

# Leadership Matters

October 2018



**Save  
Money  
and  
Go  
Green**

**Future Green**

ENERGY CONSORTIUM

**Building Confidence Through  
Community Engagement**

**Part III: How Districts Use EBF**

**Plus**  
**IASA's 54th  
Annual Conference  
Makes An Impact**



# This Month...



## 5 SAVE MONEY AND GO GREEN

IASA, IASBO and IASB have joined together to provide their members with renewable electric power solutions that have a lower cost and stable long-term prices and are environmentally responsible. Learn more about this exciting opportunity.



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and search for IllinoisASA.

## Leadership Matters

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## Message From the Executive Director

# Try To Have ‘No Bad Days’

### Dr. Brent Clark

The month of October was always my favorite month to be a school superintendent—weather was good, fall sports teams were in full swing and the academic pace was really clicking and, of course, we hadn't hit winter yet. This year in Illinois, October is roaring forward and our schools are doing amazing work! As we ended the most recent IASA conference a couple weeks back, I had several superintendents comment that they had never experienced the upbeat spirit that was very present among our school leaders this year. It's truly amazing what a little bit of new financial support does for things.

For the past several months at IASA, we've been working on a new project called Future Green Energy Consortium (FGEC)—we're calling it Future Green for short. This is a renewable energy program that can bring significant financial savings to any participating school district, as well as their employees, community residents and small businesses. We are highlighting this new program in this edition of Leadership Matters. Financial savings coupled with a clean energy program is a nice package for all of us going forward. To get you started, go to [www.future-green.org](http://www.future-green.org), fill out the interest form and a Future Green representative will follow up to explain the details and answer any questions.

And speaking of energy, the campaign season has as much energy from all parties this year as I've experienced in a long time! With only a couple weeks to go before Election Day and reading the various polls, it looks like Illinois will be electing a new governor. It's widely

expected that JB Pritzker will unseat incumbent governor Bruce Rauner and will be sworn into office January 14. This change in the state's executive branch will launch a spring legislative session that is assuredly full of issues that we will both embrace and challenge, but as we've always done in the past, we'll be looking out for the best interest of the children in our care guided by the work of Vision 20/20.

And as we care for those children and report on their academic progress, I'm looking forward to seeing the many IASA-ECRA Strategic Dashboards that are being built and launched to help give the communities a deeper picture into the work that their local schools and districts are doing to advance the academic success of their students. These dashboards are a unique opportunity for each district and school to answer key questions, show student gains and also point out the specific areas that are still a work in progress.

In closing, I'm inspired by the life motto of a recently deceased son of an Illinois school superintendent, "No Bad Days." In fact, it's etched on his burial monument. As school leaders, we have both great duty and honor in our work. Always take pride in that opportunity and fill each day with your very best effort...No Bad Days!

*Brent Clark*



# Education professionals deserve a specialist.

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a different opinion





# Save Money & Go Green by Joining Future Green Energy Consortium



By Jason Nevel  
IASA Assistant Director of Communications

With roughly 75 percent of a school district's budget dedicated to personnel, it's imperative for superintendents to find savings within the other 25 percent.

That's why the Illinois Association of School Administrators, Illinois Association of School Boards and Illinois Association of School Business Officials partnered together to not only save districts money, but also make buildings more environmentally responsible.

The Future Green Energy Consortium is a new joint initiative to provide members with renewable electric power solutions at a low cost.

"If you're saving money and financially being a good steward and environmentally a good steward, we think that is a good combination," IASA Executive Director Dr. Brent Clark said.

Learn more about this exciting initiative by reading this Q&A or visiting Future Green [online](#). If you are interested in signing up or have any questions, call Todd Main of Future Green at 708-738-7365 or email him at [todd@future-green.org](mailto:todd@future-green.org).



## Q What is Future Green Energy Consortium?

FGEC is a not-for-profit (501c3) initiative of the Illinois Association of School Administrators, the Illinois Association of School Boards, and the Illinois Association of School Business Officials.

These innovative organizations have joined together to provide their members with renewable electric power solutions that have a lower cost, stable long-term prices and are environmentally responsible.

## Q Who are the members?

There are two levels of membership: General and small subscriber. General membership in FGEC is open to Illinois school districts and other related organizations. Small subscriber membership is open to any individual affiliated with a general member. This includes households, employees, businesses etc.

## Q How does it work?

When a member joins FGEC and switches their electricity service over, they immediately begin to receive a 15-percent savings in the supply portion of their monthly electricity

*continued...*



Green...cont'd.

bill. Delivery costs and other fees will stay the same. This introductory period is available in a two-year contract, but we also offer a "Smart Choice" longer-term contract with more opportunities to save.

Illinois School District "A" uses 1,000,000 kWh per year and they pay \$0.06 per kWh. Their annual bill = \$60,000 (1,000,000 kWh used x 0.06 per kWh = \$60,000). 15 percent FGEC introductory rate savings = \$9,000 (\$60,000 x 0.15%).

New annual bill = \$51,000 at a rate \$0.051 per kWh.

READ TYPE	METER NUMBER	Usage	0.0000 Actual	26378.0000
Total kWh	06093319	60389.0000 Actual	0.0000 Actual	34011.0000
On Peak kWh	06093319	34011.0000 Actual	0.0000 Actual	183.9740
Off Peak kWh	06093319	183.9740 Actual	0.0000 Actual	183.9740
Peak kW	06093319	183.9740 Actual	0.0000 Actual	173.6060
On Peak kW	06093319	173.6060 Actual	0.0000 Actual	
Off Peak kW	06093319			

Usage Summary		60389.0000	On-Peak kWh
Total kWh		34011.0000	Peak kW
Off-Peak kWh		184.0000	Off-Peak kW
On-Peak kWh		213.5000	
12 Month Max Demand			

Electric Delivery		CHARGE DESCRIPTION		USAGE UNIT
Ameren Illinois		Customer Charge		184.00 kWh
DS-3 General Delivery		Meter Charge		213.50 kWh
Service < 400 kW		Distribution Delivery kW Charge		
		Transformation Charge		

Electric Supply		SUPPLIER ENERGY CHARGES		60,389.00 kWh
AEP Energy		TRANSMISSION TARIFF COST ADJUSTME		1.00

Taxes and Other Fees				60,389.00 kWh
		Clean Energy Assistance Charge		60,389.00 kWh
		Renewable Energy Adjustment		60,389.00 kWh
		EDT Cost Recovery		60,389.00 kWh
		Electric Environmental Adjustment		60,389.00 kWh
		Energy Efficiency Programs Charge		60,389.00 kWh
		Fisher Municipal Tax		
		Illinois State Electricity Excise Tax		

### What is a Smart Choice contract?

"Smart Choice" rate: Within one year we will transition your power to 100 percent renewable sources. Your price will remain the same or be lower over the 20-year length of your contract. Renewable sources of electricity allow us to lock in member savings for the long term. Smart Choice members also are eligible for participation in the Small Subscriber Program and the Behind-the-Meter Program.

### 1 Smart Choice—Benefit Level One

FGEC members can lock in their savings for the long term and avoid future price increases.

Illinois Public School District "A" uses 1,000,000 kWh per year and they pay \$0.06 per kWh. Their annual bill = \$60,000 (1,000,000 kWh used x 0.06 per kWh = \$60,000). 15 percent FGEC introductory rate savings \$9,000 (\$60,000 x 15% = \$9,000).

20 year "Smart Choice L1" savings = \$180,000.

### 2 Smart Choice—Benefit Level Two (Small Subscriber Program)

FGEC members can offer the individual households they are affiliated with the opportunity to enjoy a 10 percent savings on the supply portion of their respective monthly electricity bill.

The Jones family currently pays \$86 per mWh for electricity supply and have an average use of 18 mWh a year.

- Their monthly bill is: \$129
- As an FGEC member affiliate they receive at 10-percent savings off their current rate: \$12.90
- The Jones family now pays \$ 116.10 per mWh for electricity supply: \$116.10
- Their "Smart Choice L2" annual savings: \$154.80

The Small Subscriber Program also provides the opportunity for FGEC members (schools) to access further financial

benefits. For each small subscriber a school signs up, the school will receive additional financial benefits. The financial benefits depend on a number of factors that are specific to the school and small subscriber; however, if enough small subscribers sign up through the schools, the financial benefits could in fact offset a portion or entirety of that school's utility bill.

### 3 Smart Choice—Benefit Level Three (Behind-the-Meter Program)

This program allows FGEC members the opportunity to enjoy additional savings by developing and operating renewable electricity generation on site. Solar power plants can be designed and built in a variety of configurations including roof-top, on the ground commercial and utility scale development. The FGEC team can custom design energy solutions to meet the needs of each specific school. These systems are financed and operated by selected third parties and therefore will be of **NO** cost to the school.

On-site solar is available in many co-op territories, in addition to Investor Owned Utility territories (ComEd, Ameren and Mid-American).

The Behind-the-Meter solar PV system will save the school a significant amount of money on a larger portion of the utility bill. This major benefit happens because on-site solar will not only offset your supply charge, but it will also offset other kWh charges such as delivery and taxes and other fees.



