

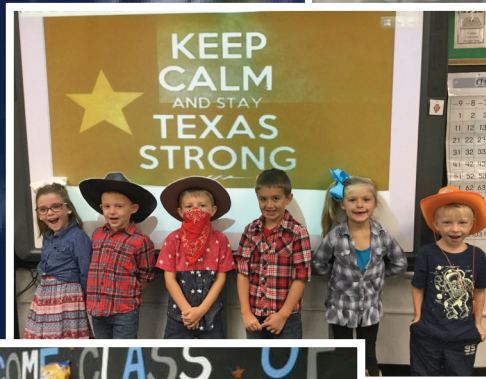
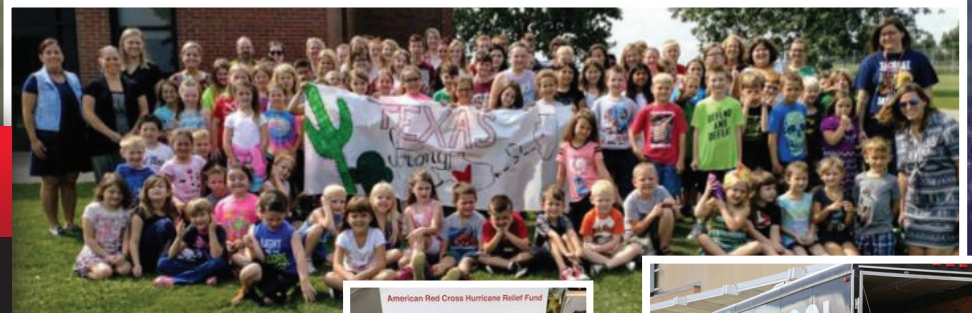
Leadership Matters

October 2017



Illinois Schools Step Up

**FOR
HURRICANE
VICTIMS**



**Special Person's Day
Big Hit in LeRoy**

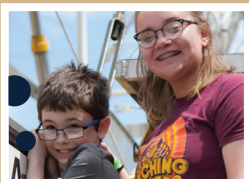
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Leadership Matters

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Message From the Executive Director

Spotlight now focused squarely on public education in Illinois

Dr. Brent Clark

Public education is in the spotlight as never before in Illinois. Many did not believe we would have passed school funding reform with it becoming the top priority for the General Assembly in 2017. With that historically elusive equity hurdle finally cleared, our focus now shifts to implementation.

State Superintendent Dr. Tony Smith alluded to the fact that public education now is under the microscope when he spoke at our recent annual conference.

“Everybody is going to be looking and saying ‘You got more money.’ If we don’t get after it like we’ve never gotten after it, that’s on us,” Smith said. “We now have a chance to change the conversation about public education. I am more energized and excited than I have been in my three years here. We have to make sure we have done everything we possibly can for kids whose lives do depend on it.”

Superintendents from districts large and small, urban and rural from all over the state coalesced around the idea of wiping out the equity gap and helped push the landmark school funding reform legislation across the goal line. The Evidence-Based Model (EBM) that four years ago began as a vision—the centerpiece of a Vision 20/20 pillar called Adequacy & Equity—now is the law of our state, thanks to many of you.

Similar to the dog that finally catches up to the car it has been chasing forever, we now have to figure out what to do with this elusive target. IASA and its partners stand ready to help you implement the EBM with fidelity. We will continue to push for full funding of the new model every year, and we already have begun the process of trying to share information about the EBM with superintendents throughout the state.

Dr. Michael Jacoby, executive director of the Illinois Association of School Business Officials (IASBO), LeRoy Superintendent Gary Tipsord and the Illinois Principals Association (IPA) have collaborated to produce a series

of five videos to help explain the EBM. You can view these videos by clicking on the links below:

[Four Major Components Overview](#)

[Adequacy Target](#)

[Base Funding Minimum](#)

[Local Capacity Target](#)

[Tier Distribution](#)

Additionally, IASA held a Northeastern Super Region meeting on October 11 in Lisle to discuss the EBM. We had a great discussion with a packed house of nearly 400 attendees. We have scheduled a [Northcentral Super Region meeting](#) from 1–3 p.m. Wednesday, October 18 at Heartland Community College in Normal, and a [Southern Super Region meeting](#) from 1–3 p.m. Thursday, October 19 at Rend Lake Community College in Ina. Please click on one of the links above for more details and to register.

Looking further down the road, we are planning to hold a series of three interconnected workshops at 10 locations around the state beginning in January of 2018. The January workshops will be designed to inform you about the new school funding model and the 26 elements of the EBM. The February workshops will be built around the Illinois ESSA plan and how to align the EBM with the state plan. The March workshops will help you to actually write an implementation plan for your district. The dates and locations of the workshops are still being determined, and we will get that information to you as soon as those details are finalized.

Tony Smith was spot on when he noted that the focus is now squarely on us as public school educational leaders. Spotlights can generate some uncomfortable heat, but I am reminded what General George S. Patton, Jr. said about pressure during World War II: “Pressure makes diamonds.”

We now have the opportunity to make diamonds.

Brent Clark

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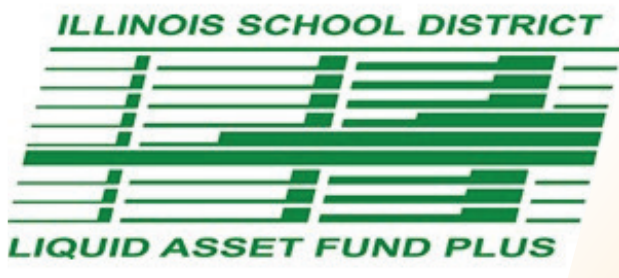
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ISDLAF+ October 2017 Monthly Update

Click [here](#) to view the October 2017 ISDLAF+ rates, economic indicators and general economic news brief. To obtain additional information regarding this IASA sponsored service, contact Donald E. Weber, Senior Vice President, Corporate Relations/ISDLAF+ at 630.657.6435. To check daily rates, visit the ISDLAF+ website at www.isdlafplus.com.



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Special Person's Day in LeRoy something to smile about



**Jeff Baughman, Principal
LeRoy Junior/Senior High School**

At the end of August every year, the community of LeRoy holds its annual Fall Festival. It is a great event for children and families; it includes amusement rides, games, flashing lights and sounds, big crowds, and fair food—all the things that make a small town celebration special. However, for some of our children, this environment is one that is not easily enjoyed. For one reason or another, the sensory aspect of this event does not allow either the child or the family to enjoy the experience.

On August 24th, something awesome happened for those children and their families. Our special education life skills program (LIFE) partnered with the LeRoy Fall Festival Committee and Swyear

Amusement, Inc. to provide children and families an experience that many had previously never been able to enjoy. The First Annual Special Person's Day—originally conceived by our LIFE lead teacher, Danielle Cooley—provided our children with special needs and their families the opportunity to experience all the festival has to offer without the limitations that so often make such events impossible for them.

“ Thank you feels inadequate, but all the laughter and smiles from kids who don't normally get to enjoy the festival says more than I ever could. ”

For two hours, families from LeRoy and neighboring communities had free run of rides, games and food without the lights, sounds and crowds that make these events a stressful experience for them. Things that are simple for many children—getting on and off

—a parent attending the event



rides, loud noises, and crowds of people—can be too much for children with disabilities such as Autism, Downs Syndrome, Fragile X Syndrome, physical limitations, and others.

On this day, all those stressors disappeared. On this day, the LeRoy Fall Festival Committee and Swyear

Amusement, Inc. opened their arms and took away the crowds, lights, sounds, and distractions for these kids and families to experience the festival in an appropriate and safe manner. Families laughed, rode rides to the point of exhaustion, ate fair food to their hearts' content, and made new friends, including the ride and game operators themselves. Every-

one involved helped create lifelong memories for these families.

On one day in August, it was only about the child. On that day, family, friends, community, memories, kindheartedness, and joy mattered. And, on that day, we all realized that school and education are much more than books and standards.

The words “thank you” to everyone involved are not enough, but the memories and smiles will last a lifetime. While there are many people to thank, I am most thankful that a Board of Education, teachers, staff, mentor students, community leaders, and the owner of Swyear Amusement had the vision and the heart to see the educational relevance of this investment.

“ Feeling very blessed today! Thanks for coordinating such a wonderful event for children with special needs. ”

—a parent attending the event

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Tis' the season for the Certificate of Levy, Truth in Taxation requirements, Balloon Levying and other fun stuff



by Dr. William H. Phillips
IASA Field Services Director

Each school district is required to certify annually and return to the respective county clerk(s) its Certificate of Tax Levy on or before the last Tuesday in December. This Certificate of Tax Levy is a single-page document that lists the amounts requested to be levied for the next year. There is one item near the signature part of the form that districts need to be very careful in completing. This is the inquiry as to how many bond issues are outstanding for the district. There have been instances in which the incorrect number was provided or no number at all—circumstances that could result in the County Clerk levying an incorrect amount or no amount for the payment of the bonds.

The schedule of principal and interest on bonds that have been sold should have been provided to the county clerk at the completion of the sale of the bonds. This schedule of principal and interest provides the guidelines utilized by the county clerk in determining how much to levy for these principal and interest payments.

In addition, districts need to keep in mind that while most of the funds are limited by their authorized levy rate, some of the funds are “flexible” or basically unlimited. These include the IMRF and Social Security levy, in which the district may levy for any amount. Also, the Tort Levy is unlimited because the levy amounts are only limited by utilizing “authorized expenditures.” The definition of “authorized expenditures” usually includes insurance costs, worker’s compensation and the costs included within the district’s Risk Management Plan.

The Truth in Taxation Act (35 ILCS 200/18-55) affects all units of local government. The requirements for this

Act include: “at least 20 days prior to the adoption of its AGGREGATE LEVY, for the current year exclusive of election costs.” Any district proposing to increase its aggregate levy more than 105 percent of its prior year’s EXTENSION, exclusive of election costs, must publish a notice, as prescribed by law, in a newspaper of general local circulation. This notice is called the famous “Black Box” because of its bold print, border and requirements for completion and publication in the newspaper.

Notice of Adopted Property Tax Increase for . . . (commonly known name of taxing district).

- I. The corporate and special purpose property taxes extended or abated for (preceding year) were (dollar amount of the final aggregate levy as extended plus the amount abated prior to extension).

The adopted corporate and special purpose property taxes to be levied for (current year) are (dollar amount of the proposed aggregate levy). This represents a (percentage increase or decrease) over the previous year.

- II. The property taxes extended for debt service and public building commission leases for (preceding year) were (dollar amount).

The estimated property taxes to be levied for debt service and public building commission leases for (current year) are (dollar amount). This represents a (percentage increase or decrease) over the previous year.

- III. The total property taxes extended or abated for (preceding year) were (dollar amount).

The estimated total property taxes to be levied for (current year) are (dollar amount). This represents a (percentage increase or decrease) over the previous year.

continued next page...

Tax Levies...cont'd.

The first thing to remember is what the “aggregate levy” includes. The definition of aggregate levy is the entire levy for each fund except for Bond and Interest. Therefore, the aggregate levy requirement of 5 percent of the previous extension excludes any amount levied for Bond and Interest. The main issue in avoiding the publication of the “Black Box” is the last line of the required publication, which indicates the approximate percentage of the new levy from the previous levy. Districts that “balloon levy” in excess of 5 percent are required to print this ballooned percent in the public notice. It is difficult to explain to taxpayers the concept of “balloon levying” when it is printed clearly in the public notice in the newspaper.

Lastly, what is “balloon levying?” This is the concept that a district needs to ask for more funds to be levied than it actually expects due to the timing of the levy requirement. The levy must be provided to the respective county clerk(s) on or before the last Tuesday in December. The problem is that the districts Equalized Assessed Valuation (EAV) is not known until the spring of the following year, making the district guess as to how much can be levied. Therefore, almost all districts have to estimate or “balloon” their levy amounts based on incomplete knowledge at the time of the levy.

PTELL districts utilize the same levy form, but their future levy is dependent upon last year’s tax extension multiplied by the current annual Consumer Price Index (CPI) number derived from the federal government. This

“ PTELL districts utilize the same levy form, but their future levy is dependent upon last year’s tax extension multiplied by the current annual Consumer Price Index (CPI) number derived from the federal government.

This fundamental difference to non-PTELL districts requires that these tax-capped districts cannot capture all of their current EAV but have to calculate a ‘limiting rate.’

...The formula for determining the limiting rate is illustrated on the next page. ”



fundamental difference to non-PTELL districts requires that these tax-capped districts cannot capture all of their current EAV but have to calculate a “limiting rate.” This limiting rate when calculated will indicate how much property tax money is available to their district. Tax-capped districts do have one advantage over non-tax capped districts in that they can levy more than their individual “authorized rates” (rates limited by previous referendums), but not more than their individual maximum funds rates as approved by ISBE.

When districts calculate their “limiting rate,” they will apportion how much they will levy in their funds according to the limiting rate. The formula for determining the limiting rate is as follows:

- A. Multiply the previous year’s aggregate extension x the current CPI percent
- B. Subtract the value of new construction for the current year. (*Note: by subtracting the value of new construction, you thereby increase the “limiting rate.”*)
- C. Divide the result of step A by the result of step B. The result is the limiting rate.

Example opposite page: The District’s total tax aggregate extension is \$5,000,000. District’s total EAV for the current year is \$210,000,000, of which \$10,000,000 is new construction.

While the levy process is certainly an important and complicated process for school districts, it is necessary for district superintendents to keep these requirements in mind.

