

# Leadership Matters

  
ILLINOIS ASSOCIATION OF SCHOOL ADMINISTRATORS  
FEBRUARY 2015

The We movement comes to Illinois



 IASA IASB IASBO IPA  
ALLIANCE LEADERSHIP SUMMIT  
FEBRUARY 17-18, 2015

LEADING  
OUR SCHOOLS  
IN OUR  
COMMUNITIES

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# Leadership Summit, board resolutions build Vision 20/20 momentum



Message from the Executive Director Dr. Brent Clark

Momentum is gathering for Vision 20/20 on several fronts. One of the most important is the number of school districts across the state that have adopted resolutions in support of our initiative for the future of public education in Illinois. As of the end of January, **215** districts have reported adoption of the resolution with many more scheduled to discuss the measure in February.

I can't stress the importance of a grassroots approach to help turn our plan from a vision to education policy in Illinois. Former state representative Roger Eddy, the Executive Director of the Illinois Association of School Boards (IASB), knows firsthand what an impression it makes when legislators hear from their citizens back home about an issue. Hundreds of school districts, their elected school board members and their communities coming together behind Vision 20/20 certainly would get attention in the state capitol.

If your board already has passed the resolution – and the list of districts reporting adoption of the resolution can be accessed [here](#) – thank you, and thanks to your board. If you have not yet taken the resolution to your board, we encourage you to do so and to let us know if it is adopted. We believe there is a good chance of getting some parts of Vision 20/20 into law or policy this spring and the key will be demonstrating that local buy-in.

## Leadership Summit good opportunity to show strength, solidarity

There still is time to [register](#) for the Alliance Leadership Summit scheduled for February 17-18 in Springfield. Nearly 500 had signed up the end of January, but there is room for more superintendents, board members, business officials, principals and other administrators.

Information regarding speakers and the presentations are on the following pages. They promise to be interesting and informative about Vision 20/20, current events, the new governor and his administration, legislative priorities for the spring session and the budget, with Governor Rauner scheduled to make his Budget address on Day Two



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of the summit.

One of the most important goals of the summit is to allow educators from all over the state to show by our numbers that we are serious and committed to the cause of improving public education for the more than 2 million schoolchildren in Illinois.

If you have not already registered, please consider joining us as we continue our drive to change the course of history for public education in Illinois.

*Brent Clark*



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The Alliance Leadership Summit scheduled for February 17-18 in Springfield will focus on the future of public education in Illinois and will revolve around Vision 20/20, the Statewide School Management Alliance's ambitious and comprehensive blueprint for public education.

The timing of the Summit offers a perfect opportunity for superintendents, school board members, principals, school business officials and other stakeholders in public education to come together as a unified team to learn and also to engage legislators at this critical time in the history of public education.

**Dr. Joseph Scherer, Executive Director of the Superintendents' National Dialogue:**

A former teacher, adjunct professor, and Associate Executive Director of the American Association of School Administrators (AASA), Dr. Scherer is a passionate advocate for public education. His presentation is titled "School Leaders: Strong Minds Creating a Vision."



**Governor Bruce Rauner:** Governor Rauner is scheduled to give his first Budget Address on February 18, the second day of the Summit. We have invited Governor Rauner or his designee to address the summit regarding his plan for public education.



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**Vision 20/20 presentation:** This will be an engaging presentation regarding the four pillars of Vision 20/20 -- Highly Effective Educators, 21<sup>st</sup> Century Learning, Shared Accountability, and Equitable and Adequate Funding.

**Political Analyst Panel:** This panel, which will discuss the implications of Illinois having a new governor and the upcoming spring legislative session, includes:

**Bernie Schoenburg,**  
 political columnist  
 for the capital's  
 newspaper, The  
 State Journal-Register



**Jamey Dunn,**  
 Executive  
 Editor of  
 Illinois Issues  
 magazine



**Dave McKinney,**  
 who for 19 years  
 covered politics  
 as Statehouse  
 Bureau Chief of  
 the Sun-Times



**Hot Topics:** The Executive Directors of IASA, IASB, IPA and IASBO will participate in a panel discussion regarding items such as Senate Bill 16, the education budget, pension reform and the cost shift.



**Dr. Brent Clark**  
 IASA



**Roger Eddy**  
 IASB



**Jason Leahy**  
 IPA



**Dr. Michael Jacoby**  
 IASBO

**Legislative Meetings & Reception:** Time is set aside for legislative visits to the Capitol and the Alliance will host a legislative reception the night of February 18.

Click [here](#) for additional information or to register for the event.

# We Day: Celebration of power of youth to change the world



*Still time for schools to sign up for 'greatest field trip ever' at Allstate Arena*

On April 30, 15,000 of Illinois' youth will gather at Allstate Arena in Rosemont for what has been called "the greatest field trip ever." They are coming for We Day, a celebration of the power of young Americans to create positive and lasting change, not only in their communities and around the world, but within themselves.

Speakers and performers, including Martin Luther King III, Jennifer Hudson and the Chicago Bears, will take the stage to highlight the achievement of student volunteers and inspire them to take on another year of action.

The kicker: Tickets are impossible to buy. Students earn their way to the event by participating in We Act, a service-based learning program that helps bridge the gap between traditional curriculum and active citizenship, bringing local and global issues to life in the classroom and beyond.

For Latasha Geverola, an educator who had been

struggling for a year to get a service club off the ground at Oscar DePriest Elementary School, We Act was the real deal. It wouldn't matter that her school was short on funding — We Act comes with free classroom resources, access to a program advisor, weekly elementary and high school lesson plans, a how-to kit for planning action campaigns, and, of course, tickets to We Day.

"This kit hands you everything you need," says Geverola. "It just takes a little time to read through it and figure out what parts you want to put where."

Schools use the resources to perform one local and one global action for a better world. Her kids dived right in, using the kit to organize a canned food drive at Oscar DePriest's international fair. In return for food donations, 150 attendees from the school community gained entry to the fair with mock passports and collected country stickers while touring the school-made-spectacle. Kindergartners paraded through the building wearing a giant Chinese dragon

## Illinois Districts with schools involved in We Act

Adlai E. Stevenson High School District 125  
Alden Hebron School District 19  
Barrington Community Unit School District 220  
Belvidere Community Unit School District 100  
Berwyn South School District 100  
Bismarck Henning Community Unit School District 1  
Cicero Public School District 99  
Chicago Public Schools  
Community Consolidated School District 168  
Community Unit School District 200  
Community Unit School District 300  
Cook County School District 130  
Darien School District 61  
Elgin Area School District U-46  
Elmhurst School District 205  
Geneseo Community Unit School District 228  
Gibson City-Melvin-Sibley Community Unit School District 5  
Gurnee School District 56  
Harlem School District 122  
Hawthorn School District 73  
Homewood Flossmoor Community High School District 233  
Hononegah Community High School District 207  
Illini Central Community Unit School District 189  
Illinois Mathematics & Science Academy  
Indian Prairie Community Unit School District 204  
Leyden Community High School District 212  
Liberty Community Unit School District 2

Lincolnshire-Prairieview School District 103  
Lyons Township High School District 204  
Maine Township High School District 207  
Mannheim School District 83  
McLean County Unit School District 5  
Metamora Community Consolidated School District 1  
Midwest Central Community Unit School District 191  
Mokenca Community Unit School District 1  
New Trier Township High School District 203  
Niles Township Community High School District 219  
Northfield Township High School District 225  
Peoria School District 150  
Plainfield School District 202  
Prospect Heights School District 23  
Proviso Township High School District 209  
Rockdale School District 84  
Rockford School District 205  
Sandridge School District 172  
Schiller Park School District  
Springfield School District 186  
Taft School District 90  
Township High School District 214  
Valley View Community Unit School District 365U  
Vermont-Ipava-Table Community Unit School District 2  
Wauconda Community Unit School District 118  
Whiteside School District 115

costume. Second-graders performed a dance about education in Madagascar.