	Smart Choice – 1 Benefit level one	Smart Choice – 2 Small Subscriber	Smart Choice - 3 Behind-the-Meter
<b>DELIVERY</b>	X	X	✓
<b>SUPPLY</b>	✓	✓	✓
<b>TAXES AND OTHER FEES</b>	X	X	✓

This sample electric bill shows the ways in which each of our three plans can save your district money on your bill.

Illinois School District "A" uses 1,000,000 kWh per year and they pay \$0.06 per kWh for electric supply, \$0.02 per kWh in delivery and \$0.01 per kWh in taxes and other fees. Their annual bill for electricity supply is = \$60,000 (1,000,000 kWh used x 0.06 per kWh = \$60,000).

Their annual bill for electricity delivery = \$20,000 (1,000,000 kWh used x 0.02 per kWh = \$20,000).

Their annual bill for electricity supply is = \$10,000 (1,000,000 kWh used x 0.01 per kWh = \$10,000).

15% FGEC introductory rate savings = \$13,500 (1,000,000 kWh used x \$0.0135 per kWh = \$13,500).

20 year "Smart Choice" savings = \$270,000.

Because Behind-the-Meter solar is driven by state incentives, there is a limited window of time to apply for acceptance into the program. Additionally, size of the program pool is limited. Due to these constraints and combined with FGEC's internal mission towards energy savings goals for schools, our team is committed to bearing the initial financial risk of each school's application fee. Should the school choose to proceed, FGEC will apply on behalf of the interested school. The application submission will allow each school the opportunity to reserve a spot in the program's queue. The initial application will be at **NO** cost and **NO** risk to the school. The application will act as a place-holder, allowing each school the time they need to make an informed final decision.

In order to proceed with an application for your school, FGEC will need to obtain the following information and documents by no later than **November 15**:

- One-month utility bill for each meter at your site.
  - A close-up picture of each meter would be helpful, but not required.

- Name/contact info of a representative with your school.
- Follow up 15-minute phone call to learn more about your site's possible available areas for solar and any pertinent info (roof/land available, roof age, location of transformers, location of meters, electrical rooms, etc.).

After obtaining the above information, FGEC will generate a high-level, school-specific analysis detailing the proposed savings. Upon review of the proposed savings, each school will need to make two decisions. First, the schools will need to decide whether the savings make sense. If so, FGEC will proceed with an initial application on behalf of the school to obtain a place in the program queue. Second, after initial application submission, the school will need to decide whether they want to pursue a Behind-the-Meter Solar PV system, and therefore committed involvement in the program. The FGEC team will advise and remain as a resource for each school throughout this process.

It is important to note, submitting the initial application does NOT obligate the school to move forward with the opportunity should they decide against involvement in the program. Submittal of an application will simply allow the school to remain in the program queue, therefore providing the school officials the time they need to evaluate the opportunity and make an informed decision. By forgoing the application, the school will risk losing the opportunity to be involved in this program.

Once the initial application is submitted, the school will need to make the final decision to proceed with a Behind-the-Meter Solar PV system by January 15, 2019. We believe this timeframe for decision making is achievable, because there's little-to-no cost or risk to the school. The program is at no cost to the school, and is completely financed, owned and operated by selected Third parties. Our team is at your service to aid each individual school in understanding their site-specific outcomes and possibilities.





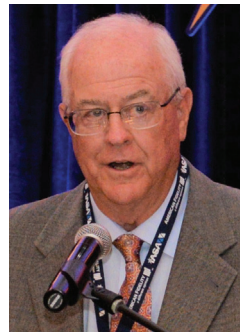
# Superintendents Attend 54th IASA Annual Conference to Make an Impact

More than 430 superintendents attended the 54th IASA Annual Conference, September 26–28 in Springfield. The conference was full of energy and enthusiasm as superintendents from around the state gathered for professional development, networking and inspiration to take home and reinvigorate their school districts.

The conference kicked off Wednesday with a special pre-conference session, “Celebrating Women in Leadership,” launching a year-long series with nearly 100 female superintendents in attendance. Dr. Nancy Blair, professor emerita of Leadership Series at Cardinal Stritch University, presented the afternoon program that involved breakout discussions for participants.

IASA Executive Director Dr. Brent Clark introduced the IASA Board of Directors at the opening session on Wednesday afternoon. Dr. Sheila Harrison-Williams, president of IASA, administered the association’s annual business meeting.

During the annual meeting, Tom Miller, a senior managing partner of the law firm Miller, Tracy, Braun, Funk and Miller Ltd., received the IASA Exemplary Service Award in recognition for his exemplary leadership contributions to Illinois public schools. Miller has been a school and labor law attorney for 45 years, representing many school districts throughout the state.







Following the annual business meeting, Dr. Harrison-Williams surprised Dr. Clark with a special thank you video for his hard work advocating for the Evidenced-Based School Funding Model.

Dr. Rick Rigsby, President and CEO of Rick Rigsby Communications, was the keynote opening session speaker giving a rousing, passionate speech to motivate superintendents to make an impact with those they come in contact with.



“The greatest lessons are never learned on the mountain top. They are formed and forged in the midst of pain.

Great people are always learning,” said Rigsby. “They are constantly challenging themselves. Ask yourself, What kind of legacy are you leaving? That impact you make will last far after you are gone. When you make an impact you change lives. You change the culture, one person at a time.” Rigsby challenged the audience to wake up every morning and ask themselves, “How great can I be today?” Champions are great because they do the little things the best, he stated. He also shared a quote from former Pittsburgh Steelers coach Chuck Knoll, “Champions are champions not because they do extraordinary things, but because they do ordinary things better than everybody else.”



His five pieces of advice include:

- Don't judge
- Be a servant
- Be early
- It's all about excellence.
- Be kind

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Nine superintendents led the “Ignite Session” on Thursday, leaving superintendents with ideas on transforming their districts with their own personal stories. The afternoon featured “Ask the Staff” with staff directors from IASA. Staff members were asked a range of questions about the new 3 percent pension cap, ESSA school designations and legislative changes on the horizon to address the teacher shortage, among other issues.

The conference concluded with two dynamic Friday morning presentations. The first keynote speaker was Dr. Tony Smith, Illinois State Superintendent of Education. He presented the message, “What our New Funding and Supports Mean for Strengthening Every School Community in Illinois.” He outlined 5 Key Areas of Focus (see slide opposite page) Smith encouraged district leaders to be an added hope for school children.





## 5 Key Areas of Focus

- Money
  - Establish an adequate and equitable education finance system
- Quality
  - Common definition of, and fair access to, quality education
- Autonomy
  - Maximize district autonomy to provide quality education to all families
- Competency
  - Encourage competency-based learning
- Community
  - Districts and schools as centers of healthy communities



Whole Child • Whole School • Whole Community



“Every student deserves a quality educator. Do not stop kids from hope—you have to be on the other end of that for kids. Hope is measurable. Be ready to meet students where they are and to know and understand how to serve rather than just tell,” he said. “Every school needs to offer a safe and healthy learning environment for all students. Are you doing what it takes for kids to feel and be safe in your schools?”

Smith discussed the importance of telling your school stories in your community and touched on ESSA and evidence-

based funding. He urged superintendents to reach out to legislators to encourage them to fully fund the school-funding formula.

“All of you have a responsibility to share with your leaders,” Smith said. “Do as much as you can to get it fully funded by 2027.”

Sue Enquist, the winningest NCAA Division I Softball Coach in the country who attained an unprecedented 11 National

*continued...*









Championships, shared some of the techniques she learned in developing champions in her closing session presentation.

“Stay on top and inspire those who want to climb to the top,” Enquist said. “Let your gratitude drip to others. You have the ability to change the course of people’s careers through mentoring sessions.”

Her advice to parents is always to focus on academics and let sports be the cherry on top. “Less than one percent of students get a full ride in sports to a school of their choice,” she stated.

Accepting the world and trusting first is the greatest compliment one person can give to a classroom, Enquist added. “Don’t get caught saying someone is ordinary, create conditions for them to thrive!” she stated.

When speaking of failure, Enquist advises to own the failure right out. “Resilience is important with ownership,” she said. “Be first up after failure and own the failure. Outline the steps you are going to take to make it better.”

Enquist encouraged the audience to celebrate progress along the way. “Be intentional about recognizing successes in staff and family and others that surround you,” she stated.



Mark the date for next year’s conference:  
**September 25–27, 2019**



**IASA** 2018 ANNUAL CONFERENCE REVIEW  
Sept. 26–28, 2018—Springfield, IL



We'll see you at  
*next year's*  
conference!





# Building Confidence Through Community Engagement

**By Carol Kilver, Superintendent, West Prairie CUSD #103**

Genetically, neuroscientists would advocate that the brain, by design, is geared and wired for oral communication. When working to make meaning in the world, the brain gravitates to the spoken word, intonation and familiar vocabulary. When presented with an unfamiliar topic, the brain actually inserts understood concepts in an attempt to make meaning of foreign concepts.

This explains miscommunication, misunderstandings and even fabricated versions of the truth.