EXAMPLE

STEP 1.

$$\text{Limiting Rate} = \frac{\text{last year's extension} \times \text{current year's inflation (CPI)}}{\text{current year's EAV} \text{ minus } \text{new construction}} = \frac{\$5,000,000 \times 1.02}{\$210,000,000 \text{ minus } \$10,000,000} = \frac{\$5,100,000 \times 1.02}{\$200,000,000} = 2.550\%$$

EXAMPLE

STEP 2.

$$\text{Limiting Rate} \times \text{EAV} = \text{Revenue}$$

$$2.550\% \times \$210,000,000 = \$5,355,000 \text{ Total Limited Extension}$$

EXAMPLE

STEP 3.

Fund	Extension	Computed rate (a)
Education	\$4,255,000	2.027
Operations & Maintenance	700,000	.333
Transportation	200,000	.095
IMRF/Social Security	200,000	.095
Total	\$5,355,000	2.550 Limiting Rate

(a) Computed by dividing the extension for each fund by the current year EAV of \$210,000,000. The district's maximum rate for each fund is established by the state limit. There is no set limit for the IMRF/Social Security fund; it reflects the district's need.



myON, News-O-Matic partner to deliver the world to kids

By Michael Chamness
IASA Director of Communications

The playground used to be the prime source of news for kids. Of course, that was before the Internet and the 24-hour cable news cycle that, in their own ways, are not much more reliable than recess gossip. So where are kids supposed to learn what's really going on in the world in a way that explains rather than traumatizes?

Enter myON. The developer of an award-winning personalized literacy program has now partnered with News-O-Matic to offer myON NEWS. By providing unlimited access to digital books and real news articles, myON has clearly focused on what's important—giving kids content that they can relate to in a format this is both engaging and relevant.

Russell Kahn, the editor in chief of News-O-Matic, said the kid-focused news operation fills an important void.

“Before News-O-Matic came along, America didn't have a daily newspaper for kids. Children simply didn't have a resource to help make sense of the world as it changed each day,” Kahn said. “Sure, there were children's weekly news magazines, but for too long adults assumed that kids didn't need daily news. The truth was, kids were hearing about the news anyway—from TVs or the Internet or on the playground. And they had

nowhere to turn to make sense of the information in a safe, age-appropriate way.

“News-O-Matic *had* to exist...As adults, sometimes we feel like we're helping children by attempting to shield them from sensitive information. But the truth is that we're doing them a disservice if we don't give them the tools to make sense of it.”

Kahn and his New York City-based staff choose five news stories every weekday, a process he compares to solving a jigsaw puzzle. They try to achieve a balance of hard-hitting and light stories, national and international stories and cover

topics ranging from sports, entertainment, fashion and, yes, even politics. And they do not shy away from human tragedy, such as the terrorist attack in London, the mass shootings in Las Vegas or the Ebola crisis in Africa.

While death and destruction are part of life and, therefore, part of the mix for myON news, it's how those tough subjects are approached that makes all of the difference. News-O-Matic employs a full-time child psychologist, Dr. Phyllis Ohr, to help make certain that the approach is appropriate for children.

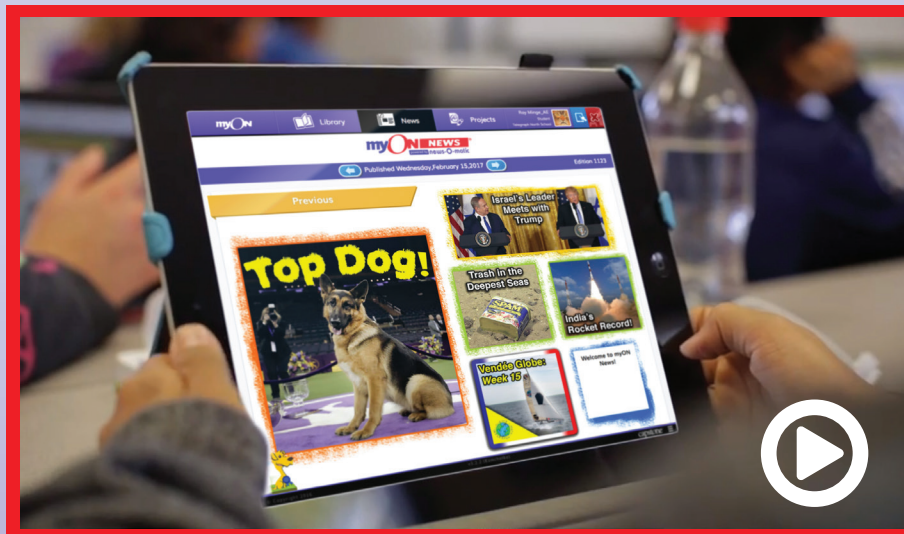
Before News-O-Matic came along, America didn't have a daily newspaper for kids. Children simply didn't have a resource to help make sense of the world as it changed each day...The truth was, kids were hearing about the news anyway—from TVs or the Internet or on the playground. And they had nowhere to turn to make sense of the information in a safe, age-appropriate way.

—Russell Kahn, Editor in Chief
News-O-Matic

continued on page 14...

Real News Written For Kids

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- Each article connects to digital books to allow further exploration and understanding

"myON NEWS provides all students the opportunity to facilitate meaningful conversations with their peers about real world events and extends opportunities for writing across the curriculum."

~Ankhe Bradley, Assistant Superintendent
Curriculum and Instruction
Joliet Public Schools District 86

"myON NEWS allows us to provide students with access to the most current events in a way like never before; through leveled text that makes current events accessible to all and by ensuring that the content is delivered in a developmentally appropriate manner."

~Dr. Keely Roberts, Superintendent
Zion Elementary School District 6

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News for Kids...cont'd.

“We try to flip the experience and lead with the ways that people are working to help and support after a crisis. It doesn’t mean we ignore the tragedy; kids deserve to learn about the seriousness of a situation,” Kahn said. “But if we can change the focus so that it’s not all about the number of dead or hurt, we’ll have created an approach that’s considerably more sensitive to young readers. And maybe we’ll have calmed some of our readers’ potential anxieties.”

According to Kahn, the feedback has been “absolutely tremendous.”

“Teachers are grateful to have a nonfiction literacy resource that actually engages their students with reading. For so many students, the very word ‘nonfiction’ equates to boredom. Now, teachers have a resource that includes videos from last night’s rocket launch, images of a brand-new species discovered or a play-by-play account of their favorite sport. For parents, it’s a tool that allows them to generate a global discussion at the dinner table,” Kahn said. “The feedback is incredibly powerful. When we began to write stories about the Crimea crisis, we had a young reader from Ukraine write to us to thank us for giving her a way to actually understand what was happening in her own country.”

The Ebola outbreak in 2014 was an example of a scary story that needed to be handled with kid gloves.

“We waited as long as we could before running the story because it was a very scary event,” Kahn recalled. “Ultimately, we considered it our mission to help calm down some of the fears felt by our readers—and their parents and teachers.”

A mother in Texas wrote Kahn complaining that she did not want her young daughter reading about the Ebola scare. In her email, the mother wrote: “I wish there was a way for my daughter to read News-O-Matic on her own while still being sheltered from stories on Ebola or ISIS or other scary topics.”

Edition 1286
Published Monday, October 02, 2017

Attack in Las Vegas

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Top Court Back in Business!

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Can you create a media literacy emoji?
Tap to enter a contest!

In reply, Kahn wrote: “I understand that our story cannot magically make scary stories go away. But what we hope to do is make kids feel safer and more secure by presenting the information in the most positive light.”

A month later, Kahn said, the mother wrote back to thank News-O-Matic for providing Ebola facts so she could sit down with her daughter and explain what was happening.

Still, determining which stories to run each day and how to present them in the proper light for kids remain daunting tasks for Kahn and his staff. Combined with myON’s personalized reading platform, the end result is to provide kids both digital articles and books that serve them and their communities well.

“The range of stories must represent both genders and diverse cultures. Our readers need to understand at a glance that the world is a big place with many different types of people,” Kahn said. “It’s our mission to inspire kids to generate the daily habit of reading. Those are the kids who then will grow up to be well-informed, conscientious and empowered citizens.”

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ILLINOIS SCHOOLS PROVIDE RELIEF TO HURRICANE VICTIMS

We Asked 'How Are Illinois Schools Helping?' ...and were overwhelmed with stories of compassion

Hurricanes Harvey and Irma left their devastating marks on Texas and Florida—and schools were not spared. Estimates ranged as high as 8.5 million schoolchildren being out of school as the result of the hurricanes, and those estimates don't even include Puerto Rico, which was battered by both Irma and Maria.

Hurricane Harvey's arrival in Texas coincided with the start of the school year there, and Irma's powerful path resulted in Florida Governor Rick Scott ordering all public schools, state colleges and universities closed for several days. Some of the largest school districts in the United States were affected, including the Houston Independent School District in Texas and Orange County, Broward County, Miami-Dade County and Hillsborough County in Florida, where school districts are organized by county.

The Houston Independent School District estimated that Hurricane Harvey caused more than \$700 million in damage to its buildings, and that does not even count the damage to homes occupied by staff and the families of the 216,000 students in the district.

The photos and vignettes on the following pages paint a portrait of administrators, staff members, teachers, students and community members pitching in to do their part to assist the hurricane relief efforts—and these examples are just the ones that were submitted. In the aftermath of all of that destruction, Illinois schools all over the state rose to the occasion and made us all proud!





ARLINGTON HEIGHTS SD 25
SUPT. DR. LORI BEIN

Arlington Heights is a collaborative community and Arlington Heights School District 25 embodies that trait. To best help the people in Houston, Florida and Puerto Rico after the hurricanes hit, nine schools in the district partnered to raise money, funds and supplies for the victim schools. Most of the schools contacted and became a buddy school to a school in need down in Houston, and then raised money through Penny Drives, Hats for Houston (donating on a day to wear a hat in school), and simply just reaching out and asking their community to contribute to the cause. These schools affected have wish lists on Amazon, and the money will go towards purchasing items from that list. Other schools partnered and simply asked for cash donations to be spread and donated to victims in Florida and Puerto Rico through organizations such as the Florida Relief Fund and the American Red Cross.

Two of the schools also partnered to put together a [video message](#) that was sent along with their donation of funds and supplies to let the school of Hobby Elementary in Houston know that they are not alone.

SMITHTON CCSD 130
SUPT. DR. RYAN J. WAMSER



Smithton Elementary School held a "Dress Like a Texan Day" on Friday, September 8th. Students, parents, and staff donated more than \$1,200 towards helping victims of Hurricane Harvey! This money will be going to an "adopted" school in the Houston Independent School District along with thoughts and support to all of those impacted by these terrible storms.



RIVERDALE CUSD 100
SUPT. RONALD JACOBS

Riverdale High School students worked with surrounding schools and communities to raise more than \$2,500 in cash donations and several thousand dollars more in supplies, including clothing, food, toiletries, diapers and other items for hurricane victims in Texas and Louisiana. Students and community members

from Albany, Erie, Fulton, Morristown, Prophetstown, Port Byron, Cordova, Hillsdale, Rapid City and Geneseo helped collect items to fill a semi-truck arranged by Cordova resident Julius Miller. In all, as many as five trucks were expected to carry supplies from the Quad Cities to Texas. The River Cities Rotary Club also helped put the project together, and the Riverdale High School Interact Club helped lead the school's effort.

BERKELEY SD 87
SUPT. DR. TERRI BRESNAHAN



The Berkeley District's new motto is "One District. One Team. One Mission." A perfect example of that motto in action was partnering with a "sister" school in Texas to make a connection between Berkeley students and the students in Texas. Sabine Pass Independent School District was devastated by the Hurricane. The superintendent there indicated that over half of their students and staff lost everything during the disaster.

Berkeley organized a walk-a-thon that took place on September 23. Students, families, staff and their families, and community members participated in a 1.5 mile walk along the Illinois Prairie Path and gave donations to support the cause. A local grocery store donated fruit for the walkers, the district's bus company donated transportation for families to attend the walk, and students made signs that were posted along the path. Students also drew pictures and wrote encouraging letters that will be sent to Sabine Pass Independent School District. Additional donations were collected by several of our schools as well. In total, Berkeley School District 87 has raised \$3,743.94 which will be donated to the Sabine Pass PTA.

Carlyle Junior High School recently completed its "Help Houston" project, designed to provide support to the victims of Hurricane Harvey. After the devastation that took place in Houston last month, CJHS students and staff were interested in helping residents affected by the storm and found their means through another local initiative. Stock Transport in Lebanon had already been collecting a wide range of supplies needed by the people of Houston, but the cost of hauling the supplies is immense. Estimating that it costs around \$1,000 to send a truckload of supplies to Houston and back, Carlyle Junior High made it its mission to fund the fuel cost for one truck. With tremendous support from students and community along with donations from the Carlyle High Future Business Leaders of America and CJHS Student Council, the project quadrupled the original goal and was able to present a \$4,000 check for fuel to Stock Transport. On September 23, Rob Stock, owner of Stock Transport, visited Carlyle Junior High to accept the donation and speak to students about helping others in a time of need, even if you have never met them. Mr. Stock was especially touched when CJHS students presented posters that they had made to decorate the trucks along with uplifting greeting cards that they had made for the people of Houston. CJHS would like to thank students and their families, along with the entire community of Carlyle, for supporting this project and making it the success that it was.

CARLYLE CUSD 1
SUPT. JOSEPH NOVSEK





CCSD 59, ARLINGTON HEIGHTS
SUPT. DR. ART FESSLER

Since Hurricanes Harvey and Irma hit, CCSD59 students, along with their families and schools' staff members, have united in their efforts to provide relief to their fellow classmates in other states who have been impacted by the disasters. Hearing stories from their counterparts via Skype, email, and other technology, the students quickly recognized the massive opportunity to intensely focus on one of the district's key learning outcomes—Civic and Global Responsibility.

