.5.1002.4105.200.0000	(\$2.39)
Check #: 0						
PO/InvoiceTotal:						\$429.13
Check Group:						
Amazon Order #112-2836097-7901013 for EXPO Dry Erase Eraser XL with Replaceable Pad		1	190521	CR-040519-04 4/5/2019	10.5.1002.4014.200.0000	\$14.59

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Amazon Order #112-4034492-4979460 for AmazonBasics AAA Performance Alkaline Batteries, 100 Pack		1	190521	CR-040519-04 4/5/2019	10.5.1002.4014.200.0000	\$20.99
AmazonBasics 3-Ring Binder, 1 inch, 4 Pack, White		2	190521	CR-040519-04 4/5/2019	10.5.1002.4014.200.0000	\$21.68
Learning Advantage Transparent Spinners, Set of 5		1	190521	CR-040519-04 4/5/2019	10.5.1002.4014.200.0000	\$7.50
Post-It Super Sticky Easel Pad, 30 sheets per pad, 4 pads per carton		1	190521	CR-040519-04 4/5/2019	10.5.1002.4014.200.0000	\$70.99
Amazon Order #112-4291076-7233067 for EXPO Low-Odor Dry Erase Markers, Chisel Tip, Vibrant Colors, 16-Count		5	190521	CR-040519-04 4/5/2019	10.5.1002.4014.200.0000	\$102.65
EXPO Low Odor Dry Erase Marker, Fine Tip, Black, 36 Count		2	190521	CR-040519-04 4/5/2019	10.5.1002.4014.200.0000	\$38.58
EXPO Low Odor Dry Erse Markers, Chisel Tip, Black, 36 Count		5	190521	CR-040519-04 4/5/2019	10.5.1002.4014.200.0000	\$132.45
Amazon Order #112-6836682-0696225 for EXPO Dry Erase Surface Cleaner 22 oz. Bottle		1	190521	CR-040519-04 4/5/2019	10.5.1002.4014.200.0000	\$14.12
Check #: 0						
						PO/InvoiceTotal: <u>                    </u> \$423.55
Check Group:						
Journeys: Read aloud grade K Pizza		1	190532	TM-040519-10 4/5/2019	10.5.1001.4109.100.0000	\$14.25
Cra-Z-art Magtastic 70 pc ball/rods		1	190532	TM-040519-10 4/5/2019	10.5.1001.4109.100.0000	\$36.47
Push & Go vehicles for toddlers		1	190532	TM-040519-10 4/5/2019	10.5.1001.4109.100.0000	\$14.94
60 pc letter construction activity set		1	190532	TM-040519-10 4/5/2019	10.5.1001.4109.100.0000	\$35.49

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1244      04/26/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Alphabet soup sorter 208 pc		1	190532	TM-040519-10 4/5/2019	10.5.1001.4109.100.0000	\$37.00
Wooden letter & # activity set		1	190532	TM-040519-10 4/5/2019	10.5.1001.4109.100.0000	\$10.99
Magnetic tiles building blocks 40 pc		1	190532	TM-040519-10 4/5/2019	10.5.1001.4109.100.0000	\$19.99
Check #: 0						
						PO/InvoiceTotal: <u>          </u> \$169.13
Check Group:						
Understandint text & Readers:Responsive Comprehension Instruction w/ Leveled Texts		1	190533	TM-040519-12 4/5/2019	10.5.1001.4103.100.0000	\$32.88
A teacher's guide to reading conferences: the classroom essentials series		1	190533	TM-040519-12 4/5/2019	10.5.1001.4103.100.0000	\$21.94
The reading strategies book: your everything guide to developing skilled readers		2	190533	TM-040519-12 4/5/2019	10.5.1001.4103.100.0000	\$57.16
Check #: 0						
						PO/InvoiceTotal: <u>          </u> \$111.98
Check Group:						
Amazon #112-9192237-9391405 for To Kill A Mockingbird: A Graphic Novel, Lee Harper		1	190538	CR-040519-16 4/5/2019	10.5.1002.4010.200.0000	\$15.90
The Darkest Minds, Bracken, Alexandra		1	190538	CR-040519-16 4/5/2019	10.5.1002.4010.200.0000	\$10.39
The Iron Trial (Magisterium #1), Black, Holly		1	190538	CR-040519-16 4/5/2019	10.5.1002.4010.200.0000	\$10.79
The Testing, Charbonneau, Joelle		1	190538	CR-040519-16 4/5/2019	10.5.1002.4010.200.0000	\$7.69
Check #: 0						
						PO/InvoiceTotal: <u>          </u> \$44.77

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1244      04/26/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
Amazon Order #112-9665096-8698643 for EXPO Low Odor Dry Erase Markers, Chisel Tip, Assorted Colors, 8 pack		1	190539	CR-040519-15 4/5/2019	10.5.1002.4019.200.0000	\$6.35
EXPO Low Odor Bullet Black Dry Erase Markers (82001) for Whiteboards, Pack of 12		1	190539	CR-040519-15 4/5/2019	10.5.1002.4019.200.0000	\$10.46
Amazon Order #112-7069638-3753013 for Pacon Heavyweight Tagboard, 18 X 24, In., White, Pack of 100		1	190539	CR-040519-15 4/5/2019	10.5.1002.4019.200.0000	\$27.11
Check #: 0						
PO/InvoiceTotal:						\$43.92
Check Group:						
Amazon #112-1657415-5869019 for Hawaiian Luau Hula Skirts, pack of 8		1	190540	CR-040519-17 4/5/2019	10.5.1002.4018.200.0000	\$15.29
Hawaiian Leis, Tropical Assortment, pack of 36		1	190540	CR-040519-17 4/5/2019	10.5.1002.4018.200.0000	\$8.97
Check #: 0						
PO/InvoiceTotal:						\$24.26
Check Group:						
Amazon Order #112-4781194-5239460 for Clorox Healthcare Bleach Germicidal Wipes, 150 Count Canister 6 Canister/Case, 12 Canisters		1	190541	CR-040519-14 4/5/2019	10.5.1002.4000.200.0000	\$139.89
Check #: 0						
PO/InvoiceTotal:						\$139.89
Check Group:						
Confirmation #61654826704 for Registration with DuPage Roe for Course #AA1574 "The Ten Essentials of Collaborative Leadership - Administrator's Academy, Session #001 on 05/03/2019 8:00 a.m to 3:00 p.m. (for Brianne Malatt)		1	190542	CR-040519-13 4/5/2019	10.5.2410.3320.200.0000	\$215.00

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1244      04/26/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 0						
						PO/InvoiceTotal: <u>          </u>
Check Group:						\$215.00
headphones		1	190552	TM-040519-13 4/5/2019	10.5.1001.4000.100.0000	\$124.81
Check #: 0						
						PO/InvoiceTotal: <u>          </u>
						\$124.81
						Vendor Total: <u>          </u>
						\$7,382.20
Oriental Trading Company, Inc.						
Check Group:						
Dad mug		7	190544	TM-040519-14 4/5/2019	10.5.1001.4103.100.0000	\$137.33
Mom flower pot		12	190544	TM-040519-14 4/5/2019	10.5.1001.4103.100.0000	\$214.83
Check #: 0						
						PO/InvoiceTotal: <u>          </u>
						\$352.16
						Vendor Total: <u>          </u>
						\$352.16
						Grand Total: <u>          </u>
						\$7,734.36

End of Report

**Pleasantdale School District 107**

**Voucher Detail Listing**

Voucher Batch Number: 1254

04/30/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
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Discovery Benefits

Check Group:

March FSA monthly fee		1	0	0000999733-IN 3/31/2019	10.5.2520.3100.300.0000	\$122.50
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Check #: 0

PO/InvoiceTotal:                      \$122.50

Vendor Total:                      \$122.50

Grand Total:                      \$122.50

End of Report

### April 2019 Revenue and Expenses

REVENUES	FY19-Budget	April FY19	YTD	% Realized
Education	\$ 11,353,788	\$ 359,814	\$ 10,907,267	96.1%
Oper & Maint	\$ 1,772,300	\$ 41,233	\$ 1,493,801	84.3%
Bond/Int	\$ 1,315,492	\$ 18,472	\$ 1,334,924	101.5%
Trans	\$ 959,262	\$ 64,564	\$ 839,018	87.5%
IMRF	\$ 457,124	\$ 5,330	\$ 393,464	86.1%
Site/Construction	\$ -	\$ -	\$ -	-
Working Cash	\$ 3,500	\$ 1,414	\$ 3,997	114.2%
Tort	\$ 89,491	\$ 1,066	\$ 79,132	88.4%
Life Safety	\$ 3,943	\$ 1,481	\$ 4,207	106.7%
Total	\$ 15,954,900	\$ 493,376	\$ 15,055,810	94.4%

EXPENSES	FY19-Budget	April FY19	YTD	% Used
Education	\$ 11,602,865	\$ 791,727	\$ 7,979,382	68.8%
Oper & Maint	\$ 1,976,987	\$ 128,880	\$ 966,564	48.9%
Bond/Int	\$ 1,898,686	\$ -	\$ 1,878,231	98.9%
Trans	\$ 818,003	\$ 69,991	\$ 529,876	64.8%
IMRF	\$ 346,516	\$ 26,713	\$ 244,804	70.6%
Site/Construction	\$ -	\$ -	\$ -	-
Working Cash	\$ -	\$ -	\$ -	-
Tort	\$ 72,043	\$ -	\$ 75,045	104.2%
Life Safety	\$ 6,500	\$ -	\$ 3,151	48.5%
Total	\$ 16,721,600	\$ 1,017,311	\$ 11,677,053	69.8%

Pleasantdale Elementary School  
8100 School Street  
La Grange, IL 60525  
708.246.4700 Fax: 708.246.4625



Pleasantdale Middle School  
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Burr Ridge, IL 60527  
708.246.3210 Fax: 708.352.0092

Pleasantdale School District 107 | 7450 S. Wolf Road | Burr Ridge, IL 60527 | 708.784.2013 | Fax: 708.246.0161 | [www.d107.org](http://www.d107.org)

DATE: May 8, 2019  
TO: Board of Education  
FROM: Frank Adams  
RE: Food Services FY20

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Just A Dash Catering, LLC has provided food services to Pleasantdale School District for the past three years. The recommendation is to extend Just A Dash's contract for FY20 with no increase in meal prices. The cost per meal inclusive of milk remains at \$3.30 and the cost of a carton of milk remains at \$0.30.

Attachment: Just A Dash Proposal for FY20

Date of Original Contract			
Year of Renewal (Circle)			
1	2	3	4

**Contract Renewal Agreement for  
Vended Meal Services  
Nonprofit Food Service Program**

This document contains the rates and fees for the contract of food service management for nonprofit food service programs for the period beginning \_\_\_\_\_, 2019, and ending \_\_\_\_\_, 2020. The terms and conditions of the original contract are applicable to the contract renewal. Upon acceptance, this document shall constitute the contract renewal between the Vendor and the School Food Authority.

The FSMC shall not plead misunderstanding or deception because of the character, location, or other conditions pertaining to the contract.

PER MEAL PRICES MUST BE QUOTED AS IF NO USDA COMMODITIES WILL BE RECEIVED

	2018-2019 Rate	2019-2020 Rate**	Percentage Increase***
1. Reimbursable Breakfasts with Milk	1. _____	1. _____	1. _____
2. Reimbursable Lunches with Milk*	2. <u>3.30</u>	2. <u>3.30</u>	2. <u>0</u>
3. Reimbursable Breakfasts without Milk	3. _____	3. _____	3. _____
4. Reimbursable Lunches without Milk*	4. _____	4. _____	4. _____
5. A la Carte Equivalent Fee*	5. _____	5. _____	5. _____
6. Special Milk	6. <u>.30</u>	6. <u>.30</u>	6. <u>0</u>
7. Reimbursable After-School Snack	7. _____	7. _____	7. _____
8. Reimbursable After-School Supper	8. _____	8. _____	8. _____
9. Reimbursable Summer Breakfast	9. _____	9. _____	9. _____
10. Reimbursable Summer Lunch	10. _____	10. _____	10. _____
11. Fresh Fruit and Vegetable Program	11. _____	11. _____	11. _____

\*Rates must be the same.

\*\*Rates must not be rounded up. Do not exceed four decimal places.

\*\*\*Percentage increase must not exceed the allowable increase established in the original contract.

<u>Just A Dash Catering</u>		
Food Service Management Company		
<u>9722 Parkway Dr.</u>		
Street Address		
<u>Highland</u>	<u>IN.</u>	<u>46322</u>
City	State	Zip Code

By submission of this proposed renewal agreement, the FSMC certifies that, in the event they receive a renewal award under this solicitation, the FSMC shall operate in accordance with all applicable current program regulations. This agreement shall not exceed one year.

_____	<u>Co-CEO. shawkins@justadashcatering.com</u>	<u>05/01/19</u>
Authorized Signature	Title / e-mail address	Date

**Acceptance of Contract Renewal Agreement**

_____	_____
<b>School Food Authority</b>	<b>Agreement Number</b>
_____	_____
<b>Authorized Signature</b>	<b>Title / e-mail address</b>
_____	<b>Date</b>

## Contract Renewal Agreement Certification Form 2019–2020

The *Contract Renewal Agreement Certification Form* must be completed and signed by the school food authority's (SFA's) authorized representative.

### A. School Food Authority Information

Agreement Number (RCDT Code) \_\_\_\_\_

School Food Authority \_\_\_\_\_

Contractor Name \_\_\_\_\_ Just A Dash Catering \_\_\_\_\_

### B. Required Documentation

Submit signed copies of the following documents.

- *Contract Renewal Agreement*
- *Contract Renewal Agreement Certification Form 2019–2020*
- Certification forms, as applicable, signed annually by the contractor. The contractor certification forms are located on our website at <https://www.isbe.net/Pages/Nutrition-and-Wellness-Contract-Certification-Forms.aspx>.
  - *Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions,*
  - *Certificate Regarding Lobbying—Contracts, Grants, Loans, and Cooperative Agreements,*
  - *Disclosure of Lobbying Activities-* If the annual contract is over \$100,000 and any funds other than Federal appropriated funds have been used for lobbying;
- *Food-Based Meal Pattern Contract Amendment*, if applicable, signed by both parties;
- Any other amendments, if applicable, for non-material allowable contract changes accompanied by written justification for the amendment.

