



April 2016

Budget Showdown:

Will it affect schools opening?



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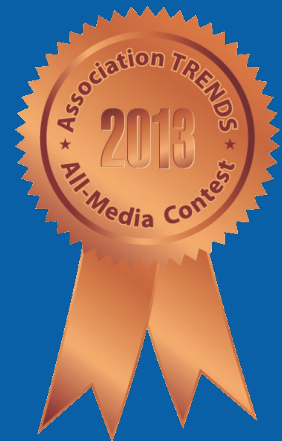
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Unthinkable budget scenario for schools not so far-fetched



Message from the Executive Director Dr. Brent Clark

Can anyone imagine the public reaction if some public schools are unable to open their doors in August? That scenario used to seem pretty far-fetched, but the specter of not having a K-12 budget by the time school starts is looming as more of a possibility with each passing week of a political stalemate that seems to be unchanged following the primary elections.

A wise political observer once told me that “Nothing” was always the smartest horse to bet on when it comes to action in the state capitol. And here we are the only state in the country without an overall budget ten months into the fiscal year – a time when everyone else is crafting *next year’s* budget.

Governor Bruce Rauner has publicly called for a K-12 education budget for FY17 that has nothing else attached – in some ways similar to last year when the K-12 budget was the only one he signed. But there are indications from the other side of the aisle that the separate public education budget may have been a one-time olive branch.

Senate President John Cullerton has said publicly that he wants a new school funding formula as well as specific numbers regarding what Chicago Public Schools and other districts will be getting before he will entertain an FY17 education budget in the Senate. House Speaker Michael Madigan has not spoken publicly about the issue, but one wonders if he again would send the governor a separate K-12 bill while the state continues to meander along without funding for higher education, MAP grants, social services, and other items near and dear to large segments of the electorate.

Both sides are keenly aware that no single item in

the budget affects more Illinois citizens than funding for K-12 schools. Just ask anyone who has been around a school strike how far-reaching the ripple effects are from schools not being open when they should be. The political pressure to end the impasse undoubtedly would increase exponentially, but no one is quite sure where the public would pin the blame -- and therein lies the tipping point in this high-stakes game of political “chicken.”

We’re not saying it’s time to panic or to overreact. Common sense would dictate that cooler, wiser heads will prevail before we reach the precipice. But it is not too early to start planning for this potential situation and determining if your schools can open in August and, if so, just how long your district would be able to stay open without state aid for part or all of FY17. Facts in hand, the best thing you can do is share those unvarnished facts with



your local legislators so they know exactly what is at stake as the budget talks unfold. Sharing your district’s situation with legislators will prevent them from being “surprised” in August.

Because of reserve funds, the timeline in which property taxes are distributed in some counties and other financial factors, many observers think most districts would be able to at least start school in the fall. How long certain districts would be able to operate is another question entirely. A recent Associated Press story, using data from ISBE, noted that more than 60 percent of Illinois school districts are operating with a deficit budget this school year.

Most districts have worked hard to accumulate at least six months of reserve funds, kind of an industry minimum standard for schools to have a safety net. However, cuts to state aid each of the past five years have caused many districts to drain down those

(Continued on page 4)

(Continued from page 3)

reserves. We are 10 months into this fiscal year without an overall state budget and even for districts that have been able to maintain the suggested level of reserves, the math just doesn't work at some point without state funding.

Of course, any superintendent has to question burning through their district's reserves to cover for the political impasse in Springfield. Would that jeopardize the long-term financial health of your district? Is it wise to open school in August, run for a few weeks and then close your doors until a budget is passed? These are just a few of the daunting questions now facing superintendents.

In addition to sharing your district's situation with legislators, I would suggest starting this conversation with your board, your faculty and staff, and your

community. It always helps to present a united front, so I would suggest working on your strategy with neighboring districts and districts in your region, much like you work in concert on weather-related decisions.

If schools are open and running in August, this unprecedented political logjam likely won't be broken until after the November 8 general election.

However, if schools are NOT open then all bets are off because the political pressure to resolve the stalemate will be immeasurable. Imagine being an incumbent on the November 8 ballot if the school doors are closed in your legislative district – not a real promising scenario regardless of party affiliation.

Feel free to share this column with your board or community groups as you see fit.

Brent

AASA's Ellerson provides update on ESSA

Click on the image to view the video.



The Every Student Succeeds Act (ESSA) was signed into law by President Obama on December 10, 2015, effectively replacing the No Student Left Behind legislation. ESSA is now in the rulemaking phase, an extremely important part of the process that will actually define how the law is to be implemented and what states and schools will need to do to meet the new federal guidelines. In this three-minute video Noelle Ellerson, the American Association of School Administrators (AASA) Associate Executive Director for Policy and Advocacy, gives a status update on ESSA and how the rulemaking is progressing.



IASA ASPIRING SUPERINTENDENT ACADEMY



Dr. Michael Lubelfeld
Superintendent
Deerfield 109



Dr. Nicholas Polyak
Superintendent
Leyden Comm HS 212

Click [here](#) to view a video as Dr. Lubelfeld and Dr. Polyak discuss the IASA Aspiring Superintendent Academy.

IASA will be offering an Aspiring Superintendent Academy (ASA) for those school leaders considering the superintendency. This five day summer learning academy will sharpen participants' leadership knowledge and skills and give them a view of the modern superintendency. Aligned with the ISLLC Standards, the program will be a fast-paced, authentic *Learning Academy* where attendees will participate in simulations and produce meaningful activities that reflect the current expectations of superintendents.

Dates: July 11-15, 2016

Location: IASA office in Springfield

Class Topics include:

- School district leadership
- Communication strategies
- School district operations
- Community engagement
- Action planning and next steps

For additional information and application click [here](#).

Registration Deadline extended to April 15, 2016

Vision 20/20 proposals among education bills being considered

A handful of bills emanating from Vision 20/20 are among the pieces of education legislation that have been introduced for the spring session of the General Assembly. Here are thumbnail descriptions of some of the education bills that might emerge this spring (you can read the full versions of the bills by clicking on the underlined links):

School funding formula revision ([SB 231](#))

Sen. Andy Manar (D-Bunker Hill)

This bill is a revised version of previous attempts (SB 16 and SB 1) to change the current school funding formula that was last changed in 1997. This proposal differs from Senator Manar's previous attempts in that it includes a full "hold harmless" provision for school districts in year one and then phases out that provision over a four-year period. It also includes adequacy grants and a provision for the state to pay the normal costs for the Chicago Teachers Retirement System. It would eliminate special funding provisions such as the Chicago Public School system's block grant. It also includes provisions from Senator Barickman's evidence-based funding formula that was proposed by Vision 20/20.

Evidence-based funding ([SB 2759](#))

Sen. Jason Barickman (R-Bloomington)

As of April 1, this remained a shell bill waiting for final language regarding revamping the school funding formula. The evidence-based funding model was one of the centerpieces of the Vision 20/20 recommendations and, as the name suggests, would have funding target research-based outcomes and programs. The Vision 20/20 plan also says: "The state's solution should not create 'winners' and 'losers' and instead should ensure no school district gets less funding than they already receive. This concept of 'hold harmless' should be a cornerstone of any legislation passed in the General Assembly and sent to the governor."



