

Regular Meeting

Wednesday, June 16, 2021 6:00 PM

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

I. All attendees will be required to wear a face mask and practice social distancing if attending the Board Meeting

II. Roll Call / Visitors

III. Pledge of Allegiance

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

V. Consent Agenda

V.A. Approve Regular Meeting Minutes of May 19, 2021

V.B. Approve Closed Session Minutes of May 19, 2021

V.C. Approve Payment of May Payroll/June Warrants

V.D. Approve Transportation Contract FY22

V.E. Approve Voluntary Student Insurance

V.F. Approve Consolidated District Plan

V.G. Approve Transfer of Interest

V.H. Designation of Depositories for School District Funds

V.I. Board Resolution for Serious Safety Hazard Approval

V.J. Resolution Authorizing Certain Payments

V.K. Master Intergovernmental Cooperative Purchasing Agreement Among Sourcewell (formerly known as National Joint Powers Alliance) and Pleasantdale School District 107

V.L. Master Intergovernmental Cooperative Purchasing Agreement Among NCPA (National Cooperative Purchasing Alliance) and Pleasantdale School District 107

V.M. Approve School Board (sec. 2) Board Policies

V.N. Approve the June 2021 Personnel Report

VI. Informational Updates

VI.A. End of Year Update

VI.B. Instructional Model Update

VI.C. Special Education Audit Update

VII. Administration Reports

VII.A. Board Opposition to Lyons Township
Treasurer's Lawsuit Appeal

VII.A.1. Resolution Regarding Township Treasurer's
Litigation Against Lyons Township High School
District 204

VII.B. Spring Testing Report

VIII. Items for Next Agenda: (Please note there
is no July meeting, next meeting is August 11)

VIII.A. Establish Petty Cash Fund; Summer Academy
Update (written); Hiring Status Report (written);
Talented and Gifted Update (written); Declassify
Executive Session Minutes; Class Size
Update; and Review Personnel (sec. 5) Board
Policies; and Tentative Budget.

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

X. Closed Session

X.A. Student disciplinary cases

XI. Written Reports

XI.A. Class Size Update

XI.B. Extra-curricular Report

XII. Adjournment

MINUTES OF THE BOARD OF EDUCATION

Regular Meeting Administration Building 6:00 – 8:01 p.m. May 19, 2021

Members Present:

Arlene Cabana, Presiding Officer

Bill Brockob

Mary Lenzen

Tarryne Marchione

Becky Walters

Charles Zona

Absent:

David Negron

ROLL CALL AND VISITORS

Present with Superintendent Dave Palzet were staff members Erika Sawosko, Jennifer Ban, Kathleen Tomei, Griffin Sonntag, Brianne Malatt and Beth Parker

PLEDGE OF ALLEGIANCE

Middle school student Ivan Ivanov who has been active in writing grants to have a solar panel installed at the middle school, lead the Board in the pledge of allegiance. Reading Specialist Karla Boehnke shared projects her student completed related to the Book Fly Guy on the Board's Brag boards.

OPEN FORUM

None

ACTION NO. 36

Consent Agenda

Motion by Lenzen, seconded by Walters, that the Board of Education approve the consent agenda as revised consisting of regular meeting minutes of April 21, 2021; closed session minutes of April 21, 2021; special meeting of April 28, 2021; payment of April payroll/May warrants; Food Service Contract and hot lunch fees; cleaning services; FY 22 Parent/Student Handbook; May 2021 Personnel Report containing the retirement of Amy Windisch at the end of the 2020-21 school year; resignation of Business Manager Frank Adams effective June 30, 2021; the hiring of Director of Student Services Beth Parker effective July 2, 2021; administration and confidential employee increases; and Resolution for the Dismissal of Educational Support Personnel for Cause. Motion carried by a roll call vote of 6 ayes (Brockob, Cabana, Lenzen, Marchione, Walters, Zona) absent – Negron.

REPORTS AND DISCUSSION ITEMS

Instructional Model Update

Dr. Palzet updated the Board on the end-of-year activities at each school. He also discussed the upcoming community 12+ vaccination clinic that will be held at Lyons Township High School on May 24 and June 14. Additionally, Dr. Palzet reviewed the new masking guidelines and informed the Board that the current masking protocols would continue until the end of the school year. As we look ahead to next year, families can expect a normal start to the year, with at-home learning available only for those students or immediate family members of students who have a qualifying medical condition.

District COVID Dashboard

Over the course of the past two weeks, six cases of COVID-19 have been reported to the district. Likewise, 45 individuals are observing a school-mandated quarantine. We have seen an increase in the number of positive cases over the past two weeks and we ask families to

remain vigilant through the end of the school year. The district monitors the COVID metrics for three geographic regions. The positivity rate of the Pleasantdale zip codes (60480, 60525, 60527) is 2.52%. The positivity rate for the Lyons Township High School Attendance area is 2.98%. Finally, the positivity rate for the West Cook County suburban area is 3.5%.

Introduction: Director of Student Services

Dr. Palzet reviewed the process by which the district identified the next Director of Student Services. This process included an application review of all applicants, an administrative screening interview, committee interviews (teachers, parents, and students), a writing sample, and reference checks. The standout candidate was Mrs. Beth Parker who has served in a wide range of special education positions and is currently a Pupil Services Administrator in Hinsdale School District 181. Mrs. Parker addressed the Board and the Board welcomed her to Pleasantdale.

Professional Learning Update

Dr. Ban provided the Board with an overview of the work that has been completed over the last year and the work that will be completed over the summer. This summer work includes professional development in the areas of differentiated instruction, co-teaching, and the use of technology to enhance student learning. Likewise, staff will complete a variety of curricular projects including completing a technology scope and sequence, phonics work for K-2, the creation of a differentiation toolbox, and much more.

Middle School Schedule Change Update

Middle School principal, Griffin Sonntag provided the Board with an update on the 10-period schedule that was implemented at PMS during the 2019-20 school year. Mr. Sonntag's report focused on how the schedule was better meeting the needs of our students. Including allowing students to have World Language class and resource class daily. Likewise, the new schedule allows for larger blocks of time for math and English language arts. Mr. Sonntag also recognized some of the changes that may take place as a result of what we learned from the pandemic. These potential changes include an increase in social/emotional learning opportunities, staggered class dismissals, and smaller lunch cohorts.

Board Self-Evaluation Scheduling

After each election, the Board convenes a self-evaluation retreat to reflect on its practices and make modifications to the Board's operating procedures. This biennial meeting is facilitated by the Board's Illinois Association of School Board's representative and therefore conducted in closed session. The Board determined that the meeting will take place on June 25 from 9:00 AM to 12:00 PM at the District Office.

Review School Board (sec. 2) Board Policies

Each month the Board reviews policy to ensure that the policies reflect the realities of leading the district. This month the Board reviewed section 2 "School Board." These policies will be on the June consent agenda for approval.

NEXT AGENDA

Items submitted for the June agenda include:
Spring Testing Report; Approve Consolidated District Plan; Special Education Audit Update; Approve Transportation Contract; Approve School Board (sec. 2) Board Policies; Class Size Update.

OPEN FORUM

None

ACTION NO. 37

Closed Session

Motion by Lenzen, seconded by Walters, that the Board of Education go into closed session at 7:37 p.m. to discuss appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the district, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity. Motion carried by a roll call vote of 6 ayes (Brockob, Cabana, Lenzen, Marchione, Walters, Zona) absent – Negron.

The Board came out of closed session at 8:01 p.m.

ADJOURNMENT

Motion by Lenzen, seconded by Zona, that the regular meeting adjourns at 8:01 p.m. Voice vote. Motion carried.

App. ___ President _____ Secretary _____

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1307

06/18/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Interrante, Michelle M						
Check Group:						
Misc supplies		1 0		V493855 6/7/2021	10.5.1001.4000.100.0000	\$19.99
					Check #: 0	
						PO/InvoiceTotal: \$19.99
						Vendor Total: \$19.99
Jarosik, Michelle A						
Check Group:						
Reimburse for tuition		1 0		V497112 6/7/2021	10.5.2213.2300.300.0000	\$1,800.00
Reimburse for travel		1 0		V809910 6/7/2021	10.5.1002.3320.200.0000	\$33.60
					Check #: 0	
						PO/InvoiceTotal: \$1,833.60
						Vendor Total: \$1,833.60
Marrari, Juliette L						
Check Group:						
Reimburse for tuition		1 0		V169592 6/7/2021	10.5.2213.2300.300.0000	\$337.50
					Check #: 0	
						PO/InvoiceTotal: \$337.50
						Vendor Total: \$337.50
Newberry, Jennifer						
Check Group:						
Reimburse for tuition		1 0		V475640 6/7/2021	10.5.2213.2300.300.0000	\$731.25
					Check #: 0	
						PO/InvoiceTotal: \$731.25
						Vendor Total: \$731.25

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1307

06/18/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						Grand Total: \$2,922.34

End of Report

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1308

06/16/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
ABM Building Valve						
Check Group:						
June custodial service		1 0		1104339 6/1/2021	20.5.2540.3210.300.0000	\$18,583.63
Reimburse for fingerprinting		1 0		1104339 6/1/2021	10.5.2320.3901.300.0000	(\$110.00)
					Check #: 0	
					PO/InvoiceTotal:	\$18,473.63
					Vendor Total:	\$18,473.63
AJacks Premier Cleaning Solutions, LLC						
Check Group:						
May/June cleaning service		1 0		188 6/8/2021	20.5.2540.3220.300.5998	\$7,737.50
					Check #: 0	
					PO/InvoiceTotal:	\$7,737.50
					Vendor Total:	\$7,737.50
Alexian Brothers Behavioral Health Hosp						
Check Group:						
April tutoring services		1 0		8070272 5/20/2021	10.5.1912.6700.200.0000	\$320.00
					Check #: 0	
					PO/InvoiceTotal:	\$320.00
					Vendor Total:	\$320.00
Amazon Capital Services, Inc						
Check Group:						
Misc supplies-summer academy		1 0		149K-VN73-MK7 C 6/7/2021	10.5.1600.4000.300.5998	\$86.54
Summer academy supplies		1 0		19DH-9TCN-94P M 6/10/2021	10.5.1600.4000.300.5998	\$55.63

Pleasantdale School District 107

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06/16/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Misc supplies-summer academy		1	0	1FCJ-4XQQ-9DT X 6/3/2021	10.5.1600.4000.300.5998	\$38.92
Pop-up notes		1	0	1GJM-NT43-GRX J 5/16/2021	20.5.2540.4000.300.0000	\$25.98
Misc supplies-summer academy		1	0	1L6J-LKN7-Q6VG 6/6/2021	10.5.1600.4000.300.5998	\$610.14
Misc supplies-summer academy		1	0	1LWR-LHF1-LMP N 6/8/2021	10.5.1600.4000.300.5998	\$204.90
Return-butterfly paperweights		1	0	1W7G-MR7H-CT HM 5/13/2021	10.5.1002.4012.200.0000	(\$38.77)
Restocking chg		1	0	1W7G-MR7H-CT HM 5/13/2021	10.5.1002.4012.200.0000	\$7.75
Misc supplies-summer academy		1	0	1XNW-TNJR-TFC L 5/23/2021	10.5.1600.4000.300.5998	\$28.74
Misc supplies-summer academy		1	0	1YCP-7QQ6-RCK H 6/1/2021	10.5.1600.4000.300.5998	\$87.90
Check #: 0						
						PO/InvoiceTotal: <u> </u> \$1,107.73
Check Group:						
Sharpie Color Burst Permanent Markers Ultras Fine Point Assorted Colors 24 Count		1	21562	194P-XNTT-3CR7 5/15/2021	10.5.1002.4019.200.0000	\$15.66
Check #: 0						
						PO/InvoiceTotal: <u> </u> \$15.66
Check Group:						
EGO Power+ LB5302 3-Speed Turbo 56 Volt 530 CFM Cordless Leaf Blower 2.5Ah Battery and Charger Included		1	21631	1XRW-PVJV-LJN V 6/7/2021	10.5.1002.4019.200.0000	\$159.00