### C. Contract Renewal Terms

Per the contract renewal terms stated in the contract, the maximum allowable percentage increase that may be applied to the fixed meal rates and fixed management fees is as follows (refer to the original contract for renewal terms; check the appropriate box):

- |  |      |
|--|------|
| <input type="checkbox"/> CPI—Food Away From Home (Dec) | 2.8% |
| <input type="checkbox"/> CPI—All (Dec)                 | 1.9% |
| <input type="checkbox"/> CPI—Food (Dec)                | 1.6% |
| <input type="checkbox"/> Other (specify) _____         |      |

### D. Certification Statement

Under the provisions of the United States Department of Agriculture, Food and Nutrition Service, I certify as a sponsor in the Child Nutrition Programs all information contained in the executed *Contract Renewal Agreement* and accompanying contract renewal documents is true and accurate.

I understand the nonprofit school food service program account cannot be used to pay for unallowable contract costs. As authorized representative for the school food authority noted above, I will ensure operation of the nonprofit school food service program, including use of nonprofit school food service program account funds, is in compliance with the rules and regulations of the Illinois State Board of Education and the United States Department of Agriculture regarding Child Nutrition Programs.

I understand revisions cannot be made to the executed *Invitation for Bid and Contract* without first submitting proposed revisions to the Illinois State Board of Education for review and receiving written notification the proposed revisions are allowable within the regulatory guidelines. Furthermore, I understand additional documents and/or agreements, including those developed by the contractor, cannot become part of the executed contract.

I understand all contract information provided to the Illinois State Board of Education is being given in connection with the receipt of federal funds and deliberate misrepresentation may subject me to prosecution under applicable state and federal criminal statutes. Further, I understand such misrepresentation could result in the loss of federal and state funding received by the school food authority for School-Based Child Nutrition Programs.

I certify that all contract provisions, including those relating to USDA Foods utilization by the FSMC/Vendor to the maximum extent possible have been met:

School Year 2019 USDA Foods Entitlement Amount (A) \$\_\_17,496.61\_\_  
School Year 2019 USDA Foods credits issued to the SFA by the FSMC/Vendor (B) \$\_\_17,496.61\_\_  
USDA Foods Entitlement Utilization Percentage as of **5/9/2019** (B / A) %\_\_100\_\_

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Authorized Representative Signature	Title	e-mail	Date
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**Mail, fax, or email to:**      **Nutrition Division**  
   **Illinois State Board of Education**  
   **100 North First Street W270**  
   **Springfield, IL 62777-0001**  
   **Fax: 217-524-6124**  
   **Email: [nutritionprocurement@isbe.net](mailto:nutritionprocurement@isbe.net)**

**Please submit documents only once.** For example, do not fax and mail. Only one copy of each set of documents is necessary. **All original documents should be retained in the SFA's files.**

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708.246.3210 Fax: 708.352.0092

Pleasantdale School District 107 | 7450 S. Wolf Road | Burr Ridge, IL 60527 | 708.784.2013 | Fax: 708.246.0161 | www.d107.org

DATE: May 8, 2019  
TO: Board of Education  
FROM: Frank Adams  
RE: Lyons Township Bid 2019/2020 - Paper Bid

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Each year the seven school districts in Lyons Township combine their needs in the areas of paper and submit one bid proposal for the entire township. District 103 organized the bid process. Through this process each district receives a lower price on these items since quantities are substantially higher. The bids were properly advertised, solicited, received, opened and publicly read on Monday, April 22, 2019. Four vendors responded for the paper bid. The recommendation is to award the bids as follows:

<u>Vendor</u>	<u>Amount</u>
Midland Paper	\$2.807 per Ream (White) \$3.673 per Ream (Color)

Listed on the next page is a 10-year history of the cost per ream of paper.

Paper Bid History

Cost Per Ream (500 Sheets @ 10 Per Box)

	2019/20	2018/19	2017/18	2016/17	2015/16	2014/15	2013/14	2012/13	2011/12	2010/11
8 1/2 X 11 White	<b>\$2.807</b>	\$2.365	\$2.157	\$2.260	\$2.352	\$2.420	\$2.309	\$2.925	\$2.825	\$2.850
8 1/2 x 11 Color	<b>\$3.673</b>	\$3.225	\$3.119	\$3.205	\$3.218	\$3.250	\$3.295	\$3.420	\$3.320	\$3.520

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DATE: May 8, 2019  
TO: Board of Education  
FROM: Frank Adams  
RE: Audit Services

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The attached document from Miller Cooper & Co., Ltd sets forth their proposal for the 6/30/2019 audit. The fee for the 6/30/2019 audit is \$24,000. Last year's audit fee was \$23,500. The recommendation is that the Board of Education approve Miller Cooper & Co., Ltd for audit services.

# MILLER COOPER & Co., Ltd

ACCOUNTANTS AND CONSULTANTS

May 7, 2019

Board of Education  
Dr. David Palzet, Superintendent  
Frank Adams, Business Manager  
Pleasantdale School District 107  
7450 South Wolf Road  
Burr Ridge, Illinois 60527

Attention: Frank Adams, Business Manager

## **The Objective and Scope of the Audit of the Financial Statements**

You have requested that we audit Pleasantdale School District 107's (the District) governmental activities, each major fund and aggregate remaining fund information as of and for the year ending June 30, 2019, which collectively comprise the basic financial statements. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter.

Our audit will be conducted with the objective of our expressing an opinion on the basic financial statements.

Accounting principles generally accepted in the United States of America provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist primarily of inquiries of management regarding their methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any form of assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited. These items include the Management's Discussion and Analysis, Illinois Municipal Retirement Fund Pension Data, Teachers' Retirement System Pension Data, Other Postemployment Benefits Data, Budgetary Comparison Schedules, and Notes to the Required Supplementary Information.

Supplementary financial information other than RSI will accompany the District's basic financial statements. We will subject the supplementary financial information to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the supplementary financial information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on the supplementary financial information, which we anticipate this information to be the same as last year, in relation to the financial statements as a whole.

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### **The Objective and Scope of the Audit of the Financial Statements (Continued)**

Other supplemental information, other than RSI and the above mentioned supplementary information, will be accompanying the District's basic financial statements. We will not subject the other supplemental information, which we anticipate this information to be the same as last year, to the auditing procedures applied in our audit of the basic financial statements and will not express an opinion or provide any form of assurance on them.

The State Annual Financial Report (AFR), which also has supplementary financial information, will be submitted separately from the District's basic financial statements. We will subject the supplementary financial information in the AFR (Basic Financial Statements, Supplementary Schedules and Notes) to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the supplementary financial information in the AFR to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on certain portions of the AFR (Basic Financial Statements, Supplementary Schedules, and Notes) in relation to the financial statements as a whole. The remainder of the AFR will not be subjected to the auditing procedures applied in our audit of the basic financial statements and we will not express an opinion or provide any form of assurance on them.

The Consolidated Year End Financial Report (CYEFR), which is supplementary financial information, will be submitted separately from the District's basic financial statements. We will subject the CYEFR to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the CYEFR to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on the CYEFR in relation to the financial statements as a whole, which is a new reporting requirement for the year ending June 30, 2019.

### **The Responsibilities of the Auditors**

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (GAAS); *Government Auditing Standards* issued by the Comptroller General of the United States (GAS). Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements may not be detected exists, even though the audit is properly planned and performed in accordance with GAAS. Also, an audit is not designed to detect errors or fraud that are immaterial to the financial statements.

The determination of abuse is subjective; therefore, GAS does not expect us to provide reasonable assurance of detecting abuse.

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### **The Responsibilities of the Auditor (Continued)**

In making our risk assessments, we consider internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the District's internal control or to identify deficiencies in internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.

We will also communicate to the Board of Education (a) any fraud involving senior management and fraud (whether caused by senior management or other employees) that causes a material misstatement of the financial statements that becomes known to us during the audit, and (b) any instances of noncompliance with laws and regulations that we become aware of during the audit (unless they are clearly inconsequential). Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

The funds that you have told us are maintained by the District and that are to be included as part of our audit will be the same as the funds reported in the District's financial statements, for the year ending June 30, 2018.

### **The Responsibilities of Management and Identification of the Applicable Financial Reporting Framework**

Our audit will be conducted on the basis that management and when appropriate, the Board of Education, the Superintendent, and the Business Manager, acknowledge and understand that they have responsibility:

1. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America and preparation of the AFR, which is prepared using the regulatory basis of accounting as prescribed by the Illinois State Board of Education;
2. To evaluate subsequent events through the date the financial statements are issued or available to be issued, and to disclose the date through which subsequent events were evaluated in the financial statements. Management also agrees that it will not evaluate subsequent events earlier than the date of the management representation letter referred to below;
3. For the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error;
4. For establishing and maintaining effective internal control over financial reporting, and for informing us of all significant deficiencies and material weaknesses in the design or operation of such controls of which it has knowledge;
5. For report distribution; and
6. To provide us with:
  - a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements such as records, documentation and other matters;
  - b. Additional information that we may request from management for the purpose of the audit;
  - c. Unrestricted access to persons within the District from whom we determine it necessary to obtain audit evidence;

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**The Responsibilities of Management and Identification of the Applicable Financial Reporting Framework**  
(Continued)

As part of our audit process, we will request from management and, when appropriate, the Superintendent, the Business Manager, and the Board of Education, written confirmation concerning representations made to us in connection with the audit, including among other items:

1. That management has fulfilled its responsibilities as set out in the terms of this letter; and
2. That it believes the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole, if any.

You are also responsible for all management decisions and responsibilities, and for designating an individual with suitable skills, knowledge, and experience to oversee our preparation of your financial statements and any other non-audit services. You are responsible for evaluating the adequacy and results of services performed and accepting responsibility for such services.

Management is responsible for identifying and ensuring that the District complies with the laws and regulations applicable to its activities, and for informing us about all known material violations of such laws or regulations. In addition, management is responsible for the design and implementation of programs and controls to prevent and detect fraud or abuse, and for informing us about all known or suspected fraud or abuse affecting the District involving management, employees who have significant roles in internal control, and others where the fraud or abuse could have a material effect on the financial statements or compliance. Management is also responsible for informing us of its knowledge of any allegations of fraud or abuse, or suspected fraud or abuse, affecting the District received in communications from employees, former employees, analysts, regulators or others.

Management is responsible for the preparation of the supplementary information (RSI, supplementary financial information, and other supplemental information), in accordance with accounting principles generally accepted in the United States of America. Management agrees to include the auditor's report on the supplementary information in any document that contains the supplementary information and indicates that the auditor has reported on such supplementary information. Management also agrees to present the supplementary information with the audited financial statements or, if the supplementary information will not be presented with audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance of the supplementary information and the auditor's report thereon.

The Board of Education is responsible for informing us of its views about the risks of fraud or abuse within the District, and its knowledge of any fraud or abuse or suspected fraud or abuse affecting the District.

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**The Responsibilities of Management and Identification of the Applicable Financial Reporting Framework**  
(Continued)

You have informed us that, in the event that the District may issue public debt in the future, that you may include our report on your financial statements in the offering statement. You have further informed us that you do not intend for us to be associated with the proposed offering.

We agree that our association with any proposed offering is not necessary, provided the District agrees to clearly indicate that we are not associated with the contents of any such official statement or memorandum. The District agrees that the following disclosure will be prominently displayed in any such official statement or memorandum:

Miller, Cooper & Co., Ltd., our independent auditor, has not been engaged to perform, and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. Miller, Cooper & Co., Ltd. also has not performed any procedures relating to this official statement or memorandum.

Because of the importance of oral and written representations to an effective engagement, the District hereby releases Miller, Cooper & Co., Ltd., its current, former and future partners, principals, employees, and personnel from any or all claims, liabilities, costs, and expenses attributable to a misrepresentation by District management or false or incomplete information provided by any of the District's personnel or agents to us in the performance of our services. This provision shall survive the termination of this arrangement for services.

**Pleasantdale School District 107's Records and Assistance**

If circumstances arise relating to the condition of the District's records, the availability of appropriate audit evidence or indications of a significant risk of material misstatement of the financial statements because of error, fraudulent financial reporting or misappropriation of assets which, in our professional judgment, prevent us from completing the audit or forming an opinion, we retain the unilateral right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement. The District agrees that Miller, Cooper & Co., Ltd. shall have no liability for any damages to the District that arise from any actions Miller, Cooper & Co., Ltd. may take pursuant to this paragraph.

During the course of our engagement, we may accumulate records containing data that should be reflected in the District's books and records. The District will determine that all such data, if necessary, will be so reflected. Accordingly, the District will not expect us to maintain copies of such records in our possession.

The assistance to be supplied by District personnel, including the preparation of schedules and analyses of accounts, will be discussed and coordinated with Frank Adams, Business Manager. The timely and accurate completion of this work is an essential condition to our completion of the audit and issuance of our audit report.

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**Pleasantdale School District 107's Records and Assistance (Continued)**

In connection with our audit, you have requested us to perform certain non-audit services necessary for the preparation of the financial statements, including drafting of the financial statements and AFR; assistance with modified accrual adjustments and GASB 34 entries and filing the AFR with the Illinois State Board of Education. The GAS independence standards require that the auditor maintain independence so that opinions, findings, conclusions, judgments and recommendations will be impartial and viewed as impartial by reasonable and informed third parties. Before we agree to provide a non-audit service to the District, we determine whether providing such a service would create a significant threat to our independence for GAS audit purposes, either by itself or in aggregate with other non-audit services provided. A critical component of our determination is consideration of management's ability to effectively oversee the non-audit services to be performed. The District has agreed that Frank Adams, Business Manager, possesses suitable skill, knowledge or experience and that the individual understands the non-audit services listed above to be performed sufficiently to oversee them. Accordingly, the management of the District agrees to the following:

1. The District has designated Frank Adams, Business Manager, as a senior member of management who possesses suitable skill, knowledge and experience to oversee the services;
2. Frank Adams, Business Manager, will assume all management responsibilities for subject matter and scope of the non-audit services listed above;
3. The District will evaluate the adequacy and results of the services performed; and
4. The District accepts responsibility for the results and ultimate use of the services.

GAS further requires that we establish an understanding with the District's management and those charged with governance of the objectives of the non-audit services, the services to be performed, the District's acceptance of its responsibilities, the auditor's responsibilities and any limitations of the non-audit services. We believe this letter documents that understanding.

**Other Relevant Information**

Miller, Cooper & Co., Ltd. may mention the District's name and provide a general description of the engagement in Miller, Cooper & Co., Ltd's. client lists and marketing materials.

