

Regular Meeting of the Pleasantdale 107 Board of Education

Wednesday, June 15, 2022 6:00 PM

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

I. Roll Call / Visitors

II. Pledge of Allegiance

III. Public Hearing to sell Working Cash Bonds.

III.A. Discussion of the sale of Working Cash

Bonds: The intent to sell Working Cash Bonds in the amount not to exceed \$2,700,000 was discussed at the May 18, 2022 Board of Education meeting. This public hearing is an opportunity for the Board to ask further questions about the Bond sale. Additionally, the public will have the opportunity to ask any questions or comment on this topic.

III.B. Declare the Hearing to Sell Working Cash

Bonds closed at _____ p.m.

IV. Action Item: Adoption of the order calling a public hearing concerning the intent of the Board of Education of School District Number 107, Cook County, Illinois, to sell \$2,700,000 Working Cash Fund Bonds.

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

VI. Consent Agenda

VI.A. Approve Regular Meeting Minutes of May 18, 2022

VI.B. Approve Closed Session Minutes of May 18, 2022

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

VI.D. Approve amendment to Parent/Student Handbook sections 6:30 and 6:50

VI.E. Approve Voluntary Student Insurance

VI.F. Approve Consolidated District Plan

VI.G. Approve Transfer of Interest

VI.H. Designation of Depositories for School District Funds

VI.I. Board Resolution for Serious Safety Hazard Approval

VI.J. Resolution Authorizing Certain Payments

VI.K. Approve School Board (sec. 2) Board Policies

VI.L. Approve the June 2022 Personnel Report

VII. *Action Item

Approve 2022-2025 Professional Agreement with
Teachers' Association of Pleasantdale

VIII. Informational Updates

VIII.A. End of Year Update

IX. Administration Reports

IX.A. Spring Testing Report

IX.B. ESSER III Use of Funds

IX.C. Preliminary Budget FY23

X. Items for next Agenda: (Please note there is no
July meeting. The next meeting is August 17).

X.A. Establish Petty Cash Fund; Summer Academy
Update; Hiring Status Report (written);
Declassify Executive Session Minutes; Class Size
Update; Review Personnel (sec. 5) Board Policies;
K-5 Literacy Adoption Update; and Budget Update.

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

XII. Written Reports

XII.A. Extra-curricular Report

XIII. Adjournment

ORDER calling a public hearing concerning the intent of the Board of Education of School District Number 107, Cook County, Illinois, to sell \$2,700,000 Working Cash Fund Bonds.

* * *

WHEREAS, School District Number 107, Cook County, Illinois (the “*District*”), is a duly organized and existing school district created under the provisions of the laws of the State of Illinois, and is now operating under the provisions of the School Code of the State of Illinois, and all laws amendatory thereof and supplementary thereto, including the Local Government Debt Reform Act of the State of Illinois, as amended; and

WHEREAS, the Board of Education of the District (the “*Board*”) intends to sell bonds in the amount of \$2,700,000 for the purpose of creating the working cash fund of the District (the “*Bonds*”); and

WHEREAS, the Bond Issue Notification Act of the State of Illinois, as amended, requires the Board to hold a public hearing concerning the Board’s intent to sell the Bonds before adopting a resolution providing for the sale of the Bonds:

NOW, THEREFORE, Be It and It Is Hereby Ordered by the undersigned President of the Board of Education of School District Number 107, Cook County, Illinois, as follows:

1. I hereby call a public hearing to be held at 6:00 o'clock P.M. on the 15th day of June, 2022, in the District 107 Administration Center, 7450 South Wolf Road, Burr Ridge, Illinois, in the District, concerning the Board’s intent to sell the Bonds and to receive public comments regarding the proposal to sell the Bonds (the “*Hearing*”).

2. I hereby direct that the Secretary of the Board (the “*Secretary*”) shall (i) publish notice of the Hearing at least once in the *LaGrange Suburban Life*, the same being a newspaper of general circulation in the District, not less than 7 nor more than 30 days before the date of the Hearing and (ii) post at least 48 hours before the Hearing a copy of said notice at the principal office of the Board, which notice will be continuously available for public review during the entire 48-hour period preceding the Hearing.

3. Notice of the Hearing shall appear above the name of the Secretary and shall be in substantially the following form:

**NOTICE OF PUBLIC HEARING CONCERNING THE INTENT OF
THE BOARD OF EDUCATION OF SCHOOL DISTRICT NUMBER 107,
COOK COUNTY, ILLINOIS
TO SELL \$2,700,000 WORKING CASH FUND BONDS**

PUBLIC NOTICE IS HEREBY GIVEN that School District Number 107, Cook County, Illinois (the "*District*"), will hold a public hearing on the 15th day of June, 2022, at 6:00 o'clock P.M. The hearing will be held in the District 107 Administration Center, 7450 South Wolf Road, Burr Ridge, Illinois. The purpose of the hearing will be to receive public comments on the proposal to sell bonds in the amount of \$2,700,000 for the purpose of creating the working cash fund of the District.

By order of the President of the Board of Education of School District Number 107, Cook County, Illinois.

DATED the 18th day of May, 2022.

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

Note to Publisher: Please be certain that this notice appears above the name of the Secretary of the Board.

4. At the Hearing, the Board shall explain the reasons for the proposed bond issue and permit persons desiring to be heard an opportunity to present written or oral testimony within reasonable time limits. The Board shall not adopt a resolution selling the Bonds for a period of seven (7) days after the final adjournment of the Hearing.

Ordered this 18th day of May, 2022.

President, Board of Education,
School District Number 107,
Cook County, Illinois

MINUTES OF THE BOARD OF EDUCATION

Regular Meeting Administration Building 6:00 – 9:47 p.m. May 18, 2022

Members Present:

Arlene Cabana, Presiding Officer
Bill Brockob
Mary Lenzen
David Negron
Becky Walters
Charles Zona
Tarryne Marchione

ROLL CALL AND VISITORS

Present with Superintendent Dave Palzet were staff members Beth Parker, Jennifer Ban, Kathleen Tomei, Michelle Interrante, Alainey Embury, Maribeth Kavanaugh, Jennifer Lauermann, and Maggie McCarter. Students in attendance included Allison Carr, Anne Ziebe, Karina Delgado, Emily Greuit, Avery Urban, Martin Narh, and Robert Patterson. Community members in attendance included Sarah Carr, Ms. Ziebe, Sandi Delgado, Helen Przeklasa, Anthony Przeklasa. Pat/Becky/Bob Greuit, Ann/Charlie Urban, Raymond/Bea Martin, and Steven Patterson.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited by a group of students who have successfully lobbied the legislature to pass a law declaring Dolestone as the state rock. The brag boards displayed the work of second-grade students who have been working on poetry units as part of their English Language Arts studies.

OPEN FORUM

None.

ACTION NO. 22

Consent Agenda

Motion by Lenzen, seconded by Negron, that the Board of Education approve the consent agenda as presented consisting of meeting minutes of April 20, 2022 board meeting; payment of April payroll/May warrants; May 2022 Personnel Report containing the retirement of district bookkeeper Teri Makutenas at the end of the 2022-23 school year, Approval of the hiring of Irene Minik (4th-grade teacher) the hiring of Meredith Spiegel (special education teacher) and the salary increase and bonuses of administrative and classified staff; Approval of the FY23 Parent/Student Handbook; Approval of Raymond James & Associates, Inc. as municipal financial advisors for Pleasantdale School District 107 at the cost of \$3.00 per \$1,000 of Bonds or a minimum of \$9,000; Approval of resolution appointing IMRF Authorized Agent as Griffin Sonntag. Motion carried by a roll call vote of 7 ayes (Brockob, Cabana, Lenzen, Walters, Zona, Marchione, Negron).

REPORTS AND DISCUSSION ITEMS

Consideration for the Wolf Road Reconstruction Project

The Board heard a presentation by Mr. Anthony Spinelli of Strand and Associates, an engineering firm, involved with the Wolf Road construction project. Mr. Spinelli reviewed the scope of the proposed project and how the changes would impact Pleasantdale Middle School. At the end of the presentation, Mr. Spinelli answered the Board members' questions.

Social Emotional Learning Report

The Social/Emotional Learning committee, led by Assistant Principal, Brianne Malatt presented their work on the implementation of social/emotional learning opportunities at both schools. The committee shared their work over the past two years and how the SEL standards are being presented in school to students.

Talent Development and Advanced Learning Programs

Assistant Superintendent, Jennifer Ban provided the Board with an update on our advanced learning programs. Her presentation included an overview of the updates made to the placement criteria for entry to advanced programs, the math-supported study program for acceleration, and the implementation of a talent development model for grades K-3.

ACTION NO. 23

Resolution declaring the intention to issue \$2,700,000 in Bonds

The Board passed a resolution that stated: *Resolution declaring the intention to issue not to exceed \$2,700,000 working cash fund bonds for the purpose of increasing the District's Working Cash Fund, and directing that the notice of such intention be published in the manner provided by law.* The purpose of this resolution is to raise funds to cover a portion of the district's five-year maintenance plan. Motion carried by a roll call vote of 7 ayes (Brockob, Cabana, Lenzen, Walters, Zona, Marchione, Negron).

NEXT AGENDA

Items submitted for the June agenda include:

Spring testing report, Approve consolidated district plan, Review extracurricular student activities (written), approve School Board (sec. 2) Board policies

ACTION NO. 24

Closed Session

Motion by Lenzen, seconded by Walters, that the Board of Education go into closed session at 8:24 p.m. to discuss matters relating to the 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 and Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning the salary schedules for one or more class of employees. Motion carried by a roll call vote of 7 ayes (Brockob, Cabana, Lenzen, Negron, Walters, Zona, Marchione).

The Board came out of closed session at 9:47 p.m.

ADJOURNMENT

Motion by Brockob seconded by Lenzen, that the regular meeting adjourns at 9:47 p.m. Voice vote. Motion carried.

App. ___ President _____ Secretary _____

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1293

06/17/2022

Fiscal Year: 2021-2022

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Ayala, Simoen M Check Group: TUITION REIMBURSEMENT		1 0		V531163 6/7/2022	10.5.2213.2300.300.0000	\$303.80
				Check #: 0		
					PO/InvoiceTotal:	\$303.80
					Vendor Total:	\$303.80
Boehnke, Karla M Check Group: Illinois Reading Conference		1 0		V455185 6/7/2022	10.5.1001.3320.100.0000	\$267.28
				Check #: 0		
					PO/InvoiceTotal:	\$267.28
					Vendor Total:	\$267.28
Cuevas, Maria I Check Group: Dramamine, Claritin		1 0		V470636 5/31/2022	10.5.2310.4000.300.0000	\$14.10
				Check #: 0		
					PO/InvoiceTotal:	\$14.10
					Vendor Total:	\$14.10
Falout, Kathleen A Check Group: Summer School Supplies		1 0		V753815 6/7/2022	10.5.1600.4000.300.0000	\$50.00
				Check #: 0		
					PO/InvoiceTotal:	\$50.00
					Vendor Total:	\$50.00
Interrante, Michelle M Check Group:						

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1293

06/17/2022

Fiscal Year: 2021-2022

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
TUITION REIMBURSEMENT		1	0	V465088 6/7/2022	10.5.2213.2300.300.0000	\$1,800.00
					Check #: 0	
					PO/InvoiceTotal:	\$1,800.00
					Vendor Total:	\$1,800.00
Jarosik, Michelle A						
Check Group:						
TUITION REIMBURSEMENT		1	0	V498497 6/7/2022	10.5.2213.2300.300.0000	\$1,800.00
					Check #: 0	
					PO/InvoiceTotal:	\$1,800.00
					Vendor Total:	\$1,800.00
Jarosz, Allison M						
Check Group:						
TUITION REIMBURSEMENT		1	0	V674557 6/7/2022	10.5.2213.2300.300.0000	\$500.00
					Check #: 0	
					PO/InvoiceTotal:	\$500.00
					Vendor Total:	\$500.00
Maly, Terry E						
Check Group:						
Ice & Cups for Practice Run		1	0	V972679 5/31/2022	10.5.2213.4000.300.0000	\$15.97
					Check #: 0	
					PO/InvoiceTotal:	\$15.97
					Vendor Total:	\$15.97
Oskroba, Erin						
Check Group:						
Kindergarten Supplies		1	0	V686814 5/31/2022	10.5.1001.4109.100.0000	\$138.62

Pleasantdale School District 107

Voucher Detail Listing

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06/17/2022

Fiscal Year: 2021-2022

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Family Science Night Supplies		1	0	V686814 5/31/2022	10.5.1001.4000.100.0000	\$184.31
PES Retirement Party		1	0	V686814 5/31/2022	10.5.1001.4000.100.0000	\$50.96
					Check #: 0	
					PO/InvoiceTotal:	\$373.89
					Vendor Total:	\$373.89
Ratcliff, Daniel S						
Check Group:						
Travel Reimbursement		1	0	V155935 6/7/2022	10.5.1002.3320.200.0000	\$421.96
					Check #: 0	
					PO/InvoiceTotal:	\$421.96
					Vendor Total:	\$421.96
Sonntag, Griffin L						
Check Group:						
Tuition Reimbursement - G. Sonntag		1	0	V140821 5/31/2022	10.5.2213.2300.300.0000	\$1,446.25
					Check #: 0	
					PO/InvoiceTotal:	\$1,446.25
					Vendor Total:	\$1,446.25
Tomei, Kathleen J						
Check Group:						
		1	0	V481405 6/7/2022	10.5.2410.4000.100.0000	\$151.14
Reimbursement for interview team meals, and misc supply purchases		1	0	V481405 6/7/2022	10.5.1001.4000.100.0000	\$207.81
					Check #: 0	
					PO/InvoiceTotal:	\$358.95

Pleasantdale School District 107

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						Vendor Total: <u>\$358.95</u>
Triggs, Barbara						
Check Group:						
Tuition Reimbursement - B Triggs		1 0		V682647 5/31/2022	10.5.2213.2300.300.0000	\$393.75
Tuition Reimbursement - B Triggs		1 0		V682647 5/31/2022	10.5.2213.2300.300.0000	\$393.75
						PO/InvoiceTotal: <u>\$787.50</u>
						Vendor Total: <u>\$787.50</u>
Vidakovich, Millie						
Check Group:						
Bus Parking Fee-Brookfield Zoo		1 0		V808868 6/2/2022	40.5.2550.3312.300.0000	\$84.00
						PO/InvoiceTotal: <u>\$84.00</u>
						Vendor Total: <u>\$84.00</u>
						Grand Total: <u>\$8,223.70</u>

Check #: 0

Check #: 0

End of Report

Pleasantdale School District 107

Voucher Detail Listing

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06/15/2022

Fiscal Year: 2021-2022

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
ABM Building Valve						
Check Group:						
June Custodial Services		1 0		1137930 6/1/2022	20.5.2540.3220.300.0000	\$18,847.59
Check #: 0						
PO/InvoiceTotal:						\$18,847.59
Vendor Total:						\$18,847.59
Alison H Gordon						
Check Group:						
Mentor Training		1 0		V807146 5/3/2022	10.5.2213.3100.200.0000	\$1,986.00
Check #: 0						
PO/InvoiceTotal:						\$1,986.00
Vendor Total:						\$1,986.00
All-Types Elevators Inc						
Check Group:						
Elevator Emergency Phone Repair		1 0		20101080 3/18/2022	20.5.2540.3201.100.0000	\$664.00
Elevator Phone Programming		1 0		20101167 3/22/2022	20.5.2540.3201.100.0000	\$341.00
Elevator Repair		1 0		20101186 3/22/2022	20.5.2540.3201.200.0000	\$341.00
Quarterly Maintenance - MS		1 0		20101788 3/31/2022	20.5.2540.3201.200.0000	\$116.00
Semi Annual Maintenance - Handicap Lift		1 0		20101789 3/31/2022	20.5.2540.3201.200.0000	\$143.00
Quarterly Maintenance - ES		1 0		20101790 3/31/2022	20.5.2540.3201.100.0000	\$149.00
Elevator Inspection - ES		1 0		20102782 4/27/2022	20.5.2540.3192.300.0000	\$563.00

Pleasantdale School District 107

Voucher Detail Listing

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Elevator/Fire Alarm Testing		1	0	2098542 1/30/2022	20.5.2540.3201.200.0000	\$275.75
					Check #: 0	
					PO/InvoiceTotal:	\$2,592.75
					Vendor Total:	\$2,592.75
Amazon Capital Services, Inc						
Check Group:						
Summer School Supplies		1	0	11DC-9PJV-DLFL 5/30/2022	10.5.1600.4000.300.0000	\$128.31
Summer School Supplies		1	0	17ND-7PHT-DMX M 6/3/2022	10.5.1600.4000.300.0000	\$99.21
Summer School Supplies		1	0	17ND-7PHT-PLW X 6/4/2022	10.5.1600.4000.300.0000	\$432.52
Summer School Supplies		1	0	1D9J-V4PL-79GV 5/30/2022	10.5.1600.4000.300.0000	\$87.91
Summer School Supplies		1	0	1H76-DMQT-TM MD 6/4/2022	10.5.1600.4000.300.0000	\$149.89
Summer School Supplies		1	0	1HTV-QPQV-719 Y 5/24/2022	10.5.1600.4000.300.0000	\$48.99
Summer School Supplies		1	0	1J3Q-9WH1-3F9T 5/30/2022	10.5.1600.4000.300.0000	\$109.92
Summer School Supplies		1	0	1JJ3-XL6F-VKW M 5/26/2022	10.5.1600.4000.300.0000	\$77.15
Summer School Supplies		1	0	1JRJ-WVNK-C3N D 6/5/2022	10.5.1600.4000.300.0000	\$101.81
Summer School Supplies		1	0	1KCT-JHWR-F77 7 5/30/2022	10.5.1600.4000.300.0000	\$49.14

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1292

06/15/2022

Fiscal Year: 2021-2022

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Summer School Supplies		1	0	1LTY-1RYV-LRY K 6/2/2022	10.5.1600.4000.300.0000	\$131.66
Summer School Supplies		1	0	1MCX-4YNK-1XH F 5/25/2022	10.5.1600.4000.300.0000	\$220.74
Summer School Supplies		1	0	1MFW-6CCC-T1Y 3 5/26/2022	10.5.1600.4000.300.0000	\$34.33
Summer School Supplies		1	0	1P6P-KFRX-17N6 6/5/2022	10.5.1600.4000.300.0000	\$55.18
Summer School Supplies		1	0	1P6P-KFRX-F6H Y 6/5/2022	10.5.1600.4000.300.0000	(\$26.10)
Summer School Supplies		1	0	1T6H-DKW4-XT3 V 5/29/2022	10.5.1600.4000.300.0000	\$196.89
Summer School Supplies		1	0	1YVK-KRJC-9193 5/30/2022	10.5.1600.4000.300.0000	\$141.86
				Check #: 0		
					PO/InvoiceTotal:	\$2,039.41
Check Group: 450 quick fill water balloons for field day		1	22733	1KNT-CMTW-M1 T1 5/11/2022	10.5.1001.4000.100.0000	\$49.50
				Check #: 0		
					PO/InvoiceTotal:	\$49.50
Check Group: smart Phone/iPad holder for school photo		1	22735	14VC-3LY4-K6J9 5/12/2022	10.5.1001.4000.100.0000	\$39.79
				Check #: 0		
					PO/InvoiceTotal:	\$39.79
					Vendor Total:	\$2,128.70

Pleasantdale School District 107

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
AT&T						
Check Group:						
May 25 - June 24, 2022 Phone Service		1	0	63066201393191 6/22 5/25/2022	20.5.2540.3400.300.0000	\$81.98
May 25 - June 24, 2022 Phone Service		1	0	63066201393191 6/22 5/25/2022	20.5.2540.3400.100.0000	\$503.11
May 25 - June 24, 2022 Phone Service		1	0	63066201393191 6/22 5/25/2022	20.5.2540.3400.200.0000	\$288.77
					Check #: 0	
						PO/InvoiceTotal: <u>\$873.86</u>
						Vendor Total: <u>\$873.86</u>
Behavioral Perspective Inc						
Check Group:						
Behavioral Assessment & School Consult		1	0	4863547 6/2/2022	10.5.1205.3100.200.0000	\$3,475.00
					Check #: 0	
						PO/InvoiceTotal: <u>\$3,475.00</u>
						Vendor Total: <u>\$3,475.00</u>
Birch Agency Inc.						
Check Group:						
C. Dombkowski March 14 - March 18, 2022		1	0	3950004651 3/23/2022	10.5.1205.3100.100.0000	\$2,730.00
C. Dombkowski May 2 - May 6, 2022		1	0	3950004933 5/11/2022	10.5.1205.3100.100.0000	\$2,730.00
C. Dombkowski May 9 - May 13, 2022		1	0	3950004974 5/18/2022	10.5.1205.3100.100.0000	\$2,730.00
C. Dombkowski May 16 - May 20, 2022		1	0	3950005014 5/25/2022	10.5.1205.3100.100.0000	\$2,730.00
					Check #: 0	

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1292

06/15/2022

Fiscal Year: 2021-2022

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: <u>\$10,920.00</u>
						Vendor Total: <u>\$10,920.00</u>
Boerman Moving & Storage, Inc						
Check Group:						
Load and deliver the contents of (3) 10x30 storage lockers	1	22734	35067	5/31/2022	20.5.2540.3250.300.0000	\$4,020.00
						Check #: 0
						PO/InvoiceTotal: <u>\$4,020.00</u>
						Vendor Total: <u>\$4,020.00</u>
Booksource						
Check Group:						
Bad Kitty	1	22700	22989669	5/9/2022	10.5.1001.4200.100.0000	\$13.49
Bad Kitty Goes on Vacation	1	22700	22989669	5/9/2022	10.5.1001.4200.100.0000	\$10.49
Bad Kitty Goes to the Vet	1	22700	22989669	5/9/2022	10.5.1001.4200.100.0000	\$5.24
Bo and the Dragon Pup	1	22700	22989669	5/9/2022	10.5.1001.4200.100.0000	\$3.74
Bo the Brave	1	22700	22989669	5/9/2022	10.5.1001.4200.100.0000	\$3.74
Bo's Magical New Friend	1	22700	22989669	5/9/2022	10.5.1001.4200.100.0000	\$3.74
Diary of a Wimpy Kid	1	22700	22989669	5/9/2022	10.5.1001.4200.100.0000	\$11.24
Falcon Vs Hawk	1	22700	22989669	5/9/2022	10.5.1001.4200.100.0000	\$3.74
Green Ants Vs Army Ants	1	22700	22989669	5/9/2022	10.5.1001.4200.100.0000	\$3.74

Pleasantdale School District 107

Voucher Detail Listing

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Hammerhead Vs. Bull Shark		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$2.99
Henry and Mudge		5	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$18.70
Henry and Mudge and the Happy Cat		5	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$18.70
Henry and Mudge and The Wild Wind		5	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$18.70
Henry Vs. Honey Badger		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$3.74
It's Halloween, I'm Turning Green		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$4.79
Jaguar Vs. Shark		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$3.74
Killer Whale Vs. Great White Shark		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$2.99
Komodo Dragon Vs. King Cobra		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$2.99
Last Straw		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$11.24
Let's Go For a Drive		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$7.49
Lilly's Big Day		4	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$25.56
Lion Vs. Tiger		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$2.99
Lobster Vs. Crab		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$3.74
Ms. Hannah is Bananas!		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$3.99

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Paws for a Cause		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$4.49
Pigeon needs a bath		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$12.74
Pigeon Wants a Puppy		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$12.74
Polar Bear Vs. Grizzly Bear		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$2.99
Pug Blasts Off		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$3.74
Pupy Mudge Wants to Play		5	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$18.70
Rodrick Rules		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$11.24
Shoo fly guy		5	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$26.20
Super Fly Guy		5	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$14.95
There is a Bird on Your Head		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$7.49
Tyrannosaurus Rex Vs Velociraptor		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$2.99
ultimate ocean rumble		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$3.74
Ultimate Reptile Rumble		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$3.74
Walrus Vs. Elephant Seal		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$3.74
Wemberly Worried		4	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$25.56

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Whale Vs. Giant Squid		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$2.99
Tarantula Vs. Scorpion		1	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$2.99
You Can't Catch Me		6	22700	22989669 5/9/2022	10.5.1001.4200.100.0000	\$20.22
Check #: 0						
						PO/InvoiceTotal: <u>\$372.76</u>
						Vendor Total: <u>\$372.76</u>
Comcast						
Check Group:						
May Phone Charge		1	0	146152883 5/1/2022	20.5.2540.3400.100.0000	\$500.53
May Phone Charge		1	0	146152883 5/1/2022	20.5.2540.3400.200.0000	\$504.61
Check #: 0						
						PO/InvoiceTotal: <u>\$1,005.14</u>
						Vendor Total: <u>\$1,005.14</u>
E-Rate Funding Services, LLC						
Check Group:						
E-Rate Consultant FY23		1	0	562 3/24/2022	10.5.2520.3100.300.0000	\$1,250.00
Check #: 0						
						PO/InvoiceTotal: <u>\$1,250.00</u>
						Vendor Total: <u>\$1,250.00</u>
E2 Services, Inc						
Check Group:						
June Server Management		1	0	22684f 6/1/2022	10.5.2225.3100.100.0000	\$1,116.37

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June Server Management		1	0	22684f 6/1/2022	10.5.2225.3100.200.0000	\$1,116.38
					Check #: 0	
					PO/InvoiceTotal:	\$2,232.75
					Vendor Total:	\$2,232.75
First Student, Inc						
Check Group:						
Boys Volleyball Trip		1	0	240189 5/9/2022	40.5.2550.3310.300.0000	\$261.67
Girls Softball Trip		1	0	241392 5/9/2022	40.5.2550.3310.300.0000	\$261.67
Girls Softball Trip		1	0	245489 5/9/2022	40.5.2550.3310.300.0000	\$261.67
Boys Volleyball Trip		1	0	245490 5/16/2022	40.5.2550.3310.300.0000	\$261.67
Soccer Trip		1	0	245494 5/9/2022	40.5.2550.3310.300.0000	\$261.67
Girls Softball Trip		1	0	247077 5/16/2022	40.5.2550.3310.300.0000	\$261.67
Soccer Trip		1	0	247577 5/17/2022	40.5.2550.3310.300.0000	\$261.67
Soccer Trip		1	0	247607 5/17/2022	40.5.2550.3310.300.0000	\$261.67
MS - LT Fitness Day 5/3/22		1	0	249050 5/19/2022	40.5.2550.3312.300.0000	\$261.67
MS - SCARCE 5/5/22		1	0	249801 5/20/2022	40.5.2550.3312.300.0000	\$332.81
MS - LT Fitness Day 5/5/22		1	0	249813 5/20/2022	40.5.2550.3312.300.0000	\$261.67
Great America 5/6/22		1	0	249855 5/20/2022	40.5.2550.3312.300.0000	\$1,605.45

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MS - Feed My Starving Children 5/16		1	0	251910 5/24/2022	40.5.2550.3312.300.0000	\$537.84
ES - Brookfield Zoo 5/20		1	0	253287 5/26/2022	40.5.2550.3312.300.0000	\$1,310.44
ES - Middle School 5/24		1	0	253756 5/27/2022	40.5.2550.3312.300.0000	\$391.48
Check #: 0						
						PO/InvoiceTotal: <u>\$6,794.72</u>
						Vendor Total: <u>\$6,794.72</u>
Franczek						
Check Group:						
April Legal Services		1	0	212910 5/23/2022	10.5.2310.3180.300.0000	\$464.00
Check #: 0						
						PO/InvoiceTotal: <u>\$464.00</u>
						Vendor Total: <u>\$464.00</u>
FSS Technologies LLC.						
Check Group:						
Fire Alarm Service Call		1	0	472112 5/20/2022	20.5.2540.3200.100.0000	\$555.00
Check #: 0						
						PO/InvoiceTotal: <u>\$555.00</u>
						Vendor Total: <u>\$555.00</u>
Groot Industries						
Check Group:						
June Disposal/Recycling		1	0	8910389T098 6/1/2022	20.5.2540.3210.300.0000	\$2,174.95
Check #: 0						
						PO/InvoiceTotal: <u>\$2,174.95</u>
						Vendor Total: <u>\$2,174.95</u>