Evidence-based funding panel ([HB 4022](#))

Rep. Chris Welch (D-Hillside)

Amends the State aid formula provisions of the School Code. Forms an evidence-based Professional Judgment Panel. Provides that the Panel shall update and revise a 2010 study and make recommendations for the implementation of an evidence-based adequacy and equity formula for the funding of all school districts. Specifies the members who shall serve on the Panel. Requires the Panel to recommend an adequate per pupil cost figure and a per pupil amount of local revenue figure. Provides that the Panel's recommendations shall incorporate identifiable and prototypical education expenses based on the school district type and student population size. Requires the Panel to submit a final recommendation for full funding of an equitable and adequate educational opportunity for all students by the 2020-2021 school year. Effective immediately.

Educator Licensure Reciprocity ([HB 6128](#))

Rep. Linda Chapa LaVia (D-Aurora)

Allows persons to have completed a comparable preparation program in another state to earn a Professional Educator License. Provides that required testing under certain provisions of the Code includes an evidence-based assessment of teacher effectiveness approved by the State Superintendent in consultation with the State Educator Preparation and Licensure Board completed by the end of the second year of employment for Professional Educator License applicants who are holders of an Educator License with Stipulations. Requires applicants for an Educator License with Stipulations to satisfy the requirements for a Professional Educator License. (Amends the educator licensure provisions of the School Code. Allows persons to have completed a comparable preparation program in another state to earn a Professional Educator License. Provides that required testing under certain provisions of the Code includes an evidence-based assessment of teacher effectiveness approved by the State Superintendent of Education in consultation with the State Educator Preparation and Licensure Board completed by the end of the second year of employment as a teacher of record for Professional Educator License applicants who are holders of an Educator License with Stipulations.

Unfunded Mandates (SB 3182)

Sen. Dale Righter (R-Mattoon)

Vision 20/20 included a proposal that would grant school districts potential relief from non-instructional mandates that were 1) unfunded, 2) in excess of federal mandates, 3) not connected to student safety, and 4) not having to do with civil rights. This bill would create the Local Unfunded Mandate Exemption Act. Provides that all units of local government, school districts, and public colleges and universities may, by a majority vote of the governing body, exempt themselves from specified mandates that are unfunded if it is determined that it is not economically feasible to comply with the unfunded mandate. Provides for notice, public hearing, and other requirements in order for a governing body to exempt itself from any mandate. Prohibits exemption from federally required mandates, mandates pertaining to health and public safety, mandates pertaining to civil rights, and instructional mandates for school districts. Provides for appeal procedures by state agencies affected by exempted mandates. Amends the State Mandate Act. Provides that the Department of Commerce and Economic Opportunity shall submit yearly to the Governor and the General Assembly a review and report on mandates remaining in effect at the time of submittal of the report.



SAT/ACT choice for districts (HB 4362)

Rep. Michael Unes (R-Pekin)



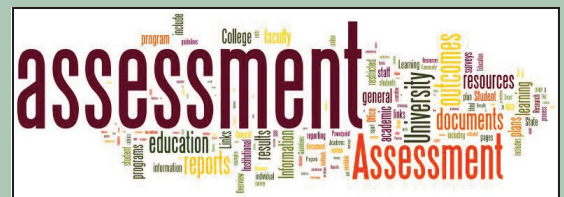
Amends the State Board of Education - Powers and Duties Article of the School Code. Removes a provision providing that of the 3 assessments the State Board of Education shall administer of English language arts and mathematics for students in a secondary education program, one assessment shall include a college and career ready determination exam. Provides that the State Board shall enter into 2 separate contracts to administer 2 college and career-ready determination exams, including, but not limited to, one that is accepted by all of this State's public institutions of higher education, as well as all of the State's

post-secondary educational institutions for the purpose of student application or admissions. Specifies that each student shall be offered the opportunity to choose between the 2 exams. Sets forth provisions providing that the State Board shall be required to cover all expenses for each student to take one of the 2 exams for the purpose of college application or admissions consideration.

State assessments (HB 4380)

Rep. David McSweeney (R-Cary)

Amends the School Code with respect to State goals and assessment. Provides that the provision requiring the State Board of Education to administer no more than 3 assessments, per student, of English language arts and mathematics for students in a secondary education program applies until the expiration of any contracts entered into before the effective date of the amendatory Act between the State Board and the company or companies that operate the PARCC (Partnership for Assessment of Readiness for College and Careers) tests. Provides that after the expiration of any such contracts, the State Board shall enter into 2 separate contracts to administer 2 college and career ready determination examinations, including, but not limited to, one that is accepted by all of this State's public and private institutions of higher education, for the purpose of student application or admissions consideration. Specifies that each student must be offered the opportunity to choose between the 2 examinations. Sets forth provisions providing that the State Board is required to cover all expenses for each student to take one of the 2 examinations for the purpose of college application or admissions consideration. Provides that no State assessments other than these 2 examinations may be administered to students in a secondary education program after the expiration of any contracts entered into before the effective date of the amendatory Act between the State Board and the company or companies that operate the PARCC tests. Effective July 1, 2016.



Federal rate for employer pension cost ([HB 4571](#))

Rep. Jehan Gordon-Booth (D-Peoria)



Amends the Downstate Teacher Article of the Illinois Pension Code. In a provision relating to employer contributions from special trust and federal funds, provides that, beginning July 1, 2016, the rate, expressed as a percentage of salary, shall be equal to the total employer's normal cost, expressed as a percentage of payroll. Effective immediately.

Safe Schools & Healthy Learning ([HB 5617](#))

Rep. Chris Welch (D-Westchester)

Amends the School Code. Provides that the State Board of Education is, subject to appropriation, authorized to award competitive grants under a Safe Schools and Healthy Learning Environments Program. Provides that under the program, selected school districts must reallocate funding for school-based law enforcement personnel in some or all of their schools to other evidence-based and promising practices designed to promote school safety and healthy learning environments, including, but not limited to, restorative justice programs; increased use of school psychologists, social workers, and other mental and behavioral health specialists; drug and alcohol treatment services; wraparound services for youth; and training for school staff on conflict resolution techniques and other disciplinary alternatives. Provides that the program shall match the amount that is reallocated from school-based law enforcement personnel to alternative methods of addressing student behavior on a dollar-for-dollar basis. Prohibits grant funds from being used to increase the use of school-based security personnel. Provides for an annual report to update progress on the Program. Prohibits arrest or being otherwise cited for a criminal offense committed during school hours while on school grounds, in school vehicles, or at school activities or sanctioned events except in certain circumstances. Effective August 1, 2016.



Third-party contracting ([SB 3098](#)) & ([HB 6164](#))

**Sen. Barickman (R-Bloomington)
and Rep. Ron Sandack (R-Downers Grove)**



Another Vision 20/20 proposal called for third-party contracting and changes to the way in which physical education and driver's education waivers would be granted. This bill would amend the School Code to allow a Board of Education to enter into a contract with a third party for non-instructional services currently performed by any employee or bargaining unit member, and removes a provision that requires any third party that submits a bid to perform the non-instructional services to provide a benefits package for the third party's employees who will perform the non-instructional services comparable to the benefits package provided to school board employees who perform those services. With respect to excusing pupils from engaging in physical education courses, provides for additional reasons why a pupil may be excused, pursuant to school board policy. Requires a public hearing on whether to adopt such a policy to be held at a regular or special school board meeting prior to adopting the policy. Provides that a school district may offer a driver education course in a school by contracting with a commercial driver training school to provide both the classroom instruction part and the practice driving part or either one without having to request a modification or waiver of administrative rules of the State Board of Education if a public hearing on whether to enter into a contract with a commercial driver training school has been held at a regular or special school board meeting prior to entering into such a contract; sets forth requirements concerning the contract.