From time to time and depending upon the circumstances, we may use third-party service providers to assist us in providing professional services to you. In such circumstances, it may be necessary for us to disclose confidential client information to them. We enter into confidentiality agreements with all third-party service providers and we are satisfied that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others.

In accordance with GAS, a copy of our most recent peer review report is enclosed for your information.

Our fees for the audit and non-audit services described above are based upon the value of the services performed and the time required by the individuals assigned to the engagement. Our fee estimate and completion of our work are based upon the following criteria:

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### **Fees, Costs, and Access to Workpapers**

- a. Anticipated cooperation from District personnel
- b. Timely responses to our inquiries
- c. Timely completion and delivery of client assistance requests
- d. Timely communication of all significant accounting and financial reporting matters
- e. The assumption that unexpected circumstances will not be encountered during the engagement
- f. No new accounting or auditing standards need to be implemented.

As stated above, all of the information we have requested needs to be completed by the dates that have been agreed to for the start of audit fieldwork in order for the audit to be completed in an efficient and timely manner and for the deliverables to be completed in accordance with the agreed upon timeline. If information is not available and additional time needs to be scheduled for the completion of the audit, we will discuss with management applicable inefficiencies and agree on additional charges in advance.

When an engagement has been suspended at the request of management or the Board of Education and work on that engagement has not recommenced within 120 days of the request to suspend our work, Miller, Cooper & Co., Ltd. may, at its sole discretion, terminate this arrangement letter without further obligation to the District. Resumption of audit work following termination may be subject to our client acceptance procedures and, if resumed, will necessitate additional procedures not contemplated in this arrangement letter. Accordingly, the scope, timing and fee arrangement discussed in this arrangement letter will no longer apply. In order for Miller, Cooper, & Co., Ltd. to recommence work, a new arrangement letter would need to be mutually agreed upon and executed.

Our fees for the year ending June 30, 2019 will be \$24,000 for the audit and non-audit services described above. This fee does not include the in relation to opinion we will have to provide on the CYEFR. We estimate our fee to be \$800-\$1,000 for the year ending June 30, 2019. This fee estimate will be subject to adjustments based on unanticipated changes in the scope of our work, communication of final GATA reporting requirements from ISBE, and/or incomplete or untimely receipt by us of information on the client participation list. Additional non-audit services that may be required will be billed at our standard rates in effect at the time the services are provided. All other provisions of this letter will survive any fee adjustment. Interim billings will be submitted as work progresses and as expenses are incurred. Billings are due upon submission.

Our professional standards require that we perform certain additional procedures, on current and previous years' engagements, whenever a partner or professional employee leaves the firm and is subsequently employed by or associated with a client in a key position. Accordingly, the District agrees it will compensate Miller, Cooper & Co., Ltd for any additional costs incurred as a result of the District's employment of a partner or professional employee of Miller, Cooper & Co., Ltd. To ensure that Miller, Cooper & Co., Ltd.'s independence is not impaired under professional standards, you agree to inform the engagement principal before entering into any substantive employment discussions with any of our personnel.

In the event we are requested or authorized by the District or are required by government regulation, subpoena or other legal process to produce our documents or our personnel as witnesses with respect to our engagement for the District, the District will, so long as we are not a party to the proceeding in which the information is sought, reimburse us for our professional time and expenses, as well as the fees and expenses of our counsel, incurred in responding to such requests.

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**Fees, Costs, and Access to Workpapers (Continued)**

The documentation for this engagement is the property of Miller, Cooper & Co., Ltd. and constitutes confidential information. However, you acknowledge and grant your assent that representatives of the cognizant or oversight agency or their designee, other government audit staffs, and the U.S. Government Accountability Office shall have access to the audit documentation upon their request and at our discretion and that we shall maintain the audit documentation for a period of at least three years after the date of the report, or for a longer period if we are requested to do so by the cognizant or oversight agency. Access to requested documentation will be provided under the supervision of Miller, Cooper & Co., Ltd. audit personnel and at a location designated by our firm, and such access shall not affect our ownership of or claim of privilege over these documents.

**Claim Resolution**

Any claim arising out of services rendered pursuant to this agreement shall be resolved in accordance with the laws of Illinois. The District and Miller, Cooper & Co., Ltd. agree that no claim arising out of services rendered pursuant to this agreement shall be filed more than two years after the date of the audit report issued by Miller, Cooper & Co., Ltd. or the date of this arrangement letter if no report has been issued, without delay in the running of this period based on the time of discovery of the claim. The District and Miller, Cooper & Co., Ltd. agree that neither of their liability to the other for any damages incurred as a result of this engagement, shall exceed the amount paid by you for services under this engagement. This damages limitation shall occur regardless of the nature of the claim, whether in contract, tort or otherwise, and including but not limited to Miller, Cooper & Co., Ltd.'s own negligence, but shall not apply to the extent that Miller, Cooper & Co., Ltd. is found to have acted with intentional misconduct or fraud. Furthermore, the District agrees that Miller, Cooper & Co., Ltd. shall not under any circumstances be liable for any special, consequential, incidental or exemplary damages or loss (nor any lost profits, taxes, interest, tax penalties savings or business opportunity).

In responding to any claim or action of any kind, regardless of whether it is in contract, tort, at law or in equity, we shall be entitled to assert your comparative fault as a defense to the claim or action to reduce any damages awarded against us in proportion to the culpable conduct attributable to you.

In addition, the District agrees to indemnify, defend, and hold harmless Miller, Cooper & Co., Ltd. and its current, former and future partners, principals, employees, and personnel from any and all claims, liabilities, costs, and expenses, including attorney fees, relating to Miller, Cooper & Co., Ltd.'s services under this arrangement letter arising from or relating to the District's misrepresentations or false or incomplete information provided to us during the engagement, except to the extent finally determined to have resulted from the intentional misconduct or fraud of Miller, Cooper & Co., Ltd. relating to such services.

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### **Information Security - Miscellaneous Terms**

Miller, Cooper & Co., Ltd. is committed to the safe and confidential treatment of the Pleasantdale School District 107's proprietary information. Miller, Cooper & Co., Ltd. is required to maintain the confidential treatment of client information in accordance with relevant industry professional standards, which govern the provision of services described herein. The Pleasantdale School District 107 agrees that it will not provide Miller, Cooper & Co., Ltd. with any unencrypted electronic confidential or proprietary information, and the parties agree to utilize commercially reasonable measures to maintain the confidentiality of the Pleasantdale School District 107's information, including the use of collaborative sites to ensure the safe transfer of data between the parties. In connection with this engagement, we request your authorization for use of Smartsheet, a collaborative site for the exchange and storage of files and other information. The authorization form is included in Appendix A.

Miller, Cooper & Co., Ltd. may terminate this relationship immediately in its sole discretion if Miller, Cooper & Co., Ltd. determines that continued performance would result in a violation of law, regulatory requirements, applicable professional standards or Miller, Cooper & Co., Ltd.'s client acceptance or retention standards, or if the District is placed on a verified sanctioned entity list or if any director or executive of, or other person closely associated with, the Treasurer or its affiliates is placed on a verified sanctioned person list, in each case, including but not limited to lists promulgated by the Office of Foreign Assets Control of the U.S. Department of the Treasury, the U.S. State Department, the United Nations Security Council, the European Union or any other relevant sanctioning authority.

If any term or provision of this agreement is determined to be invalid or unenforceable, such term or provision will be deemed stricken and all other terms and provisions will remain in full force and effect.

### **Reporting**

We will issue a written report upon completion of our audit of the District's financial statements. Our report will be addressed to the Board of Education of the District. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion, add an emphasis-of-matter or other-matter paragraph(s), or withdraw from the engagement. Susan Jones is the engagement principal and is responsible for supervising the engagement and signing the report or authorizing another individual to sign it.

Our work is prepared as a result of this engagement of Miller, Cooper & Co., Ltd. by you and the information contained, and any opinions expressed therein are solely for your internal use. Miller, Cooper & Co., Ltd. is not aware that this work is intended to benefit or influence any other party. This agreement can be altered only by an additional written agreement executed by both of us.

This letter constitutes the complete and exclusive statement of agreement between Miller, Cooper & Co., Ltd. and the District, superseding all proposals, oral or written, and all other communications, with respect to the terms of the engagement between the parties. If because of a change in the District's status or due to any other reason, any provision in this letter would be prohibited by, or would impair our independence under, laws, regulations or published interpretations by governmental bodies, commissions, or other regulatory agencies, such provision shall, to that extent, be of no further force and effect and this letter shall consist of the remaining portions.

At the conclusion of this arrangement, we will return all original records you supplied to us. Your records comprise of the backup and support for your basic financial statements. Our firm destroys our files and all pertinent workpapers for current clients after a retention period of seven years.

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**Electronic Signatures and Counterparts**

Each party hereto agrees that any electronic signature of a party to this agreement or any electronic signature to a document contemplated hereby (including any representation letter) is intended to authenticate such writing and shall be as valid, and have the same force and effect, as a manual signature. Any such electronically signed document shall be deemed (i) to be "written" or "in writing," (ii) to have been signed and (iii) to constitute a record established and maintained in the ordinary course of business and an original written record when printed from electronic files. Each party hereto also agrees that electronic delivery of a signature to any such document (via email or otherwise) shall be as effective as manual delivery of a manual signature. For purposes hereof, "electronic signature" includes, but is not limited to, (i) a scanned copy (as a "pdf" (portable document format) or other replicating image) of a manual ink signature, (ii) an electronic copy of a traditional signature affixed to a document, (iii) a signature incorporated into a document utilizing touchscreen capabilities or (iv) a digital signature. This agreement may be executed in one or more counterparts, each of which shall be considered an original instrument, but all of which shall be considered one and the same agreement. Paper copies or "printouts," of such documents if introduced as evidence in any judicial, arbitral, mediation or administrative proceeding, will be admissible as between the parties to the same extent and under the same conditions as other original business records created and maintained in documentary form. Neither party shall contest the admissibility of true and accurate copies of electronically signed documents on the basis of the best evidence rule or as not satisfying the business records exception to the hearsay rule.

Please sign and return a copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements, including our respective responsibilities. We appreciate your business.

Sincerely,

MILLER, COOPER & CO., LTD.



Susan R. Jones, Principal

Enclosures

Confirmed on behalf of Pleasantdale School District 107:

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President of the Board of Education

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Date

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Superintendent

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Date

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Business Manager

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Date

Pleasantdale Elementary School  
8100 School Street  
La Grange, IL 60525  
708.246.4700 Fax: 708.246.4625



Pleasantdale Middle School  
7450 S. Wolf Road  
Burr Ridge, IL 60527  
708.246.3210 Fax: 708.352.0092

Pleasantdale School District 107 | 7450 S. Wolf Road | Burr Ridge, IL 60527 | 708.784.2013 | Fax: 708.246.0161 | [www.d107.org](http://www.d107.org)

DATE: May 8, 2019  
TO: Board of Education  
FROM: Frank Adams  
RE: Transportation

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First Student was awarded the bid contract when we bid transportation services in April 2008. It is recommended that we extend the First Student contract for FY20 with an increase of 4.0%

Attachment: First Student Rates for FY20

**AMENDMENT TO STUDENT TRANSPORTATION SERVICES AGREEMENT BETWEEN  
PLEASANTDALE SCHOOL DISTRICT 107 AND FIRST STUDENT, INC.**

**THIS AMENDMENT** is made by and entered into as of the 15th day of May 2019 by and between the BOARD OF EDUCATION OF PLEASANTDALE SCHOOL DISTRICT 107 with principal offices located at 7450 S. Wolf Road, Burr Ridge, Illinois 60527 hereinafter called DISTRICT and FIRST STUDENT, INC. hereinafter called "CONTRACTOR" with its corporate offices located at 600 Vine Street, Suite 1400, Cincinnati Ohio, 45202 and its local operating offices located at 8600 W. 67<sup>TH</sup> Street, Hodgkins, Illinois 60525 and together called "PARTIES".

**WHEREAS**, the parties entered into that certain Pupil Transportation Services Agreement dated July 28, 2008, May 9, 2011, May 7, 2013, May 5, 2014, May 12, 2015, May 11, 2016, May 16, 2018 and May 15, 2019 (hereinafter the "Agreement"); and all contingencies placed upon the bid specifications, and

**WHEREAS**, the parties desire to amend certain provisions thereof and extend its term effective immediately;

**NOW, THEREFORE**, the parties mutually agree as follows:

All terms used herein, unless otherwise defined in this Amendment, shall have the same meaning as set forth in the Agreement. Following the effective date of this Amendment, future references to the Agreement in any communication or document between the DISTRICT and CONTRACTOR shall mean the Agreement incorporating the changes and/or additions in this Amendment.

1. **TERM.** The term of the Amended agreement shall extend for one (1) additional year's commencing August 1, 2019 and ending July 31, 2020; thereafter this amended agreement may be extended on a year-to-year basis by mutual agreement of the parties, subject to the operation of 105 Ill. Comp. Stat. 5/29-6.1, as amended from time to time.
2. **COMPENSATION** Commencing August 1, 2019, the rates of compensation payable hereunder during the ensuing Contract Year shall be those set forth in Exhibit "A" and are based on current number of routes and bell times.
3. **NOTICE TO PARTIES**

All notices to be given by the parties to this Agreement shall be in writing and serviced by depositing same in the United States Mail, certified mail.

Notices to the DISTRICT shall be addressed to:

Mr, Frank Adams  
Business Manager  
Pleasantdale School District 107  
7450 S. Wolf Road  
Burr Ridge, IL 60527

Notices to CONTRACTOR shall be addressed to:

Ms. Leslie Norgren  
Area General Manager

First Student, Inc.  
1717 Park Street, Suite 225  
Naperville, IL 60563

With a copy to:

General Counsel  
FirstGroup America, Inc.  
600 Vine Street  
Suite 1400  
Cincinnati, OH 45202

4. **NO OTHER MODIFICATIONS:** All terms of the Agreement shall remain in full force and effect except to the extent modified herein. This Amendment shall become a part of and shall be integrated into the Agreement.

**IN WITNESS WHEREOF**, this Agreement has been signed and executed in duplicate on behalf of the parties hereto by persons duly authorized on the day and year first written above.

