

Leadership Matters

April 2018



Vision 20/20 **FORGES AHEAD**



VISION 20/20
Fulfilling the Promise of Public Education

**A Look at What's Been
Accomplished and What's
Next with Vision 20/20**

**Q & A With New
Vision 20/20 Director
Ralph Grimm**

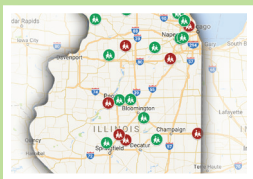
This Month...



6 Five years after Vision 20/20 was created, a number of critical issues identified in the public policy platform have been addressed. But, there is more work to be done. Ralph Grimm, a former superintendent in western Illinois, has been tapped to lead Vision 20/20 into the next phase as its new director.



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**Message From the
Executive Director**

New Tier Funding Being Released

Dr. Brent Clark

As I'm writing to you, the major league baseball season has started, March Madness has ended, and both are signs that spring is upon us and it will soon be crunch time for the Illinois General Assembly.

On April 5th, ISBE issued vouchers to the Illinois State Comptroller, paving the way for the new tier fiscal year 2018 Evidence-Based Funding to flow to school districts. On April 10th, school districts will start to receive a portion of the fiscal year 2018 new tier funding under the evidence-based model (EBM) that was signed into law last August. That's possible after the General Assembly forged a bi-partisan agreement last summer as well as the "legislative trailer bill" that passed last month. Many of you have asked how much new tier funding your district will receive. ISBE has released a spreadsheet detailing the new funding. You can access that spreadsheet [here](#). This historic school funding reform is a roadmap for adequate and equitable school funding that targets neediest districts first and those furthest away from adequacy targets. IASA, in conjunction with the IEA, IFT, and IASBO, are hosting four seminars across the state to provide practical tips and advice on local EBM implementation as it relates to collective bargaining agreements, program development, and the addition of personnel. See page 13 for more details on these seminars.

While school funding reform is now a part of Illinois law and the funding formula is in place, we cannot stop in our efforts to further push for increased funding for our state schools. The FY19 budget making process is underway in Springfield at the statehouse as legislators work on the next fiscal year appropriations.

Governor Rauner in his budget address has proposed \$350 million in new tier funding for EBM. The Illinois General Assembly will be considering these budget proposals in the next few weeks. While we have definitely turned the page, we are still many dollars away from closing the actual funding equity. But, one step at a time and it will start to close the gap.

The Illinois General Assembly has been adjourned for several weeks in March and April due to the primary election and spring break, so once they return to the capitol this week we expect the speed to pick up. The committee deadline for legislation to be heard in both the House and Senate chamber is Friday, April 13th. We will be watching

all action as it relates to your best interests. We expect a flurry of bills in regards to school safety, teacher shortages and budget appropriations for 2018-2019. Watch your email for the *IASA Capitol Watch* and the *Alliance Legislative Report* for updates on the latest legislative action.

I've recently been serving as a representative member of the Illinois Terrorism Task Force School Safety Working Group. Since the February 14th shooting in Parkland, FL, the uptick in threats to schools has continued to accelerate. The Task Force, headed by former IASA Communications Director Mike Chamness, has met every week for the past four weeks to develop school safety working group recommendations, that once final, will be forwarded to Governor Rauner for consideration. This will be a compilation of ways to implement best safety practices in K-12 schools, including the sharing of information from school to school and school to law enforcement that harden facilities against the reality and potential for any future threats or attacks. Importantly, it's also going to include some definitive recommendations around school access to mental health professionals to work on the preventative side of the issue. With legislation centered on school safety being proposed in the Illinois General Assembly, the work of this task force and their recommendations are crucial. We will share these recommendations with you as soon as they are final and adopted. Also, on the following two pages, please see communication tips for dealing with school threats.

Finally, we have devoted this issue of *Leadership Matters* to addressing the Vision 20/20 public-policy platform, reviewing the most significant accomplishments and examining future priorities. Ralph Grimm, IASA Field Services Director, was named the new director of Vision 20/20 last month. In this issue, he identifies the biggest achievements attained thus far and important goals that need to be tackled in the future.

As we reflect on the progress of Vision 20/20 these past three plus years, let us not lose sight of the pressing priorities and challenges moving forward. Our work is not complete in creating an education system that meets the needs of all students and includes more funding to achieve adequacy targets, attracts and retains the state's best educators and provides access to 21st century learning tools. So, it's back to work!

Brent Clark

RESPONSE AND INVESTIGATIVE SUGGESTIONS FOR SCHOOL THREATS

The following suggestions are gleaned from investigations conducted around the state:

- Alert local law enforcement – your School Resource Officers (SROs) and local police and/or sheriff's department.
- Consider lockdown strategies.
- Attempt to preserve and obtain the original communications, message, first-hand witness to the threat or message. Confiscate the phone of individual who makes a threat. Take screen shots and submit preservation letters to social media or internet sources.
- Alert your local investigative and coordination team:
 - ✓ School Administration
 - ✓ School Resource Officers / Juvenile Officers
 - ✓ Local Police / Sheriff's Department
 - ✓ Public Information Officer(s)
 - ✓ School Counselor
 - ✓ Legal Counsel
 - ✓ County State's Attorney or Prosecutor's Office (this contact likely would be by law enforcement)
- Conduct interviews:
 - ✓ Witness(es)
 - ✓ Suspect(s)*
 - ✓ Students*
 - ✓ Parents

(--If a student has an Individualized Education Program, different procedures may be required)*

- Share results of interviews with local investigative or coordination team.
- Review upcoming school-related events.
- Consider sharing information with the State Fusion Center (STIC).
- Consider sharing information with public, staff, students and parents.
- Consider asking for digital forensic support for analyzing computers and mobile phones.
- Determine access to weapons.