Educator and Substitute Teaching Licenses ([SB 2912](#)) Sen. David Luechtefeld (R-Okawville)

Another Vision 20/20 proposal under the heading of educator licensure reciprocity and substitute teachers, this bill amends the Educator Licensure Article of the School Code. Makes changes concerning a provisional in-state educator endorsement on an Educator License with Stipulations, a career and technical educator endorsement on an Educator License with Stipulations, a provisional career and technical educator endorsement on an Educator License with Stipulations, a Substitute Teaching License, a teacher leader endorsement on a Professional Educator License, educator testing, the minimum requirements for educators trained in other states or countries, fees for Substitute Teaching Licenses, and requirements for licensees retiring during a renewal cycle.

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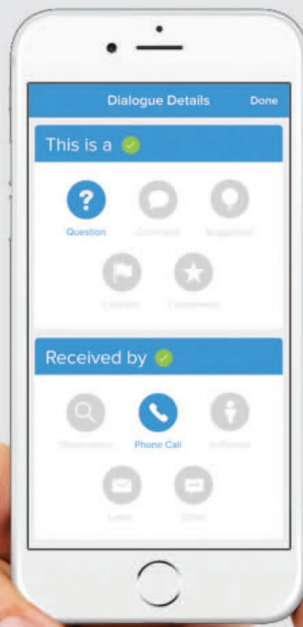
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Farmington plugs into solar power



Dr. John Asplund
Farmington
Central CU 265

In these trying economic times (especially here in Illinois), school districts are constantly being tasked to “do more with less.” In practice, this concept seems out of touch with reality. But the Farmington Central School District, with the help of the Farnsworth Group, the Clean Energy Design Group, and the Illinois Clean Energy Foundation (ICEF), has been able to operationalize this concept through the construction of a

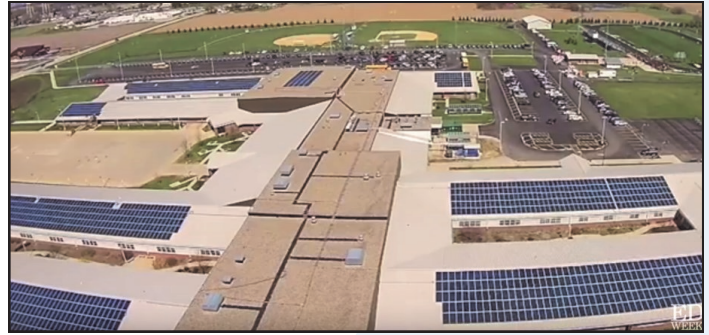
large roof-mounted solar array.

The solar array, which consists of 2,520 solar panels, produces 756 kW of electricity for our school district. This equates to approximately 30 percent of the overall power consumption for the district, which, in turn, lowers our electric bill. And that reduced electric bill allows us to do more for our students by paying less for electricity... more with less.

But, you may be thinking, because we had to pay for the panels we surely didn't save money. Well, that would have been true had the district not been awarded a \$1.15 million grant from the Illinois Clean Energy Foundation. The district's actual cost was approximately \$750,000, but we were able to pay our portion by dovetailing bonds onto the end of the building bonds that constructed our PK-12 facility that was completed in 2004. By constructing our bond payback in this manner, we did not have to increase our bond rate, saving for the last year of payback, when the original building bond payback was much smaller than the previous 14 years. And even in that last year, the combined bond payments are still lower than previous years.

So, you may be asking, the district taxpayers did not have to experience an increase in their tax rate, but how much money can the district actually save by using solar? Our current and projected savings are significant. As previously stated, our solar array has reduced our electrical consumption (via traditional power acquisition) by one-third. That has reduced our electric bill by \$57,000 over the past 11 months. At a time when the state is drastically reducing its financial

Education Week recently showcased influential, inspiring, and innovative school district leaders in the United States. Dr. Asplund was named as one of 13 *Leaders To Learn From*. Click [here](#) to view a video story which highlights Dr. Asplund as a forward-thinking leader.



Over 2500 solar panels sit on top of Farmington district buildings.

support for public schools, this savings has been extremely impactful. And, when you consider the fact that energy prices are projected to drastically increase over the next 25 years (the amount of time that our solar array is guaranteed to operate at 100 percent capacity), the savings are projected to exceed \$1 million...more savings with less electricity consumption.

Of course, our primary mission in public schools is to educate our children. This project has already helped us expand our students' learning opportunities in this area. We recently added a new class at Farmington Central High School called “Alternative Energy,” which is an exploration of all the energy production models currently in place in Illinois: coal, nuclear, hydro-electric, geo-thermal, wind... and solar. Our students can examine the real-time savings of our solar panels through a web portal that shows how much energy each panel is producing and how much money the district is saving. The portal also shows historical data so students can compare how the weather impacts the amount of energy that can be produced by the panels on any given day.

We are very proud to have partnered with the Farnsworth Group and the Clean Energy Design Group to provide this economic savings and curricular enhancement to our district. We continue to search for ways to save money on electricity. In fact, we are in the middle of a cost/benefit analysis of placing an additional 3,030 panels on our grounds for an additional Megawatt of solar energy production. We have embraced the opportunities that this every-improving technology has presented for us. We have plugged into solar and we continue to do more with less -- more for our students and taxpayers through less energy consumption.

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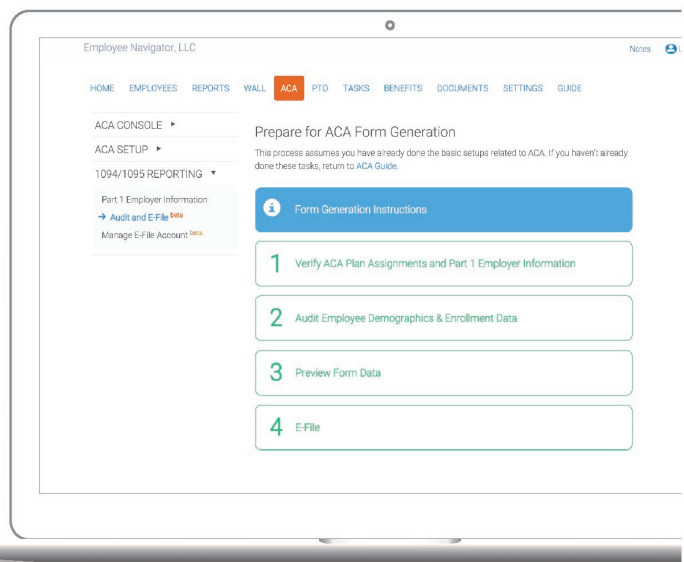
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- Generate 1094-C and 1095-C



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So you don't think you need a system; think again. Employers are required to compile monthly hours worked for all hourly employees, categorize owners and seasonal employees and more. Finally companies need to track eligibility periods for all employees as well as offers of coverage & enrollment dates. Did we mention that the data also needs to be totaled on the 1094-C?