**PLEASANTDALE SCHOOL DISTRICT 107**

By: \_\_\_\_\_

Title: \_\_\_\_\_

**ATTEST:**

By: \_\_\_\_\_

**FIRST STUDENT, INC.**

By: \_\_\_\_\_

Title: \_\_\_\_\_

**ATTEST:**

By: \_\_\_\_\_

**EXHIBIT A**  
**PLEASANTDALE SCHOOL DISTRICT 107**  
**TRANSPORTATION RATES 2019-2020**

<b>Description</b>	<b>2018-19</b>	<b>2019-20</b>
AM Pleasantdale Elementary – 8:55 arrival – per bus per trip	\$ 82.17	\$ 85.45
AM Pleasantdale Middle – 8:20 arrival – per bus per trip	\$ 82.17	\$ 85.45
PM Pleasantdale Elementary – 3:20 departure – per bus per trip	\$ 82.17	\$ 85.45
PM Pleasantdale Middle – 3:22 departure – per bus per trip	\$ 82.17	\$ 85.45
KDG. Pleasantdale Elementary – 11:40 a.m. Departure	\$ 88.52	\$ 92.06
KDG. Pleasantdale Elementary – 12:30 a.m. Arrival	\$ 88.52	\$ 92.06
Band Route – 7:30 AM arrival at Pleasantdale Middle	\$ 88.52	\$ 92.06
Late Route – 4:25 PM departure from Pleasantdale Elementary	\$ 88.52	\$ 92.06
Late Route – 4:30 PM departure from Pleasantdale Middle	\$ 88.52	\$ 92.06
Math Shuttle	\$ 32.03	\$ 33.31
<b>FIELD TRIP RATES</b>		
2 HOURS OR LESS	\$ 174.20	\$ 181.16
3 HOURS OR LESS	\$ 174.20	\$ 181.16
4 HOURS OR LESS	\$ 232.87	\$ 242.18
5 HOURS OR LESS	\$ 291.55	\$ 303.21
ADDITIONAL HOURS	\$ 56.88	\$ 59.15
<b>ATHLETIC TRIPS</b>		
UP TO 4 HOURS	\$ 232.87	\$ 242.18
ADDITIONAL HOURS	\$ 56.88	\$ 59.15

Pleasantdale Elementary School  
8100 School Street  
La Grange, IL 60525  
708.246.4700 Fax: 708.246.4625



Pleasantdale Middle School  
7450 S. Wolf Road  
Burr Ridge, IL 60527  
708.246.3210 Fax: 708.352.0092

Pleasantdale School District 107 | 7450 S. Wolf Road | Burr Ridge, IL 60527 | 708.784.2013 | Fax: 708.246.0161 | [www.d107.org](http://www.d107.org)

DATE: May 8, 2019  
TO: Board of Education  
FROM: Frank Adams  
RE: Cleaning Service Renewal – FY20

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GCA Services Group has provided the district with cleaning services since 1998. I would like to recommend the continued contract extension for the FY20 school year. GCA has agreed to a 2.0% increase.

The current cost of GCA is \$214,344. With the 2.0% increase, the new contract figure would be \$218,630.88.

## FOURTH AMENDMENT TO SERVICES AGREEMENT

**THIS FOURTH AMENDMENT TO SERVICES AGREEMENT** (the “Fourth Amendment”), effective as of July 1, 2019, is made by and between **Pleasantdale School District 107** (“Customer”) and **GCA Education Services Central States, Inc.** (“GCA”), a Illinois corporation. GCA and Customer are hereinafter referred to as the “Parties” to this Fourth Amendment.

### *RECITALS:*

- A. **WHEREAS**, the Parties have entered into a Services Agreement dated effective August 1, 1998, which was previously amended on June 22, 2000, May 17, 2001, May 18, 2005, June 1, 2005, April 16, 2012, July 1, 2017, and July 1, 2018 (collectively referred to as the “Agreement”), whereby Customer retained GCA to perform various services specified in the Agreement itself; and
- B. **WHEREAS**, the Parties desire to make certain modifications, revisions and amendments to the pricing in the Agreement itself.

**NOW, THEREFORE**, for and in consideration of the mutual promises and undertakings herein contained and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties state and agree as follows:

- 1. **Term.** Section B of the Agreement is hereby amended to extend the term, which extended term shall commence as of **July 1, 2019** and terminate **June 30, 2020** (the “Term”), unless sooner extended terminated as provided in the Agreement.
- 2. **Pricing.** The Pricing in the Agreement shall be modified as set forth in *Attachment A*, attached hereto and incorporated by reference.
- 3. **Ratification.** Except as and to the extent amended, altered, and/or modified as provided in this Fourth Amendment, all terms, covenants, conditions and provisions of the Agreement are hereby ratified and reaffirmed, and shall remain in full force and effect.
- 4. **No Default.** The Parties hereby acknowledge and agree that, as of the date of this Fourth Amendment, neither party is in default or otherwise in breach of the Agreement, and to their best knowledge no facts exist which, with the passage of time, the giving of notice, or both, could become a default or breach of the Agreement.
- 5. **Counterparts.** This Fourth Amendment may be executed in one or more counterparts, and exchanged via facsimile or other electronic transmission, each of which shall for all purposes be deemed to be an original and all of which shall constitute one and the same instrument.

**IN WITNESS WHEREOF**, the parties hereto have set their hands as of the day and year first above written.

**PLEASANTDALE SCHOOL DISTRICT 107**

**GCA EDUCATION SERVICES CENTRAL  
STATES, INC.**

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**ATTACHMENT A**  
**PRICING**

Pricing Effective: July 1, 2019 – June 30, 2020

Cost reflects a 2% increase

Yearly Cost- \$218,630.88

Monthly Cost- \$18,219.24

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**eGrant Management System**

**Printed Copy of Application**

Applicant: PLEASANTDALE SD 107

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: PLEASANTDALE SD 107

Date Generated: 5/7/2019 4:00:32 PM

Generated By: jban77

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**Overview**

<b>PROGRAM:</b>	Consolidated District Plan
<b>PURPOSE:</b>	The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C.2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.
<b>BOARD GOALS:</b>	<i>Every child in each public school system in the State of Illinois deserves to attend a system wherein:</i> <ul style="list-style-type: none"><li>* All kindergartners are assessed for readiness.</li><li>* Ninety percent or more of third-grade students are reading at or above grade level.</li><li>* Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.</li><li>* Ninety percent or more of ninth-grade students are on track to graduate with their cohort.</li><li>* Ninety percent or more of students graduate from high school ready for college and career.</li><li>* All students are supported by highly prepared and effective teachers and school leaders.</li><li>* Every school offers a safe and healthy learning environment for all students.</li></ul>
<b>FY2020 INCLUDED PROGRAMS:</b>	Title I, Part A - Improving Basic Programs Title I, Part A - School Improvement Part 1003(a) Title I, Part D - Delinquent Title I, Part D - Neglected Title I, Part D - State Neglected/Delinquent Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders Title III - Language Instruction Educational Program (LIEP) Title III - Immigrant Education Title IV, Part A - Student Support and Academic Enrichment Title V, Part B - Rural and Low Income Schools IDEA, Part B - Flow-Through IDEA, Part B - Preschool Foster Care Transportation Plan
<b>LEGISLATION:</b>	<a href="#">Every Student Succeeds Act (ESSA)</a> <a href="#">Individuals with Disabilities Education Act</a> <a href="#">Rehabilitation Act</a> <a href="#">Strengthening Career and Technical Education for the 21st Century Act</a> <a href="#">Workforce Innovation and Opportunity Act</a> <a href="#">Head Start Act</a> <a href="#">McKinney-Vento Homeless Assistance Act</a> <a href="#">Adult Education and Family Literacy Act</a>
<b>DUE DATE:</b>	District plans must be submitted to the Illinois State Board of Education and approved before any FY2020 grant applications for included programs can be approved. Submission by April 1 is recommended.
<b>DURATION:</b>	The District Plan must be submitted initially for the school year 2019-2020 and updated annually thereafter.
<b>AMENDMENTS:</b>	Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.
<b>INSTRUCTIONS:</b>	Instructions in PDF format
<b>COMMON ABBREVIATIONS:</b>	ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended) IDEA - Individuals with Disabilities Education Act ISBE - Illinois State Board of Education LEA - Local Educational Agency LIEP - Language Instruction Educational Program SEA - State Education Agency

**1. Contact Information for Person Completing This Form**

Last Name*	First Name*	Middle Initial
<input type="text" value="Ban"/>	<input type="text" value="Jennifer"/>	<input type="text"/>
Phone*	Email*	
<input type="text" value="708"/> <input type="text" value="784"/> <input type="text" value="2177"/>	<input type="text" value="jban@d107.org"/>	

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

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

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

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

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

([count] of 2500 characters used)

Board of Education Policy 7:10, Equal Educational Opportunities Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, Community Use of School Facilities. Any student may file a discrimination grievance by using Board policy 2:260 Uniform Grievance Procedure. Sex Equity No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Any student may file a sex equity complaint by using Board policy 2:260 Uniform Grievance Procedure. A student may appeal the School Board's resolution of the complaint to the Regional Superintendent of Schools (pursuant to 105 ILCS 5/3-10 of The School Code) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8 of The School Code). Administrative Implementation The Superintendent shall appoint a Nondiscrimination Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure.

**3. General Completion Instructions**

Work through the tabs from left to right. Save each page before moving to the next tab.

Required fields on each page are dependent upon funding sources selected on the Coordinated Funding tab.

Many pages have notes at the bottom indicating for which programs the page is required.

To determine if a page is required for the funding sources selected earlier in the application, save the page before completing and look for error messages. If none, the page is not required for the program(s) selected.

**How to Complete Pages with Pre-populated Fields**

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

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

Program Risk Assessment pages must be completed for FY2020. In future years, those responses are expected to pre-populate in the grant, with an opportunity for the entity to review and revise as necessary.

\*Required field, applicable for all funding sources

**Amendments**

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

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

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

**Plan Changes**

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

[[count] of 5000 maximum characters used)

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\*Required field, applicable for all funding sources

**1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2019-2020.\* [1]**

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

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

**2. Describe how the LEA will align federal resources, including but not limited to the programs listed above, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.\* [2]**

Funding from grants listed above are used in coordination with state and local resources to fund positions and professional development that allow for both enrichment and intervention to support the core instructional programs in District 107.

**Legislative References:**

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

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

\*Required field, applicable for all funding sources

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

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

List and describe other instruments and/or processes that were used in the needs assessment.

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

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

**A. Title I, Part A - Improving Basic Programs**

Our Title I programs serve students in reading and/or math who qualify by performing at or below the 40th percentile on district assessments (MAP, Fastbridge). Our teachers meet three times a year to review the data, determine interventions, and monitor student progress towards their goals. Students in intervention are progress-monitored every two weeks. Parents receive assessment reports three times per year in reading and math.

**B. Title I, Part A - School Improvement Part 1003(a)****C. Title I, Part D - Delinquent****D. Title I, Part A - Neglected****E. Title I, Part D - State Neglected/Delinquent****F. Title II, Part A - Preparing, Training, and Recruiting**

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

The Strategic Blueprint goal of building human capital focuses on engaging our teachers in relevant, timely, pertinent, and personalized professional development. The district plans and provides professional development that aligns with our Strategic Blueprint action steps, our curriculum review process, and has a direct impact on our Pleasantdale staff and students. Needs assessment results showed that teachers desired professional development in co-teaching, differentiated instruction, and curriculum planning/support.

**G. Title III - LIEP****H. Title III - Immigrant Education Program****I. Title IV, Part A - Student Support and Academic Enrichment**

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

Two areas of need are enrichment and technology integration. Professional development activities will focus on enriching the curriculum in all subject areas for high-ability learners and integrating technology into the curriculum.

**J. Title V, Part B - Rural and Low Income Schools****K. IDEA, Part B - Flow-Through [1]**

Needs are determined through the IEP goals of students. Funds are used to purchase services through the LADSE cooperative in psychology, speech therapy, occupational therapy, and social work.

**L. IDEA, Part B - Preschool**

Bright Beginnings is an inclusive preschool program available to children residing in Pleasantdale School District. The early childhood program utilizes researched based curriculum and developmentally appropriate methodologies to teach children ages 3-4 years. Learning is best facilitated in this age group through hands-on, interactive experiences. Bright Beginnings staff members strive to engage and challenge early learners at various stages of developmental growth.

**Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected

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

**ISBE Goals:**

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

**District Goal(s):**

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

Strategic Blueprint Goal, Building Learning Capacity: Pleasantdale leaders and learners will cultivate advancement of global competency and cultural awareness through innovative learning experiences. Strategic Blueprint Goal, Building Learning Environments: Our schools will provide flexible learning environments that promote purposeful collaboration and a balanced educational approach to create inspired 21st century learners. Strategic Blueprint Goal, Building Human Capital: Ensure Pleasantdale is recruiting, hiring, and retaining high-level professionals that engage in collaborative professional development and are committed to learning and implementing innovative strategies focused on improved student learning.

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

**Check all that apply.**

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

**Program Footnotes:**

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 7 = Title III, including LIEP and Immigrant Education
- 8 = Title IV, Part A - Student Support and Academic Enrichment

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.  
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used]

An initial stakeholder meeting was held in the district office on June 1, 2017. Stakeholders received an overview of the Every Student Succeeds Act and the Title I Plan. Individual questions were posed to the group and small groups were formulated to elicit conversation. The small groups shared their ideas in a whole group discussion for note taking and documentation to occur. Follow up with the stakeholders has taken place. Sign-in sheets, agenda, and documentation is on file. Yearly meeting of stakeholders is held in late May/early June annually.

Response from the FY19 Title I District Plan.

An initial stakeholder meeting was held in the district office on June 1, 2017. Stakeholders received an overview of the Every Student Succeeds Act and the Title I Plan. Individual questions were posed to the group and small groups were formulated to elicit conversation. The small groups shared their ideas in a whole group discussion for note taking and documentation to occur. Follow up with the stakeholders has taken place. Sign-in sheets, agenda, and documentation is on file. Yearly meeting of stakeholders is held in late May/early June annually.

**3.**

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.  
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used]

A strong home/school partnership is critical to student success. Two way communication is vital to sustaining this partnership. Reaching out to families for input and feedback provides the opportunity for families to have a voice and a way to capture family input throughout the written parental document . Some ways the district brings parents into system development include surveys, parent committees, planning meetings with a variety of stakeholders present, and special events that allow their child to be showcased. A supportive structure is built in an atmosphere in which all stakeholders feel valued. This provides the foundation for a trusting relationship.