Given this organic gravitation to oral communication, it is easy to see how school culture is filled with oral history. It often tends to out-travel and outweigh written history.

The daily operations of a school can be complex in nature. School budgeting, school code, tax levies and other legislative parameters create a linguistic system unique to educators. In this case, the brain of a non-educator might default to oral history to make sense of school decisions.

For example, most educators have heard people state, “The only reason they want my kid in school is to generate money.” This rationale is the oral history version.

In reality, educators seldom think about general state aid when it comes to attendance and are truly focused on the impact attendance has on learning.

This complexity impacts the relationships between schools and their communities.

So what is a school district to do when oral history overpowers on a single issue or multiple topics? What if the oral history is serving as a barrier hindering strategic planning to support capacity and growth?

For the West Prairie School District, this meant embracing the oral history and moving to a place of vulnerability—a place where vulnerability represents a place of courage over a place to be feared or to be exposed. This courageous vulnerability involved going to a place of transparency to determine how the oral history would accept new details and facts. Transparency needed to determine if the voice of the story aligned with the vision and mission of the board of education.

Everyone in the educational arena understands the power of the critic. Given changing demographics, shifting financial resources and aging facilities, the West Prairie School Board understood the need to step into the public arena and create a storyline in a new and meaningful way. This step into the spotlight involved providing strategically prepared doses of current information for the community regarding the district's current state of affairs. Along with this information, the West

*continued...*





### Engagement...cont'd.

Prairie Board desired to create interactive performance tasks and an open forum for focused dialogue filled with facts about the district and exchanged between members of the community. The goal was for the community to talk with each other and learn about the diverse opinions present in the community.

The strategic planning involved creating a setting of civility. The goal of the planning was to create a safe place where young parents could engage in dialogue with the senior citizen, a setting where the farmer engaged in conversations with the business manager and a setting where board members could get back in touch with the community.

As a relatively new school district (consolidation occurred in 2003), members of the West Prairie School District Board recognized several reoccurring themes and patterns within current and future decisions. The board acknowledged a potential disconnect between the storyline in the community and the state of current issues. Many aspects of the district had changed in 15 years and the board believed it was time to move from the status of “newly organized” to the status of “established.”

The new elements to the story included:

- Decreasing enrollment.
- Declining infrastructure (aging facilities with empty classrooms).
- Deferred maintenance.
- Financial limitations (instability of the state budget).
- Over-extended transportation department (aging fleet, limited driver pool, retention of a mechanic, extensive daily routes, 244 miles of rural terrain etc.).

While present and past board members had done an excellent job of bringing two communities together through consolidation, the board realized the next chapter needed to be written by the main characters in the story. Community members needed to be re-introduced to the story line. This meant engaging with the community through a series of public meetings. The goal of each meeting included:

- Completing and extending the oral history with current facts, figures and demographics of the district.
- Modeling for the community, parents, staff and students a model for civil dialogue.
- Outlining the complex nature of education overall.



- Turning oral history into written history through artifacts.
- Engaging community members in the mental stamina necessary to resolve issues and build the capacity of the district.
- Developing a consensus around potential solutions regarding the challenges outlined above.
- Providing a written record of the “community voice” to serve as a road map of support as the board began the process of studying the challenges.

In planning for the meetings, the board decided to organize a facilitating team. This team was made up of community members, administrators, teachers and board members who assisted the board in working through the oral history of the district and the needed communications to clearly articulate the purpose of the public meetings.

This group worked to design and prepare each of the community engagement sessions. Each meeting was designed to last two hours with a ground rule of starting and ending on time. A conscious decision was made to host the meetings outside of present school facilities. Community participation was generated through mailings, social media and local news sources. The facilitating team was instrumental in reviewing, critiquing and vetting each community presentation before the community was invited.

As each meeting was scheduled, the board worked to include familiar key elements on each meeting agenda. These key elements included:

- Promoting seating to create diversity at each table.
- Formal presentations filled with details to support the interactive task.
- Assignments and tasks for each table group.
- Opportunity for table groups to share thoughts and ideas.
- Formalized, published documentation of the conversations and task outcomes.

The finale of the community engagement meetings included a formal presentation by the facilitating team to the school board. This presentation outlined the findings of the five community-engagement sessions. The findings in this final presentation set the stage for community-led leadership. Leadership allowed the oral history to transform into a sequel. A continuation of the consolidation that includes a sense of urgency and responsibility to be responsive to the changing issues facing the school district. The gaps within the oral history had been filled with facts and details.

This knowledge provided a stage allowing a shift from survival to long-term planning that will be essential for the existence of the district. While the community engagement sessions did not provide explicit answers to the presented issues, the voice of the community provided the board with confidence and courage necessary to fully study the issues of decreasing enrollment, aging facilities, deferred maintenance and empty spaces.

The charge of the community engagement work was to provide the West Prairie Board of Education with options for solving issues related to facilities, finances and decreasing enrollment. Included within the charge was the understanding that at the conclusion of the series of meetings the community would turn the written history of public sentiment back to the board for further study. This study is currently underway within the district. The strength of the study lies in the fact the board has a written history transcribed by the voice of the public. The voice includes a common language binding this newly forged relationship between the policy-makers and the public.

As the board continues their study of the issues at hand, facilitating team members and community members are invited via email to attend board meetings designed to promote the study. Despite this newly forged relationship between the community and the board, details, ideas, solutions and decisions will be challenged by members of the community.

As those challenges surface in the story, the current community engagement model and all of its elements can be revisited and replicated to support a healthy collective culture of responsiveness and growth.

A by-product of this community engagement process is alignment. Random acts of excellence have begun to move into strategic alignment. While stepping into the public arena was uncomfortable and a place of vulnerability, a renewed sense of cooperation and understanding exists within the community. This sense of unity continues to be leveraged as the board has begun its commitment to study the challenges publicly.

To learn more about this process, please visit the District website ([www.wp103.org](http://www.wp103.org)) or call 309-776-3180.





# CELEBRATING Women in Leadership: HOW WE Learn **Lead** & Live



## Joint Annual Conference Workshop: Celebrating Women in Leadership

Friday, November 16, 2018 from 9am-12pm—Chicago

In November, Dr. Blair will lead a 3 hour workshop for female superintendents and host a book study on the text provided at the IASA conference. This workshop will provide a more in-depth opportunity for female leaders across the state to network, celebrate and share their inspiring stories of leadership.

This is a free event for all female superintendents in Illinois and participants need to be registered for the Joint Annual Conference to attend. If you have already registered for the conference, click [here](#) to sign up for this session.

### Questions?

Contact Dr. Courtney L. Orzel,  
Superintendent of Lemont-  
Bromberek CSD #113A  
at 630-243-3189 or  
[corzel@sd113a.org](mailto:corzel@sd113a.org).

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## LEADING OUR SCHOOLS IN OUR COMMUNITIES

### Join us in Springfield February 26-27, 2019 for the **ALLIANCE LEADERSHIP SUMMIT**

A jointly sponsored event designed for district leadership teams: the superintendent, school board members, business officials and building principals

# Save the Date!



SUPERINTENDENTS, ASSEMBLE YOUR DISTRICT LEADERSHIP TEAM AND MARK YOUR CALENDARS!

- ✓ Hear from educational experts and political analysts
- ✓ Discuss educational leadership issues
- ✓ Engage in the legislative process