“The entire building embraced it,” says Geverola.

By the end of the day, the donation box was bursting with 200 cans destined for a local charity. That number is all the more impressive when you realize that 97 percent of Oscar DePriest students are on the reduced lunch program.

“I’m hearing them speak more about others,” says Geverola. “They’re more aware of other people — and I don’t mean just Chicago. I mean around the world.”

For their next action, they donated a goat to a family in a developing community through a student-versus-teacher volleyball fundraiser for Free The Children — the international charity that organizes We Act.

“The teachers smashed the kids,” laughs Geverola.

But the students took consolation in collecting enough 25-cent admissions to get the goat.

“The students were really excited. They’re just like, ‘What next? How else can we help?’”

That’s the go-getting attitude that will take Oscar DePriest to We Day on April 30.

We Day and We Act, made possible in Illinois by Allstate, are free to all schools who sign up to take one local and one global action. Encourage your schools to sign up now by visiting [weactprogram.com](http://weactprogram.com).



*The We Act service-based learning program inspired the service club at Oscar DePriest Elementary to organize a student-versus-teacher volleyball game fundraiser to donate a goat to a family in a developing community.*



## Free The Children helps remove barriers to education

Free The Children’s mission is to create a world where all young people are free to achieve their fullest potential as agents of change. The organization was founded in 1995 by Craig Kielburger when he gathered 11 school friends to begin fighting child labor, inspired by the life and courage of 12-year-old Pakistani child slave Iqbal Masih.

Two decades later, that group of seventh-graders has grown into a movement of more than 2 million young people who have freed themselves from the idea that they’re too young to make a difference. What was feared to be a generation of self-involved bystanders is rapidly transforming into a generation of compassionate global citizens.

Today, Free The Children is an international charity that partners with developing communities in eight countries worldwide to overcome the root causes of poverty and remove the barriers to education. We work through five development pillars that provide sustainable solutions and build up communities’ capacity to meet every child’s right to education, water, health care, food and a thriving future.

**We Act and We Day** are our local programs that work to empower a Me to We generation. We Act is a service-based learning program that supports students to become compassionate leaders and active citizens by taking action for the issues that matter most to them.

Third-party impact studies show that We Act alumni are more likely to vote, volunteer and be socially engaged than their peers, and the impact they’ve made is incredible. Since 2007, We Act participants have raised \$45 million for local and global causes and volunteered 14.6 million hours of their time.

We Day celebrates the actions of students who want to make a difference in their communities and around the world. A series of stadium-sized educational events, We Day brings world-renowned leaders, speakers and performers together with tens of thousands of students and educators to learn about local and global issues and spark meaningful action.



## Teachers as respected professionals: What a concept!



**Dr. Kevin O'Mara**  
Superintendent  
Argo Comm 217

There has been no time in our history as a nation where teachers, in many ways the backbone of our society, have been so under attack and reviled<sup>1</sup>. Why the hatred, why the contempt? From alleged low test scores to spurious notions of unionized protections, any shot at teachers is considered fair. It is time that those of us who work in this glorious profession, teachers or otherwise, stand up for the truth. Let's take a look at some of the more popular myths one by one:

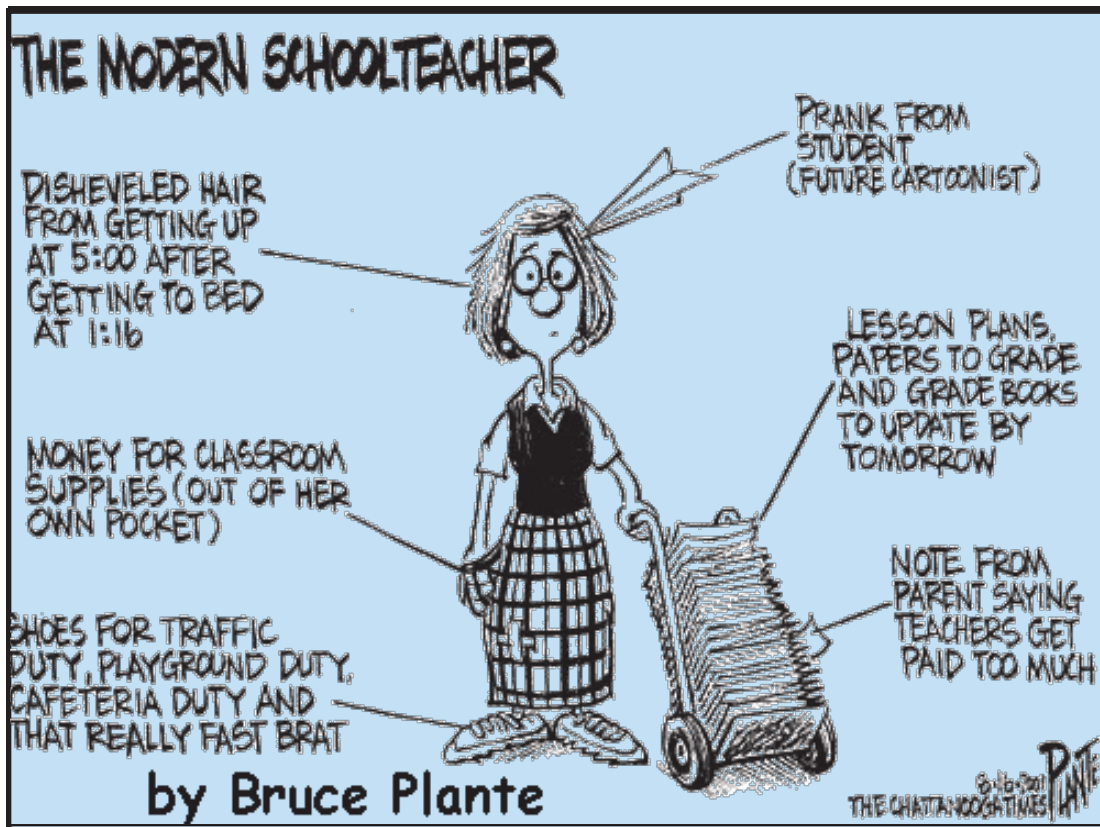
◆ *"For crying out loud, teachers make too much money. They only work 180 (160, 170) days a year."* It is true that teachers who work only during the school year teach in classrooms about 180 days a year. The other days and many nights, they are working on the many tasks necessary to be great instructors for our children. These include writing curricula, grading papers, preparing daily lesson plans, communicating with parents, creating and refining accurate assessments, etc. This time spent working, yes, working, away from the classroom is a big part of why our kids learn each day. The argument that

teachers are overpaid because they "only work 180 days a year" is like saying that doctors should only be paid when they're performing surgery and not when they are reviewing radiology reports, conferring with colleagues, assessing test results, doing rounds, etc. Or like saying attorneys only should be paid when they're in front of a judge and not when they're deposing witnesses, preparing briefs, researching case law, etc. In other words, it is plain nonsense. At Argo Community High School where I'm lucky to work, teachers often put in many hours before and after school, evenings, weekends, summers, etc., when they're not compensated. This pattern of doing the right things for their students happens all the time all across America.