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Are you ready to give employees a 1095-C?

ALE's must give every employee a 1095-C each January which details health insurance enrollment and affordability information. The data itself isn't complicated, compiling it from multiple systems, now that's another story.



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Videos from the Districts



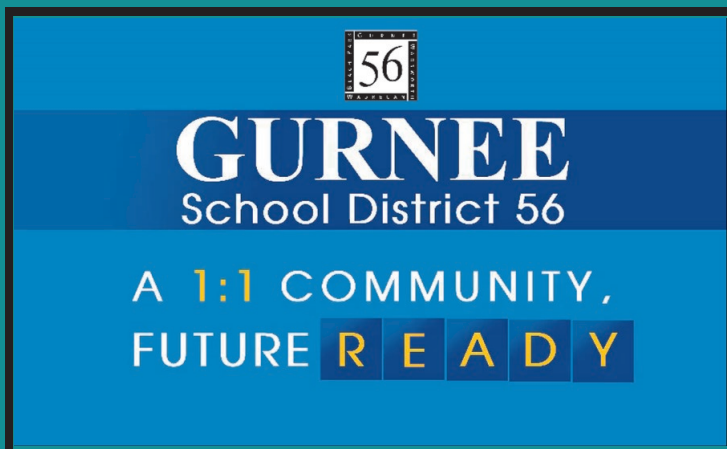
Belleville superintendent discusses toy gun at school

**Belleville Twp HS 201
Dr. Jeff Dosier, Supt.**

(Please note: A 30 second ad precedes this video.)

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Supt.**

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Future Ready Summit

Gurnee 56

Dr. John Hutton, Supt.

Videos from the Districts

**Tweets from Clark
Community Consolidated 59
Dr. Arthur Fessler, Supt.**



**Explore 204: Vision
60504
Indian Prairie 204
Dr. Karen Sullivan, Supt.**

**We are AH 25
Arlington Heights 25
Dr. Lori Bein, Supt.**



Videos from the Districts

STUDENT PRODUCTION ROOM AND COMPUTER LAB



**Oak Grove Student
Production Room
and Computer Lab**
Oak Grove 68
Dr. Lonny Lemon, Supt.

**Annual Bilingual
Summit 2016**
Mannheim SD 83
Kim Petrasek, Supt.



Food Services Program
Lincolnwood School District 74

**District 74's Food
Services Program
and recent
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Real life referendums: Third time is a charm



Matt Stines
Superintendent
Grant Comm 110

School districts across the state are facing difficult financial times for a multitude of reasons including reductions in state funding, declining enrollment, falling EAV's, or the ever increasing cost of doing business. No matter the reason for the financial turmoil, district leaders are faced with a difficult reality of either cutting costs or increasing revenue. Districts across the state have already cut

costs to the bone and find themselves in a position where the only way to sustain quality educational programs for the long term is to increase revenue by passing a referendum.

As we worry about the pending state budget crisis and look ahead to a general election in November, many districts are deciding whether to put a question on the ballot in an effort to increase tax revenues. Asking our communities for a property tax increase is no small task and getting a ballot question to pass can seem insurmountable! During my time as superintendent of Grant CCSD 110, I have had the adventure of leading my district through the referendum process three times in the last five years, all in an attempt to get an increase for our Education Fund. As the headline alludes, our first two attempts were not successful. The first was an utter blowout and the second a narrow loss, but our third attempt resulted in a huge voter swing and a resounding win.

A little perspective can go a long way if you are deciding whether to put a question on the ballot. You may find that you are quickly burning through reserves and will soon deplete cash on hand, or you may find yourself selling the light fixtures to make your next payroll. District 110 had been experiencing deficit spending for more than a decade prior to the first ballot question. District 110 would not have been able to continue operations without working cash fund availability, and deficit amounts varied each year based upon working cash monies available.

The district sold bonds twice over the 10 years, borrowing a total of \$2.7 million dollars. At the end of FY10, the district had a deficit (\$1,038,618) across all

funds against a roughly \$7 million budget. With local property taxes behind on collections and state payments yet to begin, our cash on hand was around \$1,200 after making payroll, forcing the district to hold payment on all our bills that month. At this point, the board and I knew an education fund increase was a need, not a want, if the district was to maintain status quo. This realization started us on a four year campaign trail.

Through all three campaigns many lessons were learned and I am grateful to be able to share my experiences with you. As a disclaimer, I am not a political expert, an attorney, or a communications guru, just a fellow superintendent who has lived the referendum experience.

Lesson 1: Is the Board on board?

If the decision is made to move forward and put a referendum on the ballot, there are eight people who should absolutely agree that it is necessary and the right move for the district. All seven board members and the superintendent must be united on the decision, delivering a common message of support. The board is a district's representation of the community. With that being said, know that if any of your board members are unsure or express doubt they can, and likely will, damage the district's chances for a successful referendum. As superintendent, spend as much time and effort as necessary making sure the board is confident and unanimous in placing a question on the ballot. At the end of the day, if there are board members who still need convincing or the board is not united, placing the question on the ballot may not be the correct decision.

Lesson 2: What is the compelling argument to vote yes?

The meaning of compelling includes the phrases "to inspire conviction," "not able to be refuted," and "not able to be resisted." Compelling is exactly how

the statement of facts needs to be presented to the voters. Information about the district's current condition or the desired state must be communicated in a manner causing an overwhelming majority of your voters to act with support. The most difficult part for district leaders is identifying the compelling arguments that will foster a majority of support, and each compelling argument is as unique as the community. The reality is schools are an asset to our communities. Each stakeholder has a different perspective on the role schools play within our communities and that may cause individuals to respond differently in their statement of support.

One compelling argument may be to maintain the status quo. Maintaining the status quo operates under the assumption that how the district operates now is really good. It very well may, but for stakeholders who are not satisfied with the current system or groups in the community who are not directly impacted the argument may be far from compelling.

During our first campaign in 2011, we made the status quo argument to the community. Under a "Keep the Quality" tagline, the referendum committee set out to convince the community that we had excellent schools and it was necessary to pass a tax increase to maintain the status quo. We touted our test scores, the Blue Ribbon Award, small class sizes, numerous extra-curricular activities, and a comprehensive curriculum that educated the whole child. Conversely, we warned without a tax increase, the district would be forced to make significant cuts to staff and programs and the quality of a student's education would suffer.

We were killed on the first vote with 75 percent of the community against the increase. In hindsight, while motivating for some of our parents, we know "maintaining quality" was not a compelling argument for our community as a whole. With regards to

community sentiment, many of the comments involved statements such as "We didn't have all that stuff when I was in school," "Why can't we put more kids in a class?" and "The schools haven't done anything to save money." We also learned that while keeping high quality programs was compelling to many there was disbelief the district would actually make the cuts presented.

As promised during the first campaign, the district moved forward with an extensive list of reductions to staff and programs. Starting the 2011-2012 school year, the district had cut \$632,000 from the budget, including a reduction in class sections (P.E. included),

adjustment of building times to reduce supervision costs, and reduction of custodial services, health care aid, social work services, school resource officer and secretarial staff. Additionally, there was an elimination of programs including Hearing Impaired, band, chorus, general music classes, gifted education and technology courses. All total, we cut over \$1.2 million or about 22 percent of our total budget.