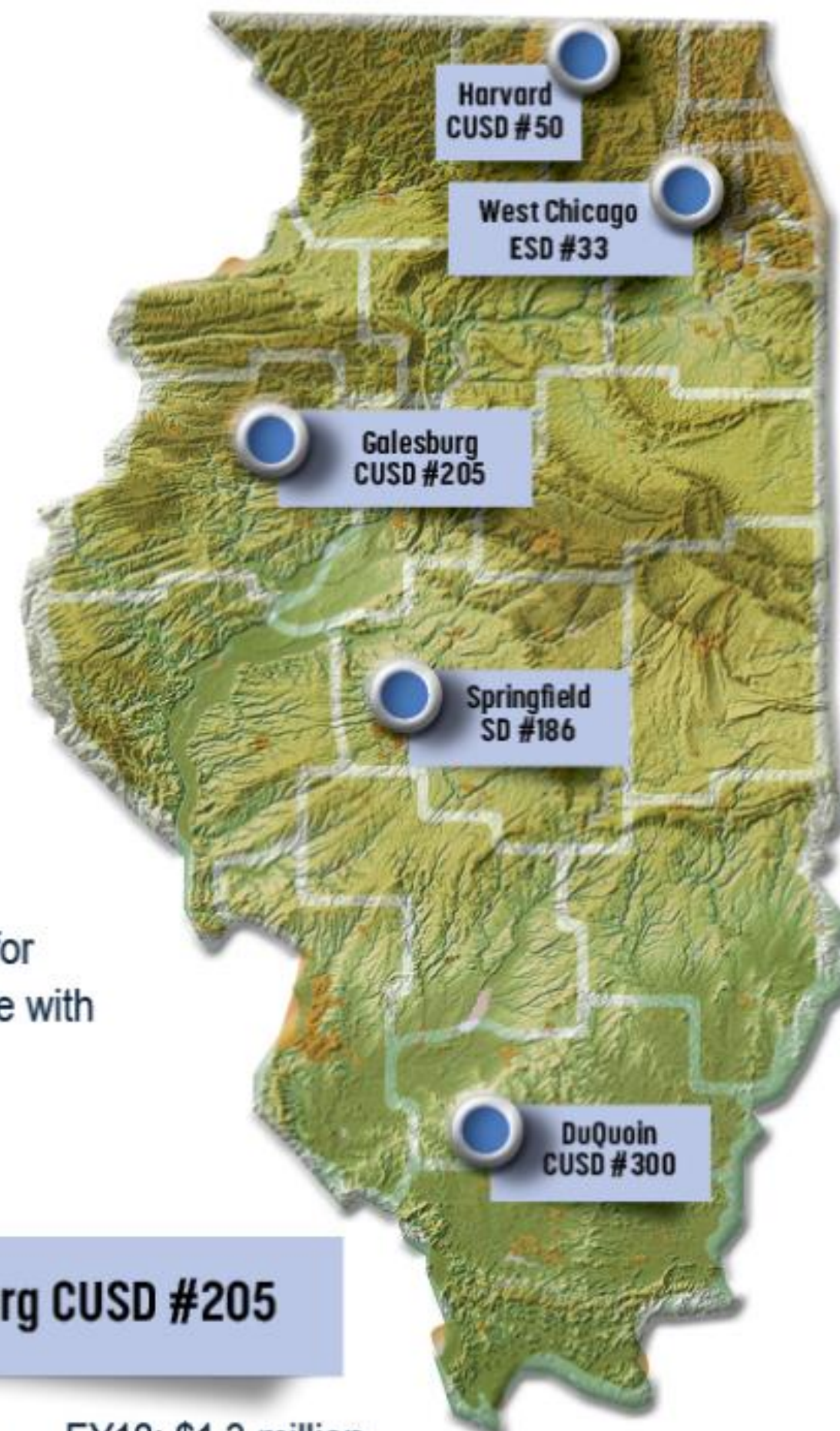


# Making a Difference

## How 5 School Districts Are Using EBM Funds to Improve Student Achievement

By Jason Nevel  
IASA Assistant Director of Communications

We continue our series on how school districts across the state are using Evidence-Based Funding (EBF) dollars to improve student outcomes. Telling these stories is important as IASA, along with other educational stakeholders, continue to advocate for increased EBF at the statehouse. You can also find an [interactive map](#) on our website with the stories of all 20 schools we have profiled so far.



### DuQuoin CUSD #300

Enrollment: 1,425    FY18: \$675,707  
Type: preK–12    FY19: \$538,090

The Evidence-Based Funding (EBF) Model is helping reduce class sizes, provide more academic support for students, bolster the district's gifted program and provide resources for a greater infusion of technology in the classroom, DuQuoin CUSD #300 Superintendent Dr. Gary Kelly said.

Three teachers, one at each school, have been hired with EBF—a move that was done in conjunction with each school's leadership team. One of the teachers will serve more as an interventionist to help support students at the middle school.

"We're trying to address each school level," Kelly said. "The wise use of resources is more important than just receiving the dollars."

The district's gifted program will also be enhanced with the addition of a new, targeted curriculum. The previous curriculum was fragmented and having new resources will also allow us to expand this program, Kelly said.

"We're letting our plan be established at each school level," he said. "The resources are definitely addressing student learning needs."

Lastly, Kelly said, EBF—as long as it continues to be funded—will help with both short-term and long-term planning, something that has been elusive for years because of uncertainty in funding at the state level.

"We're going to continue to enhance programs, improve student learning opportunities and address individual student needs with the anticipation the new formula continues to be properly funded," Kelly said.

### Galesburg CUSD #205

Enrollment: 4,200    FY18: \$1.3 million  
Type: preK–12    FY19: \$943,076

New state dollars are allowing the district to reduce the size of elementary classrooms, add instructional coaches and take steps to address the teacher shortage, Galesburg CUSD #205 Superintendent Dr. John Asplund said.

According to Asplund, classroom sizes in Galesburg were sometimes as high as 27 students per room. Thanks to an influx of new state dollars, the district is ramping down classroom sizes to a maximum of 25 students.

Another major plan to boost student performance is adding 10 instructional coaches to work one-on-one with students, Asplund said. The district is currently in the hiring process. A fine arts teacher was also recently hired thanks to EBF, he added.

"We went through \$4 million in cuts and are using the Evidence-Based Funding Model as a template to how we can bring staff back," Asplund said.

The teacher shortage remains a major concern in Galesburg. One way the district is combatting that, Asplund said, is to offer loan forgiveness to new teachers. Paraprofessionals and nurses, both positions that have been a struggle to fill, are also started out at a higher rate of pay, he added.

"The biggest thing EBF has done is given us the ability to stop cutting," Asplund said. "We're now able to put money back into buildings and focus assistance toward the neediest students."

*continued...*



# How You Can Advocate for Increased School Funding

IASA has been encouraging superintendents to continue to advocate for increased school funding. But how can you do it? We're here to help.

Below is an example of a letter, chart and cover sheet Carrie Hruby, Superintendent of O'Fallon CCSD #90, created for districts in the IASA Southwestern Region. She did it as president on behalf of all schools in her region.

However, you don't have to be a region president to send this letter and chart. This is something any superintendent can do on behalf of his or her own district.

We want to share this information as a way to encourage your local legislator to continue to support funding the Evidenced-Based Model. As you may recall, the Illinois State Board of Education says it will take \$7 billion to get to 90 percent of Illinois' new adequacy target.

Since its passage last year, the Evidence-Based Funding Model has provided an additional \$650 million for public schools—no small feat given the backlog of unpaid bills in Illinois. However, as you can see, there is still a long way to go.

This letter shouldn't be the end-all-be-all. Conversations with your local legislators are also important. However, it's an easy way you can help.

Click [here](#) to download a Microsoft Word document of the letter and fill in the blanks. If that doesn't work, just copy and paste the text below into a document.

You can create the chart in Microsoft Word or Google Docs. The headings for the chart Hruby created should work for your district.

If you are a region president and really want to get your legislator's attention, click [here](#) for the one-page template IASA created. Just change out the school logos and make sure the words match your region.

If you have any additional questions, please contact [jnevel@iasaedu.org](mailto:jnevel@iasaedu.org).

## SAMPLE LETTER

DATE HERE

REPRESENTATIVE/SENATOR'S NAME HERE

ADDRESS OF LEGISLATOR'S OFFICE HERE

Dear Representative/Senator NAME HERE

As leaders we thank you for your support of Illinois public education. The Evidence-Based Funding Model has the potential to make a significant impact on every school district in the state, provided it is funded as designed. New dollars that have been allocated to date have helped us begin to scale to adequacy, but we recognize that the work is not yet complete.

The Evidence-Based Funding Model defines an adequate-funding target based on enrollment and the cost of researched strategies. The formula compares each district's current resources with its unique adequacy target. Schools with the lowest adequacy rankings receive more funding, as Tier 1 schools.

While each of our districts is unique in our adequacy targets and new funding received, we can all agree that scaling to adequacy is making a powerful impact on the state of Illinois and our public education programs. We thought you might like to see specifically how your support has begun to improve opportunities for students in our districts. Attached please find details from our district and feel free to contact us for more information.

Thank you for your support of Illinois public schools!

Sincerely,  
NAME HERE

Dear Local Legislator—Your support for education provided...

In...	Benefits students...	Specifically...	Our plans for future new money added to the formula...	For additional details please contact...
O'Fallon CCSD #90	<ul style="list-style-type: none"> <li>• Smaller class sizes</li> <li>• Updated curricular materials</li> </ul>	<ul style="list-style-type: none"> <li>• 4 class size reduction teachers</li> <li>• Math textbooks that were outdated (©1999)</li> <li>• Curriculum coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Additional class size reduction teachers</li> <li>• Security officers</li> <li>• JH foreign language and technology electives</li> <li>• Replacement of outdated science and social studies texts (©2003)</li> <li>• Elementary Art and PE instruction (were reduced with budget cuts in 2012)</li> <li>• Instructional coaches (math and literacy)</li> </ul>	Supt. Carrie Hruby 000-000-0000 (cell) <a href="mailto:chruby@of90.net">chruby@of90.net</a>

Example of a chart to send to your local legislator

### IASA SOUTHWESTERN REGION:

#### How Our Schools Are Using EBM Funds

The cover sheet features logos for member districts: T (Trenton), Fallon Districts 90, BTHS District 201, SPARTA, Springfield Township, O'Fallon Township High School, and others. A central yellow box lists the following uses for EBM funds:

- Social Workers
- Reading Specialists
- New Chromebooks
- CareerTech Ed
- Smaller Class Sizes
- Intervention Supports
- Curriculum Coaches
- PE
- Mental Health Training
- Security Officers
- Updated Textbooks
- AP Courses

Example of cover sheet created for IASA Southwestern region



## Difference...cont'd.

**Harvard CUSD #50**

Enrollment: 2,700    FY18: \$2.2 million  
 Type: preK–12    FY19: \$1.9 million

Harvard CUSD #50 has used new state funding to expand educational opportunities for students, offer more social and emotional supports and improve college readiness.