- ◆ *"For crying out loud, the schools are failing. Kids can't read or count and are dropping out in record numbers. Nobody can even get in to college. This must be the teachers' fault."* This is pure bunk...every word of it.<sup>2</sup> The fact of the matter is that low-income students tend to perform comparatively weaker than their average or high-income counterparts. Since *A Nation At Risk* was published in 1983, every single stratum of income demographic has risen in test score performance. Every single one...low-income included. Why have scores gone down? The percentage of low-income students has almost doubled in that same time span. Is this a matter of policy or practice? When politicians are asked this question, they inevitably answer "practice." Why? Because if the answer were policy, it would be them who were responsible. Let's talk about policy for a minute. In Illinois the Education Funding Advisory Board (EFAB) was created in 2009.<sup>3</sup> The advisory board, created by the Illinois General Assembly, recommended in 2015 for \$5B in additional funding for education. Yes, that's a B for billion. This translates to



approximately \$8,899 per child. Instead, legislators have “prorated down” the GSA (General State Aide) to 89% of \$6,119, or \$5,446 per child. “Prorated down” means slashed, by the way. We’re \$3,226 per child short in Illinois of the recommended funding level. This is the teachers’ fault? Hardly. In addition, the percentage of high school graduates going to college is at a record high.<sup>4</sup> From a low of 45.1% in 1960 to a high of 70.1% in 2009 (the most recent reported year), this increase has been steady, remarkable and unassailable. Our teachers are doing *something* right.



- ◆ “Parents and communities alike think their schools stink.” The fact of the matter is most parents and community members think their local school district is performing at or above average.<sup>5</sup> This is not surprising and has been a long-held belief. We generally think that the schools we send our children to are good and that the teachers there prepare our kids well.

It is clear to me that the vast majority of our teachers are dedicated professionals. It is equally clear that they are often not treated as the professionals they are. This has to stop. Why? It is not fair, not truthful and not accurate. It hurts our kids, now and into the future. Teacher prep programs at colleges and universities across the nation are seeing record declines. Why would someone want to be a teacher when virtually all one reads about the profession is negative?

Here’s why; we need you. We need your caring professionalism in our classrooms every day, taking care of our children. Thank you for the work that you do every day.

<sup>1</sup>Mark Naison, “With a Brooklyn Accent,” 2012

<sup>2</sup>Dean Paton, *The Myth Behind Public School Failure*, <http://www.yesmagazine.org/issues/education-uprising/the-myth-behind-public-school-failure> (February 21, 2014)

<sup>3</sup>Illinois State Board of Education, <http://www.isbe.net/efab/> (August 13, 2009)

<sup>4</sup>New York Times, <http://economix.blogs.nytimes.com/2010/04/28/college-enrollment-rate-at-record-high/?php=true&type=blogs&r=0> (April 28, 2010)

<sup>5</sup>Brookings Institute, <http://www.brookings.edu/research/papers/2014/10/23-local-public-schools-west> (October 23, 2014)

# State Board requests full funding for GSA



Message from  
the State  
Superintendent  
of Education



As a new administration and General Assembly get to work tackling the state's financial woes, the Illinois State Board of Education understands that difficult decisions must be made. But one population we cannot afford to shortchange is our state's most precious resource, our children.

Therefore, we are renewing our call to lawmakers to invest in the state's economic future and a globally competitive workforce by adequately funding a strong academic infrastructure that supports each child's unique needs and abilities. Last month, the Board approved its fiscal year 2016 budget recommendation, which asks for a \$730 million increase from the current year to fully fund General State Aid.

This figure is certainly no small request. But it is important to note that when adjusted for inflation, our recommendation for the FY 2016 general fund is still 5.2 percent less than the appropriation level for FY 2009. The majority of our request is to restore what is statutorily owed to school districts through the General State Aid formula.

You and your school boards have been forced over the past several years to make difficult decisions of your own as your districts receive only a percentage of your GSA reimbursement while grappling with declining Equalized Assessed Valuations, rising transportation and facility costs and other expenses. Our FY 2016 budget recommendation asks for an increase of \$566.4 million for GSA, providing a total of \$5.089 billion to fully fund claims at the \$6,119 per pupil Foundation Level. Fully funding GSA alone won't solve the financial challenges facing your districts, but it is a step in

the right direction.

The Board's recommendation also includes \$126.4 million in capital funding for technology needs. The Board is also seeking a \$50 million increase for early childhood education, which has lost \$80 million in funding since FY 2009. In addition, the Board is requesting a \$48.7 million increase to the Regular/Vocational Transportation line item, which has not been fully funded since FY 2010.

ISBE believes that our budget request is both necessary and fair in light of the state's financial struggles. I encourage you to reach out to your local lawmakers and ask that they support public education in Illinois by providing schools what's been promised to them by state law. It's the least we can do to give our students the resources and opportunities they deserve.

Thanks,

Chris



Johnnie  
Graham  
Chairman  
Illinois State Board of Education



## IASA News in Brief

# SIU Southern Illinois University CARBONDALE

## 18th Annual Southern Illinois Educational Leadership Conference

### Call for Proposals

Proposals are being sought for presentations for the 2015 conference. Email title, brief description and names of additional presenters to:

[EAHELLeadershipConf@gmail.com](mailto:EAHELLeadershipConf@gmail.com)

Deadline is February 6, 2015

Click [here](#) for a flyer.

**Date:** March 25, 2015

**Location:** SIU Carbondale, Student Center

**Vision 20/20: Promoting Student Focused Leadership**

Keynote: Randy Dunn, President, Southern Illinois University

Workshop Sessions include:

- Legal Issues
- Community and Institution Partnerships
- Technology and Education
- Student Success
- Local, State and Federal Funding

Join us as we continue to strengthen the southern Illinois leadership network and school partnerships!

Visit [www.continuinged.siu.edu](http://www.continuinged.siu.edu) for program updates or to register online!



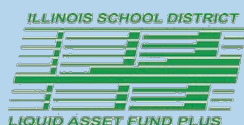
### Vision 20/20 presented to Farm Bureau

Superintendents Gary Tipsord of LeRoy, Dr. David Mouser of Tri-Valley and Dr. Chad Allaman of Washington along with IASA Director of Governmental Relations Diane Hendren met with an Illinois Farm Bureau SWAT (Strength With Advisory Teams) January 28 in Bloomington. The group briefed the Farm Bureau's SWAT team about Vision 20/20 and answered questions about the blueprint for the future of public education in Illinois. Vision 20/20 has been endorsed by the Illinois PTA, the

Ounce of Prevention Fund and a fast-growing list of more than 200 school boards across the state.