Illinois Terrorism Task Force School Safety Working Group

COMMUNICATIONS TIPS FOR SCHOOL THREATS

- It is important to share as much information as you can with parents, board members, staff and community members in as timely a manner as possible without breaching confidentiality. In the absence of information from the school district, the information void likely will be filled by social media, possibly resulting in rumors and false information. Given the nature of social media, you should expect threats to circulate through the community quickly.
- The message should be shared with and vetted by local law enforcement to make sure nothing in the message impedes the investigation. The message would carry more weight if it is a joint message from the superintendent and law enforcement, if that is possible.
- The message should include such things as:
 - ✓ The nature of the threat;
 - ✓ The date/time included in the threat if one is specified (without this information, you take away a parent's choice whether to send their child to school on that particular day);
 - ✓ The fact that law enforcement was immediately contacted and is investigating or has completed an investigation of the threat;
 - ✓ The fact that the threat has been deemed not credible by law enforcement (if that has been determined);
 - ✓ Whether school will be opened or closed (if it is to be closed, that should be the first thing mentioned in the message);
 - ✓ The fact that additional security measures are being implemented out of an abundance of caution (things like additional law enforcement presence, reducing the number of entrances, security checks at the entrances);
 - ✓ Reassure parents that the safety of students and staff is the top priority for school officials and law enforcement and that those two entities are working together to resolve the issue as soon as possible.
 - ✓ Asking parents and community members to contact law enforcement if they have any information regarding the threat.
- The message should be updated when the situation is resolved or as necessary based on new developments.
- Keep your school board in the loop early in the process.
- In dealing with media inquiries or any inquiries from the public, you should stick to only what is included in the message to parents. The message must be consistent to be effective.



**Illinois Terrorism Task Force
School Safety Working Group**



Vision 20/20 Forges Ahead

by Jason M. Nevel
IASA Assistant Director of Communications

It was common in the early stages of developing the education public-policy platform, Vision 20/20, to open meetings with a question, Ralph Grimm remembers.

Does anyone know what the plan is for public education, a presenter would ask? Almost every time, the room was silent.

“People couldn’t answer it,” said Grimm, a former superintendent who was named director of Vision 20/20 in March. “It really became a rallying cry.”

Grimm said what Vision 20/20 did was change the narrative from school districts being known for what they oppose, rather than what they stand for.

The effort identified four pillars, all focused on the overarching goal of providing a more equitable and

adequate education for Illinois school children, he said.

Those pillars are:

-  **Equitable and adequate funding**
-  **Highly effective educators**
-  **21st century learning**
-  **Shared accountability**

In addition, Grimm said, what Vision 20/20 also did was bring education stakeholders together to create a roadmap for public education.



VISION 20/20

Fulfilling the Promise of Public Education

The stakeholders include the Illinois Association of School Administrators, Illinois Association of School Boards, Illinois Principals Association, Illinois Association of School Business Officials, Illinois Association of Regional School Superintendents and Superintendents Commission for the Study of Demographics and Diversity.

“We identified what we should be advocating for, what we stand for and what kind of changes we want to see to make public education better for the more than 2 million school children in Illinois,” Grimm said.

The passage of the evidence-based funding model, changes in teacher reciprocity laws, mandate relief and a shift in the school accountability model are the most significant accomplishments since Vision 20/20’s inception.

But Grimm said there is still more work to be done in order to create an education system that meets the needs of all students.

As director of Vision 20/20, he plans to bring a team of stakeholders back together to update progress on original goals and identify the next set of initiatives related to the four pillars. Information about when those meetings will take place will be released in the next three to four weeks.

Generally speaking, Grimm said, the top priority moving forward is to continue to advocate for increased funding to move public school districts closer to their adequacy targets identified in the evidence-based model.

The FY18 education budget included \$350 million in new tier funding. However, Grimm said, that’s only a first step.

The goal for Vision 20/20 is to bring each school district to 90 percent of their adequacy target in 10 years—an investment that will require at least \$5 billion. Therefore, the state is already behind in reaching that goal and can only catch up by increasing funding.

“We have to continue to advocate,” Grimm said.

Karen Fisher, past president of the Illinois Association of School Boards, agreed with Grimm that funding will be the key to accomplish the Vision 20/20 goal of fulfilling the promise of education.

“All of this is about students,” Fisher said. “What can we do to better things for our students. If we do that, it’s going to help our community, our state and our country.”

But additional funding isn’t the only goal moving forward, Grimm notes. The first pillar, Highly Effective Educators, will also be a priority as the shortage of certified teachers in Illinois reaches a crisis.

If not addressed, Grimm said, Illinois could have hundreds, if not thousands, of classrooms in the next few years without certified teachers.

“We cannot let that happen, if at all possible,” he said.

The Illinois Statewide School Management Alliance (IASA, IASBO, IASB and IPA) is working with lawmakers to adopt significant changes, including dropping the basic skills test and bringing back alternative licensure for teachers.

In addition this year, supporters of Vision 20/20 are pushing lawmakers to expand high-speed Internet access to schools across the state.

Vision 20/20 is supporting SB 2312, which requests \$16 million from the state to run fiber cables to each of the school districts. The funding would be matched nearly three to one by the federal government to cover the installation costs, which often are cost-prohibitive for school districts in hard-to-reach areas of the state.

Illinois’ plan to implement the Every Student Succeeds Act is also a top priority moving forward, Grimm said. Vision 20/20 will be organizing focus groups throughout the state to give education stakeholders an opportunity to provide more input on the law.

Meanwhile, Grimm also noted, the Vision 20/20 platform needs to evolve and focus more on school safety. That includes issues such as how schools deal with the mental health of students, social emotional learning and how do districts ensure school is a safe environment.

But what’s exciting, and something that wasn’t the case before 2013, Grimm said, is education stakeholders are actively advocating as one voice.

“I think it’s exciting that we have the tools and have stakeholders working together,” he said. “Now, we just have to have the fortitude to come up with the funding to close those gaps and have the dialogue with legislators and others. Figuring out how to pay for it will always be the challenge.”

Vision 20/20: What's Been Done? What's Next?

Five years after Vision 20/20 was created, a number of the critical issues identified in the public policy platform have been addressed through legislative action. But, there is more work to be done. So what's been accomplished, and what's left to do before the year 2020? Here is a closer look...



EQUITABLE AND ADEQUATE SCHOOL FUNDING

WHAT'S BEEN ACCOMPLISHED?

Far and away the biggest success of Vision 20/20 came in August 2017, when the Illinois General Assembly passed the historic education funding reform bill, SB 1947, into law, creating the first roadmap for equitable and adequate funding for schools in Illinois.

The legislation is intended to put new money for education into the state's poorest and neediest districts—and to try to ease the state's reliance on local property taxes to pay for schools.

Here are a few of the highlights of the legislation:

- For the first time, school funding in Illinois is tied to evidence-based best practices proven by research to enhance student achievement in the classroom.
- Each school district is treated individually, with an adequacy target based on the needs of its student body. The greater the student need, the higher the adequacy target.
- New dollars will be distributed to the neediest districts first, or those furthest from their adequacy target.
- Treats students in Chicago with parity to every other school district in the state by getting rid of block grants and reconciling pension payments.