Response from the FY19 Title I District Plan.

A strong home/school partnership is critical to student success. Two way communication is vital to sustaining this partnership. Reaching out to families for input and feedback provides the opportunity for families to have a voice and a way to capture family input throughout the written parental document . Some ways the district brings parents into system development include surveys, parent committees, planning meetings with a variety of stakeholders present, and special events that allow their child to be showcased. A supportive structure is built in an atmosphere in which all stakeholders feel valued. This provides the foundation for a trusting relationship.

**4. Describe the activities/strategies the LEA will implement for effective parent and family engagement.\*\* [3]**

*NOTE: This is a new field for FY2020. There is nothing to re-display.*

[[count] of 7500 maximum characters used]

The district holds a variety of parent engagement opportunities, including curriculum nights, informational events on meeting students' social-emotional needs, parent coffees, and interactive student/parent activities.

**Title I Requirement:**

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

[ESFA section 1112\(a\)\(1\)\(A\)](#)

**Title III Requirement:**

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

**Legislative References:**

- [1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)
- [2] Title I, Part A, Section 1116(a)(2)
- [3] Title I, Part A, Section Section 1116(a)(2) and Section 1112(b)(7)

\*Required field

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



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

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

Private School Name	Consultation Date			School Closing
	Titles I, II, IV	IDEA Flow-Through	IDEA Preschool	
Trinity Lutheran				<input type="checkbox"/>

**Title Programming Nonpublic Consultation**

In addition to private schools within the district boundaries, ESEA also requires timely and meaningful consultation with private schools outside the boundaries of the district if students are known to attend them. Those schools can be added by selecting Create Additional Entries. For each school listed, provide the date of consultation for Titles I, II, IV. If a school has closed, select that option under School Closing. Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For each nonpublic school enrolling public school students from within the district, submit a signed copy of the Nonpublic School Consultation Participation Form (blank form linked below). Forms may be uploaded separately or may be combined into a single scanned PDF document as one upload.

For detailed instructions on how to upload and for naming conventions for uploaded files, **click on the link to Title Funding Upload NOTE: READ BEFORE IMPORTING link** below.

[Title Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions Nonpublic School Consultation Form](#)

Choose File no file selected

**IDEA Nonpublic Consultation**

Only private schools WITHIN the district boundaries require consultation for IDEA Flow Through and Preschool programs. However, any home schools of which the district is aware should also be included. For home schools, click on the Create Additional Entries button to add a line for listing it and naming in an identifiable manner (for example, E. Jones Home School). Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For detailed instructions on how to upload information and for naming conventions for uploaded files, **click on the link to IDEA Funding Upload NOTE: READ BEFORE IMPORTING link** below. At a minimum, upload the proof of advertisement. If a timely and meaningful consultation was held, also upload the attendee list, invitation letters, agenda, handouts and attestation form(s).

[IDEA Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions Data Import Template](#)

Choose File no file selected

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

**ISBE Goals:**

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

**District Goal(s):**

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

Strategic Blueprint Goal, Building Learning Capacity: Pleasantdale leaders and learners will cultivate advancement of global competency and cultural awareness through innovative learning experiences. Strategic Blueprint Goal, Building Learning Environments: Our schools will provide flexible learning environments that promote purposeful collaboration and a balanced educational approach to create inspired 21st century learners. Strategic Blueprint Goal, Building Human Capital: Ensure Pleasantdale is recruiting, hiring, and retaining high-level professionals that engage in collaborative professional development and are committed to learning and implementing innovative strategies focused on improved student learning.

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

If the district does not offer early childhood education programs, enter  
**No Preschool Programs**

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

([count] of 7500 maximum characters used)

The district houses a preschool program. The preschool teachers are familiar with the kindergarten curriculum and Illinois Learning Standards as they participate in articulation sessions with the kindergarten teachers. Much of the preschool curriculum is comprised of the prerequisites needed for students to successfully transition into the kindergarten programming. The preschool program is housed in the elementary building with students in kindergarten through grade 4. This allows for the partnering of grade levels to offer a buddy support system and role models to the children. Transition meetings occur for students with special needs to ensure their success. Throughout the building, the same language is shared in regard to expectations, social and emotional learning, data, and academic standards.

Response from the FY19 Title I District Plan.

The district houses a preschool program. The preschool teachers are familiar with the kindergarten curriculum and Illinois Learning Standards as they participate in articulation sessions with the kindergarten teachers. Much of the preschool curriculum is comprised of the prerequisites needed for students to successfully transition into the kindergarten programming. The preschool program is housed in the elementary building with students in kindergarten through grade 4. This allows for the partnering of grade levels to offer a buddy support system and role models to the children. Transition meetings occur for students with special needs to ensure their success. Throughout the building, the same language is shared in regard to expectations, social and emotional learning, data, and academic standards.

**Title I Requirement**

Coordination of services with preschool education programs

**Legislative References:**

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

\*Required field for Title I and/or IDEA Preschool

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

**ISBE Goals:**

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
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- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

**District Goal(s):**

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

Strategic Blueprint Goal, Building Learning Capacity: Pleasantdale leaders and learners will cultivate advancement of global competency and cultural awareness through innovative learning experiences. Strategic Blueprint Goal, Building Learning Environments: Our schools will provide flexible learning environments that promote purposeful collaboration and a balanced educational approach to create inspired 21st century learners. Strategic Blueprint Goal, Building Human Capital: Ensure Pleasantdale is recruiting, hiring, and retaining high-level professionals that engage in collaborative professional development and are committed to learning and implementing innovative strategies focused on improved student learning.

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

((count) of 7500 maximum characters used)

Through mindful planning and preparation, standards are presented to students in such a way that they hold meaning with relation to the world around them. Making lessons relevant provide the students the bridge between the classroom and the real world. This heightens student engagement and deepens understanding. Standards will be available to staff, students, and parents in order to provide an overview of foundation and progression. Connections are purposefully built in for smooth transition while opportunities such as showcases and extensions are provided to enrich, elaborate, and strengthen understanding. Checks for student understanding occur in order to determine if interventions or enrichment extensions should be put in place. Ties to 21st Century learning and social emotional learning help to further develop the foundation and relevance of the instructional program.

Response from the FY19 Title I District Plan.

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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((count) of 7500 maximum characters used)

Universal screener assessment scores are utilized as data points for the benchmarking of students and their progress. While the NWEA MAP assessment is used for all students in grades kindergarten through eight, there are some grades/ individuals that use other assessments, as appropriate. The primary grades use Fountas and Pinnell and Fastbridge for all students in order to monitor the development of the students' growth through multiple data points. Cut scores determine whether additional testing will take place. The additional testing provides a closer look at a student's strengths and areas for growth. These multiple data points are brought to a grade level data meeting, at which each student and their data is discussed. At this time, the teachers are able to provide input in regard to the students' classroom performance. The data meeting provides a time for a plan of action to be developed. This plan is put into action as soon as possible in order to strengthen the the path toward success.

Response from the FY19 Title I District Plan.

**3. Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and language standards.\* [3]**

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

((count) of 7500 maximum characters used)

The additional education assistance provided to students is dependent upon the student needs. While analysis of the assessment results help to determine the initial intervention, the interventionist is able to determine the intensity and speed of the instruction based on the individualized needs of the child. Depending on student needs, some interventions will work to fill a knowledge gap to provide a stronger understanding of prerequisite knowledge, while others will focus on additional exposure to current instruction. Interventions occur individually or in a small group format to target individual needs, heighten engagement, and structure conditions for learning. Connections made to life outside of school and student interest help to create a purpose for learning and strengthen understanding through motivation. While participating in the intervention, the teacher monitors the progress of the student in order to determine the effectiveness of the intervention and whether the instruction should follow the current path or a different intervention should be implemented.

Response from the FY19 Title I District Plan.

**4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented.\* [4]**

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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((count) of 7500 maximum characters used)

Through developing a structure to link academics with social emotional learning, general classroom and intervention instruction both share a focus on building capacity for a growth mindset. The intervention selected for each student is based on individual need and monitored to determine effectiveness. The academics are instructed through a means that places an additional focus on soft skills such as communication and group problem solving. Formative assessment structures are being researched in order to allow a more streamlined approach to differentiating instruction based on data. Opportunities are explored in which students are provided experiences to be communicators, problem solvers, global citizens, and individuals.

Response from the FY19 Title I District Plan.

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

((count) of 7500 maximum characters used)

The district does not experience any such disparities.

Response from the FY19 Title I District Plan.

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

((count) of 7500 maximum characters used)

The district works to support students in generating their own questions while they are on their way to becoming critical thinkers. Teaching students how to question is an important aspect of successfully accomplishing this goal. The path to developing digital literacy while improving academic achievement includes explicit instruction on researching relevant information and fact checking. Students need to build an understanding of the internet and how it works. This includes learning how to search for multiple, trusted sources and the ability to clearly articulate their thought process and understanding of a topic while remaining a responsible digital citizen. The goal of this explicit instruction is to foster curiosity while scaffolding the student's ability to ask and answer their own questions.

Response from the FY19 Title I District Plan.

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

((count) of 7500 maximum characters used)

The needs of high level learners are met through the district's Talented and Gifted Program. Students are identified and receive services when their score data meet the criteria from benchmarking assessments, such as MAP and CogAT, and local criteria, such as writing samples and course grades. Prior to that time, classroom teachers use a variety of different strategies to provide adequate challenge for students whose needs transcend the general curriculum. Once a student is identified, their progress will be monitored to align their level of need with an appropriate level of service. Specific opportunities vary by course and by grade level, and may include curriculum differentiation by the classroom teacher in identified areas of the curriculum, services from the gifted instructor including classroom visits by that teacher and pull-out sessions related to the classroom curriculum, and/or enrollment in the extended/advanced classes.

Response from the FY19 Title I District Plan.

**Title I Requirements:**

Ensure that all children receive a high-quality education.

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

**Legislative References:**

- [1] Title I, Part A, Section 1112(b)(1)(A)
- [2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646
- [4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646
- [5] Title I, Part A, Section 1112(b)(2)
- [6] Title I, Part A, Section 1112(b)(13)(B)
- [7] Title I, Part A, Section 1112(b)(13)(A)

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

\*\*Required field for only Title I, Part A



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

**ISBE Goals:**

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

**District Goal(s):**

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

Strategic Blueprint Goal, Building Learning Capacity: Pleasantdale leaders and learners will cultivate advancement of global competency and cultural awareness through innovative learning experiences. Strategic Blueprint Goal, Building Learning Environments: Our schools will provide flexible learning environments that promote purposeful collaboration and a balanced educational approach to create inspired 21st century learners. Strategic Blueprint Goal, Building Human Capital: Ensure Pleasantdale is recruiting, hiring, and retaining high-level professionals that engage in collaborative professional development and are committed to learning and implementing innovative strategies focused on improved student learning.

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

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

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

*([count] of 7500 maximum characters used)*

The district structures articulation sessions between the middle school teachers and administration and high school departments to align curriculum and discuss needs. This articulation provides an ongoing collaboration between the middle and high schools that bridges the path for students. Students in the eighth grade receive a tour of the high school from the district's former students while they learn about course options, clubs and activities they will have available to them. Freshmen are asked to take a survey in order for the district to learn about their experiences and how the experience for others can be improved.

*Response from the FY19 Title I District Plan.*

The district structures articulation sessions between the middle school teachers and administration and high school departments to align curriculum and discuss needs. This articulation provides an ongoing collaboration between the middle and high schools that bridges the path for students. Students in the eighth grade receive a tour of the high school from the district's former students while they learn about course options, clubs and activities they will have available to them. Freshmen are asked to take a survey in order for the district to learn about their experiences and how the experience for others can be improved.

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

**Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and**

**Work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.**

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

*([count] of 7500 maximum characters used)*

Career and technical education is not applicable to this district.

*Response from the FY19 Title I District Plan.*

Career and technical education is not applicable to this district.

**Legislative References:**

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

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

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

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

**ISBE Goals:**

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

**District Goal(s):**

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

Strategic Blueprint Goal, Building Learning Capacity: Pleasantdale leaders and learners will cultivate advancement of global competency and cultural awareness through innovative learning experiences. Strategic Blueprint Goal, Building Learning Environments: Our schools will provide flexible learning environments that promote purposeful collaboration and a balanced educational approach to create inspired 21st century learners. Strategic Blueprint Goal, Building Human Capital: Ensure Pleasantdale is recruiting, hiring, and retaining high-level professionals that engage in collaborative professional development and are committed to learning and implementing innovative strategies focused on improved student learning.

**For each program for which funding is anticipated for the 2019-2020 school year, provide a brief description of professional development activities to be funded by the program as applicable.\* [1]**

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

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

**Program and Description**

## A. Title I, Part A - Improving Basic Programs

Funds will be used to pay the membership to the Metro Chicago Math Initiative (MCI), a organization that provides professional development in improving math instruction to math teachers and administrators.

## B. Title I, Part A - School Improvement Part 1003(a)

## C. Title I, Part D - Delinquent

## D. Title I, Part D - Neglected

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

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

Funds will be used to hire consultants to train Pre-K through 4th grade teachers in the Bridges in Mathematics resource and Writer's Workshop. Funds will also be allocated to pay a consultant to work with middle school social studies teachers on writing inquiry-based units aligned with the IL social studies standards.

## G. Title III - LIEP

## H. Title III - Immigrant Education

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

Funds will be used to provide professional development in enrichment and technology integration.

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

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

Funds will be used to train resource and general education teachers in co-teaching practices.

## L. IDEA, Part B - Preschool

NOT PROVIDING

**Legislative Requirement:**

- [1] Title III, Section 3115(c)(2)  
 [2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

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

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

**ISBE Goals:**

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

**District Goal(s):**

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

Strategic Blueprint Goal, Building Learning Capacity: Pleasantdale leaders and learners will cultivate advancement of global competency and cultural awareness through innovative learning experiences. Strategic Blueprint Goal, Building Learning Environments: Our schools will provide flexible learning environments that promote purposeful collaboration and a balanced educational approach to create inspired 21st century learners. Strategic Blueprint Goal, Building Human Capital: Ensure Pleasantdale is recruiting, hiring, and retaining high-level professionals that engage in collaborative professional development and are committed to learning and implementing innovative strategies focused on improved student learning.