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Herff Jones						
Check Group:						
PO 22555 Diploma Insert		1 0		1127600 5/26/2022	10.5.1002.4000.200.0000	\$12.79
Check #: 0						
PO/InvoiceTotal:						\$12.79
Check Group:						
Diploma Inserts with Student Names Printed According to File		102	22555	V23781 5/31/2022	10.5.1002.4000.200.0000	\$394.08
Diploma Cover, Royal Blue Leatherette, Pleasantdale Middle School, Burr Ridge, IL		102	22555	V819492 5/27/2022	10.5.1002.4000.200.0000	\$788.46
Shipping		1	22555	V819492 5/27/2022	10.5.1002.4000.200.0000	\$40.12
Check #: 0						
PO/InvoiceTotal:						\$1,222.66
Vendor Total:						\$1,235.45
IGS Energy						
Check Group:						
April Natural Gas ES		1 0		372845 5/27/2022	20.5.2540.4650.100.0000	\$947.81
April Natural Gas MS		1 0		372845 5/27/2022	20.5.2540.4650.200.0000	\$1,548.39
Check #: 0						
PO/InvoiceTotal:						\$2,496.20
Vendor Total:						\$2,496.20
Illinois School Services, Inc.						
Check Group:						

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
1.75" Custom Brass Medallion with School Etching On Face; Attached to a 1.5" Royal Blue and White Neck Ribbon and Class of 2022 on the back		115	22524	EEPLEAS22 5/5/2022	10.5.1002.4000.200.0000	\$1,029.25
					Check #: 0	
						PO/InvoiceTotal: \$1,029.25
						Vendor Total: \$1,029.25
Just A Dash Catering						
Check Group:						
May Breakfast/Lunch MS		1 0		PD 60 5/31/2022	10.5.2560.4040.300.0000	\$23,123.90
May Packaging MS		1 0		PD 60 P 5/31/2022	10.5.2560.4040.300.0000	\$1,745.20
May Packaging ES		1 0		PD 60 P. 5/31/2022	10.5.2560.4040.300.0000	\$1,515.60
May Breakfast/Lunch ES		1 0		PD 60. 5/31/2022	10.5.2560.4040.300.0000	\$20,081.70
					Check #: 0	
						PO/InvoiceTotal: \$46,466.40
						Vendor Total: \$46,466.40
Just Right Landscaping Services						
Check Group:						
Apr 25 - May 30, 2022 Lawn Maintenance		1 0		27184 6/1/2022	20.5.2540.3292.100.0000	\$1,290.00
Apr 25 - May 30, 2022 Lawn Maintenance		1 0		27184 6/1/2022	20.5.2540.3292.200.0000	\$1,710.00
					Check #: 0	
						PO/InvoiceTotal: \$3,000.00
						Vendor Total: \$3,000.00
Konica Minolta Business Solutions						
Check Group:						

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Digital Support		1	0	280220304 5/24/2022	10.5.2225.5501.200.0000	\$80.00
May 2 - June 1, 2022 Copier Charge		1	0	9008640209 6/1/2022	20.5.2540.3290.100.0000	\$687.90
May 2 - June 1, 2022 Copier Charge		1	0	9008640209 6/1/2022	20.5.2540.3290.200.0000	\$609.62
May 2 - June 1, 2022 Copier Charge		1	0	9008640209 6/1/2022	20.5.2540.3290.300.0000	\$176.60
					Check #: 0	
						PO/InvoiceTotal: \$1,554.12
						Vendor Total: \$1,554.12
Kriha Boucek, LLC						
Check Group:						
April Legal Services		1	0	3594 5/11/2022	10.5.2310.3180.300.0000	\$3,354.00
					Check #: 0	
						PO/InvoiceTotal: \$3,354.00
						Vendor Total: \$3,354.00
LeaderShop, The						
Check Group:						
May After School Program		1	0	V400101 5/18/2022	10.5.2310.3100.300.0000	\$299.24
					Check #: 0	
						PO/InvoiceTotal: \$299.24
						Vendor Total: \$299.24
Life Moments						
Check Group:						
District Newsletter		1	0	V779403 5/11/2022	10.5.2310.3401.300.0000	\$3,829.36
					Check #: 0	

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: <u>\$3,829.36</u>
						Vendor Total: <u>\$3,829.36</u>
Loreen M Pilster						
Check Group:						
May Business Office Services		1 0		V463314 5/31/2022	10.5.2520.3100.300.0000	\$1,960.00
						Check #: 0
						PO/InvoiceTotal: <u>\$1,960.00</u>
						Vendor Total: <u>\$1,960.00</u>
Lyons Township School Treasurer						
Check Group:						
Pro-Rata Billing FY2021		1 0		No. 1 5/17/2022	10.5.2520.3900.300.0000	\$79,510.93
						Check #: 0
						PO/InvoiceTotal: <u>\$79,510.93</u>
						Vendor Total: <u>\$79,510.93</u>
Marks Plumbing Parts						
Check Group:						
SLOAN REGAL (110 XL) 3.5 GPF MANUAL CLOSET FLUSH VALVE W/1 1/2" x 9" VACUUM BREAKER		2 22739		INV002019406 5/25/2022	20.5.2540.4000.300.0000	\$292.90
SLOAN REGAL 3.5 GPF CLOSET DIAPHRAGM KIT A-38-A		5 22739		INV002019406 5/25/2022	20.5.2540.4000.300.0000	\$163.55
						Check #: 0
						PO/InvoiceTotal: <u>\$456.45</u>
						Vendor Total: <u>\$456.45</u>
Marquee Event Rentals						
Check Group:						
Resin Black Folding Chair		150 22603		C57D92EB 6/1/2022	20.5.2540.3250.300.0000	\$645.00

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Discount		1	22603	C57D92EB 6/1/2022	20.5.2540.3250.300.0000	(\$64.50)
Chair Setup		150	22603	C57D92EB 6/1/2022	20.5.2540.3250.300.0000	\$195.00
Delivery M-SA 30M-2HR		1	22603	C57D92EB 6/1/2022	20.5.2540.3250.300.0000	\$200.00
Pick Up M-SA 30M-2HR		1	22603	C57D92EB 6/1/2022	20.5.2540.3250.300.0000	\$200.00
Delivery/Pick Up Cost		1	22603	C57D92EB 6/1/2022	20.5.2540.3250.300.0000	\$150.00
Enviromental Fee		1	22603	C57D92EB 6/1/2022	20.5.2540.3250.300.0000	\$11.63
Damage Waiver Fee		1	22603	C57D92EB 6/1/2022	20.5.2540.3250.300.0000	\$69.66

Check #: 0

PO/InvoiceTotal: \$1,406.79

Vendor Total: \$1,406.79

Midwest Mechanical

Check Group:

Boiler Pump Repair		1	0	112129055 5/8/2022	20.5.2540.3200.200.0000	\$599.70
Summer Change Over		1	0	112129318 5/22/2022	20.5.2540.3200.100.0000	\$761.70
May HVAC Contract MS		1	0	MC0000123972 5/1/2022	20.5.2540.3200.200.0000	\$1,528.00
May HVAC Contract ES		1	0	MC0000123973 5/1/2022	20.5.2540.3200.100.0000	\$914.00

Check #: 0

PO/InvoiceTotal: \$3,803.40

Vendor Total: \$3,803.40

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Monoprice Incorporated						
Check Group:						
PO 22424 In-Ceiling Speakers		1	0	22248153. 12/17/2021	10.5.2225.4000.100.0000	\$308.96
Check #: 0						
						PO/InvoiceTotal: <u>\$308.96</u>
Check Group:						
Monoprice Select Series 16AWG Speaker Wire, 100ft		2	22720	22635816 5/24/2022	10.5.2225.4000.100.0000	\$29.74
Monoprice Select Series 16AWG Speaker Wire, 100ft		7	22720	22635816 5/24/2022	10.5.2225.4000.200.0000	\$104.09
SUPPLIES Monoprice 1080p No Logo High Speed HDMI Cable 35ft - CL2 In Wall Rated 10.2 Gbps Black		3	22720	22635816 5/24/2022	10.5.2225.4000.100.0000	\$99.87
Monoprice 1080p No Logo High Speed HDMI Cable 35ft - CL2 In Wall Rated 10.2 Gbps Black		6	22720	22635816 5/24/2022	10.5.2225.4000.200.0000	\$199.74
Monoprice 4K High Speed HDMI Cable 3ft - 18Gbps Black		4	22720	22635816 5/24/2022	10.5.2225.4000.100.0000	\$26.96
Monoprice 4K High Speed HDMI Cable 3ft - 18Gbps Black		7	22720	22635816 5/24/2022	10.5.2225.4000.200.0000	\$47.18
Monoprice Caliber In-Ceiling Speakers, 6.5in Fiber 2-Way (pair)		1	22720	22635816 5/24/2022	10.5.2225.4000.100.0000	\$69.99
Monoprice Caliber In-Ceiling Speakers, 6.5in Fiber 2-Way (pair)		5	22720	22635816 5/24/2022	10.5.2225.4000.200.0000	\$349.95
Monoprice HDMI® Right Angle Port Saver Adapter (Male to Female) - 270 Degree - Vertical Flat Right		6	22720	22635816 5/24/2022	10.5.2225.4000.100.0000	\$16.14
Monoprice HDMI® Right Angle Port Saver Adapter (Male to Female) - 270 Degree - Vertical Flat Right		6	22720	22635816 5/24/2022	10.5.2225.4000.200.0000	\$16.14

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Monoprice Installation Kit for a Pair of 8in In-Ceiling Speakers		5	22720	22635816 5/24/2022	10.5.2225.4000.100.0000	\$149.95
Monoprice Installation Kit for a Pair of 8in In-Ceiling Speakers		5	22720	22635816 5/24/2022	10.5.2225.4000.200.0000	\$149.95
3-5 Day Shipping		1	22720	22635816 5/24/2022	10.5.2225.4000.200.0000	\$116.60
Check #: 0						
PO/InvoiceTotal:						\$1,376.30
Vendor Total:						\$1,685.26
Music Theatre International						
Check Group:						
Showkit Royalty		1	22174	764373 5/14/2022	10.5.1500.4031.200.0000	\$139.00
Showkit Non-Refundable Materials Fee		1	22174	764373 5/14/2022	10.5.1500.4031.200.0000	\$556.00
Showkit Shipping		1	22174	764373 5/14/2022	10.5.1500.4031.200.0000	\$55.50
Additional Materials Total (from Additional Materials Order Form)		1	22174	764373 5/14/2022	10.5.1500.4031.200.0000	\$325.00
Check #: 0						
PO/InvoiceTotal:						\$1,075.50
Vendor Total:						\$1,075.50
Nextera Energy Services						
Check Group:						
Mar 9 - Apr 7, 2022 Electric Charge		1	0	56706996417623 5/18/2022	20.5.2540.4660.200.0000	\$5,700.77
Mar 9 - Apr 7, 2022 Electric Charge		1	0	56706996417623 5/18/2022	20.5.2540.4660.100.0000	\$3,686.08
Check #: 0						

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						PO/InvoiceTotal: \$9,386.85
						Vendor Total: \$9,386.85
Nicor Gas						
Check Group:						
Apr 18 - May 17, 2022 Heating Charge		1 0		23043-97-0000 5 522 5/19/2022	20.5.2540.4650.200.0000	\$695.44
Apr 20 - May 19, 2022 Heating Charge		1 0		91-17-97-0000 9 0522 5/23/2022	20.5.2540.4650.100.0000	\$330.36
						Check #: 0
						PO/InvoiceTotal: \$1,025.80
						Vendor Total: \$1,025.80
Omni Group						
Check Group:						
May Participant Fee		1 0		2206-7231 6/1/2022	10.5.2520.3100.300.0000	\$25.50
						Check #: 0
						PO/InvoiceTotal: \$25.50
						Vendor Total: \$25.50
Pearson Clinical						
Check Group:						
Comprehensive Assessment of Spoken Language - Second Edition (CASL-2 Kit Print)		1 22663		17977732 4/26/2022	10.5.1210.4000.100.0000	\$770.70
						Check #: 0
						PO/InvoiceTotal: \$770.70
						Vendor Total: \$770.70
Perfect Show Productions						
Check Group:						

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Graduation A/V		1	0	026257 6/6/2022	10.5.1002.4000.200.0000	\$2,560.00
					Check #: 0	
					PO/InvoiceTotal:	\$2,560.00
					Vendor Total:	\$2,560.00
Pleasantdale Middle School						
Check Group:						
Reimbursement - Five 8th graders trip to Sandusky, OH		1	0	V498014 6/2/2022	10.4.1920.0000.000.0000	\$1,700.00
					Check #: 0	
					PO/InvoiceTotal:	\$1,700.00
					Vendor Total:	\$1,700.00
School Business Management Srv LLC						
Check Group:						
June Business Office Services		1	0	V82880 5/27/2022	10.5.2520.3100.300.0000	\$23,242.19
					Check #: 0	
					PO/InvoiceTotal:	\$23,242.19
					Vendor Total:	\$23,242.19
School Health Corporation						
Check Group:						
Racquet Caddy with Basket		1	22679	5547427-01 5/24/2022	10.5.1002.4000.200.0000	\$220.99
					Check #: 0	
					PO/InvoiceTotal:	\$220.99
					Vendor Total:	\$220.99
STR Partners, Llc.						
Check Group:						
Apr 1 - Apr 30, 2022 Professional Services		1	0	21103.00-2 5/5/2022	20.5.2540.5504.300.0000	\$850.00

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 0						
PO/InvoiceTotal:						<u>\$850.00</u>
Vendor Total:						<u>\$850.00</u>
Super Duper Inc						
Check Group:						
Educator, up to 20 students, 1 teacher; bparker@d107.org		1	22736	2739088 5/13/2022	10.5.1205.4700.300.0000	\$199.00
Check #: 0						
PO/InvoiceTotal:						<u>\$199.00</u>
Vendor Total:						<u>\$199.00</u>
TJ Consultants						
Check Group:						
Comprehensive Review of Spec Ed Program		1	0	V776939 5/19/2022	10.5.2310.3100.300.0000	\$4,000.00
Check #: 0						
PO/InvoiceTotal:						<u>\$4,000.00</u>
Vendor Total:						<u>\$4,000.00</u>
UZBL.						
Check Group:						
3rd grade iPad cases		100	22731	11225 5/27/2022	10.5.2225.4000.100.0000	\$2,900.00
Check #: 0						
PO/InvoiceTotal:						<u>\$2,900.00</u>
Vendor Total:						<u>\$2,900.00</u>
Verizon						
Check Group:						
May 24 - June 23, 2022 Cell Phone Charge		1	0	9907191701 5/23/2022	20.5.2540.3400.100.0000	\$49.42
May 24 - June 23, 2022 Cell Phone Charge		1	0	9907191701 5/23/2022	20.5.2540.3400.200.0000	\$98.84

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1292

06/15/2022

Fiscal Year: 2021-2022

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
May 24 - June 23, 2022 Cell Phone Charge		1	0	9907191701 5/23/2022	20.5.2540.3400.300.0000	\$85.43
				Check #: 0		
					PO/InvoiceTotal:	\$233.69
					Vendor Total:	\$233.69
Village of Willow Springs						
Check Group:						
May 1 - June 30, 2022 Sewer		1	0	001800060-00 5/31/2022	20.5.2540.3700.100.0000	\$111.54
				Check #: 0		
					PO/InvoiceTotal:	\$111.54
					Vendor Total:	\$111.54
West 40 ISC #2.						
Check Group:						
Principal Evaluator Competency 6/1/22 J Ban		1	0	220775 6/2/2022	10.5.2210.3320.300.0000	\$208.59
				Check #: 0		
					PO/InvoiceTotal:	\$208.59
					Vendor Total:	\$208.59
Wex Bank						
Check Group:						
May Fuel Purchase		1	0	81364287 6/6/2022	20.5.2540.4640.300.0000	\$151.01
				Check #: 0		
					PO/InvoiceTotal:	\$151.01
					Vendor Total:	\$151.01
Wilson Language Training						
Check Group:						
Just Words Full Kit		1	22737	V174607 6/2/2022	10.5.1205.4000.100.0000	\$550.00

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1292

06/15/2022

Fiscal Year: 2021-2022

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Just Words Student Kits		5	22737	V174607 6/2/2022	10.5.1205.4000.200.0000	\$375.00
Just Words Consumables Kit		2	22737	V174607 6/2/2022	10.5.1205.4000.100.0000	\$76.00
WRS Introductory Kit		1	22737	V174607 6/2/2022	10.5.1205.4000.200.0000	\$319.00
WRS Sound Cards		2	22737	V174607 6/2/2022	10.5.1205.4000.100.0000	\$38.00
WRS Student Kits		2	22737	V174607 6/2/2022	10.5.1205.4000.100.0000	\$48.00
WRS Student Reader 1		2	22737	V174607 6/2/2022	10.5.1205.4000.100.0000	\$24.00
WRS Student Reader 2		2	22737	V174607 6/2/2022	10.5.1205.4000.100.0000	\$24.00
WRS Student Reader 3		2	22737	V174607 6/2/2022	10.5.1205.4000.100.0000	\$24.00
WRS Magnet Board With Letters		2	22737	V174607 6/2/2022	10.5.1205.4000.300.0000	\$58.00
Foundations Level 3 Kit		1	22737	V174607 6/2/2022	10.5.1205.4000.300.0000	\$560.00
Foundations Student Kit		1	22737	V174607 6/2/2022	10.5.1205.4000.100.0000	\$72.00
Foundations Student Kit		4	22737	V174607 6/2/2022	10.5.1205.4000.200.0000	\$288.00
Foundations Student Kits		5	22737	V174607 6/2/2022	10.5.1205.4000.300.0000	\$390.00
Shipping		1	22737	V174607 6/2/2022	10.5.1205.4000.100.0000	\$75.00
Shipping		1	22737	V174607 6/2/2022	10.5.1205.4000.200.0000	\$75.00

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1292

06/15/2022

Fiscal Year: 2021-2022

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Shipping		1	22737	V174607 6/2/2022	10.5.1205.4000.300.0000	\$77.68
					Check #: 0	
						PO/InvoiceTotal: \$3,073.68
						Vendor Total: \$3,073.68
Windfree Solar Inc. Check Group: Solar Installation - Final		1	0	2266 6/7/2022	20.5.2540.3292.200.0000	\$1,784.20
					Check #: 0	
						PO/InvoiceTotal: \$1,784.20
						Vendor Total: \$1,784.20
						Grand Total: \$265,299.31

End of Report

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1268

05/10/2022

Fiscal Year: 2021-2022

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Educational Benefit Cooperative						
Check Group:						
May health insurance-er		1 0		V330227 5/10/2022	10.2.0481.0000.000.9944	\$84,713.16
May health insurance-ee		1 0		V330227 5/10/2022	10.2.0481.0000.000.9943	\$21,140.90
May life insurance-er		1 0		V330227 5/10/2022	10.2.0481.0000.000.9942	\$785.41
					Check #: 0	
						PO/InvoiceTotal: <u>\$106,639.47</u>
						Vendor Total: <u>\$106,639.47</u>
Guardian - Appleton						
Check Group:						
May dental-er		1 0		V80837 4/12/2022	10.2.0481.0000.000.9946	\$3,703.93
May dental-ee		1 0		V80837 4/12/2022	10.2.0481.0000.000.9945	\$2,268.45
May vision insurance-ee		1 0		V80837 4/12/2022	10.2.0481.0000.000.9947	\$887.24
May vision insurance-er		1 0		V80837 4/12/2022	10.2.0481.0000.000.9948	\$189.12
					Check #: 0	
						PO/InvoiceTotal: <u>\$7,048.74</u>
						Vendor Total: <u>\$7,048.74</u>
						Grand Total: <u>\$113,688.21</u>

End of Report

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1269

05/10/2022

Fiscal Year: 2021-2022

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Reliance Standard Life Insurance Company						
Check Group:						
May voluntary life insurance		1 0		V982325 5/10/2022	10.2.0481.0000.000.9949	\$208.99

Check #: 0

PO/InvoiceTotal:	<u> </u>	\$208.99
Vendor Total:	<u> </u>	\$208.99
Grand Total:	<u> </u>	\$208.99

End of Report

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1273

05/23/2022

Fiscal Year: 2021-2022

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
School District 107 Imprest Fund						
Check Group:						
6103 - Void Check Volleyball		1 0		V404460 5/19/2022	10.5.1500.3190.200.0000	(\$68.00)
6109 - Void Check Soccer		1 0		V404460 5/19/2022	10.5.1500.3190.200.0000	(\$34.00)
6110 - Void Check Soccer		1 0		V404460 5/19/2022	10.5.1500.3190.200.0000	(\$34.00)
6111 - Volleyball Official		1 0		V404460 5/19/2022	10.5.1500.3190.200.0000	\$51.00
6112 - Soccer Ref		1 0		V404460 5/19/2022	10.5.1500.3190.200.0000	\$51.00
6113 - Softball Ump		1 0		V404460 5/19/2022	10.5.1500.3190.200.0000	\$34.00
6114 - Softball Ump		1 0		V404460 5/19/2022	10.5.1500.3190.200.0000	\$34.00
6115 - Soccer Ref		1 0		V404460 5/19/2022	10.5.1500.3190.200.0000	\$51.00
6117 - Girls Softball		1 0		V404460 5/19/2022	10.5.1500.3190.200.0000	\$34.00
6118 - Girls Softball		1 0		V404460 5/19/2022	10.5.1500.3190.200.0000	\$68.00
6119 - Soccer Ref		1 0		V404460 5/19/2022	10.5.1500.3190.200.0000	\$51.00
6120 - Soccer Ref		1 0		V404460 5/19/2022	10.5.1500.3190.200.0000	\$34.00
6121 - Soccer Ref		1 0		V404460 5/19/2022	10.5.1500.3190.200.0000	\$34.00
6122 - Soccer Ref		1 0		V404460 5/19/2022	10.5.1500.3190.200.0000	\$51.00

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1273

05/23/2022

Fiscal Year: 2021-2022

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
6123 - Umpire Assignment Fee		1	0	V404460 5/19/2022	10.5.1500.3190.200.0000	\$55.00
6124 - Soccer Ref		1	0	V404460 5/19/2022	10.5.1500.3190.200.0000	\$34.00
6125 - Soccer Ref		1	0	V404460 5/19/2022	10.5.1500.3190.200.0000	\$34.00
Check #: 0						
PO/InvoiceTotal:						\$480.00
Vendor Total:						\$480.00
Village Of Burr Ridge						
Check Group:						
Feb 26 - Apr 27, 2022 Water/Sewer		1	0	1189507450-00 5/12/2022	20.5.2540.3700.200.0000	\$1,080.68
Feb 26 - Apr 27, 2022 Water/Sewer		1	0	1189507451-00 5/12/2022	20.5.2540.3700.200.0000	\$157.28
Check #: 0						
PO/InvoiceTotal:						\$1,237.96
Vendor Total:						\$1,237.96
Grand Total:						\$1,717.96

End of Report

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1272

05/25/2022

Fiscal Year: 2021-2022

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
BMO Mastercard-Mastercard Corp Client Pa						
Check Group:						
Carlos Cookies - Cookies		1 0		050522 - TM 5/5/2022	10.5.2410.4000.100.0000	\$158.12
Amazon - Supplies		1 0		050522 - TM 5/5/2022	10.5.1001.4000.100.0000	\$82.23
Amazon - Supplies Refund		1 0		050522 - TM 5/5/2022	10.5.1001.4000.100.0000	(\$82.23)
Carlos Cookies - Credit for tax charged		1 0		050522 - TM 5/5/2022	10.5.2410.4000.100.0000	(\$2.72)
Amzaon - Student Council		1 0		050522 - TM SAct 5/5/2022	10.5.1001.4000.100.0000	\$100.00
Amazon - Student Council		1 0		050522 - TM SAct 5/5/2022	10.5.1001.4000.100.0000	\$4.59
Westmont Yard - Special Olympics field rental		1 0		050522- ST SAct 5/5/2022	10.5.1002.4000.200.0000	\$87.50
Walgreens - Student Council FNL supplies for 4/29		1 0		050522- ST SAct 5/5/2022	10.5.1002.4000.200.0000	\$13.74
Walgreens - Student Council FNL supplies for 4/29		1 0		050522- ST SAct 5/5/2022	10.5.1002.4000.200.0000	\$17.81
OTC Brands - Student Council FNL supplies for 4/29		1 0		050522- ST SAct 5/5/2022	10.5.1002.4000.200.0000	\$50.97
Target - Student Council FNL supplies for 4/29		1 0		050522- ST SAct 5/5/2022	10.5.1002.4000.200.0000	\$50.00
Check #: 0						
Check Group: 20525404						
Home Depot - Supply Parts		1 0		050522-BC 5/5/2022	20.5.2540.4000.300.0000	\$6.78
Home Depot - Parts for AV Project		1 0		050522-BC 5/5/2022	20.5.2540.4000.300.0000	\$16.24

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1272

05/25/2022

Fiscal Year: 2021-2022

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Home Depot - Toolbox, Batteries, Ext. Cords		1	0	050522-BC 5/5/2022	20.5.2540.4000.300.0000	\$313.82
Home Depot - Parts/ES Window		1	0	050522-BC 5/5/2022	20.5.2540.4000.300.0000	\$51.40
Public Storage - Storage Unit Rental		1	0	050522-BC 5/5/2022	20.5.2540.3250.300.0000	\$1,411.00
Check #: 0						
Check Group:						
Rackspace - board email fee		1	0	050522-ES 5/5/2022	10.5.2310.6400.300.0000	\$65.00
IPA - Online Model Student Handbook		1	0	050522-ES 5/5/2022	10.5.2410.4000.200.0000	\$200.00
Amazon - ink cartridge		1	0	050522-ES 5/5/2022	10.5.2320.4000.300.0000	\$96.89
Chicago Tribune - monthly subscription		1	0	050522-ES 5/5/2022	10.5.2320.6400.300.0000	\$15.96
Amazon - books for staff development		1	0	050522-ES 5/5/2022	10.5.2213.4000.300.0000	\$143.80
Amazon - books for staff development		1	0	050522-ES 5/5/2022	10.5.2320.4000.300.0000	\$68.04
Microsoft - monthly charge for Microsoft Office licenses		1	0	050522-ES 5/5/2022	10.5.2225.6400.200.0000	\$51.02
Amazon - ink for postage machine		1	0	050522-ES 5/5/2022	20.5.2540.4000.300.0000	\$115.00
Dunkin Donuts - Superintendent's 2nd Cup meeting		1	0	050522-ES 5/5/2022	10.5.2320.4000.300.0000	\$35.98
Tree Ring - yearbooks		1	0	050522-ES 5/5/2022	10.5.2310.4000.300.0000	\$81.84
Tree Ring - yearbooks		1	0	050522-ES 5/5/2022	10.5.2310.4000.300.0000	\$27.28

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1272

05/25/2022

Fiscal Year: 2021-2022

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Tree Ring - yearbooks		1	0	050522-ES 5/5/2022	10.5.2310.4000.300.0000	\$68.56
Constant Contact - monthly subscription fee		1	0	050522-ES 5/5/2022	10.5.2320.4400.300.0000	\$45.00
Girls on the Run - buses for 5K		1	0	050522-ES 5/5/2022	40.5.2550.3311.300.0000	\$682.00
Dunkin Donuts - Superintendent 2nd Cup meeting		1	0	050522-ES 5/5/2022	10.5.2320.4000.300.0000	\$35.98
Tree Ring - yearbooks		1	0	050522-ES 5/5/2022	10.5.2320.4000.300.0000	\$44.42
Amazon - supplies for ribbon cutting		1	0	050522-ES 5/5/2022	10.5.2310.4000.300.0000	\$18.98
The Glass Fox - clocks for retirees		1	0	050522-ES 5/5/2022	10.5.2310.4000.300.0000	\$708.00
Engraving, Awards & Gifts - scissors for ribbon cutting		1	0	050522-ES 5/5/2022	10.5.2310.4000.300.0000	\$153.76
Walgreens - nurses supplies		1	0	050522-ST 5/5/2022	10.5.2130.4000.200.0000	\$40.74
Amazon - middle school supplies		1	0	050522-ST 5/5/2022	10.5.1002.4000.200.0000	\$35.85
Amazon - nurses supplies		1	0	050522-ST 5/5/2022	10.5.2130.4000.200.0000	\$50.94
Amazon - file folders, flash drive		1	0	050522-ST 5/5/2022	10.5.2520.4000.300.0000	\$38.21
Amazon - ELA supplies		1	0	050522-ST 5/5/2022	10.5.1002.4000.200.0000	\$15.78
Sam's Club - snacks for after school clubs		1	0	050522-ST 5/5/2022	10.5.1002.4000.200.0000	\$242.44
Sam's Club - nurses supplies		1	0	050522-ST 5/5/2022	10.5.2130.4000.200.0000	\$27.48

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1272

05/25/2022

Fiscal Year: 2021-2022

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Wilson Language - workshop registration		1	0	050522-ST 5/5/2022	10.5.1002.3320.200.0000	\$289.00
Wilson Language - workshop registration		1	0	050522-ST 5/5/2022	10.5.1002.3320.200.0000	\$289.00
Walgreens - middle school supplies		1	0	050522-ST 5/5/2022	10.5.1002.4000.200.0000	\$27.54
Check #: 0						
PO/InvoiceTotal:						\$5,993.74
Vendor Total:						\$5,993.74
WEX Health, Inc						
Check Group:						
April FSA Monthly Fee		1	0	0001520138-IN 4/30/2022	10.5.2520.3100.300.0000	\$76.50
Check #: 0						
PO/InvoiceTotal:						\$76.50
Vendor Total:						\$76.50
Grand Total:						\$6,070.24

End of Report

Parent/Student Handbook Amendment

6.50 - Cafeteria Rules and Procedures

Lunchroom Conduct

Students are expected to eat their lunch in an orderly manner, remain seated, and practice appropriate table manners. Only quiet talking is allowed. Students are not allowed to share or exchange food at lunch.