### Superintendents on the Move

Are you moving to a new district? Know of a change of superintendent in your area? Please contact Misti Murphy at [mmurphy@iasaedu.org](mailto:mmurphy@iasaedu.org) with any changes taking place in your district.



### ISDLAF+ January 2015 Monthly Update

Click [here](#) to view the January 2015 ISDLAF+ rates, economic indicators and general economic news brief. To obtain additional information regarding this IASA sponsored service, contact Emmert Dannenberg, statewide marketing director/ISDLAF+ at 815.592.6948. To check daily rates, visit the ISDLAF+ website at [www.isdlafplus.com](http://www.isdlafplus.com).

## **2014-2015 Senate Bill 7 Performance Rankings File is now available!**

Illinois School Districts are working to comply with the requirements of education reforms. 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.

This software was originally reviewed by the Senate Bill 7 teams from the Illinois Federation of Teachers (IFT) and the Illinois Education Association (IEA). This version builds on the knowledge gained from these users. This includes the inclusion of many suggested improvements that were submitted by these users. Examples of new features include:

- ◆ Sorting data within the program
- ◆ Listing teachers not only in their current position but also for other positions they are eligible to hold in the district
- ◆ Filtering reports to display only current employees

**The cost of using this software remains the same as last year. The annual licensing fee will be \$275 for IASA members and \$550 for non-members.**

**Several podcasts on how to use the software and well as the access request form can be found [here!](#)**

***Please note that previous versions of the IASA Senate Bill 7 Performance Rankings File are no longer supported as there have been legal changes which are not included in the previous versions of this software. Also, the service method for the 2014 software will be via email only.***

# Mt. Vernon Primary Center to be named after Dr. Nick Osborne

By TRAVIS MORSE

(Reprinted with permission from the Mt. Vernon Register-News)

District 80 officials Saturday announced the Primary Center will soon be renamed in honor of former Superintendent Dr. Nick Osborne.

Osborne was surprised with the news of the renaming at Saturday's annual retreat of the District 80 Board of Education.

During his term as superintendent, from roughly 1991 to 2001, Osborne was instrumental in restructuring the district, moving it from neighborhood schools to attendance centers. He also helped oversee the construction of the Primary Center which opened in 2001.

"It's tremendous recognition," Osborne said of the renaming. "You do these things without any expectations for recognition. ... The driving force (was) doing what's good for kids. That was why we were redesigning the whole district."

Osborne came to Saturday's meeting to deliver a presentation on the Illinois Vision 20/20 project.

After his remarks concluded, district staff and members of Osborne's family joined together to honor him.

District 80 Board President Dennis Hoffman read a formal resolution proclaiming how the Primary Center will be renamed the "Dr. Nick Osborne Primary Center."

Current Superintendent Mike Green said the board worked with Nick's wife, Cindy Osborne, to keep the renaming a secret from him. And it was clear from Nick's reaction Saturday that the plan worked.

"Dr. Osborne was an outstanding superintendent and visionary leader of District 80 for a long time," Green said. "He continues to support public education in his role as an Eastern Illinois University professor and his role at the Illinois Association of School Administrators. So I think he's in his 45th year of supporting education and improving education."

Cindy Osborne, a retired District 80 kindergarten teacher, said her husband's



Former District 80 Superintendent Dr. Nick Osborne, right, received word Saturday that the Primary Center will be renamed in his honor. The renaming was announced during the District 80 Board of Education's annual retreat. Also pictured is current Superintendent Mike Green.

commitment to the district has been phenomenal.

"He totally devoted himself to District 80 for so many years as a teacher, as a principal, as assistant superintendent, and then as superintendent," Cindy said. "And watching as he worked so hard to restructure the district and to build the new Primary Center, it really improved the education of all children."

Green said the District 80 Board will form a special committee to look at purchasing new signage for the Primary Center. The plan is to install a digital sign in front of the building and possibly a sign on the side of the structure.



# **SCHOOL FOR ADVANCED LEADERSHIP**

## ISAL 3 kicks off with 31 superintendents

The IASA School for Advanced Leadership 3 (ISAL 3) was launched the weekend of January 23-24 with 31 superintendents from all over the state gathering at IASA headquarters in Springfield to begin the intensive two-year cohort.

“ISAL 3 filled up pretty quickly and we have 14 people on the waiting list. We are very pleased to have so many superintendents who want to dig deeper into their profession and hone their leadership skills,” said Dr. Nick Osborne, who along with Dr. Gary Zabilka, are the co-chairs of the ISAL program. Dr. Nancy Blair once again is the facilitator with 9 veteran superintendents serving as coaches and mentors. “Not only will ISAL help these superintendents grow personally and professionally, one of the main objectives is to develop a plan of growth for their school districts.”

The curriculum includes eight weekend in-person sessions as well as homework and meetings with coaches during the course of the next 18 months.

ISAL is a program IASA implemented in 2010 after a couple of years of study and program design. It is a model that other states and national organizations have tried to emulate. The number of ISAL fellows – superintendents who have successfully completed the cohort and graduated – grew to 45 on when Dr. Kimberly Boryszewski of Schiller Park received her certificate. Boryszewski was part of ISAL 2, but was unable to attend the graduation ceremony in June of 2014.



Dr. Gary Zabilka, Dr. Kimberly Boryszewski and Dr. Nancy Blair after Boryszewski received her certificate.



**ISAL 3 Cohort members seated:** Dr. Steven Isoye, Oak Park River Forest 200; Dr. Chad Allaman, Washington 50; Dr. Kevin Myers, Mundelein 120; Jonathan Green, Millstadt 160; Julie Kraemer, Hutsonville 1; Dr. Lindsey Hall, Morton 709; Lance Landeck, Oakland 5. **Middle row:** Brent O'Daniell, Virginia 64; Dr. Beth Sagett-Flores, Golf 67; Ellen Correll, CCSD 46; Dr. Lynn Gibson, Hononegah 207; Victoria Tabbert, Queen Bee 16; Tim Arnold, Center Cass 66; Dr. Pamela Rockwood, Indian Creek 425; Julie Brown, Pontiac William Holliday; Dr. Donna Leak-Simpson, Sauk Village 168; Dr. Mary Ticknor, Lemont 210; Dr. Courtney Orzel, Lemont-Bomberek 113A; Sheila Greenwood, Bement CUSD 5; Sarah Emery, Grayville CUSD 1. **Back row:** Dr. Steven Smith, Dupo CUSD 196; Dr. Scott Warren, Lincolnshire 103; Michael Shimshak, Carbondale 95; Dr. Douglas Moeller, DeKalb 428; Jonathan Tallman, Red Bud 132; Dr. Andy Henrikson, Mundelein 75; William Fritcher, Teutopolis 50; Joshua Quick, Robinson 2; Michael Connolly, Keeneyville 20; Dr. Hughes George, Sunnybrook 171. **Not pictured:** Crystal Johnson, Rossville-Alvin 7.



**ISAL 3 Facilitators seated:** Dr. Nick Osborne, co-chair; Dr. Nancy Blair, facilitator; Dr. Gary Zabilka, co-chair. **Coaches Standing:** Dr. Kelly Stewart, Benton 103; Matt Stines, Grant Comm 110; Dr. Joseph Pacha, retired; Scott Clay, East Maine 63; Dr. Thomas Bertrand, Rochester Comm 3A; Dr. Patrick Halloran, Morris Comm 101; Gary Tipsord, LeRoy Comm 2; Sandra Brown. **Not pictured:** Brad Hutchison, retired and Paul Swanstrom, retired.