When the Illinois State Board of Education calculated adequacy scores for each district, Harvard CUSD #50 had a score of 50 percent, making it tied for the third lowest in the state.

“(Evidence-Based Funding) has provided a ray of hope for our district,” said Superintendent Dr. Corey Tafoya. “It’s no longer a matter of wishing we could do that. We can actually do things now, and it’s had an immediate impact on our kids.”

Harvard went from a volunteer art teacher to three full-time art teachers—an addition that Tafoya said will have a drastic impact.

Harvard has also hired two social workers, a dean of students at the junior high, an elementary counselor and a discipline consultant. The moves significantly improve social and emotional supports in place for students—two-thirds of whom come from low-income families, Tafoya said.

The district has also been able to afford more professional development for teachers to help move along the district’s literacy initiative for K-5 students.

Another major initiative with EBF, Tafoya added, is to boost college readiness. The district purchased the SAT Suite of Assessments and now tests students in eighth, ninth and 10th grades, which provides measurable data the district can use to track student growth and develop support strategies.

“We are able now to identify student weaknesses and provide individualized supports to address student deficiencies,” Tafoya said.

**Springfield SD #186**

Enrollment: 14,295    FY18: \$1.1 million  
 Type: preK–12    FY19: \$887,768

Updating textbooks, especially in the area of science, was one of several ways the Springfield School District is using Evidence-Based Funding (EBF) dollars to improve student achievement, according to Superintendent Jennifer Gill.

The district purchased new textbooks, which include both a hard copy and digital resources, to implement a new science curriculum at the district’s middle school (grades 6–8). The district’s three high schools also received new textbooks in multiple science courses.

“These textbooks will automatically align us to the Next Generation Science Standards,” Gill said. “It will make teaching more fluid and hopefully impact our learning.”

In addition, the new state dollars helped the district update textbooks for Advanced Placement courses, which, like the science books, were outdated, Gill said.

Social and emotional learning was also a priority with EBF dollars, Gill added. Springfield has hired five Braided Behavioral Support Coaches to provide support in elementary classrooms.

“We really want this position to integrate work in the classroom with social and emotional learning standards,” she said.

Lastly, EBF is helping Springfield maintain classroom sizes and stave off additional cuts to staff or programs.

“EBF has had an immediate impact,” Gill said. “Purchasing a new curriculum was a large expense, and it allowed us to move quickly and provide professional development to support teachers.”

**West Chicago ESD #33**

Enrollment: 4,328    FY18: \$2.7 million  
 Type: preK–8    FY19: \$1.9 million

Sandwiched between Naperville and Elgin, West Chicago ESD #33 has the lowest equalized assessed value in DuPage County.

As a result, the district’s superintendent, Dr. Charles W. Johns, said it has been stretched financially for decades. However, EBF is helping to turn that around with an infusion of new state dollars.

But the largest need was an unexpected expense, Johns said. West Chicago lost nearly \$500,000 in early childhood funding when the Illinois State Board of Education altered its distribution model. EBF salvaged the program, which is both center- and home-based and supports 625 students.

“We’re having to use EBF to make up that shortfall,” Johns said.

Remaining EBF dollars will support improved after-school and summer programming, as well as allow the district to hire more family liaisons and social workers.

West Chicago receives federal dollars for its after-school program, but it needed financial help to offer transportation to all students. Meanwhile, the district’s summer-school program is being revamped to focus more on STEM-based activities, Johns said.

“We want children to be more attached to school and have more of an affiliation to school,” he said. “Students who struggle academically need to find something that brings them joy about school, which we believe will then cross over into academic learning.”



# Why Blogging Matters

**By PJ Caposey**  
**Superintendent, Meridian CUSD #223**

In the graduate courses I teach I require my students to start a blog. I do not explicitly tell them why at the beginning of the course. Some students already have a personal blog and jump right on board. Others scoff at the idea and offer me several other potential alternatives.

I always reject their offers.

The reason why is beautifully complex. It is not because blogging offers a platform that could not be re-created through message boards or some other medium. It is not because I want to assert dominance in the classroom. It is not because I am trying to get them comfortable with their opinions being public.

It is simply because I want them to learn that their voice matters. Their voice matters because they matter.

The number one rebuttal I receive when I try to convince other school leaders to blog or tweet or connect on any other public platform is “why would anybody care what I have to say?”

This mindset could not fundamentally be any more false or self-deprecating. To paraphrase the late Steve Jobs—everything that is wonderful in this world or wonderful in our world of education was made up by people no smarter than you or me.

If you still are not convinced you should start a blog as a school or district leader, here are several more reasons why you should consider jumping into this arena:

## Forced Reflection

I write all of the time—not because I am particularly good at it. In fact, I struggle with normal conventions and grammar quite a bit. (I am very thankfully married to an English teacher who helps me a ton.) I write because it forces me to think deeply through concepts, ideas and emotions. In a very selfish way, every blog, article or book I publish is for me. The artifact is just the proof of concept for your thoughts.

## Personal Accountability

It is pretty hard to write about how you want to be more visible, vulnerable, fit, balanced (you name it—insert goal or skill here) and then go out and live the opposite. In many ways, blogging and tweeting are my greatest accountability measures. I know that my parents and teachers read my tweets and blogs. I know that even my parents and community members are paying attention.

This does so much for me. My tweets and blogs are truly how I feel. I do not write what I think people want to read or hear. I am not searching for click bait and neither should you. Sometimes, however, the emotions and stress of the day make me want to behave or interact in ways that are counter to what I write and discuss. The accountability provided by espousing my philosophy and beliefs serves to help me from demonstrating hypocrisy in actions.



## Connections

Who is your #eduhero? The one author, professor, researcher who you love and think has profoundly changed the game of education is literally at your fingertips. You have the ability to write, reflect on their work and connect with them through blogging or micro-blogging (Twitter). I have had the privilege of talking with, working with and even connecting—to the point I could have a meal with them—that were such idols of mine I could never have imagined talking with them just a decade ago. Being active through blogging and social media has afforded me this awesome privilege.

While connecting with your heroes is amazing, the much more accessible relationships are built with your peers. The role as a building or district leader CAN be extremely boring. The issue is that it does not have to be. Choosing to not put yourself out there through blogging and social media limits your circle of colleagues tremendously. I will say this—my PLN (Professional Learning Network—the name given to online educator networks)—is the most positive and supportive group of colleagues I know. They are excited to support me even when some of my buddies I see weekly are shy to do the same. Make the choice to connect.

## EDUCATION NEEDS YOU

Lastly, and most simply—we need you. Education seems to be continually under attack and thought to be the only solution to every problem that ails our society. The negative is reported far more than the positive and sensationalism seems to trump rationalism far too often. Your voice is needed. We need to hear your positivity. We need to hear your creativity. We need to hear your victories, and we need to hear your struggles. As an industry—we need all of our voices to lift each other up and join together to change the narrative surrounding education. We have the most important and exciting jobs in the world. We also have the toughest. This is an awesome opportunity, but also an awesome responsibility.

I ask you to please take a chance and spread the word—we need you. Tell your story. Tell our story. Start a blog. Connect and contribute.

*Dr. PJ Caposey is an award winning educator, speaker, and author of six books (<https://amzn.to/2MArWY5>) who currently serves as the Superintendent of Schools for Meridian CUSD #223 in Northwest Illinois. You can find PJ on most social media platforms as MCUSDSupe.*



### Where do I start?

Begin with the end in mind. If you love someone's blog, find out what platform they use and go from there. If you do not really care and just want to get going you can always Google it yourself or browse the offerings from Wordpress, Blogger, Square Space or Wix. That said, ask someone on your team. Show vulnerability and let them demonstrate their excellence to you would be my first piece of advice.

### How hard is it to create a page and post blogs?

It is not hard. You could be up and rolling in 30 minutes very easily. And, once you are established, it is as simple as a cut and paste and click of the publish buttons on many sites. Now, of course, this is as simple or as complex as you make it. If you want your blog to look incredibly precise and perfect, it will take you some time or money. What I have learned in my time blogging is that content is King. Great blogs get read—don't worry about looking flashy.

### How much should I use the blog to promote my district versus sharing personal thoughts?

Personally, I use my blog to express my feelings and philosophies. I use my district's website, press releases and social media platforms to talk about the incredible things going on in my district. Others do it differently, but this is the path I chose and I stick to it. There is not a one-size fits all rule—it is totally personal preference.

### How often should I post to the blog?

There is no pressure to post—so you can totally approach this as the spirit moves you. If your intent is to build your audience or brand—the more consistency the better. If you want to share your thoughts, feelings and use blogging as a reflection and leadership tool then I encourage you to NEVER feel pressure to post. It will change the message, and it is just not necessary.

### If I create a blog, should I link it to my district's page or should it be separate?

Again, totally up to you. I link my blog to my district email, but not to our website. I have no true justification for this—it is just what I chose to do.