Students of all ages, staff, families, and the entire CCSD59 community leapt into action. Thousands of dollars in revenue from bake sales, charity auctions, and donation events were collected and donated to the American Red Cross or to buy gift cards for "Adopt a Texas School" partners. Boxes were stuffed to the brim with needed supplies from books to clothes to toiletries, decorated by students with encouraging messages, and shipped at no cost by UPS community partners. Gift cards were purchased and donated and in some cases, matched by local organizations. Around the district, families worked together in a unified show of compassion and concern, with efforts largely driven by the students themselves.

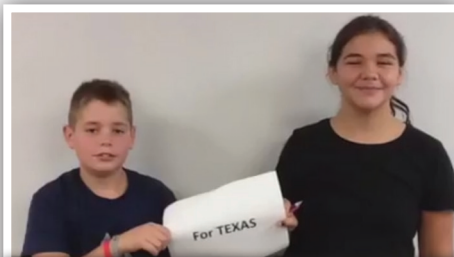
Students at Devonshire Elementary raised funds in their specially decorated "donations" jars. At the end of the drive all proceeds will be finalized and donated to the American Red Cross for relief efforts.



CCSD 93, BLOOMINGDALE
SUPT. DR. WILLIAM SHIELDS

Community Consolidated School District 93 invited all families to donate key school supplies for Hurricane Harvey victims. In total, thousands of supplies were donated weighing nearly 3,000 pounds! CCSD 93 shipped the supplies to our partners at Raptor Technologies in Houston and they will get the school supplies directly into the hands of those affected by the hurricane who need them most.

This was a true community effort as, in addition to the thousands of pounds of donations, CCSD 93 staff members contributed a combined \$1,900, and the Rotary Club of Carol Stream has pledged up to \$400 to help send the supplies via freight to their destination.



NEW BERLIN CUSD 16
SUPT. ADAM EHRMAN

Mr. Binkley's 6th grade personal development class worked together to find a way to help the hurricane victims in Texas. The students created a [video to share with the students and the community](#). The school participated in a change war to raise funds to donate. New Berlin Junior High raised \$1,486.41 to donate to the United Way of Greater Houston for Hurricane Harvey relief efforts.

CCSD 146, TINLEY PARK
SUPT. DR. JEFF STAWICK

Memorial School in Tinley Park partnered with a school in the Houston area in a support effort. Memorial students decided to sell "kindness rocks" bracelets to their students, staff, and families and donated all proceeds to their "sister school." Principal Kelly Voliva was in contact with the principal of the sister school and they are in a completely devastated community. Memorial students took the proceeds from this event and purchased gift cards to send it to this school to purchase books and supplies.

The Student Council at Kruse Education Center in Orland Park sponsored "Help Hurricane Harvey Survivors." Students donated coins, dollars, and/or checks to the American Red Cross on behalf of the Kruse community to help the survivors of this devastating hurricane. The collection ran from September 5-22. In 2005 after Hurricane Katrina, and in 2013 after Hurricane Sandy, Kruse families showed their generosity and compassion by donating funds to help survivors of these hurricanes. Students demonstrated the character traits of giving and compassion.



CLINTON CUSD 15
SUPT. CURT NETTLES

Each of the five schools in the Clinton district collected donations from students and parents and issued challenges to increase participation. The schools then partnered with local businesses to send a truck load of supplies to Texas.





DEERFIELD SD 109
SUPT. DR. MICHAEL LUBELFELD

Shepard Middle School in Deerfield connected with Fred Roberts Middle School in Houston—the Aviators—through “Principals Helping Principals.” A full 50 percent of Fred Roberts families lost everything in Hurricane Harvey. Principal Jorly Thomas said that, with winter coming, students would greatly benefit from having jackets. The Shepard community launched “Spartan Operation Light Jacket” to collect donations of light jackets and gift cards for every student. As of September 22, 397 coats and \$565 in gift cards had been collected. Additionally, Shepard hosted a 1.1 mile charity run on September 27 with a goal of collecting \$2,000 in donations.

Caruso Middle School also held a fundraiser and collected more than \$2,000 in cash and gift cards for its adopted school, the Houston YES Prep Academy to support hurricane relief efforts.



DUNLAP CUSD 323
SUPT. DR. LISA PARKER

Students in the Dunlap district came together not only in their district, but also in surrounding communities to help Garfield Elementary School in Houston, Texas, where a former Dunlap student is now a teacher and where the school and many homes were damaged by Hurricane Harvey. High School Principal Scott Adreon led the “Pack the Trailer” effort by students. The efforts exceeded the goal of packing a 52-foot band trailer as more than \$16,000 was raised in addition to filling the trailer. The trailer was driven to Houston by the principal and his son, Brant Adreon, and band director Jason Shea. The Two Men and a Truck moving company volunteered to take the rest of the items to Houston.

“Our community had a heartfelt desire to help others and what a great lesson for students of all ages” said Dunlap Superintendent Dr. Lisa Parker. To view the “Eagles Helping Gators” video, please click [here](#).



DELAND-WELDON CUSD 57
SUPT. AMANDA GEARY

During the week of September 5-8th students and staff at Deland-Weldon Elementary School participated in a program called “Hats for Harvey.” All throughout the week, teachers collected monetary donations of any size from willing participants. Students and staff that participated were able to wear a hat of their choice in school on Friday, September 8th. Deland-Weldon is a small, rural district, but that did not stop students there from doing something big! In four days they raised \$500.86 that will be directly supporting a classroom impacted by flooding in Texas.



ELMWOOD CUSD 322
SUPT. DR. CHAD WAGNER

Fifth- and sixth-grade students from the Elmwood School District collected supplies and loaded them into vehicles as part of the hurricane relief efforts.

DIXON USD 170
SUPT. MARGO EMPEN

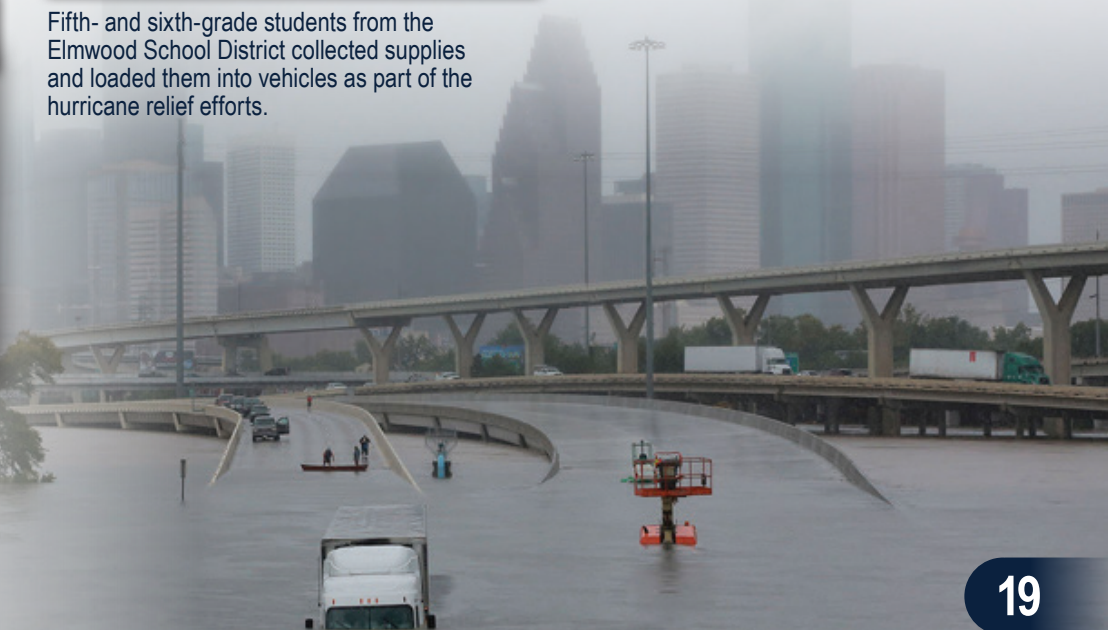
The Dixon boys basketball team shipped over 100 clothing items to the men’s basketball program at the University of Houston and Coach Ralph Sampson, who was doing a relief effort for hurricane and flood victims. In addition, the Dixon Dukes football program and the Dixon Athletic Department each made a donation through the Illinois High School Football Coaches Association to help with flood relief in Texas.

CUSD 3 FULTON COUNTY
SUPT. ANGELA SIMMONS

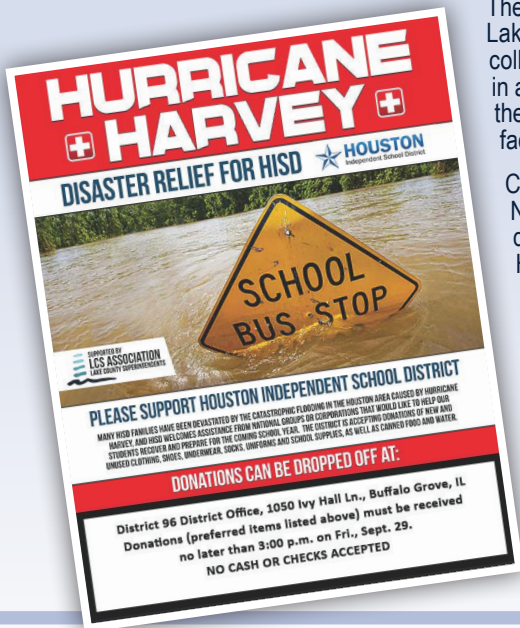
Fulton High School, Riverdale High School, Morrison High School, Erie High School and Prophetstown High School all worked together with Julius Miller from RCE Metals



in Hillside to provide support for the hurricane victims in Texas. Students were able to take donations from all of the communities and sent three semi-trailers full of supplies to Houston.



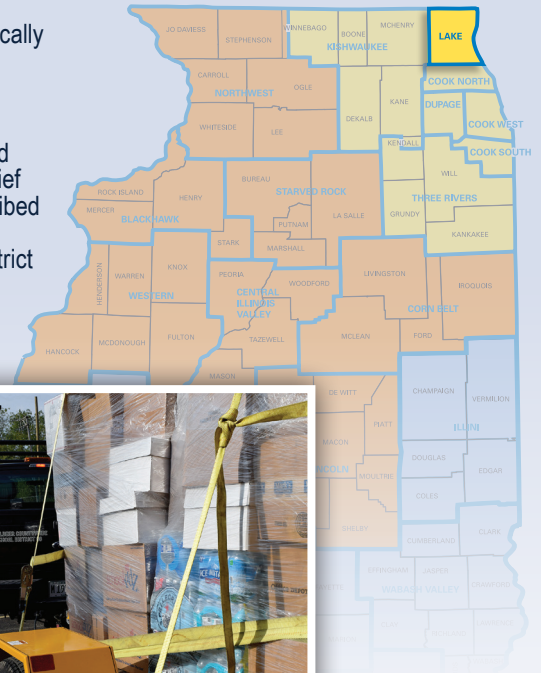
LAKE COUNTY COORDINATED EFFORT



Lake County Superintendents partnered locally to coordinate relief efforts for the Houston Independent School District ravaged by Hurricane Harvey in late August.

The Texas State Board of Education helped Lake County superintendents focus the relief collection on items most needed, as described in a flyer the superintendents shared with their student communities, school and district faculties, and staff.

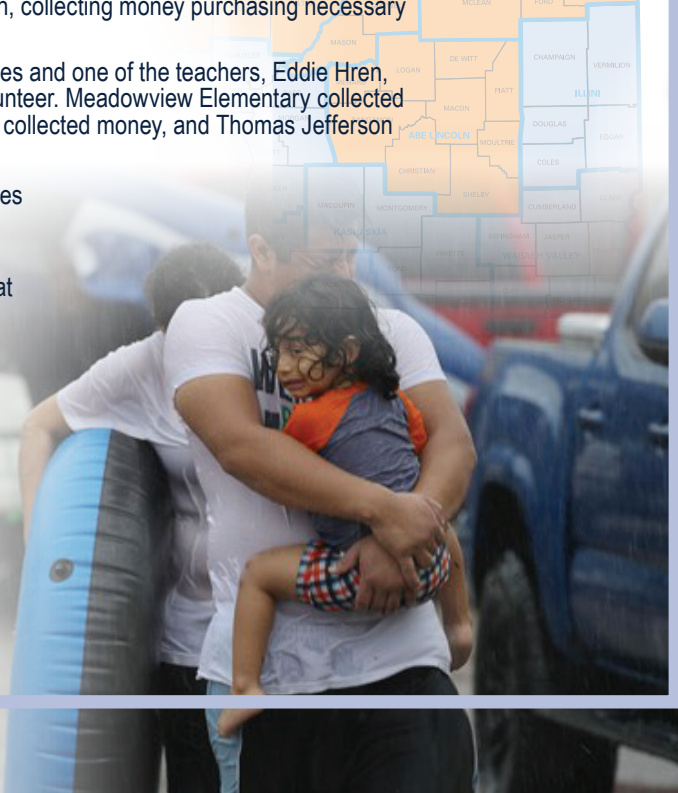
CDN Logistics, Inc., of Northlake donated a truck and driver to make the delivery to Houston. The load left the Lake County collection point—the maintenance building for Hawthorn District 73—on October 4, loaded with bottled water, food, and new school supplies and clothing.