## Time to Engage with Legislators

Decisions are made every day the Legislature is in session that directly or indirectly impact school districts. As a school official, your voice is needed in Springfield to help keep unintended consequences of legislation out of the classroom.

As you prepare to engage with your Legislators, keep these tips in mind.

1. Be mindful of when you communicate—Ask about their communication preferences during sessions. Be persistent but also understand the timing of the issue you'd like to discuss.
2. Know your issue and the process—Understand the process (see the attached *How a Bill becomes a Law in Illinois*) and keep track of the status of the bill.
3. Understand the need for give and take—Like every good relationship this one has two sides. Making the extra effort to support your legislator goes a long way.
4. Take advantage of the “off-season”—When the legislators are not in session (typically June—October) is a great time to meet in person and open up the lines of communication.

### DO

**BE FIRM**—Bring along facts and figures to support your case and be clear in your position.

**LEAVE SOMETHING IN WRITING**—A single page, bulleted version of your argument they can refer back to.

**COMPROMISE**—It's better to get some things you want even if you can't get everything. If you can't defeat a bill, dilute it.

**PERSONALIZE**—Understand how the issue specifically affects your district and say it in your own words.

**KEEP YOUR WORD**—If you promise to provide information, drop everything and get it to them. This builds trust.

**KEEP TRACK**—Follow the legislation through the process and update bill numbers and positions accordingly.

**KNOW THE OTHER SIDE**—Understand the opposing view and give specific and factual rebuttals.

**SAY “THANK YOU”** —If they helped your position, let them know. Show them your support by attending events when the legislature is not in session.

### DON'T

**BE ARGUMENTATIVE**—You can never win an argument with a legislator, so don't start one. Never threaten or lose your cool.

**WRITE A BOOK**—Your legislator doesn't have time to read a 10 page historical document, rather they need common sense and simple arguments.

**GIVE UP**—Be persistent in communicating your views. At the same time, don't waste time lobbying opponents who are publicly opposed to your position.

**WASTE THEIR TIME**—With form letters and mass mailings that don't give new information.

**PROMISE SOMETHING YOU CAN'T DELIVER**—This is a quick way to lose credibility in the relationship.

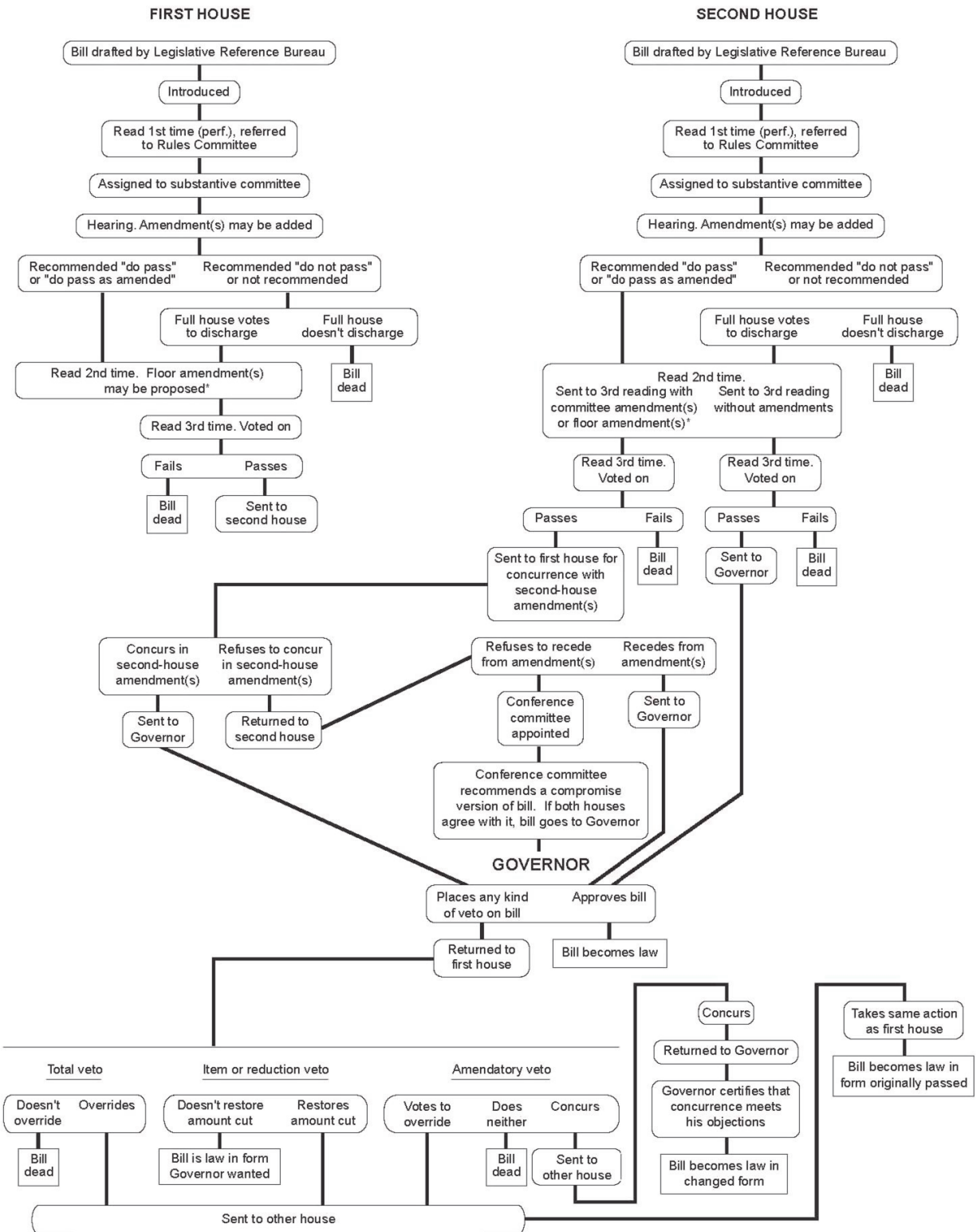
**COME UNPREPARED**—Be respectful of your legislators' time, especially during busy in-session times.

**EXPECT TO ALWAYS GET YOUR WAY**—Be willing to forgive, but not forget

**BURN BRIDGES**—Thank your legislator for considering your position. Restate your position and say you look forward to future discussions.

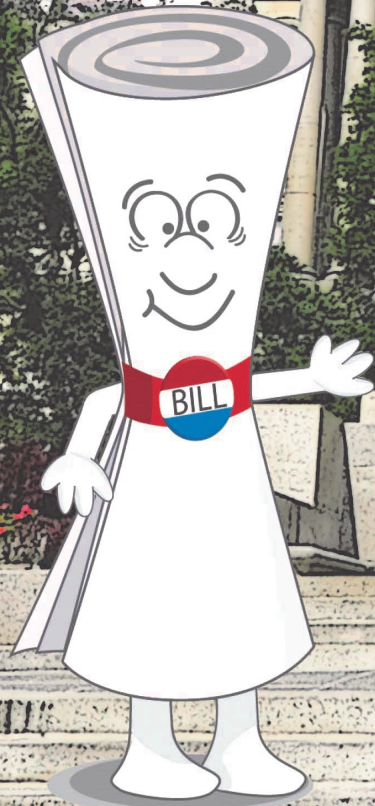


# How A Bill Becomes Law in Illinois



\*Amendments proposed on the floor must go to the Rules Committee for approval before being considered.