Pleasantdale School District 107

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 0						
						PO/InvoiceTotal: <u> </u>
						\$159.00
Check Group:						
HP 746 Yellow for Middle poster printer		1	21632	1FXL-C96G-C6P X 5/13/2021	10.5.2225.4000.200.0000	\$146.20
Check #: 0						
						PO/InvoiceTotal: <u> </u>
						\$146.20
Check Group:						
Do Princesses Wear Hiking Boots?		1	21635	1RWK-6TF7-PK4 3 5/19/2021	10.5.1002.4001.200.0000	\$10.09
DK Eyewitness Books: Train: Discover the Story of Railroads from the Age of Steam to the High-Speed Trains from the Age of Steam to the High Speed Trains of Today		1	21635	1RWK-6TF7-PK4 3 5/19/2021	10.5.1002.4001.200.0000	\$12.99
Is It Warm Enough for Ice Cream?		1	21635	1RWK-6TF7-PK4 3 5/19/2021	10.5.1002.4001.200.0000	\$9.99
Dairy of a 13 Year Old Girl		1	21635	1RWK-6TF7-PK4 3 5/19/2021	10.5.1002.4001.200.0000	\$11.95
Shipping		1	21635	1RWK-6TF7-PK4 3 5/19/2021	10.5.1002.4001.200.0000	\$10.84
Let's Pick Apples (Barbie) (Step into Reading)		1	21635	1RWK-6TF7-PK4 3 5/19/2021	10.5.1002.4001.200.0000	\$4.99
Let's Plant a Garden! (Barbie) (Step Into Reading)		1	21635	1RWK-6TF7-PK4 3 5/19/2021	10.5.1002.4001.200.0000	\$4.99
Dragons Love Tacos		1	21635	1RWK-6TF7-PK4 3 5/19/2021	10.5.1002.4001.200.0000	\$8.95

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Billie Eilish: The Essential Fan Guide		1	21635	1RWK-6TF7-PK4 3 5/19/2021	10.5.1002.4001.200.0000	\$11.98
125 True Stories of Amazing Animal Friendships		1	21635	1RWK-6TF7-PK4 3 5/19/2021	10.5.1002.4001.200.0000	\$8.99
Solar Systems for Kids: A Junior Scientist's Guide to Planets, Dwarf Planets, and Everything Circling Our Sun		1	21635	1RWK-6TF7-PK4 3 5/19/2021	10.5.1002.4001.200.0000	\$8.99
The Princess in Black and the Giant Problem		1	21635	1RWK-6TF7-PK4 3 5/19/2021	10.5.1002.4001.200.0000	\$9.00
Check #: 0						
						PO/InvoiceTotal: <u> </u>
						\$113.75
Check Group:						
Limitless Mind : Learn,Lead, and Live without Barriers by Jo Boaler		1	21636	1D64-MYMT-G4Q X 5/22/2021	10.5.2410.4000.100.0000	\$18.79
Together is better by Simon Sinek		1	21636	1D64-MYMT-G4Q X 5/22/2021	10.5.2410.4000.100.0000	\$11.89
SUPPFind Your Way: A Practical Guide for & your team by Simon sinekLIES		1	21636	1D64-MYMT-G4Q X 5/22/2021	10.5.2410.4000.100.0000	\$11.59
Check #: 0						
						PO/InvoiceTotal: <u> </u>
						\$42.27
Check Group:						
Amer AMRDCP100KIT Universal Adjustable 2 x 2 feet Drop Ceiling Projector Mount, Suspended Drop-in Ceiling Projection Mounting Kit, White		10	21637	1LVP-9P4L-LL3L 5/19/2021	20.5.2540.4000.300.0000	\$1,169.90
Check #: 0						
						PO/InvoiceTotal: <u> </u>
						\$1,169.90
Check Group:						

Pleasantdale School District 107

Voucher Detail Listing

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06/16/2021

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
3M Half Facepiece Reusable Respirator 6200		1	21640	1LL6-N6CM-F6K W 6/9/2021	20.5.2540.4000.300.0000	\$12.03
3M P100 Respirator Cartridge/Filter 60926		1	21640	1LL6-N6CM-F6K W 6/9/2021	20.5.2540.4000.300.0000	\$24.05
DEWALT 9 Gallon Wet/Dry VAC Heavy-Duty Shop Vacuum		1	21640	1LL6-N6CM-F6K W 6/9/2021	20.5.2540.4000.300.0000	\$149.00
Klein Tools 56383 Fish Tape		1	21640	1LL6-N6CM-F6K W 6/9/2021	20.5.2540.4000.300.0000	\$114.95
Milwaukee M18 2 Gal. 18-Volt Lithium-ion Cordless Wet/Dry Vacuum (Tool-Only)		1	21640	1LL6-N6CM-F6K W 6/9/2021	20.5.2540.4000.300.0000	\$126.00
MILWAUKEE'S 2695-24 M18 18V Cordless Power Tool Combo Kit		1	21640	1LL6-N6CM-F6K W 6/9/2021	20.5.2540.4000.300.0000	\$317.00
Check #: 0						
						PO/InvoiceTotal: <u> \$743.03</u>
						Vendor Total: <u> \$3,497.54</u>
Apple Computer, Inc						
Check Group:						
Apple TV for classroom prototype		1	21623	AF12670928 6/9/2021	10.5.2225.4000.200.0000	\$179.00
Check #: 0						
						PO/InvoiceTotal: <u> \$179.00</u>
Check Group:						
13-inch MacBook Air: Chodora		1	21629	AF10694737 6/2/2021	10.5.2225.5501.200.0000	\$1,149.00
13-inch MacBook Air: McAtee		1	21629	AF10694737 6/2/2021	10.5.2225.5501.100.0000	\$1,149.00
Check #: 0						

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1308

06/16/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$2,298.00
Check Group:						
Mac mini		1	21630	AF05246623 5/13/2021	10.5.2225.7000.200.0000	\$829.00
Mac mini: McAtee		1	21630	AF05246624 5/13/2021	10.5.2225.5500.100.0000	\$1,029.00
Mac mini: Chodora		1	21630	AF05246625 5/13/2021	10.5.2225.5500.200.0000	\$1,029.00
Mac mini		2	21630	AF05886779 5/15/2021	10.5.2225.7000.100.0000	\$1,658.00
Magic Trackpad 2 - Space Gray: McAtee & Chodora		2	21630	AF05898888 5/15/2021	10.5.2225.4000.100.0000	\$298.00
Apple Pencil		20	21630	AF05898888 5/15/2021	10.5.2225.4000.100.0000	\$1,780.00
Apple Pencil		20	21630	AF05898888 5/15/2021	10.5.2225.4000.200.0000	\$1,780.00
Magic Keyboard with Numeric Keypad: McAtee & Chodora		2	21630	AF05898888 5/15/2021	10.5.2225.4000.100.0000	\$298.00
Apple TV HD 32GB: replacements for old 3rd gen at middle		20	21630	AF12105637 6/7/2021	10.5.2225.5501.200.0000	\$2,980.00
Apple TV HD 32GB: replacements for old 3rd gen at elementary		10	21630	AF12105637 6/7/2021	10.5.2225.5501.100.0000	\$1,490.00
						Check #: 0
						PO/InvoiceTotal: \$13,171.00
						Vendor Total: \$15,648.00
AT&T						
Check Group:						
May 25-Jun 24 phone chg		1	0	630662013905/21 5/25/2021	20.5.2540.3400.200.0000	\$220.55

Pleasantdale School District 107

Voucher Detail Listing

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06/16/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
May 25-Jun 24 phone chg		1	0	630662013905/21 5/25/2021	20.5.2540.3400.100.0000	\$300.11
May 16-Jun 15 phone chg		1	0	630R06123505/21 5/16/2021	20.5.2540.3400.200.0000	\$503.80
May 16-Jun 15 phone chg		1	0	630R06123505/21 5/16/2021	20.5.2540.3400.300.0000	\$326.92
May 16-Jun 15 phone chg		1	0	708R06290005/21 5/16/2021	20.5.2540.3400.100.0000	\$701.20
				Check #: 0		
					PO/InvoiceTotal:	\$2,052.58
					Vendor Total:	\$2,052.58
Candor Health Education						
Check Group:						
Health program		1	0	2021477 4/22/2021	10.5.1002.4004.200.0000	\$352.00
				Check #: 0		
					PO/InvoiceTotal:	\$352.00
					Vendor Total:	\$352.00
Climatemp						
Check Group:						
May monthly HVAC service		1	0	8530521 5/1/2021	20.5.2540.3202.200.0000	\$1,198.00
May monthly HVAC service		1	0	8530521 5/1/2021	20.5.2540.3202.100.0000	\$1,198.00
Service valves		1	0	S20638 4/30/2021	20.5.2540.3200.100.0000	\$596.09
				Check #: 0		
					PO/InvoiceTotal:	\$2,992.09
					Vendor Total:	\$2,992.09

First Student, Inc

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1308

06/16/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
May late route		1 0		11734935 6/7/2021	40.5.2550.3313.300.0000	\$2,275.68
May COVID cleaning		1 0		11734935 6/7/2021	20.5.2540.3220.300.5998	\$1,084.60
May regular route-ES		1 0		11734935 6/7/2021	40.5.2550.3310.300.0000	\$31,683.60
May regular route-MS		1 0		11734935 6/7/2021	40.5.2550.3310.300.0000	\$28,163.20
June regular route-ES		1 0		11735959 6/9/2021	40.5.2550.3310.300.0000	\$4,752.54
June regular route-MS		1 0		11735959 6/9/2021	40.5.2550.3310.300.0000	\$4,224.48
June bus cleaning		1 0		11735959 6/9/2021	20.5.2540.3220.300.5998	\$162.69
Girl's softball		1 0		185246 5/12/2021	40.5.2550.3311.300.0000	\$249.45
Boy's volleyball		1 0		185248 5/12/2021	40.5.2550.3311.300.0000	\$249.45
Girl's softball		1 0		186294 5/18/2021	40.5.2550.3311.300.0000	\$249.45
Boys' volleyball		1 0		186666 5/20/2021	40.5.2550.3311.300.0000	\$249.45
Girl's volleyball		1 0		186667 5/20/2021	40.5.2550.3311.300.0000	\$249.45
ES students- Classic Cinemas York Theatre		1 0		189565 6/1/2021	40.5.2550.3312.300.0000	\$1,626.81
MS students- Great America		1 0		189589 6/1/2021	40.5.2550.3312.300.0000	\$2,038.56
MS students- Iron Oaks		1 0		189604 6/1/2021	40.5.2550.3312.300.0000	\$2,023.91

Pleasantdale School District 107

Voucher Detail Listing

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06/16/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
MS students- Great America		1	0	189614 6/2/2021	40.5.2550.3312.300.0000	\$2,552.51
Check #: 0						
PO/InvoiceTotal:						\$81,835.83
Vendor Total:						\$81,835.83
Follett School Solutions						
Check Group:						
Alvin Ho : allergic to dead bodies, funerals, and other fatal circumstances		1	21550	869283F 5/19/2021	10.5.1001.4111.100.0000	\$6.21
When you trap a tiger		1	21550	869283F 5/19/2021	10.5.1001.4111.100.0000	\$14.81
Alvin Ho : allergic to camping, hiking, and other natural disasters		1	21550	869283F 5/19/2021	10.5.1001.4111.100.0000	\$6.21
Alvin Ho : allergic to babies, burglars, and other bumps in the night		1	21550	869283F 5/19/2021	10.5.1001.4111.100.0000	\$6.21
Alvin Ho : allergic to the Great Wall, the Forbidden Palace, and other tourist attractions		1	21550	869283F 5/19/2021	10.5.1001.4111.100.0000	\$6.21
Check #: 0						
PO/InvoiceTotal:						\$39.65
Vendor Total:						\$39.65
Grand Prairie Transit						
Check Group:						
April para		1	0	RTINV1005473 4/30/2021	40.5.2550.3315.300.0000	\$1,807.37
April transportation		1	0	RTINV1005473 4/30/2021	40.5.2550.3315.300.0000	\$10,963.80
COVID cleaning		1	0	RTINV1005473 4/30/2021	20.5.2540.3220.300.5998	\$45.81
Check #: 0						

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1308

06/16/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: <u>\$12,816.98</u>
						Vendor Total: <u>\$12,816.98</u>
Groot Industries						
Check Group:						
June disposal/recycling chg		1 0		7144977 6/1/2021	20.5.2540.3210.300.0000	\$1,873.80
						Check #: 0
						PO/InvoiceTotal: <u>\$1,873.80</u>
						Vendor Total: <u>\$1,873.80</u>
Herff Jones						
Check Group:						
Diploma insert		1 0		1071055 5/3/2021	10.5.1002.4021.200.0000	\$12.79
						Check #: 0
						PO/InvoiceTotal: <u>\$12.79</u>
Check Group:						
Diploma Cover, Royal Blue Leatherette, Pleasantdale Middle School, Burr Ridge, IL		111 21452		1074506 5/14/2021	10.5.1002.4021.200.0000	\$892.86
Diploma Inserts with Students Names Printed According to File		111 21452		1074694 5/14/2021	10.5.1002.4021.200.0000	\$429.69
						Check #: 0
						PO/InvoiceTotal: <u>\$1,322.55</u>
						Vendor Total: <u>\$1,335.34</u>
Hyde Park Day School						
Check Group:						
May tuition		1 0		2021H0532 5/31/2021	10.5.1912.6700.200.0000	\$5,202.60
June tuition		1 0		2021H0632 6/4/2021	10.5.1912.6700.200.0000	\$1,040.52

