

Regular Meeting of the Pleasantdale 107 Board of Education

Wednesday, June 21, 2023 6:00 PM

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

I. Roll Call / Visitors

II. Pledge of Allegiance

III. Public Hearing - Amended Budget

IV. Approve the transfer of \$600,000 from the Operations and Maintenance Fund to the Capital Projects Fund

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 17, 2023

VI.B. Approve Closed Session Minutes of May 17, 2023

VI.C. Approve Special Meeting Minutes of May 25, 2023

VI.D. Approve Special Closed Session Minutes of May 25, 2023

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

VI.F. Approve the June 2023 Personnel Report

VI.G. Approve Voluntary Student Insurance

VI.H. Approve Consolidated District Plan

VI.I. Approve Transfer of Interest

VI.J. Designation of Depositories for School District Funds

VI.K. Board Resolution for Serious Safety Hazard Approval

VI.L. Resolution Authorizing Certain Payments

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

VII. Informational Updates

VII.A. Facilities Update

VII.B. Approve the Resolution for the signing of the Purchase Agreement for 8505-8501 County Line Road.

VII.C. Superintendent's Advisory Team: Facilities

VII.D. End of Year Update

VIII. Administration Reports

VIII.A. Spring Testing Report

VIII.B. Strategic Blueprint Action Step Progress

IX. Items for next Agenda: (Please note there is no July meeting. The next meeting is August 16).

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

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

XI. Written Reports

XI.A. Extra-curricular Report

XI.B. FOIA

XII. Adjournment

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. Dave Palzet, Superintendent
From: Griffin L. Sonntag, Business Manager/CSBO/Director of Transportation
Date: June 14, 2023
Re: Final Amended Budget

Executive Summary

At the May 17, 2023, Board of Education meeting, the Tentative Amended Budget was presented. The only change from the previously approved budget was the additional revenue of \$2,700,000 from the sale of DSEB bonds in September of 2022.

Please see the updated FY23 Final Amended Budget Summary on the following page.

Timeline for Amended Budget adoption:

The FY23 Tentative Amended Budget was presented at the May 17, 2023, Board of Education meeting and placed on display for more than 30 days. A budget hearing will be held on Wednesday, June 21, 2023, at 6:00 p.m. in the Pleasantdale School District 107 Administration Building. The FY23 Amended Budget will be formally adopted at the Board of Education meeting following the budget hearing on June 21st.

PLEASANTDALE SCHOOL DISTRICT 107
FY23 FINAL AMENDED BUDGET SUMMARY
 June 14, 2023

FUNDS	UNAUDITED	FY23 PROPOSED BUDGET		FY23 FINAL BUDGET	INTERFUND	PROJECTED
	FUND BALANCE as of July 1, 2022	REVENUES 2023	EXPENDITURES 2023	SURPLUS (DEFICIT)	TRANSFER FY23	FY23 ENDING FUND BALANCE
EDUCATION	10,487,541.23	14,207,103.00	14,183,163.00	23,940.00		10,511,481.23
O&M	2,010,010.81	2,082,000.00	1,553,277.00	528,723.00	(600,000.00)	1,938,733.81
TRANSPORTATION	1,420,119.75	1,000,000.00	837,443.00	162,557.00		1,582,676.75
WORKING CASH	447,246.27	148,500.00	-	148,500.00		595,746.27
OPERATING FUNDS	14,364,918.06	17,437,603.00	16,573,883.00	863,720.00	(600,000.00)	14,628,638.06
IMRF & SOCIAL SECURITY	519,819.89	356,200.00	356,200.00	-		519,819.89
TORT	88,091.88	146,090.00	128,187.00	17,903.00		105,994.88
LIFE SAFETY	295,395.09	3,200.00	3,200.00	-		295,395.09
OTHER FUNDS	903,306.86	505,490.00	487,587.00	17,903.00	-	921,209.86
CAPITAL PROJECTS	77,982.61	1,000.00	639,144.00	(638,144.00)	600,000.00	39,838.61
BOND & INTEREST	(9,318.58)	198,610.00	78,210.00	120,400.00		120,400.00
SURPLUS (DEFICIT)	15,336,888.95	18,142,703.00	17,778,824.00	363,879.00	-	15,710,086.53
BOND PROCEEDS		2,700,000.00		2,700,000.00		2,700,000.00
						18,410,086.53

RESOLUTION TO ADOPT AMENDED BUDGET

WHEREAS, the Board of Education has made the tentative amended budget for the 2022-2023 school year available for public inspection for at least 30 days prior to adoption; and

WHEREAS, the Board of Education has held a public hearing prior to adoption;

NOW, THEREFORE BE IT RESOLVED by the Board of Education of the Pleasantdale School District No. 107, Cook County, Illinois, as follows:

Section 1. The fiscal year for the school district is declared to be July 1, 2022 through June 30, 2023.

Section 2. The Board of Education does hereby approve the final amended budget attached hereto for the 2022-2023 school year.

Section 3. This resolution shall be in full force and effect upon its adoption.

Member _____ moved and Member _____

seconded the motion that this resolution as presented and read by title be adopted.

After a full and complete discussion thereof, the President directed the Secretary to call the roll for a vote on the motion to adopt the resolution with the following votes:

Ayes: _____

Nays: _____

Absent: _____

Adopted: June 21, 2023

President, Board of Education

Secretary, Board of Education

Pleasantdale Elementary School
8100 School Street
La Grange, IL 60525
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Pleasantdale Middle School
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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

Certification of Anticipated Revenues

I, the undersigned, do hereby certify that I am the duly qualified and acting Superintendent of Pleasantdale School District Number 107, Cook County, Illinois and as such I am the Chief Fiscal Officer of the School District.

I do further certify that the foregoing Amended Budget Resolution, July 1, 2022 to June 30, 2023 adopted on the 21st day of June, 2023, set forth the estimate of revenues anticipated to be received by the School District, by source, in the 2022-2023 fiscal year.

A handwritten signature in black ink, appearing to read 'D. Palzet', is written over a horizontal line. The signature is stylized and cursive.

Dr. Dave Palzet, Superintendent

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



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Certification of Amended Budget

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education, Pleasantdale School District Number 107, Cook County, Illinois (the “Board”), and as such official I am the keeper of the records and files of the Board.

I do further certify that the foregoing constitutes a full, true and complete copy of the Amended Budget Resolution, July 1, 2022 to June 30, 2023, of the Board adopted on the 21st day of June, 2023.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was called and held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and with the provisions of the School Code of the State of Illinois, as amended, that the Board has complied with all of the provisions of said Act and said Code and with all the procedural rules of the Board.

IN WITNESS whereof, I hereunto affix my official signature, the 21st day of June, 2023.

Mary Lenzen

Secretary, Board of Education

RESOLUTION

RESOLUTION AUTHORIZING THE TRANSFER OF FUNDS FROM THE OPERATIONS AND MAINTENANCE FUND TO THE CAPITAL PROJECTS FUND

WHEREAS, the Pleasantdale School District No. 107 (the "District") is a school district duly organized under the laws of the State of Illinois; and

WHEREAS, Section 100.50(d)(2) of the Illinois State Board of Education's Requirements for Accounting, Budgeting, Financial Reporting, and Auditing (formerly known as the Illinois Program Accounting Manual or "IPAM"), 23 IL ADMN CD 100 et seq., requires changes in how Illinois school districts document the funding of, accounting for, and expenditures from the Capital Projects Fund; and

WHEREAS, the Board of Education of District desires to remain in compliance with generally accepted accounting principles and those requirements set forth in the State's regulations; and

WHEREAS, the Board of Education has determined that it is in the best interest of the School District to direct the School Treasurer to transfer certain funds from the Operations & Maintenance Fund to the Capital Projects Fund to provide moneys with which to meet those expenses properly accounted for and made from the Capital Projects Fund pursuant to the State's regulations.

NOW THEREFORE Be It Resolved by the Board of Education of Pleasantdale School District No. 107, Cook County, Illinois, as follows:

Section One: The District finds that all recitals contained in the preambles to this Resolution are full, true, and correct and does hereby incorporate them into this Resolution by Reference.

Section Two: The sum of \$600,000 previously maintained in the Operations and Maintenance Fund shall be transferred to the Capital Projects Fund.

Section Three: That the Treasurer of this District is hereby requested to make the necessary

entries on the Treasurer's books and records evidencing the transfer as provided for in this Resolution and that a certified copy of this Resolution be hereby forwarded to the Treasurer of this District by the Secretary of the Board.

Section Four: This Resolution shall supersede any ordinances, resolutions or motions, or parts of ordinances, resolutions or motions, in conflict with any part herein, and any such ordinances, resolutions or motions, or parts thereof, are hereby repealed.

Section Five: If any section, paragraph or provision of this Resolution shall be held invalid or unenforceable for any reason, such invalidity or unenforceability shall not affect any of the remaining provisions of this Resolution.

Section Six: That this Resolution shall be in full force and effect from and after its adoption as provided by law.

ADOPTED this 21st day of June, 2023, pursuant to the following roll call vote:

AYES: _____

NAYS: _____

ABSENT: _____

President, Board of Education
Pleasantdale School District 107

ATTEST

Secretary, Board of Education
Pleasantdale School District 107

MINUTES OF THE BOARD OF EDUCATION

Regular Meeting Administration Building 6:01 – 8:03 p.m. May 17, 2023

Members Present:

Arlene Cabana, Presiding Officer
Bill Brockob
Charles Zona
Becky Walters
Mary Lenzen
Tarryne Marchione
Jason Nash (Arrived at 6:07pm)

ROLL CALL AND VISITORS

Present with Superintendent Dave Palzet were staff members Jennifer Ban, Griffin Sonntag, Brianne Malatt, Jeanine Arundel, Beth Parker, and James Mukite. New assistant principal Maura Ralieggh was present. Additionally, community member Karyn Lisowski was present. Finally, students Ana Avramova, Joanna Szczawinski, Emma Garcia Enriquez, Fionah Arshad, Mackenzie Borowicz and their parents were present.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited by members of our elementary school *Girls on the Run* team. These students were Ana Avramova, Joanna Szczawinski, Emma Garcia Enriquez, Fionah Arshad, Mackenzie Borowicz.

OPEN FORUM

No members of the public addressed the Board at this time.

ACTION NO. 36

Consent Agenda

Motion by Lenzen, second by Walters, that the Board of Education approve the consent agenda as presented consisting of meeting minutes of April 19, 2023 Board meeting; closed session minutes of April 19, 2023; meeting minutes of the special meeting of April 26, 2023; payment of May payroll/June warrants; May personnel report; Intergovernmental Agreement between Pleasantdale 107 and West40 Intermediate Service Center for participation in the Alternative Learning Opportunities Program (ALOP); Food Service Contract and Hot Lunch Fees FY24; Cleaning Services FY24; Transportation Contract FY24. Motion carried by a roll call of 7 ayes (Brockob, Walters, Cabana, Marchione, Zona, Lenzen, Nash).

REPORTS AND DISCUSSION ITEMS

Introduction of New Administrators

Two new administrators were introduced to the Board. First was Technology Director, Mr. James Mukite. Mr. Mukite brings a wealth of technology experience to the position and will help advance our technology goals. Second was the new middle school assistant principal, Maura Raleigh. Mrs. Raleigh comes to Pleasantdale from Central Middle School in Evergreen Park, where she serves as an instructional coach. Mrs. Raleigh is also a graduate of Lyons Township High School.

Facilities Update

Dr. Palzet informed the Board that the district continues to work to identify the right project for the district. When/if that project is identified, the administration will launch a plan to engage the community and conduct research on the project. The district has contacted two research consultants who could help the district collect data from the community when and if the time is right. While no commitments have been made to either consultant, the district will be ready to pivot to the next phase of this project when and if the time is right.

IASB Resolution Proposal

Board member Becky Walters led the Board through a discussion of a proposed resolution to be submitted to the Illinois Association of School Boards (IASB) for consideration. The proposed resolution considers the environmental impacts of constructing an industrial complex close to a school. The proposed resolution looks to limit exposure of harmful contaminants from young children.

ACTION NO. 37

IASB Resolution
Proposal

Motion by Lenzen, seconded by Brockob, That the Board approves the proposed resolution and approves the submission of the resolution to the Illinois Association of School Boards (IASB). Motion carried by a roll call of 7 ayes (Brockob, Walters, Cabana, Marchione, Zona, Lenzen, Nash).

Literacy Resource Recommendation for Approval (K-5) and Science Resource Recommendation for Approval (5th Grade)

Dr. Jennifer Ban provided the Board with an overview of our year-long literacy and science pilots. Over the course of the year the district's teachers piloted resources in K-5 Literacy and 5th grade science. After extensive research and feedback from teachers, parents, and students Dr. Ban recommended the Board approve Amplify CKLA K-4 and EL Education for grade 5 literacy. She also recommended the Board approve McGraw-Hill -- Inspire Science for grade 5. Both recommendations were approved by the Board.

ACTION NO. 38

Literacy Resource

Motion by Lenzen, seconded by Nash, That the Board approves Amplify CKLA for grades K-4 and EL Education for Grade 5. Motion carried by a roll call of 7 ayes (Brockob, Walters, Cabana, Marchione, Zona, Lenzen, Nash).

ACTION NO. 39

Science Resource

Motion by Lenzen, seconded by Brockob That the Board approves McGraw-Hill -- Inspire Science for Grade 5. Motion carried by a roll call of 7 ayes (Brockob, Walters, Cabana, Marchione, Zona, Lenzen, Nash).

Amended Budget Presentation

Griffin Sonntag, District Business Manager, presented an amended budget to the Board. The district has been planning significant facilities repairs, including new roof sections and upgrades to our HVAC. To pay for these necessary repairs, the district

MINUTES OF THE BOARD OF EDUCATION

Special Meeting Administration Building 5:08 – 6:37 p.m. May 25, 2023

Members Present:

Arlene Cabana, Presiding Officer
Bill Brockob
Charles Zona (Arrived at 5:22 pm)
Becky Walters
Mary Lenzen
Tarryne Marchione
Jason Nash

ROLL CALL AND VISITORS

Superintendent Dave Palzet and Natalie Williams from the Illinois Association of School Boards were present for the meeting

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited by all attendees.

OPEN FORUM

No members of the public addressed the Board at this time.

ACTION NO. 41

Closed Session

Motion by Lenzen, seconded by Brockob, that the Board of Education go into closed session at 6:09 p.m. to discuss 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)(21) Motion carried by a roll call vote of 6 ayes (Cabana, Lenzen, Walters, Brockob, Marchione, Nash. Absent Zona).

The Board came out of closed session at 6:37 p.m.

ADJOURNMENT

Motion by Brockob, seconded by Lenzen, that the regular meeting adjourns at 6:37 p.m. Voice vote. Motion carried.

App. __ President _____ Secretary _____

June 2023 Board Report

REVENUES	FY23 Budget	May	YTD	% Realized
Educational	\$14,207,103	\$111,514	\$13,858,809	97.55%
Operation and Maintenance	\$2,082,000	\$311,026	\$1,983,520	95.27%
Debt Service	\$198,610	\$0	\$208,647	105.05%
Transportation	\$1,000,000	\$0	\$478,182	47.82%
IMRF/Social Security	\$356,200	\$0	\$343,031	96.30%
Capital Projects	\$1,000	\$0	\$7,746	774.56%
Working Cash	\$148,500	\$0	\$281,559	189.60%
Tort	\$146,090	\$0	\$145,279	99.45%
Fire Prevention & Life Safety	\$3,200	\$0	\$6,334	197.94%
Total	\$18,142,703	\$422,540	\$17,313,107	95.43%

EXPENSES	FY23 Budget	May	YTD	% Used
Educational	\$14,183,163	\$1,253,889	\$10,948,744	77.20%
Operation and Maintenance	\$1,553,277	\$121,910	\$1,234,506	79.48%
Debt Service	\$78,210	\$0	\$28,955	37.02%
Transportation	\$837,443	\$57,404	\$538,597	64.31%
IMRF/Social Security	\$356,200	\$33,448	\$299,134	83.98%
Capital Projects	\$639,144	\$28,800	\$96,300	15.07%
Working Cash	\$0	\$0	\$0	-
Tort	\$128,187	\$0	\$121,144	94.51%
Fire Prevention & Life Safety	\$3,200	\$99	\$3,252	101.63%
Total	\$17,778,824	\$1,495,551	\$13,270,632	74.64%

SURPLUS (DEFICIT)	\$363,879	(\$1,073,011)	\$4,042,475
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Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1297

06/21/2023

Vendor Remit Name
Description

Vendor # QTY

PO No.

Invoice
Invoice Date

Account

Amount

ABM Building Value

Check Group:

Custodial Services June

1 0

10000003527
6/1/2023

20.5.2540.3320.300.0000

\$19,684.33

Check #: 0

PO/InvoiceTotal:

\$19,684.33

Vendor Total:

\$19,684.33

All-Types Elevators Inc

Check Group:

Cat 1 Pressure Test w/ Inspection

1 0

20121877
5/10/2023

20.5.2540.3201.100.0000

\$628.00

Check #: 0

PO/InvoiceTotal:

\$628.00

Vendor Total:

\$628.00

American Building Services

Check Group:

Install window in principals door.