Lunch Procedures-Pleasantdale Elementary

Students who bring their own lunches to school are instructed to put them in the portable classroom lunch bins. This task is part of the morning classroom routine. At some time during the morning, the lunch bin is taken to the cafeteria so the lunches will be available when children come in from recess.

On occasion, students may forget to perform the task of putting their own lunch into the lunch bin during the morning classroom routine. Students will never go without food during lunch unless it is their choice. An organizational plan may be put into place for students who struggle with this process.

Considerations will be made for unique circumstances involving special diets, medical concerns, substitute teachers, field trips, assemblies, etc. that might cause changes in classroom and lunchroom routines.

Lunch Procedures-Pleasantdale Middle

Before their lunch period, students stop at their lockers to drop off books and pick up their lunches, if they are not buying them. Parents may drop off forgotten lunches in the office. The lunches will be delivered to the lunchroom and put on the stage for pick-up. Parents are encouraged to open an account with the school lunch program, providing students both with a primary meal plan and as a backup option. Food may not be delivered by outside vendors for students.

Recess Procedures-Pleasantdale Elementary

Students have outdoor recess whenever possible. Students perform better when they get outdoors, even if only for a few minutes. The office staff and principal will make the decision for recess based on the following:

- **Outdoor Recess** (~~15-20~~ 20 minutes)
 - 15 degrees F and higher (including wind chill)
- **Brief Outdoor Recess** (~~5~~-15 minutes)
 - 5-14 degrees F (including wind chill)
- **Half-day Recess** (+5 minutes)
 - 5-14 degrees F (including wind chill)
- **Inside Recess**
 - below 5 degrees F (including wind chill)

Student must have boots, gloves and snow pants to play in the snow. Those who don't must stay on the blacktop area. Parents should assist children in preparing and wearing appropriate clothing for the weather conditions. The school provides outdoor equipment for students to use at recess. For safety purposes, please do not bring equipment from home.

Rec/Study Hall-Pleasantdale Middle

Students have a recess option just prior to or just following their lunch period. **Fifth-grade students will receive an additional 15 recess.** There are also supported study hall options for students who choose this instead of recess. At times, students may be assigned study hall during this time.

- **Outdoor Recess**
 - 15 degrees F and higher (including wind chill)
- **Inside Recess**
 - below 15 degrees F (including wind chill)

6.30 - Student Discipline

As part of our district wide multi-tiered system of support (MTSS), the Pleasantdale Elementary School has established a three tiered Positive Behavior Support System (PBSS). PBSS is a systematic approach for implementing proactive schoolwide discipline. The purpose of PBSS is to improve school climate and prevent student problem behaviors across all school settings. Essential elements of our PBSS include: (1) building a culture within the whole school that will serve as a foundation for both social and academic success, (2) emphasizing early identification and prevention of problem behavior, (3) directly teaching appropriate social skills to all students, and modifying or rearranging the school context when necessary to prevent problem behavior, (4) using a three-tiered continuum of behavior support practices in order to prevent problem behavior, and (5) actively using data for decision-making.

All students receive the support they need for success based on a continuum of need and intensity. Our PBSS program uses:

- Student achievement data to inform instruction
- A problem-solving model
- A multi-tiered service delivery model
- Targeted interventions in addition to the core curriculum
- Regular progress monitoring

For special education students, please refer to page 41 of the Parent/Student handbook, section 10.20 “Discipline of Students with Disabilities,” for additional information.

Discipline Plans -- Pleasantdale Elementary

The Pleasantdale Elementary School community of staff and parents believes that each child is responsible for his/her behavior. Based on this belief:

- The role of parents and staff is to guide and assist students in making appropriate behavioral choices, and understanding that all actions have consequences.
- The student's role is to develop skills and strategies for coping with conflict, and to accept responsibility for his/her choices.
- Pleasantdale Elementary students will become responsible and respectful citizens through their efforts and the shared commitment of parents and staff.

Pleasantdale Elementary School maintains a building behavior plan, The Eagle Way. The Eagle Way must be followed at all school sponsored activities, including field trips and bus routes.

- The Eagle Way
 - Be respectful
 - Be responsible
 - Be safe
- Each teacher establishes a set of classroom rules and procedures. These rules are on display in the classroom for all to see. These classroom rules include hallway, bathroom, and recess guidelines.

- A system has been set up during lunch ~~and recess~~ called “Eagle’s Nest” for children who fail to follow the Eagle Way. The “Eagle’s Nest” is located in an office near the lunchroom and is supervised by a staff member. Parents will be notified unless the supervisors feel the infraction was minor and communication home not necessary. Students are given appropriate behavioral intervention ideas (“flight plan”) and skills so that negative behaviors do not become habitual.

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 3, 2022

TO: Board of Education

FROM: Mohsin Dada

RE: Voluntary Student Accident Medical & Dental Insurance Plan for FY 2023

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 are 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 2022

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: 6/8/2022 4:00:06 PM

Generated By: jban77

1. Contact Information for Person Completing This Form

Last Name*

Ban

Phone*

708 784 2177

First Name*

Jennifer

Middle
Initial

M

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 OpportunitiesEqual 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 2022-2023.* [1]

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

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

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

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.

3. Will the LEA braid funding?

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

No ▾ N/A

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

Indicate all that apply.

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

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

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

([count] of 7500 maximum characters used)

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. Funds are used to pay for a portion of a reading specialist (elementary school) and math specialist (middle school).

B. Title I, Part A - School Improvement Part 1003**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, SEL, instructional technology, differentiated instruction, and curriculum planning/support. Funds will be used to provide professional learning on these topics.

G. Title III - LIEP

Needs are determined through the analysis of annual ACCESS data, MAP data, and IAR data. Funds are used to provide professional development, parent education, and supplies and materials for supporting ELs.

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 23.

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 developmental 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.

M. Elementary and Secondary School Emergency Relief Grant II

The district has surveyed teachers to find out which educational tools have been most effective in support both an in-person and hybrid model of schooling for our students. We have also analyzed NWEA data, Fastbridge data, and SABERS data to determine the educational and social-emotional needs of our students.

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

Academic needs are determined through the analysis of NWEA data, IAR data, and Fastbridge data. Building needs are determined through a comprehensive building improvement plan.

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

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent

5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

6 = Title III, including LIEP and ISEP

7 = Title IV, Part A - Student Support and Academic Enrichment

8 = ESSER II

9 = ARP-LEA (ESSER III)

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

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

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

([count] of 7500 maximum characters used)

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 23 was held on June 13, 2022.

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 22 was held on June 3, 2021.

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. Our EL teachers hold informational meetings with our parents of English language learners 2-3 times per year to review the EL program, ACCESS information, and instructional strategies.

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. Our EL teachers hold informational meetings with our parents of English language learners 2-3 times per year to review the EL program, ACCESS information, and instructional strategies.

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](#)

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

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
Trinity Lutheran	<input type="checkbox"/>	<input type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="53"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No file chosen

Comments:

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 creating 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 capable of 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 creating 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 capable of 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.

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)

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.

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

([count] of 7500 maximum characters used)

The additional education assistance provided to students is dependent upon the student needs. While analysis of the assessment results help to determine the initial intervention, the interventionist is able to determine the intensity and speed of the instruction based on the individualized needs of the child. Depending on student needs, some interventions will work to fill a knowledge gap to provide a stronger understanding of prerequisite knowledge, while others will focus on additional exposure to current instruction. Interventions occur individually or in a small group format to target individual needs, heighten engagement, and structure conditions for learning. Connections made to life outside of school and student interest help to create a purpose for learning and strengthen understanding through motivation. While participating in the intervention, the teacher monitors the progress of the student in order to determine the effectiveness of the intervention and whether the instruction should follow the current path or a different intervention should be implemented. For our English language learners in the district, analysis of our ACCESS data indicates that students need more practice and support in the area of writing. Supplemental writing resources will be purchased to use with small groups based on ACCESS level and grade level bands.

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. For our English language learners in the district, analysis of our ACCESS data indicates that students need more practice and support in the area of writing. Supplemental writing resources will be purchased to use with small groups based on ACCESS level and grade level bands.

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.

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 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. For our English language learners in the district, our EL teachers will support students in the area of writing by working with small groups based on ACCESS data and grade level bands.

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. For our English language learners in the district, our EL teachers will support students in the area of writing by working with small groups based on ACCESS data and grade level bands.

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.

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

([count] of 7500 maximum characters used)

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

Response from the 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.

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

([count] of 7500 maximum characters used)

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

Response from the 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 creating 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 capable of 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.

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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 creating 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 capable of learning and implementing innovative strategies focused on improved student learning.

For each program for which funding is anticipated for the 2022-2023 school year, provide a brief description of professional development activities to be funded by 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

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 teach and administrators. Funds will also be used to pay for coaching support through MCMi. Funds will also be used to send teachers to workshops relating to differentiated instruction, instructional technology, and SEL.

G. Title III - LIEP

Funds will be used to send our EL teachers to the annual multilingual conference.

H. Title III - ISEP

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

NOT PROVIDING - Transfer to Title IIA

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 c current pairs.

L. IDEA, Part B - Preschool

NOT PROVIDING

M. Elementary and Secondary School Emergency Relief Grant II

Funds used to train teachers on the summer reading program resource.

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

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; IDEA, Part B Preschool; ESSER II; and/or ESSER III

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 creating 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 capable of 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](#)**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"/>	06/15/2022
2002 - PLEASANTDALE ELEMENTARY SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/15/2022

Describe anticipated Reorganizations: _____

If Title I funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use 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 creating 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 capable of 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.

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([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.

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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 comprehensive 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 needsThis 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 comprehensive 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 needsThis 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*
Parker	Beth	Director of Student Services	bparker@d107.org

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Sonntag	Griffin	Business Manager/CSBO/Director of Transportation	gsonntag@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.

06/15/2022

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

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

v01.2021

- 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: 06/08/2022
RCDT when agreed to: 06-016-1070-02

The Consistency Check must be successfully processed before you can submit your application.

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

Application was created on:

6/8/2022

Assurances were agreed to on:

6/8/2022

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

This Application has not been submitted

Page Review Status Instructions

Expand All

Consolidated District Plan

Page Status

**Open Page
for editing**

[Consolidated District Plan](#)

Contact Information			OPEN	<input type="checkbox"/>
Needs Assessment and Programs			OPEN	<input type="checkbox"/>
Plan Specifics				
Needs Assessment Impact		OPEN		<input type="checkbox"/>
Stakeholders		OPEN		<input type="checkbox"/>
Private Schools Participation		OPEN		<input type="checkbox"/>
Preschool Coordination		OPEN		<input type="checkbox"/>
Student Achievement		OPEN		<input type="checkbox"/>
College and Career		OPEN		<input type="checkbox"/>
Professional Development		OPEN		<input type="checkbox"/>
Safe Learning Environment		OPEN		<input type="checkbox"/>
Title I Specific Pages				
Title I Specific - Part One	OPEN	<input type="checkbox"/>		
Title I Specific - Part Two	OPEN	<input type="checkbox"/>		
IDEA Specific Requirements			OPEN	<input type="checkbox"/>
Foster Care Transportation				
Foster Care Plan Contacts	OPEN	<input type="checkbox"/>		
BID - School Stability	OPEN	<input type="checkbox"/>		
Foster Care Transportation Plan	OPEN	<input type="checkbox"/>		
Assurance Pages				
Plan Assurances		OPEN		<input type="checkbox"/>
State Assurances		OPEN		<input type="checkbox"/>
Debarment		OPEN		<input type="checkbox"/>
Lobbying		OPEN		<input type="checkbox"/>
GEPA 442		OPEN		<input type="checkbox"/>
AssurancesText		OPEN		<input type="checkbox"/>
Assurances		OPEN		<input type="checkbox"/>

Save

Selectable Application Print

Request Print Job

[_Consolidated District Plan](#)

Requested Print Jobs

[Requested by jban77 on 6/8/2022](#)

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: Mohsin Dada
Date: June 3, 2022
Re: Resolution - Transfer Interest to the Educational Fund, June 30, 2022

The Budget for Fiscal Year 2022 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, 2022.

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 on June 15, 2022, 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: Mohsin Dada

DATE: June 3, 2022

RE: Depositories FY 2023

It is recommended that the Board of Education approve the depositories for Pleasantdale School District 107. Funds for FY 2023 will be held by FNBC Bank & Trust; and BMO Harris Bank, Burr Ridge.

The authorized signers for FY 2023 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 Griffin Sonntag
BMO Harris Bank Burr Ridge	Friendship Fund - District Activity	Tousha Summers David Palzet
BMO Harris Bank Burr Ridge	Imprest Fund - District 107	Tousha Summers David Palzet
BMO Harris Bank Burr Ridge	Middle School - Activity	Jeanine Arundel Griffin Sonntag

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: Mohsin Dada

Date: June 3, 2022

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 from school 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 2022-2023 resolution.

Attachment: Informational Memo Resolution

Pleasantdale School District 107

RESOLUTION

To authorize the administration to continue free transportation for the school year 2022- 2023 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 2022-2023 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

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 15, 2022, and its meeting of August 17, 2022; and

WHEREAS, it is expected that the Board also will be obligated to make certain non-recurring, specified payments during 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 15, 2022, through August 17, 2022, 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&B

Section 2: The Township Treasurer is also hereby authorized to make payments, during the period of June 15, 2022, through August 17, 2022, 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 2022.

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 15th day of June, 2022, by the following roll call vote:

AYES:

NAY:

ABSENT:

APPROVED:

President, Board of Education

DATE: _____

ATTEST:

Secretary, Board of Education

DATE: _____

Attachment A
Recurring
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) Comcast
- 11) Discovery Benefits
- 12) E2 Services, Inc
- 14) Educational Benefit Cooperative
- 15) Franczek
- 16) Grand Prairie Transit
- 17) Groot Industries
- 18) Guardian - Appleton
- 19) IGS Energy
- 20) Just Right Landscaping Services
- 21) Konica Minolta Business Solutions
- 22) Kriha Law LLC
- 23) Loreen Pilster
- 24) Nextera Energy Services
- 25) Nicor Gas
- 26) Omni Group
- 27) Quadient Leasing USA, Inc
- 28) Reliance Standard Life Insurance Company
- 30) School District 107 Imprest Fund
- 31) TruGreen
- 32) Verizon
- 33) Village Of Burr Ridge
- 34) Village of Willow Springs
- 35) Wex Bank

Attachment B
Non Recurring
Vendor

- 1) Amazon Capital Services, Inc
- 2) Apple Computer, Inc
- 3) Apple Inc
- 4) ASCD
- 5) ATI Technologypartners
- 6) Birch Agency
- 7) Blackout Sealcoating, Inc
- 8) Brightly (formerly Dude Solutions)
- 9) BR Bleachers
- 10) Classwork Co
- 11) Climatemp
- 12) Edpuzzle, Inc
- 13) First Student
- 14) Frank Cooney Co
- 15) Fredriksen Fire Equipment
- 16) Frontline Technologies, Inc
- 17) Illinois Assoc of Sch Business Officials
- 18) Illinois Assoc of School Boards
- 19) Illinois School Services, Inc.
- 20) Johnson Floor Company, Inc.
- 21) Just A Dash Catering
- 22) LaGrange Area Dept Of Special Education
- 23) LaGrange Lock & Safe
- 24) MacGill
- 25) Midwest Mechanical
- 26) Monoprice Incorporated
- 27) Mystery Science, Inc
- 28) Nelson Fire Protection
- 29) NEUCO
- 30) Nikao Group, LLC
- 31) Past Due Invoices
- 32) Quinlan & Fabish
- 33) Quality Erectors 1, Inc
- 34) Raptor Technologies
- 35) Reimbursements
- 36) Scholastic Education
- 37) Seesaw
- 38) Skirmont Mechanical Contractors, Inc
- 39) Skynet Secutity
- 40) Skyward
- 41) TeachingBooks
- 42) Tyler Technologies

43) Veterans Floors Inc

44) Vista Learning, NFP

School Board

School District Governance

The District is governed by a School Board consisting of 7 members. The Board's powers and duties include the authority to adopt, enforce, and monitor all policies for the management and governance of the District's schools.

Official action by the Board may only occur at a duly called and legally conducted ~~meeting at which a quorum is physically present.~~ **Except as otherwise provided by the Open Meetings Act, a quorum must be physically present at the meeting.**

As stated in the Board member oath of office prescribed by the School Code, a Board member has no legal authority as an individual.

LEGAL REF.: 5 ILCS 120/1.02.
105 ILCS 5/10-1, 5/10-10, 5/10-12, 5/10-16.5, 5/10-16.7, and 5/10-20.5.

ADOPTED: June 20, 2012

REVISED: June 15, 2022

School Board

Powers and Duties of the School Board

The major powers and duties of the School Board include, but are not limited to:

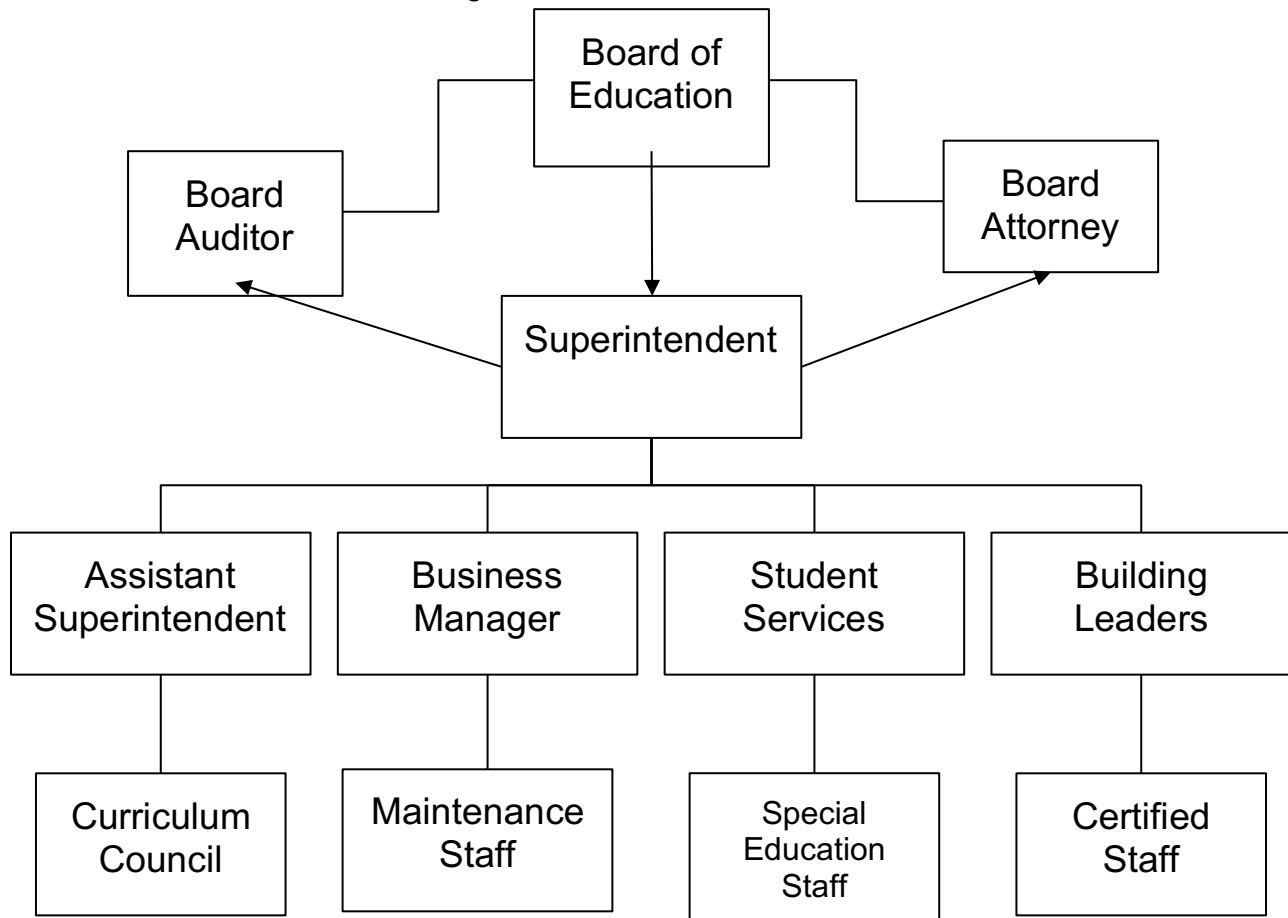
1. Organizing the Board after each consolidated election by electing officers and establishing its regular meeting schedule and, thereafter, taking action during lawfully called meetings to faithfully fulfill the Board's responsibilities in accordance with State and federal law.
2. Formulating, adopting, and modifying Board policies, at its sole discretion, subject only to mandatory collective bargaining agreements and State and federal law.
3. Employing a Superintendent and other personnel, making employment decisions, dismissing personnel, and establishing an equal employment opportunity policy that prohibits unlawful discrimination.
4. Directing, through policy, the Superintendent, in his or her charge of the District's administration.
5. Approving the annual budget, tax levies, major expenditures, payment of obligations, annual audit, and other aspects of the District's financial operation; and making available a statement of financial affairs as provided in State law.
6. Entering contracts using the public bidding procedure when required.
7. ~~Indemnifying, protecting, and insuring against any loss or liability of the School District, Board members, employees, and agents as provided or authorized by State law.~~
8. Providing, constructing, controlling, and maintaining adequate physical facilities; making school buildings available for use as civil defense shelters; and establishing a resource conservation policy.
9. Establishing an equal educational opportunities policy that prohibits unlawful discrimination.
10. Approving the curriculum, textbooks, and educational services.
11. Evaluating the educational program and approving School Improvement and District Improvement Plans.
12. Presenting the District report card and School report card(s) to parents/guardians and the community; these documents report District, School and student performance.
13. Establishing and supporting student ~~discipline~~ **behavior** policies designed to maintain an environment conducive to learning, including deciding individual student suspension or expulsion cases brought before it.
14. Establishing attendance units within the District and assigning students to the schools.
15. Establishing the school year.
16. Requiring a moment of silence to recognize veterans during any type of school event held at a District school on November 11.
17. Providing student transportation services **pursuant to State law**.
18. Entering into joint agreements with other boards to establish cooperative educational programs or provide educational facilities.
19. Complying with requirements in the Abused and Neglected Child Reporting Act. Specifically, each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in the Act, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with the Act's requirements concerning the reporting of child abuse.

20. Notifying the State Superintendent of Education promptly and in writing of the name of a licensed teacher who was convicted of a felony, along with the conviction and the name and location of the court where the conviction occurred.
21. Notifying the Teachers' Retirement System (TRS) of the State of Illinois Board of Trustees promptly and in writing when it learns that a teacher as defined in the Illinois Pension Code was convicted of a felony, along with the name and location of the court where the conviction occurred, and the case number assigned by the court at conviction.
22. Communicating the schools' activities and operations to the community and representing the needs and desires of the community in educational matters.

Indemnification

To the extent allowed by law, the Board shall defend, indemnify, and hold harmless School Board members, employees, volunteer personnel (pursuant to 105 ILCS 5/10-22.34, 10-22.34a and 10-22.34b), mentors of certified staff (pursuant to 105 ILCS 5/2-3.53a, 2-3.53b, and 105 ILCS 5/21A-5 et. seq.), and student teachers who, in the course of discharging their official duties imposed or authorized by law, are sued as parties in a legal proceeding. Nothing herein, however, shall be construed as obligating the Board to defend, indemnify, or hold harmless any person who engages in criminal activity, official misconduct, fraud, intentional or willful and wanton misconduct, or acts beyond the authority properly vested in the individual.

Pleasantdale School District 107 Organizational Chart:



LEGAL REF.: 105 ILCS 5/2-3.25d, 5/10, 5/17-1, and 5/27-1.
115 ILCS 5/
325 ILCS 5/4.

ADOPTED: May 21, 2014

REVISED: April 15, 2015; September 18, 2019; **June 15, 2022**

School Board

Board Member Development

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

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

Board Self-Evaluation

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

Mandatory Board Member Training

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

1. Each Board member elected or appointed to fill a vacancy of at least one year's duration must complete at least four hours of professional development leadership training in education and labor law, financial oversight and accountability, and fiduciary responsibilities **and (beginning in the fall of 2023) trauma-informed practices for students and staff** within the first year of his or her first term.
2. Each Board member must complete training on the Open Meetings Act no later than 90 days after taking the oath of office for the first time. After completing the training, each Board member must file a copy of the certificate of completion with the Board. Training on the Open Meetings Act is only required once.
3. Each Board member must complete a training program on evaluations under the Performance Evaluation Reform Act (PERA) before participating in a vote on a tenured teacher's dismissal using the optional alternative evaluation dismissal process. This dismissal process is available after the District's PERA implementation date.