DUPAGE COUNTY COORDINATED EFFORT

Several school districts in the DuPage Region shared their hurricane relief efforts. For example:

- In **Addison SD 4**, the Indian Trail Junior High Builder's Club participated in the Kiwanis Peanut Day, the Lake Park Elementary School Student Council sold "smencils," and the Wesley Elementary School Student Council held a "change drive" to raise funds, and Stone Elementary School collected school supplies, non-perishable food items and bathroom essentials.
- In **Butler SD 53**, Brook Forest Elementary School partnered with Chancellor Elementary School in Houston and sent monetary donations. The student council also sponsored a Spirit Day to show support for all of the victims of the hurricanes.
- In **Cass SD 63**, students and staff at Concord Elementary School will hold a "Hats for Hurricanes" event on October 27 to raise funds for hurricane relief.
- In **CCSD 89**, the five schools in the district partnered with five schools in Houston, collecting money purchasing necessary materials, setting up pen pals and partnering for virtual field trips.
- In **Woodridge SD 68**, students at William F. Murphy Elementary collected supplies and one of the teachers, Eddie Hren, delivered them to Texas when he went there over the Labor Day weekend to volunteer. Meadowview Elementary collected more than \$1,700 through a "Penny Wars" fundraiser, Goodrich Elementary also collected money, and Thomas Jefferson Junior High students held a "Penny Wars" and also wrote letters of hope.
- In **Elmhurst CU 205**, the district's three student councils raised funds and families in the district donated children's clothes of all sizes and donated school supplies and money.
- **Gower CUSD 62** held a "Hats for Houston" day and raised more than \$7,000 that went to the Red Cross for hurricane relief.
- In **Indian Prairie CUSD 204**, Supply Bucket, an organization founded to repurpose school supplies, partnered with 15 schools in the district to collect supplies and students sorted and organized the supplies for shipping. Also, Kendall Elementary School in the district donated some \$3,000 worth of books.
- **Darien SD 61** students had a coin drive.
- **Downers Grove GSD 58** students held fundraisers.
- **Fenton CHSD 100** students held a clothing and water drive.
- **West Chicago ESD 33** students held school supply drives.
- **Winfield SD 34** students raised funds for hurricane relief.





HONONEGAH CHD 207
SUPT. DR. LYNN GIBSON

During the football game on Friday, September 8, Hononegah and East High School cheerleaders and the Hononegah dance teams formed a heart on the field to signify strength and compassion to those dealing with the wrath of Hurricane Harvey. The "H" in the middle of the heart symbolized the City of Houston. Additionally, the IHSA requested donations from area Illinois high schools to purchase new athletic uniforms and equipment that were lost in the storm. A moment of silence was given to express our thoughts and prayers for all in Houston.

KNOXVILLE SCHOOL CUSD 202
SUPT. STEVE WILDER



The Knoxville Junior High School Student Council collected non-perishable items at girls basketball and boys football games to donate to hurricane victims. Student Council members were in charge of the committee that supervised the collections. Students also helped deliver the truckload of items. It was a big success!



LA GRANGE-HIGHLANDS SD 106
SUPT. DR. PATRICIA SULLIVAN-VINIARD

Highlands Elementary School in La Grange hosted "Hats On For Hurricane Relief." For a donation to hurricane relief, students and staff could wear a favorite hat to school. This school of 450 students raised just over \$1,017! In addition, the Highlands Middle School Student Council sponsored a drive that raised \$2,000. For both schools, the donated funds were matched by corporations.



LIBERTY CUSD 2
SUPT. KELLE BUNCH



The sixth grade students at Liberty raised more than \$500 at a bake sale and raised an additional \$300 through a "coin war" throughout the entire elementary school. The Liberty Future Farmers of America (FFA) also raised \$662 by holding a pork chop dinner for the "A New Day" project sponsored by the Texas FFA Association.

LAKE VILLA CCSD 41
SUPT. DR. LYNETTE ZIMMER



Olive C. Martin School in Lake Villa District 41 was able to send a truckload of supplies to Port Lavaca, Texas in response to the areas ravaged by Hurricane Harvey. Students were able to collect and send numerous supplies, including non-perishable food items, pet food and grooming products, as well as toiletries and school supplies.





MAINE TOWNSHIP HSD 207
SUPT. DR. KENNETH WALLACE

For a week, Maine South students, faculty, and parents raised money for the relief efforts for Hurricane Harvey called "Hawks Fly with Houston." A total of \$11,179.00 was raised. Student leaders collected funds during Meet the Teacher Night and football games along with online fundraising and a grill-out during lunches.

Maine West High School in Des Plaines partnered with Goose Creek High School in Baytown, Texas. They heard about them through "Adopt a Classroom" and were assigned to a classroom at the high school. Students wanted to do more, so they reached out to the principal and asked her if she needed additional assistance. They did a school-wide fundraiser for their entire high school and raised over \$5,000 through a "You Caring Fund," a "Miracle Minute," and a 50/50 raffle at a football game. We were honored to help a fellow high school whose students were hit particularly hard by the hurricane and hope our contributions helped them start their school year on a more positive note!



MANNHEIM SD 83
SUPT. KIM PETRASEK



The schools of the Mannheim District in Franklin Park participated in various hurricane relief efforts. Mannheim Middle School's Builder's Club sponsored a car wash that raised

more than \$1,200. Roy School worked with Roosevelt Elementary School in Houston, Texas through a "penny war" to raise funds. In addition to the "penny war," the Parent Teacher Association matched the funds that were raised. Scott School donated funds through their K-Kids to the American Red Cross. Westdale School "adopted" a classroom, and students, families, and staff in grades 4 and 5 donated school supplies for those in need. The students gathered enough school supplies to fill more than 20 large boxes. All of the items were shipped to a school in Houston that lost many items due to the effects of Hurricane Harvey.



NEW HOLLAND-MIDDLETOWN ED 88
SUPT. TODD DUGAN

Students adopted the third grade classroom in Katy, Texas, where Hurricane Harvey severely damaged the school and the homes of several students. NH-M students donated and helped collect school supplies, new and gently used books, hygiene supplies, trash bags, batteries, granola bars, fruit snacks, crackers and Amazon gift cards, which will be sent to the classroom teacher in Katy.

MONTICELLO CUSD 25
SUPT. DR. VICTOR ZIMMERMAN

Staff members purchased items from the Amazon Wish List for the Fort Bend Independent School District in Texas. The focus was on assisting the students and staff at Juan Seguin Elementary School as they received the most damage from

Hurricane Harvey. Peg Allgeier used to teach in that area and was able to put Mary Vogt in contact with an administrator at Seguin School. They are currently being housed in two different buildings. The staff collected money through the "Casual for a Cause" donation, using Scholastic book orders to help purchase books that the Seguin teachers request, and purchasing Visa gift cards to send at Christmas to help families during the holidays.



ORLAND SD 135
SUPT. DR. D.J. SKOGSBERG

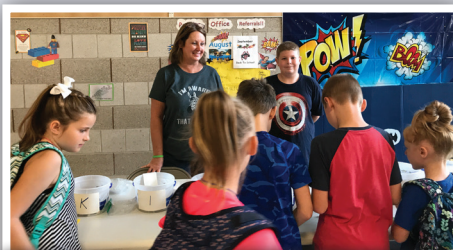
Students and staff in District 135 got creative with their donation drives and learned the importance of lending a helping hand in the process. At Centennial, “Hats for Harvey” helped raise more than \$1,200 for the American Red Cross. Students and staff could donate \$1 or more and they were able to wear a hat on Friday, September 1. They repeated that same model, collecting money during “Flip Flops for Florida,” and were able to raise \$1,100 for the American Red Cross just two weeks later.

Park, Liberty, and High Point collected a combination of donated items and money to assist a variety of organizations. High Point’s collections totaled \$2,616. Part of their collection will go to the American Red Cross in the hopes that it will help those affected by both hurricanes, and some of it will go to Austin Pets Alive to help animals that were affected by Hurricane Harvey. Century Junior High’s student council collected items for hurricane relief, and focused their efforts on collecting flashlights, batteries, and toiletries, and delivered them to the Village of Orland Park’s drop-off location. Jerling Junior High’s student council also collected cleaning supplies, water, food, and pet supplies to Orland’s collection drive. Christina Kmetty’s class at Prairie adopted a classroom in Texas, collecting school supplies and books to help them get back on track for the school year. Staff at Meadow Ridge and District Office also helped out by collecting items for Orland Hills’ Operation Friendship drive!



PARIS CUSD 4
SUPT. DANETTE YOUNG

Third-grade students at Crestwood School in Paris collected food for animals to send to Texas. In other fundraising efforts, students were allowed to pay \$1 to wear a hat for the day. They raised \$531 to donate the hurricane relief.



PAYSON CUSD 1
SUPT. DR. DONNA VEILE

When the staff of Payson Seymour Elementary School heard about the severe damage to Mitchell Elementary School in Houston after Hurricane Harvey, they held “Penny Wars” for students from grades K-6. Classrooms competed for freezer pops by bringing in pennies or other money to donate. It was the kids’ way of helping another elementary school that wasn’t as fortunate as they are, one staff member said.

The students raised \$1,310.01 to benefit Mitchell Elementary, one of the six hardest-hit elementary schools in the Houston Independent School District. A week after Harvey struck, more than four feet of water was reportedly still standing in the school.



PAXTON-BUCKLEY-LODA CUSD 10
SUPT. CLIFF MCCLURE

Gracelyn Greenburg, a 12-year-old student from Paxton, wanted to help when she heard about the victims of Hurricane Harvey.

“I wanted to do something about it. I knew I was too young to go down to actually do the rescuing, so I thought: ‘What’s the next best thing?’” Greenburg told a TV reporter. The next best thing turned out to be collecting more than 20 boxes of donations. To view the TV story, click [here](#).



PRAIRIE HILLS ESD 144
SUPT. DR. KIMAKO PATTERSON

With rainfall topping 50 inches in some areas, Hurricane Harvey devastated a large portion of the south stretching from the Houston area into Louisiana. At Highlands School in the Prairie Hills District, students have a commitment to help others need. It is imperative that students learn that they are a part of a local, national, and a global community. The student council coordinator was able to contact a school that desperately needed donation. Highlands’ students have begun to donate supplies to Hargrove Elementary in Houston, Texas because teachers and students there have lost almost everything. Highlands students hope to continue a relationship with this school, and are confident that they will rebuild and move forward after this tragedy.





QUINCY SD 172
SUPT. ROY WEBB

Students in Mrs. Breder's Cross Cat classes at Lincoln-Douglas Elementary in Quincy are a shining example of service and kindness. Following a classroom discussion, they decided to gather school supplies for Hurricane Harvey victims. The students each made a card to send along with the supplies.



RED HILL CUSD 10
SUPT. JAKIE WALKER

Sumner Attendance center in the Red Hill District recently held a fundraiser for Mrs. Pieper's 6th grade classroom in Dickenson, Texas. Her classroom, and many of her students' homes, were flooded and devastated by Hurricane Harvey. The school raised an amazing \$700 to help Mrs. Pieper and her students. She is planning to use the money to help purchase classroom supplies and personal items for students. She reported that some students need items that aren't easily found in donation centers—such as clean pillows, air mattresses, and antibacterial wipes. Mrs. Franklin's class raised the most money (\$154.65), while Mrs. Wells' class came in a close second (\$131.23) as students showed their Saluki spirit!



RICH TWP HSD 227
SUPT. DR. JOHNNIE THOMAS

Rich Township High School District 227 partnered with New Faith Baptist Church to provide much-needed relief to those impacted by the recent hurricanes. The district received more than 700 cases of water and presented a check for \$1,100 to the church in order to further support relief efforts.

The district involved all three of its high schools—Rich South, Rich East, and Rich Central—to support the relief effort. The students, staff and administrators from all three schools, along with staff from the district office, delivered the donations to the church.

In addition to the 700 cases of water and cash donation, the district was also able to secure 832 washcloths, 250 toothbrushes, 70 bottles of hand soap/hand sanitizer, 42 bottles of pain relief, 80 tubes of tooth paste, 50 boxes of Band-Aids, bath towels, blankets, hygiene supplies and many other supplies.



BEMENT CUSD 5
SUPT. SHEILA GREENWOOD

Bement Schools collected change "to make a difference" and help an elementary school that was ravaged by Hurricane Harvey. Moore Elementary School in Houston, Texas was chosen because a family from the Bement area had moved down there and their children attend. It looked like a river was running past their building. This was an all-school project for school supplies for students and teachers. To read a news story about the efforts, click [here](#).

ROSELLE SD 12
SUPT. DR. MELISSA KACZKOWSKI

The Roselle School District 12 Learning Community held a "Pennies for a Purpose" fundraiser for those impacted by the recent hurricanes. The donation will be sent to AASA, where it will be channeled to the various victim relief efforts. In addition, one of the Roselle students developed a Genius Hour/ Passion Project that is devoted to hurricane relief.

"We are new to Genius Hour (3 weeks) and in D12 we are calling it 'Discovery Zone.' We are very proud that one of our early projects is service oriented," said Superintendent Dr. Melissa Kaczowski.



RIVERSIDE SD 96
SUPT. MARTHA RYAN-TOYE

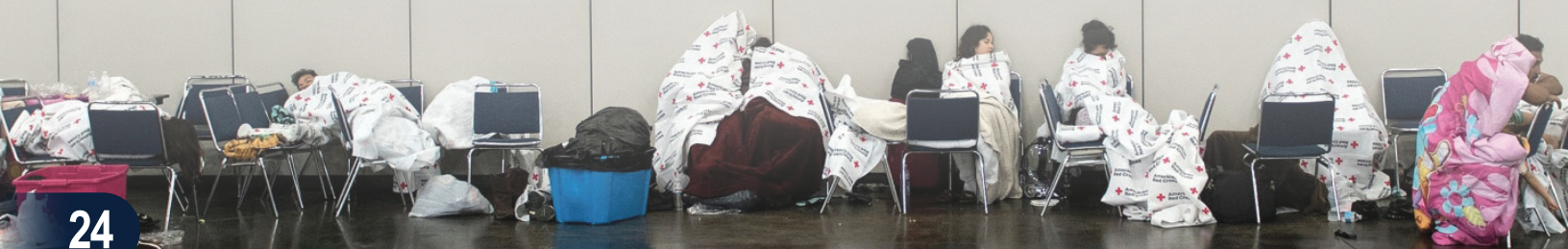
The Hauser Junior High School Cougars in the Riverside School District raised money through 4-H Hat Days to send funds to help replenish library books in schools in Texas as many schools there lost books in the recent hurricane.