The second campaign in 2013 ran under the slogan "Support Our Schools." The attempted compelling argument for this campaign was two-fold. The district was still hemorrhaging financially and the necessary cuts to continue operations would be detrimental to our children, with only basic core classrooms left. The second aspect of the message was a

reminder of how good the programs were and remaining a desirable community meant our schools needed to offer extensive programming consistent with neighboring districts. During the second campaign our messages were more compelling. This time we could show a decline in enrollment and test scores, which we attributed to program cuts. Parents were also feeling the burden of reduced transportation and our message was resonating in the community about the disparity between local schools. We made significant gains with turning the vote, but on election day in April 2013 we fell 64 votes short, the margin being 48 percent yes, 52 percent no.

The district came back almost immediately and put the question back on the ballot for 2014. Grant



110 was in financial dire straits. The slogan for this campaign was “Save Our Schools.” The board and I, along with members of the referendum committee, had previously strategized how we would transition into the third campaign if needed. There were no options for additional cuts and the compelling argument became, “If this doesn’t pass our schools will close.” By May 2013 the board adopted a Resolution for Dissolution, making it absolutely clear to everyone if the March 2014 referendum failed, District 110 would dissolve and the students would attend a neighboring district.

The elimination of their local schools was the most compelling argument we could make. All efforts were directed at ensuring the community understood what dissolution would mean for their kids, homes and the community. Whether you voted yes or no, taxes would increase because every contiguous district with Grant 110 had a higher tax rate and many of them were higher than the proposed increase. The opposition conceded our increase was the lesser of two evils. Parents supported keeping us open due to the fear their kids would transfer to a low-performing district, and the community largely supported us in the belief the increase would prevent further economic decline within the community.

For District 110, finding the compelling argument was an evolving experience. If your district is considering a referendum, I would highly encourage you to have a firm understanding of what is important to the community with regards to schools. I would recommend using surveys, conducting focus groups, and talking to the retired guys at the coffee shop. Look for every opportunity to identify and communicate the compelling argument early.

Lesson 3: You MUST follow through

A vote is a choice our community makes and regardless of the election outcome a district must fulfill the assurances made during the campaign to maintain integrity and community trust. District 110’s pledge to reduce staff and programs was detrimental to our students’ education. However, if proposed reductions were not fulfilled, community trust during future campaigns would have been ruined.

Lesson 4: Have the Right Committee

During all three campaigns I was very fortunate to work with fantastic people. An important lesson learned is you need an army with different skills, expectations and responsibilities. In 2011, the

committee communicated effectively using signs and mailers, but did not solicit the feedback needed to affect the vote. The second campaign committee did a much better job of canvassing, soliciting feedback and conveying the compelling argument. Our third committee had two significant factors making them successful. First, the five executive committee members each had a focus area, delegating one person each to manage the Facebook page, mailers, volunteer recruitment, fundraising, and canvassing. Second, they recruited more volunteers to complete work, maximizing time and effort.

Lesson 5: Role of the Board, superintendent and staff

The role of employed stakeholders raises questions. Can staff help with a campaign? Can staff wear promotional materials? What is considered on and off the clock, especially for superintendents? There are election rules regarding activities considered appropriate for staff and they should be followed. However, from my personal experience, the short answer is staff can do almost anything except promote “Vote Yes!” The board and I were cautious during the first two elections but extremely active and visible during the third. As the education experts we answered questions about school finance, curriculum needs and class size research. It is my opinion if the superintendent is not out front delivering answers it gives the appearance there is a lack of support from the school. As superintendent I approved and promoted factual information regarding the state of the district, times and locations of meetings, fundraisers and community activities. The board and I, along with a great number of staff, also attended the events. I participated in the door-to-door canvassing in 2014 as an alumnus and a community member, not as the superintendent. Make sure you wear a different hat that day.

Lesson 6: Over-communication is essential

The most important goal for any school referendum is to communicate your message. To remember, learn or believe a message, it must be delivered numerous times. The utilization of print media (newspapers), letters home (mailed and sent with students), social media, websites, posters, yard signs and banners are all essential to ensuring the community receives information and understands your desired outcome.

However, districts must use caution when communicating via district resources and refrain from promoting a “Yes” vote. Persuading the vote is the referendum committee’s job. Most communications can be controlled, directed and timed -- with possible exception of the newspapers. A lesson I learned is if you don’t have a relationship with your local reporters, this is the perfect time to build one. A possible tax increase is big news and will be covered. An advantage superintendents have is school finance can be complex and confusing. The most effective tool I found with our local paper was to keep the information simple and to literally spell out the information. I would present information, answer questions, and then end by handing them a written copy of the message I wanted delivered. What I found is more often than not, my written points would get published verbatim.

monitored content, and did an excellent job communicating with district staff prior to publications or responses.

Facebook provided continued dialogue, a platform for clarifying questions and a place to dispel rumors. The best advice I can give any district, if you do nothing else, make sure you communicate well online. Both the district and the committee posted almost daily, generating interest and support needed to pass the referendum.

Find a way to engage people. We used the

A few other lessons

slogan “110 Days to Save 110.” We developed a referendum calendar and all social media posts surrounded the theme “110 days.” We made sure activities were scheduled every day. Activities included events such as meetings, fundraisers, or a fun throwback Thursday picture of staff.

Create a timeline of events. Start planning the campaigning six to nine months prior to election day. This timeframe provided us with sufficient time to get information out yet manageable enough to maintain momentum.

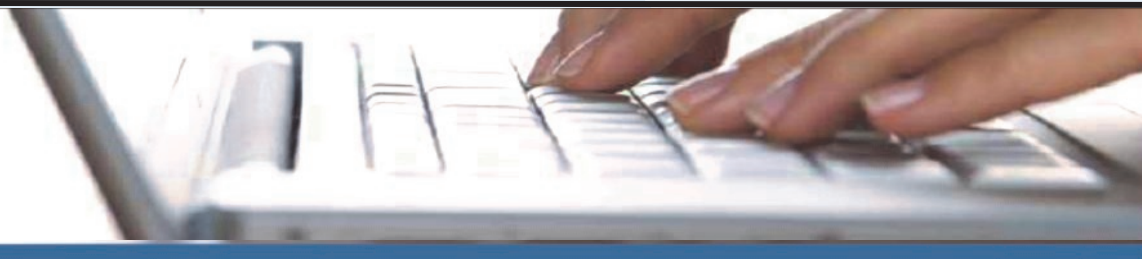
Go to your community. Every meeting or conversation is an opportunity to deliver your message in person. While you will certainly host informational meetings, seek out the people you need to reach.

All three referendums were tremendous learning experiences. I am very thankful our third attempt was successful and so well supported by the community. District 110 has seen benefits from our education fund increase. Additional tax dollars have changed our financial climate, increased financial stability and created educational opportunities such as reinstating programs, updating curriculum and purchasing new technology.

Lesson 7: Social media is a King and Joker

Social media is a must for effective communication with stakeholders. Both the district and referendum committee need to be actively engaged with social media platforms. These platforms are a powerful tool for delivering the messages. However, social media can also be destructive if the information is hijacked by negative comments.