Federal sequestration, state proration, followed by drastically declining EAV were gradually leading school districts as ours into financial distress. Cuts in state aid hurt districts like ours more than districts that do not rely as much on state aid.

—Dr. Creg E. Williams, superintendent
Thornton Fractional High School District #215

WHAT'S NEXT?

Although the evidence-based funding legislation passed last year, schools have only received their base funding minimum from September through March. That is set to change this week.

On April 10th, the Illinois State Board of Education says public school districts will start to receive the new tier funding now that the trailer bill passed to clean up the loose ends. Districts will receive their new tier funding in April, May and June.

Our goal for the 2018–19 budget is for at least \$350 million in new tier funding for K–12 education.

PRELIMINARY
DISCUSSIONS

2012

JUNE
VISION 20/20
FORMED

2013



LEGISLATION
DRAFTED

2014

JULY
HB 2657 SIGNED
INTO LAW

2015

For the first time, every step taken will close the gap to adequacy; we will no longer lose state revenue through the GSA formula as a result of our growing EAV.

—Gary Tipsord, superintendent
Leroy Community Unit School District #2

While the extra funding is significant, there is still a long way to go to bring each school district in Illinois up to their adequacy targets. However, the passage of the funding model provides a roadmap for how to get there.

The goal for Vision 20/20 is for each school district to reach 90 percent of their adequacy target in 10 years—an investment that will require at least \$5 billion. Therefore, the state is already behind in reaching that goal and can only catch up by increasing funding.

The evidence-based model is the biggest anti-poverty piece of legislation that has passed the General Assembly in the last 20 years.

—Dr. Brent Clark, executive director IASA



HIGHLY EFFECTIVE EDUCATORS

WHAT'S BEEN ACCOMPLISHED?

The efforts of Vision 20/20 have yielded two significant pieces of legislation that improved teacher reciprocity for Illinois and began to address the ongoing teacher shortage.

In July 2015, HB 2657 became law and streamlined educator licensure reciprocity agreements with other states.

Here are highlights of HB 2657:

- In emergency situations, school districts can employ for up to 120 days substitute teachers who hold a professional educator license or license with stipulations that is endorsed for the grade level of instruction.
- Teachers that have completed an evidence-based assessment of teacher effectiveness or a test of basic skills in another state do not have to complete additional Illinois assessments upon initial licensure.

- Out-of-state teachers seeking licensure that have completed the same required coursework as in-state candidates need only verify program completion to receive a professional educator license.
- Endorsements for out-of-state applicants for a principal endorsement or superintendent endorsement are available to individuals who have completed an out-of-state approved education program to become a principal or superintendent, met state exam requirements and received a certificate or license endorsed in a teaching field.
- Endorsements for out-of-state applicants for a chief school business official endorsement are available to those individuals with a master's degree in school business management, finance, or accounting; completed an internship in school business management or have two years of experience as a school business administrator; met all state exam requirements; and have completed modules in reading methods, special education and English learners.

In January 2017, SB 2912, which aimed to address the teacher shortage by making it easier for educators trained outside Illinois to work here became the law.

continued next page...

IBAM
COMMITTEE MEETS

2016

JANUARY
SB 2912 SIGNED
INTO LAW

2017

AUGUST
SB 1947 SIGNED
INTO LAW

MARCH
TRAILER BILL
SIGNED INTO LAW

2018

Vision 20/20: Educators...cont'd.

Here are highlights of SB 2912:

- Reduced the license fee for substitute teachers from \$100 to \$50.
- Created a one-year grace period for retired teachers with lapsed licenses to bring their license into good standing without fines or coursework, allowing them to substitute.
- Prevented educators who retired mid-cycle from having their licenses lapse, allowing them to substitute.
- Allowed educators licensed in other states to obtain an Illinois license through a more streamlined process, enabling Illinois State Board of Education to grant licenses based on comparable out-of-state licenses instead of comparing preparatory programs from other states.
- Applied content area tests from other states for out-of-state licensees seeking an Illinois license.
- Created a provisional in-state endorsement on a provisional educator license with stipulations to allow candidates who have met all other requirements except passage of edTPA. This would allow candidates one additional year to pass the assessment while teaching.

WHAT'S NEXT?

The teacher shortage in Illinois remains a critical problem and will be at the forefront in 2018.

Passing legislation that increases the applicant pool of qualified full-time and substitute teachers will be a top priority this legislative session.

—Diane Hendren
IASA Director of Governmental Relations

Before Vision 20/20 pushed to address the teacher shortage, we lost a lot of out-of-state candidates because they were required to take additional tests or courses to teach in Illinois. If we're going to try and be competitive and recruit teachers out-of-state, reciprocity is vital.

—Jeff Vose, past president
Illinois Association of Regional School Superintendents

The Illinois Statewide School Management Alliance (IASA, IASBO, IASB and IPA) has identified eight general ideas it would like to see become law to address the teacher shortage. Those are:

- Full licensure reciprocity with other states
- Allow 60 hours of college credit for substitute teaching
- Expansion of and flexibility for alternative licensure programs
- Relax licensure requirements for career and technical teachers
- Do away with the basic skills test
- Put the edTPA in the curriculum instead of a pass or fail test
- Create a short term and long term substitute teaching license
- Bring back alternative licensure for teachers

The alliance is supporting seven bills this legislative session regarding the teacher shortage. To learn more about what bills we're supporting, click [here](#).

A quality education today absolutely includes high-speed internet access. We need to attract businesses and compete in the global economy. The one-time cost of upgrading to use free online resources, teach coding, and integrate technology across the curriculum is essential to preparing all students for the jobs of tomorrow and



21ST CENTURY LEARNING

WHAT'S BEEN ACCOMPLISHED?

In December 2017, Illinois State Board of Education released a notice of funding opportunity/request for proposals for pending state funds to expand internet connectivity in schools.

The funds would reimburse school districts for the cost of upgrading their broadband infrastructure to fiber optic technology.

The effort is part of The Illinois Classroom Connectivity Initiative, which works with school districts across the state to accelerate bandwidth upgrades through a partnership with state agencies and Education Super Highway.

So far, it has helped 756 Illinois school districts, which educate more than 1.2 million students, meet the 100 kbps per student minimum connectivity goal, according to the state education board.

WHAT'S NEXT?