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1308

06/16/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 0						
PO/InvoiceTotal:						\$6,243.12
Vendor Total:						\$6,243.12
IGS Energy						
Check Group:						
Apr natural gas sales		1 0		348889 5/28/2021	20.5.2540.4650.200.0000	\$1,555.82
Apr natural gas sales		1 0		348889 5/28/2021	20.5.2540.4650.100.0000	\$928.22
Check #: 0						
PO/InvoiceTotal:						\$2,484.04
Vendor Total:						\$2,484.04
Illinois School Services, Inc.						
Check Group:						
1.75" Custom Brass Medallion with School Etching On Face; Attached to a 1.5" Royal Blue and White Neck Ribbon and Class of 2021 on the back		115	21453	EEPLEAS21 5/11/2021	10.5.1002.4021.200.0000	\$983.25
Check #: 0						
PO/InvoiceTotal:						\$983.25
Vendor Total:						\$983.25
Just A Dash Catering						
Check Group:						
May feeding program		1 0		PD47-ES 5/31/2021	10.5.2560.4040.300.0000	\$27,706.20
May feeding program		1 0		PD47-MS 5/31/2021	10.5.2560.4040.300.0000	\$27,657.40
Check #: 0						
PO/InvoiceTotal:						\$55,363.60
Vendor Total:						\$55,363.60

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1308

06/16/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Konica Minolta Business Solutions						
Check Group:						
Digital support service for printer		1 0		273229386 5/24/2021	20.5.2540.5501.200.0000	\$80.00
Apr copier usage		1 0		9007731965 5/1/2021	20.5.2540.3290.100.0000	\$690.24
Apr copier usage		1 0		9007731965 5/1/2021	20.5.2540.3290.300.0000	\$200.80
Apr copier usage		1 0		9007731965 5/1/2021	20.5.2540.3290.200.0000	\$773.05
May copier usage		1 0		9007806453 6/1/2021	20.5.2540.3290.300.0000	\$101.39
May copier usage		1 0		9007806453 6/1/2021	20.5.2540.3290.200.0000	\$571.96
May copier usage		1 0		9007806453 6/1/2021	20.5.2540.3290.100.0000	\$614.33
					Check #: 0	
						PO/InvoiceTotal: <u>\$3,031.77</u>
						Vendor Total: <u>\$3,031.77</u>
Midwest Principal'S Center						
Check Group:						
Conf/Berwick		1 0		8209 4/30/2021	10.5.1001.3320.100.0000	\$250.00
					Check #: 0	
						PO/InvoiceTotal: <u>\$250.00</u>
						Vendor Total: <u>\$250.00</u>
Nextera Energy Services						
Check Group:						
Feb 8-Mar 9 electric chg		1 0		41841534617155 4/22/2021	20.5.2540.4660.100.0000	\$3,296.41

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1308

06/16/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Feb 8-Mar 9 electric chg		1	0	41841534617155 4/22/2021	20.5.2540.4660.200.0000	\$4,859.81
					Check #: 0	
					PO/InvoiceTotal:	\$8,156.22
					Vendor Total:	\$8,156.22
Nicor Gas						
Check Group:						
Apr 16-May 17 heating chg		1	0	34439700005-05/ 21 5/19/2021	20.5.2540.4650.200.0000	\$818.44
Apr 20-May 18 heating chg		1	0	91179700009-05/ 21 5/21/2021	20.5.2540.4650.100.0000	\$230.25
					Check #: 0	
					PO/InvoiceTotal:	\$1,048.69
					Vendor Total:	\$1,048.69
Omni Group						
Check Group:						
May participant fee		1	0	2106-7231 6/1/2021	10.5.2520.3100.300.0000	\$21.50
					Check #: 0	
					PO/InvoiceTotal:	\$21.50
					Vendor Total:	\$21.50
Pearson Clinical						
Check Group:						
Misc supplies		1	0	5477135 6/7/2021	10.5.1210.4000.100.0000	\$620.55
Misc supplies		1	0	8785630 6/7/2021	10.5.1210.4000.100.0000	\$102.50
					Check #: 0	
					PO/InvoiceTotal:	\$723.05

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1308

06/16/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						Vendor Total:
Perfect Show Productions						\$723.05
Check Group:						
Shure Remote Antenna Mounting Bracket		2	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$63.98
NavePoint 2U Blank Rack Mount		2	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$33.90
Shure RG8X/U Coaxial Cable 25'		2	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$95.90
NavePoint 8U Black Rack Mount		2	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$73.18
Shure BLX Wireless Bodypack Transmitter		1	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$129.00
Shure Wireless Earset Microphone		1	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$199.00
Pyle 1U Rack Mount Power Outlet-Black		1	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$50.74
Techflex 2" Cable Sleeve		1	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$19.08
NavePoint 3U Lockable Drawer		1	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$66.91
Neutrik Black Stainless Steel Wall Plate		3	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$34.53
1U Custom Rack Plate		1	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$52.45
Panduit JBP1DWH 1 Gang Junction Box		1	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$18.43
Custom Rack Panel w/Bluetooth		1	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$29.52
Panduit JBP2DWH 2 Gang Junction Box		1	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$22.31

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1308

06/16/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Misc. Audio Connectors, Cables & Screws		1	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$35.00
3FT XLR Audio Cable		2	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$18.00
Installation & Training		1	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$135.00
Panduit Surface Mount Raceway		1	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$37.28
Panduit PVC Cover		1	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$35.50
Installation & Training		1	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$950.00
Shure BLX Wireless Microphone System		1	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$350.00
Denon 12 Channel 1U Rackmount Mixer		1	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$189.99
JBL CSA 1300Z Amplifier		1	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$604.99
Bluetooth Receiver		2	21588	025932 6/2/2021	10.5.2225.4000.200.0000	\$198.00

Check #: 0

PO/InvoiceTotal: \$3,442.69

Vendor Total: \$3,442.69

ProShred

Check Group:

May 21 shredding service		1	0	990086424 5/21/2021	20.5.2540.3210.300.0000	\$130.80
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Check #: 0

PO/InvoiceTotal: \$130.80

Vendor Total: \$130.80

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1308

06/16/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Quadient Finance USA, Inc						
Check Group:						
Postage-District		1 0		V612076 6/2/2021	10.5.2410.3400.200.0000	\$1,500.00
					Check #: 0	
						PO/InvoiceTotal: \$1,500.00
						Vendor Total: \$1,500.00
Quadient Leasing USA, Inc						
Check Group:						
July 5-Oct 4 postage machine lease		1 0		N8900070 6/3/2021	20.5.2540.5501.100.0000	\$480.45
					Check #: 0	
						PO/InvoiceTotal: \$480.45
						Vendor Total: \$480.45
R. E. Walsh & Associates, Inc						
Check Group:						
March 1-April 30 investigation services-residency		1 0		23666 5/10/2021	10.5.2310.3100.300.0000	\$2,137.50
					Check #: 0	
						PO/InvoiceTotal: \$2,137.50
						Vendor Total: \$2,137.50
Scholastic Education						
Check Group:						
Interactive Webinars LITCamp		1 21625		29759244 5/5/2021	10.5.2213.3320.300.5998	\$799.00
					Check #: 0	
						PO/InvoiceTotal: \$799.00
						Vendor Total: \$799.00
School District 107 Imprest Fund						
Check Group:						

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1308

06/16/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
6007-soccer official		1	0	V880307 6/7/2021	10.5.1500.3190.200.0000	\$34.00
6006-soccer official		1	0	V880307 6/7/2021	10.5.1500.3190.200.0000	\$34.00
6004-soccer official		1	0	V880307 6/7/2021	10.5.1500.3190.200.0000	\$34.00
6005-soccer official		1	0	V880307 6/7/2021	10.5.1500.3190.200.0000	\$34.00
6014-softball official		1	0	V880307 6/7/2021	10.5.1500.3190.200.0000	\$34.00
6012-volleyball official		1	0	V880307 6/7/2021	10.5.1500.3190.200.0000	\$68.00
6013-softball official		1	0	V880307 6/7/2021	10.5.1500.3190.200.0000	\$34.00
6003-dinner for interview participants		1	0	V880307 6/7/2021	10.5.2320.4000.300.0000	\$420.22
6009-Shaw medial renewal		1	0	V880307 6/7/2021	10.5.2310.3401.300.0000	\$26.00
6010-softball official		1	0	V880307 6/7/2021	10.5.1500.3190.200.0000	\$34.00

Check #: 0

PO/InvoiceTotal:	<u>\$752.22</u>
Vendor Total:	<u>\$752.22</u>

School Speicalty, LLC

Check Group:

crayola white paint - gal		1	21501	208127402151 5/7/2021	10.5.1001.4000.100.0000	\$21.16
XL circle lever punches		1	21501	208127540922 6/2/2021	10.5.1001.4000.100.0000	\$14.74

Check #: 0

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1308

06/16/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: <u>\$35.90</u>
						Vendor Total: <u>\$35.90</u>
Sports Awards Co.						
Check Group:						
Gold Cross Country Pin		60	21639	236535 6/3/2021	10.5.1500.4034.200.0000	\$63.15
1-3/4 Gold Volleyball Medal w/red white blue ribbon		30	21639	236535 6/3/2021	10.5.1500.4034.200.0000	\$64.73
1-3/4 Gold Baseball Medal w/ red white blue ribbon		45	21639	236535 6/3/2021	10.5.1500.4034.200.0000	\$97.09
1-3/4 Gold Soccer Medal w/ red white blue ribbon		5	21639	236535 6/3/2021	10.5.1500.4034.200.0000	\$10.79
1-3/4 Gold Track Medal w/ red white blue ribbon		20	21639	236535 6/3/2021	10.5.1500.4034.200.0000	\$43.16
Gold Soccer Pin		30	21639	236535 6/3/2021	10.5.1500.4034.200.0000	\$31.57
Gold Volleyball Pin		30	21639	236535 6/3/2021	10.5.1500.4034.200.0000	\$31.57
Gold Baseball Pin		40	21639	236535 6/3/2021	10.5.1500.4034.200.0000	\$42.10
						Check #: 0
						PO/InvoiceTotal: <u>\$384.16</u>
						Vendor Total: <u>\$384.16</u>
Verizon						
Check Group:						
Apr 24-May 23 cell phone		1	0	9880423668 5/23/2021	20.5.2540.3400.300.0000	\$49.60
Apr 24-May 23 cell phone		1	0	9880423668 5/23/2021	20.5.2540.3400.100.0000	\$85.61

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1308

06/16/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Apr 24-May 23 cell phone		1	0	9880423668 5/23/2021	20.5.2540.3400.200.0000	\$171.22
					Check #: 0	
						PO/InvoiceTotal: \$306.43
						Vendor Total: \$306.43
Village Of Burr Ridge						
Check Group:						
April elevator inspection		1	0	0000003745 5/17/2021	20.5.2540.3192.300.0000	\$90.00
					Check #: 0	
						PO/InvoiceTotal: \$90.00
						Vendor Total: \$90.00
Village of Willow Springs						
Check Group:						
May-June water chg		1	0	V290932 6/8/2021	20.5.2540.3700.100.0000	\$165.62
					Check #: 0	
						PO/InvoiceTotal: \$165.62
						Vendor Total: \$165.62
Wex Bank						
Check Group:						
Gas for truck		1	0	72226183 6/6/2021	20.5.2540.4640.300.0000	\$93.00
					Check #: 0	
						PO/InvoiceTotal: \$93.00
						Vendor Total: \$93.00
Worldpoint						
Check Group:						
Ptestan CPR Rescue Barrier Keychain		10	21575	421045220 4/15/2021	10.5.1002.4004.200.0000	\$34.50

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1308

06/16/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Prestan Professional AED Trainer Plus		3	21575	421045220 4/15/2021	10.5.1002.4004.200.0000	\$495.00
Prestan Adult/Child Replacement Pads for Prestan Professional AED Trainer Plus, 4 Pair		1	21575	421045220 4/15/2021	10.5.1002.4004.200.0000	\$61.01

Check #: 0

PO/InvoiceTotal:	\$590.51
Vendor Total:	\$590.51
Grand Total:	\$238,188.46

End of Report

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1260

05/03/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Educational Benefit Cooperative						
Check Group:						
May health insurance-er		1 0		V82671 5/1/2021	10.2.0481.0000.000.9944	\$83,479.20
May health insurance-ee		1 0		V82671 5/1/2021	10.2.0481.0000.000.9943	\$20,384.37
May life insurance-er		1 0		V82671 5/1/2021	10.2.0481.0000.000.9942	\$772.40
May Cobra payment		1 0		V82671 5/1/2021	10.2.0481.0000.000.9944	\$2,451.84
					Check #: 0	
						PO/InvoiceTotal: <u>\$107,087.81</u>
						Vendor Total: <u>\$107,087.81</u>
Guardian - Appleton						
Check Group:						
May Cobra payment-dental		1 0		V800138 4/22/2021	10.2.0481.0000.000.9945	\$149.78
May Cobra payment-vision		1 0		V800138 4/22/2021	10.2.0481.0000.000.9947	\$27.06
May dental insurance-er		1 0		V800138 4/22/2021	10.2.0481.0000.000.9946	\$3,106.38
May dental insurance-ee		1 0		V800138 4/22/2021	10.2.0481.0000.000.9945	\$2,588.76
May vision insurance-ee		1 0		V800138 4/22/2021	10.2.0481.0000.000.9947	\$783.76
May vision insurance-er		1 0		V800138 4/22/2021	10.2.0481.0000.000.9948	\$140.11
					Check #: 0	
						PO/InvoiceTotal: <u>\$6,795.85</u>
						Vendor Total: <u>\$6,795.85</u>