Meanwhile, students at Ames Elementary School in the Riverside District collected money through a "Pack the Piggies" effort to raise funds for hurricane victims in Texas and Florida. The grade with the highest amount of funds at the end of the week received a pizza lunch.



RIVER TRAILS SD 26
SUPT. DR. NANCY WAGNER

River Trails Middle School students collected bottled water and other vital resources that were sent to hurricane victims in Texas.





SCALES MOUND CUSD 211
SUPT. DR. WILLIAM CARON

Scales Mound, a small rural school of 53 high school students, adopted a classroom in the Houston area. When Advisor and School Counselor Brooke Deppe was shown a Facebook post by a parent she brought the information to the students of Scales Mound as an opportunity to make a difference. Through a posting on Sun, Sand and Second Grade, Deppe and National Honor Society members were able to adopt a classroom that was affected by Hurricane Harvey. The idea was to collect basic supplies or gift cards to help Houston area students with items to get their classrooms back in running order.

Scales Mound students were quickly set up to help a classroom at Goose Creek Memorial High School in Baytown, Texas. Deppe worked directly with the classroom teacher, Tanya Barajas, to compile a list of needed items. Flooding occurred the first day of school at Goose Creek Memorial. The focus was to get help for the 130 students. The NHS team asked for college ruled composition notebooks, notebook paper, folders, toiletries, cleaning supplies, hand sanitizer, Kleenex, and gift card donations from students and families preschool through 12th grade. Students spent a little under a week collecting items. Once items were received NHS members packed up boxes and sent them to the receiving school. Shipping was paid by funds earned through the Society's main fundraiser, which is the Community Calendar. Maddie Cocagne, senior member, stated, "It was awesome to do some community service not just for Scales Mound and our surrounding communities, but also on a global level."



SHAWNEE CUSD 84
SUPT. SHELLY CLOVER-HILL

The school district and its communities adopted Thompson Intermediate School in Houston, Texas after it was devastated by Hurricane Harvey. Thompson Intermediate had to relocate to another building in their district due to the damage. They also needed new supplies due to the flooding. Funds were raised by students paying a \$1 to wear hats every Friday and by the staff paying a \$1 to wear jeans through the month of September and first week of October. One community in our district sponsored a gospel sing and donated the offering to our fundraising efforts. All of our surrounding communities ordered items for Thompson Intermediate off of their Amazon Wish List. Shawnee students raised more than \$750 to assist Thompson Intermediate School.



SPARTA CUSD 140
SUPT. DR. GABRIELLE SCHWEMMER

In efforts to provide hurricane relief to victims, Sparta District 140 teamed up with Stock Transport to deliver 20.5 pallets of supplies donated by school community members and visiting athletic teams.



BEARDSTOWN CUSD 15
SUPT. RON GILBERT

Beardstown Middle/High School, Gard Elementary School and Beardstown Christian Academy hosted a "Hats for Harvey" fundraising event for the victims of the hurricane. Students were allowed to wear hats to school for a minimum donation of \$1. Teachers and staff also could participate. The Beardstown Student Council collected the money.



BLUE RIDGE CUSD 18
SUPT. SUSAN E. WILSON

The Blue Ridge Knights boys' basketball team collected donations of Blue Ridge apparel to send down to the victims of Hurricane Harvey in Houston. This was part of a larger project initiated by Houston Rockets Coach Kelvin Sampson.





EAST COLOMA-NELSON CESD 20
SUPT. CHRIS LENSING

The East Coloma-Nelson District in Rock Falls Illinois collected supplies for Hurricane Harvey victims. Students felt compelled to help, and collected supplies for five days. The end result was a full moving truck and \$400.

TRIOPIA CUSD 27
SUPT. STEVE EISENHAUER

The Triopia FFA Chapter held a water bottle collection to send to Texas after Hurricane Harvey hit. Students were able to spread the word throughout the school and to community members. They set up tables at sporting events to collect water. The Triopia students were able to collect 29 cases of water and \$192.



WOOD DALE SD 7
SUPT. DR. JOHN W. CORBETT

Students at Wood Dale Junior High School were upset when they heard of the incredible disasters that impacted our fellow Americans and citizens around the world. Initially the students were not sure what action to take, then the members of the Builders Club began collecting funds to help those in need. The collections were taken during lunch periods and it was a free will offering that netted a grand total of \$218 to help the victims of the recent hurricanes. The money will be sent to the Red Cross.



WARRENSBURG-LATHAM CUSD 11
SUPT. DR. KRISTEN KENDRICK-WEIKLE

Students from Warrensburg-Latham High School and Decatur St. Teresa High School worked together to collect money and items at a recent football game between the two schools. More than 850 items and \$1,400 were collected.



WESTERN CUSD 12
SUPT. JESSICA FUNK

War erupted at Western Junior High School in Kinderhook, and the results will help hurricane victims in Texas and Florida. The Student Council at WJHS conducted a "Penny War." In total, the school raised \$475 throughout the week of Sept. 11–15. According to Student Council sponsor Elizabeth Seals, \$300 of the total will be donated to the American Red Cross, and \$175 will go to an organization in Houston that cares for animals in dire situations.

Seals was pleased with the results. "The Student Council members did a great job of organizing the war and taking on the arduous task of counting pennies each day."

"The people—and animals—in Texas and Florida have been through hard times," said Student Council member Natalie Harris, a 7th-grade student. "We wanted to find a way to help them and have some fun at the same time."

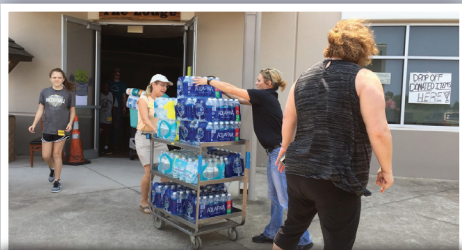
In Penny Wars, pennies and paper money are worth positive points; silver coins are worth negative points. The goal is for each class to get as many positive points in its pile and to donate silver coins—negative points—to the other classes. The class with the highest point total is declared the victor. In this war, the 8th grade conquered all.



WOODLAND CCSD 50
SUPT. DR. JOY SWOBODA

Woodland District 50's school mascot, Wiley the Wildcat, helped promote contributions to the Hurricane Harvey relief effort organized by the Lake County Superintendents Association. Woodland, which covers 33 square miles and educates approximately 5,800 students, distributed flyers and emails to staff and families in the Gurnee area about collecting new and unused clothing, shoes, socks and school supplies to support Houston Independent School District. From September 18–28, 15 pallets full of all of those items were collected.





RIVERTON CUSD 14
SUPT. DR. LANCE THURMAN

The Riverton Elementary School staff raised \$300 for relief, with students donating toys and writing letters to school age children in Houston affected by Hurricane Harvey. On another note, our high school staff and students raised \$400 for relief with Hurricane Irma. In spite of the economic challenges that the district's communities face, enough physical goods were donated to fill a semi-truck and a box truck. School Resource Officer Nicole Gabeau was part of the team to actually drive these trucks to the West Houston Church of Christ.

Officer Gabeau shared the following email from Rebecca at the church, "So the cards (from Riverton Elementary Students) have been a big hit. I gave one to a lady who came in and she burst into tears. The name on the paper was her fathers that had recently passed away. She said it would be a gift she would always treasure. The very next person was pregnant and I gave her a card and it had the name 'April' on it. She said her babies name is going to be April. She said that the card was meant for her."



the students decide how they wanted to help. This resulted in the students taking up a collection for the Houston Food Bank Backpack Buddy Program. This program fills backpacks with nutritious food for a child and his or her family for an entire weekend. In an amazing show of compassion and support from the Eastland community, students, parents, and staff raised an incredible \$2,458 which will help fill approximately 1,200 backpacks.



and cars because of Hurricane Harvey. This area has a high poverty level and it will be years before these students and families will be back on their feet. Many of them did not have flood insurance, so it will be a long recovery.

To help assist them in their cleanup process and needs, Nokomis schools designated a day for "Helping Hats for Harvey". If the students wore a hat, they brought a dollar or a donation. North School students, faculty, and staff, along with some members of the community, have collected more than \$550 to be sent to the Houston teacher and her students. The Nokomis Junior High has asked to be a part of it also, and will be collecting funds to be added to the collection.

DUPO CUSD 196
SUPT. DR. KELLY CARPENTER

The Dupo Federation of Teachers and Paraprofessionals wanted to help with Hurricane Relief in some way. We came up with "Hats For Hurricanes." All students in the district were asked to wear a hat to school on Friday, September 15th in exchange for a donation of any amount. We raised \$1,066, which was split between those affected by Harvey and Irma and sent to the Red Cross. We love our students generous spirit!



SD U46, ELGIN
SUPT. ANTHONY SANDERS

From South Elgin To Houston with Love: Fifth graders in Mrs. Cheri Swanson's and Mrs. Michelle Mann's classes at South Elgin's Clinton Elementary School sent 73 pounds worth of backpacks, 40 spiral notebooks, 30 pocket folders, markers, crayons, pencils, post-it-notes, highlighters, index cards, and scissors to fourth graders in Mrs. Melissa Contrera's class at Travis Elementary in Goose Creek Consolidated Independent School District in Texas to support their peers impacted by Hurricane Harvey. Way to go Clinton Cougars! The contribution is among more than \$6,000 in donations for Hurricane Harvey survivors from School District U-46 schools.

EASTLAND CUSD 308
SUPT. DR. MARK HANSEN

When students at Eastland Elementary School in Shannon started asking questions about Hurricane Harvey and wondering how they could help, their teachers sprang into action. EES teachers prepared a slideshow that helped students understand the amount of destruction this hurricane caused, and then let



BERWYN SOUTH SD 100
SUPT. MARY HAVIS

The students in Michelle Fischer's 5th grade class at Irving Elementary School in Berwyn were doing research on the impact of Hurricane Harvey and were determined to find a way to help the residents of Texas. They realized that students just like them were returning to schools without the supplies and resources they needed and decided to adopt another 5th grade classroom in Houston. They reached out to students, staff, and families and began collecting classroom supplies. The Irving staff was inspired by the efforts of the students and hosted a donation breakfast that raised an additional \$300. With the monetary donations, the class decided to purchase a Target gift card for supplies, an Amazon gift card for books, and a Teachers Pay Teachers gift card for the classroom teacher. The boxes were packed up and supplies have been delivered to the students in Houston. Ms. Fischer and her students plan to keep in touch with the classroom they adopted and we have no doubt they will continue to be leaders at Irving and in our community to help others in need.

NOKOMIS CUSD 22
SUPT. DR. SCOTT DOERR

Nokomis North Elementry School has adopted a first grade classroom from South Houston Elementary School in Texas. Their school is two stories. The classrooms downstairs that are located near exits were damaged, as well as those located along an outside wall. The classroom adopted was located on an outside wall. Water came in along the wall on the outside, and extended two feet into the classroom. A few of their bookshelves were damaged on the bottom by the water, as well as some of the students' supplies that were stored on the bottom of those shelves. Many of the students lost their homes

Metropolitan Schools Employee Benefits Program

In response to the growing cost of health insurance and the need to do more with less resources, the Illinois Association of School Administrators (IASA), the Illinois Association of School Boards (IASB) and the Illinois Association of School Business Officials (IASBO) are proud to introduce the Metropolitan Schools Employee Benefits Program sponsorship and Alliant/Mesirow Insurance Services as our employee benefits broker.

Located in Chicago, Alliant/Mesirow can provide school districts in Cook and the surrounding DuPage, Kane, Kendall, Lake, McHenry and Will counties an alternative to the high cost of health insurance by offering a more flexible, cost effective and efficient method of providing benefits to your IASA, IASB and IASBO members. The program is called The Metropolitan Schools Employee Benefits Program (MSEBP) and its focus is on employee benefits cost savings strategies and advanced technology.

Employee Benefits Cost Savings Strategies

- **Evaluation of Current Health Insurance Program** A comprehensive analysis of employee benefits programs, including trend analysis and model plan design alternatives so you can see what factors are driving health care costs and how to control them.
- **Procurement System** Our online bidding and contract management system saves school districts on average 35% on Life/AD&D & Disability programs.
- **Compliance** Stay informed and compliant on legislation impacting the benefits industry as well as assistance with COBRA and FMLA administration.
- **Wellness** Wellness program evaluation, need analysis and customized wellness strategies help to create a healthier, more productive employee population.



Advanced Technology

- **Human Resource Management System** Our integrated HR system manages the employee life cycle from pre-hire to retire by processing payroll, HRIS and benefits data in a single paperless platform.
- **Online Benefits Enrollment Platform** A web-based, state of the art platform for benefits administration that reduces administrative costs, time consuming paperwork and errors while educating employees about their benefit options.
- **Touchpoints Portal** A branded, secure benefits communications website with content that is automatically refreshed. This technology simplifies many time-consuming tasks for HR staff, improves employee communications and saves time, money and energy.

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Recent MSEBP Success Stories

DuPage County K-12 School District: Leveraging carrier relationships, Alliant/Mesirow reduced their program costs by over \$500,000. A wellness program is currently in development with specialized consultants.

McHenry County K-12 School District: Employees requested more medical plan options which Alliant/Mesirow was able to procure while also reducing their overall program costs. Additionally, assistance with communication from administration to employees about program offerings was established.