1 23210

4050296
5/22/2023

20.5.2540.3200.200.0000

\$557.31

Check #: 0

PO/InvoiceTotal:

\$557.31

Vendor Total:

\$557.31

AT&T

Check Group:

Apr 26-May26, 2023

1 0

630662013905
5/25/2023

20.5.2540.3400.300.0000

\$83.28

Apr 26-May26, 2023

1 0

630662013905
5/25/2023

20.5.2540.3400.200.0000

\$110.04

Apr 26-May26, 2023

1 0

630662013905
5/25/2023

20.5.2540.3400.100.0000

\$296.33

Check #: 0

Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1297

06/21/2023

Vendor Remit Name
Description

Vendor #

QTY

PO No.

Invoice
Invoice Date

Account

Amount

Bannerville USA Inc

Check Group:

18x 18 magnets with district logo

2 23654

34274
5/17/2023

20.5.2540.4000.300.0000

Check #: 0

PO/Invoice Total: \$489.65

Vendor Total: \$489.65

Behavioral Perspective Inc

Check Group:

Consultations May 2023

1 0

6247790
5/30/2023

10.5.1205.3100.200.0000

Check #: 0

PO/Invoice Total: \$90.00

Vendor Total: \$90.00

Blackout Sealcoating, Inc

Check Group:

Parking lot sealcoat June 7, 2023

1 23670

23-1036
6/7/2023

20.5.2540.3292.200.0000

Check #: 0

PO/Invoice Total: \$4,000.00

Vendor Total: \$4,000.00

Calibration Check Illinois

Check Group:

Audiometric Calibration Check

1 0

20232012
5/8/2023

20.5.2540.3200.100.0000

PO/Invoice Total: \$9,665.00

Vendor Total: \$9,665.00

Audiometric Calibration Check

1 0

20232012
5/8/2023

20.5.2540.3200.200.0000

Check #: 0

\$30.00

Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1297

06/21/2023

Vendor Remit Name
Description

Vendor #

QTY

PO No.

Invoice
Invoice Date

Account

Amount

Comcast

Check Group:

May phone charges	1	0	172508959	20.5.2540.3400.100.0000	5/1/2023	PO//InvoiceTotal: \$60.00
May phone charges	1	0	172508959	20.5.2540.3400.200.0000	5/1/2023	Vendor Total: \$60.00
Dedicated Internet ES	1	0	174228901	20.5.2540.3400.100.0000	6/1/2023	PO//InvoiceTotal: \$3,362.48
Dedicated Internet MS	1	0	174228901	20.5.2540.3400.200.0000	6/1/2023	Vendor Total: \$3,362.48

Check #: 0

Darien School District 61

Check Group:

May and June Tuition-24 days	1	0	#5-2023	10.5.1912.6700.300.0000	6/2/2023	PO//InvoiceTotal: \$3,597.12
						Vendor Total: \$3,597.12

Check #: 0

E-Rate Funding Services, LLC

Check Group:

E-Rate Consultant FY24	1	0	681	10.5.2520.3100.300.0000	5/29/2023	PO//InvoiceTotal: \$1,250.00
						Vendor Total: \$1,250.00

Check #: 0

E2 Services, Inc

Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1297

06/21/2023

Vendor Remit Name Description

Vendor #

QTY

PO No.

Invoice Invoice Date

Account

Amount

Check Group:

June Server Management-ES

1 0

23647

10.5.2225.3100.100.0000

\$1,116.38

6/1/2023

June Server Management-MS

1 0

23647

10.5.2225.3100.200.0000

\$1,116.37

6/1/2023

Check #: 0

PO/InvoiceTotal:

\$2,232.75

Check Group:

Proactive 24/7/365 Dark Web Monitoring for Employee Accounts

1 23657

23605

10.5.2225.4000.100.0000

\$450.00

5/10/2023

Proactive 24/7/365 Dark Web Monitoring for Employee Accounts

1 23657

23605

10.5.2225.4000.200.0000

\$450.00

5/10/2023

Check #: 0

PO/InvoiceTotal:

\$900.00

First Student, Inc

Check Group:

May Band Route

1 0

11898516

40.5.2550.3314.300.0000

\$2,128.60

5/8/2023

May Regular Route ES

1 0

11898516

40.5.2550.3310.300.0000

\$26,077.92

5/8/2023

May Regular Route MS

1 0

11898516

40.5.2550.3310.300.0000

\$26,077.92

5/8/2023

8th Grade Field Trip 2023

1 0

314908

40.5.2550.3312.300.0000

\$712.58

3/7/2023

Check #: 0

PO/InvoiceTotal:

\$54,997.02

Vendor Total:

\$54,997.02

FSS Technologies LLC.

Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1297

06/21/2023

Vendor Remit Name
Description

Vendor #

QTY

PO No.

Invoice
Invoice Date

Account

Amount

Check Group:

ES Fire Alarm Monitoring

1 0

518893
6/15/2023

90.5.2530.3200.300.0000

\$813.00

Check #: 0

PO/Invoice Total:

\$813.00

Vendor Total:

\$813.00

Grand Prairie Transit

Check Group:

Apr Transportation

1 0

RTINV1006165
4/30/2023

40.5.2550.3315.300.0000

\$9,635.03

Apr Bus Aide

1 0

RTINV1006165
4/30/2023

40.5.2550.3315.300.0000

\$3,213.69

Check #: 0

PO/Invoice Total:

\$12,848.72

Vendor Total:

\$12,848.72

Grizz Pest Management, Inc

Check Group:

5/31/23 Wildlife Inspection

1 0

41711
5/31/2023

20.5.2540.3293.200.0000

\$100.00

Check #: 0

PO/Invoice Total:

\$100.00

Vendor Total:

\$100.00

Groot Industries

Check Group:

May16-June 1,2023 Disposal /Recycling

1 0

10714210T0698
6/1/2023

20.5.2540.3210.300.0000

\$3,600.60

Check #: 0

PO/Invoice Total:

\$3,600.60

Vendor Total:

\$3,600.60

Heff Jones

Printed: 06/15/2023

1:16:30 PM

Report: rplAFVoucherDetail

2023.1.13

Page:

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Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1297

06/21/2023

Vendor Remit Name
Description

Vendor #

QTY

PO No.

Invoice
Invoice Date

Account

Amount

Check Group:

Graduation Supplies

1 0

1182485
5/23/2023

10.5.1002.4000.200.0000

\$15.17

Check #: 0

PO/InvoiceTotal:

\$15.17

Vendor Total:

\$15.17

Holtz Education Center

Check Group:

May Tuition

1 0

033002
5/31/2023

10.5.1912.6700.200.0000

\$17,056.80

Check #: 0

PO/InvoiceTotal:

\$17,056.80

Vendor Total:

\$17,056.80

IGS Energy

Check Group:

Natural Gas Apr 2023 MS

1 0

401017
5/25/2023

20.5.2540.4650.200.0000

\$3,848.56

Natural Gas Apr 2023 ES

1 0

401017
5/25/2023

20.5.2540.4650.100.0000

\$1,893.69

Check #: 0

PO/InvoiceTotal:

\$5,742.25

Vendor Total:

\$5,742.25

Illinois Assoc of School Boards

Check Group:

Workshop for Board

1 0

411151
5/31/2023

10.5.2310.4900.300.0000

\$200.00

Check #: 0

PO/InvoiceTotal:

\$200.00

Vendor Total:

\$200.00

Industrial Electric Supply

Printed: 06/15/2023 1:16:30 PM

Report: rptAPVoucherDetail

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Pleasantdale School District 107

Voucher Detail Listing

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06/21/2023

Vendor Remit Name
Description

Vendor #

QTY

PO No.

Invoice
Invoice Date

Account

Amount

Check Group:

Summer Project

1 0

S100023203
6/9/2023

20.5.2540.4000.300.0000

\$608.08

Check #: 0

PO/InvoiceTotal: \$608.08

Vendor Total: \$608.08

J & S Plumbing, Inc

Check Group:

APR waterfountains Cleanup

1 0

224630
5/26/2023

20.5.2540.3200.200.0000

\$289.00

Check #: 0

PO/InvoiceTotal: \$289.00

Vendor Total: \$289.00

Just A Dash Catering

Check Group:

May Lunches-ES

1 0

PD71
5/31/2023

10.5.2560.4040.300.0000

\$12,804.22

May Lunches-MS

1 0

PD71
5/31/2023

10.5.2560.4040.300.0000

\$12,780.21

Check #: 0

PO/InvoiceTotal: \$25,584.43

Vendor Total: \$25,584.43

Just Right Landscaping Services

Check Group:

April Lawn Service

1 0

28081
6/1/2023

20.5.2540.3292.100.0000

\$225.00

April Lawn Service

1 0

28081
6/1/2023

20.5.2540.3292.200.0000

\$295.00

May Lawn Service

1 0

28081
6/1/2023

20.5.2540.3292.100.0000

\$1,475.00

Pleasantdale School District 107

Voucher Detail Listing

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
May Lawn Service		1	0	28081 6/1/2023	20.5.2540.3292.200.0000	\$1,125.00
					Check #: 0	
PO/InvoiceTotal: <u> </u> \$3,120.00 Vendor Total: <u> </u> \$3,120.00						
Konica Minolta Business Solutions						
Check Group:						
Digital Support		1	0	287171944 5/24/2023	20.5.2540.3290.200.0000	\$80.00
					Check #: 0	
PO/InvoiceTotal: <u> </u> \$80.00 Vendor Total: <u> </u> \$80.00						
Kriha Boucek, LLC						
Check Group:						
Legal Services-May		1	0	5117 6/6/2023	10.5.2310.3180.300.0000	\$2,679.00
					Check #: 0	
PO/InvoiceTotal: <u> </u> \$2,679.00 Vendor Total: <u> </u> \$2,679.00						
LaGrange Area Dept Of Special Education						
Check Group:						
Occupational Therapy FY23 FINAL		1	0	23107F 6/1/2023	10.5.4120.6703.200.0000	\$120,867.73
Physical Therapy FY23 FINAL		1	0	23107F 6/1/2023	10.5.4120.6704.100.0000	\$18,951.21
Psychologist FY23 FINAL		1	0	23107F 6/1/2023	10.5.4120.6708.100.0000	(\$2,030.36)
Psychologist FY23 FINAL		1	0	23107F 6/1/2023	10.5.4120.6708.200.0000	(\$2,030.37)

Pleasantdale School District 107

Voucher Detail Listing

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Speech FY23 FINAL		1	0	23107F 6/1/2023	10.5.4120.6702.300.0000	\$1,110.86
Para Educator FY23 FINAL		1	0	23107F 6/1/2023	10.5.4120.6710.100.0000	\$292.92
ECE Evaluations FY23 FINAL		1	0	23107F 6/1/2023	10.5.4120.6707.100.0000	\$6,797.07
Cooperative Assessment FY23 FINAL		1	0	23107F 6/1/2023	10.5.4120.6713.100.0000	\$17,646.46
Cooperative Assessment FY23 FINAL		1	0	23107F 6/1/2023	10.5.4120.6713.200.0000	\$17,646.46
MN/CD Tuition FY23 FINAL		1	0	23107F 6/1/2023	10.5.4220.6700.300.0000	(\$5,120.77)
EBD Tuition FY23 FINAL		1	0	23107F 6/1/2023	10.5.4220.6700.300.0000	\$51,848.25
ECSE Tuition FY23 FINAL		1	0	23107F 6/1/2023	10.5.4220.6700.300.0000	(\$11,488.25)
ED WRAP Tuition FINAL		1	0	23107F 6/1/2023	10.5.4120.6705.300.0000	\$10,421.50
PHONO FINAL		1	0	23107F 6/1/2023	10.5.4220.6700.100.0000	\$6,276.87

Check #: 0

PO/InvoiceTotal: \$231,189.58

Vendor Total: \$231,189.58

LaGrange Lock & Safe
Check Group:
Duplicate Keys

1 0 24309 20.5.2540.4000.300.0000 \$61.50
5/15/2023

Check #: 0

PO/InvoiceTotal: \$61.50

Vendor Total: \$61.50

Pleasantdale School District 107

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Vendor Remit Name
Description

Vendor #

QTY

PO No.

Invoice
Invoice Date

Account

Amount

Lakeshore Learning Materials

Check Group:

Flex-Space Jumbo Beanbag Seat - Green (36"w x 34"h)	1	23667	744352053123	10.5.1205.4100.300.4620		\$229.00
			5/31/2023			
Flex-Space Mobile Flip & Nest Table Modern Maple 30" x 60"	1	23667	744352053123	10.5.1205.4100.300.4620		\$979.00
			5/31/2023			
Flex-Space Mobile Standing Desk - Modern Maple	4	23667	744352053123	10.5.1205.4100.300.4620		\$1,996.00
			5/31/2023			
Flex-Space Jumbo Beanbag Seat - Blue (36"w x 34"h)	1	23667	744352053123	10.5.1205.4100.300.4620		\$229.00
			5/31/2023			
Flex-Space Jumbo Beanbag Seat - Orange (36"w x 34"h)	1	23667	744352053123	10.5.1205.4100.300.4620		\$229.00
			5/31/2023			
Flex-Space Ergo Chair Trapezoid Table Zone - Orange	1	23667	744352053123	10.5.1205.4000.300.7998		\$2,349.00
			5/31/2023			
Flex-Space Comfy Couch Collaboration Zone	1	23667	744352053123	10.5.1205.4000.300.7998		\$4,327.50
			5/31/2023			

Check #: 0

PO/InvoiceTotal: \$10,338.50

Vendor Total: \$10,338.50

Life Moments

Check Group:

District Newsletter	1	0	V110008	10.5.2310.3401.300.0000		\$3,411.37
			5/17/2023			
Postage	1	0	V110008	10.5.2320.3400.300.0000		\$466.85
			5/17/2023			

Check #: 0

PO/InvoiceTotal: \$3,878.22

Vendor Total: \$3,878.22

Lowery McDonnell

Check Group:

Pleasantdale School District 107

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
24x72 Rectangle Worksurface, Bourbon Cherry		1	23638	IN0006073 5/19/2023	10.5.1002.5500.200.0000	\$265.50
24Dx28H O-Leg Support for Worksurface, Single Leg, Black		2	23638	IN0006073 5/19/2023	10.5.1002.5500.200.0000	\$428.00
Low Credenza (Right Hand) Drawers 20x72x21.5, Bourbon Cherry		1	23638	IN0006073 5/19/2023	10.5.1002.5500.200.0000	\$1,000.50
40Wx14H Modesty Panel Full Width, Bourbon Cherry		1	23638	IN0006073 5/19/2023	10.5.1002.5500.200.0000	\$135.00
Low Credenza(1 File, 1 Box) 20x30x21.5, Bourbon Cherry		1	23638	IN0006073 5/19/2023	10.5.1002.5500.200.0000	\$722.00
Standard Height Mobile Pedestals - Box/Box?File 15"Wx287/8"Dx28"H, Satin Chrome Arch Pull, Lock, Putty Paint		2	23638	IN0006073 5/19/2023	10.5.1002.5500.200.0000	\$1,036.00
Check #: 0						
PO/InvoiceTotal:						\$3,587.00
Check Group:						
Lacasse, left pedestal desk		1	23661	IN0006113 6/9/2023	20.5.2540.5500.200.0000	\$1,165.00
Endorse task chair		1	23661	IN0006113 6/9/2023	20.5.2540.5500.200.0000	\$675.00
Delivery and Installation		1	23661	IN0006113 6/9/2023	20.5.2540.5500.200.0000	\$500.00
Check #: 0						
PO/InvoiceTotal:						\$2,340.00
Vendor Total:						\$5,927.00
Mackin Educational Resources						
Check Group:						
Glaciers		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$21.15

Pleasantdale School District 107

Voucher Detail Listing

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06/21/2023

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Ocean, Lakes, and Rivers		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$21.15
Acids and Bases		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$17.43
Atoms and Molecules		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$17.43
Chemical Reactions		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$17.43
States of Matter		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$17.43
The Water Cycle		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$21.15
Forces		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$24.19
Motion		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$24.91
Igneous Rock		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$24.91
Metamorphic Rocks		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$24.91
The Rock Cycle		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$24.91
Sedimentary Rocks		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$24.91
Comets, Asteroids, and Meteoroids		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$24.19
The Moon		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$24.19
The Planets		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$24.19

Pleasantdale School District 107

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The Sun and Other Stars		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$24.19
Recycling		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$5.51
Who Ate the Butterfly? A Rainforest Food Chain		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$20.19
Who Ate the Frog? A Pond Food Chain		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$20.19
Who Ate the Penguin? An Ocean Food Chain		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$20.19
Gravity		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$24.91
Precipitation (Earth's Water		1	23631	806065 5/31/2023	10.5.1205.4000.200.0000	\$21.15
Check #: 0						
Check Group:						PO/InvoiceTotal: \$490.81
CHILDREN OF THE HOLOCAUST		1	23632	807739 6/8/2023	10.5.1205.4000.200.0000	\$18.79
Executive Branch		1	23632	807739 6/8/2023	10.5.1205.4000.200.0000	\$24.83
FIRST MAN ON THE MOON : 21 JULY 1969		1	23632	807739 6/8/2023	10.5.1205.4000.200.0000	\$12.87
Judicial Branch		1	23632	807739 6/8/2023	10.5.1205.4000.200.0000	\$24.83
LEGISLATIVE BRANCH		1	23632	807739 6/8/2023	10.5.1205.4000.200.0000	\$24.83
MAPPING OUR NATION		1	23632	807739 6/8/2023	10.5.1205.4000.200.0000	\$10.11
MAYA EMPIRE		1	23632	807739 6/8/2023	10.5.1205.4000.200.0000	\$19.21

Pleasantdale School District 107

Voucher Detail Listing

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
NAVAJO CODE TALKERS		1	23632	807739 6/8/2023	10.5.1205.4000.200.0000	\$18.79
OREGON TRAIL		1	23632	807739 6/8/2023	10.5.1205.4000.200.0000	\$19.21
SAILING ON THE MAYFLOWER		1	23632	807739 6/8/2023	10.5.1205.4000.200.0000	\$26.80
THE CALIFORNIA GOLD RUSH		1	23632	807739 6/8/2023	10.5.1205.4000.200.0000	\$24.19
THE CIVIL RIGHTS MOVEMENT		1	23632	807739 6/8/2023	10.5.1205.4000.200.0000	\$24.19
The CIVIL WAR		1	23632	807739 6/8/2023	10.5.1205.4000.200.0000	\$17.65
THE DUST BOWL		1	23632	807739 6/8/2023	10.5.1205.4000.200.0000	\$24.19
THE GETTYSBURG ADDRESS		1	23632	807739 6/8/2023	10.5.1205.4000.200.0000	\$24.19
THE GREAT DEPRESSION		1	23632	807739 6/8/2023	10.5.1205.4000.200.0000	\$24.19
THE TRANSCONTINENTAL RAILROAD		1	23632	807739 6/8/2023	10.5.1205.4000.200.0000	\$24.19
THE TRUTH ABOUT COLONIAL HISTORY		1	23632	807739 6/8/2023	10.5.1205.4000.200.0000	\$23.53
THE TRUTH ABOUT THE FOUNDING FATHERS		1	23632	807739 6/8/2023	10.5.1205.4000.200.0000	\$23.53
TRAIL OF TEARS		1	23632	807739 6/8/2023	10.5.1205.4000.200.0000	\$24.19
U.S. LANDFORMS : WHAT YOU NEED TO KNOW		1	23632	807739 6/8/2023	10.5.1205.4000.200.0000	\$5.94
WESTWARD EXPANSION		1	23632	807739 6/8/2023	10.5.1205.4000.200.0000	\$24.19

Pleasantdale School District 107

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Description

Vendor #

QTY

PO No.