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1260

05/03/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
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Grand Total: \$113,883.66

End of Report

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1286

05/25/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Justice-Willow Springs Water Commission						
Check Group:						
Feb 23-Apr 21 water srv		1 0		V922756 5/25/2021	20.5.2540.3700.100.0000	\$997.79

Check #: 0

PO/InvoiceTotal:	<u>\$997.79</u>
Vendor Total:	<u>\$997.79</u>
Grand Total:	<u>\$997.79</u>

End of Report

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1276

05/25/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Precision Human Resource Solutions						
Check Group:						
3/22-3/26 sub custodian		1 0		1000015595 3/28/2021	20.5.2540.3220.300.5998	\$1,000.00
03/29-04/02 sub custodian		1 0		1000015703 4/4/2021	20.5.2540.3220.300.5998	\$1,000.00
04/05-04/09 sub custodian		1 0		1000015807 4/11/2021	20.5.2540.3220.300.5998	\$1,000.00
04/12-04/16 sub custodian		1 0		1000015917 4/18/2021	20.5.2540.3220.300.5998	\$1,000.00
04/19-04/26 sub custodial		1 0		1000016026 4/25/2021	20.5.2540.3220.300.5998	\$1,000.00
04/26-04/30 sub custodial		1 0		1000016105 5/2/2021	20.5.2540.3220.300.5998	\$1,000.00

Check #: 0

PO/InvoiceTotal:	<u>\$6,000.00</u>
Vendor Total:	<u>\$6,000.00</u>
Grand Total:	<u>\$6,000.00</u>

End of Report

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1287

05/26/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
BMO Mastercard-Mastercard Corp Client Pa						
Check Group:						
Light switches, brooms		1 0		BC-050521 5/25/2021	20.5.2540.4000.300.0000	\$137.88
HomeDepot-flower pot and soil, misc maintenance supplies		1 0		BC-050521 5/25/2021	20.5.2540.4000.300.0000	\$44.24
HomeDepot-fans		1 0		BC-050521 5/25/2021	20.5.2540.4000.300.0000	\$417.00
HomeDepot-returned one fan		1 0		BC-050521 5/25/2021	20.5.2540.4000.300.0000	(\$139.00)
HomeDepot-heavy duty pipe wrench		1 0		BC-050521 5/25/2021	20.5.2540.4000.300.0000	\$63.98
Grainger-pipe wrench		1 0		BC-050521 5/25/2021	20.5.2540.4000.300.0000	\$164.48
PublicStorage-monthly rental fee		1 0		BC-050521 5/25/2021	20.5.2540.3250.300.5998	\$361.00
PublicStorage-monthly rental fee		1 0		BC-050521 5/25/2021	20.5.2540.3250.300.5998	\$361.00
PublicStorage-monthly rental fee		1 0		BC-050521 5/25/2021	20.5.2540.3250.300.5998	\$396.00
Menards-parts needed for small repair projects		1 0		BC-050521 5/25/2021	20.5.2540.4000.300.0000	\$135.60
Rackspace-BOE email monthly fee		1 0		ES-050521 5/26/2021	10.5.2310.6400.300.0000	\$65.00
Amazon-iPad accessories for spec ed		1 0		ES-050521 5/26/2021	10.5.1205.4000.200.0000	\$38.98
Constant Contact monthly fee		1 0		ES-050521 5/26/2021	10.5.2320.4400.300.0000	\$45.00
Amazon-photo background and stand		1 0		ES-050521 5/26/2021	10.5.2310.4000.300.0000	\$80.68

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1287

05/26/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Amazon-slow down roadside signs		1	0	ES-050521 5/26/2021	20.5.2540.4000.300.0000	\$21.99
Microsoft-monthly phone chg		1	0	ES-050521 5/26/2021	10.5.2225.6400.200.0000	\$15.00
Microsoft-monthly plan chg		1	0	ES-050521 5/26/2021	10.5.2225.6400.200.0000	\$60.00
Microsoft-apps for faculty		1	0	ES-050521 5/26/2021	10.5.2225.6400.200.0000	\$38.25
Amazon-BOE name plates		1	0	ES-050521 5/26/2021	10.5.2310.4000.300.0000	\$31.81
Honey Fluff-refreshments for new board member meeting		1	0	ES-050521 5/26/2021	10.5.2310.4000.300.0000	\$18.00
IASB-new board member materials		1	0	ES-050521 5/26/2021	10.5.2310.4000.300.0000	\$157.00
TreeRing-MS yearbooks for BOE members		1	0	ES-050521 5/26/2021	10.5.2310.4000.300.0000	\$150.54
TreeRing-ES yearbooks for BOE members		1	0	ES-050521 5/26/2021	10.5.2310.4000.300.0000	\$137.12
Nothing Bundt Cake-refreshments for BOE reception		1	0	ES-050521 5/26/2021	10.5.2310.4000.300.0000	\$101.50
Amazon-folders		1	0	ES-050521 5/26/2021	10.5.2320.4000.300.0000	\$19.99
IASB-new board member training		1	0	ES-050521 5/26/2021	10.5.2310.3320.300.0000	\$375.00
Quadient-brush kit for postage machine		1	0	ES-050521 5/26/2021	20.5.2540.4000.300.0000	\$17.80
EdPuzzle monthly fee		1	0	ST-050521 5/5/2021	10.5.2213.4700.300.5998	\$11.50
Duraco-teacher tape		1	0	ST-050521 5/5/2021	10.5.1002.4018.200.0000	\$94.05

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1287

05/26/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Switcher-monthly pass		1	0	ST-050521 5/5/2021	10.5.2213.4700.300.5998	\$49.99
OTC-Earth Day rubber bracelets		1	0	ST-050521 5/5/2021	10.5.1002.4018.200.0000	\$55.93
Amazon-materials for inspirational wellbeing student craft		1	0	ST-050521 5/5/2021	10.5.2410.4000.200.0000	\$107.35
UPS- postage for return		1	0	ST-050521 5/5/2021	10.5.2410.3400.200.0000	\$14.32
Clearmask-clear masks for musical		1	0	ST-050521 5/5/2021	10.5.1500.4031.200.0000	\$134.00
Walgreen's-med cups		1	0	ST-050521 5/5/2021	10.5.2130.4000.200.0000	\$23.94
Amazon-Critical reading series/Disasters and Daredevils		1	0	ST-050521 5/5/2021	10.5.1002.4019.200.0000	\$70.61
Positive promotions-refund		1	0	ST-050521 5/5/2021	10.5.1002.4019.200.0000	(\$134.33)
Amazon-Critical reading series/Apparitions		1	0	ST-050521 5/5/2021	10.5.1002.4019.200.0000	\$7.00
Amazon=Critical reading series/Heros		1	0	ST-050521 5/5/2021	10.5.1002.4019.200.0000	\$5.99
Treering-yearbook purchase		1	0	ST-050521/2 5/5/2021	10.5.2410.4000.200.0000	\$45.94
Amazon-acrylic sign holder		1	0	ST-050521/2 5/5/2021	10.5.2110.4000.200.0000	\$23.74
Amazon-flag wall bracket		1	0	ST-050521/2 5/5/2021	10.5.2410.4000.200.0000	\$5.95
EdPuzzle monthly fee		1	0	ST-050521/2 5/5/2021	10.5.2213.4700.300.5998	\$11.50
Adobe-creative cloud all apps		1	0	ST-050521/2 5/5/2021	10.5.2213.4700.300.5998	\$79.49

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1287

05/26/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Adobe-creative cloud all apps		1	0	ST-050521/2 5/5/2021	10.5.2213.4700.300.5998	\$79.49
Dominos pizza-MS musical cast party		1	0	ST-050521/2 5/5/2021	10.5.1500.4031.200.0000	\$128.17
Jewel-refreshments MS musical cast party		1	0	ST-050521/2 5/5/2021	10.5.1500.4031.200.0000	\$22.23
EdPuzzle monthly fee		1	0	ST-050521/2 5/5/2021	10.5.2213.4700.300.5998	\$11.50
Card my yard-graduation yard signs		1	0	ST-050521/2 5/5/2021	10.5.1002.4021.200.0000	\$78.00
Card my yard-graduation yard signs		1	0	ST-050521/2 5/5/2021	10.5.1002.4021.200.0000	\$78.00
Walgreen's-8th grade student photos		1	0	ST-050521/2 5/5/2021	10.5.1002.4018.200.0000	\$22.68
Gimkit monthly fee		1	0	ST-050521/2 5/5/2021	10.5.2213.4700.300.5998	\$9.99
Gimkit monthly fee		1	0	ST-050521/2 5/5/2021	10.5.2213.4700.300.5998	\$9.99
EdPuzzle montly fee		1	0	ST-050521/2 5/5/2021	10.5.2213.4700.300.5998	\$11.50
EdPuzzle monthly fee		1	0	TM-050521 5/25/2021	10.5.2213.4700.300.5998	\$11.50
EdPuzzle monthly fee		1	0	TM-050521 5/25/2021	10.5.2213.4700.300.5998	\$11.50

Check #: 0

PO/InvoiceTotal:	<u>\$4,397.36</u>
Vendor Total:	<u>\$4,397.36</u>
Grand Total:	<u>\$4,397.36</u>

End of Report

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1296 05/28/2021

Fiscal Year: 2020-2021

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
WEX Health, Inc						
Check Group:						
April FSA monthly fee		1	0	0001335466-IN 4/30/2021	10.5.2520.3100.300.0000	\$107.80

Check #: 0

PO/InvoiceTotal:	<u>\$107.80</u>
Vendor Total:	<u>\$107.80</u>
Grand Total:	<u>\$107.80</u>

End of Report

May 2021 Revenue and Expenses

REVENUES	FY21-Budget	May	YTD	% Realized
Educational	\$ 11,975,733	\$ 724,889	\$ 11,800,862	98.5%
Operations & Maintenance	\$ 1,063,908	\$ 13,094	\$ 995,693	93.6%
Debt Service	\$ -	\$ (79)	\$ (9,319)	*
Transportation	\$ 736,831	\$ 11,416	\$ 774,364	105.1%
IMRF/Social Security	\$ 369,421	\$ 4,684	\$ 357,252	96.7%
Capital Projects	\$ -	\$ -	\$ 1,176	-
Working Cash	\$ 5,875	\$ -	\$ 3,257	55.4%
Tort	\$ 78,350	\$ 2,096	\$ 98,256	125.4%
Fire Prevention & Safety	\$ 5,882	\$ -	\$ 3,331	56.6%
Total	\$ 14,236,000	\$ 756,099	\$ 14,024,872	98.5%

* There is no budget for debt. We are receiving Prior Year taxes from late payments and refunding of Prior Years tax appeals

EXPENSES	FY21-Budget	May	YTD	% Used
Educational	\$ 12,793,666	\$ 1,245,538	\$ 10,229,862	80.0%
Operations & Maintenance	\$ 1,525,314	\$ 89,147	\$ 1,107,565	72.6%
Debt Service	\$ -	\$ -	\$ -	-
Transportation	\$ 800,025	\$ 74,690	\$ 636,941	79.6%
IMRF/Social Security	\$ 322,417	\$ 35,669	\$ 284,039	88.1%
Capital Projects	\$ 160,132	\$ -	\$ 84,692	52.9%
Working Cash	\$ -	\$ -	\$ -	-
Tort	\$ 101,347	\$ -	\$ 101,347	100.0%
Fire Prevention & Safety	\$ 3,100	\$ 99	\$ 4,948	159.6%
Total	\$ 15,706,000	\$ 1,445,144	\$ 12,449,395	79.3%

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

DATE: June 8, 2021
TO: Board of Education
FROM: Frank Adams
RE: Transportation

First Student was awarded the bid contract when we bid transportation services in April 2008 and we have extended the contract with them every year since.

Due to the pandemic, First Student has added some language to protect themselves against any similar future situations. If the district decides to close for more than a week, we would agree to pay First Student either 80% of the normal amount or 40% of their normal amount. At 80% they will keep their drivers employed and at 40% they may furlough drivers. It will be our decision.

The amendment also stipulates that we would be paying them for a minimum of 174 days of regular transportation regardless of the actual amount of days they transport students. So, if we have remote learning days and end up only having transportation for 172 days, we would be paying them for two days that they did not actually transport.