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

**i. reduce incidences of bullying and harassment**

**ii. reduce the overuse of discipline practices that remove students from the classroom [1]**

**iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below. [2]**

- a. each major racial and ethnic group;
- b. economically disadvantaged students as compared to students who are not economically disadvantaged;
- c. children with disabilities as compared to children without disabilities;
- d. English proficiency status;
- e. gender; and
- f. migrant status.

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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([count] of 7500 maximum characters used)

Due to a well established and ever evolving Social Emotional Learning program, the district has remained proactive in order to keep a low number of discipline instances. The district has been working to establish a common language amongst grade levels to support a smooth transition from one grade level to the next. Guidelines and expectations are presented in a clear and preventative manner. This includes coverage such as role playing, providing examples, and written matrices. The reteaching of expectations occurs on an as needed basis. Positive Behavior Support Teams are in place to brainstorm and problem solve as new ideas are required to ensure success. It is critical that staff and students have a clear understanding of the behavior systems that have been put into place. The structure of these systems provide various levels of support and individualized on a case by case basis. Ultimately, the district is promoting behavior that demonstrates the Eagle Way and the I's of the Tiger, in the Elementary and Middle buildings, respectively. With a focus on positive reinforcements, students following the Eagle Way receive Eagle Feathers as an incentive, while those demonstrating the I's of the Tiger receive Tiger Stripes. These incentives allow students the opportunity to win prizes and praise. In the Middle School, a Kindness Club was developed and multiple activities took place during National Bullying Prevention Month and continued throughout the school year. Students are taught to consider multiple perspectives prior to making decisions in order to support an empathetic lifestyle. Behavior incident data is tracked in order to determine the direction of the programming. As the analysis uncovers any trends, there are supports put into place. These supports could be the reteaching of expectations for a large group of students or the implementation of the Check In Check Out or Mentoring system for an individual. The Check In Check Out and Mentoring systems provide an individualized and supportive structure that promote goal setting and self awareness. These systems and a proactive approach allow for a structure that supports redirection in the classroom without the need to remove students from the teaching and learning that is occurring.

Response from the FY19 Title I District Plan.

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

[\(42 U.S.C. 11301 et seq.\):\\*](#)

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([count] of 7500 maximum characters used)

The district identifies barriers to education that students have due to homelessness and provide supports such as transportation. Children that are homeless receive access to all services available to children that are not homeless. There are not any exclusions.

Response from the FY19 Title I District Plan.

**Title I Requirement:**

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

**Legislative Requirements:**

- [1] Title I, Part A, Section 1112(b)(11)
- [2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(6)

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

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1001 - PLEASANTDALE MIDDLE SCH	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
2002 - PLEASANTDALE ELEMENTARY SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Describe anticipated Reorganizations: \_\_\_\_\_

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

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

**ISBE Goals:**

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

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

Strategic Blueprint Goal, Building Learning Capacity: Pleasantdale leaders and learners will cultivate advancement of global competency and cultural awareness through innovative learning experiences. Strategic Blueprint Goal, Building Learning Environments: Our schools will provide flexible learning environments that promote purposeful collaboration and a balanced educational approach to create inspired 21st century learners. Strategic Blueprint Goal, Building Human Capital: Ensure Pleasantdale is recruiting, hiring, and retaining high-level professionals that engage in collaborative professional development and are committed to learning and implementing innovative strategies focused on improved student learning.

**1. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).\***

(Section 1112(b)(3))

[Section 1111\(d\)](#)

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

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

**No schools identified under this part**

((count) of 7500 maximum characters used)

Neither one of our schools have been identified as comprehensive or targeted. However, should one of the schools become identified as comprehensive or targeted, goals for the district's school improvement plans are determined through the use of data including formative assessment, parent surveys, teacher and staff surveys, and building climate surveys. Leadership teams work to set goals based on the results of the data analysis. Teams work through gap analysis and prioritization of goals. The goals guide the district planning of staff development, curriculum, and programming. Through precise data analysis, the district is better equipped to differentiate opportunities in order to meet individualized needs.

Re-display of the approved response from the FY19 Title I District Plan.

Neither one of our schools have been identified as comprehensive or targeted. However, should one of the schools become identified as comprehensive or targeted, goals for the district's school improvement plans are determined through the use of data including formative assessment, parent surveys, teacher and staff surveys, and building climate surveys. Leadership teams work to set goals based on the results of the data analysis. Teams work through gap analysis and prioritization of goals. The goals guide the district planning of staff development, curriculum, and programming. Through precise data analysis, the district is better equipped to differentiate opportunities in order to meet individualized needs.

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

Yes

No

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

[Measures of Poverty from 1113\(5\)\(A\) and \(B\)](#)

School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.).

TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,

Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,

Direct Certification

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

[Section 1114 and 1115](#)

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

((count) of 7500 maximum characters used)

The targeted assistance program is designed to provide supports to students in both academics and social-emotional development. Students at both Pleasantdale Elementary (K-4th Grade) School and Pleasantdale Middle School (5th-8th Grade) are identified for support in reading, math, and social-emotional needs through universal screening and teacher recommendation. These students participate in interventions that take place in the classroom and through pull-out support during the school day. Through the targeted assistance program, each student's progress is monitored to determine whether the student will continue in the chosen intervention, change to a different intervention, or be exited from the intervention. Students can qualify for targeted assistance in reading, math, and social-emotional needs at any time throughout the school year and can receive support and intervention, and students can move flexibly in and out of intervention groups, depending on need and progress made.

Re-display of the approved response from the FY19 Title I District Plan.

The targeted assistance program is designed to provide supports to students in both academics and social-emotional development. Students at both Pleasantdale Elementary (K-4th Grade) School and Pleasantdale Middle School (5th-8th Grade) are identified for support in reading, math, and social-emotional needs through universal screening and teacher recommendation. These students participate in interventions that take place in the classroom and through pull-out support during the school day. Through the targeted assistance program, each student's progress is monitored to determine whether the student will continue in the chosen intervention, change to a different intervention, or be exited from the intervention. Students can qualify for targeted assistance in reading, math, and social-emotional needs at any time throughout the school year and can receive support and intervention, and students can move flexibly in and out of intervention groups, depending on need and progress made.

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

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

((count) of 7500 maximum characters used)

The district identifies students that would benefit from targeted assistance through the use of assessment data and classroom performance. At this time, the specific area in which the child will receive intervention is also identified. Following the identification of the students, parents are notified to inform them of the supports that will be available to their child. Throughout the process, there are open lines of communication between the student, interventionist, parent, and classroom teacher to discuss the progress of the student.

Re-display of the approved response from the FY19 Title I District Plan.

The district identifies students that would benefit from targeted assistance through the use of assessment data and classroom performance. At this time, the specific area in which the child will receive intervention is also identified. Following the identification of the students, parents are notified to inform them of the supports that will be available to their child. Throughout the process, there are open lines of communication between the student, interventionist, parent, and classroom teacher to discuss the progress of the student.

**Title I Requirement:**

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

\*Required Field

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## Overview

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

**PROGRAM:** Foster Care Transportation Plan

**PURPOSE:** To comply with ESSA requirements for educational stability for students in foster care

**REQUIRED FOR:** All Illinois school districts and state-authorized charter schools

**RESOURCES:** [FD and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)  
[US Department of Education \(USDE\) web page for Students in Foster Care](#)  
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)  
[Educational Stability Requirements \(Effective October 7, 2008\)](#)  
[Public Act 099-0781 \(effective 8/12/2016\)](#)  
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)  
[Finance, Budgets & Funding Transportation Programs \(scroll to Foster Care Transportation section\)](#)  
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

### BACKGROUND

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

### DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the drivers side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

[https://www.isbe.net/Documents/school\\_vehicle\\_guidance.pdf](https://www.isbe.net/Documents/school_vehicle_guidance.pdf)

[https://www.isbe.net/Documents/vehicle\\_use\\_summary.pdf](https://www.isbe.net/Documents/vehicle_use_summary.pdf)

<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

### REQUIREMENTS

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

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

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

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

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

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

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

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

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**Contact Information**

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

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

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

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

1. LEA-POC - required\*

Last Name*	First Name*	Position/Title*	Email*
Lubeck	Debbie	Director of Special Education	dlubeck@d107.org

2. LEA Transportation Director - required\*

Last Name*	First Name*	Position/Title*	Email*
Adams	Frank	Business Manager	fadams@d107.org

[Click here to add information for other personnel involved in the plan development.](#)

\*Required field

Best Interest Determination

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

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

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

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in his or her best interest, as it relates to ensuring school stability.

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

In order to determine the best interests of a child placed into foster care, or who a child changes residences while in foster care, the school social worker, the building principal, and the Director of Special Education (homeless liaison and foster care POC) would communicate with DCFS personnel and the foster parents to discuss the needs of the student and the appropriate placement into school programs. If transportation was impacted, the business manager (also director of transportation) would be notified and arrangements would be made to place the child on the corresponding bus route. If alternate transportation is needed, the district would determine the most cost-effective and appropriate mode of transportation to ensure that the child has access to transportation to and from school.

Response from the approved FY19 Foster Care Transportation Plan.

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

See IDEA legislation here See Section 504 here

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

We would follow the same process outlined above for a child with an IEP or 504 plan. If a child in foster care has an alternative placement other than our elementary or middle school, the district would provide transportation to and from that placement as we are already required to do under IDEA guidelines.

Response from the approved FY19 Foster Care Transportation Plan.

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

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

Again, we would follow the same process outlined above in item #1. In addition, if translation services were needed to communicate with the child or foster parents, we would enlist the assistance of our translators within the district, or utilize an outside agency if it were a language other than Spanish, Polish, Ukrainian, or Serbian.

Response from the approved FY19 Foster Care Transportation Plan.

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

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

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

If a dispute were to occur, the district would first address it by calling a meeting of all stakeholders (district personnel, foster parents, DCFS representative, board attorney if needed) and attempt to work out the dispute and reach an agreement. The ultimate decision would be in the hands of the DCFS representative if an agreement could not be reached. The district would most likely defer to the DCFS representative's recommendation to determine best interests of the child. The district would be responsible for transportation during the dispute until it is resolved.

Response from the approved FY19 Foster Care Transportation Plan.

\*Required field

Transportation Plan Development

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

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

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

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

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

Once the district has been notified that a child in foster care is residing in the district, the foster child point of contact (our director of special education) would convene a meeting with the child welfare worker assigned to the child to discuss the best interests of the student and whether or not the child should continue enrollment at the school of origin or has special transportation needs as required by an IEP. At that point, the transportation options would be discussed and the transportation director and/or superintendent would be notified if transportation needs required unique services.

Response from the approved FY19 Foster Care Transportation Plan.

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

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

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

h. Other - describe

i. Other - describe

j. Other - describe

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

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

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

Our district sets aside funds in our transportation budget to allow for transportation changes and adjustments that may occur throughout the year. If the cost to support the transportation needs for a child in foster care were to exceed the amount budgeted, we would amend our budget to cover the costs. We would explore low cost/no cost options first, such as using pre-existing bus routes and route to route hand-offs. We can also allocate funds through our title grants to children who qualify for transportation under the McKinney-Vento Act, and we would claim funding for those children who qualify under IDEA.

Response from the approved FY19 Foster Care Transportation Plan.

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

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

As stated previously, we would convene a meeting of the team members to resolve any disputes that might arise. If an agreement cannot be reached through the existing team, we would seek assistance from the ROE, special education co-op, attorneys, and/or advocates.

Response from the approved FY19 Foster Care Transportation Plan.

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

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

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

The district would continue to provide transportation during the dispute until it reaches a resolution. The district would likely look to an outside provider, such as a taxi service, public transportation, or reimbursement of foster care parent for transportation to allow the student to continue in the district of origin until a resolution is reached.

Response from the approved FY19 Foster Care Transportation Plan.

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

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

Office staff, principals, and/or social workers will immediately notify the foster child point of contact (special education director and homeless liaison) when made aware of a child being enrolled who is currently in foster care, or if a child currently in our district has entered into the foster care system. The foster child point of contact will then work with the appropriate district and school personnel to determine placement and a plan for the student, in addition to any transportation needs. The foster child point of contact will notify all supporting school and district personnel once the plan has been created and approved. Both district and school office staff, principals, and social workers have all been trained in procedures for working with both homeless students and students placed in foster care.

Response from the approved FY19 Foster Care Transportation Plan.

\*Required field

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

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

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

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to
  - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
  - B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
    - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
    - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
      - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
      - b. the local educational agency agrees to pay for the cost of such transportation; or
      - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. in the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

- The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

*The undersigned representative affirms, under penalties of perjury, 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 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.*

#### DEFINITIONS

Applicant means an individual, entity or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

Grant means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms grant, award, program, and project may be used interchangeably.

Grantee means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms grantee and award recipient may be used interchangeably.

Project means the activities to be performed for which grant funds are being sought by the applicant. The terms project and program may be used interchangeably.

The capitalized word Term means the period of time from the project beginning date through the project ending date.

#### LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

[http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl)

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

<ftp://www.ilga.gov/JCAR/AdminCode/044/04407000sections.html>

#### NO BINDING OBLIGATION

- The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
- Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.