Invoice
Invoice Date

Account

Amount

WRITING THE U.S. CONSTITUTION

0 23632

807739
6/8/2023

10.5.1205.4000.200.0000

\$5.97

Check #: 0

PO/InvoiceTotal:

\$470.41

Check Group:

TOO MANY DOGS

1 23633

805512
5/23/2023

10.5.1205.4000.200.0000

\$16.95

THE MAGIC STONE

1 23633

805512
5/23/2023

10.5.1205.4000.200.0000

\$16.95

WORLD'S UGLIEST DOG

1 23633

805512
5/23/2023

10.5.1205.4000.200.0000

\$16.95

Check #: 0

PO/InvoiceTotal:

\$50.85

Marquee Event Rentals

Check Group:

Resin Black Folding Chair

325 23659

41510E89
5/23/2023

20.5.2540.3250.300.0000

\$955.50

Delivery / Pick Up Cost

1 23659

41510E89
5/23/2023

20.5.2540.3250.300.0000

\$150.00

Environmental fee

1 23659

41510E89
5/23/2023

20.5.2540.3250.300.0000

\$38.22

Check #: 0

PO/InvoiceTotal:

\$1,143.72

Vendor Total:

\$1,143.72

Nextera Energy Services

Check Group:

Mar 8-Apr 6 2023-Electric

1 0

71329018280786
5/19/2023

20.5.2540.4660.200.0000

\$1,353.61

Pleasantdale School District 107

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Vendor Remit Name
Description

Vendor #

QTY

PO No.

Invoice
Invoice Date

Account

Amount

Mar 8-Apr 6, 2023 Electric

1 0

71329018280786 20.5.2540.4660.100.0000

\$2,792.00

5/19/2023

Check #: 0

Nicor Gas

Check Group:

4/18/-5/16/23 Natural Gas MS

1 0

V387549 20.5.2540.4650.200.0000

\$768.99

5/25/2023

4/20-5/19/23 Natural Gas- ES

1 0

V399689 20.5.2540.4650.200.0000

\$344.06

5/30/2023

Check #: 0

Omni Group

Check Group:

May Participation Fee

1 0

2306-7231 10.5.2520.3100.300.0000

\$27.50

6/1/2023

Check #: 0

Pleasantdale Middle School

Check Group:

Graduation- LTTV staff

1 0

V464809 10.5.1002.4021.200.0000

\$800.00

6/6/2023

Check #: 0

Precision Control Systems

Check Group:

PO/InvoiceTotal: \$800.00
Vendor Total: \$800.00

Pleasantdale School District 107

Voucher Detail Listing

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Vendor Remit Name
Description

Vendor #

QTY

PO No.

Invoice
Invoice Date

Account

Amount

Trouble shoot & Repairs CW system

1

0

SV44869
5/31/2023

20.5.2540.3200.100.0000

\$152.00

Check #: 0

PO/InvoiceTotal: \$152.00

Vendor Total: \$152.00

Pro-Ed, Inc

Check Group:

Early SB5 Comp Kit w/Case

1

23650

2988346
5/2/2023

10.5.1001.4000.100.0000

\$481.00

Shipping

1

23650

2988346
5/2/2023

10.5.1001.4000.100.0000

\$48.10

Check #: 0

PO/InvoiceTotal: \$529.10

Vendor Total: \$529.10

ProShred

Check Group:

Shredding Service May 12,2023

1

0

1165946
5/12/2023

20.5.2540.3210.300.0000

\$119.90

Shredding Services- May 26,2023

1

0

1173840
5/26/2023

20.5.2540.3210.300.0000

\$143.88

Shredding Service-June 1,2023

1

0

1177049
6/1/2023

20.5.2540.3210.300.0000

\$169.85

Check #: 0

PO/InvoiceTotal: \$433.63

Vendor Total: \$433.63

Quadient Finance USA, Inc

Check Group:

Postage Meter Lease

1

0

N9971731
6/3/2023

20.5.2540.3400.300.0000

\$480.45

Check #: 0

Pleasantdale School District 107

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Vendor Remit Name
Description

Vendor #

QTY

PO No.

Invoice
Invoice Date

Account

Amount

Quinlan & Fabish Music Co

Check Group:

Instrumental

1 0 13992187 10/20/2022 10.5.1002.4008.200.0000

Check #: 0

PO/InvoiceTotal: \$23.99

Vendor Total: \$480.45

Check Group:

39" Rain Stick - Bamboo

1 23586 14389800 3/30/2023 10.5.1002.4008.200.0000
1 23586 14389800 3/30/2023 10.5.1002.4008.200.0000

Check #: 0

PO/InvoiceTotal: \$30.99

(\$18.01)

Rose Pest Solutions

Check Group:

Monthly Pest Control

1 0 3352853 5/19/2023 20.5.2540.3293.200.0000
1 0 3352854 5/19/2023 20.5.2540.3293.100.0000

Check #: 0

PO/InvoiceTotal: \$122.00

\$113.00

School District 107 Imprest Fund

Check Group:

Official

1 0 V981058 6/14/2023 10.5.1500.3190.200.0000

Vendor Total: \$235.00

PO/InvoiceTotal: \$235.00

\$75.00

Pleasantdale School District 107

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Vendor Remit Name
Description

Vendor #

QTY

PO No.

Invoice
Invoice Date

Account

Amount

Soccer Official

1 0

V981058
6/14/2023

10.5.1500.6400.200.0000

\$125.00

Check #: 0

PO/InvoiceTotal: \$200.00

Vendor Total: \$200.00

School Perceptions LLC

Check Group:

LTHS Preparation/MS Reflection

1 0

5138
6/5/2023

10.5.2310.3100.300.0000

\$617.00

Check #: 0

PO/InvoiceTotal: \$617.00

Vendor Total: \$617.00

Shaw Media

Check Group:

Tentative Budget Amend-

1 0

052310070353
5/31/2023

10.5.2310.3500.300.0000

\$73.98

Special Education Meeting

1 0

052310070353
5/31/2023

10.5.2310.3500.300.0000

\$150.68

Check #: 0

PO/InvoiceTotal: \$224.66

Vendor Total: \$224.66

STR Partners, Llc.

Check Group:

Roofing, HVAC, & Interior Reno

1 0

22068.00-1
6/13/2023

20.5.2530.3100.300.0000

\$111,812.00

Check #: 0

PO/InvoiceTotal: \$111,812.00

Vendor Total: \$111,812.00

TruGreen

Check Group:

Printed: 06/15/2023

1:16:30 PM

Report: rptAPVoucherDetail

2023.1.13

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Voucher Batch Number: 1297

06/21/2023

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Weed Control ES		1	0	175396705 5/13/2023	20.5.2540.3292.100.0000	\$234.00
Weed Control MS		1	0	175396724 5/13/2023	20.5.2540.3292.200.0000	\$532.00
Check #: 0						
PO/InvoiceTotal:						\$766.00
Vendor Total:						\$766.00
University of Illinois Extension						
Check Group:						
OpenSciEd Teacher - A. Pisanko and T. Kim		1	0	C00 FY23 OSE-5241 5/24/2023	10.5.1002.3320.200.0000	\$300.00
Check #: 0						
PO/InvoiceTotal:						\$300.00
Vendor Total:						\$300.00
Uzelac, Sanja						
Check Group:						
Summer School Refund-not attending		1	0	V700652 5/31/2023	10.4.1321.0000.000.0000	\$475.00
Check #: 0						
PO/InvoiceTotal:						\$475.00
Vendor Total:						\$475.00
Verizon						
Check Group:						
Apr24-May 23, 2023 ES		1	0	9935593450 5/23/2023	20.5.2540.3400.100.0000	\$49.26
Apr24-May 23, 2023 MS		1	0	9935593450 5/23/2023	20.5.2540.3400.200.0000	\$98.52
Apr24-May 23, 2023		1	0	9935593450 5/23/2023	20.5.2540.3400.300.0000	\$172.54
Check #: 0						
PO/InvoiceTotal:						\$475.00
Vendor Total:						\$475.00

Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1297

06/21/2023

Vendor Remit Name
Description

Vendor #

QTY

PO No.

Invoice
Invoice Date

Account

Amount

West 40 ISC #2.

Check Group:

Qtr SpEd Services

New Staff Finger Printing

May & June 2023 Tuition

PO/Invoice Total: \$320.32

Vendor Total: \$320.32

1 0 220825 10.5.1205.3100.300.0000 \$1,167.50

6/10/2023

230721

10.5.2310.3100.300.0000

5/23/2023

1 0 230778 10.5.1912.6700.300.0000

6/2/2023

1 0 230778 10.5.1912.6700.300.0000

6/2/2023

1 0 230778 10.5.1912.6700.300.0000

\$1,800.00

Check #: 0

PO/Invoice Total: \$3,077.50

Check Group:

Jennifer Ban will be attending Thursday May 11 AA#3828 (In Person) Leading positive school care; Promoting self care

1 23584

230733

10.5.2210.3320.300.0000

\$213.77

5/23/2023

Check #: 0

PO/Invoice Total: \$213.77

WEX Health, Inc

Check Group:

May Flex Spending 5/31 EFT user fee

1 0

0001744713-IN

10.5.2520.3100.300.0000

\$85.00

5/31/2023

Check #: 0

PO/Invoice Total: \$85.00

Windy City Music, Inc.

Check Group:

Vendor Total: \$85.00

Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1297

06/21/2023

Vendor Remit Name
Description

Vendor #

QTY

PO No.

Invoice
Invoice Date

Account

Amount

Sound, lighting, stage and equipment for graduation

1 23649

J11111
6/2/2023

10.5.1002.4021.200.0000

\$5,000.00

Check #: 0

End of Report

PO/Invoice Total:	\$5,000.00
Vendor Total:	\$5,000.00
Grand Total:	\$558,863.87

Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1298

06/23/2023

Vendor Remit Name
Description

Vendor #

QTY

PO No.

Invoice
Invoice Date

Account

Amount

Amazon Capital Services, Inc

Check Group:

Summer School Supplies-J.Marrari	1	0	114Y-MV/C6-F6YJ	10.5.1600.4000.300.0000	6/10/2023		\$515.78
Summer School Supplies-F. Bell	1	0	11QT-XP/F7-LGC	10.5.1600.4000.300.0000	5/27/2023		\$44.95
Summer School Supplies-K.Dittrich	1	0	13DY-WQ3D-6VG	10.5.1600.4000.300.0000	6/2/2023		\$84.46
Cr. memo for PO 23546 -Epson Powerlite 118 LCD Projector QTY 9	1	0	14MC-Y7GJ/FCT	10.5.2225.4000.200.0000	5/26/2023		(\$5,039.73)
Summer School Supplies-M. Interrante	1	0	17H7-X74V-CG9K	10.5.1600.4000.300.0000	5/22/2023		\$149.75
Summer School Supplies-K. Tokarczyk	1	0	19T6-VTLV-44RT	10.5.1600.4000.300.0000	5/23/2023		\$142.86
1st Grade Supplies-Arroyo	1	0	1D63-JWQY-49W	10.5.1001.4101.100.0000	6/2/2023		\$249.70
Summer School Supplies-J. Dittrich	1	0	1F4L-9XXR-7JM1	10.5.1600.4000.300.0000	6/1/2023		\$99.70
Summer School Supplies-S. Poplawski	1	0	1FGP-X1NN-TV1	10.5.1600.4000.300.0000	6/1/2023		\$98.88
Summer School Supplies-L. Zuppa	1	0	1FWT-HAK3-H7P	10.5.1600.4000.300.0000	5/26/2023		\$98.40
Summer School Supplies-M. Annoreno	1	0	1H7N-3V/F3-GRM	10.5.1600.4000.300.0000	5/26/2023		\$183.90
Summer School Supplies-K. Dittrich	1	0	1JUH-X4RD-1LV7	10.5.1600.4000.300.0000	5/31/2023		\$62.55
Summer School Supplies-M. Van Houten	1	0	1QLV-7W6L-V13L	10.5.1600.4000.300.0000	5/29/2023		\$52.89

Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1298

06/23/2023

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Summer School Supplies-G. Spalla		1	0	1QM1-17RF-61T7 6/1/2023	10.5.1600.4000.300.0000	\$66.81
Summer School Supplies-A. Mars		1	0	1R6F-W9MJ-C3C Y 5/31/2023	10.5.1600.4000.300.0000	\$61.92
Summer School Supplies-M. Van Houten		1	0	1YPF-H3NQ-7GX W 6/2/2023	10.5.1600.4000.300.0000	\$148.69
Check #: 0						
PO/InvoiceTotal:						(\$2,978.49)
Check Group:						
Lenovo ThinkCentre M920S Small Form Factor Desktop Computer for Kathy S		1	23658	1LCT-TNKQ-6QJ D 5/11/2023	10.5.2225.4000.200.0000	\$659.99
HP 24mh FHD Monitor for Kathy S		1	23658	1LCT-TNKQ-6QJ D 5/11/2023	10.5.2225.4000.200.0000	\$149.99
Check #: 0						
PO/InvoiceTotal:						\$809.98
Check Group:						
Epson, EP5V11HA03020, PowerLite 118 3LCD XGA Classroom Projector for middle		9	23663	1JXX-PWQ4-GH QF 5/18/2023	10.5.2225.4000.200.0000	\$4,833.36
APC 1500VA Smart UPS SMC1500-2UC Rack Mount UPS Battery Backup		1	23663	1JXX-PWQ4-GH QF 5/18/2023	10.5.2225.4000.200.0000	\$680.00
Check #: 0						
PO/InvoiceTotal:						\$5,513.36
Check Group:						
Logitech Wireless Presenter		2	23665	11HD-HNCD-W1 H1 5/21/2023	10.5.2225.4000.200.0000	\$65.98

Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1298

06/23/2023

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Two pack safety goggles		1	23665	11HD-HNCD-W1 H1 5/21/2023	10.5.2225.4000.200.0000	\$13.99
Vinyl Clear Large Gloves		1	23665	11HD-HNCD-W1 H1 5/21/2023	10.5.2225.4000.200.0000	\$16.99
Logitech M510 Wireless Computer Mouse		1	23665	11HD-HNCD-W1 H1 5/21/2023	10.5.2225.4000.200.0000	\$20.69
3 step ladder		1	23665	11HD-HNCD-W1 H1 5/21/2023	10.5.2225.4000.200.0000	\$69.49
2-Pack Razor Scraper		1	23665	11HD-HNCD-W1 H1 5/21/2023	10.5.2225.4000.200.0000	\$7.99
Amartisan Hole Cutter		1	23665	11HD-HNCD-W1 H1 5/21/2023	10.5.2225.4000.200.0000	\$62.98
MOSISO Compatible with MacBook Air 13 inch Case		3	23665	11HD-HNCD-W1 H1 5/21/2023	10.5.2225.4000.200.0000	\$54.66
WILLBOND Cable Grip Floor		1	23665	11HD-HNCD-W1 H1 5/21/2023	10.5.2225.4000.200.0000	\$16.99
Valuetoner Remanufactured Toner Cartridge Replacement for HP		1	23665	11HD-HNCD-W1 H1 5/21/2023	10.5.2225.4000.200.0000	\$65.84

Check #: 0

PO/InvoiceTotal: \$395.60

Check Group:
 Display/Port Cable 3ft/1m, DP to DP Cable 3.3ft,
 [4K@60Hz, 2K@165Hz, 2K@144Hz] High Speed
 Display/Port to DisplayPort 1.2 Cable

19VC-QTY7-TW3 W 5/29/2023	10.5.2225.4000.200.0000	\$40.72
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Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1298

06/23/2023

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
APC UPS 1500VA Battery Backup Surge Protector, BR1500G Backup Battery Power Supply with AVR for BOE video server		1	23666	19VC-QTY7-TW3 W 5/29/2023	10.5.2225.4000.200.0000	\$249.37
RIVECO 2PCS 1U Rack Shelves, 19" Cabinet Mount 1 U Tray Vented Cantilevers for BOE video cabinet		1	23666	19VC-QTY7-TW3 W 5/29/2023	10.5.2225.4000.200.0000	\$44.45
Check #: 0						
PO/Invoice Total:						\$334.54
Vendor Total:						\$4,074.99
Arundel, Jeanine M						
Check Group:						
End of Year IAR data celebration for staff		1	0	V380748 6/14/2023	10.5.2410.4000.200.0000	\$684.37
Check #: 0						
PO/Invoice Total:						\$684.37
Vendor Total:						\$684.37
Ayala, Simoen M						
Check Group:						
Tuition Reimbursement-5/25/23		1	0	V768657 5/25/2023	10.5.2213.2300.300.0000	\$423.75
Check #: 0						
PO/Invoice Total:						\$423.75
Vendor Total:						\$423.75
Ban, Jennifer M						
Check Group:						
Bridge Training 5/21-5/24/23		1	0	V882043 5/21/2023	10.5.2210.3320.300.0000	\$1,045.66
Check #: 0						
PO/Invoice Total:						\$1,045.66
Vendor Total:						\$1,045.66

Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1298

06/23/2023

Vendor Remit Name Description

Vendor #

QTY

PO No.