According to the national nonprofit organization, Education Super Highway, 2017 State of the States report, more than 630,000 students in 97 school districts in Illinois still need to be connected to the minimum recommended bandwidth goal.

Legislation, SB 2312, has been filed by Senators Andy Manar, Jennifer Bertino-Tarrant, Chuck Weaver and Sam McCann to request \$16 million from the state to run fiber cables to each of the school districts. The money would come from the school infrastructure fund, which is funded by telecommunication and gaming fees.

Importantly, the funding would be matched nearly three to one by the federal government to cover the installation costs, which often are cost-prohibitive for school districts in hard-to-reach areas of the state.

The federal money has to be claimed by 2020.

**ed to cultivate a skilled workforce for Illinois to
grading to fiber opens up limitless opportunities
e curriculum. The state's investment today is
fueling our growth as a state. ¶¶**

—Dr. Tony Smith,
State Superintendent of Education

¶¶ High-speed internet has become an absolute necessity for providing students the type of education that will offer them the best chance at future success. Rural students shouldn't be at a disadvantage simply because of their zip code. Access to reliable high-speed internet will allow school districts to efficiently strengthen the educational opportunities available to their students. ¶¶

—State Sen. Chuck Weaver, R-Peoria

¶¶ There's federal money on the table that we can take advantage of, and we want to make sure we do that on behalf of school districts that can benefit from this state-federal partnership," Manar said. "Rural schools need to be a priority in Illinois. The digital divide is another example of the inequities among school districts that we have to work to address. ¶¶

—State Sen. Andy Manar, D-Bunker Hill



SHARED ACCOUNTABILITY

WHAT'S BEEN ACCOMPLISHED?

In August, 2015, the second piece of legislation sponsored by Vision 20/20, HB 2683, was signed and created the Illinois Balanced Accountability Model.

The new accountability model for schools stated that, in addition to using standardized test scores, schools should have flexibility to use an evidence-based framework to demonstrate student improvement and growth.

The legislation preceded Illinois' Every Student Succeeds Act plan. Some of the framework in HB 2683 was adopted in Illinois' ESSA plan, although the federal plan places more emphasis on standardized assessments.

Another focus of the Shared Accountability pillar included unfunded mandate relief. The passage of the evidence-based funding model provided some help in this area, including:

- School boards can determine the frequency of physical education as long as it is a minimum of three days per five-day week (the state previously required daily PE). Also, allows districts to exempt on a case-by-case basis 7th through 12th graders who participate in sports.
- School districts can contract with third party drivers education vendors without requesting a waiver from the General Assembly.
- Schools now have a more streamlined process to request waivers from the General Assembly from other state mandates.

“This is a totally new approach, as previously a school building was only judged on student performance on a standardized test,” Grimm said. “Accountability is not something we should be afraid of. We are putting the system in place to allow us to demonstrate public education is succeeding and not failing.”

—Ralph Grimm, director of Vision 20/20

“This is the biggest shift in Illinois school accountability since the federal No Child Left Behind Act was implemented 16 years ago. Unlike NCLB, which only took test scores into account, this is truly a balanced accountability model that looks at those scores and achievement gaps, but also takes into consideration a school district’s professional practice to improve student performance. It will be ultimately the responsibility of the district to tell your own story.”

—Dr. Brent Clark, executive director of IASA

WHAT'S NEXT?

The Illinois Balanced Accountability Model is still technically the current law in Illinois, but it is being replaced with a new accountability model that conforms to the Every Student Succeeds Act (ESSA) as outlined by the US Department of Education. This model changes how school buildings are held accountable for student performance, with new academic and student success indicators. As required by the federal ESSA law, beginning with the 2018 Illinois School Report Card, each school building will receive one of four designations. Those are:

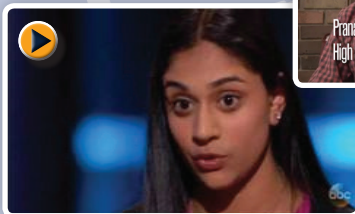
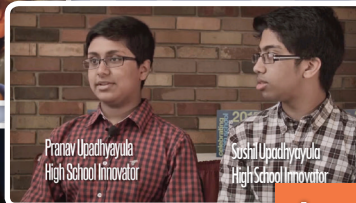
- Exemplary School
- Commendable School
- Underperforming School
- Lowest Performing School

In addition, school buildings will also receive a letter grade, A, B, C, D or F on student growth from the previous year.

Certain details of ESSA are still being worked out and vetted by the Illinois State Board of Education.

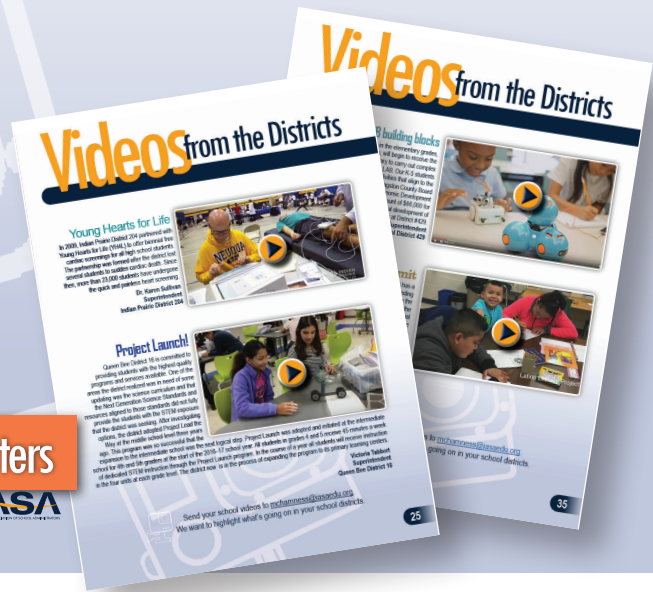
Have Great School Videos?

Send your school videos to mschaefer@iasaedu.org. We want to highlight what's going on in your school districts on our magazine's *Videos from the Districts* page.



Leadership Matters

Monthly e-magazine of **IASA**



UNION PRESIDENTS AND SUPERINTENDENTS

Join us and learn about the new **Evidence-Based Funding model** sponsored by the Illinois Association of School Administrators, the Illinois Education Association, the Illinois Federation of Teachers and the Illinois Association of School Business Officials. *These sessions will help de-mystify the new law and help our districts and unions work together to accomplish great things for students.*

Wednesday, April 11, 2018
Noon to 2 p.m.