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

New Board Member Orientation

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

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

Candidates

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

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

ADOPTED: June 16, 2010

REVISED: June 20, 2012; May 21, 2014; May 17, 2017; May 15, 2019; **June 15, 2022**

School Board

Board Member Compensation; Expenses

Board Member Compensation Prohibited

School Board members provide volunteer service to the community and may not receive compensation for services, except that a Board member serving as the Board Secretary may be paid an amount up to the statutory limit if the Board so provides.

Roll Call Vote

All Board member expense requests for travel, meals, and/or lodging must be approved by roll call vote at an open meeting of the Board.

Regulation of School District Expenses

The Board regulates the reimbursement of all travel, meal, and lodging expenses in the District by resolution. No later than approval of the annual budget and when necessary, the Superintendent will recommend a maximum allowable reimbursement amount for expenses to be included in the resolution. The recommended amount should be based upon the District's budget and other financial considerations.

Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the Board member, (2) anyone's personal expenses, or (3) entertainment expenses. Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event.

Exceeding the Maximum Allowable Reimbursement Amount(s)

All requests for expense advancements, reimbursements, and/or purchase orders that exceed the maximum allowable reimbursement amount set by the Board may only be approved by it when:

1. The Board's resolution to regulate expenses allows for such approval;
2. An emergency or other extraordinary circumstance exists; and
3. The request is approved by a roll call vote at an open Board meeting.

Advancements

The Board may advance to its members actual and necessary expenses to be incurred while attending:

1. Meetings sponsored by the Illinois State Board of Education or by the Regional Superintendent of Schools;
2. County or regional meetings and the annual meeting sponsored by any school board association complying with Article 23 of the School Code; and
3. Meetings sponsored by a national organization in the field of public school education.

Expense advancement requests must be submitted to the Superintendent or designee on the Board's standardized estimated expense approval form. After spending expense advancements, Board members must use the Board's standardized expense reimbursement form and submit to the Superintendent: (a) the itemized, signed advancement voucher that was issued, and (b) the amount of

actual expenses by attaching receipts. A Board member must return to the District any portion of an expense advancement not used. If an expense advancement is not requested, expense reimbursements may be issued by the Board to its members for the activities listed in numbers one through three, above, along with registration fees or tuition for a course(s) that allowed compliance with the mandatory trainings described in policy 2:120, *Board Member Development* and other professional development opportunities that are encouraged by the School Code (see the **Reimbursements and Purchase Orders** subhead, below). Expense advancements and vouchers shall be presented to the Board in its regular bill process.

Reimbursements and Purchase Orders

Expense reimbursement is not guaranteed and, when possible, Board members should seek pre-approval of expenses by providing an estimation of expenses on the Board's standardized estimated expense approval form, except in situations when the expense is diminutive. When pre-approval is not sought, Board members must seek reimbursement on the Board's standardized expense reimbursement form. Expense reimbursements and purchase orders shall be presented to the Board in its regular bill process.

Credit and Procurement Cards

Credit and procurement cards shall not be issued to Board members.

Standardized Expense Form(s) Required

All requests for expense advancement, reimbursement, and/or purchase orders in the District must be submitted on the appropriate itemized, signed standardized form(s). The form(s) must show the following information:

1. The amount of the estimated or actual expense, with attached receipts for actual incurred expenses.
2. The name and office of the Board member who is requesting the expense advancement or reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense advancement or reimbursement will be or was expended.
4. The nature of the official business conducted when the expense advancement or reimbursement will be or was expended.

Types of Official Business for Expense Advancements, Reimbursements, and Purchase Orders

1. Registration. When possible, registration fees will be paid by the District in advance.
2. Travel. The least expensive method of travel will be used, providing that no hardship will be caused to the Board member. Board members will be reimbursed for:
 - a. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. **Fees for the first checked bag will be reimbursed.** The emergency circumstances must be explained on the expense form and Board approval of the additional expense is required. Copies of airline tickets must be attached to the expense form.

- b. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.
 - c. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
 - d. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
 - e. Taxis, airport limousines, **ride sharing**, or other local transportation costs.
3. Meals. Meals charged to the School District should represent mid-fare selections for the hotel/meeting facility or general area, consistent with the maximum allowable reimbursement amount set by the Board. Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.
 4. Lodging. Board members should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Board members should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.
 5. Miscellaneous Expenses. Board members may seek reimbursement for other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense form, attaching receipts.

Additional Requirements for Travel Expenses Charged to Federal and State Grants

All Board member expenses for travel charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act (30 ILCS 708/) must comply with Board policy 5:60, *Expenses*, and its implementing procedures. Travel expenses include costs for transportation, lodging, meals, and related items.

LEGAL REF.: 105 ILCS 5/10-20 and 5/10-22.32.
Local Government Travel Expense Control Act, 50 ILCS 150/.

ADOPTED: December 21, 2016

REVISED: September 16, 2020; **June 15, 2022**

School Board

Board-Superintendent Relationship

The School Board directs, through policy, the Superintendent in his or her charge of the administration of the District by delegating its authority to operate the District and provide leadership to the staff. The School Board employs and evaluates the Superintendent and holds him or her responsible for the operation of the District in accordance with Board policies and State and federal law.

The Board-Superintendent relationship is based on mutual respect for their complementary roles. The relationship requires clear communication of expectations regarding the duties and responsibilities of both the Board and Superintendent.

The Board considers the recommendations of the Superintendent as the District's Chief Executive Officer. The Board adopts policies necessary to provide general direction for the District and to encourage achievement of District goals. The Superintendent develops plans, programs, and procedures needed to implement the policies and directs the District's operations.

LEGAL REF.: 105 ILCS 5/10-16.7 and 5/10-21.4.

APPROVED: April 15, 2015; June 15, 2022

School Board

Communications To and From the Board

Staff members, parents, and community members should submit questions or communications for the School Board's possible consideration to the Superintendent. ~~The Board will have a single address (board@d107.org) that includes all Board members. Additionally, the Board will have an email address (governanceteam@d107.org) that includes all Board members and the Superintendent. The Board will have a single and published email address. The Superintendent will disseminate all communication sent to this address to all Board members.~~ The Superintendent shall provide the Board, when appropriate, his or her feedback regarding the matter. If contacted individually, Board members will refer the person to the appropriate level of authority, except in unusual situations. Board members' questions or communications to staff or about programs will be channeled through the Superintendent's office. Board members will not take private action that might compromise the Board or District. There is no expectation of privacy for any communication sent to the Board or its members individually, whether sent by letter, email, or other means.

The Superintendent or designee shall ensure that the home page of the District's website contains an active electronic link to the email addresses for the School Board.

If contacted individually, Board members will refer the person to the appropriate level of authority, except in unusual situations. Board members' questions or communications to staff or about programs will be channeled through the Superintendent's office. Board members will not take individual action that might compromise the Board or District. ~~There is no expectation of privacy for any communication sent to the Board or its members, whether sent by letter, email, or other means.~~

Board Member Use of Electronic Communications

For purposes of this section, *electronic communications* includes, without limitation, electronic mail, electronic chat, instant messaging, texting, and any form of social networking. Electronic communications among a majority or more of a Board-quorum shall not be used for the purpose of discussing District business. Electronic communications among Board members shall be limited to: (1) disseminating information, and (2) messages not involving deliberation, debate, or decision-making. The following list contains examples of permissible electronic communications:

- Agenda item suggestions
- Reminders regarding meeting times, dates, and places
- Board meeting agendas or information concerning agenda items
- Individual emails to community members, subject to the other limitations in this policy

In accordance with the Open Meetings Act and the Oath of Office taken by Board members, individual Board members will not (a) reply to an email on behalf of the entire Board, or (b) engage in the discussion of District business through electronic communications with a majority of a Board-quorum.

LEGAL REF.: 5 ILCS 120/, Open Meetings Act
50 ILCS 205/20., Local Records Act

ADOPTED: June 18, 2008

REVISED: June 20, 2012; October 17, 2012; April 15, 2015; September 16, 2020; **June 15, 2022**

School Board

Board Attorney

The School Board may ~~enter into an agreement for~~ **retain** legal services with ~~a specific~~ **one or more** attorneys or law firms **to be the Board Attorney(s)**. The Board Attorney represents the School Board in its capacity as the governing body for the School District. The Board Attorney shall not represent another client if the representation involves a concurrent conflict of interest, unless permitted by the Ill. Rules of Professional Conduct adopted by the Ill. Supreme Court. The Board Attorney serves on a retainer or other fee arrangement as determined in advance. The Board Attorney will provide services as described in the agreement for legal services. The District will only pay for legal services that are provided in accordance with the agreement for legal services or are otherwise authorized by this policy or a majority of the Board.

The Superintendent, his or her designee, or Board President, are authorized to confer with and/or seek the legal advice of the Board Attorney. The Board may authorize a specific member to confer with legal counsel on its behalf.

The Superintendent may authorize the Board Attorney to represent the District in any legal matter until the Board has an opportunity to consider the matter.

The Board retains the right to consult with or employ other attorneys and to terminate the service of any attorney.

ADOPTED: June 18, 2008

REVISED: May 18, 2016; **June 15, 2023**

School Board

Types of School Board Meetings

General

For all meetings of the School Board and its committees, the Superintendent or designee shall satisfy all notice and posting requirements contained herein as well as in the Open Meetings Act. This shall include mailing meeting notifications to news media that have officially requested them and to others as approved by the Board. Unless otherwise specified, all meetings are held in the District's main office. Board policy 2:220, *School Board Meeting Procedure*, governs meeting quorum requirements.

The Superintendent is designated on behalf of the Board and each Board committee to receive the training on compliance with Open Meetings Act that is required by Section 1.05(a) of that Act. The Superintendent may identify other employees to receive the training. Each Board member must complete a course on training on the Open Meetings Act as required by Section 1.05(b) or (c) of that Act.

Regular Meetings

The Board announces the time and place for its regular meetings ~~at the beginning of each fiscal year.~~ **at the organizational meeting each odd numbered year in March.** The Superintendent shall prepare and make available the calendar of regular Board meetings. Meeting dates may be changed with 10 days' notice in accordance with State law.

A meeting agenda shall be posted at the District's main office and the Board's meeting room, or other location where the meeting is to be held, at least 48 hours before the meeting. Items not specifically on the agenda may still be considered during the meeting.

Closed Meetings

The Board and Board committees may meet in a closed meeting to consider the following subjects:

1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1). However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with [the Open Meetings Act]. 5 ILCS 120/2(c)(1), amended by P.A. 99-646.
2. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).
3. The selection of a person to fill a public office, as defined in the Open Meetings Act, including a vacancy in a public office, when the public body is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the public body is given power to remove the occupant under law or ordinance. 5 ILCS 120/2(c)(3).
4. Evidence or testimony presented in open hearing, or in closed hearing where specifically authorized by law, to a quasi-adjudicative body, as defined in the Open Meetings Act, provided that the body prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4).
5. The purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired. 5 ILCS 120/2(c)(5).

6. The setting of a price for sale or lease of property owned by the public body. 5 ILCS 120/2(c)(6).
7. The sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7).
8. Security procedures and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. 5 ILCS 120/2(c)(8).
9. Student disciplinary cases. 5 ILCS 120/2(c)(9).
10. The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c)(10).
11. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/2(c)(11).
12. The establishment of reserves or settlement of claims as provided in the Local Governmental and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the public body or any intergovernmental risk management association or self insurance pool of which the public body is a member. 5 ILCS 120/2(c)(12).
13. Self-evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the public body is a member. 5 ILCS 120/2(c)(16).
14. Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 5 ILCS 120/2(c)(21).
15. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. 5 ILCS 120/2(c)(28).

The Board may hold a closed meeting, or close a portion of a meeting, by a majority vote of a quorum, taken at an open meeting. The vote of each Board member present, and the reason for the closed meeting, will be publicly disclosed at the time of the meeting and clearly stated in the motion and the meeting minutes.

A single motion calling for a series of closed meetings may be adopted when such meetings will involve the same particular matters and are scheduled to be held within 3 months of the vote.

No final Board action will be taken at a closed meeting.

Reconvened or Rescheduled Meetings

A meeting may be rescheduled or reconvened. Public notice of a rescheduled or reconvened meeting shall be given in the same manner as that for a special meeting, except that no public notice is required when the original meeting is open to the public and: (1) is to be reconvened within 24 hours, or (2) an announcement of the time and place of the reconvened meeting was made at the original meeting and there is no change in the agenda.

Special Meetings

Special meetings may be called by the President or by any 3 members of the Board by giving notice thereof, in writing, stating the time, place, and purpose of the meeting to remaining Board members by mail at least 48 hours before the meeting, or by personal service at least 24 hours before the meeting.

Public notice of a special meeting is given by posting a notice at the District's main office at least 48 hours before the meeting and by notifying the news media that have filed a written request for notice. A meeting agenda shall accompany the notice.

~~No matters will be discussed, considered, or brought before the Board at any special meeting other than such matters as were included in the stated purpose of the meeting.~~ All matters discussed by the Board at any special meeting must be related to a subject on the meeting agenda.

Emergency Meetings

Public notice of emergency meetings shall be given as soon as practical, but in any event, before the meeting to news media that have filed a written request for notice.

Posting on the District Website

In addition to the other notices specified in this policy, the Superintendent or designee shall post the following on the District website: (1) the annual schedule of regular meetings, which shall remain posted until the Board approves a new schedule of regular meetings; (2) a public notice of all Board meetings; and (3) the agenda for each regular meeting which shall remain posted until the regular meeting is concluded.

LEGAL REF.: 5 ILCS 120/, Open Meeting Act.
5 ILCS 140/, Freedom of Information Act.
105 ILCS 5/10-6 and 5/10-16.

ADOPTED: June 18, 2008

REVISED: June 16, 2010; June 20, 2012; May 17, 2017; June 15, 2022

Board of Education

Uniform Grievance Procedure

The Board desires that complaints brought by students, parents/guardians, employees, or community members be resolved through a fair and equitable process. To promote the effective processing of grievances, therefore, the procedure outlined below should be followed when authorized by Board Policy or when a complaint involves any of the following: A student, parent/guardian, employee or community member should notify any District Complaint Manager if he or she believes that the School Board, its employees, or its agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or have a complaint regarding any one of the following:

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

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

Right to Pursue Other Remedies Not Impaired

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

Deadlines

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

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a

complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

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

Investigation

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

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

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

The Superintendent will keep the Board informed of all complaints.

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

Decision and Appeal

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

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

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

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

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

Appointing Nondiscrimination Coordinator and Complaint Managers

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

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

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

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

Nondiscrimination Coordinator:

Dave Palzet

Name

7450 S. Wolf Road, Burr Ridge, IL 60527

Address

dpalzet@d107.org

Email

708-784-2170

Telephone

Complaint Managers:

Dave Palzet

Name

7450 S. Wolf Road, Burr Ridge, IL 60527

Address

dpalzet@d107.org

Email

708-784-2170

Telephone

Jennifer Ban

Name

7450 S. Wolf Road, Burr Ridge, IL 60527

Address

jban@d107.org

Email

708-784-2177

Telephone

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

APPROVED: April 18, 2012

REVISED: February 19, 2014; May 18, 2016; May 16, 2018; May 15, 2019; June 15, 2022

Personnel Report

June 15, 2022

1. Retirement of Personnel:

The Superintendent received no letters of intent to retire from staff.

Recommendation:

None

2. Resignation of Personnel:

The Superintendent received letters of resignation from Katie Dittrich (Aide at PES), Kornelia Cesarz (Part-time orchestra teacher).

Recommendation:

That the Board of Education approves the resignation of, Katie Dittrich and Kornelia Cesarz effective June 15, 2022.

3. Employment of Personnel

Administration is recommending the hiring of Elisa Janusz-Hartman as a special education teacher at PES at a rate of \$58,124 (MA12); Tousha Summers as the Superintendent's Secretary at a rate of \$58,000. The continued employment of the superintendent with a base salary increase of 3% per his contract and a \$7500 bonus for successful completion of goals.

Recommendation:

The Board of Education approves the employment of Elisa Janusz-Hartman as a special education teacher at PES at a rate of \$58,124 (MA12); Tousha Summers as the Superintendent's Secretary at a rate of \$58,000. The continued employment of the superintendent with a base salary increase of 3% per his contract and a \$7500 bonus for successful completion of goals.

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



Pleasantdale Middle School
7450 S. Wolf Road
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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

TO: The Board of Education (Pleasantdale SD 107)
FROM: Dr. Dave Palzet
RE: 2022-2025 Professional Agreement with the Teacher’s Association of Pleasantdale
DATE: June 15, 2022

During the 2021-22 school year the Board of Education and the Teacher’s Association of Pleasantdale engaged in collective bargaining. The bargaining teams met to organize future bargaining sessions and discuss the scope of bargaining on May 11, 2022. The teams came together to begin the process on May 23, 2022. At that meeting, the teams agreed to a tentative agreement for the years 2022-23, 2023-24, and 2024-25. Below is a summary of the issues addressed during bargaining and the outcome of each issue. Attached you will find a full copy of the collective bargaining agreement that was ratified by staff by a vote of 61-4 (93%).

Scope of bargaining and outcome:

Scope of Bargaining	Outcome of Bargaining
Section 3.3: Plan Time	Compensation for loss of planning is frozen at \$41.92 for the term of the contract
Section 3.4: Lunch Period	No change will be made to the length of the lunch periods for either teachers or ESPs.
Section 3.5: Teacher Lunch Duty	Compensation for teacher lunch duty will remain at \$7000 for the term of the contract
Section 6.1: Basic Compensation	<p>Certified staff will receive salary increases of 5% (2022-23), 5% (2023-24), and 4.5% (2024-25). These increases are aligned with district revenue and reflect higher inflation.</p> <p>ESP (hourly) staff will receive an additional \$2.00 in 2022-23, 5% in 2023-24, and 4.5% in 2024-25. Any ESP who would make less than a new employee will receive an additional \$.50 per hour.</p>
Section 6.2: Tuition Reimbursement and Educational Advancement (Horizontal Movement)	The compensation for tuition reimbursement will remain frozen for the term of the contract. Additionally, lane advancement or horizontal movement will be frozen for the term of the contract. An additional horizontal lane (Masters + 60/PhD) will be added to the contract.
Section 6.4 In District Workshop Credit	Compensation for in-district workshop credit will remain at the current rate of \$51.78 for the term of the contract.
Section 6.5: Payment for	Compensation for planning, in-service work, summer academy,

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<p>Planning, In-service Work, Summer Academy, and Mandatory/Non-Mandatory Meetings</p>	<p>and mandatory/non-mandatory meetings will remain at the current rate of \$51.78 for the term of the contract.</p>
<p>Section 7.1: Hospitalization/Dental and Life Insurance</p>	<p>No changes to the Board paid portion of the hospitalization, dental, or life insurance.</p>
<p>Section 7.4: Compensation for Extracurricular Duties</p>	<p>Compensation for extracurricular duties will remain frozen for the term of the contract.</p>
<p>Section 7.5: Supplemental Retirement Program</p>	<p>No changes will be made to the Supplemental Retirement Program</p>
<p>Section 8.2: Sick Leave Bank</p>	<p>The Teacher's Association of Pleasantdale will be solely responsible for the management of the Sick Bank.</p>

PROFESSIONAL AGREEMENT

**THE BOARD OF EDUCATION
SCHOOL DISTRICT 107
COOK COUNTY, ILLINOIS**

and

**TEACHERS ASSOCIATION OF PLEASANTDALE
IEA/NEA**

2022-2025

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ARTICLE I
RECOGNITION

1.1 Recognition

The Board of Education of Pleasantdale School District No. 107 (hereinafter “Board”) hereby recognizes the Teachers Association of Pleasantdale, hereinafter “Association,” affiliated with the Illinois Education Association and the National Education Association, as the exclusive bargaining representative and sole representative for all full-time and regularly employed part-time teachers and educational support personnel employed by Pleasantdale School District No. 107. Excluded are the Superintendent, Assistant Superintendent for Teaching and Learning, Principals, Assistant Principals, Secretary to the Superintendent, Bookkeeper, Business Manager, Director of Special Education, Technology Support Specialist(s), Maintenance Director and all supervisory, confidential, managerial, and short-term employees as defined in the Illinois Educational Labor Relations Act.

1.2 Definitions

- A. The term “employee,” when used hereinafter in the Agreement, shall refer to all employees in the bargaining unit described in Section 1.1 above.
- B. The term “teacher,” when used hereinafter in this Agreement, shall refer to all employees of the District regularly required to be licensed under the provisions of Article 21 of The School Code relating to the licensure of teachers.
- C. The term “educational support personnel” or “ESP,” when used hereinafter in this Agreement, includes all non-certified employees, including those who may have, but are not required to have, a teaching certificate by job description or actual duties.
- D. A “school year employee” refers to an ESP whose employment position requires him/her to work the teacher’s schedule or fewer days and whose employment follows the school calendar for students, rather than a fiscal or twelve (12) month calendar.
- E. A “twelve-month employee” refers to an ESP whose employment position requires him/her to work on an annual fiscal or twelve-month basis, not related to the school calendar for students.
- F. The definition of “days,” when used in this Agreement, shall refer to the school days (employee workdays), unless otherwise stated. After the close of the school term, “days” shall mean weekdays (Monday through Friday, excluding legal holidays).

ARTICLE II NEGOTIATIONS PROCEDURE

2.1 Commencement of Negotiations

Negotiations shall begin no later than March 15, unless both parties agree to an alternate date. Meetings will be held as necessary at times and places agreed to by both parties.

2.2 Tentative Agreements

During negotiations, tentatively agreed-upon material by the Board and the Association shall be signed prior to adjournment of the meeting at which such tentative agreement was reached. When the Association and Board reach a tentative agreement on all matters being negotiated, they will be reduced to writing and shall be submitted to the membership of the Association and to the Board for official ratification or approval, or disapproval.

2.3 Mediation

It is agreed that the parties will jointly request the Federal Mediation and Conciliation Service (FMCS) if either party to this Agreement determines that the assistance of a mediator would be helpful. Should FMCS be unavailable, the parties shall immediately commence discussion as to a replacement. In the event the parties cannot agree upon a replacement, the Illinois Educational Labor Relations Board shall be notified.

2.4 Printing of Contract

Within thirty (30) days after the Agreement is signed, copies of this Agreement shall be printed, the expense of which shall be shared equally by the Board and the Association.

ARTICLE III
WORK DUTIES, RESPONSIBILITIES, AND CONDITIONS

3.1 Teaching Assignments

All teachers shall be given written notice of their tentative teaching assignments for the forthcoming year no later than the last week of the current school year. This written notice shall include subject and/or grade level and building.

When a change in assignment becomes necessary after the school term ends, an attempt shall be made to contact the teacher whose assignment is changed within five (5) days of the decision to make a change in assignment. The administration shall attempt to notify the teacher by telephone and by certified letter informing him/her of the change, using the phone number and address on file in the school office. A copy of the correspondence shall be given to the Association.

3.2 Job Share Program

For the term of this Agreement, the Board may implement a job share program for teachers in accordance with the agreed parameters indicated below.

Job share shall be subject to the following terms and conditions:

- A. Job share shall be defined as two (2) teachers sharing the responsibility of a single full-time teaching position. Any teacher who wishes to participate in the program must find a job share partner who is a current teacher employed by the School District and who is acceptable to the Building Principal, Superintendent, and the Board with approval of all three (3) being necessary.
- B. A written proposal to job share must be received by the Building Principal, Superintendent, and the Board by February 1 of the year preceding the intended job share. The proposal must include a detailed plan for sharing teaching responsibilities. The plan must include, but not be limited to, specific instructional responsibilities, substitution procedures, schedule of work hours and/or days, attendance at staff and District meetings, or Institute Days, other after-hours obligations, Parent/Teacher Conferences, field trips, and any other duties and responsibilities deemed appropriate by the Building Principal, Superintendent, and/or the Board. The plan will be reviewed by the Building Principal and Superintendent and returned to the teachers for revision if requested. Approval or denial of the job share proposal shall be provided by May 1.
- C. The Superintendent may approve work hours in excess of those stipulated in the approved plan for a limited period of time and the teacher shall be compensated for the additional hours at his/her per diem rate. The approval of additional work hours shall not be precedential setting.

- D. All teachers in an approved job-share program will be considered part-time employees. Each participating teacher in a job share arrangement shall receive prorated salary as set forth in the Professional Agreement for part-time teachers.
- E. Tenured teachers who submit a proposal and are approved to job share shall not have their tenure status affected, but will accrue service credit and seniority service on a prorated basis. Non-Tenured teachers who submit a proposal and are approved for this program acknowledge that the contractual continued service provisions of the Illinois School Code (Article 24) shall affect acquisition of tenure. Non-Tenured teachers who have not acquired tenure at the time of the job share are not eligible for tenure by law due to part-time status.
- F. Teachers who job share shall make reasonable efforts to substitute for one another in situations where advance notice of an absence is given. In cases where no advance notice is given, compensation for substituting will be paid at the regular substitute rate of pay. If the substituting services exceed five (5) consecutive school days, the teacher shall be paid at his/her regular per diem rate of pay. Job share teachers must report absences through the District absence management system.
- G. The duration of any approved job-sharing arrangement is for one (1) full school year only unless otherwise approved by the Board.
- H. If job share teachers desire to continue in a job share arrangement beyond the approved year, they must provide written notice to the Superintendent no later than February 1. The decision to grant or deny any extension of a job share arrangement beyond one (1) school year shall be determined solely by the Building Principal, Superintendent, and the Board. The decision shall not create a precedent with respect to granting or denying such request and shall not be subject to the contractual grievance procedure.
- I. If one (1) of the participating job share teachers resigns, requests a leave of absence, or otherwise cannot fulfill obligations after approval of the job share plan, the other job share teacher may be, at sole discretion of the Superintendent, required to resume full-time employment at the applicable salary rate, prorated accordingly. If such a request is necessary the affected job share teacher must return to the full-time position or resign.
- J. The Board specifically states that there is no assurance that any job share proposal will be approved for any school year.
- K. Participant teachers will not receive any health care benefits while participating as part-time employees.

3.3 Plan Time

A. Teachers

1. Elementary School Teachers

All elementary school teachers shall have a minimum of four hundred (400) minutes of plan time per full school week. Each elementary school teacher shall have two (2) plan periods per day totaling a minimum of seventy (70) minutes. One (1) of the daily plan periods will be a minimum of forty (40) consecutive minutes, and the other will be at least (30) thirty consecutive minutes. One (1) plan period will be for district-directed professional development/cooperative team planning and one (1) for individual planning. Part time elementary staff will have their plan time pro-rated. Elementary school teachers shall inform the school office prior to leaving the building during plan time.

Prior to scheduling an elementary school teacher to attend a meeting during his/her assigned individual plan time, the following steps will be considered: 1) the Building Principal will work with the teachers and all other attendees to avoid the scheduling of a meeting during a teacher's assigned individual plan time; 2) if there is no other time to complete the meeting, the Building Principal will work with the teacher and his/her schedule to find minutes to which could be used for the missed individual plan time, including rescheduling the plan time on a different day within a week's time. The use of the district-directed professional development/cooperative team plan time shall only be used as a last resort and when no other meetings have been previously scheduled; 3) if the meeting and/or rescheduled plan time cannot be mutually agreed upon, the Building Principal shall notify the Superintendent and the Association President and together they will work to resolution; and 4) if no resolution can be mutually agreed upon, the teacher shall complete the requested activity/training/meeting, etc., and shall be paid a prorated amount of the hourly rate as set forth herein Subsection 3.

Nothing prohibits the Administration from scheduling the meeting if it is at the request of a parent who did not provide other options and/or if the steps above have been met.

No decision as a result of this Section 1 shall be subject to the grievance procedures set forth in Article IX.

2. Middle School Teachers

All middle school teachers shall have a minimum of four hundred (400) minutes of plan time per week. Each middle school teacher shall have two (2) plan periods per day. One (1) plan period will be for district-directed professional development/cooperative team planning and one (1) for individual planning. Part

time middle school staff will have their plan time pro-rated. Middle school teachers shall inform the school office prior to leaving the building during plan time.