Invoice Invoice Date

Account

Amount

Bell, Fredrick M

Check Group:

Mileage FY23

1 0

V803737
6/1/2023

10.5.1002.3320.200.0000

\$295.14

Check #: 0

PO/InvoiceTotal:

\$295.14

Vendor Total:

\$295.14

Bocian, Jessica A

Check Group:

TUITION REIMBURSEMENT

1 0

V700390
6/14/2023

10.5.2213.2300.300.0000

\$528.75

Check #: 0

PO/InvoiceTotal:

\$528.75

Vendor Total:

\$528.75

D Kersey Construction Company

Check Group:

ES & MS roofing, HVAC and Interior Improvements

1 0

V525051
6/7/2023

60.5.2530.5210.300.0000

\$740,160.00

Check #: 0

PO/InvoiceTotal:

\$740,160.00

Vendor Total:

\$740,160.00

Diller, Sean M

Check Group:

Mileage 8/22-5/26/23 FY23

1 0

V131523
6/1/2023

10.5.1002.3320.200.0000

\$209.82

Check #: 0

PO/InvoiceTotal:

\$209.82

Vendor Total:

\$209.82

Franczek

Check Group:

Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1298

06/23/2023

Vendor Remit Name Description

Vendor #

QTY

PO No.

Invoice Invoice Date

Account

Amount

Apr Legal Services

1 0

222487
5/17/2023

10.5.2310.3180.300.0000

\$99.00

Check #: 0

PO/InvoiceTotal: \$99.00

Vendor Total: \$99.00

Gaughan, Ashley E

Check Group:

Tuition Reimbursement-5/31/23

1 0

V63915
5/31/2023

10.5.2213.2300.300.0000

\$787.50

Check #: 0

PO/InvoiceTotal: \$787.50

Vendor Total: \$787.50

Griffin, Kerri A

Check Group:

Bridges Training -5/21-5/24/23

1 0

V468111
5/21/2023

10.5.1001.3320.100.0000

\$949.62

Check #: 0

PO/InvoiceTotal: \$949.62

Vendor Total: \$949.62

Interrante, Michelle M

Check Group:

Tuition Reimbursement

1 0

V207637
6/14/2023

10.5.2213.2300.300.0000

\$1,800.00

Check #: 0

PO/InvoiceTotal: \$1,800.00

Vendor Total: \$1,800.00

K12 Management DBA Fueled

Check Group:

MIL Standard Instr Add on License

1 0

Inv-41055
5/15/2023

10.5.1002.4200.200.0000

\$1,000.00

Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1298

06/23/2023

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Loreen M Pilster Check Group: May 2-May 31, 2023 Consulting						
		1	0	V59623 5/31/2023	10.5.2520.3100.300.0000	\$3,040.00
PO/InvoiceTotal: _____ Vendor Total: _____						\$1,000.00 \$1,000.00
Check #: 0						
Madsen, Anthony M Check Group: End of the Yr Supplies-awards						
		1	0	V976482 6/6/2023	10.5.1002.4000.200.0000	\$62.20
PO/InvoiceTotal: _____ Vendor Total: _____						\$3,040.00 \$3,040.00
Check #: 0						
Makutenas, Teresa L Check Group: Wellness Lunch Winner Gilmartin						
		1	0	V915732 5/25/2023	10.5.2520.4000.300.0000	\$16.97
PO/InvoiceTotal: _____ Vendor Total: _____						\$16.97 \$16.97
Check #: 0						
McCarter, Margaret A Check Group: Bridges Training 5/21-5/24/23						
		1	0	V945870 5/21/2023	10.5.1002.3320.200.0000	\$1,284.41
PO/InvoiceTotal: _____ Vendor Total: _____						\$16.97 \$16.97
Check #: 0						

Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1298

06/23/2023

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Midwest Mechanical						
Check Group:						
Service Call-2303-1102 Boiler Room Repairs-MS		1	0	112139608 5/11/2023	20.5.2540.3200.200.0000	\$5,308.00
Service Call #2305-0248 Boiler Room ES		1	0	112139629 5/11/2023	20.5.2540.3200.100.0000	\$785.70
Service Call-2305-1326 Airhandler Unit (North Wing) Maintenance		1	0	112139786 5/16/2023	20.5.2540.3200.200.0000	\$785.70
Chiller Repair ES		1	0	112140171 5/25/2023	20.5.2540.3200.100.0000	\$1,046.42
Boiler repair-MS		1	0	112140193 5/26/2023	20.5.2540.3200.200.0000	\$3,967.92
May 3-June 2, 2023- Maint Agree MS		1	0	MC0000130158 5/3/2023	20.5.2540.3200.200.0000	\$1,568.64
May 3- June 2, 2023 Maint Agree ES		1	0	MC0000130159 5/3/2023	20.5.2540.3200.100.0000	\$921.00
Check #: 0						
PO/InvoiceTotal:						\$14,383.38
Vendor Total:						\$14,383.38
Payne, Cynthia						
Check Group:						
Tuition Reimbursement-6/1/23		1	0	V46244 6/1/2023	10.5.2213.2300.300.0000	\$1,233.75
Check #: 0						
PO/InvoiceTotal:						\$1,233.75
Vendor Total:						\$1,233.75

Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1298

06/23/2023

Vendor Remit Name
Description

Vendor #

QTY

PO No.

Invoice
Invoice Date

Account

Amount

Check Group:

TUITION REIMBURSEMENT

1 0

V222774
6/14/2023

10.5.2213.2300.300.0000

\$810.00

Check #: 0

PO/Invoice Total:

\$810.00

Vendor Total:

\$810.00

Grand Total:

\$788,656.60

End of Report

Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1264

05/12/2023

Vendor Remit Name
Description

Vendor #

QTY

PO No.

Invoice
Invoice Date

Account

Amount

IL Dept of Employment Security

Check Group:

UI Acct# 0805400 -Credit from 2nd Qtr 2022		1	0	1	5/12/2023	10.5.2540.3802.300.0000	(\$104.00)
UI Acct# 0805400 -Credit from 3rd Qtr 2022		1	0	1	5/12/2023	10.5.2540.3802.300.0000	(\$495.42)
UI Acct # 0805400 1QTR 2023 Unemployment Claim		1	0	1	5/12/2023	10.5.2540.3802.300.0000	\$1,493.50

Check #: 0

PO/Invoice Total:	\$894.08
Vendor Total:	\$894.08
Grand Total:	\$894.08

End of Report

Pleasantdale School District 107

Voucher Batch Number: 1265 05/17/2023

Fiscal Year: 2022-2023

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
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Village Of Burr Ridge

Check Group:

Mar 3-Apr 27 Water/Sewer		1	0	V167685 5/11/2023	20.5.2540.3700.200.0000	\$957.57
Mar 3-Apr 27 Water/Sewer		1	0	V732169 5/11/2023	20.5.2540.3700.200.0000	\$186.60

Check #: 0

End of Report

PO/Invoice Total:	\$1,144.17
Vendor Total:	\$1,144.17
Grand Total:	\$1,144.17

Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1252

05/02/2023

Vendor Remit Name
Description

Vendor #

QTY

PO No.

Invoice
Invoice Date

Account

Amount

Educational Benefit Cooperative

Check Group:

May - ER HEALTH INSURANCE PAYABLE-ER	1	0	V604700	5/1/2023	10.2.0481.0000.000.9944	\$95,113.88
May - EE HEALTH INSURANCE PAYABLE-ee	1	0	V604700	5/1/2023	10.2.0481.0000.000.9943	\$24,190.49
May ER LIFE INSURANCE PAYABLE-ER	1	0	V604700	5/1/2023	10.2.0481.0000.000.9942	\$825.00

Check #: 0

PO/InvoiceTotal: \$120,129.37

Vendor Total: \$120,129.37

Guardian - Appleton

Check Group:

May ER DENTAL INSURANCE PAYABLE-ER	1	0	V513225	5/1/2023	10.2.0481.0000.000.9946	\$3,761.35
May EE DENTAL INSURANCE PAYABLE-ee	1	0	V513225	5/1/2023	10.2.0481.0000.000.9945	\$2,179.28
May EE VISION INSURANCE-ee	1	0	V513225	5/1/2023	10.2.0481.0000.000.9947	\$914.16
VISION INSURANCE-ER	1	0	V513225	5/1/2023	10.2.0481.0000.000.9948	\$253.21

Check #: 0

PO/InvoiceTotal: \$7,108.00

Vendor Total: \$7,108.00

Reliance Standard Life Insurance Company

Check Group:

May 23 Voluntary Life LIFE INSURANCE	1	0	V169521	5/1/2023	10.2.0481.0000.000.9949	\$201.09
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Check #: 0

PO/InvoiceTotal: \$201.09

Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1252

05/02/2023

Vendor Remit Name

Vendor #

QTY

PO No.

Invoice
Invoice Date

Account

Amount

Vendor Total: \$201.09

Grand Total: \$127,438.46

End of Report

Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1266

05/25/2023

Vendor Remit Name
Description

Vendor #

QTY

PO No.

Invoice
Invoice Date

Account

Amount

BMO Mastercard-Mastercard Corp Client Pa

Check Group:

Home Depot-Clean/Paint Supp		1	0	050523 - BC	20.5.2540.4000.300.0000	\$232.15
				5/5/2023		
Villa Park Elec-Light bulb recycle		1	0	050523 - BC	20.5.2540.4000.300.0000	\$34.30
				5/5/2023		
Amazon-Principal supplies		1	0	050523 - TM	10.5.2410.4000.100.0000	\$179.99
				5/5/2023		
Amazon-Classroom supplies		1	0	050523 - TM	10.5.1001.4000.100.0000	\$429.98
				5/5/2023		
Amazon-School Nurse Supplies		1	0	050523 - TM	10.5.2130.4000.100.0000	\$312.60
				5/5/2023		
Amazon-Nurse Supplies		1	0	050523 - TM	10.5.2130.4000.100.0000	\$158.11
				5/5/2023		
Amazon-Classroom Carpet		1	0	050523 - TM	10.5.2410.4000.100.0000	\$199.20
				5/5/2023		
MS Supplies		1	0	050523-ST	10.5.1002.4000.200.0000	\$56.47
				5/5/2023		
MS Supplies		1	0	050523-ST	10.5.1002.4000.200.0000	\$34.20
				5/5/2023		
MS Supplies		1	0	050523-ST	10.5.1002.4000.200.0000	\$32.96
				5/5/2023		
MS Supplies		1	0	050523-ST	10.5.1002.4000.200.0000	\$71.11
				5/5/2023		
MS Supplies		1	0	050523-ST	10.5.2130.4000.200.0000	\$15.96
				5/5/2023		
MS Supplies		1	0	050523-ST	10.5.1002.4000.200.0000	\$10.00
				5/5/2023		
Principal Supplies		1	0	050523-ST	10.5.2410.4000.200.0000	\$115.66
				5/5/2023		

Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1266

05/25/2023

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
MS Supplies-ELA		1	0	050523-ST 5/5/2023	10.5.1002.4000.200.0000	\$135.60
Principal Supplies tax refund		1	0	050523-ST 5/5/2023	10.5.2410.4000.200.0000	(\$4.62)
Principal Supplies tax refund		1	0	050523-ST 5/5/2023	10.5.2410.4000.200.0000	(\$0.55)
Principal Travel		1	0	050523-ST 5/5/2023	10.5.2410.3320.200.0000	\$199.00
District Supply		1	0	050523-ST 5/5/2023	10.5.2310.4000.300.0000	\$10.00
Principal Supply		1	0	050523-ST 5/5/2023	10.5.2410.4000.200.0000	\$49.38
Principal Supply Interviews		1	0	050523-ST 5/5/2023	10.5.2410.4000.200.0000	\$366.91
MS Supply		1	0	050523-ST SACT 5/5/2023	10.5.1002.4000.200.0000	\$150.00
MS Supply		1	0	050523-ST SACT 5/5/2023	10.5.1002.4000.200.0000	\$8.98
Travel Field Trip		1	0	050523-ST SACT 5/5/2023	10.5.1002.3320.200.0000	\$720.00
MS Supply		1	0	050523-ST SACT 5/5/2023	10.5.1002.4000.200.0000	\$52.45
MS Supply		1	0	050523-ST SACT 5/5/2023	10.5.1002.4000.200.0000	\$48.15
Amazon-Supplies		1	0	V228010 5/5/2023	10.5.2210.4000.300.0000	\$105.98
Jimmy Johns-Girls on the run lunch 4/6/23		1	0	V228010 5/5/2023	10.5.2213.4000.300.0000	\$107.42
Amazon credit-charger for Beth student		1	0	V228010 5/5/2023	10.5.1205.4000.300.0000	(\$5.99)

Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1266

05/25/2023

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Amazon-Bus Office Supplies		1	0	V228010 5/5/2023	10.5.2520.4000.300.0000	\$14.98
Amazon-Bus Office Supplies		1	0	V228010 5/5/2023	10.5.2520.4000.300.0000	\$71.52
Amazon-Bus Office Supplies		1	0	V228010 5/5/2023	10.5.2520.4000.300.0000	\$19.13
OSF Healthcare-PD Lisa Penrod ES		1	0	V228010 5/5/2023	10.5.1001.3320.100.0000	\$150.00
OSF-Healthcare PD Denise Rende MS		1	0	V228010 5/5/2023	10.5.1002.3320.200.0000	\$150.00
AEP Connections-Ann Grieve PD		1	0	V228010 5/5/2023	10.5.1001.3320.100.0000	\$150.00
Ill Associof Gifted Children -PD Wendy Bedell MS		1	0	V228010 5/5/2023	10.5.1001.3320.100.0000	\$125.00
Microsoft-Sub 3/19-4/18/23		1	0	V228010 5/5/2023	10.5.2225.6400.100.0000	\$68.04
Treering-Yearbooks ES		1	0	V228010 5/5/2023	10.5.2310.4000.300.0000	\$211.04
Treering-tax credit		1	0	V228010 5/5/2023	10.5.2310.4000.300.0000	(\$18.48)
Treering-Yearbooks-MS		1	0	V228010 5/5/2023	10.5.2310.4000.300.0000	\$218.24
Treering-tax credit		1	0	V228010 5/5/2023	10.5.2310.4000.300.0000	(\$19.20)
Public rel-Teacher Gifts		1	0	V228010 5/5/2023	10.5.2310.4900.300.0000	\$560.39
Amazon-Supplies Bath		1	0	V228010 5/5/2023	10.5.1205.4000.300.0000	\$33.95
Zazzos Pizza -JAR student lunch		1	0	V228010 5/5/2023	10.5.2310.4900.300.0000	\$570.88

Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1266

05/25/2023

Vendor Remit Name
Description

Vendor # QTY PO No.