The amendment and language revisions have been reviewed by our attorney and it is recommended that we extend the First Student contract for FY22 with an increase of 4.9%

Attachment: First Student Rates for FY22

**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 ___th day of April 2021 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. 67TH 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, April 17, 2017, May 16, 2018, May 15, 2019 and June 1, 2020 (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, 2021 and ending July 31, 2022; 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, 2021, 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 2021-2022

Description	2020-21	2021-22
AM Pleasantdale Elementary – 8:55 arrival – per bus per trip	\$ 88.01	\$ 92.32
AM Pleasantdale Middle – 8:20 arrival – per bus per trip	\$ 88.01	\$ 92.32
PM Pleasantdale Elementary – 3:20 departure – per bus per trip	\$ 88.01	\$ 92.32
PM Pleasantdale Middle – 3:22 departure – per bus per trip	\$ 88.01	\$ 92.32
KDG. Pleasantdale Elementary – 11:40 a.m. Departure	\$ 94.82	\$ 99.47
KDG. Pleasantdale Elementary – 12:30 a.m. Arrival	\$ 94.82	\$ 99.47
Band Route – 7:30 AM arrival at Pleasantdale Middle	\$ 94.82	\$ 99.47
Late Route – 4:25 PM departure from Pleasantdale Elementary	\$ 94.82	\$ 99.47
Late Route – 4:30 PM departure from Pleasantdale Middle	\$ 94.82	\$ 99.47
Math Shuttle	\$ 34.31	\$ 35.99
FIELD TRIP RATES		
2 HOURS OR LESS	\$ 186.60	\$ 195.74
3 HOURS OR LESS	\$ 186.60	\$ 195.74
4 HOURS OR LESS	\$ 249.45	\$ 261.67
5 HOURS OR LESS	\$ 312.21	\$ 327.61
ADDITIONAL HOURS	\$ 60.92	\$ 63.91
ATHLETIC TRIPS		
UP TO 4 HOURS	\$ 249.45	\$ 261.67
ADDITIONAL HOURS	\$ 60.92	\$ 63.91

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

DATE: June 8, 2021
TO: Board of Education
FROM: Frank Adams
RE: Voluntary Student Accident Medical & Dental Insurance Plan for FY 2022

It is recommended that the Board of Education authorize the administration to offer to the students of District 107 a voluntary accident medical and dental insurance plan. The premiums of such plan to be paid by the parents/guardians of the covered students in accordance with the terms of the plan offered by Zevitz-Redfield & Associates, Inc. and underwritten by Gerber Insurance Company.

The cost to the family for the coverage, if elected, will be available in July, 2021.

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: 6/2/2021 11:04:50 AM

Generated By: jban77

1. Contact Information for Person Completing This Form

Last Name*

Ban

Phone*

708 784 2177

First Name*

Jennifer

Middle
Initial

Email*

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 maximum 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.

3. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

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

*Required field, applicable for all funding sources

Amendments

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

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

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

Plan Changes

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

([count] of 5000 maximum characters used)

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2021-2022.* [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 Student Education Program (ISEP)
- Title IV, Part A - Student Support and Academic Enrichment
- Title V, Part B - Rural and Low Income Schools
- IDEA, Part B - Flow-Through
- IDEA, Part B - Preschool

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] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*
 ([count] of 7500 maximum characters used)

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.

Response from the approved prior year Consolidated District Plan.

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. ESSA site based expenditure data
- H. ED School Climate Survey (EDSCLS)
- I. CDC School Health Index
- J. National School Climate Center
- K. ASCD School Improvement Tool
- L. Illinois Quality Framework and Supporting Rubric
- M. Other

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

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 D - Neglected****E. Title I, Part D - State Neglected/Delinquent****F. Title II, Part A - Preparing, Training, and Recruiting**

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

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

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

Funds will be transferred to Title IIA for FY 22.

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:

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

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 ISEP
- 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. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

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

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

([count] of 7500 maximum characters used)

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. Stakeholder meeting for FY 21 was held on June 3, 2021.

Response from the prior year Consolidated 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. Stakeholder meeting for FY 21 was held on June 24, 2020.

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

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

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([count] of 7500 maximum characters used)

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 prior year Consolidated 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. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. ** [3]

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

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

[(count] of 7500 maximum characters used)

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.

Response from the prior year Consolidated District Plan.

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.

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

Title III Requirement:

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private 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



Private School Participation

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

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

NOTE: This page may remain blank if no private schools are listed or participating in the programs
NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available verified data, private schools within the 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.

Will Private Schools participate in the Program?

Yes No

Private School Name	Consultation Date Titles I, II, IV	School Closing
Trinity Lutheran	06/03/2021	<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 chosen

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:

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

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 prior year Consolidated 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 approved prior year Consolidated 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:

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

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

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

([count] of 7500 maximum characters used)

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 prior year Consolidated District Plan.

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.

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

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([count] of 7500 maximum characters used)

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 first 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 prior year Consolidated District Plan.

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 first 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.

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

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

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([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 prior year Consolidated District Plan.

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.

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. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.* [4]

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

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.

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

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

([count] of 7500 maximum characters used)

The district does not experience any such disparities.

Response from the prior year Consolidated District Plan.

The district does not experience any such disparities.

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

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([count] of 7500 maximum characters used)

The district 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 prior year Consolidated District Plan.

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.

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

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

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([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 prior year Consolidated District Plan.

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.

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:

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

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

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

([count] of 7500 maximum characters used)

The 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 approved prior year Consolidated 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.

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

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

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

([count] of 7500 maximum characters used)

Elementary District - Career and technical education is not applicable to this district.

Response from the approved prior year Consolidated District Plan.

Elementary District - 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:

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

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 2021-2022 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

NOT PROVIDING

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 pay the membership to the Metro Chicago Math Initiative (MCMi), an organization that provides professional development in improving math instruction to math teachers and administrators. Funds will also be used to pay a consultant to work with teachers in reading and writing workshop.

G. Title III - LIEP

H. Title III - ISEP

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. Funds will be used to hire a consultant through West 40 ROE to train all new co-teachers and coach current pairs.

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:

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

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

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

([count] of 7500 maximum characters used)

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.

Response from the prior year Consolidated District Plan.

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.

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]

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

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

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

([count] of 7500 maximum characters used)

The 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 prior year Consolidated District Plan.

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.

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](#)

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

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1001 - PLEASANTDALE MIDDLE SCH	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/16/2021
2002 - PLEASANTDALE ELEMENTARY SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/16/2021

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:

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

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

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

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

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

([count] of 7500 maximum characters used)

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

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

*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 prior year Consolidated 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

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

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

ISBE Goals:

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

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

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

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

([count] of 7500 maximum characters used)

The comprehension needs survey identified: Continued support of and research into best practices to ensure high-quality instructional programming for students with disabilities (FAPE); Continued support for students with a variety of academic and behavioral needs. This information was used to identify ongoing needs for instructional supplies and materials to support students with disabilities; dedicated personnel to support student needs; professional development to support academic and behavioral needs of students and payments to the special education cooperative to support the education of students with disabilities.

Response from the approved prior year Consolidated District Plan.

The comprehension needs survey identified: Continued support of and research into best practices to ensure high-quality instructional programming for students with disabilities (FAPE); Continued support for students with a variety of academic and behavioral needs. This information was used to identify ongoing needs for instructional supplies and materials to support students with disabilities; dedicated personnel to support student needs; professional development to support academic and behavioral needs of students and payments to the special education cooperative to support the education of students with disabilities.

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

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

([count] of 7500 maximum characters used)

Activities include: Provision of professional development to staff in the area of co-teaching to provide high quality instruction to students with disabilities, Purchase of serviced from special education cooperative to support individual student needs (occupational therapy, physical therapy,) Early childhood evaluations to identify appropriate support for students transitioning from Early Intervention nor identified during Child Find process; NPPS funds used to provide speech services directly to students who attend private/parochial schools located within the district.

Response from the approved prior year Consolidated District Plan.

Activities include: Provision of professional development to staff in the area of co-teaching to provide high quality instruction to students with disabilities, Purchase of serviced from special education cooperative to support individual student needs (occupational therapy, physical therapy,) Early childhood evaluations to identify appropriate support for students transitioning from Early Intervention nor identified during Child Find process; NPPS funds used to provide speech services directly to students who attend private/parochial schools located within the district.

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

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

([count] of 7500 maximum characters used)

There are no significant changes to the scope or nature of services from the prior fiscal year.

Response from the approved prior year Consolidated District Plan.

There are no significant changes to the scope or nature of services from the prior fiscal year.

*Required Field

Overview

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

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

BACKGROUND

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

Contact Information

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

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

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

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

1. Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Parker"/>	<input type="text" value="Beth"/>	<input type="text" value="Director of Student Services"/>	<input type="text" value="bparker@d107.org"/>

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Adams"/>	<input type="text" value="Frank"/>	<input type="text" value="Business Manager"/>	<input type="text" value="fadams@d107.org"/>

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

*Required field

Best Interest Determination as it relates to School Stability

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

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

1. Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster 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 prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

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. Factors to be considered may include:- Preferences of the child;- Preferences of the child's parent(s) or education decision maker(s);- The child's attachment to the school, including meaningful relationships with staff and peers;- Placement of the child's sibling(s);- Influence of the school climate on the child, including safety;- The availability and quality of the services in the school to meet the child's educational and social emotional needs;- History of school transfers and how they have impacted the child;- How the length of the commute would impact the child, based on the child's developmental stage;- Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and- Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

Response from the approved prior year Consolidated District 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. Factors to be considered may include:- Preferences of the child;- Preferences of the child's parent(s) or education decision maker(s);- The child's attachment to the school, including meaningful relationships with staff and peers;- Placement of the child's sibling(s);- Influence of the school climate on the child, including safety;- The availability and quality of the services in the school to meet the child's educational and social emotional needs;- History of school transfers and how they have impacted the child;- How the length of the commute would impact the child, based on the child's developmental stage;- Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and- Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

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

See IDEA legislation here See Section 504 here

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

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

We 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 prior year Consolidated District 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.

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

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

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

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 prior year Consolidated District 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.

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

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

In the event that a decision is made and not all parties are in agreement, the stakeholder wishing to dispute the decision would contact the superintendent, report the issue, and the superintendent would then follow the dispute process. The district would first address the dispute 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 prior year Consolidated District Plan.

In the event that a decision is made and not all parties are in agreement, the stakeholder wishing to dispute the decision would contact the superintendent, report the issue, and the superintendent would then follow the dispute process. The district would first address the dispute 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.

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

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

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. The following factors would be considered in determining how transportation would be provided to students who qualify:- Safety- Duration of the need for services- The time/length of travel time for the student each day- Time of placement change- Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)- Traffic patterns- Flexibility in school schedule- Impact of extracurricular activities on transportation options.- Maturity and behavioral capacity of student

Response from the approved prior year Consolidated District Plan.

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. The following factors would be considered in determining how transportation would be provided to students who qualify:- Safety- Duration of the need for services- The time/length of travel time for the student each day- Time of placement change- Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)- Traffic patterns- Flexibility in school schedule- Impact of extracurricular activities on transportation options.- Maturity and behavioral capacity of student

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

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

IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST 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 prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

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. Funding considerations also include:- Title IV-E of the Social Security Act if the student is eligible- 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)- IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation- State special education transportation funds, if the student has an IEP- Local funds

Response from the approved prior year Consolidated District 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. Funding considerations also include:- Title IV-E of the Social Security Act if the student is eligible- 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)- IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation- State special education transportation funds, if the student has an IEP- Local funds

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

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

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

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 prior year Consolidated District 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.

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

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

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

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

While the school of origin is responsible for transportation while all disputes are being resolved, the district would likely 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 prior year Consolidated District Plan.

While the school of origin is responsible for transportation while all disputes are being resolved, the district would likely 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.

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

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

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

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 prior year Consolidated District 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.

*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.

06/16/2021

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

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to
 - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
 - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. the local educational agency agrees to pay for the cost of such transportation; or
 - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. in the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools on the U.S. Department of Education's website.

v01.2021

- 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 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.

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

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

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

<https://ilga.gov/commission/icar/admincode/044/04407000sections.html>

NO BINDING OBLIGATION

2. 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.
3. 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.
4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

5. 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.
6. 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.
7. 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.

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.
11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. 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, Titles 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)).
19. 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.
20. 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 Educations employees during any part of the application process or during the Term of the Grant Agreement.
21. 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.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. 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).
24. 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.
25. 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.).
26. 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.
27. 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

28. 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.
29. 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:
 - a) 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;
 - b) Maintain separate accounts and ledgers for the project;
 - c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project
 - d) Properly post all expenditures made on behalf of the project;
 - e) 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;
 - f) 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.);
 - g) 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;
 - h) 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;
 - i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
 - j) 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

30. 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:
 - 1) 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.
 - 2) Specifying the actions that will be taken against employees for violations of such prohibition.
 - 3) Notifying the employee that, as a condition of employment on such contract or grant, the

- A) Abide by the terms of the statement; and
 - B) 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:
- 1) The dangers of drug abuse in the workplace;
 - 2) 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.
31. 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.

**Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
Lower Tier Covered Transactions**

Instructions

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
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.

v1.2019

Certification Regarding Lobbying

Instructions

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 31 U.S.C. 1352. 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.

v1.2021

GEPA 442 Assurances

Instructions

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, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. 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, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State board of Education's Internet website. 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), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
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 20 U.S.C. 1232f, 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 29 U.S.C. 794 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.

v1.2021

Assurances

Instructions

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.

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, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq), and the Illinois False Claims Act (740 ILCS 175/). 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 Service](#)

Jennifer M Ban

Signature of School District Superintendent / Agency Administrator

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

Agreed to on this Date: 06/02/2021
 RCDT when agreed to: 06-016-1070-02

The application has been submitted for review.

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

Application was created on:	5/24/2021
Assurances were agreed to on:	6/2/2021
Consistency Check was run on:	6/2/2021
District Data Entry Business Manager	
District Administrator submitted to ISBE on:	6/2/2021
ISBE Program Admin 1	
ISBE Program Admin 2	
ISBE Program Admin 3	
ISBE Program Admin 4	

Application History(Read Only)

[Instructions](#)

Status Change	UserId	Action Date
Submitted to ISBE	jban77	06-02-2021 9:55 AM
Consistency Check	jban77	06-02-2021 9:55 AM

Page Review Status Instructions

Expand All

Consolidated District Plan

Page Status

Open Page
for editing

[Consolidated District Plan](#)

Contact Information OPEN

Coordinated Funding OPEN

[Plan Specifics](#)

Needs Assessment Impact OPEN

Stakeholders OPEN

Private Schools Participation OPEN

Preschool Coordination OPEN

Student Achievement OPEN

College and Career OPEN

Professional Development OPEN

Safe Learning Environment OPEN

[Title I Specific Pages](#)

Title I Specific - Part One OPEN

Title I Specific - Part Two OPEN

IDEA Specific Requirements OPEN

[Foster Care Transportation](#)

Foster Care Plan Contacts OPEN

BID - School Stability OPEN

Foster Care Transportation Plan OPEN

[Assurance Pages](#)

Plan Assurances OPEN

State Assurances OPEN

Debarment OPEN

Lobbying OPEN

GEPA 442 OPEN

AssurancesText OPEN

Assurances OPEN

Save

Selectable Application Print

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

Request Print Job

[Consolidated District Plan](#)

Requested Print Jobs

[Requested by jban77 on 6/2/2021](#)

Completed Print Jobs

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

To: Dr. Palzet
From: Frank Adams
Date: June 7, 2021
Re: Resolution - Transfer Interest to the Educational Fund, June 30, 2021

The Budget for Fiscal Year 2021 included a revenue source for the Education Fund from the transfer of the interest from the Transportation Fund.

It is recommended to adopt the attached resolution to be filed with the Township Treasurer to transfer the interest as of June 30, 2021.

Attachment: Resolution

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

SCHOOL DISTRICT 107

RESOLUTION TO TRANSFER INTEREST TO THE EDUCATIONAL FUND, JUNE 30, 2021

THEREBY BE IT RESOLVED, that the Board of Education, Pleasantdale School District 107, County of Cook, transfer interest earned in the Transportation Fund to the Educational Fund, which interest was accrued in the stated fund during the year ended June 30, 2021.

MOVED BY: _____

SECONDED BY: _____

AYES: _____

NAYS: _____

PRESENT: _____

I, Mary Lenzen, duly appointed and acting Secretary of the Board of Education, Pleasantdale School District 107, do hereby certify that the above resolution was passed at a regular meeting held June 16, 2021 in the Administration Building in this District.

Mary Lenzen, Secretary of the Board of Education
School District 107
Cook County, Illinois

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

TO: Dr. Palzet
FROM: Frank Adams
DATE: June 7, 2021
RE: Depositories FY 2022

It is recommended that the Board of Education approve the depositories for Pleasantdale School District 107. Funds for FY 2022 will be held by

FNBC Bank & Trust; and BMO Harris Bank, Burr Ridge.

The authorized signers for FY 2022 are as follows:

Institution	Type of Account	Signers
FNBC Bank & Trust	Accounts Payable Payroll	Ken Getty, Treasurer
BMO Harris Bank Burr Ridge	Elementary School-Activity	Kathleen Tomei Terry Maly Yasmine Dada
BMO Harris Bank Burr Ridge	Friendship Fund-District Activity	Erika Sawosko David Palzet
BMO Harris Bank Burr Ridge	Imprest Fund-District 107	Erika Sawosko David Palzet
BMO Harris Bank Burr Ridge	Middle School-Activity	Griffin Sonntag Yasmine Dada

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

To: Dr. Palzet
From: Frank Adams
Date: June 7, 2021
Re: Board Resolution for Serious Safety Hazard Approval

Article 105 ILCS 5/29-3 requires the School Board to annually review all serious safety hazards approved by the Illinois Department of Transportation to verify that the hazardous conditions remain unchanged. This resolution is required as part of our reimbursement claim for transportation. Approval of the resolution allows the district to provide free transportation to students living less than 1.5 miles and claim reimbursement from the State. This resolution was first enacted in 1980. Without the resolution, the District would only be able to claim reimbursement for transporting students who live 1.5 miles or greater from their school.

It is recommended that the board adopt the attached 2021-2022 resolution.

Attachment: Informational Memo
Resolution

Pleasantdale School District 107

RESOLUTION

To authorize the administration to continue free transportation for the school year 2020-2021 for the identified population approved at the August 20, 1980 Board meeting as part of a Serious Safety Hazard Finding application submitted to the Illinois Department of Transportation. The Board certifies that the Type I conditions identified for both Pleasantdale Middle School (North) and Pleasantdale Elementary (South) School remain unchanged and continue to constitute serious safety hazards for the 2021-2021 school year.

Arlene Cabana
President, Board of Education
School District #107
Cook County, Illinois

ATTEST:

Mary Lenzen
Secretary, Board of Education
School District #107
Cook County, Illinois

Dated: June 16, 2021

RESOLUTION
OF THE BOARD OF EDUCATION OF
PLEASANTDALE SCHOOL DISTRICT NO. 107
COOK COUNTY, ILLINOIS
AUTHORIZING CERTAIN PAYMENTS

WHEREAS, the Board of Education of Pleasantdale School District No. 107, Cook County, Illinois, (“Board”) has adopted Board Policy 4:50, which provides that due and payable bills will be presented to the Board of Education for approval in advance of the first monthly Board meeting, and that the Township Treasurer shall pay those bills upon receipt of a Board order, except that the Township Treasurer is authorized, without further Board approval, to pay Social Security taxes and wages; and

WHEREAS, Sections 8-16 and 10-20.19 of the *School Code* (105 ILCS 8-16, 10-20.19) further provide that the Secretary of the Board may certify to the Treasurer the amount of the obligations for Social Security taxes and the amount of recurring bills such as utility bills, showing the amount and to whom payment is to be made and what budgetary item or items the payment shall be debited from, and such certification shall serve as full authority to the Treasurer to make such a payment; and

WHEREAS, it is expected that the Board will be obligated to make payment of various recurring bills during the period between its meeting of June 16, 2021, and its meeting of August 11, 2021; and

WHEREAS, it is expected that the Board also will be obligated to make certain non-recurring, specified payments during the that period; and

WHEREAS, the Board will not have a meeting during the month of July at which to timely approve such payments.

NOW, THEREFORE, it is hereby resolved by the Board of Education of Pleasantdale School District No. 107, Cook County, Illinois that:

Section 1: The Township Treasurer is hereby authorized to make payments during the period of June 16, 2021, through August 11, 2021, upon certification of amounts by the Board Secretary, of wages and related Social Security and other taxes and pension contributions, utility bills, and other recurring bills, including, but not limited to, the list on Attachment A.

Section 2: The Township Treasurer is also hereby authorized to make payments, during the period of June 16, 2021, through August 11, 2021, on invoices and vouchers from the contractors or vendors listed on Attachment B, provided that a) such payments are made pursuant to, and do not exceed the amounts provided in, the respective contracts or purchase orders for services and materials previously approved by the Board; and b) the Business Manager/CSBO or designee shall review the invoices and vouchers to confirm payments are within those parameters, and c) the Secretary shall provide certification of the amounts to the Township Treasurer:

Section 3: All disbursements made pursuant to this Resolution shall be included in the listing of bills presented to the Board at its first meeting in August 2021.

Section 4: The Board Secretary and Township Treasurer are directed to implement this Resolution.

Section 5: This Resolution shall take effect immediately upon adoption.

Adopted this 16th day of June, 2021, by the following roll call vote:

AYES:

NAY:

ABSENT:

APPROVED:

President, Board of Education

DATE:

ATTEST:

Secretary, Board of Education

DATE:

Attachment A

Vendor

- 1) Employee payrolls
- 2) Tax and Social Security remittances, TRS and IMRF contributions, insurance and benefit premiums and contributions, other required payroll remittances
- 3) ABM Building Valve
- 4) All-Types Elevators Inc
- 5) AT&T
- 6) AT&T Long Distance
- 7) Automated Logic Corporation
- 8) BMO Mastercard-Mastercard Corp Client Pa
- 9) Climatemp
- 10) Discovery Benefits
- 11) E2 Services, Inc
- 12) Educational Benefit Cooperative
- 14) Franczek
- 15) Grand Prairie Transit
- 16) Groot Industries
- 17) Guardian - Appleton
- 18) Hyde Park Day School
- 19) IGS Energy
- 20) Just Right Landscaping Services
- 21) Konica Minolta Business Solutions
- 22) Kriha Law LLC
- 23) Nextera Energy Services
- 24) Nicor Gas
- 25) Omni Group
- 26) Quadiant Leasing USA, Inc
- 27) Reliance Standard Life Insurance Company
- 28) School District 107 Imprest Fund
- 30) TruGreen
- 31) Verizon
- 32) Village Of Burr Ridge
- 33) Village of Willow Springs
- 34) West Suburban Water Commission
- 35) Wex Bank

Attachment B

Vendor

- 1) Amazon Capital Services, Inc
- 2) Apple Computer, Inc
- 3) Apple Inc
- 4) ASCD
- 5) ATI Technologypartners
- 6) BR Bleachers
- 7) Classwork Co
- 8) Climatedp
- 9) Dude Solutions
- 10) Edpuzzle, Inc
- 11) Frank Cooney Co
- 12) Frontline Technologies, Inc
- 13) Illinois Assoc of Sch Business Officials
- 14) Illinois Assoc of School Boards
- 15) Illinois School Services, Inc.
- 16) Johnson Floor Company, Inc.
- 17) Just A Dash Catering
- 18) LaGrange Area Dept Of Special Education
- 19) LaGrange Lock & Safe
- 20) Monoprice Incorporated
- 21) Mystery Science, Inc
- 22) NEUCO
- 23) Nikao Group, LLC
- 24) Past Due Invoices
- 25) Quality Erectors 1, Inc
- 26) Raptor Technologies
- 27) Reimbursements
- 28) Scholastic Education
- 29) Skirmont Mechanical Contractors, Inc
- 30) Skynet Security
- 31) Skyward
- 32) Veterans Floors Inc

MASTER INTERGOVERNMENTAL COOPERATIVE PURCHASING AGREEMENT

AMONG SOURCEWELL (formerly known as National Joint Powers Alliance) and Pleasantdale School District 107

This agreement is made between Sourcewell and other public agencies ("Participating Public Agencies") that register electronically with Sourcewell or otherwise execute a Participating Public Agency Certificate to be appended and made a part hereof:

RECITALS

WHEREAS, after a competitive solicitation and selection process by Sourcewell, in compliance with their own policies, procedures, rules and regulations, a number of Vendors have entered into Master Agreements to provide a variety of goods, products and services based on national volumes (herein "Products");

WHEREAS, Master Agreements are made available by Sourcewell through Sourcewell and provide that Participating Public Agencies may purchase Products on the same terms, conditions and pricing as the Sourcewell, subject to any applicable local purchasing ordinances and the laws of the State of purchase;

NOW, THEREFORE, in consideration of the mutual promises contained in this agreement, and of the mutual benefits to result, the parties agree as follows:

1. That each party will facilitate the cooperative procurement of Products.
2. That the procurement of Products subject to this agreement shall be conducted in accordance with and subject to the relevant statutes, ordinances, rules and regulations that govern each party's procurement practices.
3. That the cooperative use of bids obtained by a party to this agreement shall be in accordance with the terms and conditions of the bid, except as modification of those terms and conditions is otherwise allowed or required by applicable law.
4. That the Sourcewell will make available, upon reasonable request and subject to convenience, information which may assist in improving the procurement of products by the Participating Public Agencies.
5. That a procuring party will make timely payments to the Vendor for Products received in accordance with the terms and conditions of the procurement. Payment for Products and inspections and acceptance of

Products ordered by the procuring party shall be the exclusive obligation of such procuring party. Disputes between procuring party and Vendor are to be resolved in accord with the law and venue rules of the State of purchase.