Arlington Heights SD #214
2121 South Goebbert Road
Arlington Heights, IL 60005

Monday, April 23, 2018
1-3 p.m.

Mt. Vernon Twp HSD #201
11101 N. Wells Bypass Road
(Schweinfurth Theater)
Mount Vernon, IL 62864

Tuesday, April 24, 2018
10 a.m. to Noon

Joliet Jr. College
1215 Houbolt Road
(U Auditorium)
Joliet, IL 60431

Monday, April 30, 2018
1-3 p.m.

Crowne Plaza
3000 South Dirksen Parkway
(Sapphire Room, 2nd Floor)
Springfield, IL 62703

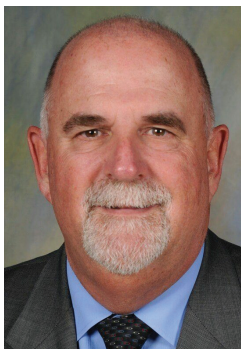
Registration for these sessions is not necessary.



Q&A With Ralph Grimm, New Director of Vision 20/20

In March, Illinois Vision 20/20 announced that Ralph Grimm of Canton has been named as the part-time director of the project.

Grimm recently retired as a public school superintendent, serving 21 years in four Western Illinois districts. He has been a member of the Illinois Vision 20/20 initiative since its inception in June of 2013.



Grimm discussed Vision 20/20 accomplishments and what he sees as top priorities moving forward.

Why did you get involved in Vision 20/20?

At the time, each region selected two representatives to be on the main committee. I was selected to be the representative for the western region.

Dr. (Brent) Clark (executive director of the Illinois Association of School Administrators) had done a good job of framing what he wanted to accomplish with Vision 20/20. That was to create a potential education platform for the gubernatorial race in 2014 and begin to identify for the public what we as education leaders in this state stand for, instead of being labeled as standing against everything.

That was a critical piece and different message than what we heard before.

What were the main challenges facing public education in 2012?

We were 10 or 11 years into No Child Left Behind, and the punitive aspect to (NCLB) was clear to everyone. I don't think anyone in public education was against accountability. I think what they were against was being labeled as failures.

We all knew and continue to know that our percentage of low-income students is increasing, our English learners percentage is increasing, while at same time we're experiencing a slow down in funding increases and beginning to see changes in teacher licensure.

I think all of those things bore out by a process that ended with us identifying four pillars and critical issues in each pillar (Highly effective educators, 21st century learning, shared accountability and equitable and adequate funding).

That was very exciting. We took our current reality, identified it in a manageable way and we began to put together a

game plan, if you will. How are we going to deal with these challenges and work collectively across the state to make things better?

How did ideas from Vision 20/20 become legislation?

We took a concept, began to formulate what it looked like, what the issues were and potential solutions that ended up being put into legislation that was introduced, and in some cases, passed both the House and Senate and were signed by the governor.

We had some early success in teacher reciprocity. We had some beginning success on funding that provided enough incentive to keep digging and develop that into something that maybe could work.

There had been attempts to revise the funding formula but none were successful.

There was a synergy that people got excited about and there was potential that could be seen. That, just maybe, because we're advocating as a collective group on behalf of 2.1 million school children that this might be the time.

Why was it so important to address teacher reciprocity?

We had come off a time where the state board had tightened up the processes to get a license and, in my opinion, effectively ended reciprocity with neighboring states.

If you had a teaching license in Iowa before, you could come over to Rock Island or Moline, go the regional office of education, put your license on the table and get a comparable Illinois license.

That was a very positive thing for us because it expanded our pool of potential applicants. When those things went away, our pool of potential applicants shrank very quickly.

To reopen the ability to get a license here in Illinois from outside of Illinois with less obtrusive measures, I think can only help.

What else can be done to address the teacher shortage?

We're in a crisis situation with teacher availability. The pipeline is almost dry. In the short term, my fear is we have classrooms in August 2018 that are unfilled. When that

VISION 20/20

happens, we are taking away opportunities from children. We cannot allow that to happen, if at all possible.

We have, I believe, 40 counties on the border of Illinois. That's an easy opportunity for Illinois educators to walk across the border, and in some cases, get a better retirement and better paying job. And the reverse is not true. That highway needs to go both ways.

There are other things that have happened along the way in terms of educator licensure. We have more tests than we've had before. The cuts scores for those tests have been increased, making it more difficult for potential candidates to continue in the program. There are different licensure groupings within the program at universities that require a more narrowly defined teaching license.

I go back to when we had a K-8 license and maybe a 9-12 license. Now, if you want to be a middle school teacher, you have to be middle school endorsed, with 32 hours in your core subject area. OK, that means you're a middle school math teacher and that's it because during your four years in college, you didn't have time to get an extra 32 hours in science. Well, math and science go hand in hand.

What is the biggest achievement so far of Vision 20/20?

The passage of the evidence-based funding (EBM) model as the system by which we fund schools. This is so different because, frankly, the introduction of the 26 research-based elements that are used to fund a school district and also are research-based intervention that, when implemented with fidelity, are proven to improve student performance.

We get that with additional funding comes higher expectations in student achievement. Nobody has shied away from additional expectations. We get it.

I'm very confident we will show the improved results. EBM can bring us those tools to do that. We've never had that possibility before.

What are your top priorities moving forward as director of Vision 20/20?

We certainly need to continue to advocate for funding, and the evidence-based model and our pursuit for closing adequacy gaps. The cornerstone of the evidence-based model is equity and adequacy.

Adequacy is the cost to provide each student access to a high-quality education. That should be our goal for everyone.

We have to work hard to close the adequacy gap, and the EBM can allow us to do that so that the quality of a student's education is no longer a reflection of the zip code where they live.

That's the beauty of the EBM. We now have a functional working knowledge of equity and adequacy. We know how to calculate adequacy and know where school districts are and where their gap is and what we need to do to close those opportunity gaps.

I think it's exciting that we have those tools. Now, we just have to have the fortitude to come up with the funding to close those gaps and have the dialogue with legislators and others. Figuring out how to pay for it remains the big question.

The other critical area is teacher shortage. We can't do a good job by our students with 30 kids in an elementary classroom.

I think we have to focus our attention on short-term solutions that will put reasonably qualified people in front of our kids, with eyes on longer-term solutions.

The third area we have to focus on, from a very broad perspective, is school and student safety. From how do we better deal with students mental health issues, social emotional learning, how do we ensure safe environments and how do we continue to address the bullying going on in some of our buildings.