Prior to scheduling a middle school teacher to attend a meeting during his/her assigned individual plan time, the following steps will be considered: 1) the Building Principal will work with the teachers and all other attendees to avoid the scheduling of a meeting during a teacher's assigned individual plan time; 2) if there is no other time to complete the meeting, the Building Principal will work with the teacher and his/her schedule to find minutes to which could be used for the missed individual plan time, including rescheduling the plan time on a different day within a week's time. The use of the district-directed professional development/cooperative team plan time shall be used when no other meetings have been previously scheduled, unless otherwise directed by the Building Principal; 3) if the meeting and/or rescheduled plan time cannot be mutually agreed upon, the Building Principal shall notify the Superintendent and the Association President and together they will work to resolution; and 4) if no resolution can be mutually agreed upon, the teacher shall complete the requested activity/training/meeting, etc., and shall be paid a prorated amount of the hourly rate as set forth herein Subsection 3.

Nothing prohibits the Administration from scheduling the meeting if it is at the request of a parent who did not provide other options and/or if the steps above have been met.

No decision as a result of this Section 2 shall be subject to the grievance procedures set forth in Article IX.

3. Payment for Loss of Plan Time

If a teacher shall perform substitute or supervisory responsibilities during any plan period, the teacher shall receive additional compensation on a per period basis or prorated accordingly by the minutes worked per period of:

School year:

2022-2023	\$41.92
2023-2024	\$41.92
2024-2025	\$41.92

B. ESP Instructional Aides

1. Elementary School Instructional Aides

Each full-time instructional aide shall receive one (1) thirty (30) minute plan period

per day.

2. Middle School Instructional Aides

Each full-time instructional aide shall receive one (1) plan period per day.

3. Payment for Loss of Plan Time.

If an instructional aide shall be assigned responsibilities during his/her plan period, said instructional aide shall receive additional compensation on a per period basis or prorated accordingly by the minutes worked per period

School Year:

2022-2023	\$41.92
2023-2024	\$41.92
2024-2025	\$41.92

or at the substitute teacher rate if the assignment is for the day.

3.4 Lunch Period

A. Teachers

Each teacher shall have a forty (40) minute duty-free lunch. Teachers shall inform the school office when leaving the building.

B. ESPs

Each full-time ESP shall have a minimum of thirty (30) minutes duty-free lunch. Educational support personnel shall inform the school office when leaving the building during their lunch period.

Middle School ESPs will receive the time equivalent of one (1) class period for lunch; thirty (30) minutes of this period shall be duty-free. The ESPs may be assigned duties for time beyond the duty-free thirty (30) minutes. They may be expected to assist in duties such as student transitions (walking students to lunch or to the classroom) or teacher transitions. Classroom ESPs shall meet with building administration to clarify these individual responsibilities.

3.5 Teacher Lunch Duty

Teachers who perform lunch duty will be paid a stipend in the amount of seven thousand dollars (\$7,000) per school year. If the teacher(s) assigned to Teacher Lunch Duty does not perform the duty every day (i.e., two or more teachers share (e.g., Kindergarten) and/or if a teacher is on a long-

term leave/absence (e.g. parental leave and/or FMLA more than one (1) week), said stipend shall be prorated accordingly. Teacher volunteers will be sought for these positions. The District retains the discretion to determine the number of teacher lunch duty positions.

3.6 School Calendar

Prior to January 31 of each school year, the Superintendent will confer with representative(s) of the Association regarding the proposed school calendar for the subsequent school year. The role of the Association shall be considered advisory. If proposed changes to the current calendar are being recommended during the school year, the Association shall be notified in writing of such proposed changes prior to Board approval.

The Parties will discuss the implementation of the E-Learning Plan, approved by the Board and verified by the Regional Office of Education, no later than November 1st of each contract year.

3.7 Curriculum

Curriculum development and implementation is a collaborative process. Representative committees consisting of both staff and administration will develop new curricula and educational programs. Committee recommendations will be presented to the Board prior to formal adoption.

3.8 Involuntary Transfers, Open Positions, Requests to Transfer and Vacancies

A. Definitions

1. Involuntary Transfer: “Involuntary Transfer” is defined as a transfer from a current position to another position in the District initiated by the Administration and not requested by the employee.
2. Open Position: “Open Position” is defined as any full time and/or part time position which is open due to retirement, resignation, leave of absence, transfer, termination and nonrenewal, as well as, a newly created position, that is available to employees who are actively employed at the time of the internal posting of the open position.
3. Request to Transfer: “Request to Transfer” is defined as the employee’s ability to request a change in assignment for any position for which he/she is licensed and/or qualified.
4. Vacancy: “Vacancy” is defined as any full time and/or part time position which is available due to retirement, resignation, leave of absence, transfer, termination and nonrenewal, as well as, a newly created position, that was not filled internally and has been externally posted.

B. Administration's Management Right to Hire

Pursuant to Article X.B, the Administration has the managerial right to fill any position before it becomes an open position and/or vacancy, including the Administration's right to initiate an involuntary transfer.

C. Process to Fill an Open Position and Vacancies

1. After the Administration determines a position to be open, said position shall be internally posted for five (5) business days. All requests to transfer by employees who wish to be considered shall be submitted within those five (5) business days.
 - a. Such open position shall be publicized to employees by posting a dated written notice in a clearly designated place in each school and by email.
 - b. Said notice of the open position shall include the qualifications of the job and the link to apply online.
 - c. If an open position occurs after the close of the school term and before the opening of the next school year, notices of such open positions shall be emailed to all District employees.
2. Before the position is determined a vacancy and posted externally, all employees who submitted a request to transfer shall meet with the Administration to discuss the request and receive a written summation of the meeting.
 - a. If the Administration chooses to fill the open position with an employee who submitted a request to transfer, the position shall be considered filled.
 - b. If the position is not filled, the open position will be posted externally as a vacancy. Any internal employee may apply through the internal application process and be considered along with external applicants.

D. Procedural Safeguards

The Administration's decision to select an employee to fill any position shall not be subject to review under the grievance procedure of this Agreement, provided the District has complied with the procedural requirements of this Section 3.8.

3.9 Teacher Work Year

A. Definitions

The work year for full-time teachers shall consist of 182 days as scheduled on the official

calendar. The first two (2) days of the work year shall be Institute Days.

B. Other Work Requirements: Parent/Teacher Conferences and Other Work Events

The work year shall include two (2) dates, as identified by the school calendar to be used for Parent/Teacher Conferences and two (2) additional evenings.

The dates used for Parent/Teacher Conferences shall consist of five (5) to seven (7) hours per date. Teachers not participating in Parent/Teacher Conferences may be assigned other work requirements, which shall be scheduled annually by the Superintendent in consultation with the Association Leadership and meet the time commitments as set forth for Parent/Teacher Conferences. The assignment of other work for those teachers not assigned to Parent/Teacher Conferences cannot result in an extended or lost break. If any of the dates identified in this paragraph are dates when students are present, teachers shall work no more than five (5) hours beyond student dismissal.

The dates used for the two (2) additional evenings shall not exceed two (2) hours.

C. New Teacher Requirements: Pre-Service Days, Summer Work, and Mentor Program

Prior to the start of the school year, the District may hold up to two (2) days of pre-service training to provide mentoring, onboarding, and induction. In addition to the pre-service days, new teachers may choose to participate in summer curriculum work and/or professional development and will be compensated through In-District Workshop Credit in Section 6.4 of this Agreement. Newly employed teachers are required to participate in the District's mentoring program as outlined in the Mentoring Handbook.

3.10 Teacher Work Day

A work day shall consist of seven and one quarter (7.25) hours per day of attendance by all teachers within the hours of 8:15 a.m. and 3:30 p.m. unless otherwise agreed upon by the Association and Board.

3.11 Teachers Moving Classrooms

There may be times when teachers are required to change rooms due to transfer, section changes, and/or building reconfiguration. Every effort will be made to notify the teacher as soon as practicable when such a move is required.

It is recognized that packing and setting up a new classroom requires a significant time commitment. Any teacher who is required to change classrooms due to a transfer, section change, and/or building reconfiguration and packs/unpacks outside regular work hours will be compensated one-half (1/2) packing/unpacking day for every six (6) clock hours of packing/unpacking. Teachers shall accrue no more than one (1) packing/unpacking day for packing/unpacking a classroom per

school year. The compensation applies only to room changes and not to routine set-up/break-down of classrooms at the beginning and end of the school year. If the packing/unpacking day is earned within the first 120 days of the school year, the packing/unpacking day must be used within the school year it is granted. If the packing/unpacking day is earned after the first 120 days of the school year, the packing/unpacking day may be used within the school year in which it is granted or the school year thereafter. The packing/unpacking day may be used on any given day within the school year, including restricted days.

3.12 Teacher Meetings

A. Mandatory Meetings

Within each calendar month, the teachers shall be required to attend three (3) Wednesday mandatory after school meetings. The meetings shall take place on the first three (3) Wednesdays of any given month. The meetings shall commence and end within one (1) hour of the assigned start time, with no meeting ending later than 4:45 p.m. In addition to the Wednesday mandatory after school meetings, the Administration reserves the right to schedule non-mandatory meetings. Non-mandatory meetings shall not be compensated.

Compensation for meetings in this Section A will be paid the rate as set forth in Section 6.5 (D). Emergency Non-Mandatory Meeting.

B. Emergency Non-Mandatory Meetings

The Administration reserves the right to schedule an additional emergency non-mandatory meeting, as necessary, to disseminate critical information. Teachers will be provided with reasonable notice of said meeting unless emergency circumstances dictate otherwise.

3.13 ESP Work Year/Work Day

A. Work Year shall be set out below:

1. 12-Month ESP Employees
 - a. Full-time Custodians
 - b. Full-time Maintenance
 - c. Secretaries
2. 10-Month ESP Employees
 - a. Clerical Aides (up to 176 days)

- b. Full-time Instructional Aides (180 days)
- c. Library Aides (180 days)
- d. Lunchroom Aides (173 days)
- e. Part-time Instructional Aides (up to 180 days)
- f. Registered Nurse (185 days)

B. Work Days shall be set out below:

Full-time Instructional Aides

The workday shall consist of a minimum of six (6) and three-fourth (3/4) hours.

Part-time Instructional Aides

The workday shall consist of less than six (6) and three-fourth (3/4) hours.

Full-time Maintenance

The work day shall consist of eight (8) hours.

Lunchroom Aides

Lunch room aides will work on student attendance days when lunch is served. The workday shall consist of up to three (3) hours.

Clerical Aides

Clerical aides will work on student attendance days. The workday shall consist of up to eight (8) hours.

Secretaries

The work day shall consist of eight (8) hours.

Registered Nurse

The work day shall consist of a minimum of six (6) and one-half (1/2) hours.

Library Aides

The work day shall consist of a minimum of six (6) and three-fourth (3/4) hours.

3.14 ESP Overtime

Overtime shall not violate the overtime pay provisions of the *Fair Labor Standards Act* (FLSA). All overtime shall be submitted through the District's timesheet process

3.15 ESP Uniforms

The Board shall annually provide five (5) administration approved shirts and a \$100 allowance for purchase of approved safety shoes or pants for custodial and maintenance staff.

ARTICLE IV
ASSOCIATION AND EMPLOYEE RIGHTS

4.1 Student, Parent, Administrator Complaint

Any complaint received by an administrator and deemed serious enough to justify investigation shall be brought to the immediate attention of the employee involved. It is the intent of this section that employees learn of substantive complaints originating from students, parents, or administrators involving a questionable decision or action taken by the employee or alleged to have been taken. When appropriate, any complaint by a parent and/or student shall be directed first to the teacher and/or ESP to which the complaint was directed toward. When judged appropriate by all parties involved, an employee/parent and/or employee/parent/administrator/supervisor conference may be scheduled.

4.2 Adverse Criticism

Matters of adverse criticism relating to supervisor-employee, Board-employee, parent-employee, or employee-employee relationships shall not be discussed in the presence of students.

4.3 Personnel File

- A. Only one (1) official file shall be maintained. No complaints or other documents which will be used to evaluate or discipline an employee shall be placed in the file unless the employee has had an opportunity to read such material. After investigation, if a complaint is found to be credible, an employee will be afforded due process as defined in Section 4.11 for the ensuing discipline. The employee shall acknowledge that he/she has read any complaints or other documents used to evaluate or discipline by affixing his/her signature on the copy to be filed. However, any documents related to evaluation or discipline which have not been reduced to writing within forty-five (45) calendar days following the date when the event or occurrence is known to the immediate supervisor may not be added to the file. Any materials not contained in the employee's personnel file may not be used to evaluate or discipline the employee in any manner.
- B. Within forty-five (45) calendar days following the date any material is entered into the employee's personnel file, the employee shall have the right to respond and his/her response shall be attached to the file. The immediate supervisor will sign the response acknowledging that he/she read the material. A copy of the response will be provided to the immediate supervisor.
- C. An employee shall have the right to examine his/her personnel file and to have a representative of the Association accompany him/her in such review. Each file shall contain a record indicating who has reviewed it, the date reviewed, and the reason for such review.

- D. Upon request of the employee, the Board will reproduce one (1) copy of any materials in his/her personnel file.
- E. An employee's full evaluation document(s) shall be considered part of the personnel file, however, said documents will be electronically stored in the District contracted database. Upon request of a personnel file, all evaluation documents shall be printed and provided to the employee.

4.4 Board Meetings - Notification

The President of the Association or his/her designee shall be given electronic notice of any regular or special meeting of the Board together with a copy of the agenda or statement of purpose of such meeting at least twenty-four (24) hours prior to the scheduled time of such meeting, except in instances of emergency meetings in which case a phone call to the Association President shall be made.

4.5 Board Minutes - Association Copies

The President of the Association shall be provided with Board of Education minutes either electronically or through school mail after they have been approved.

4.6 Pertinent Information - Association

The District shall provide the Association, in an electronically editable format, all bargaining unit members' employee information as specified under the law. The Association shall receive this information by October 1st each school year and monthly thereafter unless otherwise required by law. The District shall provide new hires information to the Association within ten (10) calendar days from the date of hire.

Additionally, the Board shall from time to time, in response to reasonable written requests, furnish any information which may be necessary for the Association to process any grievance or complaint or otherwise perform its duties as the exclusive bargaining representative, except as otherwise provided by law.

4.7 Association Announcements

Announcements of Association business which have no impact on the student body may be read over the intercom system in each school building. Such announcements shall be made at the times regularly scheduled for announcements in each building and may also be placed on appropriate bulletin boards.

4.8 Withholding of Funds

Employees may authorize the Board to withhold funds from their individual employee salaries for

the purpose of having such funds transferred to the Credit Union, tax-sheltered annuities approved by the Board, the Association and United Funds. Such procedure is optional on the part of the employee.

4.9 Right to Organize and Participate

Employees shall have the right to organize, join and assist the Association, to participate in negotiations with the Board through representatives of their own choosing, and to engage in other activities, individually or in concert, for the purpose of establishing, maintaining, protecting or improving conditions of service and the quality of the educational environment.

Within the first two (2) weeks of employment in the bargaining unit, new hires shall meet with the Association for a minimum of one (1) hour during work hours. If the employee is hired after the end of the school year and/or during the summer months, new hires shall meet with the Association for a minimum of one (1) hours upon the commencement of the new school year.

4.10 Non-Discrimination

The Board shall not discriminate for reason of race, creed, religion, color, marital status, age, sex, or national origin against an employee or applicant.

4.11 Disciplinary Action

If an employee is required to meet with the Superintendent or his/her designee, Principal and/or Board, and, in the opinion of the Superintendent or his/her designee, Principal and/or Board, if such meeting could result in the formal discipline of the employee, twenty four (24) hour notice (unless otherwise agreed to by the Parties) will be given to the employee, and the employee will have the option of having a representative of the Association of his/her choice present to advise him/her and represent him/her during such meetings or interviews.

If the District determines that formal disciplinary action is warranted, the employee shall be entitled to due process which includes notice of the charge, an opportunity to discuss the evidence used to make the decision, and an opportunity to be heard. No employee shall be formally disciplined without due process as defined herein.

Formal discipline is defined as a formal written warning, formal written reprimand, formal suspension with or without pay, and/or termination.

This Section shall not apply to conduct that is detrimental and/or dangerous or threatens the safety of a student or staff member

4.12 Disciplinary Suspensions

An employee shall be suspended without pay for a period in excess of ten (10) school days only

for just cause. Unless charges of dismissal are approved by the Board, no disciplinary suspension shall exceed thirty (30) school days.

4.13 Rules and Regulations

All policies, regulations, and rules of the Board must be published and readily available to the Association upon request. Copies of employee handbooks shall be distributed to each employee on the first day of school. Changes as determined by the District's Handbook Committee shall be reduced to writing and provided to each employee immediately preceding implementation.

4.14 Dues Deduction

The Association shall provide the District with a list of all employees that have provided the Association with written authorization for Association dues deduction by October 1st of each school year.

Upon receiving written notice of authorization, the District shall commence dues deductions as soon as practicable, but in no case later than thirty (30) days after receiving notice from the Association. Employee deductions shall be transmitted to the Association no later than thirty (30) days after they are deducted.

The District shall rely on information provided by the Association regarding whether dues deductions were properly authorized, revoked, canceled, or changed, and the Association shall indemnify the District for any damages and reasonable costs incurred for any claims made by employees for deductions made in good faith reliance on that information.

4.15 Teacher Participation in Social Media

The District may use social media sites to communicate information to parents. Teachers who wish not to have their image used or be personally identified on the District social media sites can opt out on a District provided form at the beginning of the year.

4.16 Teacher Evaluation

Evaluations shall be conducted in accordance with the procedures and timelines set forth in the District Teacher Evaluation Plan as well as Section 24A-5 of the Illinois School Code and all applicable sections of the Illinois Administrative Code. Violations of procedural aspects of the evaluation plan that does not impact the substantive nature of the evaluation , as well as, the substantive nature of an evaluation is not subject to the grievance procedures as set forth in Article IX herein.

ARTICLE V
REDUCTION IN FORCE

5.1 Employee Reduction

Before the Board makes any reduction in employees, the reduction shall be communicated to the Association in writing so the Association may prepare and present its position to the Board regarding such reductions. The role of the Association and the position presented shall be advisory only. This section shall not apply to reduction in teaching personnel due to resignations, retirement or other forms of attrition.

5.2 Teacher Seniority

Seniority for teachers shall be the length of consecutive, continuous full-time service as a teacher in Pleasantdale School District 107 calculated from the first day of employment, except as modified in the Job Sharing Program, Section 3.1(a). If seniority is equal between teachers, then seniority will be determined by lot.

5.3 Teacher Seniority List

A preliminary seniority list which ranks all tenured teachers in the District in order of seniority, i.e., service to the District, shall be developed and given to the Association's president, and e-mailed to each individual teacher, each year on or before January 15.

The listing shall provide the following information for each teacher:

- A. Name
- B. Current position
- C. Total years of consecutive continuous service
- D. Other qualifications for positions in the District

The individual teacher shall have until February 1 each year to file written objections with the Superintendent as to his/her seniority rank. The objection shall specify any alleged errors. Failure of the teacher to make a timely objection shall be deemed to be an acceptance of the seniority rank. Any challenge shall be prohibited thereafter until the filing of the next seniority list. No later than seventy-five (75) days prior to the end of the school year, the Superintendent shall provide the Association President with a final seniority list, along with a list of the sequence of honorable dismissals.

5.4 Teacher Reduction

- A. In the event that the Board determines to decrease the number of teachers employed or to discontinue some particular type of teaching service, then written notice will be mailed to

the teacher and also given either by certified mail, return receipt requested, or personal delivery with receipt at least forty-five (45) days before the end of the school term, together with a statement of honorable dismissal and the reason therefore. The sequence of dismissal shall be as provided in section B below.

- B. The sequence of dismissal shall be established each year by not less than seventy-five (75) days before the end of the school term. A copy of the list of the sequence of honorable dismissals shall be given to the Association President not less than seventy-five (75) days before the end of the school term. Each teacher will be categorized into one (1) or more positions which the teacher is qualified to hold based upon legal qualifications and any other qualifications established by the District in a job description in place no later than May 10 of the prior school year. Within each position, the District shall establish four (4) groupings of teachers qualified to hold the position as follows, based upon their summative performance evaluation ratings:

Group 1 consists of non-tenured teachers who (a) have never received a performance evaluation rating by the District; or (b) who are employed for one (1) school term or less to replace a teacher on leave; or (c) who are employed on a part-time basis (i.e., employed to teach less than a full-day, teacher workload or less than five (5) days of the normal student attendance week). A teacher is not considered employed on a part-time basis and is not included in Group 1 if (a) the teacher is employed full-time but actually is teaching for less than a school term; or (b) the teacher, in the immediately previous school term, was employed on a full-time basis and actually taught for 120 days or more. The District may move teachers from Group 1 into another group during the period of time from seventy-five (75) days until 45 days before the end of the school term, with notice to the Association President.

Group 2 consists of teachers who received a Needs Improvement or Unsatisfactory evaluation rating on either of their last two (2) evaluations.

Group 3 consists of teachers who received at least Proficient ratings on both of their last two (2) evaluations, if available, or on the teacher's last evaluation rating if only one (1) rating is available.

Group 4 consists of teachers who either (a) received Excellent ratings on both of their last two (2) evaluations or (b) received Excellent ratings on two (2) of their last three (3) evaluations and a Proficient rating on the third.

Among teachers qualified to hold a position, teachers must be dismissed in the order of their groups, with teachers in Group 1 dismissed first and teachers in Group 4 dismissed last. Within the various groups, the sequence of dismissal is as follows:

Group 1 – At the discretion of the Board.

Group 2 – By average of a teacher’s last two evaluations, or one (1) if only one (1) rating is available, using the following numerical values: 4 for Excellent; 3 for Proficient; 2 for Needs Improvement; and 1 for Unsatisfactory. If the numerical averages are identical, the affected teachers are dismissed by seniority.

Group 3 – By seniority.

Group 4 – By seniority

- C. Nothing in this Agreement shall be construed as limiting the right of the Board to dismiss non-tenured teachers as authorized under the Illinois School Code.

5.5 Teacher Recall Procedure

If a vacancy occurs during the school term following a reduction in force or within one (1) calendar year from the beginning of the following school term, the Board shall tender the vacant position to the honorably dismissed teacher in reverse order of reduction in force (i.e., by performance grouping and seniority, when applicable) who is legally qualified to hold the position. Any recalled teacher shall retain his or her accrued rights and all accumulated seniority; however, any period after the honorable dismissal during which the tenured teacher did not teach shall not be counted toward seniority.

To be eligible for recall, an honorably dismissed teacher must provide the Board in writing, prior to the last day of the school term of dismissal, with the address where the teacher may be reached. The teacher must also notify the Board in writing by fourteen (14) calendar days following receipt of the offer (or fourteen (14) calendar days after the offer is returned to the District non-delivered) sent by certified mail of the acceptance of any vacant position tendered to the teacher during the recall period. Failure to notify the Board of acceptance shall constitute rejection of the offer of employment. Any teacher who rejects an offer of a full-time vacant position (or a part-time vacant position equal in salary to the position from which the teacher was honorably dismissed) shall be deemed to have waived his or her recall rights and will no longer be eligible for any other vacant positions that become available within the recall period.

5.6 ESP Seniority

- A. Seniority shall accrue in categories of position for ESPs. Seniority shall begin with date of hire. No seniority shall accrue to a person employed as a substitute for an ESP on leave of absence for one (1) year or less, unless that person continues the employment after the return of the ESP on leave. ESPs may accrue seniority in more than one (1) category of position. In the event that more than one (1) ESP has the same starting date of work, position on the seniority list shall be determined by drawing lots. ESPs continuously employed with the Board shall maintain seniority in all positions and classifications currently held.

- B. A seniority list shall be posted by February 1, current through that school year. The seniority list shall set forth the seniority of each ESP by category of position. The Association shall be given a copy of the list.

Within ten (10) days of the posting of the list, any ESP who believes his/her seniority is incorrectly shown shall submit to the Superintendent in writing an explanation of any claimed error, and shall have the right to meet with the administration to correct errors. Unless such claim is made within a ten (10) day period, seniority shall be deemed accurate for the end of that year.

- C. Once attained, seniority is not lost, except as set forth herein. Seniority is lost upon the following:

1. Resignation
2. Dismissal
3. Retirement

Seniority is not lost due to leaves approved by the Board, or as allowed under this agreement.

- D. When an ESP is transferred from one (1) category of position to another, either by ESP request or administrative or Board action, the ESP shall retain any accrued seniority in that category of position.

A qualified ESP subject to layoff shall have the right to bump another ESP who has less seniority in any category of position than the ESP subject to layoff.

Example: ESP A has worked five (5) years as lunchroom monitor and four (4) years as an instructional aide. The Board determines to RIF one (1) aide, and ESP A is the least senior aide. ESP A has the right to “bump” into a lunchroom monitor position if a person in that category had less than five (5) years of seniority at the time of layoff.

- E. The following shall constitute categories of position for the purpose of this Agreement.

However, this shall not preclude the Board from assigning an ESP to more than one (1) category of position.

1. Building Secretaries
2. Clerical Aides
3. Full-Time Custodians
4. Full-Time Instructional Aides
5. Full-Time Library Instructional Aides
6. Lunchroom Aides
7. Maintenance

8. Part-Time Instructional Aides
9. Registered Nurses

5.7 Reduction of ESP's

ESPs subject to layoff shall receive notice thereof in such form as may be required by the Illinois School Code together with a statement of honorable dismissal and the reason therefore.

ESPs shall be dismissed on the basis of seniority within categories of position. The ESP with the shorter length of continuing service within the District, within the respective category of position, shall be dismissed first.

5.8 ESP Recall Procedures

- A. ESPs shall be subject to recall to any position which is open or newly created by the Board in a category of position in which the ESP has seniority and is qualified, and such position is open or created within one (1) calendar year from the commencement of the fall semester following layoff.
- B. An ESP subject to recall shall be notified in writing of the vacant position. Should an ESP refuse to accept a vacant position, equal in hours, within seven (7) calendar days of receipt of notice, that employee's recall rights shall be terminated. The position shall be offered to the next ESP with recall rights who is qualified to fill the position. ESPs on layoff are obligated to advise the administration of their current address and telephone number so as to facilitate notice of recall.
- C. Recalled ESPs shall have the accumulated sick leave, salary schedule position, and seniority they had when honorably dismissed.

5.9 ESP Probationary Period

Each new ESP is considered to be on probation for a period of ninety (90) calendar days upon commencement of work with the District. This shall be defined as a "probationary period".

During the probationary period, the employee shall:

1. Receive access to all benefits otherwise provided, as well as three (3) sick and one personal leave day(s)
2. Be evaluated

At any time during the probationary period, the probationary employee may be discharged with or without cause. The termination of the probationary employee shall not be subject to the grievance procedures as set forth in Article IX.

Upon completion of the probationary period, the employee shall be:

1. Placed on the regular staff with full vested seniority rights which are determined by his/her date of hire.
2. Provided with their allotted leave days as provided by this Agreement.

ARTICLE VI
COMPENSATION

6.1 Basic Compensation Schedule

A. Teachers

Teachers shall receive the following flat percentage salary increases (computed upon the salary amount paid to each teacher in the prior school year) during the term of this Agreement, provided the teacher worked or utilized paid leave no less than one hundred and twenty (120) days (prorated accordingly for part time and/or job share teachers) or (2) if the teacher is hired after the first day of school and the teacher worked or utilized paid leave at least sixty-six percent (66%) of the days available to work from the date of his/her hire, in the prior school year:

School Year:

2022-2023	5.0%
2023-2024	5.0%
2024-2025	4.5%

Teachers newly employed by District 107 for the 2022-2023 school year and in any subsequent year of this Agreement shall be paid on the salary matrix set forth in Appendix A. Any currently employed teacher who would receive less compensation than a newly hired teacher paid on the Appendix A matrix shall have his/her salary adjusted to the higher amount.