6. The procuring party shall not use this agreement as a method for obtaining additional concessions or reduced prices for similar products or services.

7. The procuring party shall be responsible for the ordering of Products under this agreement. A non-procuring party shall not be liable in any fashion for any violation by a procuring party, and the procuring party shall hold non-procuring party harmless from any liability that may arise from action or inaction of the procuring party.

8. This agreement shall remain in effect until termination by a party giving 30 days written notice to the other party. The provisions of paragraphs 5, 6 and 7 hereof shall survive any such termination.

9- This agreement shall take effect after execution of the Sourcewell Participating Public Agency Registration, as applicable.

Pleasantdale School District 107

By: _____

Its: President

Date: _____

Sourcewell

By: _____

Its: _____

Date: _____

MASTER INTERGOVERNMENTAL COOPERATIVE PURCHASING AGREEMENT

Among NCPA (National Cooperative Purchasing Alliance) and Pleasantdale
School District 107

This agreement is made between NCPA and other public agencies ("Participating Public Agencies") that register electronically with NCPA or otherwise execute a Participating Public Agency Certificate to be appended and made a part hereof:

RECITALS

WHEREAS, after a competitive solicitation and selection process by NCPA, in compliance with their own policies, procedures, rules and regulations, a number of Vendors have entered into Master Agreements to provide a variety of goods, products and services based on national volumes (herein "Products");

WHEREAS, Master Agreements are made available by NCPA through NCPA and provide that Participating Public Agencies may purchase Products on the same terms, conditions and pricing as the NCPA. subject to any applicable local purchasing ordinances and the laws of the State of purchase;

NOW, THEREFORE, in consideration of the mutual promises contained in this agreement, and of the mutual benefits to result, the parties agree as follows:

1. That each party will facilitate the cooperative procurement of Products.
2. That the procurement of Products subject to this agreement shall be conducted in accordance with and subject to the relevant statutes, ordinances, rules and regulations that govern each party's procurement practices.
3. That the cooperative use of bids obtained by a party to this agreement shall be in accordance with the terms and conditions of the bid, except as modification of those terms and conditions is otherwise allowed or required by applicable law.
4. That the NCPA will make available, upon reasonable request and subject to convenience, information which may assist in improving the procurement of products by the Participating Public Agencies.
5. That a procuring party will make timely payments to the Vendor for Products received in accordance with the terms and conditions of the procurement. Payment for Products and inspections and acceptance of Products ordered by the procuring party shall be the exclusive obligation

of such procuring party. Disputes between procuring party and Vendor are to be resolved in accord with the law and venue rules of the State of purchase.

6. The procuring party shall not use this agreement as a method for obtaining additional concessions or reduced prices for similar products or services.

7. The procuring party shall be responsible for the ordering of Products under this agreement. A non-procuring party shall not be liable in any fashion for any violation by a procuring party, and the procuring party shall hold non-procuring party harmless from any liability that may arise from action or inaction of the procuring party.

8. This agreement shall remain in effect until termination by a party giving 30 days written notice to the other party. The provisions of paragraphs 5, 6 and 7 hereof shall survive any such termination.

9- This agreement shall take effect after execution of the NCPA Participating Public Agency Registration, as applicable.

Pleasantdale School District 107

By: _____

Its: President

Date: _____

NCPA

By: _____

Its: _____

Date: _____

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. The duties of the President are:

1. Preside at all meetings;
2. Focus the Board meeting agendas on appropriate content and preside at all meetings;
3. Make all Board committee and Superintendent Advisory Team appointments, unless specifically stated otherwise;
4. Be permitted to attend and observe any meeting of a Board committee; **unless in violation with Open Meetings Act;**
5. Represent the Board on other boards or agencies;
6. Sign official District documents requiring the President's signature, including Board minutes and Certificate of Tax Levy;
7. Call special meetings of the Board;
8. Serve as the Head of the public body for purposes of the Open Meetings Act and Freedom of Information Act;
9. Ensure that a quorum of the Board is physically present at all Board meetings;
10. Administer the oath of office to new Board members; and
11. Serve as the Board's official spokesperson to the media.
12. Except when the Board President is the subject of a complaint of sexual harassment, a witness, or otherwise conflicted, appoint a qualified outside investigator to conduct an independent review of allegations of sexual harassment made against a Board member by another Board member or elected official.

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. 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. 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 20, 2012; May 21, 2014; May 15, 2019; September 16, 2020, **June 16, 2021**

School Board

Committees and Superintendent Advisory Teams

The School Board may establish and support committees and ~~establish~~ Superintendent Advisory Teams to assist with the Board's governance function and, in some situations, to comply with State law requirements. Committee members and Superintendent Advisory Team members may include both Board members and non-Board members depending on the committee's purpose. The Board President makes all Board committee and Superintendent Advisory Team appointments subject to Board approval. Board committee meetings shall comply with the Open Meetings Act.

Special Board Committees

A special committee may be created for specific purposes or to investigate special issues. A special committee is automatically dissolved after presenting its final report to the Board or at the Board's discretion.

Standing Board Committees

A standing committee is created for an indefinite term although its members will fluctuate.

1. Parent-Teacher Advisory Committee. This committee assists in the development of student behavior policy and procedure, and provides information and recommendations to the Board. Its members are parents/guardians and teachers, and may include persons whose expertise or experience is needed. The committee reviews such issues as administering medication in the schools, reciprocal reporting between the School District and local law enforcement agencies regarding criminal offenses committed by students, student discipline, disruptive classroom behavior, school bus safety procedures, and the dissemination of student conduct information.
2. Behavioral Interventions Committee. This committee develops and monitors procedures for using behavioral interventions in accordance with Board policy 7:230, *Misconduct by Students with Disabilities*, and provides information and recommendations to the Board. At the Board President's discretion, the Parent-Teacher Advisory Committee shall perform the duties assigned to the Behavioral Interventions Committee.

Superintendent Advisory Teams

At the Superintendent's and Board's discretion, additional advisory teams will meet to help in the decision making processes for the district. The Superintendent will report directly to the Board. The Board President will appoint no more than two Board members to serve on each Superintendent's Advisory Team subject to Board approval. A Board committee and Superintendent Advisory Team may not take final action on behalf of the Board – it may only make recommendations to the Board.

Nothing in this policy limits the authority of the Superintendent or designee to create and use committees that report to him or her or to other staff members.

LEGAL REF.: 5 ILCS 120.
105 ILCS 5/10-20.14 and 5/14-8.05.

ADOPTED: May 18, 2011

REVISED: May, 16, 2018, June 16, 2021

School Board

Title IX Sexual Harassment Grievance Procedure

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

Title IX Sexual Harassment Prohibited

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment whenever that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(10), *domestic violence* as defined in 34 U.S.C. §12291(a)(8), or *stalking* as defined in 34 U.S.C. §12291(a)(30).

Examples of sexual harassment include, but are not limited to, touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, spreading rumors related to a person's alleged sexual activities, rape, sexual battery, sexual abuse, and sexual coercion.

Definitions from 34 C.F.R. §106.30

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Education program or activity includes locations, events, or circumstances where the District has substantial control over both the *Respondent* and the context in which alleged sexual harassment occurs.

Formal Title IX Sexual Harassment Complaint means a document filed by a *Complainant* or signed by the Title IX Coordinator alleging sexual harassment against a *Respondent* and requesting that the District investigate the allegation.

Respondent means an individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the *Complainant* or the *Respondent* before or after the filing of a *Formal Title IX Sexual Harassment Complaint* or where no *Formal Title IX Sexual Harassment Complaint* has been filed.

Title IX Sexual Harassment Prevention and Response

The Superintendent or designee will ensure that the District prevents and responds to allegations of Title IX Sexual Harassment as follows:

1. Ensures that the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*, incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
2. Incorporates education and training for school staff as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
3. Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the District's website, if any, and in each handbook made available to such persons.

Making a Report

A person who wishes to make a report under this Title IX Sexual Harassment grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking. A person who wishes to make a report may choose to report to a person of the same gender.

School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge.

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator.

Title IX Coordinator:

Dave Palzet

Name

7450 S. Wolf Road, Burr Ridge

Address

dpalzet@d107.org

Email

708-784-2170

Telephone

Processing and Reviewing a Report or Complaint

Upon receipt of a report, the Title IX Coordinator and/or designee will promptly contact the *Complainant* to: (1) discuss the availability of supportive measures, (2) consider the *Complainant's* wishes with respect to *supportive measures*, (3) inform the *Complainant* of the availability of *supportive measures* with or without the filing of a *Formal Title IX Sexual Harassment Complaint*, and (4) explain to the *Complainant* the process for filing a *Formal Title IX Sexual Harassment Complaint*.

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it. For any report received, the Title IX Coordinator shall review Board policies 2:260, *Uniform Grievance Procedure*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 5:120, *Employee Ethics; Conduct; and Conflict of Interest*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:185, *Teen Dating Violence Prohibited*; and 7:190, *Student Behavior*, to determine if the allegations in the report require further action.

Reports of alleged sexual harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of sexual harassment.

Formal Title IX Sexual Harassment Complaint Grievance Process

When a *Formal Title IX Sexual Harassment Complaint* is filed, the Title IX Coordinator will investigate it or appoint a qualified person to undertake the investigation.

The Superintendent or designee shall implement procedures to ensure that all *Formal Title IX Sexual Harassment Complaints* are processed and reviewed according to a Title IX grievance process that fully complies with 34 C.F.R. §106.45. The District's grievance process shall, at a minimum:

1. Treat *Complainants* and *Respondents* equitably by providing remedies to a *Complainant* where the *Respondent* is determined to be responsible for sexual harassment, and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a *Respondent*.

2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person’s status as a *Complainant*, *Respondent*, or witness.
3. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
 - a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
 - b. Receive training on the definition of sexual harassment, the scope of the District’s *education program or activity*, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
4. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
5. Require that any individual designated by the District as a decision-maker receive training on issues of relevance of questions and evidence, including when questions and evidence about the *Complainant’s* sexual predisposition or prior sexual behavior are not relevant.
6. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
9. Base all decisions upon the *preponderance of evidence* standard.
10. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
11. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Enforcement

Any District employee who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action up to and including

discharge. Any third party who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law.

Retaliation Prohibited

The District prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Any person should report claims of retaliation using Board policy 2:260, *Uniform Grievance Procedure*.

Any person who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972;
34 C.F.R. Part 106.

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

ADOPTED: June 16, 2021

Personnel Report

June 16, 2021

(Revised)

1. **Resignation of Personnel**

The Superintendent received letters of resignation from Brooke Martyn, elementary resource teacher, Stephanie Smith, middle school science, and Carrie Castaldo, middle school social worker effective the end of the 2020-21 school year.

Recommendation:

That the Board of Education approve the resignation of Brooke Martyn, elementary resource teacher, Stephanie Smith, middle school science, and Carrie Castaldo, middle school social worker effective the end of the 2020-21 school year.

2. **Employment of Non-certified Confidential Personnel**

It is being recommended to employ Angelique Schoen as the District's Data Manager effective July 1, 2021 for \$70,000 annually.

Recommendation:

That the Board of Education approve the employment of Angelique Schoen as the District's Data Manager effective July 1, 2021 for \$70,000 annually.

**RESOLUTION REGARDING TOWNSHIP TREASURER'S LITIGATION AGAINST
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**

Whereas, Pleasantdale School District 107 (hereafter "District 107") is under the jurisdiction of the Lyons Township School Trustees, who appoint the Township School Treasurer (collectively referred to as the "TTO"); and

Whereas, the Lyons Township School Treasurer is the custodian of the funds of the school districts subject to its jurisdiction; and

Whereas, the Lyons Township School Treasurer does not provide any services which cannot be easily performed by District 107; and

Whereas, the offices of the township school trustees and township school treasurer have been abolished in every county of the state of Illinois, other than Cook County; and

Whereas, the offices of township school trustees and township school treasurer have been abolished in several townships within Cook County; and

Whereas, as a school district subject to the TTO's jurisdiction, the District 107 is obligated to pay a proportionate share of the TTO's operating expenses; and

Whereas, despite its obligation to pay the expenses of the TTO, District 107 does not have any authority to approve the budget of the TTO; and

Whereas, in 2013, the TTO filed suit against Lyons Township High School District 204 (hereafter "District 204"), a school district under its jurisdiction, in Case No. 13 CH 23386, pending in the Circuit Court of Cook County; and

Whereas, said litigation has been protracted and costly, causing the school districts under the jurisdiction of the TTO to pay millions of dollars in legal fees and expenses; and

Whereas, on May 21, 2021, Circuit Judge Jerry A. Esrig issued a 40-page judgment order in the litigation, which denied numerous claims by the TTO against School District 204; and

Whereas, should the TTO appeal the judgment, the school districts under the jurisdiction of the TTO, including District 107, will face additional and unnecessary litigation expenses, thereby depriving the school districts of funds that can otherwise be devoted to addressing the educational needs of its students.