Will County K-12 School District: Participated in one of the largest state pools but desired a customized program with different plan options. Alliant/Mesirow developed a program to meet their specific needs and streamlined the overall program administration.

Cook County K-12 School District: Alliant/Mesirow assisted in the complex task of compliance and reporting under the Affordable Care Act (ACA). With the depth of resources Alliant/Mesirow has to offer, this school district also receives support in enhanced employee communication and education on program options.

Leadership's Reactions

“We are excited that Alliant/Mesirow is bringing quality programs, better customer service and cost savings to our members,” said IASA Executive Director Dr. Brent Clark.

“The compliance component and the MSEBP communication strategies have been a huge relief for our school business administrators,” said IASBO Executive Director Dr. Michael Jacoby.

“The MSEBP has been well received by our members and we anticipate additional cost-effective solutions as this program continues to expand” said IASB Executive Director Roger Eddy.

Creative. Experienced. Engaged. Responsive. That's the Alliant difference.

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ABOUT US

Mesirow Insurance Services was established in 1972 as part of the Mesirow Financial's diversification to meet more of our clients' financial needs. Since then, we have grown to be the largest independently owned insurance brokerage in the Chicagoland area, and among the top 30 largest insurance agencies in the United States.

Our presence as a nationally recognized insurance brokerage significantly expanded on July 29, 2016, when Mesirow Insurance Services joined Alliant, a Newport Beach, California, based insurance broker. Alliant/Mesirow Insurance Services became one of the largest and most diverse insurance brokerage and consulting operations in the country, according to Business Insurance. This new partnership has placed us in the top ten largest insurance brokerages in the United States with over one billion in annual revenue.

We provide comprehensive insurance services for businesses and individuals. Besides employee benefits services, our areas of expertise include risk management, qualified and non-qualified employee savings plans, and life and disability protection.

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Alliant / Mesirow
INSURANCE SERVICES

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Dr. Art Fessler
Superintendent of Schools
CCSD 59



Dr. Josh Carpenter
Executive Director of Student
Growth and Accountability

“ the current design of assessment systems focuses too much on multiple choice tests at the cost of not adequately measuring a student’s ability to engage in and complete complex thinking and problem-solving tasks. ”

Assessing Student Growth in the 21st Century

Our Mission: The mission of CCSD59 is preparing students to be successful for life. We recognize students in this era will be entering a workforce that will require a modern skillset and knowledge to compete successfully in the global workplace of tomorrow. These skills include the ability to access, analyze, and apply information, civic and global responsibility, collaboration, effective communication, critical thinking, creativity, problem solving, self-awareness, and determination and perseverance. It is our challenge, privilege, and responsibility to ensure that every student in every school leaves CCSD59 with these skills and competencies; however, developing a comprehensive assessment solution that measures soft skills, annual growth, and CCSS attainment in meaningful ways presents a formidable challenge.

The Challenge of Meaningful Assessment

An important, yet difficult, factor in ensuring our students are prepared for the next stages in life is to effectively assess student growth through multiple measures. Student assessment, whether by standardized or classroom-based measures, is an important factor in teaching and learning. Effective assessments not only provide a reliable and valid measure of student growth, but also provide important information to inform teacher planning and practice. Teachers and administrators must understand the purpose of four major types of assessments related to instructional planning (screening,

diagnostic, progress monitoring, and outcome), and how the development and integration of a comprehensive assessment solution will result in the productive use of data to improve instruction, reduce the redundancy of assessment, and create seamless integration of student support (Brooke, 2017). This requires a level of assessment competency and design that is surprisingly lacking in most school systems. In recent years, many experts have questioned whether the current design of assessment systems focuses too much on measuring students’ ability to recall discrete facts using multiple choice tests at the cost of not adequately measuring a student’s ability to engage in and complete complex thinking and problem-solving tasks (Partnership for 21st Century Skills, 2014). Outside observers of the U.S. school system have been quick to note potential shortcomings, claiming that narrowly focused, high-stakes assessment systems produce at best only illusory student gains (Ridgway, McCusker & Pead 2004). The end result of an over emphasis on any single assessment is an increasing gap between the knowledge and skills students are acquiring in schools and the knowledge and requisite skills to succeed in an increasingly global, technology-infused 21st century workplace (Partnership for 21st Century Skills, 2014). In short, standardized assessments are not

designed to measure how well students apply what they know to new situations or evaluate how students might use technologies to solve problems or communicate ideas, but rather, standardized assessments are designed to largely summarize information

“ In short, standardized assessments are not designed to measure how well students apply what they know to new situations or evaluate how students might use technologies to solve problems or communicate ideas. ”

21st century learning modern skill set technology-infused

critical thinking

G R O W T H O F T H E W H O L E C H I L D

COMPETE GLOBALLY

and recall facts. CCSD59 is attempting to develop an assessment solution that will include state and local measures, SEL indicators, 21st century learning skills, and foundational academic skills in math and literacy.

Assessing the Whole Child

CCSD59 is committed to assessing the growth of the whole child and developing an assessment solution that utilizes a combination of academic and social-emotional growth measure and PARCC individual scores. The balance of utilizing growth data, attainment data, and social-emotional learning data allows CCSD59 to reinforce the importance of measuring student growth and achievement over time, pushing our focus further away from one-time, high stakes assessment. The assessment solution also aligns with the assessment recommendation included in the Illinois Every Student Succeeds Act (ESSA) plan that was recently approved by the United States Department of Education (USDE).

Student Growth

Foundationally, our system of assessment is built on the premise that every student is to achieve a minimum of one year's growth over the course of a school year. Although a seemingly reasonable outcome, the goal remains a challenge in CCSD59 as nearly 60% of our families meet the criteria for poverty and 58% qualify for free and reduced lunch, both significant challenge indicators when considering student attainment. In order to more effectively meet this goal, we determined to transition from a reactive RtI model to a

proactive MTSS model that will focus intervention design on strengths and interests versus a deficit view. This shift challenges us to focus on what students can do rather than looking solely at skill deficits (can't do). More specifically, we endeavor to provide students with effective learner strategies that can be matched to student strengths and learning preferences.

A final shift in our MTSS transition was to revisit our approach for designing and providing Tier 2 interventions. In an attempt to maintain every student in a regular classroom setting, we moved away from a traditional pull-out intervention model for math and literacy and moved to a push-in delivery model (Tier 2 only). We have also developed a support team of experts—literacy interventionists and instructional coaches that we termed our “synergy team” to

Developing a comprehensive assessment solution that measures soft skills in meaningful ways presents a formidable challenge.

participate in MTSS planning and push into the classroom to support, guide, and monitor intervention plans. The synergy team provides small group instruction (Tier 2 intervention) and student support while also modeling intervention strategies for the classroom teacher. Our coaches also develop coaching cycles with staff to delve deeper into the instructional practice taking place in the classroom. In short, it is our goal that every classroom teacher becomes an expert in intervention and core instructional practice. The synergy team is a critical support group in supporting staff so they can achieve this goal.

In both the current and subsequent school years, we have made a significant commitment to leadership and staff training in the area of our MTSS process and strength-

GRIT growth mindset s PARCC self-manag

based intervention design. Through cascading messaging, targeted professional development, and authentic practice, we are creating opportunities for building staff and leaders to collaboratively develop meaningful intervention and support plans for students. These plans are based upon student SEL and academic information that are embedded in student areas of strength, interest, and values. It is critical to leverage the latter in order to provide lasting integrity of the intervention and, in the end, improved outcomes for our students.

Tier 1 Curriculum and Measures; District Outcomes

With the support of our teaching staff, CCSD59 has identified nine specific, skill-based outcomes that we believe are essential to preparing students to be successful for life. The outcomes are: access, analyze, and apply information, civic and global responsibility, collaboration, communicate effectively, critical thinking, creativity, problem solving, self-awareness, and determination and perseverance. These nine outcomes are fundamental in the development of our Tier 1 curriculum for all disciplines and grade levels and central to our core beliefs that students in the 21st century will emerge into a global job market that requires a different skillset. In designing learning experiences that support the aforementioned outcomes, teachers align content, understandings, and state standards, along with student choice and real world application, to design meaningful, relevant learning experiences for students. In our Tier 1

work, we measure overall student growth formally through summative assessment tasks, rubrics, presentations, and capstone projects, and informally through conferring, observation, feedback, and self-assessment, along with other formative assessments for learning.

Social Emotional Learning (SEL)

As we have come to understand, it is critical for students to have a solid foundation in the social and emotional elements of their lives before they can fully achieve their academic potential. Tier 1 social-emotional learning focuses on three methods of instruction: community building, direct instruction, and embedded instruction. To inform instruction, Panorama SEL Measures are utilized. Panorama assessment allows for customized measurement of up to 22 social or emotional competencies, teacher perceptions, and student perceptions. The ability to customize SEL growth measures ensures alignment with the district's nine specific outcomes that exhibit 21st century learning. The assessment is given twice a year in the form of student and staff surveys. Major areas of assessment include the competencies *Grit*, *Growth Mindset*, *Self-management*, and *Social Awareness*. Along with these competencies, *Student Sense of Belonging* is surveyed as well as teachers' perceptions on *Educating All Students*. Data allows staff to determine areas of strength and need which drives instruction.

Assessment

Beyond daily formal and informal assessment, CCSD59 utilizes a number of benchmark and predictive assessments

It is our goal that every classroom teacher becomes an expert in intervention and core instructional practice. The synergy team is a critical support group in supporting staff so they can achieve this goal.

social awareness element student sense of belonging

to complete the assessment picture and provide comprehensive individual student and school wide data. To benchmark and measure annual growth and inform instruction in literacy, teachers utilize the **Fountas and Pinnell Benchmark Assessment** in grades K–5, which supply staff with growth and proficiency indicators in reading. To provide predictive scores for students for the state assessment in literacy and math, CCSD59 utilizes **The FastBridge Learning System (FAST)**. The benchmarking assessment, given 2–3 times per year in grades K–8, yields growth and proficiency indicators that allow for the evaluation of student performance in math and literacy and feedback for informing academic programming. Additionally, data from this assessment is utilized for student grouping and as a component of our intervention design process. We have a dynamic and diverse student learning community and adaptive measures give us a basis for understanding how our students are responding to Tier 1, core instruction.

PARCC

We are all very familiar with PARCC attainment data and the positive and negative implications of high stakes assessments. With the passage of the new IL ESSA plan, we have the opportunity to view and use the PARCC results in a more balanced manner. This paradigm will allow us to align the PARCC assessment results to the growth components of our comprehensive assessment plan. While we see the latent value in proficiency scores, student growth is foundational and a relative metric that can help us triangulate student growth and performance more efficiently.

Reporting Student Growth

As we continue to evolve our student growth reporting system (currently a standards-based reporting tool that is quite confusing to students and parents), we are attempting to develop a tool that shares important, whole-child growth indicators. We have all heard the saying, “*What is measured matters.*” With this in mind, we are attempting to develop an interactive, electronic student-growth reporting tool that would include factors that we value in measuring successful growth

of the whole child. Examples include: content area grades and/or narratives, progress toward CCSS indicators, growth skill-based goals (21st century skills, 4 C’s etc...), local and state data, SEL growth, community service, student interests, student self-assessment utilizing electronic portfolios, extracurricular participation, and also options for exploration or sharing of learning. The critical factor of the tool is the development of a student electronic portfolio that will allow the student to provide evidence of learning and growth toward established outcomes. The intent of the tool is to be interactive among students, teachers, and parents. As stated previously, an important, yet difficult, factor in ensuring our students are prepared for next stages in life is to effectively assess student growth through multiple measures. Student assessment, whether by standardized or classroom-based measures, is an important factor in teaching and learning. Effective assessments not only provide a reliable and valid measure of student growth, but they also provide important information to inform teachers, school districts, and families relative to a student’s performance and a district’s performance. Developing an assessment and reporting solution to accomplish this outcome is important and necessary. With the passage of the Illinois ESSA plan, every school district in our state has the opportunity to reflect and redesign, as necessary, a solution that benefit our students, families, districts, and communities.

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ILLINOIS SCHOOL YEAR CALENDAR

2017 October

2017 November

Crime Prevention Month

National Principals Month

National Bullying Prevention Month

During the month of October the quarterly meeting of regional board of school trustees must be held (6-18).