I think we have a huge opportunity here to make some changes from both a policy and practice perspective.

How can superintendents help?

First of all become informed and know the issues we're working on.

Second, begin to communicate clearly the evidence-based model and what it means for your district. Learn all you can about (Every Student Succeeds Act) and what it means for your district and how to communicate to all of your stakeholder groups what ESSA and EBM means for your district.

And then, focus on adopting a mindset that no matter how good we are, we can get better and begin the process to operationalize that philosophy.

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VOTE

MARCH 20

The green marks on this map illustrate the 14 places where referendums affecting Illinois school districts were successful. The red dots indicate where referendums failed. Click on the image to launch Google interactive map.

Referendum Results

by Jason M. Nevel
Assistant Director of Communications

The March 20 primary was a turning point for many school districts across Illinois, who went to voters to finance major construction projects or support academic programs.

Twenty-two referendums related to public schools were held. An email survey, combined with Internet research, by the Illinois Association of School Administrators found 14 of the 22 questions asked were successful, or 64 percent.

To make it easier to see where referendums were held, and which ones were successful, the Illinois Association of School Administrators for the first time compiled a comprehensive Google map of the statewide results. Click on the picture at right to launch the interactive Google map. Be sure to then click on each district's icon to learn more about each referendum.

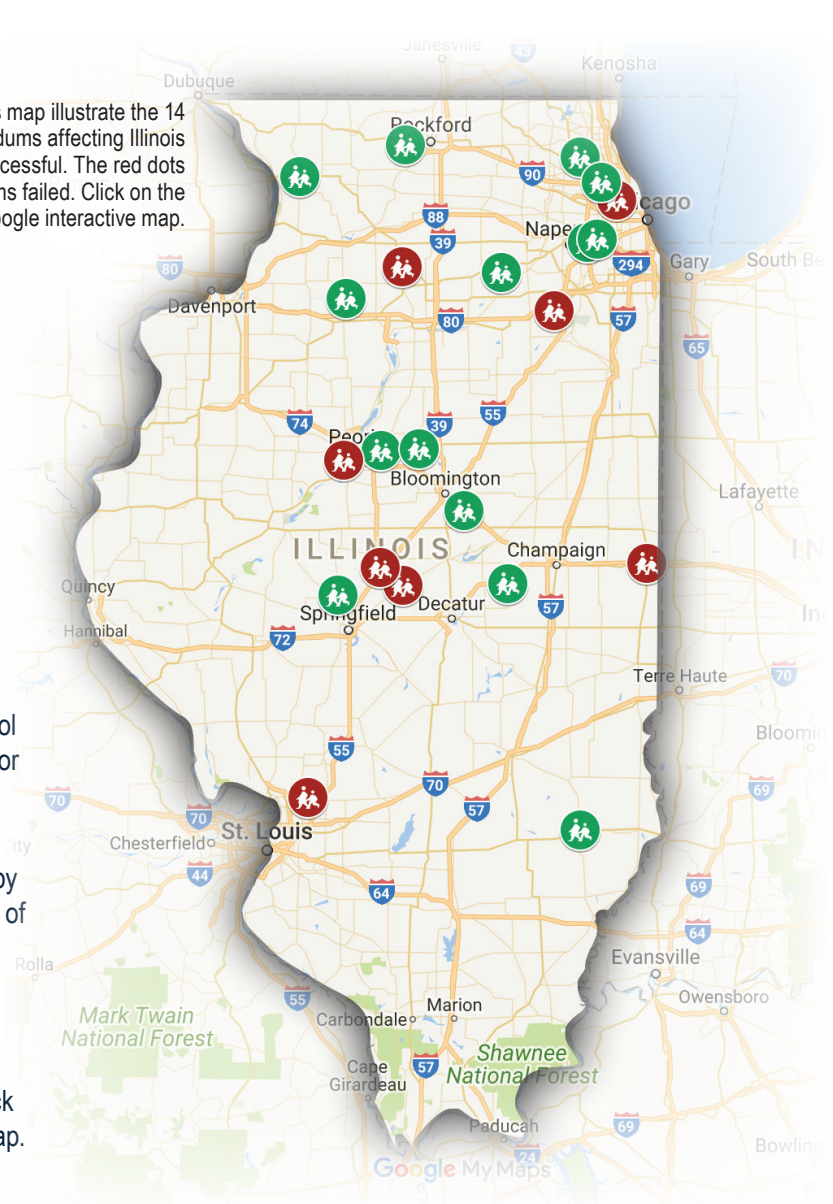
According to the IASA survey, two of the three counties, Woodford and Richland, were successful in approving a 1 cent sales tax increase to fund school construction. Madison County voters rejected the measure for a third time.

The largest initiative was in Community High School District 99, where voters overwhelmingly approved a referendum measure seeking \$136.6 million to fund significant improvements at both Downers Grove North and South high schools.

Over in Lake Zurich Community Unit School District 95, voters also approved a \$77.6 million bond issue to finance numerous building improvements.

Smaller bond proposals, ranging from \$7.5 million to \$29.8 million, also passed across the state. The \$29.8 million price tag was in Monticello, where the district plans to redo Washington Grade School and Monticello High School.

Another large bond measure was passed by voters in Maercker Elementary District 60.



Voters approved a \$28 million bond measure that will finance building a full-day kindergarten and early childhood programs, and building science labs and renovating the arts, music and performance spaces at the middle school.

Meanwhile, Athens Community School District voters approved extending the levy through fiscal year 2036, allowing the district to finance an \$11 million remodel and expansion without raising taxes. The money will fund improvements to the junior high and high school campus.

Voters in Sandwich School District 430 said “yes” to a referendum to increase the district’s debt service extension base. The additional funding is for health and life safety projects, such as new fire alarms, electrical and lighting updates, as well as improvements to emergency escapes and doors.

West Carroll Community Unit School District was successful in getting a 50-cent property tax increase passed. A 73-cent increase was rejected in Limestone Community High School District 310.

The Teacher Shortage



A Further Look at Illinois State Regulatory Rules and Their Impact on Candidates in Teacher/ Administrative Education

by **Dr. James Rosborg**
Director of Master's in Education, McKendree University

For the past three years, I have worked in conjunction with the Illinois Council of Professors in Education Administration (ICPEA) and the Illinois Association of School Boards (IASB) to study the impact of the changes in the state rules and regulations and their impact on the number of candidates going into education in the state of Illinois. We surveyed and received data from a cross-section of universities in the state of Illinois.