Invoice Invoice Date

Account

Amount

Amazon- Supplies Beth	1	0	V228010	5/5/2023	10.5.1205.4000.300.0000	\$34.95
EIG Constant Contact -Subscriptions	1	0	V228010	5/5/2023	10.5.2225.6400.100.0000	\$45.00
Jewel - IAR	1	0	V228010	5/5/2023	10.5.2310.4900.300.0000	\$14.15
Sams Club-Girls on the run 4/6/23	1	0	V228010	5/5/2023	10.5.2213.4000.300.0000	\$91.20
Amazon- Supplies Beth.	1	0	V228010	5/5/2023	10.5.1205.4000.300.0000	\$30.49
Sams club-IAR Lunch	1	0	V228010	5/5/2023	10.5.2310.4900.300.0000	\$169.50

Check #: 0

PO/Invoice Total: \$6,516.18

Vendor Total: \$6,516.18

WEX Health, Inc

Check Group:

Apr Flex Spending 4/25 EFT user fee

1 0

0001723096-IN
4/30/2023

10.5.2520.3100.300.0000

\$85.00

Check #: 0

PO/Invoice Total: \$85.00

Vendor Total: \$85.00

Grand Total: \$6,601.18

End of Report

Pleasantdale School District 107

Voucher Detail Listing

Vendor Batch Number: 1267 05/26/2023

Fiscal Year: 2022-2023

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
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Royalty West Banquets

Check Group:

Reflections Dinner

1 0

V680386
5/18/2023

10,52310.4900.300.0000

\$4,116.60

Check #: 0

PO/Invoice Total: \$4,116.60

Vendor Total: \$4,116.60

Grand Total: \$4,116.60

End of Report

Pleasantdale School District 107

Voucher Detail Listing

Voucher Batch Number: 1279

06/01/2023

Fiscal Year: 2022-2023

Vendor Remit Name
Description

Vendor #

QTY

PO No.

Invoice
Invoice Date

Account

Amount

Educational Benefit Cooperative

Check Group:

June -ER HEALTH INSURANCE PAYABLE-ER	1	0	V654993	6/1/2023	10.2.0481.0000.000.9944	\$96,385.26
June - EE HEALTH INSURANCE PAYABLE-ee	1	0	V654993	6/1/2023	10.2.0481.0000.000.9943	\$24,733.57
June -ER LIFE INSURANCE PAYABLE-ER	1	0	V654993	6/1/2023	10.2.0481.0000.000.9942	\$851.25

Check #: 0

PO/InvoiceTotal: \$121,970.08

Vendor Total: \$121,970.08

Guardian - Appleton

Check Group:

June ER - DENTAL INSURANCE PAYABLE-ER	1	0	V377285	6/1/2023	10.2.0481.0000.000.9946	\$3,796.61
June EE - DENTAL INSURANCE PAYABLE-ee	1	0	V377285	6/1/2023	10.2.0481.0000.000.9945	\$2,232.17
June EE -VISION INSURANCE-ee	1	0	V377285	6/1/2023	10.2.0481.0000.000.9947	\$930.94
June ER - VISION INSURANCE-ER	1	0	V377285	6/1/2023	10.2.0481.0000.000.9948	\$253.21

Check #: 0

PO/InvoiceTotal: \$7,212.93

Vendor Total: \$7,212.93

Reliance Standard Life Insurance Company

Check Group:

June - Voluntary Life LIFE INSURANCE	1	0	V235160	6/1/2023	10.2.0481.0000.000.9949	\$201.09
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Check #: 0

PO/InvoiceTotal: \$201.09

Pleasantdale School District 107

Voucher Detail Listing

Fiscal Year: 2022-2023

Voucher Batch Number: 1279

06/01/2023

Vendor Remit Name
Description

Vendor #

QTY

PO No.

Invoice
Invoice Date

Account

Amount

End of Report

Vendor Total: \$201.09
Grand Total: \$129,384.10

Personnel Report

June 21, 2023

1. Retirement of Personnel:

The Superintendent did not receive any letters of retirement from staff.

2. Resignation of Personnel:

The Superintendent received a letter of resignation from Carole Lee (Library Instructional Aide), Eric Tucker (Instructional Aide), Alison McKenna (Third-Grade Teacher), and Jessica Frye (Instructional Aide).

Recommendation:

The Board accept the resignation of Carole Lee (Library Instructional Aide), Eric Tucker (Instructional Aide), Alison McKenna (Third-Grade Teacher), and Jessica Frye (Instructional Aide).

3. Employment of Staff

The Superintendent recommends hiring Holly Pretzie as a 4th-grade teacher at a salary of \$41,189, Alec Buti as a social worker at PES at a salary of \$49,040, and Gilberto Mendoza Cristobal at the PMS Custodian at a rate of \$19.95 per hour.

Name	Position	Salary
Holly Pretzie	4th Grade	\$41,189
Alec Buti	Social Worker	\$49,040
Gilberto Mendoza Cristobal	PMS Custodian	\$19.95/hour

Recommendation: The Board of Education approves the employment of the above staff members in the positions and at the salaries as presented.

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. Dave Palzet, Superintendent
From: Griffin L. Sonntag, Business Manager/CSBO/Director of Transportation
Date: June 13, 2023
Re: Voluntary Student Accident Medical and Dental Insurance Plan for FY24

It is recommended that the Board of Education authorize the administration to offer to the students of District 107 a voluntary accidental 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 managed by WebTPA and underwritten by Gerber Insurance Company.

The cost to the family for the covered, if elected, will be available in July 2023.

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: 6/15/2023 1:17:04 PM

Generated By: jban77

1. Contact Information for Person Completing This Form

Last Name*

Ban

Phone*

708 784 2177

Extension

First Name*

Jennifer

Middle Initial

Email*

jban@d107.org

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

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

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

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

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

((count) of 2500 maximum characters used)

Board of Education Policy 7:10, Equal Educational 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. Bilingual Program Director Assurance

Please take note of the following, which is determined by your district's English Learner (EL) count, shown below:

99

If the district has 1 or more EL students, the bilingual program director must participate in the completion of the Bilingual Service Plan (BSP). The bilingual program director must also participate in the completion of Title III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP).

4. 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 2023-2024.* [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
- 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?*

Indicate the funds that will be braided, and list the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, enter N/A in the text field.

If No Braiding is selected, additional fund sources will not be checked.

- No Braiding
- 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 IV, Part B - Rural and Low-Income Schools
- IDEA, Part B - Flow-Through
- ARP ESSER III

N/A

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

Indicate all that apply, and list the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by hybrid blending, enter N/A in the text field.

If No Hybrid Funding is selected, additional hybrid blending options will not be checked.

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

Funds will be transferred from the Title IV grant to the Title IIA grant to support math coaching through Metro Chicago Math Initiative (MCMII).

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.

- Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- Include any additional information relevant to this planning document. Provide targeted responses where noted.
- 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 ELLs.

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 24.

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. ARP-LEA Elementary and Secondary Emergency Relief Grant III

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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 24 was held on June 20, 2023.

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 23 was held on June 13, 2022.

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.

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

([count] of 7500 maximum characters used)

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

Response from the 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 <input checked="" type="radio"/> Yes <input type="radio"/> No	Title II <input checked="" type="radio"/> Yes <input type="radio"/> No	Title IV <input type="radio"/> Yes <input checked="" type="radio"/> No	Nonpublic Consultation Form
Trinity Lutheran	<input type="checkbox"/>	Number of Low-Income Student(s): 10	Total Enrollment Number Student(s): 98	Total Enrollment Number Student(s): 98	<input type="button" value="Choose File"/> No file chosen grant 2.pdf

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.

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)

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]

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([count] of 7500 maximum characters used)

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

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

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

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([count] of 7500 maximum characters used)

The additional education assistance provided to students is dependent upon the student needs. While analysis of the assessment results help to determine the 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 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]

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([count] of 7500 maximum characters used)

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

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{[count] of 7500 maximum characters used}

The district does not experience any such disparities.

Response from the prior year Consolidated District Plan.

The district does not experience any such disparities.

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

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

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{[count] of 7500 maximum characters used}

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

Response from the prior year Consolidated District Plan.

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

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

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{[count] of 7500 maximum characters used}

The needs of high level learners are met through the district's Advanced Learning and Talent Development 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.*

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[(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.
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District Goal(s):

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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 2023-2024 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

N/A

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 EL teachers to the Annual Bilingual/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 current pairs.

L. IDEA, Part B - Preschool

Funds will be used to train resource and general education teachers in current best practices through Starnet.

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

Legislative Requirement:

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

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

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

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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.

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([count] of 7500 maximum characters used)

Due to a well established and ever evolving Social Emotional Learning program, the district has remained proactive in order to keep a low number of discipline instances. The district has been working to establish a common language amongst grade levels to support a smooth transition from one grade level to the next. Guidelines and expectations are presented in a clear and preventative manner. This includes coverage such as role playing, providing examples, and written matrices. The reteaching of expectations occurs on an as needed basis. Positive Behavior Support Teams are in place to brainstorm and problem solve as new ideas are required to ensure success. It is critical that staff and students have a clear understanding of the behavior systems that have been put into place. The structure of these systems provide various levels of support and individualized on a case by case basis. Ultimately, the district is promoting behavior that demonstrates the Eagle Way and the I's of the Tiger, in the Elementary and Middle buildings, respectively. With a focus on positive reinforcements, students following the Eagle Way receive Eagle Feathers as an incentive, while those demonstrating the I's of the Tiger receive Tiger Stripes. These incentives allow students the opportunity to win prizes and praise. In the Middle School, a Kindness Club was developed and multiple activities took place during National Bullying Prevention Month and continued throughout the school year. Students are taught to consider multiple perspectives prior to making decisions in order to support an empathetic lifestyle.

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]

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

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([count] of 7500 maximum characters used)

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

Response from the 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"/>	06/21/2023
2002 - PLEASANTDALE ELEMENTARY SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/21/2023

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.

Response from the approved prior year Consolidated District Plan.

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

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

- Yes
- No

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

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

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

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

[Section 1114 and 1115](#)

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

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

([count] of 7500 maximum characters used)

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

Response from the approved 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.

Response from the approved prior year Consolidated District Plan.

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

Title I Requirement:

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

*Required Field

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

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

ISBE Goals:

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

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

- Strategic Blueprint Goal, Building Learning Capacity: Pleasantdale leaders and learners will cultivate advancement of global competency and cultural awareness through innovative learning experiences.Strategic Blueprint Goal, Building Learning Environments: Our schools will provide flexible learning environments that promote purposeful collaboration and a balanced educational approach to 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. 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.

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable.

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)

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 current pairs.

*Required Field

Overview

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

PROGRAM: Youth in Care Stability

PURPOSE: To comply with ESSA requirements for educational stability for students who are Youth in Care.

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

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

BACKGROUND

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain students who are Youth in Care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time as Youth in 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 that is Youth in Care / 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 that is Youth in Care / 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 Youth in Care Stability 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 Youth in Care/Foster Care 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. Youth in Care/Foster Care LEA-POC - required*

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

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Sonntag"/>	<input type="text" value="Griffin"/>	<input type="text" value="Business Manager/CSBO/Director of Transportation"/>	<input type="text" value="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 student's placement if the student becomes a Youth in Care or changes residences while they are a Youth in Care. Include the positions of all district personnel and other stakeholders involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in their 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 Youth in Care Stability 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 Youth in Care Stability 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 Youth in Care Stability 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 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 about the Best Interest Determination decision. 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 Youth in Care Stability 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 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 be responsible for transportation during the dispute until it is resolved.

*Required field

Youth in Care Stability 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 who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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 who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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 Youth in Care Stability 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 Youth in Care Stability 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 Youth in Care Stability 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

BSP Overview

Program Name:	EL - Bilingual Service Plan
Purpose:	The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.
Rules:	23 Ill. Admin. Code, Part 228.50
Contact:	Multilingual Department at 312-814-3850 multilingual@isbe.net

BSP Contact Information

99 English Learners (ELs) are in the district

Provide information below for the Program Director/individual who completed this application:

Last Name*

Phone*

First Name*

Middle

Initial

Email*

EL Program Director Requirements:

Does the Program Director meet the administrator requirements?*

Yes

No

[Administrator Requirements](#)If not, provide an action plan describing how the district will meet the requirements in the space below:

Comments:

Use this text area for any needed explanations to ISBE in regard to this program.

([count] of 3000 maximum characters used)

*Required field

99 English Learners (ELs) are in the district

Complete the requested information below.

Key: Types of Instructional Design

- 1. Dual Language - Two Way (Self-contained)
- 2. Dual Language - One Way (Self-contained)
- 3. Transitional Bilingual Program (Self-contained)
- 4. Transitional Bilingual Program (Collaboration)
- 5. Transitional Program in English (Self-contained)
- 6. Transitional Program in English (Collaboration)

	Attendance Center Name	Grade Span	Program Type (check all that apply)		Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement - Enter zero if no teachers in a category.			ELS-TBE and ELS-VIT - Enter zero if no teachers in a category.	Language Codes
			TBE	TPI	1	2	3	4	5	6	Number of PEL Teachers with ESL Endorsement Only	Number of PEL Teachers with Bilingual Endorsement Only	Number of PEL Teachers with ESL and Bilingual Endorsement	Number of Teachers with ELS-TBE or ELS-VIT Endorsements	
	In addition to district attendance centers that have ELs, special education co-ops and non-public special education program attendance centers that have out placed dually identified (ELs with IEPs) students must be listed.*														
1.	Pleasantdale Elementary School	PreK-4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	0	0	0
2.	Pleasantdale Middle School	5-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	0	0	0
3.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
4.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
5.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
6.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
7.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
8.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
9.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
21.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
22.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
23.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
24.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
25.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

If a number greater than zero is reported for PEL Teachers with Bilingual Endorsement, ESL and Bilingual Endorsement, and/or ELS-TBE/ELS-VIT Endorsements, provide the endorsed language code(s) represented using the reference document below.
[Language Codes Alphabetical](#)

If one or more attendance centers has EL enrollment but no ESL/Bilingual endorsed teachers above, then describe how the district will ensure that EL students receive appropriate language support for their education from properly endorsed teachers.

([count] of 2500 maximum characters used)

N/A

*If district has more than 25 attendance centers, please contact Multilingual Department

99 English Learners (ELs) are in the district

BSP Short Form Page - Use only for Districts with 1 to 19 ELs.

99 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Check the type(s) of Program Enrollment offered

TBE TPI

SPANISH LANGUAGE ARTS CURRICULUM

Indicate whether or not the district is offering Spanish language arts. All districts with a full-time TBE Spanish program must offer Spanish language arts.

Does the district offer Spanish language arts to TBE/TPI students?*

Yes No

Indicate whether the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3) and has the part-time TBE rational template in the students' records.

Yes No

[Part-Time Transitional Bilingual Education \(TBE\) Placement](#)

*Required field

99 English Learners (ELs) are in the district

Parent Advisory Committee Page- Complete this page **ONLY** if the district has a TBE program. A district is required to have a Bilingual Parent Advisory Committee if an attendance center has 20 or more EL students with the same language group (Preschool counted separately).

Verification of Plan Review by Bilingual Parent Advisory Committee for TBE Programs

Parent and Community Participation - Each district or cooperative with a TBE program shall establish a parent advisory committee consisting of the following: parents, legal guardians, transitional bilingual teachers, counselors, and community leaders. A majority of its members must be parents of students enrolled in the TBE program. This committee shall:

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review district's annual Bilingual Service Plan and EBF spending plan submitted to the State Board of Education.

Identify all members of the Bilingual Parent Advisory Committee. Indicate under Role whether they are a parent (P), legal guardian (G), teacher (T), counselor (C) or community member (CM). Indicate the language(s) spoken by the member. Indicate the members home address and phone number where they can be reached.

Name	Role	Language(s)	Telephone
Street	City	State	Zip+4
Name	Role	Language(s)	Telephone
Street	City	State	Zip+4
Name	Role	Language(s)	Telephone
Street	City	State	Zip+4
Name	Role	Language(s)	Telephone
Street	City	State	Zip+4
Name	Role	Language(s)	Telephone
Street	City	State	Zip+4
Name	Role	Language(s)	Telephone
Street	City	State	Zip+4
Name	Role	Language(s)	Telephone
Street	City	State	Zip+4
Name	Role	Language(s)	Telephone
Street	City	State	Zip+4
Name	Role	Language(s)	Telephone
Street	City	State	Zip+4

I certify that the Bilingual Parent Advisory Committee has had an opportunity to review this Bilingual Service Plan. I furthermore assure on behalf of the district that the Bilingual Advisory Committee has had the opportunity to review the EL-EBF Spending Plan as required by 23 IL Admin Code Part 228.30, section C, (4) A, by or before October 31, 2023.

Date: 06/15/2023 Name of Committee Chairperson: Beth Parker

A committee chair must be a member of the BPAC.

* A printed copy of the completed page with the signature of the Committee Chairperson must be retained on file at the district for review upon request.

Projected Dates (7/1/23)

Meeting

- 6/30/24)

Activity

1.	09/01/2023	Bilingual Advisory Committee Training (required activity).
2.	11/01/2023	Meeting #1
3.	02/01/2024	Meeting #2
4.	05/01/2024	Meeting #3

99 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such training activities should be directly related to helping staff attain the qualifications, knowledge and skills needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set forth in the laws and regulations governing the TBE/TPI program.

TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities

Inservice activities must be provided to all TBE/TPI staff at least twice yearly. Specify the areas to be addressed, which must include, but need not be limited to, one of the following: Current Research in the Teaching of EL Students; Methods for Teaching in the Native Language and Methods of Teaching ESL; Content Area and Language Proficiency Assessment of EL Students; Issues Related to the Native Culture and the Culture of the United States; and Issues Related to EL Students with Disabilities. Additionally, for new certificated and noncertificated program staff, the following must be addressed: Minimum Program Standards; District Identification and Assessment Procedures; Program Design; and Basic Instructional Techniques for Teachers of EL Students.