#### PROJECT

- The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
- Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
- All funds provided shall be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement.
- The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

#### GENERAL CERTIFICATIONS AND ASSURANCES

- The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.), and 34 CFR part 110, Title VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
- The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/ grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
- The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
- The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
- If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
- The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
- The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
- Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/ grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
- The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
- The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

#### JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

- Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/ grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
- The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
  - Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
  - Maintain separate accounts and ledgers for the project;
  - Provide a proper accounting of all revenue from the Illinois State Board of Education for the project
  - Properly post all expenditures made on behalf of the project;
  - Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
  - Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
  - Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/ obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/ grantees on actual expenditures/obligations that occur within project beginning and ending dates;
  - Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
  - Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
  - Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

#### DRUG-FREE WORKPLACE CERTIFICATION

- This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, applicant, grantee, or contractor means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state

The applicant certifies and agrees that it will provide a drug-free workplace by:

a) Publishing a statement:

- Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
- Specifying the actions that will be taken against employees for violations of such prohibition.
- Notifying the employee that, as a condition of employment on such contract or grant, the
  - Abide by the terms of the statement; and
  - Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.

b) Establishing a drug-free awareness program to inform employees about:

- The dangers of drug abuse in the workplace;
- The grantees or contractors policy of maintaining a drug-free workplace;

- 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
  - 4) The penalties that may be imposed upon an employee for drug violations.
  - c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
  - d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
  - e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
  - f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
  - g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
21. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

**Before completing this certification, read instructions below.**

**CERTIFICATION**

By checking this box, the prospective lower tier participant certifies that:

1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
4. It will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

**Instructions for Certification**

1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Government-Wide System for Award Management Exclusions" (SAM Exclusions) at: [www.sam.gov](http://www.sam.gov)
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-37](#) "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

**DEFINITIONS**

"APPLICANT" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant", "award" and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

**PROJECT**

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), the cost principles contained in 2 CFR 225 (OMB Circular A-87), OMB Circular A-102, and OMB Circular A-133;
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under Section 1232f of Title 20-Education, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under Section 794 of Title 29 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

**GRANT AGREEMENT:** The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the Budget Detail tab. 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. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

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 Grant Application Certifications and Assurances 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. (v2.1.2018)

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 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 and/or incorporated into the Uniform Grant Agreement pages contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- Assurances for all covered programs
- Grant Application Certifications and Assurances (State Assurances)
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions
- Certification Regarding Lobbying
- GEPA 442 Assurances

[Not calling IWAS Web Se](#)

Signature of School District Superintendent / Agency Administrator

Signature of Board-Certified Delegated Authority for the School District Superintendent

**Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.**

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Application was created on:

3/20/2019

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Admin 1

ISBE Program Admin 2

ISBE Program Admin 3

ISBE Program Admin 4

This Application has not been submitted

Expand All

Consolidated District Plan	Page Status	Open Page for editing
<a href="#">Consolidated District Plan</a>	OPEN	<input type="checkbox"/>
Contact Information	OPEN	<input type="checkbox"/>
Coordinated Funding	OPEN	<input type="checkbox"/>
<a href="#">Plan Specifics</a>		
Needs Assessment Impact	OPEN	<input type="checkbox"/>
Stakeholders	OPEN	<input type="checkbox"/>
Private Schools Participation	OPEN	<input type="checkbox"/>
Preschool Coordination	OPEN	<input type="checkbox"/>
Student Achievement	OPEN	<input type="checkbox"/>
College and Career	OPEN	<input type="checkbox"/>
Professional Development	OPEN	<input type="checkbox"/>
Safe Learning Environment	OPEN	<input type="checkbox"/>
<a href="#">Title I Specific Pages</a>		
Title I Specific	OPEN	<input type="checkbox"/>
Title I Specific Part Two	OPEN	<input type="checkbox"/>
<a href="#">Foster Care Transportation</a>		
Foster Care Transportation Plan Contacts	OPEN	<input type="checkbox"/>
Best Interest Determination	OPEN	<input type="checkbox"/>
Foster Care Transportation Plan Development	OPEN	<input type="checkbox"/>
<a href="#">Assurance Pages</a>		
Plan Assurances	OPEN	<input type="checkbox"/>
State Assurances	OPEN	<input type="checkbox"/>
Debarment	OPEN	<input type="checkbox"/>
Lobbying	OPEN	<input type="checkbox"/>
GEPA 442	OPEN	<input type="checkbox"/>
AssurancesText	OPEN	<input type="checkbox"/>
Assurances	OPEN	<input type="checkbox"/>

Save

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**Selectable Application Print**

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**Request Print Job**

[Consolidated District Plan](#)

**Requested Print Jobs**

[Requested by jban77 on 5/7/2019](#)

**Completed Print Jobs**

## **School Board**

### **Board Member Oath and Conduct**

Each School Board member, before taking his or her seat on the Board, shall take the following oath of office:

**I, (name), do solemnly swear** that I will faithfully discharge the duties of the office of member of the Board of Education of Pleasantdale School District 107, in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.

**I further swear** (or affirm) that:

**I shall respect** taxpayer interests by serving as a faithful protector of the School District's assets;

**I shall encourage** and respect the free expression of opinion by my fellow Board members and others who seek a hearing before the Board, while respecting the privacy of students and employees;

**I shall recognize** that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public Board meeting;

**I shall abide** by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels.

**As part of the Board of Education,** I shall accept the responsibility for my role in the equitable and quality education of every student in the School District;

**I shall foster** with the Board extensive participation of the community, formulate goals, define outcomes, and set the course for Pleasantdale School District 107;

**I shall assist** in establishing a structure and an environment designed to ensure all students have the opportunity to attain their maximum potential through a sound organizational framework;

**I shall strive** to ensure a continuous assessment of student achievement and all conditions affecting the education of our children, in compliance with State law;

**I shall serve** as education's key advocate on behalf of students and our community's schools to advance the vision for Pleasantdale School District 107; and

**I shall strive** to work together with the District Superintendent to lead the School District toward fulfilling the vision the Board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.

The Board President will administer the oath in an open Board meeting; in the absence, of the President, the Vice President will administer the oath. If neither is available, the Board member with the longest service on the Board will administer the oath.

The Board adopts the Illinois Association of School Boards' *Code of Conduct for Members of School Boards*.

LEG. REF: 105 ILCS 5/10-16.5.

ADOPTED: June 18, 2008

REVISED: May 18, 2011

## **School Board**

### **Qualifications, Term, and Duties of Board Officers**

The School Board officers are: President, Vice President, and Secretary. These officers are elected at the Board's organizational meeting.

#### **President**

The Board elects a President from its members for a **2-year term** ~~1-year term~~. The duties of the President are:

1. Focus the Board meeting agendas on appropriate content and preside at all meetings;
2. Make all Board committee appointments, unless specifically stated otherwise;
3. Be permitted to attend and observe any meeting of a Board committee;
4. Represent the Board on other boards or agencies;
5. Sign official District documents requiring the President's signature, including Board minutes and Certificate of Tax Levy;
6. Call special meetings of the Board;
7. Serve as the Head of the public body for purposes of the Open Meetings Act and Freedom of Information Act;
8. Ensure that a quorum of the Board is physically present at all Board meetings;
9. Administer the oath of office to new Board members; and
10. Serve as the Board's official spokesperson to the media.

The President is permitted to participate in all Board meetings in a manner equal to all other Board members, including the ability to make and second motions.

The Vice President fills a vacancy in the Presidency.

#### **Vice President**

The Board elects a Vice President from its members for a **2-year term** ~~1-year term~~. The Vice President performs the duties of the President if:

1. The office of President is vacant;
2. The President is absent; or
3. The President is unable to perform the office's duties.

A vacancy in the Vice Presidency is filled by a special Board election.

#### **Secretary**

The Secretary shall be a member of the Board who serves a **2-year term** ~~1-year term~~. The Secretary may receive reasonable compensation, not to exceed \$500 per year, as fixed by the Board at least 180 days before the beginning of the term. The Secretary shall perform or delegate the following duties:

1. Prepare Board meeting agendas and provide them, along with prior meeting minutes, to Board members before the next meeting;
2. Keep records of the Board's official acts, and sign them, along with the President, before submitting them annually to the Treasurer on the first Monday of April and October and on such other times as the Treasurer requests;
3. Report to the Treasurer on or before July 7, annually, such information as the Treasurer is required to include in the Treasurer's report to the appropriate Immediate Service Center; and
4. Sign official District documents requiring the Secretary's signature.

The Secretary may delegate some or all of these duties, except when State law prohibits the delegation. If the secretary is absent from any meeting, the Board may appoint a secretary pro tempore to perform the duties of secretary. The secretary pro tempore may or may not be a Board member. A permanent vacancy in the office of Secretary is filled by special Board election.

#### Recording Secretary

The Board may appoint a Recording Secretary who is a staff member. The Recording Secretary may receive such compensation as shall be fixed by the Board. The Recording Secretary's primary responsibility shall:

1. Keep Board meeting minutes; and keep the verbatim record for all closed Board meetings;
2. Assist the Secretary by taking the minutes for all open Board meetings;
3. Assemble Board meeting material and provide it, along with prior meeting minutes, to Board members before the next meeting;
4. Keep records in bound books with numbered pages, of all transactions of the Board in regular and special open meetings;
5. Maintain all closed meeting minutes;
6. Act as the local election authority for all Board elections;
7. Arrange public inspection of the budget before adoption;
8. Publish required notices;
9. Perform the Secretary's duties, as assigned, except when State law prohibits the delegation;
10. Maintain Board policy, financial reports, publicity, and correspondence; and
11. Mail meeting notification and agenda to news media who have officially requested copies.

In addition, the Recording Secretary or Superintendent receives notification from Board members who desire to attend a Board meeting by video or audio means, pursuant to policy 2.220.

LEGAL REF.: 5 ILCS 120/7 and 420/4A-106.  
105 ILCS 5/8-1, 5/8-2, 5/8-3, 5/8-6, 5/8-16, 5/8-17, 5/10-1, 5/10-5, 5/10-7, 5/10-8,  
5/10-13, 5/10-13.1, 5/10-14, 5/10-16.5, and 5/17-1.

ADOPTED: June 18, 2008

REVISED: June 16, 2010; June 20, 2012; May 21, 2014

## School Board

### Board Member Development

The School Board desires that its individual members learn, understand, and practice effective governance principles. The Board is responsible for Board member orientation and development. Board members have an equal opportunity to attend State and national meetings designed to familiarize members with public school issues, governance, and legislation.

The Board President and/or Superintendent shall provide all Board members with information regarding pertinent education materials, publications, and notices of training or development.

### Board Self-Evaluation

The Board will conduct periodic self-evaluations with the goal of continuous improvement.

### Mandatory Board Member Training

Each Board member is responsible for his or her own compliance with the mandatory training laws that are described below:

- ~~1. Each Board member must complete at least 4 hours of professional development leadership training in education and labor law, financial oversight and accountability, and fiduciary responsibilities within the first year of his or her first term. This requirement is applicable to Board members who are elected after June 13, 2011 or who are appointed to fill a vacancy of at least one year's duration after that date.~~ **Each Board member elected or appointed to fill a vacancy of at least one year's duration must complete at least four hours of professional development leadership training in education and labor law, financial oversight and accountability, and fiduciary responsibilities within the first year of his or her first term.**
2. Each Board member must complete training on the Open Meetings Act no later than 90 days after taking the oath of office for the first time. After completing the training, each Board member must file a copy of the certificate of completion with the Board. Training on the Open Meetings Act is only required once.
3. Each Board member must complete a training program on evaluations under the Performance Evaluation Reform Act (PERA) before participating in a vote on a tenured teacher's dismissal using the optional alternative evaluation dismissal process. This dismissal process is available after the District's PERA implementation date.

The Superintendent or designee shall maintain on the District website a log identifying the complete training and development activities of each Board member, including both mandatory and non-mandatory training.

New Board Member Orientation

The orientation process for newly elected or appointed Board members includes:

1. The Board President or Superintendent, or their designees, shall give each new Board member a copy of or online access to the Board Policy Manual, the Board's regular meeting minutes for the past year, and other helpful information including material describing the District and explaining the Board's roles and responsibilities.
2. The Board President or designee shall schedule one or more special Board meetings, or schedule time during regular meetings, for Board members to become acquainted and to review Board processes and procedures.
3. The Board President or designee may request a veteran Board member to mentor a new member.
4. All new members are encouraged to attend workshops for new members conducted by the Illinois Association of School Boards.

Candidates

The Superintendent or designee shall invite all current candidates for the office of Board member to attend: (1) Board meetings, except that this invitation shall not extend to any closed meetings, and (2) pre-election workshops for candidates.

LEGAL REF.: 5 ILCS 120/1.05 and 120/2.  
105 ILCS 5/10-16a and 5/24-16.5.

ADOPTED: June 16, 2010

REVISED: June 20, 2012; May 21, 2014; May 17, 2017

## **School Board**

### **Organizational School Board Meeting**

~~Annually~~, **During a March meeting in odd-numbered years**, the School Board establishes a date for its organizational meeting to be held sometime after the election authority canvasses the vote, but within 28 days after the consolidated election. The consolidated election is held on the first Tuesday in April of odd-numbered years. At the organizational meeting the following shall occur:

1. Each successful candidate, before taking his or her seat on the Board, shall take the oath of office as provided in Board policy 2:80, *Board Member Oath and Conduct*.
2. The new Board members shall be seated.
3. The Board shall elect its officers who assume office immediately upon their election.
4. The Board shall fix a time and date for its regular meetings.

LEGAL REF.: 10 ILCS 5/2A-1 et seq.  
105 ILCS 5/10-5, 5/10-16, and 105 ILCS 5/10-16.5.

ADOPTED: June 18, 2008

**REVISED:**

## **Board of Education**

### **Uniform Grievance Procedure**

The Board desires that complaints brought by students, parents/guardians, employees, or community members be resolved through a fair and equitable process. To promote the effective processing of grievances, therefore, the procedure outlined below should be followed when authorized by Board Policy or when a complaint involves any of the following:

1. Title II of the Americans with Disabilities Act
2. Title IX of the Education Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973
4. Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.
5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.
6. Sexual harassment (Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972)
7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60
8. Bullying, 105 ILCS 5/27-23.7
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, 820 ILCS 180
12. Illinois Equal Pay Act of 2003, 820 ILCS 112
13. Provision of services to homeless students
14. Illinois Whistleblower Act, 740 ILCS 174/.
15. Misuse of genetic information (Illinois Genetic Information Privacy Act (GIPA), 410 ILCS 513/ and Titles I and II of the Genetic Information Nondiscrimination Act (GINA), 42 U.S.C. §2000ff et seq.)
16. Employee Credit Privacy Act, 820 ILCS 70/.

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

### **Right to Pursue Other Remedies Not Impaired**

The right of a person to prompt and equitable resolution of a complaint filed under this policy shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

### **Deadlines**

All deadlines under this policy may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, *school business days* means days on which the District's main office is open.

### **Filing a Complaint**

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy. For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Complaint Manager shall process and review the complaint according to that policy, in addition to any response required by this policy 2:260, *Uniform Grievance Procedure*.

#### Investigation

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student under 18 years of age, the Complaint Manager will notify his or her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law or this policy, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days of the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time.

The Superintendent will keep the Board informed of all complaints.

If a complaint contains allegations involving the Superintendent, the written report shall be filed directly with the Board, which will make a decision in accordance with paragraph four of the following section of this policy.

#### Decision and Appeal

Within five business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by first class U.S. mail as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board.

Within 30 school business days, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days of the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

For complaints containing allegations involving the Superintendent, within 30 school business days after receiving the Complaint Manager's report, the Board shall mail its written decision to the Complainant and the accused by first class U.S. mail as well as to the Complaint Manager.

This policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

#### Appointing Nondiscrimination Coordinator and Complaint Managers

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall appoint at least one Complaint Manager to administer the complaint process in this policy. If possible, the Superintendent will appoint 2 Complaint Managers, one of each gender. The District's

Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint Managers.

**Nondiscrimination Coordinator:**

Dave Palzet  
 Name  
7450 S. Wolf Road, Burr Ridge, IL 60527  
 Address  
dpalzet@d107.org  
 Email  
708-784-2170  
 Telephone

**Complaint Managers:**

Dave Palzet  
 Name  
7450 S. Wolf Road, Burr Ridge, IL 60527  
 Address  
dpalzet@d107.org  
 Email  
708-784-2170  
 Telephone

Jennifer Ban  
 Name  
7450 S. Wolf Road, Burr Ridge, IL 60527  
 Address  
jban@d107.org  
 Email  
708-784-2177  
 Telephone

- LEGAL REF.:      Age Discrimination in Employment Act, 29 U.S.C. §621 et seq.  
 Americans With Disabilities Act, 42 U.S.C. §12101 et seq.  
 Equal Pay Act, 29 U.S.C. §206(d).  
 Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.  
 Immigration Reform and Control Act, 8 U.S.C. §1324a et seq.  
 McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.  
 Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.  
 Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.  
 Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.  
 Title IX of the Education Amendments, 20 U.S.C. §1681 et seq.  
 105 ILCS 5/2-3.8, 5/3-10, 5/10-20.7a, 5/10-22.5, 5/22-19, 5/24-4, 5/27-1, 5/27-23.7, and 45/1-15.  
 Illinois Genetic Information Privacy Act, 410 ILCS 513/.  
 Illinois Whistleblower Act, 740 ILCS 174/.  
 Illinois Human Rights Act, 775 ILCS 5/.  
 Equal Pay Act of 2003, 820 ILCS 112/1 et seq.  
 Victims' Economic Security and Safety Act, 826 ILCS 180/56 Ill.Admin.Code Part 280.  
 Employee Credit Privacy Act, 820 ILCS 70/.  
 23 Ill.Admin.Code §§1.240 and 200-40.

APPROVED:            April 18, 2012

REVISED:            February 19, 2014; May 18, 2016; May 16, 2018

# **Personnel Report**

**May 15, 2019**

**1. Resignation of Personnel**

The Superintendent received a letter from Art McCoy, maintenance, effective May 8, 2019 (letter stated May 9, but last day was May 8); Elizabeth Camis, instructional aide, regarding her resignation effective July 3, 2019.

**Recommendation:**

**That the Board of Education accept the resignation of Art McCoy, maintenance, effective May 8, 2019; and Elizabeth Camis, instructional aide, effective July 3, 2019.**

**2. Increase in Employment of Personnel**

Michelle Jarosik is currently a .52 FTE Bright Beginnings Teacher. Michelle will be taking over the Early Childhood Special Education classroom in the morning and will teach an afternoon Bright Beginnings classroom increasing her to a 1.0 FTE. This is not an increase in overall FTE for the district.

**Recommendation:**

**That the Board of Education approves the increase in FTE for Michelle Jarosik from .52 FTE to 1.0 FTE.**

**3. Supplemental Retirement Bonus**

Per section 7.5 of the Professional Agreement between the Board of Education and Teacher's Association of Pleasantdale IEA/NEA, the following bonus' are for staff retiring at the end of the 2018-19 school year.

**Recommendation:**

**That the Board of Education approve the supplemental retirement bonus' as follows: Maureen Olsen, \$7,048.08; Sue Kremer, \$2,428.00; Wendy Rydberg, \$2,428.08.**

The Strategic Blueprint goal of Building Learning Capacity focuses on building our students’ global competencies and cultural awareness through innovative learning experiences. One of our action steps under this goal is to investigate opportunities for students to have increased voice and choice through learning pathways that allow students to investigate their interests and passions. One way we are planning to accomplish this goal is through the expansion of our World Language program. During the 2018-2019 school year, in alignment with our curriculum review process, we have worked to both 1) update the current Spanish classes, and also 2) examine options that go beyond our current Spanish offerings to allow students more choice in their language study.

### Spanish Resource Recommendation

As part of our curriculum review cycle, our Spanish teachers have spent this school year and will also spend this summer finishing their work in Phase 2 (**Identify Needs and Timeline**) and Phase 3 (**Evaluate and Select Resources**) of our curriculum review process. In Phase 2, our Spanish teachers in grades K-8 are aligning their mastery outcomes with the ACTFL (American Council of Teaching of Foreign Language) standards. At the same time, we have piloted a new resource for Spanish in 6th grade, Auténtico (Pearson). There were several reasons we selected this particular resource for a pilot. First, our current Spanish textbook, Expresate, was last published in 2008 and has been discontinued. Second, Auténtico is aligned with ACTFL standards and provides students with authentic Spanish language and cultural experiences through text, video, audio, and online learning, which is more in line with the direction we are moving in our Spanish program. Third, Auténtico offers an online component where students can listen to, record, and interact with the text and its authentic resources through their iPads, providing a seamless integration of technology. And finally, LTHS has adopted Auténtico as their Spanish resource as well, and we felt it was important that our students have exposure to the same text and resources to allow for a smooth transition from middle to high school Spanish.

The pilot for Auténtico went for the full school year in the 6th grade classes, so the teacher and the students got to experience the text, activities, videos, homework, and app. To evaluate the resource, we completed [ACTFL's textbook evaluation tool](#). The resource received high marks in all five goal areas: Communication, Cultures, Connections, Comparisons, and Communities. Language systems, communication strategies, and critical thinking were also areas that received full points on the rubric. We also collected feedback from students through a survey. The results revealed that the resource provided instructions that were easy for students to understand and follow, that the writing, listening, and reading activities helped them learn Spanish, and that the cultural resources helped them learn about Hispanic culture. Students also expressed that they liked the activities, the fact that it was also a digital resource and they could use their iPads, and how easy it was to access and complete their Spanish homework using the iPad. As a result, we are recommending Auténtico as a resource for 6th, 7th, and 8th grade.

Adoption Length	Includes	Cost
One-Year Adoption	<ul style="list-style-type: none"> <li>● 3 class sets of textbooks (30 per classroom)</li> <li>● 300 digital student licenses</li> <li>● 3 sets of teacher materials</li> </ul>	\$16,366.57

Four-Year Adoption	<ul style="list-style-type: none"> <li>● 3 class sets of textbooks (30 per classroom)</li> <li>● 300 digital student licenses</li> <li>● 3 sets of teacher materials</li> </ul>	\$28,606.53
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## World Language Vision and Update

This year we have looked at options to expand our World Language program beyond just Spanish for our students. Again, we followed our curriculum review process and began this exploration with Phase 1 (**Convene and Train a Subject Area Team**). Our subject area team is our world language teachers, and in this phase they revised their philosophy statement to include multiple languages to support a world language model. Learning and adopting the ACTFL standards also adds to the expansion to a world language program, as these standards are generalized across all languages and any additional languages we offer will be aligned to these standards.

Phase 1 includes a needs assessments to drive the work to be done throughout the rest of the process. Taking into consideration our school size, our staffing and scheduling, and budget, we also wanted to make sure that we were able to find options that met our goals of: 1) maintaining our current Spanish program, 2) offering additional languages to provide students choice, 3) avoiding an increase in staff, and 4) utilizing our one-to-one technology capabilities. Also part of the needs assessment in Phase 1, we launched a short survey to parents to gauge their interest in expanding our Spanish program to include multiple languages and to see which languages in addition to Spanish would be preferred. The results, located below, showed that our families value the importance of learning a language at the middle school level, that the district should offer more than one language, and that in addition to Spanish, Mandarin Chinese and French were the most popular languages.

Following the survey results, our administrative team began to investigate options for offering additional languages at the middle school. Keeping in mind that our goals were to offer multiple languages, utilize current technology, and avoid an increase in staff, we looked at more non-traditional options that involve utilizing an online learning program. After investigating models used in other middle schools, we decided to look more closely at a world language course that a neighboring school district, Gower, had implemented a couple of years prior.

In early March, Dr. Ban and Mrs. Beronio visited Gower Middle School to collect information about their world language class. In addition to their traditional Spanish classes taught by certified Spanish teachers, Gower has a class that implements an online learning program to allow students to choose from three languages: French, German, and Mandarin Chinese. This class is supervised by a certified teacher, but the program provides a language teacher for the specific language the student chooses (for an additional fee). The students work through their selected language at their own pace and communicate directly with the language teacher provided through the program. Dr. Ban and Mrs. Beronio spent time observing classes, talking to students, and meeting with Gower administrators about the program. Dr. Ban shared the results of the visit with the administrative team and we began to discuss how implementing such a class would look at Pleasantdale Middle School.

Our goal would be to move the planning for a world language course will now move into Phase 2 (**Identify Needs and Timeline**) and Phase 3 (**Evaluate and Select Resources**). The team,



comprised of world language teachers plus building and district administrators, will outline the timeline for planning the resources, procedures, staffing, training, and scheduling needs for a world language course. We plan to make a recommendation to the board during the 2019-2020 school year for a course to begin during the 2020 school year. Planning for a potential new course takes both time and resources to do it right, and by following our curriculum review process, we are excited about the possibility of meeting our goal to offer our students increased choice and voice when it comes to world language.

**Presentation Takeaways:**

- We are recommending to adopt the Auténtico (Pearson) resource for 6th, 7th, and 8th grade Spanish classes.
- Following the PSD 107 curriculum review process, we are planning for a world language course that will allow students to have choice and voice in their language study.

**World Language Parent Survey Results:**

School(s) Attending	PES = 41.5%	PMS = 32.3%	Both = 26.2			
	0 Not Important	1	2	3	4	5 Extremely Important
How important is it to you that your child learns a language in middle school?	4.6%	2.1%	4.1%	9.7%	19.5%	60%
Currently, the district offers Spanish as the only language option for students. Do you think the district should offer more than one language?	Yes = 73.8%	No = 26.2%				
If the district were to offer choice of language instruction for your child, which language would you be most likely to select?	Spanish = 35.7%	Mandarin Chinese = 19.6%	French = 17.5%	Italian = 13.3%	German = 11.2%	Latin = 2.8%

Pleasantdale Elementary School  
8100 School Street  
La Grange, IL 60525  
708.246.4700 Fax: 708.246.4625



Pleasantdale Middle School  
7450 S. Wolf Road  
Burr Ridge, IL 60527  
708.246.3210 Fax: 708.352.0092

Pleasantdale School District 107 | 7450 S. Wolf Road | Burr Ridge, IL 60527 | 708.784.2013 | Fax: 708.246.0161 | [www.d107.org](http://www.d107.org)

DATE: May 8, 2019  
TO: Board of Education  
FROM: Frank Adams  
RE: Lunch and Milk Fee for Students

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For this current 2018-2019 school year, the student lunch fee is the same as the cost per meal (\$3.30) and the milk fee is the same as the price per carton of milk (\$0.30). The price per meal *with milk* and the price per carton of milk from Just A Dash Catering remains at \$3.30 and \$0.30 respectively for next school year 2019-2020.

We recommend that the Board of Education set the lunch fee for the 2019-2020 school year at \$3.30 per meal and the milk fee at \$0.30 per carton to match the cost per meal and cost per carton of milk.

Attachment: 5-year Historical Lunch Fees  
Revenue/Expenditures Data

### Historical Lunch Prices for Students

Year	Price per Meal
2014-2015	\$2.50
2015-2016	\$2.60
2016-2017	\$3.30
2017-2018	\$3.30
2018-2019	\$3.30
2019-2020	\$3.30

## Food Service Revenus/Expenditures

Revenue Source	FY18	As of 4/30/19
Student Lunch Accounts	N/A	\$128,301
State Lunch Reimbursement	\$405	\$388
Federal Lunch Reimbursement (NSLP)	\$41,640	\$20,388
<b>REVENUE</b>	<b>\$42,045</b>	<b>\$149,077</b>

Expenses	FY18	As of 4/30/19
Lunches	\$34,366	\$114,716
Salaries and Benefits	\$9,529	\$9,324
<b>EXPENSES</b>	<b>\$43,895</b>	<b>\$124,040</b>

<b>DIFFERENCE</b>	<b>-\$1,850</b>	<b>\$25,037</b>
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The Revenue and expenditure data is very different from last year to this year. This is due to the National School Lunch Program requiring the district to hold and manage student lunch balances and not the food service provider. Last year, Just A Dash held and managed student's balances and this year, the district manages their balances. These balances will be spent down as we move toward the end of the year. Therefore, the revenues and expenses for FY19 will be much more in line than the \$25,037 difference represented in the chart.



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**TO:** Dr. Dave Palzet, Superintendent  
**FROM:** Frank Adams, Business Manager/CSBO  
**DATE:** May 8, 2019  
**RE:** Summer Construction

Keeping our facilities in good condition and ensuring the safety of our students, staff and families is a top priority. Each summer, the district completes projects to improve the safety of our schools. The Facilities Advisory team met on December 5<sup>th</sup> and reviewed the five year facilities improvement plan with recommendations to make it more robust, as well as, have HVAC evaluations completed. Through this work a plan for summer work has been developed. The following are the recommended projects to be completed this summer:

At the Middle School:

1. Replacement of South Gym rooftop unit.
2. Replacement of Locker Room rooftop unit
3. Paint office, band and music rooms.
4. Paint 7<sup>th</sup> and 8<sup>th</sup> grade classrooms
5. Replace all toilet paper dispensers
6. Repair pad in front of dumpster
7. Replace Gym Floor
8. Library Remodel

At the Elementary School:

1. Replace Library rooftop unit
2. Add door access control to first grade wing door
3. Repair sidewalk/concrete at door #9
4. Replace all toilet paper dispensers
5. Library Remodel
6. Paint 1<sup>st</sup> grade wing/Art & Music area

Some of the projects will be completed in-house and some will be completed by vendors. The district is still requesting quotes for various projects. The cost for the above projects (minus the gym floor and libraries) is estimated to be about \$103,210. The cost for the Library is \$1,628,000 and the Gym floor is \$260,800. The total for all projects this summer is estimated to be around \$1,992,010.

We believe that these projects and upgrades will improve the safety and efficiency of our schools. Likewise, these projects allow our teachers to more effectively teach our students. These projects align with district Strategic Blueprint and reflect the vision of the district and the Board of Education.