Now, therefore, be it resolved by the Board of education of Pleasantdale School District 107 as follows:

1. The foregoing recitals are hereby incorporated by this reference as though fully set forth herein.

2. The Board of Education of Pleasantdale School District 107 hereby urges the TTO to not appeal the decision of Judge Esrig, and to otherwise end the costly litigation against District 204.
3. This Resolution shall be in full force and effect immediately upon its adoption.

AYES: _____

NAYS: _____

ABSENT: _____

Adopted this _____ day of June, 2021.

President, Board of Education,
Pleasantdale School District No. 107,
Cook County, Illinois

ATTEST:

Secretary, Board of Education



This year’s spring testing report will include an overview of the assessments we give in Pleasantdale, a look at our current year data, and action steps for the upcoming school year based on our district and school data.

The tables below outline the assessments we gave in Pleasantdale District 107 throughout the school year. For our purposes, the types of assessments have been broken up into three categories: State, District, and Classroom.

State Assessments are required by the State Board of Education and Federal education law. State assessments are used to measure growth and attainment.

District Assessments are those that the district has selected that are common across the district. These assessments can be used to measure growth, proficiency, or as diagnostics.

Classroom Assessments are common across a grade level, subject area, or reading/math levels that can be used to inform instruction, demonstrate mastery, or measure growth.

Assessments by Grade Level

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
IAR				X	X	X	X	X	X
ISA						X			X
ACCESS*	X	X	X	X	X	X	X	X	X
MAP		X	X	X	X	X	X	X	X
FastBridge**	X	X	X	X	X	X	X	X	X
CogAT***				X	X		X		
District Writing					X	X	X	X	
Fountas and Pinnell	X	X	X	X	X				
Phonemic Awareness	X								
KIDS	X								

*Only administered to English Language Learners.

**Only administered to select students.

***4th (Verbal and Quantitative only)

Assessment	Type	Purpose	Grade Levels	What is Assessed	How Often
IAR (Illinois Assessment of Readiness)	State	Measure annual student progress in growth and achievement <i>(state/federal compliance)</i>	3rd-8th	Reading and Math	Once per year in the Spring
ISA (Illinois Science Assessment)	State	Measure annual student progress in achievement <i>(state/federal compliance)</i>	5th and 8th	Science	Once per year in the Spring
ACCESS Testing	State	Measure language proficiency, determine level of ELL service, exit students from services	English Language Learners in K-8	Reading, Writing, Speaking, Listening	Winter
KIDS Assessment	State	Kindergarten readiness <i>(state compliance)</i>	KDG	KDG Readiness	Fall
MAP Growth	District	Measure student growth in reading and math, inform instruction, intervention, enrichment	1st-8th	Reading and Math	3x per year (Fall, Winter, Spring)
FastBridge	District	Gather baseline, mid-year, and end-of-the-year data and progress monitoring	K-8th	Reading and Math	Students who score below the 40th percentile on MAP®
CogAT (Cognitive Abilities Test)	District	Placement in accelerated courses	3rd and 6th (4th takes V and Q only)	Verbal, Quantitative, Nonverbal Reasoning	Winter
District Writing Assessment	District	Placement in accelerated courses	4th-7th	Writing	Spring
Fountas and Pinnell	Classroom	Determine reading levels, strength/growth areas to inform instruction	K-2; 3rd/4th as needed	Reading (Decoding, Comprehension, Fluency)	3x per year
Phonemic Awareness	Classroom	Measure early literacy skills, strength/growth areas to inform instruction	KDG	Letter Names/Sounds, P A Skills	3x per year

2020-2021 Assessment Data

This year we gave the NWEA MAP[®] (Measures of Academic Progress[®]) assessment to all of our students in grades 1-8 in reading and math. The MAP[®] assessment is a computer-adaptive assessment that adjusts in difficulty according to how students respond to each question. In Pleasantdale, we use the MAP[®] assessments to inform differentiated classroom instruction, identify students for intervention and enrichment, and to monitor school and district growth. We changed our MAP[®] testing windows slightly this year to adjust to our needs because of the pandemic. We tested in mid-September, mid-January, and mid-May. All students took MAP[®], whether they were in person or remote. We invited remote students to come to school to test, and we also offered remote testing.

The 2021 spring testing report shows an at-a-glance view of our 2020-2021 MAP[®] data. We usually give an update on the preliminary IAR (Illinois Assessment of Readiness) results in this report, but unfortunately we were informed that the data will not be available until December of 2021. We did have a participation rate of 96.5%, which is in line with our typical participation rate.

The tables below provide information that will be shared in the 2021 spring testing report. **Tables A and B** show student growth this school year (from fall to spring) in both reading and math. The green cells indicate cohort percentile rank that is greater than 80%, and the blue cells are greater than 90%. The cohort percentile rank is the percentage of students in the nation that our students performed better than in the spring of 2021. For example, in first grade reading, our students performed better on average than 83% of students in the nation. The Y or N indicate whether or not the cohort group has met or exceeded the target goal. **Table C** is the eighth grade Fall to Winter growth data. The winter MAP[®] score is used to place eighth grade students in high school classes, so the winter score is typically the one that counts most for our eighth graders. **Tables D and E** show the percentage of students who met or exceeded their Fall to Spring goal in reading and math. Typically we expect to see 50% or more of our students meet their goal. Highlighted in green are percentages over 50%, and in blue are percentages over 60%. And finally, **Tables F and G** show the spring achievement percentile over the last five years for each grade level (excluding Spring of 2020). Our goal is for our students to grow over time in our district programs, so we would expect to see the achievement percentiles for each cohort group increase each spring.

Tables A and B: 2020-2021 MAP[®] Student Growth Data Fall to Spring

Table A

Grade	Reading			
	Cohort %ile Rank	Target RIT Growth	Observed RIT Growth	Met Goal Y/N
1	83	16.3	13.0	N
2	80	13.4	15.0	Y
3	90	9.9	7.0	N
4	85	7.7	5.0	N
5	79	6.4	4.0	N
6	83	4.9	4.0	N
7	86	4.0	3.0	N
8	77	3.4	0	N

Table B

Grade	Math			
	Cohort %ile Rank	Target RIT Growth	Observed RIT Growth	Met Goal Y/N
1	86	16.2	17.0	Y
2	64	14.4	11.0	N
3	97	13.0	16.0	Y
4	95	11.6	14.0	Y
5	86	10.8	10.0	N
6	90	8.8	13.0	Y
7	96	7.2	12.0	Y
8	89	5.8	6.0	Y

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

Table C: 2020-2021 8th Grade MAP® Student Growth Data Fall to Winter

Grade	Reading			
	Cohort %ile Rank	Target RIT Growth	Observed RIT Growth	Met Goal Y/N
8	97	1.2	4.0	Y

Grade	Math			
	Cohort %ile Rank	Target RIT Growth	Observed RIT Growth	Met Goal Y/N
8	86	2.2	2.0	N

Tables D and E: Spring 2021 MAP® Goals

Table D

Reading	
Grade Level	% of Students Who Met Goal
1	41
2	70
3	40
4	53
5	43
6	54
7	52
8	31 (59)

Table E

Math	
Grade Level	% of Students Who Met Goal
1	50
2	36
3	82
4	86
5	49
6	84
7	79
8	61 (68)

Tables F and G: 2017-2021 Spring Achievement Percentiles

Table F

Grade Level	Reading				
	Spring 2017 Percentile	Spring 2018 Percentile	Spring 2019 Percentile	Spring 2020 NO TEST	Spring 2021 Percentile
K	90	77	N/A	N/A	N/A
1	83	92	87	N/A	83
2	84	78	87	N/A	80
3	80	89	80	N/A	90
4	77	87	89	N/A	85
5	93	80	81	N/A	79
6	88	94	74	N/A	83
7	92	93	95	N/A	86
8	96	90	91	N/A	77 (W - 97)

Table G

Grade Level	Math				
	Spring 2017 Percentile	Spring 2018 Percentile	Spring 2019 Percentile	Spring 2020 NO TEST	Spring 2021 Percentile
K	87	85	N/A	N/A	N/A
1	83	96	93	N/A	86
2	76	69	89	N/A	64
3	76	90	87	N/A	97
4	68	90	94	N/A	95
5	88	75	86	N/A	86
6	80	93	77	N/A	90
7	92	92	96	N/A	96
8	96	92	94	N/A	89 (W- 86)

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School Improvement Action Steps

When it comes to assessment in Pleasantdale School District 107, we believe:

1. Student achievement increases through good instruction that is aligned to current state standards.
2. We must use more than one assessment to measure a student's growth and learning (multiple measures).
3. Classroom and grade level assessments that are aligned to standards are the best way to measure student growth and learning.
4. Our students' learning benefits the most when teachers have the time and resources to analyze student data and use it to inform instruction, intervention, and enrichment.

The administrative team will review MAP[®] data at our end-of-the-year retreat and both schools will be setting school improvement goals based on the trends that have been observed. Some specific plans include: utilizing grade level and subject area curriculum time to analyze data and adjust instruction, expanding push-in support in reading and math at the middle school, implementing co-taught math classes in third grade, adopting a new K-3 phonics curricula at the elementary, continuing to build classroom libraries, and developing lessons to increase reading stamina. In addition to these strategies, our teachers will continue to analyze student data, both in their own classrooms and at data meetings following each of our assessment windows to inform instruction, intervention, and enrichment. Administrators will also continue to analyze trend data and attend data meetings to support student learning and growth.

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Current 2021-2022 enrollment projections for Pleasantdale Elementary are as follows:

Grade	Number of Students	Anticipated Sections (#/section)	Board Guideline
K- full day	55 (actual 6/7/21) 69 (projected by 8/20/21)	Based on projected #s: 3 (23) 4 (17.25)	20
K- half day	0		
1	85	4 (21.25)	20
2	83	4 (20.75)	24
3	89	4 (22.25)	24
4	72	3 (24)	25

We will continue to monitor summer enrollment and adjust staffing accordingly.

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To: Dr. Dave Palzet, Superintendent
From: Mr. Griffin Sonntag, Proud Principal of Pleasantdale Middle School
Re: Class Size Enrollment
Date: June 8, 2021

Below are the current 2021-2022 enrollment numbers for Pleasantdale Middle School:

Grade	Number of Students	Anticipated Sections (#/section)	Board Guideline
5	99	5 (19.8)	25
6	82	4 (20.5)	26
7	79	4 (19.75)	26
8	98	5 (19.6)	26

In addition, we anticipate additional enrollments over the summer and will adjust our numbers accordingly.

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Pleasantdale Elementary School 2020-2021 Extra-Curricular Activities

Due to the COVID-19 Pandemic, the extra curricular offerings at Pleasantdale Elementary were significantly reduced during the 2020-21 school year. This was due to a number of factors including: teacher availability to host activities, social distancing protocols, and shortened in person hours for the first two trimesters. As we prepare for the 2021-22 school year, we are planning to offer a more robust selection of programs for students including some new options to engage our students.

Club/Activity Name	Grade Level	Number of Student Participants
Band	4th	31
Orchestra	4th	12
Rainbows	K-4th	9
Battle of the Books	4th	34
Girls on the Run	4th	39

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To: Dr. Dave Palzet, Superintendent
From: Mr. Griffin Sonntag, Proud Principal of Pleasantdale Middle School
Re: Middle School Activities Report
Date: June 9, 2021

I couldn't be prouder that Pleasantdale Middle School offered so many extra-curricular activities this school year! Many began virtually, but it was amazing for kids that we ended the year with so many activities in person. Thank you to members of the Pleasantdale Middle School staff for going above and beyond to run these activities and maintain a sense of normalcy for our students. A special thank you to Mr. Mark Dreher, our Athletic Director, who kept revising schedules so that when the go ahead was given, we were ready for our students!

Below are the activities that were offered for our students at Pleasantdale Middle School during the 2020-2021 school year:

Athletics:

- 7th/8th Grade Girls' Volleyball
- 7th/8th Grade Boys' Volleyball
- 7th/8th Grade Girls' Softball
- 7th/8th Grade Boys' Softball
- 5th-8th Cross Country
- 7th/8th Co-Ed Soccer

The Arts:

- [Just Press Play: 2021 Pleasantdale Virtual Plays](#)
- [Pleasantdale Music: 2021 Spring Concert](#)
- Boys' Choir
- Girls' Choir
- Orchestra
- Band

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Clubs/Activities:

- Student Council
- Book Club
- Art Club
- LGBTQ+ Alliance Club
- Principal's Environmental Action Team (PEAT Team)
- Special Olympics
- SAT Morning Practice
- Paw Prints Literary and Art Magazine
- Chess Club
- Courtyard Crew
- Elements of Nature Club

Traditions Continued:

- Spring Pep Assembly-Virtual
- ["Pleasantdale's Got Talent" Talent Show](#)
- Cancer Walk-raising awareness and money (\$9438.75 to be exact)