# NOW A BILL REALLY BECOMES A LAW



**What you learned in your school classroom will only get you so far in Springfield. Take an insider look at how the system really works from start to finish... and all the shenanigans that can happen along the way.**

***“I’m just a bill.  
Yes, I’m only a bill.  
And I’m sitting here on Capitol Hill.  
Well, it’s a long, long journey  
To the capital city.  
It’s a long, long wait  
While I’m sitting in committee,  
But I know I’ll be a law someday  
At least I hope and pray that I will,  
But today I am still just a bill.”***

For the most part, the legendary (at least for folks my age) “I’m Just a Bill” skit from Schoolhouse Rock in the 1970’s is pretty accurate here in Illinois. A bill must make it through two legislative chambers and be signed into law by the Chief Executive whether in Congress in Washington, D.C. or in the Illinois General Assembly in Springfield. But, oh, the shenanigans that can happen on the way. That Schoolhouse Rock bill never came to Springfield to get mugged by a Rules Committee, stuffed into a “shell bill,” and tacked onto a provision in a 1,000 page “BIMP” bill that was voted on virtually sight unseen.

**WHAT YOUR TEXTBOOK WILL TELL YOU**

Section eight under Article IV of The Constitution of the State of Illinois succinctly expresses what must happen for the passage of bills in our state. A bill may originate in either the Senate or the House of Representatives, must be “read by title on three different days” in each chamber and must have approval of a majority of the members elected in each chamber before being sent to the Governor for his consideration. Sounds simple enough.

Beyond the Constitution there are a few other hurdles for legislation to navigate. Both the Illinois House of Representatives and the Illinois State Senate have their own “General Assembly Rules” that they adopt and that must, generally, be followed. This includes the use of committees and certain timelines that must be met. The exception, of course, is when the legislators decide that they don’t want to follow their rules, which is always an option too. But I digress and will explore that a little later.

For the vast majority of bills that are introduced, the usual course is followed. A bill in a spring legislative session in Springfield will be:

- Introduced in either the House or Senate.
- Read into the record on three separate days.
- Considered by a committee.
- Sent to the chamber floor.

If approved, sent to the opposite chamber to repeat the same drill there.

The process without any expeditious treatment will take about three months.

**But who wants to hear about that boring process?**

**WHERE DOES A BILL REALLY COME FROM?**

Sometimes the idea for a piece of legislation actually comes from the legislator who introduces it. Mostly, though, the idea has come from a constituent who has had a problem navigating the State’s bureaucracy, from an interest group or lobbyist, or from some other think tank or organization that the legislator belongs to. My favorite is when a legislator says (this is much more common to hear from a Congressman in D.C.) that “I wrote the bill that . . . .” In my 27 years working in and around the Capitol, I’ve never known a legislator that actually “wrote the bill.” Legislators certainly make legislation happen, but it is staff, lawyers and lobbyists that usually do the actual writing. And in Springfield, truly only the lawyers at the Legislative Reference Bureau (LRB) write the official bill that is considered in the Capitol.

**LEGISLATIVE COMMITTEES AND RULES AND HOW TO GET AROUND THEM**

The General Assembly Rules in both the House and Senate versions allow for the use of committees. Standing committees are named in each chamber generally by subject matter. So, for instance, a bill that proposes to change the provision in the School Code regarding high school graduation requirements would likely be sent to the Education Committee in the Senate or the Elementary and Secondary Education Committee in the House.

**The real problem with the General Assembly Rules is that they are just that, rules. They're not in the Constitution, or in state statute, but in a resolution adopted by each individual chamber.**



When a bill is drafted and introduced, it will be “read into the record” in the chamber of origin. In the Senate, for example, there will be a day when the Secretary of the Senate (an appointed position selected by the Senate President) actually stands at the podium (the “well” as it is called by insiders) and reads the title of hundreds of newly introduced bills into a microphone before a usually totally empty chamber: “SB 230, a bill regarding education, SB 231, a bill regarding transportation” and so on. The Clerk of the House does the same thing in that chamber.

After the initial reading, the bill is sent to the Committee on Assignment in the Senate – in the House, they call it the Rules Committee. This committee decides which substantive committee to send a bill. Sometimes a bill is never assigned to a “real committee” and languishes forever in “Rules” or “COA.” This is the first ironclad gate-keeping device for the majority party.

The General Assembly Rules also require that a new bill be “posted” for a committee hearing at least six days before the bill will actually be considered by the committee. This is an attempt at transparency and for the public to become aware of legislation before the first vote is taken. And, really, this works pretty well.

Amendments, however, only need a one-hour posting notice before a committee hearing. Things can start to get a little sketchy about this point as legislation can be “fast-tracked” by deliberately attaching legislative language to a bill by amendment, thus avoiding the “sunshine” of the six day posting requirement.

The real problem with the General Assembly Rules is that they are just that, rules. They're not in the Constitution, or in state statute, but in a resolution adopted by each individual chamber. So, upon occasion, the chamber can just vote to “waive the rule requirement” if a majority of the chamber doesn't want to follow that particular rule that day. For instance, they might want to consider a bill in committee that has not met the six day posting requirement, or better yet, they just want to send a bill directly to the chamber floor

that has never had a committee hearing. If a majority of the members vote to do it, it is done. That is the power of the majority party.

***“I'm just a bill  
Yes I'm only a bill,  
And I got as far as Capitol Hill.  
Well, now I'm stuck in committee  
And I'll sit here and wait  
While a few key Congressmen discuss and debate  
Whether they should let me be a law.  
How I hope and pray that they will,  
But today I am still just a bill.”***

**SECOND READING AND LEGISLATIVE TIME TRAVEL**

After a bill is discharged from a committee, it goes back to the chamber floor and is read into the record for a second time. Second Reading is the amendment stage – the only time a bill can be amended. Many times the proposed amended language has already been agreed to in the committee hearing, but officially, the amendment is added on Second Reading on the chamber floor. Bills that the sponsor knows still needs some additional work could sit on the “calendar” (the House/Senate agenda) for weeks waiting to be amended.

But here again is a time ripe for questionable antics. The reason for the three separate readings of a bill is to ward against someone jamming through an idea all in the same day. Theoretically, if a bill is amended on Second Reading, it couldn't be voted on for final passage until the next day at the earliest (when the bill would have its Third Reading). But the suspension of time and time travel is a regularly occurring phenomenon in the State Capitol.

Many times a bill will be moved from Second Reading to Third Reading properly, on separate days. But maybe a week later the sponsor decides the bill needs another amendment so the bill is “brought back to Second Reading.” Now it can be amended. However, and I am not making this up, the House Clerk merely announces that

## POINT OF VIEW / How a Bill Really Becomes a Law

the bill “has been read a second time previously” and the bill can be amended on Second Reading and called for a vote on Third Reading – final passage stage – not only the same day but in a matter of minutes. The tactic in most cases is benign and simply correcting a small glitch in the legislation. But the practice can allow for a deliberate skirting of the rules by tacking on a new or controversial amendment and get an immediate floor vote before allowing the public to comment.