Districts that offer Spanish language arts must offer at least one session related to the implementation of Spanish language arts for staff members who provide the instruction in that course subject.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	09/01/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	60
<input type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Language Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to EL Students with Disabilities		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Program Standards		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> District Identification Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Program Design	10/01/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	60
<input type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Spanish Language Arts		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

*Required field*Required field

Board Approval, Certification, and Assurances

Instructions

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

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

06/21/2023

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

Grant Application Certifications and 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 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?tol=/ecfr/browse/Title02/2cfr200_main_02.tol

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 Education's 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.

v.09.08.2021

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.

v.09.08.2021

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.

v.09.08.2021

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: 06/14/2023
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:

6/1/2023

Assurances were agreed to on:

6/14/2023

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

						Page Status	Open Page for editing
Consolidated District Plan							
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"/>
Youth in Care Stability Plan							
Youth in Care Stability Plan Contacts		OPEN					<input type="checkbox"/>
Best Interest Determination Plan		OPEN					<input type="checkbox"/>
Youth In Care Transportation Plan		OPEN					<input type="checkbox"/>
Bilingual Service Plan							
BSP Plan Specifics							
BSP Program Contact		OPEN					<input type="checkbox"/>
BSP Program Info		OPEN					<input type="checkbox"/>
BSP Short Form		OPEN					<input type="checkbox"/>
BSP Program Enrollment		OPEN					<input type="checkbox"/>
BSP Parent Advisory Committee		OPEN					<input type="checkbox"/>
BSP Professional Development		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"/>

Save

Selectable Application Print

Request Print Job

[Consolidated District Plan](#)

Requested Print Jobs

[Requested by iban77 on 6/15/2023](#)

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. Dave Palzet, Superintendent

From: Griffin L. Sonntag, Business Manager/CSBO/Director of Transportation

Date: June 14, 2023

Re: Board Resolution-Transfer of Interest from the Transportation Fund to the Education Fund

The budget for Fiscal Year 2023 included a revenue source for the Education Fund from the transfer of the interest from the Transportation Fund.

It is recommended the Board adopt the attached resolution to be filed with the Lyons Township Treasurer to transfer the interest as of June 30, 2023.

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708.246.4700 Fax: 708.246.4625



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SCHOOL DISTRICT #107
Cook County, Illinois

RESOLUTION TO TRANSFER INTEREST TO THE
EDUCATIONAL FUND, JUNE 30, 2023

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 Education Fund, which interest was accrued in the stated fund during the fiscal year ended June 30, 2023.

MOVED BY: _____

SECONDED BY: _____

AYES: _____

NAYS: _____

PRESENT: _____

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

I, Mary Lenzen, duly appointed and acting Secretary of the Board of Education, Pleasantdale School District 107, do hereby certify that the above resolution was passed at a regular meeting held June 21, 2023 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



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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: Dr. Dave Palzet, Superintendent
 From: Griffin L. Sonntag, Business Manager/CSBO/Director of Transportation
 Date: June 14, 2023
 Re: Depositories FY24

It is recommended that the Board of Education approve the depositories for Pleasantdale School District 107. Funds for FY 2024 will be held by

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

The authorized signers for FY 2024 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	Emma Frye Kathleen Tomei Griffin Sonntag
BMO Harris Bank Burr Ridge	Friendship Fund-District Activity	Tousha Summers Dave Palzet
BMO Harris Bank Burr Ridge	Imprest Fund-District 107	Tousha Summers Dave Palzet
BMO Harris Bank Burr Ridge	Middle School-Activity	Stacey Tantillo Jeanine Arundel Maura Raleigh Griffin Sonntag

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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: Dr. Dave Palzet, Superintendent
From: Griffin L. Sonntag, Business Manager/CSBO/Director of Transportation
Date: June 13, 2023
Re: Board Resolution for Serious Safety Hazard Approval

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

It is recommended that the board adopt the attached 2023-2024 school year resolution.

Pleasantdale School District 107

RESOLUTION

To authorize the administration to continue free transportation for the school year 2023-2024 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 2023-2024 school year.

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

ATTEST:

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

Dated: June 21, 2023

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. Dave Palzet, Superintendent
From: Griffin L. Sonntag, Business Manager/CSBO/Director of Transportation
Date: June 13, 2023
Re: Resolution Authorizing Certain Payments

Each year, the Board approves the attached resolution authorizing the administration to make certain payments by the school district during the time between the June and August Board meetings. This supports the proper financial functioning of the district and the prompt and continued payments to vendors and employees. All payments made during this time period will be reviewed and approved by the Board at the August 16, 2023 Board meeting.

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 21, 2023, and its meeting of August 16, 2023; and

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

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

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

Section 1: The Township Treasurer is hereby authorized to make payments during the period of June 21, 2023, through August 16, 2023, upon certification of amounts by the Board Secretary, of wages and related Social Security and other taxes and pension contributions, utility bills, and other recurring bills, including, but not limited to, the list on Attachment A.

Section 2: The Township Treasurer is also hereby authorized to make payments, during the period of June 21, 2023, through August 16, 2023, 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, 2023.

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 21st day of June, 2023, 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 benefits 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
- 13) ENGIE
- 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 LawLLC
- 23) Nextera Energy Services
- 24) Nicor Gas
- 25) Omni Group
- 26) Quadient Leasing USA, Inc
- 27) Reliance Standard Life Insurance Company
- 30) School District 107 Imprest Fund
- 31) TruGreen
- 32) Verizon
- 33) Village Of Burr Ridge
- 34) Village of WillowSprings
- 35) Wex Bank
- 36) Wex Health

Attachment B
Non Recurring
Vendor

- 1) Amazon Capital Services, Inc
- 2) Apple Computer, Inc
- 3) Apple Inc
- 4) ASCD
- 5) ATI Technology Partners
- 6) AVI Systems, Inc
- 7) Baker Tilly US, LLP
- 8) Birch Agency
- 9) Blackout Sealcoating, Inc
- 10) Brightly (formerly Dude Solutions)
- 11) BR Bleachers
- 12) Centegix
- 13) Chicago Metropolitan Fire Protection
- 14) Classwork Co
- 15) Climatemp
- 16) Cook County Treasurer
- 17) D Kersey Construction Company
- 18) Edpuzzle, Inc
- 19) First Student
- 20) Frank Cooney Co
- 21) Fredriksen Fire Equipment
- 22) Frontline Technologies, Inc
- 23) Grainger
- 24) Illinois Assoc of Sch Business Officials
- 25) Illinois Assoc of School Boards
- 26) Illinois School Services, Inc.
- 27) Illinois Tollway
- 28) J & S Plumbing, Inc
- 29) Johnson Floor Company, Inc.
- 30) Just A Dash Catering
- 31) LaGrange Area Dept Of Special Education
- 32) LaGrange Lock & Safe
- 33) MacGill
- 34) Midwest Mechanical
- 35) Monoprice Incorporated
- 36) Mystery Science, Inc
- 37) Nelson Fire Protection
- 38) Newsela, Inc
- 39) NEUCO
- 40) Nikao Group, LLC
- 41) Past Due Invoices
- 42) Quinlan & Fabish
- 43) Quality Erectors 1, Inc
- 44) Raptor Technologies
- 45) Reimbursements

- 46) Scholastic Education
- 47) Seesaw
- 48) Skirmont Mechanical Contractors, Inc
- 49) Skynet Security
- 50) Skyward
- 51) TeachingBooks
- 52) Teaching Strategies
- 53) Tyler Technologies
- 54) Veterans Floors, Inc
- 55) Vista Learning, NFP

School Board

School District Elections

School District elections are non-partisan, governed by the general election laws of the State, and include the election of School Board members, various public policy propositions, and advisory questions. Board members are elected at the consolidated election held on the first Tuesday in April in odd-numbered years. If, however, that date conflicts with the celebration of Passover, the consolidated election is postponed to the first Tuesday following the last day of Passover. The canvass of votes is conducted by the election authority within 21 days after the election.

The Board, by proper resolution, may cause to be placed on the ballot: (a) public policy referendum according to Article 28 of the Election Code, or (b) advisory questions of public policy according to Section 9-1.5 of the School Code.

The Board Recording Secretary serves as the local election official. He or she receives petitions for the submission of a public question to referenda and forwards them to the proper election officer and otherwise provides information to the community concerning District elections.

LEGAL REF.: 10 ILCS 5/1-3, 5/2A-1.1 et seq., 5/10-9, 5/22-17, 5/22-18, and 5/28-1 et seq.
105 ILCS 5/9-1 et seq.

ADOPTED: June 18, 2008

REVISED: May 15, 2013; May 21, 2014

REVIEWED: **June 21, 2023**

School Board

Board Member Qualifications

A School Board member must be, on the date of election or appointment, a United States citizen, at least 18 years of age, a resident of Illinois and the District for at least one year immediately preceding the election, and a registered voter.

Reasons making an individual ineligible for Board membership include holding an incompatible office and certain types of State or federal employment. A child sex offender, as defined in State law, is ineligible for School Board membership.

LEGAL REF.: Ill. Constitution, Art. 2, ¶ 1; Art. 4, ¶ 2(e); Art. 6, ¶ 13(b).
105 ILCS 5/10-3 and 5/10-10.

ADOPTED: June 18, 2008

REVISED: May 18, 2011

REVIEWED: **June 21, 2023**

School Board

Board Member Term of Office

The term of office for a School Board member begins immediately after both of the following occur:

1. The election authority canvasses the votes and declares the winner(s); this occurs within 21 days after the consolidated election held on the first Tuesday in April in odd-numbered years.
2. The successful candidate takes the oath of office as provided in Board policy 2:80, *Board Member Oath and Conduct*.

The term ends 4 years later when the successor assumes office.

LEGAL REF.: 10 ILCS 5/2A-1.1, 5/22-17, and 5/22-18.
105 ILCS 5/10-10, 5/10-16, and 5/10-16.5.

ADOPTED: June 18, 2008

REVIEWED: June 21, 2023

School Board

Board Member Removal from Office

If a majority of the School Board determines that a Board member has willfully failed to perform his or her official duties, it may request the Regional Superintendent to remove such member from office.

LEGAL REF.: 105 ILCS 5/3-15.5.

ADOPTED: June 18, 2008

REVIEWED: June 21, 2023

School Board

Vacancies on the School Board - Filling Vacancies

Vacancy

Elective office of a School Board member becomes vacant before the term's expiration when any of the following occurs:

1. Death of the incumbent,
2. Resignation in writing filed with the Secretary of the Board,
3. Legal disability of the incumbent,
4. Conviction of a felony, bribery, perjury, or other infamous crime or of any offense involving a violation of official oath or of a violent crime against a child,
5. Removal from office,
6. The decision of a competent tribunal declaring his or her election void,
7. Ceasing to be an inhabitant of the District or a particular area from which he or she was elected, if the residential requirements contained in The School Code are violated,
8. An illegal conflict of interest, or
9. Acceptance of a second public office that is incompatible with Board membership.

Filling Vacancies

Whenever a vacancy occurs, the remaining members shall notify the Regional Superintendent of Schools of that vacancy within 5 days after its occurrence and shall fill the vacancy until the next regular board election, at which election a successor shall be elected to serve the remainder of the unexpired term. However, if the vacancy occurs with less than 868 days remaining in the term or less than 88 days before the next regularly scheduled election, the person so appointed shall serve the remainder of the unexpired term, and no election to fill the vacancy shall be held. Members appointed by the remaining members of the Board to fill vacancies shall meet any residential requirements as specified in the School Code. The Board shall fill the vacancy within 60 days after it occurred by a public vote at a meeting of the Board.

Immediately following a vacancy on the Board, the Board will publicize it and accept résumés from District residents who are interested in filling the vacancy. After reviewing the applications, the Board may invite the prospective candidates for personal interviews to be conducted during duly scheduled closed meetings.

LEGAL REF.: 105 ILCS 5/10-10 and 5/10-11.

ADOPTED: June 18, 2008

REVISED: May 16, 2018; September 16, 2020

REVIEWED: June 21, 2023

School Board

Board Member Oath and Conduct

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

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

I further swear (or affirm) that:

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

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

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

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

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

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

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

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

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

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

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

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

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

ADOPTED: June 18, 2008

REVISED: May 18, 2011; May 15, 2019

REVIEWED: June 21, 2023

School Board

Board Member Conflict of Interest

No School Board member shall: (1) have a beneficial interest directly or indirectly in any contract, work, or business of the District unless permitted by State or federal law; or (2) solicit or accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to agreements or contracts with the District. Situations in which the interest is not substantial or the gift is an unsolicited item of nominal value must comply with State law and Board policy 2:105, *Ethics and Gift Ban*.

Board members must annually file a “Statement of Economic Interests” as required by the Illinois Governmental Ethics Act. Each Board member is responsible for filing the statement with the county clerk of the county in which the District’s main office is located by May 1.

Federal and State Grant Awards

No Board member shall participate in the selection, award, or administration of a contract supported by a federal award or State award governed by the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/) if he or she has a real or apparent conflict of interest. A conflict of interest arises when a Board member or any of the following individuals has a financial or other interest in the entity selected for the contract:

1. Any person that has a close personal relationship with a Board member that may compromise or impair the Board member’s fairness and impartiality, including a member of the Board member’s immediate family or household;
2. The Board member’s business partner; or
3. An entity that employs or is about to employ the Board member or one of the individuals listed in one or two above.

LEGAL REF.: 5 ILCS 420/4A-101, 420/4A-105, 420/4A-106, and 420/4A-107.
50 ILCS 105/3.
105 ILCS 5/10-9.

ADOPTED: June 18, 2008

REVISED: June 16, 2010; May 18, 2011; May 17, 2017; September 16, 2020

REVIEWED: June 21, 2023

School Board

Organizational School Board Meeting

During a March meeting in odd-numbered years, the School Board establishes a date for its organizational meeting to be held sometime after the election authority canvasses the vote, but within ~~28~~ 40 days after the consolidated election. The consolidated election is held on the first Tuesday in April of odd-numbered years. At the organizational meeting the following shall occur:

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

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

ADOPTED: June 18, 2008

REVISED: May 15, 2019, **June 21, 2023**

School Board

Board Policy Development

The School Board governs using written policies. Written policies ensure legal compliance, establish Board processes, articulate District ends, delegate authority, and define operating limits. Board policies also provide the basis for monitoring progress toward District ends.

Policy Development

Anyone may propose new policies, changes to existing policies, or elimination of existing policies. Staff suggestions should be processed through the Superintendent. Suggestions from all others should be made to the Board President or the Superintendent.

The Superintendent is responsible for: (1) providing relevant policy information and data to the Board, (2) notifying those who will implement or be affected by or required to implement a proposed policy and obtaining their advice and suggestions, and (3) having policy recommendations drafted into written form for Board deliberation. The Superintendent shall seek the counsel of the Board attorney when appropriate.

Policy Adoption and Dissemination

Policies or policy revisions will not be adopted at the Board meeting at which they are first introduced, except when: (1) appropriate for a consent agenda because no Board discussion is required, or (2) necessary or prudent in order to meet emergency or special conditions or to be legally compliant. Further Board consideration will be given at a subsequent meeting(s) and after opportunity for community input. The adoption of a policy will serve to supersede all previously adopted policies on the same topic.

The Board policies are available for public inspection in the District's main office during regular office hours. Copy requests should be made pursuant to Board policy 2:250, *Access to District's Public Records*.

Board Policy Review and Monitoring

The Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required. The Board may use an annual policy review and monitoring calendar.

Superintendent Implementation

The Board will support any reasonable interpretation of Board policy made by the Superintendent. If reasonable minds differ, the Board will review the applicable policy and consider the need for further clarification.

In the absence of Board policy, the Superintendent is authorized to take appropriate action.

Suspension of Policies

The Board, by a majority vote of members present at any meeting, may temporarily suspend a Board policy except those provisions that are controlled by law or contract. The failure to suspend with a specific motion does not invalidate the Board action.

LEGAL REF.: 105 ILCS 5/10-20.5.

ADOPTED: June 18, 2008

REVIEWED: June 21, 2023

School Board

Access to District Public Records

Full access to the District's *public records* is available to any person as provided in the Illinois Freedom of Information Act (FOIA), this policy, and implementing procedures. The Superintendent or designee shall: (1) provide the Board with sufficient information and data to permit the Board to monitor the District's compliance with FOIA and this policy, and (2) report any FOIA requests during the Board's regular meetings along with the status of the District's response.

Freedom of Information Officer

The Superintendent shall serve as the District's Freedom of Information Officer and is assigned all the duties and powers of that office as provided in FOIA and this policy. The Superintendent may delegate these duties and powers to one or more designees but the delegation shall not relieve the Superintendent of the responsibility for the action that was delegated

Definition

The District's *public records* are defined as records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, microfilms, cards, tapes, recordings, electronic data processing records, electronic communications, recorded information and all other documentary materials pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of the School District.

Requesting Records

A request for inspection and/or copies of public records must be made in writing and may be submitted by personal delivery, mail, telefax, or email directed to the District's Freedom of Information Officer. Individuals making a request are not required to state a reason for the request other than to identify when the request is for a commercial purpose or when requesting a fee waiver. All requests for inspection and copying shall immediately be forwarded to the District's Freedom of Information Officer or designee.

Responding to Requests

The Freedom of Information Officer shall approve all requests for public records unless:

1. The requested material does not exist;
2. The requested material is exempt from inspection and copying by the Freedom of Information Act; or
3. Complying with the request would be unduly burdensome.