1	On or before October 1 of each year, school board must forward salary and benefits report to the State Board of Education (10-20.47). Recycling Day; commemorative holiday (24-2).
2	On the first school day of October the Secretary of the board shall report to the Regional Superintendent and Secretary of State a list of students who have left school during the previous attendance quarter (26-3a). In Class II counties (Cook): (1) Quarterly meeting of township trustees; (5-16) (2) township trustees make semi-annual apportionment and distribution of unused funds in permanent township fund; (5-16) (3) township treasurer reports and submits his books to school trustees; also, makes semi-annual examination of each school district's records (8-14 and 8-17).
7	Iraq and Afghanistan Veterans Remembrance Day (5/24-2).
9	Leif Erickson Day observance (27-19). Columbus Day; a legal school holiday (24-2).
9-13	National School Lunch Week
15	Sunday—Last day for school district to present to the Regional Superintendent an original and one copy of the annual audit (3-7). Sunday—Last day to submit annual report to the State Board of Education disclosing the number of teachers dismissed or removed as a result of the board's decision to decrease the number of teachers employed (10-20.26). Sunday—Last day for township school treasurer and school districts to file the annual report with the Regional Superintendent (3-15.1). Sunday—Last day for township land commissioners to file certified annual audit with the regional superintendent and Illinois State Board of Education (15-27).
15-17	Illinois Principals Association Annual Education Leaders Fall Conference & Exhibition, Springfield
16-20	National School Bus Safety Week
23-31	Red Ribbon Week
31	Last day for filing federal and state income tax withholding reports and paying taxes due for quarter ending September 30, 2017. Halloween

National Native American Heritage Month

1	Initial employment of a teacher prior to November 1 is treated as a full-year of employment for purposes of computing service credit toward tenure (24-11). Date by which the Regional Superintendent must forward school district budget summaries. Last day for the State Board of Education to receive group programs and individual claims for summer orphanage programs (14-7.03). Last day for school district to submit to the state superintendent reimbursement claim for summer school. (18-4.3)
5	Standard Time returns; set clocks back one hour.
10	Commemorative holiday honoring Korean War veterans (24-2).
11	Veterans' Day; a legal school holiday (24-2).
14	Diabetes Awareness Day (490/170).
15	Last day for Regional Superintendent to submit district annual financial reports and audits to the ISBE. (3-7 and 3-15.1) Due date for the Student Immunization and Health Exam Report which must be filed with the Illinois State Board of Education (5/27-8.1). Last day for the school district to file with the State Board of Education, a one-page report that lists the actual administrative expenditures for the prior year from the district's audited Annual Financial Report, and the projected administrative expenses for the current year from the adopted budget (17-1.5). Illinois School Board members Day
13-17	American Education Week
17-19	IASB/IASA/IASBO Joint Annual Conference, Hyatt Regency, Chicago
23	Thanksgiving Day; a legal school holiday (24-2).
30	Last day for publishing annual fiscal statement of school district (10-17). The report must be forwarded to the State Board of Education and copies must be available in the main administrative office of the district. NOTE: <i>The statement shall be prepared by the township school treasurer for those school districts in Cook County that are under the jurisdiction of township trustees/treasurers.</i> Last day to submit to the State Board of Education the annual report on all contracts over \$25,000 awarded by the school district during the previous fiscal year (10-20.44).

2017 December

2018 January

1	Deadline for the Reduction in Force (RIF) joint committee to be established and begin its meetings. (24-12) A school district must make publicly available, by December 1, of each year, the student immunization data that the district is required to submit to the ISBE each year. (27-8.1)
3	Illinois Statehood Day
7	Commemorative holiday honoring Pearl Harbor veterans (24-2).
10	Last day for the Regional Superintendent to certify to the State Board of Elections a list of each school district under his or her supervision and a listing of each county in which all or any part of each of those districts is located. (3-1.1 and 6-5)
12–20	Hanukkah (Festival of Lights)
25	Christmas Day; a legal school holiday (24-2).
26–Jan 1	Kwanzaa
27	The annual tax levy must be certified by the school board and filed with the county clerk on or before the last Tuesday in December (17-11, 35/ILCS 200/18-15).

During January each district superintendent shall report to the State Board of Education the number of high school students enrolled in accredited courses (including the name and number of the courses) at any community college (10-21.4).

At the beginning of each calendar or fiscal year, the school board must give notice of its schedule of regular meetings, including dates, times and places. Notice must include publication on the school district's website (5 ILCS 120/2.02).

During the month of January the quarterly meeting of regional board of school trustees must be held (6-18).

1	New Year's Day; a legal school holiday (24-2).
2	Last day for the school board to adopt resolutions putting public policy questions on the ballot at the March 20, 2018 Primary Election. (10 ILCS 5/28-2) NOTE: The local school board election authority is responsible for receiving and certifying petitions and resolutions for referenda. (10 ILCS 5/28-2 and 28-5) On the first school day of January the Secretary of the board shall report to the regional superintendent and Secretary of State a list of students who have left school during the previous attendance quarter (26-3a).
8	In Class II counties (Cook): (1) Quarterly meeting of township school trustees (5-16); (2) township trustees make semi-annual apportionment and distribution of unused funds in permanent township fund (5-17).
11	Last day for the board secretary to certify public policy questions to the election authority for referendum at the March 20, 2018 Primary Election. (10 ILCS 5/28-5)
15	Sunday—Last day for affected school districts to file a petition with the Regional Superintendent to opt out of the required summer food service program. (126/20) Dr. Martin Luther King, Jr. birthday observance; a legal school holiday (24-2).
28	Commemorative school holiday Christa McAuliffe Day (24-2).
31	Last day for filing federal and state income tax withholding reports and paying taxes due for quarter ending December 31, 2017.

School board members, superintendents, building principals, heads of departments, employees responsible for negotiating contracts amounting to \$1000 or more, hearing officers, supervisors with authority over 20 or more employees, and any employee in a position that requires an administrative or chief business official certificate are required by law to file a statement of economic interests each calendar year. The statement must be filed, in a form provided by law, with the county clerk no later than May 1 each year (5 ILCS 420/4A-101 et seq.). Anyone required to file the statement of economic interests may obtain a 30-day extension by filing with the county clerk a declaration of intent to defer the filing.

2018

February

2018

March

National African-American History Month

National Children's Dental Health Month

1	Last day that the Joint RIF Committee can reach agreement to apply the sequence of dismissal for the school year. Also-last day to distribute copies of the sequence of dismissal for that school year. Last day to distribute copies of the sequence of dismissal list to the exclusive bargaining representative. (24-12) Last day for the district superintendent to certify to the county clerk names and addresses of school employees who are required to file the statement of economic interests (Governmental Ethics Act, 5 ILCS 420/4A-106).
6	Commemorative holiday honoring Ronald Reagan (5 ILCS 490/2).
12	Abraham Lincoln's Birthday; a legal school holiday (24-2).
14	St. Valentine's Day
15	Susan B. Anthony Day; a commemorative holiday (24-2).
15-17	American Association of School Administrators' Conference, Nashville, Tennessee.
19	President's Day (Federal Observance).
22	George Washington's Birthday

Written notice to employees from the school board must be served at least: (1) 45 days before the end of the school term upon a probationary teacher who is not being re-employed for the following school term, and (2) 45 days, along with a statement of honorable dismissal and the reason therefor, before the end of the school term for both tenured and probationary teachers who are being honorably discharged because of a reduction in staff or discontinuation of a program. A sequence of honorable dismissal per 24-12 must be distributed to the exclusive bargaining representative at least 75 days before the end of the school term. Also, at least 75 days before the end of the school term, a list (established in consultation with the exclusive bargaining representative) showing the length of continuing service of each teacher, or a list showing an alternative method for determining the sequence of dismissal established as provided in 24-12, must be distributed to the exclusive bargaining representative. Any employee not properly notified is deemed re-employed for the following year. (24-11 and 24-12)

American Red Cross Month

National Middle Level Education Month

Music in Our Schools Month

National Nutrition Month®

Women's History Month

Youth Art Month

1	Last day for evaluation of principals holding a single-year contract or a principal in their final year of a multi-year contract (24A-15).
2	On or after this day, school district expenses for travel, meals, and lodging must be approved by roll call vote at an open board meeting for the following: (1) any school officer or employee that exceeds the maximum allowed under regulations adopted by the board; or (2) any board member. (50 ILCS 150/1)
5	Casimir Pulaski's birthday observance; a legal school holiday (24-2). Mayors' Day; a commemorative holiday for Chicago Public Schools (24-2).
5-9	National School Breakfast Week
5-11	Foreign Language Week
11	Daylight Savings begins; set clocks ahead one hour
17	St. Patrick's Day
20	General Primary Election. (10 ILCS 5/2A-1.1)
29	Vietnam War Veterans Day; a commemorative holiday (24-2).
30	Good Friday
30-Apr 7	Passover

2018

April

2018

May

National Autism Awareness Month
National Poetry Month
School Library Month

During the month of April the quarterly meeting of regional board of school trustees must be held (6-18).

1	On or before April 1, a high school may request IHSA classification variance by submitting request to IHSA Executive Director (IHSA Administrative Policies). Easter Sunday Last day for the school board to give its superintendent notice, in writing, if it intends not to renew his or her expiring employment contract, stating the specific reason therefore, unless the contract specifically provides otherwise (10-21.4).
2	International Children's Book Day Secretary or clerk of the school board submits official records of board actions to the treasurer of school district (10-7). On the first school day of April the secretary of the board shall report to the regional superintendent names and addresses of students who have left school during the previous attendance quarter (26-3a). In Class II counties (Cook): (1) Quarterly meeting of township school trustees (5-16); (2) township trustees make semi-annual apportionment and distribution of unused funds in permanent township fund (5-17); (3) township treasurer reports and submits his books to school trustees; also, makes semi-annual examination of each school district's records (8-14 and 8-17). Township treasurer reports and submits his books to school trustees; also, makes semi-annual examination of each school district's records. (8-14 and 8-17)
7-9	National School Boards Association Annual Conference—San Antonio, TX
8-14	National Library Week
22	Earth Day
27	Commemorative holiday celebrating Arbor and Bird Day (27-18).
30	Sunday—Last day for filing federal and state income tax withholding reports and paying taxes due for quarter ending March 31, 2018.

Better Hearing and Speech Month
Food Allergy Action Month
National Physical Fitness and Sports Month

Annually a school day in May will be declared "Just Say No" Day by official proclamation of the Governor (27-20.2).

1	Last day to file required Statement of Economic Interests with the county clerk (5 ILCS 420/4A-105).
3-4	Illinois Association of School Business Officials Annual Conference, Schaumburg, IL
7-11	Teacher Appreciation Week Illinois Law Week (27-20.1).
8	National Teacher Day
15	Day by which all children in kindergarten, second and sixth grades must present proof of having received a dental exam. Under certain conditions a school district may hold a student's report card for failure to present such proof (5/27-8.1).
20-26	Educational Bosses' Week
28	Memorial Day (observed); a legal school holiday (24-2).

ILLINOIS SCHOOL YEAR CALENDAR

2018 June

2018 July

Fireworks Safety Month Great Outdoors Month

14	Flag Day
30	<p>Last day on which township treasurer shall deliver to the Regional Superintendent a statement showing the condition of township funds (8-13).</p> <p>Last day school officers and employees may be reimbursed for travel, meals, and lodging expenses if the board is not compliant with the Local Government Travel Expense Act (50 ILCS150/).</p> <p>Last day to accept transportation information from parents/guardians participating in the Parent/Guardian State Pupil Transportation Reimbursement Program. (29-5.2)</p> <p>End of fiscal year for most school districts.</p> <p>Effective date of the annual school audit (3-7).</p> <p>Last day for school districts to determine and post or keep available for public inspection the prevailing wage statement (820 ILCS 130/9).</p>

The Open Meetings Act 5 ILCS 120/2.06 requires that each school board review Minutes from all closed meetings semi-annually. At such meetings the board must determine the need for confidentiality for all or any part of those Minutes or that the Minutes or portions thereof no longer require confidential treatment and are available for public inspection. Action under this section must occur in an Open Session of the Board. Although discussion of closed meeting Minutes may take place in a closed meeting, the board's determinations must be reported in open session.

The first school day in July the secretary of the school board shall report to the Regional Superintendent and Secretary of State the names and addresses of students who have left school during the previous attendance quarter (26-3a).

During the month of July, the quarterly meeting of regional board of school trustees must be held (6-18).

During the month of July, township land commissioners must have an audit of the funds under their jurisdiction (15-27).

At the beginning of each calendar or fiscal year, the school board must give notice of its schedule of regular meetings, including dates, times and places. Notice must include publication on the school district's website. (5 ILCS 120/2.02)

1	<p>Sunday—First day of the fiscal year in most Illinois school districts. The board of education shall adopt and file with the ISBE an annual balanced budget within or before the first quarter of the fiscal year. (17-1) Within 30 days of its adoption, the annual budget must be filed with the county clerk. (17-1 and 35 ILCS 200/18-50)</p> <p>Sunday—Last day to file with the State Board of Education attendance figures, reporting them by grade level*, for the school year that began in the preceding calendar year. (18-8.05 (F) *PA 100- 147, effective 1/1/18)</p>
3	Class II counties (Cook): (1) Quarterly meeting of township school trustees (5-16); (2) township trustees make apportionment and distribution of unused funds in permanent township fund (5-17).
4	Independence Day; a legal school holiday (24-2).
7	Secretary or clerk of the school board shall file annual statistical report with the treasurer. (10-8)
15	<p>Sunday—Last day for submitting to the Regional Superintendent a statement of condition of schools within each township during previous fiscal year. As a practical matter this requirement only applies to school districts in Cook County sharing a relationship with a township treasurer or trustee. (5-18) (5-18).</p> <p>Last day for school districts to file a certified copy of the prevailing wage statement with the office of the Secretary of State and the Illinois Department of Labor (820 ILCS 130/9).</p> <p>Sunday—Last day for the school district to certify to the State Superintendent of Education claim for tuition for children from orphanages and children's homes. (18-3)</p>
29	Last day for the Regional Superintendent to survey and inspect schools and notify each school board, in writing, whether or not schools in their district have been kept as required by law under terms of state life-safety standards (3-14.21).
31	Last day for filing federal and state income tax withholding reports and paying taxes due for quarter ending June 30, 2018.