### **SHELL BILLS AND OTHER QUESTIONABLE PROCEDURES**

Sometimes the entire process is ignored from the start. Since there is a procedure for amendment and this requires a shorter hearing notice posting and therefore an opportunity for less people to see language before it is adopted, there are legislators who deliberately opt for this route. They will introduce a “shell bill” a piece of legislation that contains no substantive language but is moved through the process for later use. It might change the word “the” to “a” or “10” to “ten” in the Pension Code. Say the bill is approved by a House committee and then the full House and is sent to the Senate. It is discharged by the Senate committee still in the non-substantive form. Then on the Senate floor, an amendment is added to raise the retirement age in TRS to age 75. The bill is more than half-way through the process before anyone knew what the bill would ultimately do. Granted, it would need a couple of more votes but in this scenario those votes could be taken in a matter of hours instead of days or weeks.

### **WHAT DOES THE GOVERNOR DO?**

This is not a rhetorical question. Once a bill is approved by both chambers the house of origin has 30 days to send the legislation to the Governor. The Governor, then, has 60 days to take action on the bill. So generally, a bill is introduced in January, the legislature meets in March and April to hold its committee hearings and adjournment is the end of May when most bills are called for final passage. The bills are sent to the Governor in June and he has until August to

act. If the Governor vetoes a bill, it is taken up in the Veto Session in November and December. So it takes about a year for the entire legislative process. And that is how most legislation is handled.

But what about the bill that was written and submitted as a conference committee report (the final agreement between the two chambers when each had differing language for a bill) approved by both houses, sent to the Governor, vetoed, had the veto overridden and became law in the same afternoon? It really happened; it was the 2.2 pension enhancement bill in 1998. And they even had a “bill signing” ceremony that afternoon when the Governor actually amendatorily vetoed the bill! That is when you say “the bill was greased” as it moved quickly through the process with no resistance.

**Only in Illinois.**

***“I’m just a bill  
Yes, I’m only a bill  
And if they vote for me on Capitol Hill  
Well, then I’m off to the White House  
Where I’ll wait in a line  
With a lot of other bills  
For the president to sign  
And if he signs me, then I’ll be a law.  
How I hope and pray that he will,  
But today I am still just a bill.”***



**SCHOOLHOUSE ROCK:**

Dorough, B., Ahrens, L., Newall, G., Frishberg, D., Yohe, T., Mendoza, R., American Broadcasting Company, ... Buena Vista Home Entertainment (Firm). (2002). Schoolhouse rock!. Burbank, Calif: Distributed by Buena Vista Home Entertainment.

# Do changes in funding have you worried about your 2015 technology budget?

Schoolwires is offering special CMS and webhosting packaging to Illinois Association of School Administrators' members to help alleviate some of the financial burden you may be feeling with the changes in budget and funding.

**To learn more about special packaging and pricing contact**

Bill Reynolds

Schoolwires Senior Territory Manager

[bill.reynolds@schoolwires.com](mailto:bill.reynolds@schoolwires.com)

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Assurant Employee Benefits in conjunction with American Central Insurance Services are pleased to offer an ancillary benefit offering\* for board paid life insurance, supplemental voluntary life insurance, and voluntary or contributory vision insurance for the Illinois Schools Employee Benefits Consortium.

Contact Jeremy Travelstead or Stan Travelstead at 877-698-2247  
[jeremy@iasaedu.org](mailto:jeremy@iasaedu.org) or [stan@iasaedu.org](mailto:stan@iasaedu.org)

**Board Paid Life Insurance:**

- Offer 10% under currently charged rate with a three year rate lock as long as sold with voluntary life.
- Offer to match current rate if sold without voluntary life with a three year rate lock.
- Allow the school to have varying schedule of benefits to mirror current features as closely as possible.

**Supplemental Voluntary Life Insurance:**

- Offer consortium block pricing to schools not currently offering voluntary life to employees.
- Benefits include options for \$10,000 units of insurance from \$20,000 to \$500,000; not to exceed five times employee's annual earnings. Additional coverage is available for spouses and children.
- Offer to match current voluntary life rates upon underwriting review for schools that currently offer voluntary life to employees

Eligible Lives	Elevated School Employee Guarantee Issue Amount
10-99	\$120,000
100-249	\$150,000
250-499	\$180,000

**Voluntary or Contributory Vision Insurance:**

- Offer 5% under currently charged rates with a two year rate lock.
- Offer consortium block pricing to schools not currently offering vision insurance.
- Allow the school to have varying schedule of benefits to mirror current features as closely as possible.



# Getting to know your IASA Governmental Relations and Advocacy Committee Members

## Andrew Larson Illini Region

**School district:** Tolono 7

**One thing you would like people to know about your school district:** We are the Unity Rockets; we have great facilities with dedicated educators surrounded by five wonderful communities!

**Years as educator:** 24

**High School:** Rockford Guilford High School

**Colleges or Universities:** Millikin University (BA), Eastern Illinois University (Masters and Specialist degrees)

**Family:** Jennifer (wife), Aaron, 20 and Joshua 17

**Favorite hobby:** Motorcycles, snow skiing

**Favorite movie:** *Mad Max*

**Favorite book:** *Ditka*

**Favorite musical artist:** Phil Collins

**One thing people would be surprised to know about you:** I have run a dog sled team in Canada

**Biggest concern about public education:** The top down, no accountability mentality of our state government with regards to education

**Most encouraging thing about public education:** Every day I get to work with students and people who care about students.



## Kim Petrasek, Cook West Region

**School district:** Mannheim District 83

**One thing you would like people to know about your school district:** The staff and Board of Education are always

open to trying new things in a creative, safe and nurturing environment so all students learn. Examples include 1:1 Digital iPad devices for all K-8 students, CCSS ELA K-8 Units of Study developed by teachers, SEL Online Assessments in collaboration with Rush University, Teacher University, NGSS K-8 Units of Study, Middle School STEM Labs, and the construction and opening of the new Mannheim Early Childhood Center in the Fall of 2014.

**Years as educator:** 35

**High school:** Benet Academy

**Colleges or Universities:** Western Michigan, Michigan State, Northern Illinois

**Family:** Husband Dave, and two pompoo dogs Hercules and Sampson, Dad, sister, brother, nieces, nephews, brother in law, sister in law, and cousins!

**Favorite hobby:** Travel

**Favorite movie:** *Gone With the Wind*

**Favorite book:** *The Horse Whisperer*

**Favorite musical artist:** U2 and Tony Bennet

**One thing people probably would be surprised to know about you:** I moved 14 times

**Biggest concern about public education:** Appropriate funding for all schools.

**Most encouraging thing about public education:** Hard working teachers, aides, BOE, custodians and administrators to increase student achievement while positively working with parents, families, and community.