Within 5 business days after receipt of a request for access to a public record, the Freedom of Information Officer shall comply with or deny the request, unless the time for response is extended as specified in Section 3 of FOIA. The Freedom of Information Officer may extend the time for a response for up to 5 business days from the original due date. If an extension is needed, the Freedom of Information Officer shall: (1) contact the person making the request, (2) notify the person making the request of the reason for the delay, and (3) either inform the person of the date on which a response will be made or agree with the person in writing on a compliance period.

The time periods are extended for responding to requests for records made for a *commercial purpose*, requests by a *recurrent requester*, or *voluminous requests*, as those terms are defined in Section 2 of FOIA. The time periods for responding to those requests are governed by Sections 3.1, 3.2, and 3.6 of FOIA.

When responding to a request for a record containing both exempt and non-exempt material, the Freedom of Information Officer shall redact exempt material from the record before complying with the request.

Fees

Persons making a request for copies of public records must pay any and all applicable fees. The Freedom of Information Officer shall establish a fee schedule that complies with FOIA and this policy and is subject to the Board's review. The fee schedule shall include copying fees and all other fees to the maximum extent they are permitted by FOIA, including without limitation, search and review fees for responding to a request for a *commercial purpose* and fees, costs, and personnel hours in connection with responding to a *voluminous request*.

Copying fees, except when fixed by statute, shall be reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records. In no case shall the copying fees exceed the maximum fees permitted by FOIA. If the District's actual copying costs are equal to or greater than the maximum fees permitted by FOIA, the Freedom of Information Officer is authorized to use FOIA's maximum fees as the District's fees. No copying fees shall be charged for: (1) the first 50 pages of black and white, letter or legal sized copies, or (2) electronic copies other than the actual cost of the recording medium, except if the response is to a *voluminous request*, as defined in FOIA.

A fee reduction is available if the request qualifies under Section 6 of FOIA. The Freedom of Information Officer shall set the amount of the reduction taking into consideration the amount of material requested and the cost of copying it.

Provision of Copies and Access to Records

A public record that is the subject of an approved access request will be available for inspection or copying at the District's administrative office during regular business hours, unless other arrangements are made by the Freedom of Information Officer.

Many public records are immediately available from the District's website including, but not limited to, the process for requesting a public record. The Freedom of Information Officer shall direct a requester to the District's website if a requested record is available there. If the requester is unable to reasonably access the record online, he or she may resubmit the request for the record, stating his or her inability to reasonably access the record online, and the District shall make the requested record available for inspection and copying as otherwise provided in this policy.

Preserving Public Records

Public records, including email messages, shall be preserved and cataloged if: (1) they are evidence of the District's organization, function, policies, procedures, or activities, (2) they contain informational data appropriate for preservation, (3) their retention is required by State or federal law, or (4) they are subject to a retention request by the Board Attorney (e.g. a litigation hold), District auditor, or other individual authorized by the School Board or State or federal law to make such a request. Unless its retention is required as described in items numbered 3 or 4 above, a public record, as defined by the Illinois Local Records Act, may be destroyed when authorized by the Local Records Commission.

LEGAL REF.: 5 ILCS 140/, Illinois Freedom of Information Act.

105 ILCS 5/10-16 and 5/24A-7.1.

820 ILCS 40/11.

820 ILCS 130/5.

ADOPTED: June 16, 2010

REVISED: June 20, 2012; October 17, 2012; May 21, 2014; May 18, 2016; May 17, 2017

REVIEWED: June 21, 2023

School Board

Record Retention

Unless the Local Records Commission of Cook County or Illinois law requires that the Board of Education of District 107 maintain the following records for a longer period than the period provided below, the Board of Education of District 107 shall maintain the following records as follows:

1. Annual budget adoption presentation and final annual budget binder for ten years.
2. Tax levy presentation for ten years.
3. Standardized testing reports submitted and/or presented to the Board of Education for eight years.
4. Post graduate test score data as collected from high schools to which Pleasantdale students matriculate for five years after a class graduates. The data may include ~~EXPLORE, PLAN, SAT~~ **MAP, IAR** and/or ~~ACT~~ **Other Standardized Test** scores.
5. Construction records, including architectural drawings presented to the Board of Education, for the life of a structure.

Should the identified records not be available in electronic form, the Superintendent shall so notify the Board and the Board shall determine if the expense of obtaining and/or converting the records to electronic form is feasible and in compliance with the Illinois Local Records Act.

ADOPTED: November 19, 2008

REVISED: June 21, 2023

**RESOLUTION AUTHORIZING
PURCHASE OF REAL PROPERTY**

WHEREAS, the BOARD OF EDUCATION OF PLEASANTDALE SCHOOL DISTRICT 107, Cook County, Illinois (the “School District”), is desirous of acquiring real property for school purposes; and

WHEREAS, the *Illinois School Code*, 105 ILCS 5/1 *et seq.*, authorizes the School District to acquire the real property for school purposes; and

WHEREAS, the Owners of Record, are the owners of real property located as follows: 8501 and 8505 S. County Line Road, Burr Ridge, Illinois 60527 (P.I.N.s 13-31-302-004-0000 and 18-31-302-012-0000) (the “Property”); and

WHEREAS, the Owners of Record are desirous of selling the Property to the School District; and

WHEREAS, the School District is in possession of a Contract for Sale of Real Property (“Contract”), a copy of which is attached hereto as Exhibit “A,” and incorporated herein by reference; and

WHEREAS, the School District has determined that the Property is necessary, suitable and convenient for the School District purposes and purchase of the Property is in the best interests of the School District.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Pleasantdale School District 107, Cook County, Illinois, as follows:

1. That the foregoing recitals are hereby incorporated and adopted.
2. That the Contract attached hereto as Exhibit “A” is approved and the Board President and Secretary are authorized and directed to execute the Contract.
3. That the Board of Education does hereby grant the law firm of Kriha Boucek, LLC, power of attorney with regard to the purchase of the real property described herein.

4. That the Superintendent is authorized to negotiate any further amendments or revisions to the terms of the Contract, other than Purchase Price, and to approve and execute such amendments or revisions on behalf of the Board of Education, as determined in his discretion to be necessary to effectuate the purchase of the Property.
5. That the Superintendent, or the Superintendent's designee, is authorized to execute any and all documents necessary to effectuate the purchase of the Property.
6. The Superintendent, or the Superintendent's designee, is authorized to pay all necessary costs associated with effectuating the purchase of the Property.
7. This Resolution shall be in full force and effect immediately upon its passage and approval.

Member _____ moved the adoption of the foregoing Resolution;
 and Member _____ seconded the motion.

Upon a roll call vote being taken, the members voted as follows:

AYE: _____

NAY: _____

ABSENT: _____

ADOPTED this ___ day of _____, 2022.

BOARD OF EDUCATION OF
 PLEASANTDALE SCHOOL DISTRICT 107,
 Cook County, Illinois

By: _____
 President

Attest: _____
 Secretary

STATE OF ILLINOIS)
) SS.
COUNTY OF COOK)

CERTIFICATION OF RESOLUTION

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education of Pleasantdale School District 107, Cook County, Illinois (the “Board”), and that as such official, I am the keeper of the records and files of the Board.

I do further certify that the foregoing is a full, true, and complete transcript of that portion of the meeting of the Board held on the ___ day of June, 2023, insofar as the same relates to the adoption of a Resolution entitled:

**RESOLUTION AUTHORIZING
PURCHASE OF REAL PROPERTY**

a true and correct copy of which said Resolution as adopted at said meeting appears in the foregoing transcript of said meeting.

I do further certify that the deliberations of the Board on the adoption of said Resolution were conducted openly, that the vote on the adoption of said Resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all newspapers, radio or television stations and other news media requesting such notice, that said meeting was called and held in strict compliance with the provisions of the *Open Meetings Act of the State of Illinois* and with the provisions of the *School Code of the State of Illinois*, as amended, and that the Board has complied with all of the procedural rules of the Board.

IN WITNESS WHEREOF, I hereunto affix my official signature this ___ day of June, 2023.

By: _____
Secretary, Board of Education

CONTRACT FOR SALE OF REAL PROPERTY

This Contract is made by and between the Board of Education of Pleasantdale School District 107, Cook County, Illinois, hereinafter referred to as "Purchaser" and _____, hereinafter referred to as "Sellers."

WHEREAS, the *Illinois School Code*, 105 ILCS 5/1 *et seq.*, authorizes school districts to purchase real property for school purposes; and

WHEREAS, Sellers are the owners of real estate in Cook County, Illinois, commonly referred to as 8501 and 8505 S. County Line Road, Burr Ridge, Illinois 60527, P.I.N.s 18-31-302-004-0000 and 18-31-302-012-0000, consisting of approximately nine (9) acres, and legally described as follows:

[To Be Inserted from Survey]

Including all structures, improvements, and fixtures located thereon; and

WHEREAS, Purchaser desires to purchase the Property for school purposes; and

WHEREAS, Sellers wish to sell the Property to Purchaser.

NOW, THEREFORE, in consideration of the above recitals, which are hereby incorporated herein by reference, and of the sum of Ten and No/100 Dollars (\$10.00) and other good and valuable consideration in hand paid by Purchaser to Sellers, the receipt and sufficiency of which is hereby acknowledged by Seller, and of the mutual covenants, conditions, agreements and promises contained herein below, Sellers and Purchaser hereby agree as follows:

1. **Sale.** Sellers agree to sell and Purchaser agrees to purchase the property comprised of approximately nine (9) acres, located in Cook County, Illinois, commonly referred to as 8501 and 8505 S. County Line Rd., Burr Ridge, Illinois 60527 (P.I.N.s 13-31-302-0004-000 and 18-31-302-012-0000)), including all structures, improvements, and fixtures, located thereon (the “Property”) and legally described as follows:

[To Be Inserted from Survey]

2. **Purchase Price.** The purchase price is **Two Million Five Hundred Ninety-Five Thousand and No/100 Dollars (\$2,595,000.00)**. The purchase price shall be paid in the following manner:
 - A. **One Hundred Thousand and No/100 Dollars (\$100,000.00)** earnest money deposit (“Initial Earnest Money”) to be paid within three (3) business days after the Effective Date of this Contract. The Initial Earnest Money shall be deposited in a joint order escrow account with Chicago Title Insurance Company (“Escrow Agent”) and applied toward the purchase price at Closing. The Earnest Money will be refunded to the Purchaser for any reason or no reason, provided termination of this Contract occurs prior to the expiration of the “Inspection and Due Diligence Period,” as described in Paragraph 3, below, or if any of the contingencies to Closing have not otherwise been satisfied.
 - B. Unless this Contract is terminated in accordance with its terms, following the expiration of the Inspection and Due Diligence Period, Purchaser will increase the earnest money deposit by an additional **Fifty Thousand and No/100 Dollars (\$50,000.00)** (“Additional Earnest Money”). The Additional Earnest Money, along with the Initial Earnest Money deposit, will be refunded to the Purchaser if Purchaser terminates this Contract prior to the expiration of the “Entitlements & Approvals Period,” as described in Paragraph 4, below, or any of the contingencies to Closing are not otherwise satisfied.
 - C. The balance of the purchase price shall be paid in full, at Closing by wire transfer in accordance with the instructions of the escrow agent.
3. **Property Inspection & Due Diligence.** At any time within sixty (60) days after the Effective Date of this Contract (“Inspection and Due Diligence Period”), Purchaser may inspect the Property including, any physical inspection of the building structure, systems, and equipment, review of municipal zoning codes, ordinances, and governmental regulations applicable to the Property, complete a Phase I environmental audit or other environmental testing, geotechnical studies, and conduct any other inspection or study to

determine the suitability of the Property for the Purchaser's purposes. The Purchaser will have the right to extend the Inspection and Due Diligence Period by an additional thirty (30) days at its sole discretion by written notice to the Sellers delivered prior to the expiration of the original sixty (60) day period.

On or before the expiration of Inspection and Due Diligence Period (including any extension thereof), Purchaser shall notify Seller in writing whether (a) the Property is acceptable or (b) terminate the Contract for Sale due to an unacceptable inspection or due diligence item or as otherwise permitted by this Contract, as determined in the sole discretion of the Purchaser. If the Purchaser terminates the Contract prior to the expiration of the Inspection and Due Diligence Period (including any extension thereof), the Sellers will provide notice to Escrow Agent to return Purchaser's Earnest Money deposit. Along with a notice to terminate the Contract, Purchaser will provide the Sellers with a copy of any report or correspondence identifying the unacceptable item, if requested by Sellers. A copy of the environmental report will be provided to Sellers immediately upon completion of the report regardless of Purchaser's acceptance or termination, if requested by Sellers.

In addition to all other rights of Purchaser under this Contract, which rights shall be cumulative, Purchaser may elect to terminate this Contract, without penalty, by notice to Seller served at any time on or before the expiration of the foregoing Inspection & Due Diligence Period (including any extension thereof), if in Purchaser's sole opinion, which is not subject to question or review for any reason, Purchaser has not been able to inspect the Property, or if Purchaser is otherwise dissatisfied with any matters affecting the Property or the Purchaser's anticipated use of the Property.

All such inspections are to be made at the expense of the Purchaser. Purchaser shall not cause or allow any lien claim to be filed against the Property as a result of said inspections, and shall remove or provide adequate security relative to any such claims so filed within ten (10) days following its filing of record.

4. **Entitlements & Approvals.** In addition to all other rights under this Contract, the Purchaser shall have a period of two hundred forty (240) days following the expiration of the Inspection and Due Diligence Period (including any extension thereof) to obtain any necessary approvals from municipal or other regulatory or jurisdictional authorities, of the Purchaser's intended use of the Property ("Entitlements and Approvals Period"). The Purchaser will have the option to extend this Entitlements & Approvals Period for up to two additional sixty (60) day periods by depositing an additional Twenty-Five Thousand and No/100 Dollars (\$25,000.00) for each option. Unless the Sellers are in default under the terms of this Contract, the additional earnest money paid by the Purchaser for each additional 60-day option to extend the Entitlements & Approvals Period will be non-refundable to the Purchaser in the event the Purchaser terminates this Contract or otherwise fails to proceed to Closing. However, the earnest money for each additional 60-day option will be applied to the Purchase Price of the Property if Purchaser proceeds to Closing.

5. **Referendum Contingency.** Seller acknowledges that Purchaser's intended use will require referendum approval by the voters of School District 107. Closing of the purchase of the Property is contingent upon Purchaser obtaining such referendum approval at the March 2024 General Primary Election. Failure to obtain referendum approval will entitle the Purchaser to a return of all earnest money deposits.
6. **Property Information.** Sellers, within 15 days of the Effective Date of this Contract, will provide any property records, deeds, surveys, easements, restrictions, environmental reports, water and sewer participation fee information, studies or correspondence, service contracts, etc., or any other documentation pertaining to the title to, use of, or condition of the Property to assist the Purchaser in its inspection and due diligence.
7. **Closing.**
 - A. The time of Closing shall be within 30 days after the expiration of the Entitlements & Appeals Contingency Period (including any extension thereof), provided the terms, conditions, and contingencies of this Contract have been satisfied, or if the terms, conditions, and contingencies of this Contract then require, or the convenience of the parties reasonably demands, as soon thereafter as can mutually be arranged between the parties.
 - B. Closing shall be through Chicago Title Insurance Company at one of its offices located in Cook County, Illinois mutually agreeable to the parties. Each party shall pay the usual and customary closing costs and charges of the Seller and Purchaser, respectively. The Closing escrow costs shall be paid equally by Sellers and Purchaser. The Parties will also execute all documents reasonably required of the escrow agent/title company to close the sale of the Property and issue the title insurance policy.
 - C. In the event the Sellers have complied with all of their obligations under this Contract and the Purchaser refused to close the sale of the Property in violation of the Contract, Sellers' sole remedy shall be to retain all Purchaser's earnest money deposits
8. **Title Commitment.** Not later than 60 days prior to the Closing date, at Sellers' cost, Sellers shall furnish Purchaser a standard ALTA commitment for title insurance from Chicago Title Insurance Company in the amount of the Purchase Price. The title commitment shall be conclusive evidence of good title as therein shown as to all matters insured by the policy. At Closing, Sellers shall also furnish Purchaser with an affidavit of title in the customary form covering the date of Closing. At Closing, Sellers shall also furnish Purchaser with a bill of sale conveying title to all items of personal property owned by Sellers on the Property, if any, as of the date of sale. If the title commitment discloses exceptions which are unacceptable to Purchaser, Purchaser shall have twenty-one (21) days

to notify Sellers after receipt of the title commitment. Seller shall have 30 days from the date of delivery of notice from Purchaser to have the exceptions removed from the commitment or to have the title insurer commit to insure against loss or damage that may be occasioned by such exceptions. If Sellers fails to have the exceptions removed or, in the alternative, to obtain a commitment for title insurance which insures over any such exceptions, within the specified time, Purchaser may terminate this Contract or elect to take title subject to such exceptions.