District 110 and the Save 110 committee used Facebook effectively with independent Facebook pages. The district would publish all factual information, not allowing comments or replies to posts. Locking the district page eliminated persuasive discussions that could be misconstrued, and avoided negative comments on the district page. Conversely, the Save 110 page published facts, opinions and solicitations, reserving the right to remove posts if necessary. Two members of the Save 110 committee



DAILY ROUTINE: 1. Coffee 2. IASA Website.

www.iasaedu.org

Metropolitan School Employee Benefits Program



The Illinois Association of School Administrators (IASA), the Illinois Association of School Boards (IASB) and the Illinois Association of School Business Officials (IASBO) are proud to introduce the Metropolitan School Employee Benefits Program sponsorship and Mesirow Financial as our employee benefits broker.

Headquartered in Chicago, Mesirow Financial is a diversified financial services firm that will service those school districts in Cook and the surrounding DuPage, Kane, Kendall, Lake, McHenry and Will counties. Mesirow Financial has customized employee benefits programs specific to IASA, IASB and IASBO members in this area. We are calling this program the Metropolitan School Employee Benefits Program (MSEBP).

Employee Benefits Cost Savings Strategies

Evaluation of Current Health Insurance Program A comprehensive analysis of employee benefits programs, including trend analysis and model plan design alternatives so you can see what factors are driving health care costs and how to control them.

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Go to: Tinyurl.com/IPASC16

‘Superintendent for the Day’ special opportunity for students -- and also for the ‘real’ superintendent



**Millstadt 160
Superintendent
Jonathan Green**

As in most schools, fundraisers are a necessary evil in order to fund school programs, extra-curricular activities or just basic everyday needs in the current fiscal climate. The Parent Teacher Association (PTA) at Millstadt Community Consolidated School District 160 raises funds at an annual dinner auction. They request our staff to participate by offering baskets, mini-trips or student

opportunities. These range from lunch with teachers, student decorated art and many other items. All proceeds from the PTA fundraiser are dispersed to purchase items from the wish list of teachers and the district. Ultimately, these personalized donations allow staff to build greater rapport with students.

Initially, when I was given the opportunity to donate, I offered golf packages, tickets to St. Louis Cardinal games and St. Louis Blues games. While these were nice donations, they really were just for parents to take their own kids. Three years ago, I decided to offer the opportunity for a student to become the “Superintendent for the Day.” This idea had been available with the aspect of a “Principal for the Day” in other districts. I thought I would give it a try and build the package. The student would act as the superintendent, wear the appropriate lanyard identifying them as Superintendent for the Day, along with lunch of their choice I would deliver to them in the cafeteria. I continued to offer the tickets as an enticement to bid but, unexpectedly, the joy I received during the past three years has been remarkable.

I was not sure how it would go and what age group would be excited by this opportunity. During the past three years I have found out second and third grade students are most excited about the opportunity. The parents bid for their child to have an opportunity to walk around with me and actually have involvement in the superintendent’s work throughout the day. I get to see the smiles on their faces and their proud sense of accomplishment when a student puts on the lanyard with their picture, name and the title of Superintendent and spends the day in that role.



Millstadt 160 superintendent Jonathan Green shares lunch with last year’s ‘Superintendent for the Day’ second grader Clayton Correll and other students.

What I have learned from those experiences is how much joy children get out of feeling important. Whether it is one day or every day, the opportunity to feel like you command some type of authority is enticing. I also have learned how fun it is to have in-depth conversations with kids on a different level. I asked one of the “Superintendents for the Day” if they wanted to help me make some business phone calls. He asked “Who are we going to call?” and I replied with “Ghostbusters!” He replied “That is a joke.” The response made me laugh like I have not laughed in a long time. As the day continued, he used my joke on others and he was excited when we made the phone calls. The cool thing was how the adults on the other end of the phone line treated them.

At the end of the day, the idea I could make someone’s day meant more than anything I do. Whether it is the task of creating the budget, cutting staff or thinking of ways to improve the school, all superintendents have some notorious and boring tasks. The opportunity to put a smile on a student’s face makes all the difference in the world. I would encourage you to give it a try not only to give a very special opportunity to a child, but also to see the outcome and how it can make your day.

The best and most beautiful things in the world cannot be seen or even touched - they must be felt with the heart.

Helen Keller



Adam Dean
Principal of Triopia
Jr./ Sr. High
School
Triopia CUSD 27



Kristin J. Elliott
Director of District
Programs and
Services
SPEED S.E.J.A.
District 802



E. Scott England
Principal of North
Side School
Fairfield 112



Sheila Greenwood
Superintendent
Bement CUSD 5



Debbie Poffinbarger
Assistant
Superintendent
Benton 47



Nicole Terrell-Smith
Director of
Business Services
Hazel Crest 152.5



Emily Weidner
Principal of White
Heath School
Monticello CUSD
25



Kevin Werner
Chief School
Business Official
at Prairie Grove
Consolidated
School District 46

S

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Educators selected for Moon Scholarships



Eight Illinois educators have been selected to receive \$2,500 awards as recipients of the 2015-16 James V. and Dorothy B. Moon Scholarships. Names and pictures of those selected by the

character, and be enrolled in an advanced degree program at an accredited college or university. The application process includes, among other things, a response to a practicum question, three letters of reference, a statement concerning involvement in professional development programs, and a statement indicating a commitment to superintendency.

School Administrators Foundation for Education (SAFE) Board of Trustees are listed below.

“The SAFE Board of Trustees was extremely impressed with the quality of the applications we received, and we are pleased to be able to further this important profession through the Moon scholarship. These individuals will be charged with the ultimate responsibility of ensuring a quality education for the children in the communities where they are hired to lead,” said Ronald Jacobs, President of SAFE.

The Moon Scholarship was established by the late Dr. James V. Moon, a distinguished educator and superintendent in Illinois. The purpose of the scholarship is to provide grants to assist individuals in the pursuit of graduate study leading to improved competency in superintendency.

To qualify, an applicant must be a resident of and a practicing administrator in Illinois, be a graduate of an accredited college or university, hold an administrative certification in Illinois, be of good

The SAFE Board of Trustees was extremely impressed with the quality of the applications we received, and we are pleased to be able to further this important profession through the Moon scholarship. These individuals will be charged with the ultimate responsibility of ensuring a quality education for the children in the communities where they are hired to lead.”

**--Ronald Jacobs,
President of SAFE**

Applications were judged based on good scholarship, evidence of strong communication skills, abilities and strengths as indicated by the letters of support, potential for contributing to the quality of K-12 public education in Illinois through the superintendency, and demonstrated participation in professional development programs.

Recipients are required to contribute to the further development of the superintendency in Illinois for a period of two years following completion of their degree program in which they accepted payment of tuition, fees and/or textbook expenses on their behalf.

Information and applications for the 2016-17 Moon Scholarships will be available beginning July 1, 2016 on the IASA website at www.iasaedu.org. Questions can be directed to Ronald Jacobs, SAFE President, at 309/523-3184 or at rjacobs@riverdaleschools.org.

Anyone wishing to contribute \$25 or more to the SAFE scholarship fund can do so by sending a personal check made payable to SAFE to the IASA office at 2648 Beechler Court, Springfield, IL 62703-7305.

Click [here](#) to view previous recipients of the Moon Scholarship.



IASA News in Brief



IN MEMORIAM

It is with sadness that we inform you that former IASA member Dr. Donald J. Miedema passed away on March 24. Dr. Miedema was superintendent of the Springfield School District from 1978 through 1991.