The data is showing that decisions made by the Illinois State Board of Education and the Illinois Legislature between 2008-2014 has led to the teacher shortage. In addition, all candidates, especially minority candidates, have suffered immensely under the massive regulatory rules established at the bureaucratic level.

Issue #1: TAP Test

The number one problem of the teacher shortage is the Illinois basic skills TAP Test (Test of Academic Proficiency) required to get into university education programs. While the state has now instituted the ACT as an additional possibility, the ACT required 22 average is too high. Note that the ACT requires an average score. The TAP test requires passage of all four tests even though one might have top scores in three of the four areas.

The following table reflects those that passed all four tests. This in itself shows a poorly designed test.

Latest TAP Test Results— PASSAGE OF ALL FOUR TESTS

	Test Takers	Passed	Did Not Pass
August 2017	291	53 (20%)	208 (80%)
December 2017	146	26 (18%)	120 (82%)
January 2018	133	23 (17%)	110 (83%)
March 2018	192	37 (19%)	155 (81%)

Solution:

As an educator for 46 years, I do not support eliminating a basic skills test. I do offer these alternatives:

- A. Remove the current TAP Test and requirement that a candidate has to pass all four areas of the TAP Test. Even changing to an average score for passage would be an improvement. From an instructional standpoint, there is no need for an elementary teacher to know the concepts of advanced algebra, trigonometry and analytic geometry to be effective in the classroom.

Second career people need not take assessments on college level math. I taught math but would struggle on the basic math part of the test without a great deal of review.

- B. We hear all the time from government officials and the media that we need more diversity in our teaching staff. In my opinion, admission standards at the state level have done more to impede minorities in the classroom than any other factor.
- C. As much as I thought I would never say this, go back to the original Illinois Basic Skills Test. This test, along with content area tests and grades, provide school districts enough background information to research and hire quality candidates. We must not forget that there is an art in effective teaching. Sometimes our impactful teachers have not been good test takers but understand the art of teaching.
- D. Move the current 22 average requirement on the ACT/ SAT equivalent to a 20 average requirement, along with passage of the individual's content area test.

Issue #2: Illinois College Freshman Heading Out of State

The rising costs of education and fear of failure on the TAP Test is leading Illinois High School students to enter universities in other states.

As recently reported by the Champaign News–Gazette, “Illinois was second only to New Jersey (28,932) in net loss of

students—19,275, according to data released by the Illinois Board of Higher Education...among recent Illinois high school graduates attending four-year institutions, 48 percent enrolled in out-of-state schools in 2016, compared to 29 percent in 2002.”

This problem can get worse. Perceived poor pay and working conditions for teachers in Illinois, along with a national emphasis on testing and teacher blaming is an issue. For example, ISBE recently set the meets/exceeds benchmark on the SAT state test 50 points higher than the benchmark established by the College Board of SAT who established when a student is college ready. The College Board benchmark is based on 50 years of research. ISBE established this on a gathering of college professors and practicing teachers over two to three meetings. Again - no research. This gives a false negative public perception of schools and teachers in Illinois, which leads to Illinois' high school students going to universities outside of Illinois.

Lack of an Illinois budget for the past three years has led to lack of financial aid, grants and scholarships for students. Other states are taking advantage of this. The current shortage of substitute teachers is directly related to the number of candidates coming out of the universities. Administrators are having to substitute teach throughout the state of Illinois. This is a great loss to student growth in the schools.

Solution:

- A. In the past, ISBE leadership placed most issues in regulatory areas which made mistakes easier to change. Unfortunately, from 2008-2014, ISBE staffers placed most licensure issues in the statutes, which has placed the legislature in a difficult position to make needed changes. A statutory study is needed to evaluate and remedy the over-regulation of school districts and universities in Illinois. This evaluation needs to cover all areas of educational licensure, including elementary, middle school, secondary, technical/industrial arts, principal and superintendent as all areas are or will be impacted by the shortage.
- B. The Illinois State Board of Education needs to set benchmarks that are consistent with national guidelines i.e. SAT benchmarks and special education (IDEA) rules. Further, all benchmarks need to be based on research, not opinion.
- C. Illinois universities have to study the simple economic equation of higher tuition equals less students. While the forced tuition increase surrounded state policies, studies need to be done at the university level to hold down the costs of tuition.

continued next page...

Issue #3: Lack of Teacher Candidates in Illinois

There were 2,423 fewer students that graduated in Illinois in 2016 than in 2006, according to the Illinois Board of Higher Education.

Why is this happening? Besides the previously discussed issues, there are other issues reflecting this problem.

- A. Beginning in January 2018, elementary or secondary candidates seeking to obtain their middle school endorsement must complete an additional 32 credit hours to obtain a license as opposed to taking a block of 2-3 classes approved by the university. This exemplifies a continued regulatory philosophy leading to diminished numbers in the field of education. This will lead to a shortage of middle school teachers in approximately 2-3 years as most high school graduates will not choose the middle school option.
- B. The current Illinois retirement benefits kick in at the age of 67, which is a problem as no other surrounding states have this. This will be a detriment for future shortage problems. Those interested in teaching will choose to teach at neighboring states so they can retire earlier.
- C. The changing of endorsement grades, especially taking kindergarten out of the elementary teaching endorsement/license has caused huge problems for elementary districts regarding staff placement. This change was done without any research.
- D. Lack of grants has dramatically impacted students from a lower socio-economic background and lowered enrollment across the board.

Solution:

- A. Project a positive attitude toward the education profession and those that serve.
- B. Raise starting salaries for teachers.
- C. Research issues before making changes.
- D. Roll back rules implemented between 2008–2014 that have had negative results.
- E. Protect Map grants so students who are economically disadvantaged have access to the profession. Work with business and industry to encourage more scholarships for the economically disadvantaged.

In closing, it is time for action to deal with the shortages of candidates in the field of education. It is time for leaders in the state of Illinois to look at the current regulatory rules and make the proper adjustments using the research at hand to again enhance the field of education.

With our current emphasis statewide on testing and more data, it would be great if the Illinois State Board of Education would establish a five-year strategic plan to address the teacher shortage problem. This is no different from school districts and universities having to make human resource and budget projections five years out.

While the current state board did not create a majority of the problems, they do have a responsibility to fix this problem as they make recommendations to our legislators.