# Shadowing Students Provides New Insights for Educators

By Philip Ehrhardt, Superintendent,  
Benjamin SD #25, West Chicago

A critical role we have as educators is to make decisions based on what is in the best interest of our students. What better way to do that than to actually walk in their shoes.

Shadowing students is a strategy I recently used as a way to provide me with realistic experiences viewed from the perspective of students. I found the process to be powerful, and it broadened and deepened my insights, benefitting our students and staff.

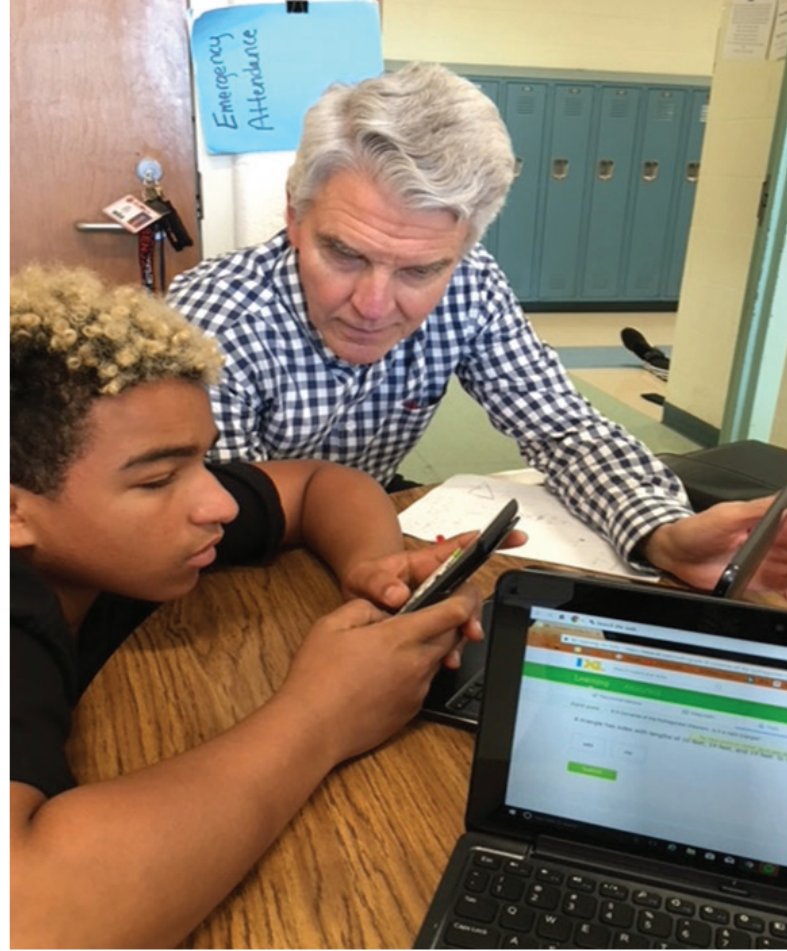
## How to get started?

I asked our principals to strategically select a broad range of students in grades K–8 for me to shadow. After six elementary and middle school students were selected, I contacted the students' parents and teachers to inform them that I would be shadowing students, and I explained that my purpose was to really find out what it's like to be a student. During the shadowing experience, I participated in learning and assessment activities and moved with each student throughout the day.

## Observations Based on Shadowing Students

Shifting from one subject area lesson to another subject area lesson can be challenging at the elementary level. The shift was made seamlessly by the students because of the strategic transitions orchestrated by the teachers. Likewise, moving from class to class at the middle school level and focusing on each lesson was demanding. I have a much better appreciation of what our students go through daily.

The role of the teaching assistants was critical in meeting the unique needs of students. They were able to help the



teacher address the academic, social and emotional needs of individual students.

Actively engaging students in learning and making learning relevant can significantly impact students' motivation and productivity. Also, the staff members readily knew the interests of students, which enabled them to personalize the lessons.

Students at all grade levels used technology effortlessly and navigated their devices skillfully. My experiences reinforced the concept that our students feel comfortable with technology, and they are “truly digital natives.” Students being able to evaluate the validity and credibility of internet sources struck me as skills we need to continue to emphasize with our students.

In group work, not all students equally contributed. Most students were directly involved while a few students were passive. I noted the importance of students being assessed on both the project and their individual work.

## Conclusion

I received positive feedback from students, teachers and parents. The students enjoyed having the superintendent accompany them, and they eagerly explained the classroom routines. I now know these students much better since we had time to talk about their school and personal lives. The shadowing experiences have enriched my perspective and enabled me to make more prudent decisions and better establish priorities.



# Description of Shadowing Students Experience

Below is a summary of Philip Ehrardt's experiences shadowing a total of six students at Evergreen Elementary School and Benjamin Middle School.

- The student's class was instructed by a trained police officer regarding the hazards of inhaling substances as part of the "Too Good for Drugs" program. The officer used facts, information, appropriate humor and shared his personal accounts which engaged the students.
- The student I shadowed had been selected to test student devices being considered for replacing the existing student device. She was very serious and committed to testing the devices by using it to complete identified tasks. Also, she utilized her planner notebook to write down her homework assignments.
- The student and her classmates provided feedback to the teacher regarding what students liked and disliked for a social studies program being used on a trial basis. Their insights were noted by the teacher.
- The student worked in a group for a science lab experiment to complete a lab write-up. He contributed extensively to the group's work; individual students' contributions varied.
- The students in a Pre-Algebra class impressed and amazed me as they demonstrated their understanding of algebraic concepts.
- In kindergarten, students and I carefully practiced printing skills for the uppercase and lowercase "n." We quickly and seamlessly shifted to using Venn diagrams for comparing and contrasting two concepts. Next, we actively engaged in "milking" a simulated cow udder utilizing latex glove filled with white-colored water. This hands-on activity related to a story about dairy cattle that the students were reading.
- A middle school student and I participated in group work for a social studies lesson about the westward expansion of America. In science, we completed lab work by measuring the amount of moisture in the air.
- During the directed study period, a student and I went to his math teacher for re-teaching of pre-Algebra skills. Each student's name was listed on the white board along with what assignment he/she was completing so the teacher could monitor all students.
- My student's group dissected a frog. The teacher expertly taught the anatomy as the students were actually locating the organs, muscles, and skeleton. During the next period we analyzed the poem, "The Raven," and this activity reminded me of the concepts that I had learned in school.

at right: Evergreen Elementary School students learning to milk cows.





# IASB • IASA • IASBO Joint Annual Conference

November 16-18, 2018

Hyatt Regency Chicago (Co-Headquarters),  
Sheraton Grand Chicago (Co-Headquarters) Chicago

For registration information [click here](#).

Program information and details for the 2018 Joint Annual Conference are available in the [Conference Preview](#).

Don't Miss these special IASA Sessions at this year's conference:

## How Do Schools Address the Social and Emotional Needs of Students?

Friday, November 16, 2018

10 a.m.–Noon

Hyatt—Columbus CD

To improve the likelihood of a child having success in academics, schools first need to work to make sure the social and emotional needs of the child are met. This session will focus on ways school leaders can provide supports for students at school, so they can reach their potential academically.

Presenters: Dr. Jennifer Garrison, Superintendent, Vandalia CUSD #203; Mary Jane Morris, Co-Executive Director, Consortium for Educational Change (CEC); Dr. James Gay, Superintendent, Orland Park CHSD #230, with School Board Members Melissa Gracias, Susan Dalton and Tony Serratore; and Dan Cox, Superintendent, Staunton CUSD #6.

If you have already registered for the conference, click [here](#) to sign up for this session.

## IASA Pre-Conference Session

### Celebrating Women in Leadership: How We Learn, Lead and Live

Friday, November 16, 2018

9 a.m.–Noon

Hyatt—Crystal A

Dr. Nancy Blair, Professor Emerita of Leadership Studies at Cardinal Stritch University in Milwaukee, Wisconsin, will lead a 3-hour workshop



for female superintendents and facilitate the book study on the text provided at the IASA Annual Conference held this past September. This workshop will provide a more in-depth opportunity for female leaders across the state to network, celebrate and share their inspiring stories of leadership.

This is a free event for all female superintendents in Illinois and participants need to be registered for the Joint Annual Conference to attend. You must also be an IASA member.

If you have already registered for the conference, click [here](#) to sign up for this session.

## Ignite! Competency-Based HS Graduation Requirements Pilot

Friday, November 16, 2018

2–3:00 p.m.

Hyatt—Columbus C/D



Competency-based programs assess and advance students based on their demonstrated mastery of skills and knowledge. The competency-based model removes the constraints of “seat time” and allows for student-driven learning inside and outside of the classroom. This approach can make education more relevant both to students and to local employers.