Get Illinois Reading Campaign deadline extended to April 8

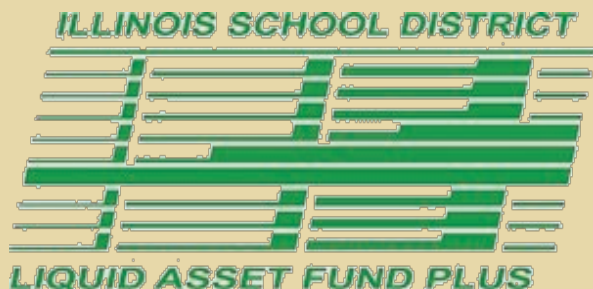
The deadline to participate in *The Get Illinois Reading Campaign* has been extended to Friday, April 8. More information on this statewide initiative to get students excited about summer reading is available by watching a recording of the [informational webinar](#) or on the [Get Illinois Reading Website](#).

[Research](#) shows that as little as [10 minutes of additional reading per day](#) can dramatically impact a student's overall reading performance (article included) and help to [mitigate summer loss](#). myON's unlimited anytime access to 5000+ books combined with a fun summer reading program can provide a strong foundation for summer and back-to-school success.

Participating districts/schools will be offered a summer reading scholarship to offset the programing costs of the personalized reading platform for all district students and faculty. Program details, costs and requirements are outlined in the ["Get Illinois Reading Kit."](#)

With myON's digital solution, we can help to mitigate the concerns and negative impact associated with summer slide as we partner to build a strong community of readers across Illinois.

ISDLAF+ April 2016 Monthly Update



Click [here](#) to view the April 2016 ISDLAF+ rates, economic indicators and general economic news brief. To obtain additional information regarding this IASA sponsored service, contact Donald E. Weber, Senior Vice President, Corporate Relations/ISDLAF+ at 630.657.6435. To check daily rates, visit the ISDLAF+ website at www.isdlafplus.com.



IASA News in Brief



North Palos 117 holds Book Fair at Barnes & Noble



Families from North Palos 117 came out to Barnes and Noble in November to support Oak Ridge's library! Staff members also graciously volunteered their time.

Students were treated to a super hero themed evening that included face painting, tattoos, a lollipop pull, a Lego station, mask decorating and a photo booth. Members of Conrady's band came and treated shoppers to live music. A portion of the evening's sales will be directly used to buy books for Oak Ridge's library for students to check out.



Two IASA members have been named winners of the National School Public Relations Association's (NSPRA) 2015-2016 *Superintendents to Watch* program. The program is designed to recognize superintendents, with fewer than five years'

experience as a superintendent, using communication technology in innovative and effective ways. Congratulations to Mr. Philip Caposey, superintendent of Meridian CUSD 223 and Dr. Michael Lubelfeld, Deerfield 109.

Arlington Heights 59 shares special interest story of Dr. Beth Purvis



The Early Learning Center and Holmes Junior High of Arlington Heights 59 had a very significant visitor in February. The current Illinois Secretary of Education, Dr. Beth Purvis, visited CCSD59 by invitation of Dr. Art Fessler, CCSD59 Superintendent of Schools.

Please click [here](#) to view the full story.

Developing a Communications Plan

**8 hours of Administrator
Academy credit (AA #1568)!**

IASA Director of Communications Michael Chamness presents a course designed to offer tips on how to develop messages for your community and the media, how to handle crisis communications, how to spread the good news that is happening in your school district and how to develop a communications plan. The course includes:



- ♦ 3 hours in-person training, with video examples of best and worst practices and participation in mock press conferences involving real-world school issues
- ♦ 5 hours of homework, the end result being a written communications plan for your school district -- a project that can be undertaken as a team of administrators from a school district

**Contact Mary Ellen Buch at 217.753.2213
or mbuch@iasaedu.org
to schedule an Academy
in your area**



2015-2016 Senate Bill 7 Performance Rankings Tool software available for purchase



Illinois School

Districts continue to comply with requirements of education reforms. As such, the Illinois Association of School Administrators (IASA) has worked to provide support via the Senate Bill 7 Performance Rankings File.

Since the creation of the software, more than 400 school districts have used the software to help with making important staffing decisions. This program gives districts a method of managing district positions aligned to local qualifications, teachers' credentials and performance ratings. The program compiles this local data and creates reports needed to comply with Senate Bill 7.

The annual licensing fee of \$275 for members and \$550 for non-members remains the same this year.

If you would like to purchase the IASA SB 7 Performance Rating file, please click [here](#).

Please note that previous versions of the IASA Senate Bill 7 Performance Rankings File are no longer supported. Also, the service method for the 2015-2016 software will be via email only at sb7@iasasureys.org.



Illinois Association of School Administrators (IASA) Uses Website to Connect Employers with Job Seekers.

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

With over **1,000** Illinois school districts and other educational institutions subscribing to the Illinois Education Job Banksm, the proof is in the numbers. Since 1999, the Job Bank has provided the opportunity for more than **75,000** vacancies and **100,000** profiles to be posted online.

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- Set up and maintain multiple profiles and users
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FOR JOB SEEKERS...

You can search, save resumes and apply online for **free**.

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www.illinoiseducationjobbank.org

SAVE THE DATES

52nd Annual Conference



President Abraham Lincoln Springfield - A DoubleTree by Hilton

701 East Adams • Springfield
and

Prairie Capital Convention Center

1 Convention Center Plaza • Springfield

September 28 - 30, 2016

Registration for the IASA Annual Conference will open in early August.

April 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5 Shawnee Region Mtg.	6 Cook West Region Mtg.	7 Corn Belt Region Mtg.	8 Kaskaskia Region Mtg.	9
10	11	12	13 DuPage/Illini Region Mtg.	14	15	16
17	18	19	20 Wabash Valley Region Mtg.	21 Central Illinois Valley Region Mtg.	22 Southwestern / Western Region Mtg.	23
24	25	26 IASA Board of Directors meeting	27	28 Kishwaukee Region mtg.	29	30

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

**IASA
Event**

**Professional
Development
Event**

**Legislative
Event**

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

May 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 Shawnee / Two Rivers- Region Mtg.	4 Cook West Region Mtg.	5	6 Three Rivers / Western Region Mtg	7
8	9 Blackhawk Region Mtg. IASA-ISBE Advisory Cmte Mtg.	10 Abe Lincoln Region Mtg.	11 DuPage Region Mtg.	12 Cook South Region Mtg.	13 Kaskaskia Region Mtg.	14
15	16	17	18	19 Central Illinois Valley Region Mtg.	20 Cook North Region Mtg.	21
22	23	24 IASA-ISBE Advisory Cmte Mtg.	25	26	27	28
29	30	31				

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

**IASA
Event**

**Professional
Development
Event**

**Legislative
Event**

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



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SIUC wants to thank our administrator partner organizations and our adjunct faculty for their involvement and support!



Membership includes:

◆ Legal Support Program

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

◆ Return of Dues Program

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

◆ Mentoring

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

◆ Legislative Advocacy

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

◆ Professional Development

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

◆ Communications Services

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

◆ Conference Opportunities

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

Renew your membership or join IASA today

For more information or to join or renew online, go to the IASA website at www.iasaedu.org and click on the Membership Tab at the top of the page.