2018

August

2018

September

Before the 30th day of the school year: School districts must report certain student assessment information using a form developed by the ISBE. (22-82)

1	<p>Last day to file with the Regional Superintendent a list of all unfilled teaching positions in the district (10-20.27).</p> <p>Last day for high school boards to certify to the non-high school board the estimated amount of tuition charges for the succeeding school year (12-22).</p> <p>Including a high school student's name on school attendance records for a period of 10 consecutive days during a semester, beginning with the student's first physical day of attendance constitutes a semester of attendance for athletic eligibility purposes (IHSA By-law 3.013).</p> <p>A high school student may not have a lapse of school connection of greater than 10 consecutive days during a semester without becoming ineligible for the remainder of the semester (IHSA By-law 3.015).</p> <p>Upon an employee's written request, a school board must transmit payroll deducted union dues, payments or contributions to the specified labor organization. The transmittal must occur within 10 working days of the withholding (24-21.1).</p>
14	<p>Last day for school boards to forward a detailed statement of the moneys contributed to the Teachers' Retirement System, including any additional contributions due the System, to the secretary of the System (40 ILCS 5/16-155).</p>
15	<p>Last day to file claims for special education costs with State Superintendent (14-12.01). (Claims for private tuition reimbursement, extraordinary reimbursement and Personnel reimbursement).</p> <p>Last day for the school board to transmit claims to the State Superintendent of Education for extraordinary special education services (14-7.02).</p> <p>Last day to submit certification of all student transportation claims for reimbursement for the school year ending June 30 to the State Superintendent of Education (29-5).</p>
20	<p>Last day for the school board to adopt resolutions putting public policy questions on the ballot at the November 6, 2018 General Election. (10 ILCS 5/28-2) NOTE: The local school board election authority is responsible for receiving and certifying petitions and resolutions for referenda. (10 ILCS 5/28-2 and 28-5)</p>
30	<p>Last day for the board secretary to certify public policy questions to the election authority for referendum at the November 6, 2018 General Election. (10 ILCS 5/28-5)</p>
31	<p>Last day for ROE to file with the State Board of Education an affidavit showing which treasurers of school districts are properly bonded (3-8 and 8-2).</p>

4	<p>Labor Day; a legal school holiday (24-2).</p> <p>All previously-authorized waivers or modifications for evaluation of certified employees terminate (2-3.25g).</p>
9-11	Rosh Hashanah
11	A commemorative school holiday; September 11th Day of Remembrance (24-2).
15	Last day to submit annual report to the State Board of Education disclosing the number of teachers dismissed or removed as a result of the board's decision to decrease the number of teachers employed (10-20.26).
18-19	Yom Kippur
28	American Indian Day (27-20)
30	<p>Last day on which regional superintendents and other persons paying money to school treasurer shall notify, in writing, the presidents of school trustees and clerks or secretaries of school boards the dates and amounts of money distributed to the school treasurer (3-14.17).</p> <p>This is the end of the first quarter of the fiscal year in most Illinois school districts and the last day for the school board to adopt its balanced budget for the 2017-2018 fiscal year. (17-1). Within 30 days of its adoption, the annual budget must be filed with the county clerk and the Illinois State Board of Education (17-1 and 35 ILCS 200/18-50).</p>

IASA offers an array of Academies on topics such as Danielson Evaluation Model, Coaching Employees, Communications, Board/Superintendent Relationships, Adaptive Leadership, Strategic Communications, and Essentialism, just to name a few! The following list includes open Academies through June 2018.

The list is growing so check out the PD [Calendar of Events](#) on the IASA website and IASA app for all your needs. If you'd like to schedule an Academy or training session in your area or school district, contact Deana Crenshaw at 217-753-2213 or dcrenshaw@iasaedu.org

Click on date to register:

Super-Region Meeting—Section ILCS 18.15 Evidence-Based Model Overview

October 18, 2017	Heartland Community College—Astroth Community Ed. Center, 1500 W. Rabb, Normal, IL 61761
October 19, 2017	Rend Lake Community College—Learning Resource Center- Theatre, 468 North Gray Parkway, Ina, IL 62846

Gathering Evidence During Observations & Conferencing Using the Danielson Model (AA #1801)

January 24, 2018	Elwood CCSD #203, 409 N. Chicago, Elwood, IL 60421
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Teacher/Administrator Evaluator Retraining Student Growth (AA #3000/3001/3002)

October 19, 2017	Elwood CCSD #203, 409 N. Chicago, Elwood, Illinois 60421
October 20, 2017	Eastland Jr/Sr. High School, 500 S. School Dr., Lanark, IL 61046
October 26, 2017	McElvain School, 593 Ava Rd., Murphysboro, Illinois 62966
December 6, 2017	Meadowview School, 291 Lexington Lane, Grayslake, Illinois 60030
June 13, 2018	Lake Bluff Middle School, 121 E. Sheridan Place, Lake Bluff, IL 60044

Principal Evaluator Competency Skill Building for Pre-Qualified Principal Evaluators (AA #1865)

November 13, 2017	East Leyden High School, 3400 Rose Street, Franklin Park, IL 60131
November 28, 2017	Mannie Jackson Center, 1210 N. Main Street, Edwardsville, IL 62025
April 18, 2018	Elwood CCSD #203, 409 N. Chicago, Elwood, IL 60421

Moving from Vision to Action: Learn How to Become an Essentialist (AA #1820)

November 30, 2017	Mahomet-Seymour High School, 302 West State Street, Mahomet, IL 61853
December 7, 2017	Oak Lawn—Hometown SD #123, 5345 W. 99th Street, Oak Lawn, IL 60453
January 26, 2018	Eisenhower Cooperative, 5318 135th Street, Crestwood, IL 60445

The Year in Review: The Highlights and Lowlights of Illinois School Law 2017

October 24, 2017	Hamburger University at Hyatt Lodge, 2715 Jorie Boulevard, Oak Brook, IL 60523
October 26, 2017	Doubletree by Hilton, 1000 Eastport Plaza Drive, Collinsville, IL 62234



Membership Does Have Its Privileges...



PROFESSIONAL DEVELOPMENT



IASA Annual Conference
Biennial Alliance Leadership Summit
Associate Director of Professional Development to provide Administrators' Academy and seminar training opportunities designed around best practices and compliance with Illinois laws



Podcasts and video training libraries
New Superintendent Mentoring Program
IASA School for Advanced Leadership
IASA Aspiring Superintendent Academy



COMMUNICATION SERVICES



Director of Communications to assist with local issues and media relations
Award-winning monthly online magazine *Leadership Matters*



Informative interactive website and mobile app
IASA News Briefs summarizing stories of interest to educators
Superintendent's Toolkit with legislative issues and talking points for hot topics



GOVERNMENTAL RELATIONS



Director of Governmental Relations and Policy Analyst to analyze and track legislation
Capitol Watch updates when legislative news occurs
Lobbying activities coordinated with other members of the Illinois Statewide School Management Alliance
Guide to members of the General Assembly and Constitutional officers
Meetings and seminars with elected and government officials

OTHER SERVICES



Offices in Schaumburg, Springfield (IASA headquarters) and Marion
Field Services Directors to provide mentoring
Illinois Education Job Bank
Resume/credentials review
Personal mentoring
Retirement information
Return of Dues Program
Interim Education Service Corps

LEGAL SERVICES



Legal counsel to assist with personal employment contract information and assistance
Legal Support Program

Are you taking advantage of all IASA has to offer?

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Annual Conference

Highlights





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Annual Conference

Highlights



Dr. Joe Sanfelippo
Superintendent,
Fall Creek, WI
Who is Telling
Your Story?





*professional evaluations;
the cornerstone
of growth*



Required: Teacher/Principal Evaluation Academies

Illinois law requires all educators who evaluate teachers and principals to complete retraining every five years. IASA offers academies to strengthen evaluation skills and processes. Done properly, good, professional evaluations offer the best chance for growth and improvement of those being evaluated. Having your evaluators receive the same training and hear the same message at the same time is not only efficient, but it also helps ensure consistency in evaluation processes. IASA has assembled a cadre of veteran educators ready to provide top-notch training.



“The training provided by IASA around teacher evaluation has been nothing short of exceptional. The training has been relevant, timely, and actionable for my staff. I would highly recommend

this training for any district looking to improve evaluation practices to better serve teachers.”

Dr. P.J. Caposey
Superintendent
Meridian CUSD 223



“Coaching Teacher Evaluators to Effectively Rate Teachers is an outstanding program for teacher evaluators at all levels! Danielson Framework was used to support professional dialogue

between evaluators and teachers to promote effective teaching in a comfortable environment for our team to take risks and improve their practice. The day provided our team with the skills and the confidence they need to promote teaching and learning in their departments as well as the added benefit of having all administrator hearing the same message on the same day. I would encourage all administrative evaluators to participate in this program—you will leave feeling energized by the work!”

Renee Zoladz, Ed. D.
Associate Superintendent of Instructional
and Personnel Services
Grayslake CHSD 127



“PBL has taken advantage of hosting various administrator academies on the topic of teacher evaluation. IASA presenters are well prepared,

experienced former practitioners, who are adaptable to district needs. It's imperative to the integrity of our evaluation process that all of our administrative staff receives the same high quality training. This allows us to reflect as a group and feel confident that we can insure a high degree of inter-rater reliability.”

Cliff McClure
Superintendent
Paxton-Buckley-Loda CUSD 10

Required for **teacher evaluators AND principal evaluators**:

Teacher/Administrator Evaluator Retraining: Student Growth (#3000, 3001, 3002)

Any ONE of the following is required for **teacher evaluators** only:

Teacher Evaluator Competency Skill Building for Pre-Qualified Teacher Evaluators (Domains 2 & 3) (#1448)

Teacher Evaluator Competency Skill Building for Pre-Qualified Teacher Evaluators (Domains 1 & 4) (#1451)

Teacher Evaluator Competency Skill Building for Pre-Qualified Teacher Evaluators (Competencies 3 & 4) (#1452)

Gathering Evidence During Observations and Conferencing Using The Danielson Model (#1801)

Required for **principal evaluators** only:

Principal Evaluator Competency Skill Building for Pre-Qualified Principal Evaluators (#1865)

For more information or to schedule an academy, contact Dr. Richard Voltz (rvoltz@iasaedu.org)
or Deana Crenshaw (dcrenshaw@iasaedu.org) 217-753-2213



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Click [here](#) to view the IASA interactive Calendar of Events online.



- IASA Event
- Professional Development Event
- Legislative Event
- Region Meeting
(Contact your Region President for details)

National Principals Month

October 2017

- Tues. Oct. 10 [\(CLOSED\) Gathering Evidence During...](#)
- Wed. Oct. 11 [\(CLOSED\) Teacher/Administrator Evaluator Retraining—Student Growth](#)
DuPage, Illini
- Northeastern Super Region EBM meeting**
- Thurs. Oct. 12 [The Year in Review: The Highlights and Lowlights of Illinois School Law](#)
House Session
- Fri. Oct. 13 [\(CLOSED\) Gathering Evidence During...](#)
Southwestern

- Tues. Oct. 17 [\(CLOSED\) Gathering Evidence During...](#)
- Wed. Oct. 18 [\(CLOSED\) Teacher/Administrator Evaluator Retraining—Student Growth](#)

Northcentral Super Region EBM meeting

- Thurs. Oct. 19 [Teacher/Administrator Evaluator Retraining—Student Growth](#)

Southern Super Region EBM meeting

- Tues. Oct. 24 [The Year in Review: The Highlights and Lowlights of Illinois School Law](#)
GA Veto Session
- Wed. Oct. 25 Wabash Valley
GA Veto Session
- Thurs. Oct. 26 [The Year in Review: The Highlights and Lowlights of Illinois School Law](#)
[Teacher/Administrator Evaluator Retraining—Student Growth](#)
Central IL Valley
GA Veto Session
- Fri. Oct. 27 [\(CLOSED\) Moving from Vision to Action... Become an Essentialist](#)

November 2017

- Wed. Nov. 1 Abe Lincoln, Northwest
- Thurs. Nov. 2 Corn Belt

- Tues. Nov. 7 Shawnee
GA Veto Session
- Wed. Nov. 8 GA Veto Session
IASA-ISBE Advisory Meeting
- Thurs. Nov. 9 Cook South
GA Veto Session

- Mon. Nov. 13 [Principal Evaluator Competency...](#)
- Wed. Nov. 15 DuPage
- Thurs. Nov. 16 Central IL Valley
IASA Board of Directors Meeting

- Fri.–Sun. Nov. 17–19** [Joint Annual Conference in Chicago](#)

- Thurs. Nov. 30 [Moving From Vision to Reality...Become An Essentialist](#)





2017–2018 Senate Bill 7 Performance Rankings Tool

software available for purchase

All Illinois School Districts are working to comply with the requirements of education reforms. The Illinois Association of School Administrators (IASA) has worked to provide support via the [Senate Bill 7 Performance Rankings File](#). This program gives districts a method of managing district positions aligned to local qualifications, teacher's credentials, and performance ratings. The program compiles this local data and creates reports needed to comply with Senate Bill 7. The 2017–2018 file has been enhanced with updates in response to user ideas. Recent updates include:

- Four podcasts—overview, transition data, sorting data within the program, and optional merge letter process.
- Method to filter teachers on or off evaluation cycle.
- Tracking of the evaluator name and evaluator's IEIN.
- Ability to sort lists of data within the program.
- Expanded license endorsements and content specific endorsements.
- Only one notification letter per teacher (rather than one for current and more for other eligible positions).
- New report for creating your own merge letters or exporting data for other purposes.

This software was originally reviewed by the Senate Bill 7 teams from the Illinois Federation of Teachers (IFT) and the Illinois Education Association (IEA). The 2017–2018 version of this software builds on the knowledge gained from hundreds of users.

The 2017–2018 IASA Senate Bill 7 Performance Rankings File is ready for you to purchase and download. The access request form can be completed by visiting <http://www.iasasurveys.org>. The cost of using this software has never increased and the annual licensing fee is \$275 for members and \$550 for non-members.

Please note that previous versions of the IASA Senate Bill 7 Performance Rankings File are no longer supported. Also, the service method for the 2017–2018 software will be via email only.

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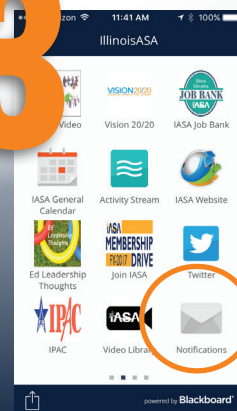
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2



At IASA Home Screen: swipe icons from right to left.

3



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