Moderator: Dr. Richard J. Voltz, Associate Director of Professional Development, Illinois Association of School Administrators



Presenters: Tim Farquer, Superintendent, Williamsfield CUSD #210; Dr. Patrick Hardy, Principal, Proviso Twp HSD #209; Dr. Jennifer Kelsall, Superintendent, Ridgewood CHSD #234; Dr. Scott Rowe, Principal, Huntley Community School District #158; Dr. Geneva Walters, Superintendent, Kankakee SD #111

### **Educational Technology Stories, But Make it Quick**

**Saturday, November 17, 2018**

**10:30–11:30 a.m.**

**Hyatt (East Tower)—Columbus C/D**

Learn in story format how five school districts have used innovative practices to enhance educational technology in an Ignite format. Ignite is a presentation style of 5 minutes with 20 automatic advancing slides. Q & A after each presentation.

Moderator: Dr. Richard J. Voltz, Associate Director of Professional Development, Illinois Association of School Administrators

Presenters: Dr. Art Fessler, Superintendent, Community Cons SD #59; Carrie Hruby, Superintendent, O'Fallon CCSD #90; Dr. Anthony McConnell, Superintendent, Deerfield SD #109; Dr. William Shields, Superintendent, CCSD #93; Dr. Courtney Orzel, Superintendent, Lemont-Bromberek CSD #113A; Dr. Kevin Russell, Superintendent, Chicago Ridge SD #127.5

### **Superintendent Employment Contracts**

**Saturday, November 17, 2018**

**10:30–11:30 a.m.**

**Sheraton—Chicago 6**

The school board's most important function is employment of the superintendent. At its base is the superintendent's employment contract. Enjoy a survey discussion of the elements of the contract and take the opportunity to ask questions of interest to you.

Moderator: Lance Landeck, Superintendent, Oakland CUSD #5

Presenters: Sara Boucek, Associate Director/Legal Counsel, Illinois Association of School Administrators; Stanley Eisenhammer, Attorney, Hodges, Loizzi, Eisenhammer, Rodick & Kohn LLP

### **General Assembly: Spring 2019 Focus**

**Saturday, November 17, 2018**

**10:30–11:30 a.m.**

**Hyatt (West Tower)—Regency C**

The Chairs of the House and Senate Education Committees, along with the General Counsel of ISBE, will discuss what they see coming in the next General Assembly, now that the most expensive gubernatorial election in our nation's history has just ended.

Moderator: Dr. Brent Clark, Executive Director, Illinois Association of School Administrators

Presenters: Senator Jennifer Bertino-Tarrant, Illinois State Senator, 49th District; Representative Will Davis, Illinois State Representative, 30th District; Stephanie Jones, General Counsel, Illinois State Board of Education

### **School Safety 101: Changing the Culture**

**Saturday, November 17, 2018**

**12:30 to 1:30 p.m.**

**Sheraton—Chicago 6**

Research consistently indicates that students who are exposed to violence have difficulties in school. Dr. Steve Webb will discuss recent lessons learned and common-sense tactics to mitigate threats to our schools.

Moderator: Julie Kraemer, Superintendent, Hutsonville CUSD #1

Presenter: Dr. Steve Webb, Superintendent, Goreville CUSD #1

### **ISA's Aspiring Superintendents Academy: Illinois' Next School Leaders**

**Saturday, November 17, 2018**

**12:30 to 1:30 p.m.**

**Hyatt (East Tower)—Columbus C/D**

The Illinois Association of School Administrators is now offering an Aspiring Superintendents Academy. This week-long, summer experience helps prepare the next generation of superintendents. This session will discuss the 2016–2018 cohort experiences and future leadership opportunities.

Moderator: Dr. Dana Smith, Superintendent, Flossmoor SD #161

Presenters: Dr. Michael Lubelfeld, Superintendent, North Shore SD #112; Dr. Nick Polyak, Superintendent, Leyden CHSD #212

### **Current Trends in Collective Bargaining and Contract Management**

**Saturday, Nov. 17, 2018**

**2–3 p.m.**

**Sheraton—Chicago 6**

This session will cover issues in collective bargaining, contract management and labor relations. Two experienced labor relations attorneys (labor & management) will present current information and host a Q & A session regarding collective bargaining.

Moderator: Dr. Jason D. Henry, Superintendent, Sesser-Valier CUSD #196

Presenters: Brian Braun, Attorney, Miller, Tracy, Braun, Funk & Miller, Ltd.; Robert P. Lyon, Associate General Counsel, Illinois Education Association





**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).

<b>1</b>	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). 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). 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) 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).
<b>7</b>	Iraq and Afghanistan Veterans Remembrance Day (5/24-2).
<b>8</b>	Columbus Day; a legal school holiday (24-2).
<b>9</b>	Leif Erickson Day observance (27-19).
<b>15</b>	Last day for school district to present to the Regional Superintendent an original and one copy of the annual audit (3-7). 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). Last day for township school treasurer and school districts to file the annual report with the Regional Superintendent (3-15.1). Last day for township land commissioners to file certified annual audit with the Regional Superintendent and Illinois State Board of Education (15-27).
<b>15-19</b>	National School Lunch Week
<b>21-23</b>	Illinois Principals Association Annual Education Leaders Fall Conference & Exhibition, Springfield
<b>22-26</b>	National School Bus Safety Week
<b>23-31</b>	Red Ribbon Week
<b>31</b>	Last day for filing federal and state income tax withholding reports and paying taxes due for quarter ending September 30, 2018.

**National Native American Heritage Month**

<b>1</b>	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)
<b>4</b>	Standard Time returns; set clocks back one hour.
<b>6</b>	General Election Day. (10 ILCS 5/2A-1.1)
<b>10</b>	Commemorative holiday honoring Korean War veterans (24-2).
<b>11</b>	Veterans' Day; a legal school holiday (24-2).
<b>12-16</b>	American Education Week
<b>14</b>	Diabetes Awareness Day (490/170).
<b>15</b>	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
<b>16-18</b>	IASB/IASA/IASBO Joint Annual Conference, Hyatt Regency, Chicago
<b>22</b>	Thanksgiving Day; a legal school holiday (24-2).
<b>30</b>	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. <b>NOTE: 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.</b> 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).



# ILLINOIS SCHOOL YEAR CALENDAR

## 2018 December

## 2019 January

1	<p>Deadline for the Reduction in Force (RIF) joint committee to be established and begin its meetings. (24-12)</p> <p>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)</p>
2–10	Hanukkah (Festival of Lights)
3	Illinois Statehood Day
7	Commemorative holiday honoring Pearl Harbor veterans (24-2).
10	<p>First day to file nominating papers for candidates for the April 2, 2019 Consolidated Election with the county clerk or county board of election commissioners in which the principal office of the school district is located. (9-10 and 10 ILCS 5/10-6)</p> <p>Last day for the school board to adopt resolutions putting public policy questions on the ballot at the February 26, 2019 Consolidated Primary Election. (10 ILCS 5/28-2)</p> <p>Last day to file nominating papers for school board candidates for the April 2, 2019 election with the county clerk or county board of election commissioners in which the principal office of the school district is located. (10 ILCS 5/10-6) Also—Last day for the county clerk or the county board of election commissioners to notify candidates, in writing, of the acceptance of their nominating petitions. (9-10)</p>
20	Last day for the board secretary to certify public policy questions to the election authority for referendum at the February 26, 2019 Consolidated Primary Election. (10 ILCS 5/28-5)
23	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)
25	Christmas Day; a legal school holiday (24-2).
25	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).
26–Jan 1	Kwanzaa

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	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).
7	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).
14	Last day for the school board to adopt resolutions putting public policy questions on the ballot at the April 2, 2019 Consolidated 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)
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)
21	Dr. Martin Luther King, Jr. birthday observance; a legal school holiday (24-2).
24	Last day for the board secretary to certify public policy questions to the election authority for referendum at the April 2, 2019 Election. (10 ILCS 5/28-5) Also—Last day candidate may file notarized papers withdrawing nomination with the county clerk or county board of election commissioners in which the principal office of the school district is located. (10 ILCS 5/10-7)
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, 2018.

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.



# ILLINOIS SCHOOL YEAR CALENDAR

## 2019 February

## 2019 March

### National African-American History Month National Children's Dental Health Month

<b>1</b>	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).
<b>6</b>	Commemorative holiday honoring Ronald Reagan (5 ILCS 490/2).
<b>12</b>	Abraham Lincoln's Birthday; a legal school holiday (24-2).
<b>14</b>	St. Valentine's Day
<b>15</b>	Susan B. Anthony Day; a commemorative holiday (24-2).
<b>14–16</b>	American Association of School Administrators' Conference, Nashville, Tennessee.
<b>19</b>	President's Day (Federal Observance).
<b>22</b>	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 reemployed 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)

**NOTE:** Collective bargaining agreements and/or evaluation plans may have different notice requirements from that provided in statute. The employer should be careful to meet all relevant notice requirements.

### American Red Cross Month National Middle Level Education Month Music in Our Schools Month National Nutrition Month® Women's History Month Youth Art Month

<b>1</b>	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).
<b>2</b>	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)
<b>3–9</b>	Foreign Language Week
<b>4</b>	Casimir Pulaski's birthday observance; a legal school holiday (24-2).  Mayors' Day; a commemorative holiday for Chicago Public Schools (24-2).
<b>4–8</b>	National School Breakfast Week
<b>10</b>	Daylight Savings begins; set clocks ahead one hour
<b>17</b>	St. Patrick's Day
<b>29</b>	Vietnam War Veterans Day; a commemorative holiday (24-2).
<b>30–Apr 1</b>	National School Boards Association Annual Conference, Philadelphia, Pennsylvania.