B. ESPs

ESPs shall receive the following dollar amount and/or percentage increase to the hourly rate during the term of this Agreement, provided the ESP worked no less than one hundred and twenty (120) (prorated accordingly for part time ESPs) paid days or (2) if the ESP is hired after the first day of school and the ESP worked or utilized paid leave at least sixty-six percent (66%) of the days available to work from the date of his/her hire, in the prior school year:

School Year:

2022-2023	\$2.00
2023-2024	5.0%
2024-2025	4.5%

ESP's newly employed by District 107 shall be paid on the salary matrix set forth in Appendix D. Any currently employed ESP who would receive a lower hourly rate than a newly hired ESP's hourly rate on the Appendix D matrix shall have his/her hourly rate

adjusted to the higher amount. This adjustment shall be fifty cents (\$0.50) more than an ESP hired in the prior year, provided the increase allows the ESP to make more than that school year's starting rate and not be equal or exceed an ESP with more years of service with the District.

C. Pension Deductions

Based upon the above compensation amounts the Board shall pay and remit for each eligible employee an amount no greater than a nine percent (9%) contribution of the required pension contribution due to the Illinois Teachers' Retirement System or an amount no greater than the District's statutory obligation due the required pension contribution of Illinois Municipal Retirement Fund and any required employer health plan contribution due the Teachers Health Insurance Security Fund.

6.2 Tuition Reimbursement and Advancement Compensation (Horizontal Movement Credit)

- A. All courses taken through an accredited university/college to be submitted for tuition reimbursement and/or educational advancement compensation (horizontal movement) must be approved in advance by the Superintendent.
- B. Tuition for college courses taken through an accredited university/college which have been approved in advance by the Superintendent will be reimbursed pursuant to the following schedule:
 - 1. 75% if the grade is an A or its equivalent;
 - 2. 50% if the grade is a B or its equivalent, and
 - 3. 30% if the grade is a C or its equivalent.

For purposes of determining reimbursement pursuant to the above schedule, a maximum of \$300 per credit hour shall be paid, not to exceed the amount of actual cost. Pass/Fail courses will be considered B or F and be paid accordingly. A teacher shall not be paid more than \$5,000 annually in tuition reimbursement.

Full-time ESP's and part-time teachers may be eligible for tuition reimbursement at the discretion of the Superintendent.

- C. When the course has been completed and the transcript and paid bill is filed with the Superintendent, the tuition will be reimbursed. Reimbursement requests must be submitted within three (3) months of completion of the course. Any teacher who is not employed by the District at the start of a school year shall not be reimbursed for courses taken the preceding summer.

D. Coursework taken through an accredited university/college and approved in advance by the Superintendent for educational advancement compensation (horizontal movement) shall be applied as follows:

1. Definitions:

- a. “Proof of Educational Advancement” shall be defined as receipt of transcript showing completion of approved classwork.
 - i. For educational advancement at the beginning of a school year, coursework must be completed prior to September 1 and transcripts must be provided to the District by October 1. This educational advancement shall be applied after the annual salary increase as detailed in Section 6.1. The full educational advancement shall be added to the annual salary for the subsequent contract year and is subject to the salary increase in Section 6.1.
 - ii. For educational advancement mid school year, coursework must be completed prior to February 1 and transcripts must be provided to the District by March 1. The midyear educational advancement shall be prorated as detailed below in Section D(ii) or D(iii) and added to the annual salary. The midyear education advancement is not subject to the annual salary increase as detailed in Section 6.1 until the subsequent contract year. The full educational advancement shall be added to the annual salary for the subsequent contract year and is subject to the salary increase in Section 6.
- b. “Educational Advancement Movement” shall be defined as educational advancement salary increases as stated in Appendix B.

2. One (1) MA+ or one (1) BA and/or BA+ (1) Educational Advancement Movement Within A Year

- a. If proof of one (1) MA+ lane or one (1) BA and/or BA+ educational advancement is submitted by October 1, one (1) full adjustment shall be made retroactive to the beginning of the school year.
- b. If proof of one (1) MA+ lane or one (1) BA and/or BA+ educational advancement is submitted by March 1, one-half ($\frac{1}{2}$) of the adjustment shall be retroactive to February 1 and the full amount of the educational advancement shall be applied at the beginning of the following school year.
- c. In no case shall more than one (1) MA+ educational advancements be applied in a given school year.

3. Two (2) BA and/or BA+ Educational Advancement Movement Within A Year
 - a. If proof of two (2) BA and/or BA+ educational advancements is submitted by October 1 or one (1) educational advancement by October 1 and one (1) educational advancement by March 1, one (1) full educational advancement shall be made retroactive to the beginning of the school year. One-half ($\frac{1}{2}$) of the second educational advancement shall be provided on February 1. The full amount of the educational advancement shall be applied at the beginning of the following school year.
 - b. If proof of two (2) BA and/or BA+ educational advancements is submitted by March 1, a prorated adjustment of one-half ($\frac{1}{2}$) of educational advancement (i.e. one-half ($\frac{1}{2}$) of each of the two (2) educational advancements) shall be retroactive to February 1. The full amount of the educational advancements shall be applied at the beginning of the following school year.
 - c. In no case shall more than two (2) BA and/or BA+ educational advancements be applied in a given school year. Movement into the MA lane from BA+24 is considered a BA+ Movement.

6.3 Part-Time Employees

Part-time employees shall receive salary on a pro-rated basis.

6.4 In-District Workshop Credit

- A. Credit towards educational advancement movement as detailed in Section 6.2 above may be earned by participation in workshops organized within District 107. Such local non-college credit workshops may be given the equivalent of one (1) semester hour credit for each twelve (12) hours of attendance.
- B. In order to secure credit towards educational advancement movement, the Superintendent shall first approve and evaluate all workshops prior to participation therein. Once teachers have advanced to Masters 45, they will receive the prevailing curriculum rate for in-District credit for up to twelve (12) hours of attendance annually.
- C. Teachers/staff who instruct in-District workshops shall be compensated as follows:
 1. Paid for their preparation time at the hourly rate of:
School year:

2022-2023	\$51.78
2023-2024	\$51.78
2024-2025	\$51.78

and

2. Elect to receive the credit hour(s) being offered or payment for the presentation time at the rate stated in Article 6.4C1.

6.5 Payment for planning In-service Work and Summer Academy

A. Summer Professional Development and Planning Work

Teachers asked to do summer professional development and planning work will be paid at the hourly rate for the term of this Agreement as follows:

School year:

2022-2023	\$51.78
2023-2024	\$51.78
2024-2025	\$51.78

B. In-service Staff Development Curriculum Work

Teachers/staff asked to prepare staff development programs for District or building in-service days will be given a choice of the following:

1. Be paid at the hourly rate of:

School year:

2022-2023	\$51.78
2023-2024	\$51.78
2024-2025	\$51.78

Or

2. Attend a comparable professional development workshop paid for by the District, subject to the Superintendent’s pre-approval.

C. Summer Academy

Teachers with the District shall be given the first opportunity to fill summer academy positions. Summer Academy teachers will be paid at the hourly rate of

School year:

2022-2023	\$51.78
2023-2024	\$51.78
2024-2025	\$51.78

D. Wednesday Mandatory After School Meeting

Teachers will be compensated for Wednesday Mandatory After-School Meetings at the following annual rate of:

School year:

2022-2023	\$1,419.00
2023-2024	\$1,419.00
2024-2025	\$1,419.00

6.6 Merit Bonus Program

During the term of this 2020-2022 Agreement, the Board shall have the right at its sole discretion to create a merit bonus program which can financially reward selected employees of the Board. The Board in its sole discretion may develop any criteria that is utilized in such program. Further, the Board shall have the sole and final authority for all decisions and aspects of the program, including but not limited to: who if anyone receives any such bonus; the reason(s) for any such bonus given; the amount of any bonus given either individually or collectively to any employee(s); and all other details and specifics of any merit bonus program actually utilized by the Board.

Any financial or economic benefit which is given to any bargaining unit member under this program shall be in addition to and not in lieu of any other rights under this Agreement.

The Board shall notify the Association President no fewer than fourteen (14) days prior to any bonus being given, the following information: the name(s) of any employee(s) receiving any bonus; the amount of any bonus or financial consideration to be given any employee, and the time period within which said employee can reasonably expect to receive said bonus or financial consideration.

There is no representation by the Board as to: whether any bonuses will actually be given; any specific criteria might be used; and/or the value of any bonuses that might be given. Individual employees are prohibited from approaching the District to request any bonus provided in this Section. However, the implementation of this Section shall not be deemed as individual negotiations or as any other unfair labor practice under the IELRA provided the Board or its designee initiates this process to award such bonuses. Merit bonuses awarded, if any, shall not be subject to the grievance procedure (Article IX) of this Agreement.

6.7 National Board Certification

Full-time teachers attaining National Board certification through the National Board for Professional Teaching Standards will receive a \$1,000 payment each year for five (5) years

assuming continuous employment. This bonus shall not be added to the base pay of the teacher. Teachers must submit a notice of enrollment into the National Certification program and evidence of completion. Tuition reimbursement will not be applicable.

ARTICLE VII
FRINGE BENEFITS

7.1 Hospitalization and Life Insurance

A. The Board agrees to contribute the following percentages for individual, full-time employees' health and dental care insurance coverage premiums for the term of the Agreement:

Health		Dental	
PPO	Employer Contribution	PPO	Employer Contribution
Employee	80%	Single	90%
Employee +1	70%	Employee +Spouse	40%
Family	60%	Employee +Children	40%
		Family	25%
HMO Illinois	Employer Contribution		
Employee	85%	HMO	Employer Contribution
Employee +1	75%	Single	100%
Family	70%	Employee +Spouse	95%
		Employee +Children	95%
HMO Blue Advantage	Employer Contribution	Family	75%
Single	95%		
Employee +1	85%		
Family	75%		

B. Elections for health and dental insurance coverage shall be made annually no later than May 31st for existing employees and the time of employment for newly employed employees. Once said election is made as provided above, it may not be rescinded except in the case of a qualifying event.

C. The above percentages are maximum percentages to be paid by the Board.

The amount of gross wages due by a teacher in the form of salary shall be the sum specified less the percentage payment by the Board, paid in installments as otherwise provided herein, provided the Board shall deduct from said gross wages all sums as required by law or as authorized by the employee pursuant to the Agreement.

The employees shall have no right or claim to the funds so remitted.

- D. The hospital and major medical insurance plan and the dental insurance plan, either through a commercial carrier or self-fund plan, shall be determined by the Board for the life of this contract.
- E. The Board and the Association shall establish a committee with equal numbers of representatives to discuss insurance issues.

In any year of this Agreement where the insurance premium increases eight percent (8%) or more, the Insurance Committee shall meet to determine if any modifications could be made to the plan to control the increase; if agreement cannot be reached to modify the health plan, the Board and the participants shall share said increase 50%/50%.

- F. The Board shall provide a life insurance policy in the amount of \$50,000 for each employee.

7.2 Flexible Benefit Plan

The Board shall establish and maintain a “flexible benefit plan” in compliance with Section 125 of the Internal Revenue Code of 1986. Prior to each plan year, an employee may elect to have the Board reduce his or her pay and contribute such amounts among the following non-taxable benefits, in accordance with plan document:

- A. Premiums for the District’s health insurance plan which are not paid by the Board.
- B. Reimbursement for qualified dependent care assistance expenses, in accordance with Section 129 of the Internal Revenue Code of 1986.
- C. Reimbursement for the cost of medical and dental care, as defined in Section 213(d) of the Internal Revenue Code of 1986, to the extent not covered by insurance and incurred by the employee, the employee’s spouse, and/or the employee’s dependents, up to the amount allowed under the Internal Revenue Code per plan year.

In accordance with the Internal Revenue Code, any amounts remaining unpaid after processing all timely requests for reimbursement shall be forfeited and not otherwise paid to the employee or carried over to the following plan year. The Board shall pay the administrative costs and expenses for maintaining the plan

- D. The Board does not warrant that the deduction made in the amounts as listed on the compensation schedule by the Board for the employee as set forth above are deemed excludable from the employees' gross wages, and as such, the Association and each individual employee shall and do hereby indemnify and hold harmless the Board, its members, its agents, and its employees from any and all claims, demands, actions, complaints, suits, assessments or deficiencies or other liability by reason of the payments of dependent insurance premiums to the provision of this section.

7.3 Travel Allowance

An automobile travel allowance will be granted to employees who must travel between buildings in the course of their day's assignments as authorized by the Superintendent. The travel allowance shall be the maximum allowed under applicable IRS Regulations. The administration will notify employees of the applicable rate at the beginning of the school year and also when the IRS changes such maximum allowance.

It is the responsibility of the employee to turn in mileage sheets at least twice per year, before Winter break and at the end of the year.

The same mileage reimbursement will also be applicable for employees traveling to and from approved conferences, but not including IEA-NEA activities. This mileage reimbursement will be calculated and paid with the conference reimbursement.

7.4 Compensation for Extra-Curricular Duties

When the Board authorizes extra-curricular duties involving responsibilities beyond the normal work responsibilities, employees who are qualified for the duty shall have the first opportunity to volunteer for such positions and will receive additional compensations according to the Extra-Curricular Compensation Schedule. If no employee volunteers or is qualified to fill such positions, the District reserves the right to hire a non-bargaining unit member to fill the positions. Those employees who hold an extra-curricular service position shall be paid the stipends listed on Appendix C.

Stipends for programs added during the life of this Agreement, shall be determined using the same rate as the existing stipends for that year.

In the event that any inactive, extra-curricular program is reactivated, the stipends listed will apply.

For any individual school year, upon recommendation by the Superintendent and the approval of the Board and the Association, a stipend can be created in any subject matter area to be given to an individual teacher whose assistance is deemed necessary for subject matter coordination.

Scoreboard Operators and Bookkeepers for home basketball and volleyball games shall be compensated per event (e.g. two games on same date) at a rate of \$76.28 for the term of the

Agreement. If a portion of the event is worked by either a scorekeeper and/or bookkeeper, payment shall be prorated accordingly.

Overnight field trip chaperones shall be compensated with the following amounts per night.

School year:

2022-2023	\$370.04
2023-2024	\$370.04
2024-2025	\$370.04

Supervision of students outside the contractual school day as requested by the administration shall be compensated at the hourly rate of \$25.54 for the term of the Agreement.

7.5 Supplemental Retirement Benefit

During the term of this Agreement, at any time the Board may create a Supplemental Retirement Benefit (SRB) for teachers eligible to retire under the Teachers' Retirement System and for other bargaining unit employees eligible to retire under the Illinois Municipal Retirement Fund. An SRB, if created, shall be offered at the sole discretion of the Board. The manner and method of any SRB's creation, the terms of any given SRB, and the determination as to eligibility prerequisites for those employees offered the SRB all will be determined and set at the sole discretion of the Board. There is no requirement or understanding that any SRB will have any specific terms or that any SRB created by the Board will have similar or like terms as compared to any other SRB offered by the Board. The Board will notify any eligible employees by September 30 of each school year if it intends to offer an SRB for that school year. Eligible employees must notify the Board no later than November 30 of that year if they intend to retire and accept an SRB. Any employee offered an SRB by the Board shall not be compelled to accept any SRB so offered. Any specific SRB offered by the Board shall be given a title so as to identify it (i.e., 2023 SRB). All employees offered a specific SRB (i.e., 2023 SRB) shall have the same percentage formula applied to their SRB offer. Because of differences in employee salary, it is understood that the total monetary benefit of individual employee SRB's offered pursuant to any specific SRB (i.e., 2023 SRB) may differ from and vary from employee to employee.

ARTICLE VIII
LEAVES OF ABSENCE

8.1 Sick Leave and Temporary Disability

A. Teachers

1. Sick Leave Allotment

Teachers shall be granted sick leave with full pay as follows:

- a. Non-Tenure Teacher: Ten (10) days of full pay per school year
- b. Tenure Teacher: Twelve (12) days of full pay per school year
- c. Part-Time Teacher: Days shall be prorated based on percentage of full-time equivalent (“FTE”)

Unused sick leave days shall accumulate to a maximum of two hundred forty (240) days. Sick days are not deemed to be accumulated until the last day of the school year.

2. Sick Leave Use

Sick leave shall be interpreted to mean personal illness, quarantine at home, serious illness or death in the immediate family or household, or birth, adoption, or placement for adoption.

A teacher may use up to thirty (30) sick leave days directly following the birth of a child without having to provide the District with medical certification. Up to thirty (30) sick leave days may be used for adoption and placement for adoption. If the birth and/or adoption of a child occurs at the end of a school year and the teacher is not able to utilize thirty (30) consecutive sick leave days, the teacher will be able to utilize the balance of the unused sick leave day allotment provided herein in the subsequent contract year. If the thirty (30) consecutive sick leave days are interrupted by an extended break (e.g. Winter and Spring Break), the break days shall not be deducted from the thirty (30) sick leave days.

For purposes of this Section, “immediate family” shall include parents, spouse, brothers, sisters, children, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, domestic partners, and legal guardians.

The Board may require a physician’s certificate, or if the treatment is by prayer or spiritual means, that of a spiritual adviser or practitioner of such person’s faith, as a basis for pay during leave after an absence of three (3) days for personal illness, or as it may deem necessary in other cases. If the Board does require a physician’s

certificate or a certificate from a spiritual healer as a basis for pay during leave of less than three (3) days, the Board shall pay, from school funds, the expenses incurred by the teachers or other employees in obtaining the certificate.

A record of the accumulated sick leave days shall be kept by the Business Office and made accessible to all certified staff via online portal each year on or before September 30.

Unused accumulated sick leave days not utilized for retirement purposes with the Teachers Retirement System shall be paid at the rate of twenty-five dollars (\$25.00) a day. This payment is to be made as a post-retirement lump sum amount paid after the teacher's final work day and receipt of the teacher's final paycheck for regular earnings but not later than thirty (30) days after the teacher's retirement from the District. The payment is not intended to be included in the teacher's creditable earnings for the school year preceding his/her retirement.

3. Temporary Disability

A teacher who is absent because of disability or incapacity shall be deemed temporarily disabled, starting from the first day of disability, in accordance with the following:

Years Employed in District	Temporary Disability
0 thru 1 year	30 consecutive school days
2 thru 4 years	60 consecutive school days or the exhaustion of paid sick leave, whichever happens last
5 or more years -	Less than 90 consecutive school days or for less than 90 out of 120 school days from the same illness or incapacity, or the exhaustion of paid sick leave, whichever happens last

If a temporarily disabled teacher does not have sufficient accumulated sick leave days or unpaid leave under the federal Family and Medical Leave Act to cover the duration of his/her absence, the Board shall grant the disabled teacher an unpaid leave of absence for the period of temporary disability, but not to exceed the number of days shown above as calculated from the onset of the disability. In its sole and non-grievable discretion, the Board may grant any teacher who remains incapacitated after the expiration of a temporary disability leave or the exhaustion of accumulated sick leave an extended unpaid leave of absence in accordance with

the terms and conditions applicable to unpaid parental leaves as set forth in Section 8.5 of this Agreement.

B. ESPs

1. Sick Leave Allotment

ESPs, who are scheduled to work more than six hundred (600) hours yearly, shall be granted sick leave with full pay as follows:

- a. 12-Month Employees: Twelve (12) days of full pay per school year
- b. 10-Month Employees: Ten (10) days of full pay per school year
- c. Part-Time Employees: Days shall be prorated based on percentage of full-time equivalent (“FTE”)
- d. Probationary Employees: Three (3) days of full pay during the probationary period. Upon completion of the probationary period, the balance of the days provided in this Section shall then be applied.

Unused sick leave shall accumulate up to a maximum of two hundred forty (240) days for IMRF purposes.

2. Sick Leave Use

Sick leave shall be interpreted to mean personal illness, quarantine at home, serious illness or death in the immediate family or household, or birth, adoption, or placement for adoption.

An ESP may use up to thirty (30) sick leave days directly following the birth of a child without having to provide the District with medical certification. Up to thirty (30) sick leave days may be used for adoption and placement for adoption. If the birth and/or adoption of a child occurs at the end of a school year and the ESP is not able to utilize thirty (30) consecutive sick leave days, the ESP will be able to utilize the balance of the unused sick leave day allotment provided herein in the subsequent contract year. If the thirty (30) consecutive sick leave days are interrupted by an extended break (e.g. Winter and Spring Break), the break days shall not be deducted from the thirty (30) sick leave days.

For purposes of this Article, immediate family shall be defined as: parents, spouse, brothers, sisters, children, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, domestic partners, and legal guardians.

The Board may require a physician’s certificate, or if the treatment is by prayer or spiritual means, that of a spiritual adviser or practitioner of such person’s faith, as a basis for pay during leave after an absence of three (3) days for personal illness, or as it may deem necessary in other cases. If the Board does require a physician’s

certificate or a certificate from a spiritual healer as a basis for pay during leave of less than three (3) days, the Board shall pay, from school funds, the expenses incurred by the teachers or other employees in obtaining the certificate.

A record of the accumulated sick leave days shall be kept by the Business Office and made accessible to all each ESPs via online portal each year on or before September 30.

Accumulative sick leave not otherwise reportable to IMRF shall automatically terminate on the date that an ESP’s resignation or termination becomes effective.

3. Temporary Disability

An ESP who is absent because of disability or incapacity shall be deemed temporarily disabled, starting from the first day of disability, in accordance with the following:

Years Employed in the District	Temporary Disability
0 thru 1 year	30 consecutive work days
2 thru 10 years	60 consecutive work days or the exhaustion of paid sick leave, whichever happens last
10 or more years	less than 90 consecutive work days or for less than 90 out of 120 work days from the same illness or incapacity, or the exhaustion of paid sick leave, whichever happens last.

If a temporarily disabled ESP does not have sufficient accumulated sick leave days or unpaid leave under the federal Family and Medical Leave Act to cover the duration of his/her absence, the Board shall grant the disabled ESP an unpaid leave of absence for the period of temporary disability, but not to exceed the number of days shown above as calculated from the onset of the disability. In its sole and non-grievable discretion, the Board may grant any ESP who remains incapacitated after the temporary disability leave (or accumulated sick leave) expires an extended unpaid leave of absence under any terms and conditions deemed appropriate.

8.2 Sick Leave Bank

- A. The Board in cooperation with the Association shall establish a Sick Leave Bank for employees on a voluntary basis. The intent of establishing the Bank is to provide extended paid sick leave to those participants who incur a period of catastrophic illness or injury. The Sick Leave Bank will be administered by the TAP Sick Leave Bank Committee. The

Committee shall promptly report all donations and all grants of sick leave to the Superintendent. The granting of leave shall be in accordance with rules and regulations promulgated by the TAP Sick Leave Bank Committee in consultation with the Superintendent and/or designee.

- B. The Sick Leave Bank is available to participating employees who have exhausted all of their accumulated sick leave and suffer from a personal illness, disability, or injury of a catastrophic nature. The Bank shall be used only for the catastrophic illness or injury of a participating employee. Catastrophic refers to life-threatening or extraordinary medical conditions that have totally incapacitated an employee's physical or mental ability to work. Chronic conditions such as, but not limited to, cancer, AIDS, and residual effects of a stroke, may be considered catastrophic in the condition results in long-term absences. Generally, catastrophic medical conditions must be considered both long-term in nature and require long-term rehabilitation periods. Conditions which are short-term in nature (e.g., flu, measles, common illnesses or injuries, or normal pregnancies) are not considered catastrophic. The Bank shall not be used for cosmetic surgery or any surgical or other procedure which may be safely deferred until a vacation or recess period. If the Administration has concern(s) regarding the awarding of sick leave days from the TAP Sick Leave Bank, the Administration may request a meeting with the TAP Sick Leave Bank Committee to discuss the concern(s).
- C. An employee may enroll in the Sick Bank by signing an authorization form agreeing to contribute one (1) day of his/her accumulated sick leave to the Bank by September 30th of the school year. When the total number of days in the Bank equals twice the number of participants, no yearly contribution will be required until such time as the Bank is below fifty (50) days. Sick Bank days may fall below one-half (1/2) at any point during the school year without adjustment. If the number of days in the Bank is less than half the number of participants the following school year, participants may either opt-out of the program or contribute an additional one (1) day. Once an employee donates sick leave days to the Sick Leave Bank, the donation shall be irrevocable.
- D. An employee who is a current participant in the Bank and has a catastrophic illness or injury which requires continuous and prolonged absence from work shall be able to apply to TAP Sick Leave Bank Committee to use days from the Bank after his/her own accrued sick leave and vacation days have been depleted. A physician's statement certifying that the medical condition is life-threatening or extraordinary must be submitted with the request to access the Sick Leave Bank. Included in the statement must be the nature of the condition and the anticipated length of the rehabilitation period. An employee requesting use of the Sick Leave Bank must comply with the reasonable requests of the TAP Sick Leave Bank Committee. The maximum number of Sick Leave Bank days usable by any participants shall be twenty (20) days annually. Sick Leave Bank days for eligible part-time employees shall be prorated. A participating employee is not eligible to request Sick Leave Bank days if he/she is on an unpaid leave of absence or is receiving benefits under the Workers' Compensation Act, the Workers' Occupational Diseases Act, IMRF, and/or

TRS. An employee shall not be eligible to utilize the Sick Leave Bank in two (2) consecutive years unless he/she has been actively employed and working full-time for at least ninety (90) work days prior to drawing from the Bank in the second year.

- E. A participant, due to unusual circumstances, may request special consideration for use of up to an additional twenty (20) paid sick leave days from the Bank in any year if the employee is unable to return to employment after exhausting the maximum twenty (20) days allotment. The decision to award additional days is in the sole discretion of the TAP Sick Leave Bank Committee in consultation with the District and shall be non-precedential.

8.3 Personal Leave Days

A. Personal Day Allotment

The Board shall grant to all teachers and ESPs three (3) personal leave days per school year at full pay for the purpose of conducting business which cannot be accomplished on a non-school day. Personal leave days for eligible part-time teachers shall be prorated.

B. Personal Leave Use/Accumulation

Personal leave shall require in all cases, except for unforeseen emergencies, at least three (3) school days advance notice to the principal or his/her designated representative. For example, a request for a personal day on a Friday must be submitted to the principal or his/her designated representative by the end of the work day of the previous Monday. Reasons need not be given when such leave is requested except in the case of unforeseen emergencies when less than three (3) school days advance notice is given, in which case a reason must be given and the personal leave may be denied at the sole and non-grievable discretion of the Superintendent.

Personal leave days shall not be used immediately before or after a holiday/vacation period, on an institute/in-service day, or during the first or last five (5) days of the school year unless otherwise agreed to by the Superintendent in his/her sole and non-grievable discretion.

Personal leave is not cumulative. At the end of any given school year, unused personal leave days shall be transferred to an employee's cumulative sick leave

8.4 Leave of Absence for Jury Duty

All employees shall be granted a leave of absence for jury duty service. When engaged in such service, an employee shall receive his/her regular salary, provided the employee reimburses the Board the fee received for such jury duty (meals and mileage excluded).

8.5 Association Leave

No more than four (4) days will be granted yearly to the Association for the purpose of conducting

Association business. Four (4) Association members who conduct business on the same day constitute the maximum annual allowance of four (4) days. The Association will reimburse the District the daily cost of substitutes resulting from such leave.