9. **Survey.** Not later than 60 days prior to Closing, Sellers shall furnish Purchaser with an ALTA survey of the Property prepared, and certified by a licensed Illinois land surveyor in form acceptable to the title company for purposes of insuring title.
10. **Possession.** Sellers shall deliver possession of the Property at Closing.
11. **Conveyance.** Sellers shall convey title to said real property to Purchaser, or its nominee in title, by warranty deed subject only to the following:
 - A. Easements of record,
 - B. Applicable zoning laws and ordinances,
 - C. Real estate taxes not yet due and payable,
 - D. Such other permitted title exceptions as provided herein.
12. **Commissions.** Sellers will be responsible for paying all real estate broker sales commissions at Closing from the proceeds of the sale, including the commission to Purchaser's broker/agent of two and one-half percent (2.5%).
13. **Acknowledgement of Sellers.** At the Seller's request, the Purchaser agrees to place a plaque or other memorialization within the completed school development project, publicly recognizing the Sellers (by family surname).
14. **Risk of Loss.** The provisions of the *Uniform Vendor and Purchaser Act* shall be applicable to this transaction.
15. **Notice.** All notices required herein shall be in writing. For the purpose of this paragraph, notice shall be deemed to have been given on the date when it is placed in the U.S. Mail, or by personal delivery, or by email transmission with verification of receipt. and shall be given as follows:

To Sellers: _____

To Purchaser: Pleasantdale School District 107
Attn: Dr. Dave Palzet, Superintendent
7450 S. Wolf Rd.
Burr Ridge, IL 60527

With a copy thereof to:
Kevin B. Gordon, Esq.
Kriha Boucek, LLC
2 TransAm Plaza Drive, Suite 450
Oakbrook Terrace, IL 60181
kevin@krihaboucek.com

16. **Effect of Agreement.** All of the provisions contained in this Contract for Sale shall be binding upon the Sellers and any subsequent successors, heirs or assigns.
17. **Merger.** It is understood and agreed that all understandings and agreements heretofore made between the parties hereto are merged into this Contract, which alone fully and completely expresses their agreement, and neither party may rely upon any statement or representation not embodied in this agreement.
18. **Applicable Law.** In the event of legal actions brought concerning the enforceability of this Contract, the laws of the State of Illinois shall apply.
19. **Legal Construction.** In case any one or more of the provisions contained in this Contract should, for any reason, be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision hereof, and this Contract shall be construed as if such invalid, illegal or unenforceable provision had never been contained herein.
20. **Descriptive Headings.** The descriptive paragraph headings used herein are for convenience only and in no way limit or enlarge the scope or meaning of the language hereof.
21. **Prorations.** Unpaid property taxes shall be prorated at 110% of the last ascertainable tax bill. All other prorations for applicable utilities and service contracts (e.g., alarm system, land scaping) shall be prorated on a 30-day basis.
22. **No Warranties as to Condition of Property.** The Property and any improvements currently existing thereon are conveyed and sold "AS-IS, WHERE-IS, WITH ALL

FAULTS.” Sellers do not make any representations of warranties concerning the conditions of the Property and any improvements thereon, including but not limited to any warranties of merchantability, fitness for a particular purpose, or habitability.

23. **Representations and Warranties.** The Sellers represent and warrant to Purchaser as follows, and each such representation and warranty of Sellers shall be true at closing, and shall be deemed remade as of the Closing Date and shall survive the closing of this transaction:
- A. The Sellers have full capacity, right, power and authority to execute, deliver and perform this Contract and all documents to be executed by Sellers pursuant hereto on behalf of Sellers, and to bind Sellers hereby, and all required action and approvals therefor have been duly taken and obtained. The individuals signing this Contract and all other documents executed or to be executed pursuant hereto on behalf of Sellers are and shall be duly authorized to sign the same and to bind Seller thereto.
 - B. Except for Sellers, there are no persons or entities in possession or occupancy of the Property or any part thereof, nor are there any persons or entities who have possessory rights or leaseholds with respect to the Property or any part thereof which would extend beyond the Closing Date.
 - C. There are no claims, suits, causes of action or other litigation or proceedings pending with respect to or affecting the ownership or operation of the Property.
 - D. Sellers have not received any notice of any health, safety, building, pollution, environmental, zoning, or other violation of law with respect to the Property which has not been entirely corrected.
 - E. Sellers have received no notice of any condemnation of any part of the Property, any special tax or assessment to be levied against the Property or any change in the tax assessment of the Property.
 - F. There are not owing and unpaid any taxes or assessments of any kind on the Property.
 - G. No person, firm, corporation, or other entity has any right or option to acquire the Property or any part thereof from Sellers except for Purchaser.
 - H. Sellers will not enter or extend any contracts or leases affecting the Property after the date hereof without Purchaser’s express written consent.
24. **Date.** As used herein, the phrase “Date of this Contract” shall mean the date of which the

acceptance of the offer is completed by the signing of the offer by Seller or Purchaser, whichever is the last to execute.

25. **Counterpart Execution, Electronic Signatures and Authority.** This Contract may be executed in separate counterparts. It shall be fully executed when each Party whose signature is required has signed at least on (1) counterpart, even though no one (1) counterpart contains the signature of all the Parties. Documents executed, scanned and transmitted electronically and electronic signatures shall be deemed original signatures for purposes of this Contract and any amendments to the Contract, with such scanned and electronic signatures having the same legal effect as original signatures. The people executing this Contract on behalf of Seller and Purchaser represent that they have the authority to act in accordance with the terms of this Contract.

WHEREFORE, the Parties have executed this Contract below.

SELLERS:

PURCHASER:

BOARD OF EDUCATION OF
PLEASANDALE SCHOOL DISTRICT
107, Cook County, Illinois

By: _____
Date

By: _____
President Date

By: _____
Date

Attest: _____
Secretary

By: _____
Date

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



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

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

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.

2023-2024 Assessment Data

This year, we gave the NWEA MAP[®] (Measures of Academic Progress[®]) assessment to all of our students in grades 1-8 in reading and math, but on a slightly different schedule than last year. We tested 8th graders in the fall and winter only, and 1st grade was only tested in the spring. Grades 2-7 tested in the winter and spring. 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 2023 spring testing report shows an at-a-glance view of our 2022-2023 MAP[®] data and our preliminary IAR (Illinois Assessment of Readiness) from the spring of 2023.

The tables below provide information that will be shared in the 2023 spring testing report. **Tables A and B** show student growth this school year (from Winter 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 2023. For example, in third grade reading, our students performed better on average than 87% 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 Spring to Spring goal in reading and math, showing a year's worth of growth (8th grade shows Winter to Winter). 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 2023.



Tables A and B: 2023-2023 MAP® Student Growth Data Fall to Spring

Table A

Grade	Reading			
	Cohort %ile Rank	Target RIT Growth	Observed RIT Growth	Met Goal Y/N
2	79	6.6	5	N
3	87	4.7	5	Y
4	88	3.4	5	Y
5	88	2.7	1	N
6	83	2.1	0	N
7	88	1.8	1	N

Table B

Grade	Math			
	Cohort %ile Rank	Target RIT Growth	Observed RIT Growth	Met Goal Y/N
2	85	7.6	9	Y
3	95	7.0	10	Y
4	89	6.5	7	Y
5	91	6.3	5	N
6	93	5.0	6	Y
7	93	4.1	4	N

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Table C: 2022-2023 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	1.7	1	N

Grade	Math			
	Cohort %ile Rank	Target RIT Growth	Observed RIT Growth	Met Goal Y/N
8	97	2.5	3	Y

Tables D and E: Spring to Spring 2023 MAP® Goals

Table D

Reading	
Grade Level	% of Students Who Met Goal
2	52
3	52
4	68
5	36
6	52
7	56
8	65 (W)

Table E

Math	
Grade Level	% of Students Who Met Goal
2	39
3	77
4	53
5	19 (46 W)
6	70
7	68
8	75 (W)

Tables F and G: 2018-2023 Preliminary IAR Data
Tables F and G: 2018-2023 Preliminary IAR Data

Table F

Reading						
Grade	2018	2019	2020	2021	2022	2023
Composite	60	61	N/A	58	60	70
3rd	60	48	N/A	62	40	63
4th	67	69	N/A	59	86	73
5th	50	61	N/A	59	54	81
6th	67	52	N/A	54	55	60
7th	61	77	N/A	63	70	67
8th	57	56	N/A	53	58	80

PES: 68%

PMS: 71%

Table G

Math						
Grade	2018	2019	2020	2021	2022	2023
Composite	60	59	N/A	57	60	62
3rd	70	79	N/A	81	67	70
4th	69	70	N/A	56	86	66
5th	51	59	N/A	45	50	67
6th	67	38	N/A	46	45	48
7th	51	57	N/A	60	60	60
8th	54	52	N/A	55	57	67

PES: 67%

PMS: 60%



Pleasantdale SD 107 Goals Scorecard (2022-23)

<i>Building Learning Capacity</i>		<i>Building Human Capital</i>		<i>Building Learning Environments</i>	
<p>The district will review current MTSS practices and develop new systems and structures to support tier two interventions in ELA, math, and for student behavior.</p> <p>Evidence: MTSS Handbook</p>	<p>Implement the homework administrative procedures as developed by the Rethinking Homework Committee.</p> <p>Evidence: Parent Survey Data</p>	<p>Provide additional support to develop new teachers and staff to boost retention and success -- and enhance the year two mentoring support.</p> <p>Evidence: New Teacher Handbook</p>	<p>Use the features in Skyward to enhance communication with families including but not limited to creating text groups, paperless reporting, automated attendance notifications, automated grade notifications, health office visit notifications, and digitizing district forms.</p> <p>Evidence: Staff Training</p>	<p>Implement additional safety and security measures to the district's technology hardware including, but not limited to: two-factor authentication, student device monitoring, password management, and intrusion testing.</p> <p>Evidence: Staff Presentation</p>	<p>Implement the district facilities master plan and continue to investigate facilities improvements as identified by the Legacy Project.</p> <p>Evidence: HVAC/ Roofing projects bid and scheduled</p>
<p>Provide professional development around differentiation in the area of content for all staff.</p> <p>Evidence: Understanding by Design</p> <p>Resources to for DI by Content</p>	<p>Using best practice as a model, the district will identify executive functioning skills to be addressed at each grade level.</p> <p>Evidence: PreK-K EF Skills 1-2 EF Skills 3-5 EF Skills 6-8 EF Skills</p>	<p>Continue year two of the Pleasantdale Expeditions professional learning plan.</p> <p>Develop and distribute a State of the Schools presentation for the community.</p>	<p>Re-introduce instructional coaching to staff and begin instructional coaching cycles.</p> <p>Evidence: Training Materials</p>	<p>Implement year one of the district's three-year safety plan.</p> <p>Implement measures to close the budget deficit over the course of the next two years.</p>	<p>Continue to implement flexible seating to one grade level per year.</p> <p>Evidence: New seating in first, second, and third grades</p> <p>New seating this summer: Fourth Grade</p>

Achieved

In Progress

Not Achieved

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La Grange, IL 60525
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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 2022-23 Activity Catalog. 2022-23 participation for each club/activity is listed below:

Club/Activity	Grade Level	Total Student Participation
Art Club- NEW!	3-4	30
Band	4	24
Battle of the Books	4	27
Board Game Club- NEW!	2-3	59
Book Club-2nd Grade	2	36
Book Club-3rd Grade	3	20
Bookworks- Kindergarten- NEW!	K	63
Cheerleading	2	37
Chess Scholars	K-4	31
Coding Club-Intermediate	3-4	29
Coding Club- Introduction	2-4	30
Cursive Club	2	45
Girls on the Run	4	15
Math Lab- 1st Grade	1	60
Math Club- 2nd Grade	2	62
Math Club- 3rd Grade	3	34
Math Club- 4th Grade	4	27
Multicultural Club	2-4	93
Open Library	K-2	90
Orchestra	4	18
Post Office	3	45
Rainbows	K-4	9

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Rubik's Cube Club- NEW!	3	12
Spanish Club	3-4	17
Stage Stars	K-4	12
Student Council	4	37
Yearbook Club- NEW!	4	15

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PLEASANTDALE MIDDLE SCHOOL

Pleasantdale Middle School 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 2022-23 Google Slideshow. 2022-23 participation for each club/activity is listed below:

Club/Activity	Grade Level	Total Student Participation
Art Club	all	30
Band	5-8	46
Battle of the Books	5-8	100
Cheerleading	6-8	8
Chess Club	5, 6	15
Debate	6, 7	8
Dungeons and Dragon	6, 7, and 8	10
Finger Knitting (New)	5,6	15
Gaming Club	5 - 8	20
Intramurals (volleyball)	5, 6, 7, 8	20
Intramurals (basketball)	5, 6, 7, 8	30
LGBTQ+	6, 7, 8	8
Lego Club	5, 6	12
Nail Art Club (New)	5-8	15
NASA Club (New)	5, 6	10
Open Library	5-8	15
Orchestra	5-8	22
PEAT Club	5, 6, 7	8
Picture Book Club	5-6	12
Rainbows	5, 6	4
Rock Club (New)	5, 6	10
Student Council	5-8	25
Sphero Littlebits (New)	5,6, and 7	8

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Club/Activity	Grade Level	Total Student Participation
Tiger Times (7th grade)	7th	7
Tiger Times (8th grade)	8th	6
Yearbook	5, 6, 7, 8	25
Athletics	Grade Level	Total Student Participation
Basketball (Boys JV)	7	14
Basketball (Boys V)	8	12
Basketball (Girls JV)	7	10
Basketball (Girls V)	8	12 (conference champs)
Cheer	6, 7	8
Cross Country	5-8	49
Volleyball (Boys JV)	7	10 (conference and tournament champs)
Volleyball (Boys V)	8	14
Volleyball (Girls JV)	7	12
Volleyball (Girls V)	8	11
Soccer	7, 8	25
Softball (Boys JV)	6, 7	12
Softball (Boys V)	7, 8	11
Softball (Girls JV)	7	14
Softball (Girls V)	8	13

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This email is in response to your e-mailed request under the Freedom of Information Act ("FOIA"), 5 ILSC 140/I et seq., dated June 1, 2023. You have requested that Pleasantdale School District 107 produce the following public records:

Requested by: Adam Zelizer

Request Dated: 6/1/23	<p>Hi,</p> <p>I am reaching out to make a FOIA request. I am looking for the requested records below, regarding the board's votes on IASB resolutions over the past 5 years (2018 - 2022). I am interested in whether board voted to support or oppose each resolution, and the votes of specific members if available.</p> <p>For reference, I am a professor at the University of Chicago and this request is for educational, not commercial, purposes.</p> <p>Please let me know if you need more information.</p> <p>Many thanks, Adam</p> <p>Records sufficient to show:</p> <ol style="list-style-type: none">1. Records of the board's votes on IASB resolutions over the past 5 years (2018 - 2022)
Response Dated: 6/5/23	Response: No such records exist.

As the FOIA Officer of the District, Mr. Sonntag is responsible for granting and denying requests for records under the Freedom of Information Act. The District's responses attached to this email intend to be fully responsive to your specific request. If we have misinterpreted your request, please clarify your request to him in writing.

You have a right to appeal a denial of records to the President of the Board of Education by written request directed to the President at the District office 7450 S. Wolf Road, Burr Ridge, IL 60527 within fourteen (14) working days of your receipt of this email.

From: Griffin Sonntag gsonntag@d107.org 
Subject: Re: FOIA Request - Diversity, Equity and Inclusion Vendors
Date: June 13, 2023 at 8:00 AM
To: Vince Espi foia@prairiestatewire.com
Cc: foia@d107.org
Bcc: dpalzet@d107.org



Dear Vince Espi,

This email is in response to your e-mailed request under the Freedom of Information Act ("FOIA"), 5 ILSC 140/I et seq., dated June 8, 2023. You have requested that Pleasantdale School District 107 produce the following public records:

Requested by: Vince Espi

Request Dated: June 8, 2023

To whom it may concern,

I am a news reporter from Prairie State Wire, a media organization committed to providing comprehensive and accurate news coverage on local governmental affairs. I am requesting the following records under the Illinois Freedom of Information Act, 5 ILCS 140, preferably in electronic format:

1. Any contracts or agreements entered into between your school district and vendors providing Diversity, equity, and inclusion (DEI) services from January 1st, 2019, to the present day.
2. Invoices, payment records, or financial documentation related to payments made to DEI vendors during the specified period.
3. Any reports, assessments, or evaluations conducted by DEI vendors, including their findings and recommendations.
4. Communications, including emails, letters, and memos, exchanged between your school district and DEI vendors, discussing the provision of services or any related matters.

As a member of the media, I qualify for media exemptions under FOIA, which entitles me to access certain records for

	<p>enables me to access certain records for news reporting purposes.</p> <p>Please let me know if you have any questions,</p> <p>Vince Espi</p> <p>Prairie State Wire</p>
Response Dated: June 13, 2023	No such records exist.

As the FOIA Officer of the District, Mr. Sonntag is responsible for granting and denying requests for records under the Freedom of Information Act. The District's responses attached to this email intend to be fully responsive to your specific request. If we have misinterpreted your request, please clarify your request to him in writing.

You have a right to appeal a denial of records to the President of the Board of Education by written request directed to the President at the District office 7450 S. Wolf Road, Burr Ridge, IL 60527 within fourteen (14) working days of your receipt of this email.

Business Manager/CSBO/Director of Transportation
Pleasantdale School District 107
7450 S. Wolf Rd.
Burr Ridge, IL 60527
Office: (708) 784-2172
Cell: (630) 280-4704



Our Mission: To create a community of inspired learners
Quote: "The expert at anything was once a beginner." -Helen Hayes

On Thu, Jun 8, 2023 at 1:50 PM Vince Espi <foia@prairiestatewire.com> wrote:

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Please let me know if you have any questions,

Vince Espi

Prairie State Wire



6.13.23 Vince
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