# ILLINOIS SCHOOL YEAR CALENDAR

## 2019 April

## 2019 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).

<b>1</b>	<p>On or before April 1, a high school may request IHSA classification variance by submitting request to IHSA Executive Director (IHSA Administrative Policies).</p> <p>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).</p> <p>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).</p> <p>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)</p>
<b>2</b>	<p>Consolidated Election Day, includes election of school board members. (10 ILCS 5/2A-1.1 and 2A1.1a)</p> <p>International Children's Book Day</p> <p>Secretary or clerk of the school board submits official records of board actions to the treasurer of school district (10-7).</p>
<b>7-13</b>	National Library Week
<b>19</b>	Good Friday
<b>19-27</b>	Passover
<b>21</b>	<p>Easter Sunday</p> <p>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).</p>
<b>22</b>	Earth Day
<b>23</b>	Last day for the election authority to canvass the election returns and report results of the April 2, 2019 Consolidated Election to the board secretary. The board secretary is then required to transmit election results to the school board. (10 ILCS 5/17-22 and 22-17)
<b>26</b>	Commemorative holiday celebrating Arbor and Bird Day (27-18).
<b>30</b>	<p>Last day for school board to reorganize by seating new members elected on April 2, 2019 electing officers and setting a time and place for regular meetings. (10-5 and 10-16)</p> <p>Sunday—Last day for filing federal and state income tax withholding reports and paying taxes due for quarter ending March 31, 2019.</p>

### 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).

<b>1</b>	Last day to file required Statement of Economic Interests with the county clerk (5 ILCS 420/4A-105).
<b>2-3</b>	Illinois Association of School Business Officials Annual Conference, Schaumburg, IL
<b>6-10</b>	Teacher Appreciation Week Illinois Law Week (27-20.1).
<b>7</b>	National Teacher Day
<b>15</b>	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).
<b>27</b>	Memorial Day (observed); a legal school holiday (24-2).



**Fireworks Safety Month**  
**Great Outdoors Month**

<b>14</b>	Flag Day
<b>30</b>	<p>Last day for schools to report to ISBE the number of children who have received or been exempted from the required dental and health examinations. (27-9.1)</p> <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)

<b>1</b>	<p>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>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).</p>
<b>4</b>	Independence Day; a legal school holiday (24-2).
<b>7</b>	Secretary or clerk of the school board shall file annual statistical report with the treasurer. (10-8)
<b>15</b>	<p>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>
<b>29</b>	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).
<b>31</b>	Last day for filing federal and state income tax withholding reports and paying taxes due for quarter ending June 30, 2018.



# 2019

## August

# 2019

## 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)

<b>1</b>	<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>
<b>14</b>	<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>
<b>15</b>	<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>
<b>31</b>	<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>

<b>2</b>	<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>
<b>8-9</b>	<p>Yom Kippur</p>
<b>11</b>	<p>A commemorative school holiday; September 11th Day of Remembrance (24-2).</p>
<b>15</b>	<p>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).</p>
<b>25-27</b>	<p>Illinois Association of School Administrators Annual Conference, Springfield.</p>
<b>27</b>	<p>American Indian Day (27-20)</p>
<b>29- Oct 1</b>	<p>Rosh Hashanah</p>
<b>30</b>	<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 2018-2019 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>

Entire Illinois 2018-2019 school year calendar can be accessed online [here](#).





## IASA Hosts Women in Leadership Luncheons in October

Female superintendents gathered in October for IASA-sponsored luncheon meetings to network and celebrate leadership. Three super-region lunch meetings were held across the state, including October 1 in Glen Ellyn, October 4 in Springfield and October 22 in Vandalia. The luncheons were part of a year-long series sponsored by IASA to celebrate Women in Leadership.

The next networking session will be held at the Joint Annual Conference on Friday, Nov. 16th from 9-noon. Dr. Nancy Blair will lead a 3-hour workshop for female superintendents and host a book study. This workshop will provide a more in-depth opportunity for female leaders across the state to network, celebrate and share their inspiring stories of leadership. This is a free event for all female superintendents and participants need to be registered for the Joint Annual Conference to attend.

## ISBE 2018 School Report Cards Released This Month

Keep these dates in mind as to when the Illinois State Board of Education will update the new Illinois school report cards:

**October 30**—ISBE will send official Designation Letters out

**October 31**—ISBE 2018 Report Card will be published at [www.illinoisreportcard.com](http://www.illinoisreportcard.com)

## IASA/ECRA Strategic Dashboard Support

If you have not yet activated your free IASA/ECRA Strategic Dashboard, go to [www.ecriss.com](http://www.ecriss.com) and enter your email address on record with IASA. Click *Forgot Password*, and follow the steps to gain access.

Melina Wright from ECRA Group will be holding online office hours every Tuesday in October from 1–3 p.m. This is a great opportunity to receive complimentary support. To login online click [here](#) or call in by phone using 224–501–3412, Access Code: 908–650–661.

## Terrorism Task Force Creates Safety Video for School Districts

The Illinois Terrorism Task Force (ITTF) has made available to school districts a video regarding student mental health and school safety. Much has been discussed about strengthening security to school buildings and grounds—a very important issue—but there has been less conversation about increasing school safety in a preventative manner and focusing on school/student culture, climate, communication and mental health. This presentation highlights effective programs in select school districts to address these issues. School districts are encouraged to use this video to share with students, staff and the community at large.

This product is based on discussions over the past seven months with the ITTF School Safety Working Group. The working group issued best practices and recommendations earlier this year and continues to meet to update these. IASA and Alliance Partners are active participants. You can find the new video [here](#).

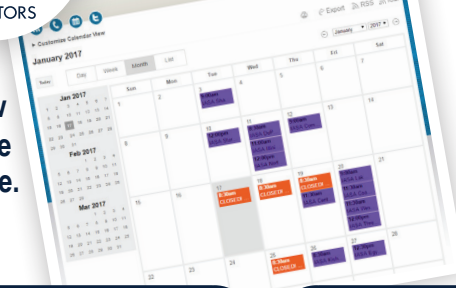
Reminder: IASA has a [school safety page](#) on our website with important safety resources.

## Lunch to Learn Webinar Available

Our first Lunch to Learn webinar on School Designations, with Rae Clementz of the Illinois State Board of Education, is now available [here](#). Watch the webinar to learn about the methods ISBE uses to determine these designations.



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)

## October 2018

- Mon. Oct. 22 [Women in Leadership Luncheon](#)
- Wed. Oct. 24 [Egyptian](#)  
[Year in Review: School Law 2018](#)
- Thurs. Oct. 25 [Central IL Valley](#)
- Fri. Oct. 26 [Western](#)

Wed. Oct. 31 [Abe Lincoln](#)

## November 2018

- Thurs. Nov. 1 [Cook South, Corn Belt](#)
- Fri. Nov. 2 [Lake, Three Rivers](#)

Tues. Nov. 6 **ELECTION DAY**  
[Starved Rock](#)



Wed. Nov. 7 [Northwest](#)  
Fri. Nov. 9 [Kaskaskia](#)  
[House Perfunctory Session](#)

Tues. Nov. 13 [GA Session](#)

Wed. Nov. 14 [Cook West](#)  
[GA Session](#)

Thurs. Nov. 15 [GA Session](#)

Fri.–Sun. Nov. 16–18 [Joint Annual Conference](#)

Thurs. Nov. 22 [Thanksgiving Day](#)

Tues. Nov. 27 [GA Session](#)

Wed. Nov. 28 [GA Session](#)

Thurs. Nov. 29 [Central IL Valley](#)  
[GA Session](#)

### ISDLAF+ Monthly Update



Click [here](#) to view the most current ISDLAF+ rates, economic indicators and general economic news brief. To obtain additional information regarding this IASA sponsored service, contact Dr. 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](http://www.isdlafplus.com).

## AASA National Conference on Education February 14–16 2019

**LOS ANGELES, CA**

Registration and housing is now open!

Visit <http://nce.aasa.org/> to register. The preferred hotel for the Illinois delegation is the JW Marriott LA Live.

### Superintendent of the Year Reception

A reception honoring the 2019 Illinois Superintendent of the Year is planned for Friday, February 15, 2019 from 5:30 to 7pm at The Nest at WP24 (The Ritz-Carlton).

**SAVE THE DATE!**







## 2018–2019 Senate Bill 7 Performance Rankings Tool software available for purchase

All Illinois School Districts are working to comply with the requirements of education reforms. For years, 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 2018–2019 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).
- The ability to export data to use for other data needs.

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 2018–2019 version of this software builds on the knowledge gained from hundreds of users.

The 2018–2019 IASA Senate Bill 7 Performance Rankings File is ready for you to purchase and download. The access request form can be found at <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 2018–2019 software will be via email only.**