8.6 Teacher Parental Leave Options

A. Use of Sick Leave/FMLA

For the birth and/or adoption of a child, a leave of absence with pay shall be granted in accordance with Section 8.1 of this Agreement which can be used concurrently with Section 8.12, provided the teacher qualifies for FMLA and/or has requisite sick days and/or personal leave days for payment.

If the teacher does not have the requisite sick days and/or personal leave days for payment and/or the teacher requests that only a specific number of sick leave days and/or personal leave days be used for the duration of the requested FMLA leave, the remaining days used during the FMLA leave shall be unpaid.

For the birth and/or adoption of a child, if the teacher exhausts sick and personal leave and does not qualify for FMLA leave, the teacher shall work with the Association and the Administration to determine unpaid leave options, if any.

B. Extended Parental Leave for Tenured Teacher

In addition to Section 8.6A., an extended leave of absence without pay shall be granted to a tenured teacher for the birth and/or adoption of a child upon the teacher's written request for such leave. The request for absence shall include the expected day of delivery or verification of a legal adoption.

1. Notification Requirements

Application for extended parental leave shall be made in writing to the Superintendent at least one hundred twenty (120) calendar days prior to the anticipated birth of the child and/or, to the extent possible and/or except in the case of an emergency, at least sixty (60) calendar days prior to the anticipated adoption of the child.

After consultation with the teacher, the Superintendent shall determine the commencement and termination of such leave, taking into consideration maintenance of continuity of instruction and medical factors to the maximum possible degree, and the pertinent time factors related thereto. The leave shall not exceed the balance of the school term in which it commences and one (1) additional school term. To the extent possible, the extended leave granted herein shall commence and/or end at a time that is least disruptive to the affected students.

Written notification of intent to return to work shall be provided by the tenured teacher to the Superintendent by February 20 of the year prior to return to work.

2. Extended Leave Implications on Seniority, Return to Work and/or Salary/Fringe Benefits

Such leave shall be granted without loss of tenure or seniority status, if any, and accumulated sick leave and/or personal leave shall be restored upon the tenured teacher's return to duty; however, the period of the leave shall not be counted toward seniority.

When the tenured teacher on parental leave returns to duty, the teacher shall be assigned to a position for which he/she is qualified. Upon return to duty, the teacher shall be afforded those benefits which have accrued to the teacher as of the time the teacher had been granted such leave.

During the extended parental leave, salary advancement shall be determined by Section 6.1.

A tenured teacher granted unpaid extended parental leave may make arrangements to continue major medical, group hospitalization, and life insurance coverage as provided for in this Agreement for the duration of the leave at the tenured teachers' expense, as approved by the insurance carrier.

3. Subsequent Extended Parental Leave

A tenured teacher who has been granted an extended parental leave shall not become eligible for a subsequent extended parental leave unless and until such tenured teacher has returned to full-time service for at least two (2) complete school terms, provided, however, that under exceptional circumstances the Board may grant such a leave in its sole, absolute and non-reviewable, non-grievable discretion. The granting or withholding of such leave shall be without precedential effect.

8.7 Religious Observance Leave

Employees shall be afforded a leave of absence for purposes of religious holiday observance. Written notice of the need for such leave must be provided to the Superintendent or designee at least five (5) days prior to the leave day(s). Personal leave days shall be used by the employee for religious observance leave; if an employee has exhausted his/her personal leave, such religious observance days shall be unpaid.

8.8 Bereavement Leave

Up to three (3) paid bereavement leave days will be granted, per occurrence, for a death in the immediate family (as defined in Section 8.1 A above). Any additional bereavement days requested for death in the immediate family will be deducted from sick leave.

8.9 Emergency Days

An emergency day is defined as an occurrence that is out of an employee's control. These instances are defined as, but not limited to, floods, snow storms, accidents, etc., whereby the employee makes every attempt to get to work but is delayed because of an occurrence that is out of his/her control. The employee will use a personal day, if available. If no personal days are available, the employee will be docked in increments of one-half (1/2) or full-day at the employee's per diem rate for time missed.

8.10 ESP Vacations

After six (6) months of continuous employment, each full-time, twelve (12) month ESP, shall be entitled to a vacation on the basis of complete fiscal quarter years worked. The vacation credited shall be two (2) and one-half (1/2) days per quarter of employment, except that it shall be three (3) and three-quarters (3/4) days per quarter after five (5) years of employment, and five (5) days per quarter after fifteen (15) years of employment.

When an ESP completes six (6) months of employment, he/she shall receive credit for the vacation earned from the time of employment to the end of the first six (6) months of employment, at the proper number of days for each complete quarter worked. After an employee has worked six (6) months, he/she shall receive credit for vacation due at the end of each quarter, October 1, January 1, April 1 and July 1.

Vacation credit earned in one (1) fiscal year shall be used by the end of the following fiscal year or the ESP shall lose it, except upon the recommendation of the Superintendent and the approval of the Board.

ESPs terminating their employment shall be reimbursed for the amount of unused vacation earned to the date of termination, provided employment is terminated by action of the Board or by a two (2) week notice in writing by the ESP.

Requests for vacations shall be presented to the Superintendent for approval. Seniority of service shall be considered in determining the time for vacation.

8.11 ESP Holidays

All twelve (12) month ESPs shall be off the following paid holidays as designated by the school calendar:

Independence Day Labor Day
Columbus Day (if designated by school calendar)
Veterans Day
Thanksgiving and Thanksgiving Friday
Christmas Eve Christmas Day
New Year's Eve Day
New Year's Day Martin Luther King
Presidents' Day
Casimir Pulaski (if designated by school calendar)
Good Friday (if designated by school calendar)
Memorial Day

8.12 Family Medical Leave Act (FMLA)

Leave pursuant to the federal Family and Medical Leave Act shall be provided in accordance with Board Policy 5:185 and the law.

8.13 Leave in Violation of the Agreement

If an employee submits a request for leave in violation of this Agreement and provides a reason for the absence, the Superintendent, under sole managerial right, will approve or deny the request in writing.

If the Superintendent approves the request in whole or part, the employee shall be required to use a personal day(s) for each day approved. If the employee has exhausted his/her personal leave for the year, the employee shall not be paid for the use of the approved day(s). No notification letter or discipline letter shall be put in the file for approved day(s) by the Superintendent.

If the Superintendent denies the request in whole or part, the employee shall not be paid for the use of the unapproved day(s), and the employee's absence shall be considered in violation of the Agreement.

For the employee's first violation of this Section, the District shall provide a notification letter to the employee. The notification letter shall be placed in the employee's personnel file documenting the violation. Said notification letter shall remain in the personnel file for three (3) years. If no violation occurs after the initial violation within a three (3) year period, said notification letter shall be removed from the personnel file.

If a subsequent violation occurs within a three (3) year period from the date of the first violation, the subsequent violation shall be subject to discipline pursuant to Sections 4.11 and/or 4.12. Upon violation, an employee shall receive a second letter. If an employee receives a second letter within the three (3) year period following the first letter and if no violation occurs after the second letter within a five (5) year period, the first and second letter shall be removed from the personnel file.

If an employee receives a third letter in combination with the previous two (2) letters, the third letter shall remain in the personnel file for the term of the employment and be considered in future discipline matters.

ARTICLE IX
GRIEVANCE PROCEDURE

9.1 Definitions

- A. A “grievance” shall mean a complaint by an individual employee or the Association, that there has been a violation, misinterpretation or misapplication of specific provisions of this Agreement.
- B. All time limits consist of school days, unless otherwise provided herein, except that when a grievance is submitted fewer than ten (10) days before the close of the current school term, time limits shall consist of days on which the Superintendent’s office is regularly scheduled to be open.

9.2 Procedures

The parties hereto acknowledge that it is usually most desirable for an employee and his/her immediately involved supervisor to first resolve problems through free and informal communications. When requested by the employee, the building representative may accompany the employee to assist in the informal resolution of the problem. If, however, such informal processes fail to satisfy the employee, a grievance may be processed as follows:

- A. **Step 1.** The grievant (Association or individual employee) shall present the grievance in writing to the principal or immediate supervisor, stating the article(s) and section(s) of other Agreement alleged to be violated and requested remedy, along with the employee’s signature, on the Grievance Form (Exhibit A), no later than twenty (20) school days after either the occurrence of the alleged claim or after the grievant becomes aware of the occurrence. The principal or immediate supervisor will arrange for a meeting to take place within ten (10) school days after receipt of the grievance. An Association representative selected by the aggrieved party, if said aggrieved party desires said assistance, the aggrieved party, the immediately involved supervisor and any person whose assistance he/she requests shall be present at the meeting. If the aggrieved does not request representation from the Association, the Association shall be made aware of the meeting and allowed to attend the meeting as the exclusive representative of the bargaining unit. The principal or immediate supervisor will then, within ten (10) school days after the meeting, provide the aggrieved party, the Association, and the Superintendent with a written memorandum setting forth the disposition of the grievance. Such memorandum shall contain reasons upon which the disposition of the matter was based.
- B. **Step 2.** If the grievant (Association or individual employee) is not satisfied with the disposition of the grievance at Step 1), the grievant may then refer the grievance to the Superintendent within ten (10) school days thereafter. The Superintendent shall then arrange for a meeting with the same parties being present at Step 1 within ten (10) school days. Each party to the grievance shall have the right to include in its representation a

counselor if so desired. Each party may present witnesses necessary to develop the facts pertaining to the grievance. Upon conclusion of the hearing on the grievance, the Superintendent shall have ten (10) school days in which to provide his/her written decision to the aggrieved party.

- C. **Step 3.** If the grievant (Association or individual employee) is not satisfied with the disposition of the grievance at Step 2, the grievant may then refer the grievance to the Board within thirty (30) days thereafter. The President of the Board shall then arrange for a meeting with the same parties being present at Step 2 or for the purpose of reviewing written briefs prepared by the parties within ten (10) school days. The meeting (hearing) will be conducted by a quorum of the Board. Upon conclusion of the hearing on the grievance, the Board shall have ten (10) school days in which to provide their written decision to the aggrieved party.
- D. **Step 4.** If the Association is not satisfied with the disposition of the grievance at Step 3, there shall be available a fourth step of binding arbitration. The Association may submit, in writing, a request to submit the grievance to arbitration to the Superintendent within ten (10) school days from receipt of the Step 3 answer. The Association may submit the grievance to binding arbitration under the Voluntary Labor Arbitration Rules of the American Arbitration Association (AAA) which shall act as the administrator of the proceedings.
1. Neither the Board, nor the Association shall be permitted to assert any grounds before the arbitrator which were not previously disclosed to the other party.
 2. Each party shall bear the full costs of its representation in the arbitration. The cost of the arbitrator and of the American Arbitration Association shall be divided equally between the Board and the Association.
 3. If either party requests a transcript of the proceedings, that party shall bear the full cost of that transcript. If both parties order a transcript, the cost of the two (2) transcripts shall be divided equally between the Board and Association.
 4. Either party may make public the findings or the recommendations of the arbitrator.
 5. The arbitrator's decision must be based solely and only upon his/her interpretation of the meaning or application of the express relevant language of the Agreement. The arbitrator shall have no power to alter, amend, nullify, or add to the terms of the Agreement.

9.3 Bypass of Step A

If the aggrieved party (Association or individual employee) and the Superintendent agree, Step 1

of the grievance procedure may be bypassed and the grievance brought directly to Step 2.

9.4 Association Participation

If requested by the employee, the Board acknowledges the right of the Association to have its grievance representative present to state its views at all formal stages of the grievance procedure, and no employee shall be required to discuss any grievance if the Association grievance representative is not present as requested.

9.5 Filing of Material

All documents, communication, and records dealing with the processing of a grievance shall be filed separately from the personnel files of the participants.

9.6 Grievance Withdrawn

A grievance may be withdrawn at any level without establishing precedent by mutual agreement.

9.7 Time Limits

Failure of any grievant to act on a grievance within the prescribed time limits will act as a ban to any further appeal and the administration's failure to give a written decision within the prescribed time limits shall permit the grievant to move to the next step.

9.8 No Reprisals

No reprisals of any kind shall be taken by the Board, the administration, or the Association against any employee because of his/her participation, or lack of participation, in this grievance procedure.

9.9 Extension of Time Limits

An extension of time limits may be granted if both parties mutually agree to such an extension.

9.10 Exclusion or Remedies

In the event an employee commences a proceeding in any state or federal court or administrative agency against the Board and/or Administration, charging the Board and/or Administration with an alleged violation of any of the terms of this Agreement, such remedy shall be exclusive and the said employee shall be barred from invoking any remedy by this grievance procedure.

ARTICLE X
MANAGEMENT RIGHTS

The Board retains and reserves the ultimate responsibility for proper management of the School District conferred upon and vested in it by the statutes and Constitutions of the State of Illinois and the United States, including, but not limited to, the responsibility for and the right:

- A. To maintain executive management and administrative control of the School District and its properties and facilities and the professional activities of its employees as related to the conduct of school affairs.
- B. To hire all employees and, subject to the provisions of the law, to determine their qualifications and conditions for their continued employment, dismissal, suspension or demotion, and to assign, promote or transfer all such employees.
- C. To establish programs and courses of instruction, including special programs, and to provide for athletic, recreational and social events for students, all as deemed necessary or advisable by the Board.
- D. To delegate authority through recognized administrative channels for the development and organization of the means and methods of instruction according to current written Board Policy or as the same may from time to time be amended, the selection of textbooks and other teaching materials, and the utilization of teaching aids of all kinds.
- E. To determine class schedules, the hours of instruction, and the duties, responsibilities, and assignments of teachers and other employees with respect thereto, and non-classroom assignments.

The exercise of the foregoing powers, rights, authorities, duties and responsibilities by the Board, and the adoption of policies, rules, regulations and practices in furtherance thereof, shall be limited by the specific and express terms of this Agreement.

ARTICLE XI
NO STRIKE

The Association agrees in accordance with Illinois law, not to strike, not to engage in work stoppage, and not to picket in a manner which disrupts the operation of any public school or the administrative offices of the District during the term of this Agreement.

ARTICLE XII
EFFECT OF AGREEMENT

12.1 Complete Understanding

The terms and conditions set forth in this Agreement represent the full and complete understanding and commitment between the parties.

12.2 Contractual Amendments

This Agreement shall constitute a binding obligation of both the Board and the Association and for the duration hereof may be altered, changed, added to, deleted from, or modified only through the voluntary, mutual consent of these parties in written and signed amendment to this Agreement.

12.3 Individual Contracts

Any individual contract between the Board and an employee heretofore executed shall be subject to and consistent with the terms and conditions of this Agreement. Any individual contract hereafter executed shall be expressly made subject to and consistent with the terms and conditions of this or subsequent agreements to be executed by the parties.

If an individual contract contains any language inconsistent with the Agreement, this Agreement, during its duration, shall be controlling.

12.4 Savings Clause

If any provision of this Agreement or any application of this Agreement to any employee or group of employees is held to be contrary to law, then such provision or application shall not be deemed valid and subsisting, except to the extent permitted by law; but all other provisions or applications shall be continued in full force and effect.

ARTICLE XIII
DURATION OF AGREEMENT AND SCOPE OF BARGAINING

This Agreement shall be effective as of the first day of the 2022-2023 school year and shall continue in effect until the day before the first day of the 2025-2026 school year. This Agreement shall expire at such expiration date unless it is extended for a specific period or periods by mutual written agreement of the parties or if replaced by a successor agreement.

EDUCATION ASSOCIATION

BOARD OF EDUCATION

By _____
President

By _____
President

By _____
Secretary

By _____
Secretary

By _____
Negotiation Committee
Member

By _____
Negotiating Committee
Member

By _____
Negotiation Committee
Member

By _____
Negotiation Committee
Member

By _____
Negotiation Committee
Member

By _____
Negotiation Committee
Member

Date _____

APPENDIX A
TEACHER SALARIES

Salary Matrix for Initial Placement of New Teachers for the 2022-2023 School Year*(Base)

New Teacher Matrix 2022-23* (BA through MA) In addition to the below salary, certified staff will receive \$1419 plus TRS for weekly meetings								
	BA		BA12		BA24		MA	
	Salary	Salary/TRS	Salary	Salary/TRS	Salary	Salary/TRS	Salary	Salary/TRS
1	\$40,184	\$43,801	\$42,269	\$46,073	\$44,354	\$48,346	\$48,035	\$52,358
2	\$41,189	\$44,896	\$43,326	\$47,225	\$45,463	\$49,555	\$49,236	\$53,667
3	\$42,218	\$46,018	\$44,409	\$48,406	\$46,599	\$50,793	\$50,467	\$55,009
4	\$43,274	\$47,168	\$45,519	\$49,616	\$47,764	\$52,063	\$51,728	\$56,384
5	\$44,356	\$48,348	\$46,657	\$50,856	\$48,959	\$53,365	\$53,022	\$57,794
6	\$45,465	\$49,556	\$47,823	\$52,128	\$50,182	\$54,699	\$54,347	\$59,238
7	\$46,601	\$50,795	\$49,019	\$53,431	\$51,437	\$56,066	\$55,706	\$60,719

New Teacher Matrix 2022-23* (MA12 through MA48) In addition to the below salary, certified staff will receive \$1419 plus TRS for weekly meetings								
	MA12		MA24		MA36		MA48	
	Salary	Salary/TRS	Salary	Salary/TRS	Salary	Salary/TRS	Salary	Salary/TRS
1	\$50,120	\$54,631	\$52,205	\$56,903	\$54,290	\$59,176	\$56,375	\$61,449
2	\$51,373	\$55,997	\$53,510	\$58,326	\$55,647	\$60,656	\$57,784	\$62,985
3	\$52,657	\$57,396	\$54,848	\$59,784	\$57,038	\$62,172	\$59,229	\$64,560
4	\$53,974	\$58,831	\$56,219	\$61,279	\$58,464	\$63,726	\$60,710	\$66,174
5	\$55,323	\$60,302	\$57,625	\$62,811	\$59,926	\$65,319	\$62,227	\$67,828
6	\$56,706	\$61,810	\$59,065	\$64,381	\$61,424	\$66,952	\$63,783	\$69,524
7	\$58,124	\$63,355	\$60,542	\$65,991	\$62,960	\$68,626	\$65,378	\$71,262

Salary Matrix for Initial Placement of New Teachers for the 2023-2024 School Year*(Base)

New Teacher Matrix 2023-2024* (BA through MA) In addition to the below salary, certified staff will receive \$1419 plus TRS for weekly meetings.								
	BA		BA12		BA24		MA	
	Salary	Salary/TRS	Salary	Salary/TRS	Salary	Salary/TRS	Salary	Salary/TRS
1	\$41,189	\$44,896	\$43,274	\$47,168	\$45,359	\$49,441	\$49,040	\$53,453
2	\$42,218	\$46,018	\$44,355	\$48,347	\$46,493	\$50,677	\$50,266	\$54,789
3	\$43,274	\$47,168	\$45,464	\$49,556	\$47,655	\$51,944	\$51,522	\$56,159
4	\$44,356	\$48,348	\$46,601	\$50,795	\$48,846	\$53,242	\$52,810	\$57,563
5	\$45,465	\$49,556	\$47,766	\$52,065	\$50,067	\$54,573	\$54,131	\$59,002
6	\$46,601	\$50,795	\$48,960	\$53,367	\$51,319	\$55,938	\$55,484	\$60,477
7	\$47,766	\$52,065	\$50,184	\$54,701	\$52,602	\$57,336	\$56,871	\$61,989

New Teacher Matrix 2023-2024* (MA12 through MA48) In addition to the below salary, certified staff will receive \$1419 plus TRS for weekly meetings.								
	MA12		MA24		MA36		MA48	
	Salary	Salary/TRS	Salary	Salary/TRS	Salary	Salary/TRS	Salary	Salary/TRS
1	\$51,125	\$55,726	\$53,210	\$57,998	\$55,295	\$60,271	\$57,380	\$62,544
2	\$52,403	\$57,119	\$54,540	\$59,448	\$56,677	\$61,778	\$58,814	\$64,107
3	\$53,713	\$58,547	\$55,903	\$60,935	\$58,094	\$63,322	\$60,284	\$65,710
4	\$55,056	\$60,011	\$57,301	\$62,458	\$59,546	\$64,905	\$61,792	\$67,353
5	\$56,432	\$61,511	\$58,733	\$64,019	\$61,035	\$66,528	\$63,336	\$69,037
6	\$57,843	\$63,049	\$60,202	\$65,620	\$62,561	\$68,191	\$64,920	\$70,763
7	\$59,289	\$64,625	\$61,707	\$67,260	\$64,125	\$69,896	\$66,543	\$72,532

Salary Matrix for Initial Placement of New Teachers for the 2024-2025 School Year*(Base)

New Teacher Matrix 2024-2025* (BA through MA) In addition to the below salary, certified staff will receive \$1419 plus TRS for weekly meetings.

	BA		BA12		BA24		MA	
	Salary	Salary/TRS	Salary	Salary/TRS	Salary	Salary/TRS	Salary	Salary/TRS
1	\$42,012	\$45,793	\$44,097	\$48,066	\$46,182	\$50,339	\$49,863	\$54,351
2	\$43,063	\$46,938	\$45,200	\$49,268	\$47,337	\$51,597	\$51,110	\$55,710
3	\$44,139	\$48,112	\$46,330	\$50,499	\$48,520	\$52,887	\$52,388	\$57,103
4	\$45,243	\$49,315	\$47,488	\$51,762	\$49,733	\$54,209	\$53,697	\$58,530
5	\$46,374	\$50,547	\$48,675	\$53,056	\$50,977	\$55,565	\$55,040	\$59,993
6	\$47,533	\$51,811	\$49,892	\$54,382	\$52,251	\$56,954	\$56,416	\$61,493
7	\$48,721	\$53,106	\$51,139	\$55,742	\$53,557	\$58,378	\$57,826	\$63,031

New Teacher Matrix 2024-2025* (MA12 through MA48) In addition to the below salary, certified staff will receive \$1419 plus TRS for weekly meetings.

	MA12		MA24		MA36		MA48	
	Salary	Salary/TRS	Salary	Salary/TRS	Salary	Salary/TRS	Salary	Salary/TRS
1	\$51,948	\$56,624	\$54,033	\$58,896	\$56,118	\$61,169	\$58,203	\$63,442
2	\$53,247	\$58,039	\$55,384	\$60,369	\$57,521	\$62,698	\$59,658	\$65,028
3	\$54,578	\$59,490	\$56,769	\$61,878	\$58,959	\$64,266	\$61,150	\$66,653
4	\$55,943	\$60,978	\$58,188	\$63,425	\$60,433	\$65,872	\$62,679	\$68,320
5	\$57,341	\$62,502	\$59,643	\$65,011	\$61,944	\$67,519	\$64,246	\$70,028
6	\$58,775	\$64,065	\$61,134	\$66,636	\$63,493	\$69,207	\$65,852	\$71,778
7	\$60,244	\$65,666	\$62,662	\$68,302	\$65,080	\$70,937	\$67,498	\$73,573

APPENDIX B
HORIZONTAL MOVEMENT 2022-2025

<u>BA + 12</u>	<u>BA +24</u>	<u>MA</u>	<u>MA +12</u>	<u>MA +24</u>	<u>MA +36</u>	<u>MA +45</u>	<u>MA +60/Doctorate</u>
<u>\$2,085</u>	<u>\$2,085</u>	<u>\$3,681</u>	<u>\$2,085</u>	<u>\$2,085</u>	<u>\$2,085</u>	<u>\$2,085</u>	<u>\$2,085</u>

***Salaries include additional compensation pursuant to Section 6.5D**

APPENDIX C
STIPENDS 2022-2025

	Athletic	Category	Hours per person (\$46.73)	Positions	Total Stipend Hours	2022-2023 2023-2024 2024-2025
MS	MS Basketball 7th Girls	Athletic	100	1	100	\$4,673
MS	MS Basketball 8th Girls	Athletic	100	1	100	\$4,673
MS	MS Basketball 7th Boys	Athletic	100	1	100	\$4,673
MS	MS Basketball 8th Boys	Athletic	100	1	100	\$4,673
MS	MS Cheerleading 7th	Athletic	65	1	65	\$3,037
MS	MS Cheerleading 8th	Athletic	65	1	65	\$3,037
MS	MS Cross Country Asst.	Athletic	55	1	55	\$2,570
MS	MS Cross Country Head	Athletic	60	1	60	\$2,804
MS	MS Soccer Asst.	Athletic	80	1	80	\$3,738
MS	MS Soccer Head	Athletic	90	1	90	\$4,206
MS	MS Softball 7th Boys	Athletic	60	1	60	\$2,804
MS	MS Softball 7th Girls	Athletic	80	1	80	\$3,738
MS	MS Softball 8th Boys	Athletic	60	1	60	\$2,804
MS	MS Softball 8th Girls	Athletic	80	1	80	\$3,738
MS	MS Volleyball 7th Boys	Athletic	90	1	90	\$4,206
MS	MS Volleyball 7th Girls	Athletic	100	1	100	\$4,673
MS	MS Volleyball 8th Boys	Athletic	90	1	90	\$4,206
MS	MS Volleyball 8th Girls	Athletic	100	1	100	\$4,673
	Instructional	Category	Hours	Positions	Total Stipend Hours	2022-2023 2023-2024 2024-2025
MS/ES	MS Band	Instructional	175	1	175	\$8,178
MS/ES	Orchestra	Instructional	125	1	125	\$5,841
MS	MS Chorus	Instructional	125	1	125	\$5,841
MS	MS Homework Assistance (Tiger Time)	Instructional	35	4	140	\$6,542
MS	MS Math Olympiad	Instructional	24	1	24	\$1,122
MS	MS Musical Director	Instructional	105	2	210	\$9,813
MS	MS Scholastic Bowl	Instructional	65	1	65	\$3,037
MS	MS Student Council	Instructional	140	2	280	\$13,085
MS	MS Open Library	Instructional	95	1	95	\$4,439
MS	MS Yearbook Advisor	Instructional	100	1	100	\$4,673
MS	MS <i>Paw Prints</i>	Instructional	80	1	80	\$3,738
MS	Math Supported Study	Instructional	36	4	144	\$6,729

	Management	Category	Hours	Positions	Total Stipend Hours	2022-2023 2023-2024 2024-2025
MS	MS Intramural Coord.	Management	90	1	90	\$4,206
MS	MS Outdoor Ed Coordinator	Management	45	1	45	\$2,103
MS	MS 8th Grade Trip Coordinator	Management	35	1	35	\$1,636
MS	MS Activities Director	Management	100	1	100	\$4,673
MS	MS Athletic Director	Management	100	1	100	\$4,673
MS	MS SST Coordinator	Management	40	1	40	\$1,869
MS	Cancer Walk Coordinator	Management	5	1	5	\$234
MS	Talent Show Coordinator	Management	8	1	8	\$374
	Pool	Category	Hours	Positions	Total Stipend Hours	2022-2023 2023-2024 2024-2025
MS	MS Club/Activities Pool	Pool	---	---	200	\$9,346
MS	MS Intramural Activity Sponsors	Pool	---	---	100	\$4,673
MS	MS Team Tigers Activity Pool	Pool	---	---	100	\$4,673
MS	MS Rainbows Facilitator Pool	Pool	15	2	30	\$1,401
	Leadership	Category	Hours	Positions	Total Stipend Hours	2022-2023 2023-2024 2024-2025
MS	MS MTSS/SEL Team Members	Leadership	40	6	240	\$11,215
MS	MS Instructional Coach	Leadership	100	1	100	\$4,673
MS	MS Team Leader (1.0 for 5, 6, 7, 8; .5 for Special Ed, Specials, ESP)	Leadership	120	5.5	660	\$30,842
MS	MS Rainbows Coordinator	Leadership	15	1	15	\$701

	Instructional	Category	Hours	Positions	Total Stipend Hours	2022-2023 2023-2024 2024-2025
ES	ES Book Clubs (2nd and 3rd Grades)	Instructional	18	2 (3rd) 2 (4th)	72	\$3,365
ES	ES After School Math	Instructional	90	4	360	\$16,823
ES	ES Eagles' Nest	Instructional	20	10	200	\$9,344
ES	ES Noon Study	Instructional	35	1	35	\$1,635
ES	ES Student Council	Instructional	25	2	50	\$2,337
ES	ES Yearbook Advisor	Instructional	100	1	100	\$4,673
ES	ES Buddies Coordinator	Instructional	9	2	18	\$841
ES	ES Battle of the Books	Instructional	10	2	20	\$934
ES	ES Beginning Coding Club	Instructional	14	2	28	\$1,308
ES	ES Post Office	Instructional	20	2	40	\$1,869
ES	ES Open Library	Instructional	30	2	60	\$2,804
	Management	Category	Hours	Positions	Total Stipend Hours	2022-2023 2023-2024 2024-2025
ES	ES Assembly Coordinator	Management	2	1	2	\$93
ES	ES SST Coordinator	Management	51	1	51	\$2,383
	Leadership	Category	Hours	Positions	Total Stipend Hours	2022-2023 2023-2024 2024-2025
ES	ES Lead Teacher	Leadership	63	10	630	\$29,440
ES	ES PBSS/ Behavior RTI	Leadership	15	9	135	\$6,309
ES	ES PBSS Coordinator	Leadership	100	1	100	\$4,673
ES	ES Instructional Coach	Leadership	100	1	100	\$4,673
ES	ES Rainbows Coordinator	Leadership	15	1	15	\$701
	Pool	Category	Hours	Positions	Total Stipend Hours	2022-2023 2023-2024 2024-2025
ES	ES Activities Pool	Pool			542	\$25,328
ES	ES Rainbows Facilitator Pool	Pool	15	5	75	\$3,504

	Leadership	Category	Hours	Positions	Total Stipend Hours	2022-2023 2023-2024 2024-2025
DIST	Dist. Subject Area Coordinators	Leadership	56	12	672	\$31,403
DIST	Teacher Mentor	Leadership	36	8	288	\$13,458
DIST	Technology Coordinator	Leadership	125	1	125	\$5,841

APPENDIX D
ESP HOURLY RATES OF NEW EMPLOYEES
2022-2025

<u>Category</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>
<u>Clerical Aides</u>	<u>\$16.73</u>	<u>\$17.57</u>	<u>\$18.36</u>
<u>Custodians</u>	<u>\$19.00</u>	<u>\$19.95</u>	<u>\$20.85</u>
<u>Instructional Aide</u>	<u>\$18.00</u>	<u>\$18.90</u>	<u>\$19.75</u>
<u>Lunch Aides</u>	<u>\$16.18</u>	<u>\$16.99</u>	<u>\$17.76</u>
<u>Maintenance</u>	<u>\$28.23</u>	<u>\$29.64</u>	<u>\$30.97</u>
<u>Nurse</u>	<u>\$30.02</u>	<u>\$31.52</u>	<u>\$33.10</u>
<u>Secretary</u>	<u>\$20.98</u>	<u>\$22.03</u>	<u>\$23.02</u>



This year's spring testing report will include an overview of the assessments we give in Pleasantdale and recommendations for decreasing the amount of testing, as well as a look at our current year end 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

2022-2023 Recommended Assessment Changes

Over the past school year, we have been discussing how we can reduce the amount of testing we do with our students. We have noticed that this year, more than ever before, more students are experiencing testing fatigue. Furthermore, we want to make sure that our assessments are purposeful and reflect our instruction. Our assessment calendar and data were reviewed by our Curriculum Council, specialist teams at both schools, and our administrative team. We also consulted with Melissa Hinshaw, Director of Assessment at Northwestern Center for Talent Development (and a former NWEA sales representative) on how we can pare down our assessments, how to measure student growth, and how to get our assessments to match our instruction. Options we are reviewing are: a) eliminate one MAP administration (Fall or Spring), b) eliminate 1st grade MAP testing, c) eliminate the 4th grade CogAT Quantitative assessment. Dr. Ban will review the final recommendations at the June Board meeting.