If you have any questions, please contact Misti at 217.753.2213 or mmurphy@iasaedu.org.



Call for Presentations

IASA Annual Conference
Sept. 28-30, 2016

**President Abraham Lincoln
Hotel by DoubleTree and the
Prairie Capital Convention
Center
Springfield, Illinois**

Annually, hundreds of school leaders attend IASA's Annual Conference for the purpose of increasing their professional growth.

Key Dates:

*Submission Deadline: May 13, 2016
Presenters Notified: Mid-July 2016*

Questions:

Contact Jodi Gillespie,
Panel Coordinator,
at 217/753-2213 or
jgillespie@iasaedu.org.

The Illinois Association of School Administrators (IASA) is soliciting breakout session proposals for the IASA Annual Conference, scheduled on September 28-30, 2016, at the President Abraham Lincoln Hotel by Double Tree and the Prairie Capital Convention Center in Springfield, IL. This is an opportunity to share your best practices on educational issues with your colleagues. Past sessions have addressed topics such as: assessments; technology; short-term borrowing solutions for schools; retirement planning for school professionals; violence prevention programs; curriculum alignment; hiring and evaluation of personnel; legal updates and school district reorganization. We look forward to reviewing what you have to offer!

Breakout sessions will be held from 8:00 a.m. to 5:00 p.m., Thursday, September 29, 2016 and 8:30 to 9:30 a.m., Friday, September 30, 2016.

Guidelines and Criteria:

- No more than two proposals per person will be considered.
- Speakers do not need to be IASA members in order to submit a presentation proposal; however, if a proposal is accepted for presentation, speakers will be required to pay the full conference registration fee if they are eligible for any class of IASA membership.
- IASA reserves the right to edit session titles and descriptions for marketing purposes.
- All breakout sessions have a moderator that will be assigned by IASA.
- Audio/visual equipment needs must be provided via this proposal. The standard audio/visual equipment provided by IASA includes LCD projector, screen, podium, and a microphone. Computers, internet connections, or other audio/visual equipment will be at the cost of the presenter. There are no exceptions.
- Presenters will be required to provide an electronic copy of their handouts three weeks prior to the conference. There are no exceptions.
- Presenters will be responsible for providing the handouts for the attendees.
- All presentations must adhere to copyright laws.
- Presentations accepted by IASA may not be altered or changed without approval.
- IASA reserves the right to record sessions and make those audio and/or video recordings, available to its members. Likewise, photos will be taken for inclusion on the IASA website. By returning the proposal form, you and the other presenters listed, agree to be recorded.
- IASA will not pay an honorarium, speaker fees or travel expenses.
- Please note that proposals constituting sales promotions for products or services will not be considered (proposals submitted by vendors).

*To submit a proposal for a breakout session,
Please click [here](#) to complete the form.*

ILLINOIS ASSOCIATION OF SCHOOL ADMINISTRATORS

MEMBERSHIP DIRECTORY

School Service Members can purchase advertising space in the 2016-2017 IASA Membership Directory. The Membership Directory is an indispensable tool for all members. Don't miss out on an entire year's advertising to members and the opportunity to stand out from your competitors by advertising or enhancing your company's listing!



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Full Page	\$1,499	\$1,999
1/2 Page	\$899	\$1,099
1/4 Page	\$599	\$899
Business Card	\$299	\$399

ENHANCED LISTINGS

Boxed Listing	\$49
Shaded Boxed Listing	\$79
Boxed Listing w/Logo	\$99
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ILLINOIS ASSOCIATION OF SCHOOL ADMINISTRATORS

Take Advantage of Your

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YOU AND YOUR FIRM ARE *invited* TO PARTICIPATE IN THE...

52ND ANNUAL IASA CONFERENCE

SEPTEMBER 28-30, 2016

- ◆ Reserve a Booth
- ◆ Host a Hospitality Suite for Attendees
- ◆ Sponsor an Event, Meal or Speaker

MARKETING OPPORTUNITIES

MARKETPLACE

HOSPITALITY SUITES

SPONSORSHIP OPPORTUNITIES

Meal Sponsorship

Wednesday - Opening Ceremony Speaker, Evening Welcoming Reception

Thursday - Second General Session Speaker, Third General Session Speaker,

Evening President's Reception

Thursday & Friday - Breakout Sessions

Friday - Closing General Session Speaker

Program Booklet

Event Website

Click [here](#) for Details

Communicating and Lobbying With Legislators: How to Make Your Views Known and Affect Change - AAC #781

Presented by: Illinois ASBO Professional Development / Illinois Association of School Administrators (IASA)
An Approved, Required Strand for Illinois Administrators' Academy Credit



Program:

This course will be taught In the Illinois Statehouse when the legislature is in session. A Senator and a Representative will be scheduled to speak with the participants about the legislative process in a hearing room at the Capitol. Presentations by Senate and House Staffers will be scheduled as well as a presentation by a staff member from the Governor's office. Participants will also have the opportunity to attend legislative hearings. As a result of taking this course, participants will understand and be able to work effectively with legislators and their staff, apply rules for giving testimony at legislative hearings, develop working relationships with the Legislative Reference Bureau and the Legislative Information System, and work with the Joint Committee on Administrative Rules.

Presenters:

Diane Hendren, Dir./Governmental Relations, IASA
Calvin C. Jackson, Legislative Consultant, Illinois ASBO
Illinois State Legislators & Staff (TBD)

Seminar Date/Location:

Tuesday, April 12, 2016
Illinois State Capitol - Stratton Building
Room 413
401 S. Spring St.
Springfield, IL 62706
(217) 782-2099

To guarantee special requests, let us know one week prior to the event if you have any special dietary needs. Please list here:

Seminar Schedule:

Registration 8:00am - 8:30am
Program: 8:30am - 4:30pm
Lunch: N/A

Credits:

PD Clock Hours: 7
Designation Points: 7

This seminar meets the requirements for both the Facilities Management Designation Program and the Support Staff Designation Program.

Check this box if you have special needs regulated by the Americans with Disabilities Act. _____
Full Name _____ Badge Name _____
Position _____
School/Firm _____
Address _____
City _____ State _____ Zip _____
Day Phone _____ Cell Phone (for emergency): _____
Fax _____ Attendee's E-mail* _____

*E-mail is required. Your registration confirmation and/or Invoice will be sent to this e-mail address.
NOTE: If you wish to be removed from the seminar fax distribution list, please call: (815) 753-9305 or fax to (815) 516-0184.

PAYMENT INFORMATION

Check #: _____ Payable to: Illinois ASBO
 Purchase Order #: _____
 Charge: Total Amount: \$ _____
 Visa MasterCard Discover AMEX
CC# _____ Exp. _____
Cardholder's Name _____
Signature _____

FEE INFORMATION

\$ 205 IASA Member
 \$ 205 Illinois ASBO Member
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 \$
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Cancellation Policy: For a full refund, you must call 72 hours in advance. Basic Plus, Premium Plus and Student Premiers will be responsible for the full Illinois ASBO Member Fee if you are a "No Show." Others will not be refunded and/or will still be invoiced and responsible for the charges.

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Congratulations to Barrington 220 School District, Community Unit School District 308, and Evanston/Skokie School District 65 on their brilliant new websites! Their responsively designed websites adapt to all devices, house family and community resources, and directly connect with social media for modern communication.



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