# FORECAST<sup>5</sup> ANALYTICS

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## THE PROOF IS IN THE NUMBERS

The Illinois Education Job Bank has been redesigned to combine a more user-friendly interface, professional layout and enhancements such as the ability to apply online and manage resumes and vacancies easier. Whether you are seeking qualified applicants to fill permanent, interim, part of full-time vacancies, the Illinois Education Job Bank makes posting jobs and finding candidates as easy as **1-2-3!**

With over **750** Illinois school districts and **225** other educational institutions subscribing to the Illinois Education Job Bank, the proof is in the numbers. Since 1999, the Job Bank has provided the opportunity for more than **60,000** vacancies and **83,000** profiles to be posted online.

[www.illinoiseducationjobbank.org](http://www.illinoiseducationjobbank.org)



**Illinois Association of School Administrators (IASA)  
uses website to connect employers with Job Seekers**



*"As a Superintendent, I have utilized the Illinois Education Job Bank consistently. It has become a useful resource in my district for seeking qualified candidates. We utilize the Illinois Education Job Bank to not only seek qualified applicants, but we also use this job bank to post any open positions we may have. I have been extremely pleased with the quality of applicants provided by the Illinois Education Job Bank, as well as their response in answering questions regarding the site!"*

**- Dr. Kimako Patterson, Superintendent at Prairie-Hills Elementary School District 144**



*"Without a doubt, the Illinois Education Job Bank is the ONLY site school districts need when posting openings. Candidates in Illinois know that the Job Bank is the site to use, so school districts are confident they are getting the best possible candidates. For the cost and ease of use, the Illinois Job Bank is simply in a class of its own."*

**- Chad Allison, Superintendent at Illinois Valley Central Unit 321**



*"I have utilized the Illinois Education Job Bank since it's launch by IASA several years ago. It has and continues to be the staple for educational job postings in Illinois. As a superintendent I really appreciate the service it provides."*

**- Dr. Keith Oates, Superintendent at Marion Community 2**

# February 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Shawnee Region meeting	3	4	5 Corn Belt Region meeting	6	7
8	9	10	11 Cook West / Illini Region meeting	12	13	14
15	16	17 Alliance Leadership Summit	18	19	20 Kaskaskia / Western Region meeting	21
22	23	24	25 Egyptian Region meeting	26	27	28

Click on a color-coded date to open a link for more information about the event.

**IASA  
Event**

**Professional  
Development  
Event**

**Legislative  
Event**

**Region  
Meeting  
(Contact your  
Region President  
for details)**

# March 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 Abe Lincoln / Shawnee / Two Rivers Region meeting	4	5 Corn Belt Region meeting	6	7
8	9 Blackhawk Region meeting	10	11 Du Page/ Illini Region meeting	12	13 Kaskaskia Region meeting	14
15	16	17	18	19	20	21
22	23	24	25 Egyptian Region meeting	26 Three Rivers Region meeting	27 Western Region meeting	28
29	30	31				

Click on a color-coded date to open a link for more information about the event.

**IASA  
Event**

**Professional  
Development  
Event**

**Legislative  
Event**

**Region  
Meeting  
(Contact your  
Region President  
for details)**



# Are you ready?

Never has there been a more sweeping package of education reform initiatives than were contained in Senate Bill 7 and in the Performance Evaluation Reform Act (PERA), and many of the teacher evaluation requirements are on the horizon.

## Teacher Supervision Advanced Training in the Danielson Model

is designed to help you not only comply with the new laws, but to help improve the evaluation process and, in turn, improve the quality of teaching in your district – the real goal. This training includes:

- ◆ “Six Steps for Successful Teaching Evaluation”
- ◆ Tips on how to “coach” teachers on how to improve
- ◆ How to collect and synthesize evidence
- ◆ How to work with teachers to develop SMART goals
- ◆ New 2013 research and instruction on performance-based teacher evaluation

“The Advanced Danielson training was perfect for evaluators in our district...it deepened our understanding of the legal and practical implications of the Danielson Model and, more importantly, started a discussion with our school leaders that has continued after the training.”  
**Dr. Nick Polyak, Superintendent of Leyden Community High School 212**



“Managing the dynamic improvement of instruction through evidence-based evaluation can be daunting for teacher evaluators. This academy provides administrators with the practical tools necessary to support teachers using the evaluation process as a springboard to enhanced professional practice.”  
**Dr. Jason Henry, Superintendent of Sesser-Valier 196**



“Dr. Voltz engaged, inspired and empowered school and district leaders with his wit, wisdom and words tied to actions related to Danielson’s Frameworks for Teaching. I recommend that everyone who evaluates teachers using the Danielson Frameworks learn from Dr. Voltz. His deep knowledge and strong ability to relate theory and practice is extremely valuable.”  
**Dr. Michael Lubelfeld, Superintendent of Deerfield 109**



“During my tenure as a superintendent in both a large unit district and now a smaller, high-performing suburban district, we have provided Dr. Voltz’s training for our administration teams. In both instances, he was able to tailor the message to our specific needs. At the end of the day, our team walked out of the room more confident and more knowledgeable about the evaluation process.”  
**Lonny Lemon, Superintendent of Oak Grove 68**

“Utilizing a coaching approach to guide effective feedback and practice, the Teacher Supervision Advanced Training in the Danielson Model provides useful strategies and applications that school leaders can incorporate to more effectually develop distinguished staff...incorporating humor and charisma into the session kept all attendees engaged throughout the day.”  
**Dr. Art Fessler, Superintendent of Community Consolidated 59 in Arlington Heights**



“The Paxton Buckley Loda School District is in the process of implementing many facets of the Danielson Evaluation Model. Dr. Voltz provides this training in a collaborative fashion, sharing his knowledge of best practices and strategies that we can utilize to implement a new evaluation system with integrity.”  
**Cliff McClure, Superintendent of Paxton-Buckley-Loda School District 10**



For more information, contact Kim Herr at 217.753.2213 or by email [kherr@iasaedu.org](mailto:kherr@iasaedu.org).





# Membership includes:

## ◆ Legal Support Program

IASA's in-house attorney provides legal counsel regarding superintendent contracts and legal assistance in job-related legal actions or proceedings.

## ◆ Return of Dues Program

A payment proportionate to the amount of dues paid during the past 10 consecutive years is made to a member's beneficiary upon an active member's death.

## ◆ Mentoring

Whether it is through one-on-one contact with the IASA Executive Director or through one of the Field Services Directors, members have quick access to experienced school administrators.

## ◆ Legislative Advocacy

IASA's governmental relations director tracks legislation that affects public education, lobbies on behalf of IASA's positions and keeps members informed with *Capitol Watch* updates and analysis.

## ◆ Professional Development

IASA's professional development director offers timely academies, workshops and blogs that provide helpful instruction to deal with emerging issues facing school leaders.

## ◆ Communications Services

IASA's communications director assists superintendents in the development of talking points, media statements or letters to parents regarding issues that arise in a school district.

## ◆ Conference Opportunities

IASA's Annual Conference in the fall and its biennial Alliance Leadership Summit in the spring offer members the opportunity to hear from nationally known speakers and to network with colleagues from throughout the state.

### Renew your membership or join IASA today

For more information or to join or renew online, go to the IASA website at [www.iasaedu.org](http://www.iasaedu.org) and click on the Membership Tab at the top of the page.

If you have any questions, please contact Misti at 217.753.2213 or [mmurphy@iasaedu.org](mailto:mmurphy@iasaedu.org).