2021-2022 Assessment Data

As we do each 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.

The 2022 spring testing report shows an at-a-glance view of our 2021-2022 MAP[®] data and our preliminary IAR (Illinois Assessment of Readiness) from the spring of 2022.

The tables below provide information that will be shared in the 2022 spring testing report. **Tables A and B** show student growth this school year (from fall to spring) in both reading and math. The cohort percentile rank is the percentage of students in the nation that our students performed better than in the spring of 2022. For example, in first grade reading, our students performed better on average than 84% 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. And finally, **Tables F and G** show our preliminary IAR data showing the percentage of students who met and exceeded grade level standards from the spring of 2022.

Tables A and B: 2021-2022 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	84	16.2	14.0	N
2	89	13.5	13.0	N
3	85	10.2	11.0	Y
4	96	7.5	10	Y
5	88	6.0	5	N
6	87	4.7	5.0	Y
7	92	3.7	3.0	N
8	84	3.1	0.7	N

Table B

Grade	Math			
	Cohort %ile Rank	Target RIT Growth	Observed RIT Growth	Met Goal Y/N
1	92	16.1	17.0	Y
2	85	14.4	14.0	N
3	94	12.9	14.0	Y
4	99	11.8	15.0	Y
5	89	10.9	7	N
6	90	8.7	9.0	Y
7	94	7.1	7	N
8	92	5.6	3	N

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 Burr Ridge, IL 60527
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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: 2021-2022 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	93	2.0	3.0	Y

Grade	Math			
	Cohort %ile Rank	Target RIT Growth	Observed RIT Growth	Met Goal Y/N
8	97	2.9	4.0	Y



Tables D and E: Spring 2022 MAP® Goals

Table D

Reading	
Grade Level	% of Students Who Met Goal
1	41
2	55
3	60
4	72
5	53
6	52
7	49
8	40 (60)

Table E

Math	
Grade Level	% of Students Who Met Goal
1	53
2	53
3	72
4	80
5	28
6	61
7	48
8	42 (55)

Tables F and G: 2018-2022 Preliminary IAR Data

Table F

Reading					
Grade	2018	2019	2020	2021	2022
Composite	60	61	N/A	58	60
3rd	60	48	N/A	62	40
4th	67	69	N/A	59	86
5th	50	61	N/A	59	54
6th	67	52	N/A	54	55
7th	61	77	N/A	63	70
8th	57	56	N/A	53	58

PES: 60%

PMS: 59%

Table G

Math					
Grade	2018	2019	2020	2021	2022
Composite	60	59	N/A	57	60
3rd	70	79	N/A	81	67
4th	69	70	N/A	56	86
5th	51	59	N/A	45	50
6th	67	38	N/A	46	45
7th	51	57	N/A	60	60
8th	54	52	N/A	55	57

PES: 75%

PMS: 53%

PLEASANTDALE SCHOOL DISTRICT 107
FY 23 PRELIMINARY BUDGET
JUNE 15,2022

FUNDS	BUDGETED	FY 23 PRELIMINARY BUDGET		INTERFUND TRANSFER FY 23	FY 23 PRELIM . BUDGET SURPLUS (DEFICIT)	PROJECTED FY 23 ENDING FUND BALANCE
	FUND BALANCE 22	REVENUES 2023	EXPENDITURES 2023			
EDUCATION	8,240,488.00	14,159,728.00	14,219,018.00		(59,290.00)	8,181,198.00
O&M	2,087,884.00	2,082,000.00	1,472,777.00	(600,000.00)	9,223.00	2,097,107.00
TRANSPORTATION	1,244,443.00	1,000,000.00	837,443.00		162,557.00	1,407,000.00
WORKING CASH	292,020.00	148,500.00	-		148,500.00	440,520.00
OPERATING FUNDS	11,864,835.00	17,390,228.00	16,529,238.00	(600,000.00)	260,990.00	12,125,825.00
IMRF & SOCIAL SECURITY	658,350.00	357,600.00	357,600.00		-	658,350.00
TORT	84,625.00	146,090.00	113,137.00		32,953.00	117,578.00
LIFE SAFETY	289,456.00	3,200.00	3,200.00		-	289,456.00
OTHER FUNDS	1,032,431.00	506,890.00	473,937.00	-	32,953.00	1,065,384.00
CAPITAL PROJECTS	77,805.00	1,000.00	639,144.00	600,000.00	(38,144.00)	39,661.00
BOND & INTEREST	-	198,610.00	78,210.00		120,400.00	120,400.00
SURPLUS(DEFICIT)	12,975,071.00	18,096,728.00	17,720,529.00	-	376,199.00	13,351,270.00
BOND PROCEEDS		2,700,000.00			2,700,000.00	2,700,000.00
TOTAL						16,051,270.00

Pleasantdale Elementary School Clubs and Activities Brochure



2021–2022

September 16, 2021

Dear PES Families,

We are excited to announce the 2021-22 clubs and activities being offered to PES students. Please review the descriptions of these exciting opportunities for your children, and decide which your child would like to join.

→ Please note that parents are responsible for updating Pick Up Patrol to reflect your child's participation in these activities. Simply select the activity name and date(s) and we will make sure your child is dismissed accordingly. Signing your child up for an activity does not override the directives in Pick Up Patrol. We understand there are times when a child may not participate in an after school activity due to doctor appointments, etc. which is why we do not rely on activity/club registration for dismissal purposes.

Two activity buses will be available on Mondays, Tuesdays, Wednesdays, and Thursdays for those students who are involved in after school activities. The buses depart Pleasantdale Elementary at 4:25pm and run a "North Route" and a "South Route". The dividing line is 79th Street.

There is no cost for any of the PES sponsored activities, other than a materials fee for some classes. If you need financial assistance, please contact me to make arrangements. Outside vendors do offer programs for our students at our location. These include: NEW! Lego Robotics, NEW! Stage Stars, Chess Scholars, and Girls on the Run. Payment is required for these activities and requires a separate registration form. Pick Up Patrol is updated to reflect both school sponsored activities and outside vendor activities. Individual Teacher Sponsors will send home permission slips for each club. Parents are invited to register their child for as many activities as they wish.

Should you have a question about any activity, please first contact the teacher listed as the Club Sponsor. We look forward to having your child participate in these extra opportunities!

Sincerely,



Ms. Kathleen Tomei, Principal

SPORTS

Cheerleading

Description: Basic cheerleading skills are introduced and practiced to promote school spirit and physical fitness. Students will attend approximately three sessions depending upon the number of students who sign up. **Permission slips due September 30.**

Grade Level: 2nd Grade
Dates: Weekly in October
Time: 11:25-12:05 during recess/lunch
Sponsor: Ms. Halusek

[Permission Slip for Cheerleading](#)

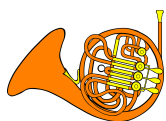


Girls on the Run

Description: We have the opportunity to host Girls on the Run, an after-school program dedicated to creating a world where every girl activates her limitless potential and is free to boldly pursue her dreams.

Program Fee: TBD (Financial assistance is available)
Grade Level: 3rd & 4th Grade
Practice Dates: Spring- dates TBA
Time: 3:20 - 4:45 PM
5K Date: TBA
Sponsor: Dr. Ban





PERFORMING ARTS



Band

Description: 4th grade students will have the opportunity to learn how to play an instrument. The students will participate in group sectional lessons and full ensemble rehearsals. The students will perform two formal performances; once in February and once in May. The instruments students may select to learn are: Flute, Clarinet, Trumpet, Trombone, Baritone, Saxophone, Tuba & Percussion (drums & mallets).

Grade Level: 4th Grade

Dates: Sept 16th - Apr 30th

Time: Sectional Lessons, weekday mornings 8:15 - 8:55 AM

Full Band Rehearsals (January - May), Thursday after school - 4:15 PM

Sponsor: Mr. Bell

Orchestra

Description: 4th grade students will have the opportunity to learn how to play an instrument. The students will participate in group sectional lessons and full ensemble rehearsals. The students will perform two formal performances; once in February and once in May. The instruments students may select to learn are: Violin, Viola and Cello.

Grade Level: 4th Grade

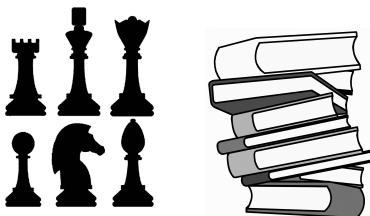
Dates: September 20th - May 27th

Time: Sectional Lessons, weekday mornings 8:15 - 9:00 AM

Full Orchestra Rehearsals (January - May), Monday after school - 4:15 PM

Sponsor: Ms. Cesarz

CLUBS and ACTIVITIES



2nd Grade Book Club

Description: Do you love books? If so, the 2nd Grade Book Club might be for you! Join Mrs. Boehnke and Mrs. Steinmetz to read an awesome book and do a fun project. Students will bring their lunches to the library to eat while listening to a story. Please send a lunch on these days. There is a materials fee of \$2.00 to cover the cost of the crafts. Please submit exact cash or check payable to School District 107.

Grade Level: 2nd Grade

Dates: Session 1: Nov 2, Nov 3, Nov 9, Nov 10, Nov 16, Nov 17 (Google form sent out in Oct.)
Session 2: Feb 22, Feb 23, Mar 1, Mar 2, Mar 8, Mar 9 (Google form sent out in Jan.)
Session 3: Apr 19, Apr 20, Apr 26, Apr 27, May 3, May 4 (Google form sent out in Mar.)
*The number of students who sign up will determine how many sessions you attend.

Time: Tuesdays/Wednesdays during lunch/recess

Sponsors: Mrs. Boehnke and Mrs. Steinmetz



3rd Grade Book Club

Description: Book Club is a wonderful way for students to read and discuss a fun book with their peers. We will be meeting one Tuesday and Wednesday a month. During this time we will ask and answer questions about the book and do fun activities.

Grade Level: 3rd Grade

Dates: The 3rd Tuesday of the month beginning October 19

Time: 12:28-12:48 PM during recess

Sponsors: Mrs. Braband and Mrs. Tokarczyk

Battle of the Books

Description: Battle of the Books is a voluntary reading incentive program for students in grade 4. The purpose is simply to encourage students to read good books and have fun while competing with peers. Students are placed in teams and each team reads approximately 15 books from February to May. At the end of May, each team competes against the other teams to see who can answer the most questions about the books. The winning team is crowned our Battle of the Books champion!

Grade Level: 4th Grade

Dates: February 17th - May 26th

Time: 12:55-1:35 PM during lunch/recess

Sponsors: Mrs. Crist and Mrs. DuVall

Chess Scholars **This is offered by an outside vendor. It is not a D107 sponsored activity.*

Description: “Chess Scholars is our fun-filled professional chess program for children in grades K-4. We work with students of all levels, including complete beginners. During each one-hour class, there is an interactive instructional period of 15-20 minutes, followed by guided practice. Students can also test for Chess Belts, patterned after martial arts belts. We normally run a tournament with prizes towards the end of the session. Our curriculum is well suited for the needs of young students.”

Participation fee \$180.

Grade Level: Kindergarten - 4th Grade

Fall Session: Wednesdays, September 29-December 8 (No class 11/24)

Winter Session: Wednesdays, December 15-March 2 (No class 12/22 & 12/29)

Spring Session: Wednesdays, March 16-May 25 (No class 3/30)

Time: 3:20 - 4:20 PM

Sponsor: *After School Enrichments Solutions*

[Sign up form for Chess Scholars](#)

Coding Club– Beginner

Description: What is coding club all about? In this class, the students will learn basic skills in coding. Coding is using a sequence of commands designed to be carried out by a computer or a device. The students will be designing programs using the Sphero Edu app with the devices Ollie and Sphero. *There is a \$10.00 materials fee required for this course. Please submit exact cash or check payable to School District 107 to the school office.*

Grade Level: No prior coding experience necessary. 2nd - 4th Grades
(Max 8 participants)

Dates: 1/4, 1/11, 1/18, 1/25, 2/1

Time: 3:20 - 4:20 PM

Sponsors: Mrs. Lisowski and Mrs. Marrari

[Sign up form for Beginning Coding Club](#)

Coding Club: Intermediate Level

Description: Did you enjoy programming with Tickle and using the devices Ollie and Sphero in the beginning coding club? If so, this is the class for you! In this club, we will be using Sphero.edu to create hands-on projects with Ollie and Sphero designed by you. *There is a \$10.00 materials fee required for this course. Please submit exact cash or check payable to School District 107 to the school office.*

Grade Level: 3rd-4th grades- previous enrollment in beginning coding club required. (Max 8 Participants)

Dates: 1/6, 1/13, 1/20, 1/27, 2/3, 2/10

Time: 3:20 pm - 4:20 pm

Sponsors: Mrs. Lisowski and Mrs. Marrari

[Intermediate Coding Club sign up](#)



LEGO Robotics

**This is offered by an outside vendor. It is not a D107 sponsored activity.*

Description: “LEGO Robotics is a fun, kid-friendly way to encourage your children’s interest in STEM. LEGO Robotics teaches new ways for kids to play with LEGOS. They’ll develop a design mindset while building and programming small-scale robots.” Minimum of 10 registrations required for class to run. Participation fee \$150.

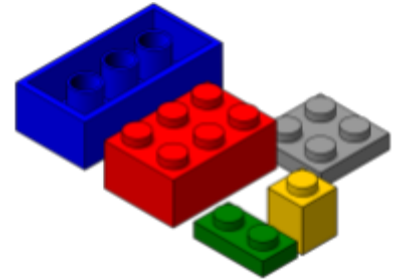
Grade Level: 2nd - 4th Grade

Dates: Thursdays 11/11-2/3 (No class 11/25, 12/23, 12/30)

Time: 3:20 PM - 4:20 PM

Sponsor: ***KidzToPros***

[Register for LEGO Robotics](#)



Math Club

Description: During Math Club students take part in lessons and games that re-teach and reinforce student math knowledge. We will offer 3 sessions of Math Club. Based on the number of interested students, your child may not be placed in Session 1.

Grade Level: 1st - 4th Grade

Dates: Tuesdays and Thursdays starting on October 5 - Permission slip with attendance days will be distributed by the Sponsors.

Time: 3:20 - 4:20 PM

Sponsors:
1st Grade- Mrs. Dittrich
2nd Grade- Mr. Brade
3rd Grade- Ms. Ellithorpe
4th Grade- Mrs. Zuppa



Multicultural Club

Description: Students will celebrate the diversity of our school community. We'll learn about different cultures while having fun! We will do a variety of activities including playing games and sharing music.

Grade Level: 1st-4th Grades

Dates: Mondays starting on October 18-April 18
See permission slip for attendance days.

Time: 3:20-4:20pm

Sponsors: Mrs. Annoreno and Mrs. Doleh



Open Library

Description: Open Library is an after-school activity that takes place on the dates listed below for students enrolled at their grade level on Mondays and Wednesdays from 3:20-4:15 p.m. During Open Library, students listen to stories, read independently or with others, check-out library books, and participate in various literacy activities.

Grade Levels: Kindergarten - 2nd Grade

Dates: Kindergarten: 11/1, 11/3, 11/29, 12/1, 1/10, 1/12, 2/7, 2/9
1st Grade: 10/25, 10/27, 11/15, 11/17, 12/13, 12/15, 1/31, 2/2
2nd Grade: 10/18, 10/20, 11/8, 11/10, 12/6, 12/8, 1/24, 1/26

Time: 3:20 - 4:20 PM

Sponsors: Miss Keller and Mrs. Tindall

Post Office

Description: Students will collect, sort, and deliver mail throughout the school to other students as well as staff members.

Grade Level: 3rd Grade

Dates: Every Thursday (October - May)

Time: During student recess

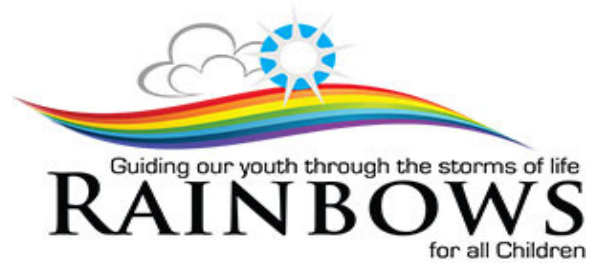
Sponsors: Mrs. Braband and Mrs. Tokarczyk



Rainbows

Description: Rainbows for All Children is a program that provides support for children as they navigate grief and heal from loss whether from death, divorce/separation, deployment, deportation, incarceration, or other trauma. Trained staff will facilitate small, confidential groups to help guide the students in their coping process. **Permission slips due October 29.**

Grade Level: Kindergarten - 4th Grade
Dates: Weekly November-April
Time: During grade-level recess/lunch
Facilitators: Kindergarten- Miss Minasola
1st Grade- Mrs. Lorimer
2nd Grade- Ms. Halusek
3rd Grade- Mrs. Marrari
4th Grade- Mrs. Crist



[Permission Slip for Rainbows](#)

Sewing Club

Description: What is a sewing club all about? In this class, the students will learn basic skills of sewing and have the opportunity to collaborate with their peers for 6 weeks. The students will be learning basic sewing stitches. They will be designing and creating stuffed animals, pillows, and learning to upcycle garments.

Grade Level: No sewing experience necessary. 3rd-4th grades
(Max 8 participants)
Dates: 10/26, 11/2, 11/9, 11/16, 12/7
Time: 3:20 - 4:20 PM
Sponsors: Mrs. Lisowski, Mrs. Marrari

[Sign up form for Sewing Club](#)

Stage Stars

**This is offered by an outside vendor. It is not a D107 sponsored activity.*

Description:

“It’s time to raise the curtain on our Stage Stars class! Our drama program introduces students to the craft of stage acting. During this exciting class, students will learn theatrical skills, improve basics and participate in interactive drama games. This is an opportunity for students to have fun, express themselves and interact with others within the context of theater arts.”

Participation Fee: \$152.00

Grade Level: Kindergarten-4th Grade

Dates: **Fall Session:** Mondays, October 18-December 13 (No class 11/22)

Winter Session: Mondays, January 24-March 21 (No class 2/21)

Spring Session: Mondays, April 11-May 23

Time: 3:20 - 4:20 PM

Sponsors: *After School Enrichments Solutions*

[Sign Up for Stage Stars](#)



Student Council

Description:

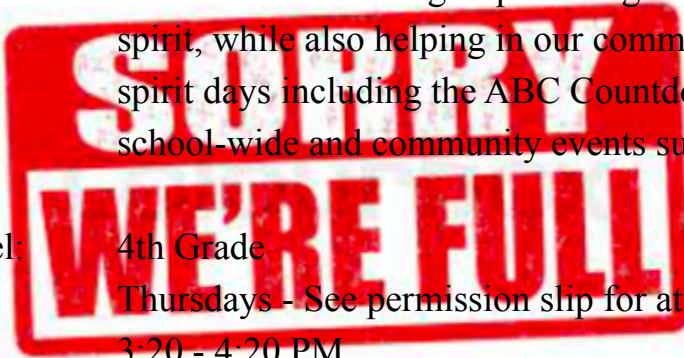
Student Council is a group of 4th grade students that helps promote school spirit, while also helping in our community. Students help organize school spirit days including the ABC Countdown and also help organize school-wide and community events such as the food drive.

Grade Level: 4th Grade

Dates: Thursdays - See permission slip for attendance days

Time: 3:20 - 4:20 PM

Sponsors: Mrs. Tokarczyk and Ms. Van Zandbergen



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

PLEASANTDALE ELEMENTARY SCHOOL

Pleasantdale Elementary is proud to offer students a variety of extracurricular activities. This year we were able to offer a variety of new clubs for our students. Information about specific clubs/activities is provided in the 2021-22 Activity Catalog. 2021-22 participation for each club/activity is listed below:

Club/Activity	Grade Level	Total Student Participation
Band	4	23
Battle of the Books	4	41
Book Club-2nd Grade	2	36
Book Club-3rd Grade	3	31
Cheerleading	2	32
Chess Scholars	K-4	20
Coding Club-Intermediate	3-4	10
Coding Club- Introduction	2-4	10
Girls on the Run	4	35
LEGO Robotics- NEW!	2-4	20
Math Lab- 1st Grade	1	55
Math Club- 2nd Grade	2	48
Math Club- 3rd Grade	3	48
Math Club- 4th Grade	4	24
Multicultural Club	2-4	76
Open Library	K-2	135
Orchestra	4	20
Post Office	3	45
Rainbows	K-4	10
Sewing Club- NEW!	3-4	8
Spanish Club	3-4	3
Stage Stars- NEW!	K-4	12
Student Council	4	37

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PLEASANTDALE MIDDLE SCHOOL

2021-2022 Extracurricular Activities/Athletics Board Report

Submitted by Griffin L. Sonntag, Principal

in collaboration with

Jen Driscoll, Activities Director

Mark Dreher, Athletics Director

June 7, 2022

Extracurricular activities are a very important part of the middle school experience for students. As such, we continue to work hard to provide the students many different opportunities to learn outside of the classroom, especially in the areas of interest and passion of the students. A change from elementary is that our clubs and activities are drop in so students are encouraged to try many different activities to find what connects with them. Because of this, we haven't listed the number of students who are participating in each activity, but list the total number of students in each grade level who have participated in at least one activity.

Extracurricular Activities

- 26-Clubs/Activities this year
- 8-New clubs/activities this year!
- *57% of students attended one or more extracurricular activity this year. (209/366 students)
 - ◆ 80% of 5th grade students attended one or more extracurricular activity this year. (79/99 students)
 - ◆ 70% of 6th grade students attended one or more extracurricular activity this year. (62/89 students)
 - ◆ 46% of 7th grade students attended one or more extracurricular activity this year. (35/76 students)
 - ◆ 32% of 8th grade students attended one or more extracurricular activity this year. (33/102 students)

*NOTE - This data does not include athletic teams and participation.

2021-22 Extracurricular Activities

Advanced Choir

Art Club

Band

Battle of the Books

Board Game Club

Book Club

Chess Club

Choir

Choir (ILMEA)

Craft Club

Debate Club

Doodling & Journaling

Gaming Club

Jazz Band

Lego Club

Movie Making Club

Musical Rehearsals

Open Library

Orchestra

Paw Prints

Pleasantdale Environmental Action Team (PEAT)

Picture Book Club

Rainbows

Special Olympics

Student Council

World Language Experiences and Activities

*New this year

Athletics

Athletics that are offered at Pleasantdale are:

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

Conference Championships!

Four of our teams were conference champions this year!

- 7th Grade Girls' Softball
- 8th Grade Boys' Softball
- 8th Grade Girls' Basketball

- 8th Grade Girls' Softball

Athletic Participation by Grade Level

- 5th and 6th grade students have the opportunity to participate in cross country. There were a total of 22 sixth graders and 20 fifth graders who ran cross country. In addition, there were 8 sixth grade students who participated in cheerleading.
- The 7th grade class had 51 different students participate in athletics. Of those 51 students, 7 students participated in 3 sports and 20 participated in 2 different sports. In total, 67% of the 7th grade class participated in athletics.
- The 8th grade class had 59 different students participate in athletics. Of those 59 students, 10 students participated in 3 different sports and 18 students participated in 2 different sports. In total, 58% of the 8th grade class participated in athletics

Pleasantdale Middle School Student-Athletes are Taught Good Citizenship!

Our coaches spend a lot of time with the players teaching them how to compete, learn the game, improve individual and team skills and we coach them to demonstrate class, respect and good sportsmanship. We want to create positive memories for our kids through athletics. Win or lose, we are so proud of our players.

Here is one example of our athletes making a positive memory. This is a [video](#) of the best assist of the season by Jack S. the best high five of the year by Ved P., and great sportsmanship by the McClure Bulldogs.