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Teacher Shortage: A Proactive Attempt to Remedy a Problem

by Dr. Scott E. Doerr
Superintendent, Nokomis CUSD #22

“ The idea included offering the beginning teacher education course from UIS to high school seniors, while receiving dual credit ”

As the teacher shortage looms in the state of Illinois, administrators are working feverishly to fill teaching positions not only for our current needs, but also for the future. Although the blame game grows as to why this teacher shortage is occurring, we, as school administrators, need to show leadership to find a solution to the problem. As a superintendent in a rural school district in Illinois, and knowing that teacher retirements are a yearly occurrence, we must be strategic and proactive to fill those positions, especially in hard-to-fill subject areas such as mathematics, science and special education.

To be fair, I will also disclose that I work as an adjunct professor for the University of Illinois Springfield in the Department of Teacher Education. But my reason for this idea, which came to me while sitting in a breakout session at the Triple I Convention in Chicago, was as a Superintendent who knows that this teacher shortage is becoming a real problem. For example, in my first years as an administrator, I had an opening for one elementary teaching position, for which I received nearly 400 applications. Just two years ago, I had two elementary positions open for the same school year and received fewer than 50 applicants. To me, this signaled the beginning of the problem. In addition, over the past two years, I have had teaching positions open for mathematics, science and English. In each case, I only received between one and four applicants for these positions. Therefore, I felt it was time to take action for this problem.

The idea is to combine our need for teachers and the concept of dual credit for high school students who will be attending college. After meeting with the chair of the Department of Teacher Education at UIS, Dr. Cynthia Wilson, I discussed this idea with other superintendents in Montgomery and Christian counties. The idea included offering the beginning teacher education course from UIS to high school seniors, TEP 207—Foundations of Teacher Education—at a discount or no cost while receiving dual credit as an elective in high school towards graduation. For students in Montgomery County, we would meet at a central location in the county each day from 7:30–8:30 a.m. for the first semester and the same for

Christian County for the second semester. A decision was made to meet in the morning to allow students to maintain their extra-curricular activities and to pattern the concept after the CEO program already established in Montgomery and Christian counties.

The purpose of this initiative is to work with students in our schools who are interested in entering the field of education by providing guidance, mentoring and experience while in high school in an attempt to bring the best candidates back to our communities to work and live. Another reason was to continue the idea of revitalization of small communities, by bringing back our students to work in the schools from which they had graduated to and bring new ideas, technological advances, and strong content knowledge, especially in those shortage areas so that all schools may thrive.

As I continued to work with UIS to put this plan in place, I discovered other positive benefits for high school students. First, if they continue their college careers at UIS as full-time students, this course will also fulfill a social science general education credit towards a bachelor's degree. Second, if we alter the course slightly by giving students on-site experiences in their own school districts, and they successfully complete the course per department/university policy, they will also have fulfilled another requirement for admission into the Department of Teacher Education, that of a service learning component. Most importantly, the high school students will receive dual credit for both high school and college, therefore saving money to earn a college degree.

As a result, the first cohort of high school students will begin the path toward becoming teachers in the Fall 2018 semester for four school districts in Montgomery County, and the same course will be offered to high school students from five school districts in Christian County during the Spring 2019 semester. It is our hope that these students will see how education can fulfill a dream to teach, collaborate and learn while embarking upon their careers and bringing a sense of accomplishment and belonging to the communities in which they grew up.

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THE IASA WEBSITE (www.iasaedu.org)



The IASA website can be the source for a quick intel briefing for educational leaders. The IASA website contains important news and access to information you can't get anywhere else, a live Twitter feed, an interactive calendar of events, details on upcoming professional development programs, comprehensive video library and access to all IASA publications and other important member services.

IASA PUBLICATIONS

5

Capitol Watch, Leadership Matters, Ed Leadership Thoughts and other publications are emailed to IASA members and they also can be found on the IASA App and on the website.



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Maximizing Your Current Financial Resources

by Dr. William H. Phillips
IASA Field Services Director

It's important for superintendents to maximize their financial revenues. Here are a few tips I discovered that can help you manage your district's various funds to the fullest. As always, please feel free to contact me at the IASA if you have any questions.

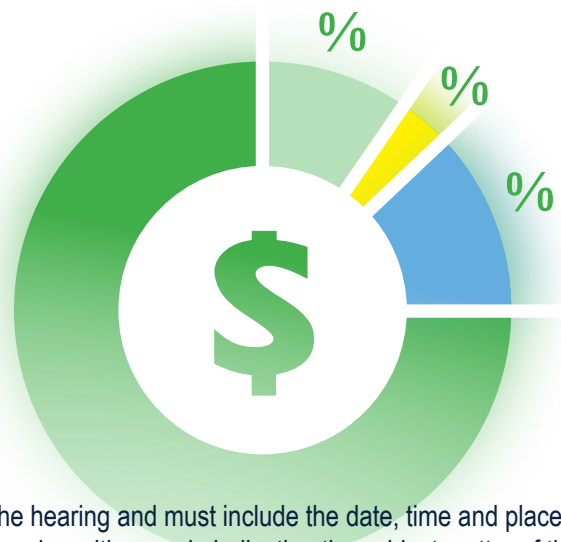
1. Tort Fund

Keep in mind that the tort fund is an "unlimited levy" and restricted to "authorized expenditures." Authorized expenditures are complex and include a variety of expenditures. In dealing with the tort fund many PTELL districts do not utilize the tort fund at all since their overall revenues are limited by their past extension and the current consumer price index number, derived from the federal government. For those PTELL eligible districts, they can pay normal expenses attributable for the tort fund out of the bond and interest fund.

Specifically, PTELL districts can sell insurance reserve bonds, also called tort transfer bonds, and pay their costs, such as workers compensation insurance and unemployment compensation claims. A PTELL district should have enough of a bond margin in their debt service extension base to do this, but it will give them an opportunity to pay some of the ordinary tort costs with bond proceeds.

The tort fund for non-PTELL districts is a little more straight forward in that their tort levy is unlimited based upon their current equalized assessed value. For those districts, it is possible to loan funds from the tort fund to the operations and maintenance (O&M) fund for "one-time non-recurring expenses." There is no specific definition of a non-recurring expense so there seems to be a measure of local discretion.

The important point to consider in this transfer is that you are transferring funds from an unlimited fund to a limited fund, the O&M levy. Thus in effect, this would enhance the O&M levy with such a transfer. These transfers are legal until June 30, 2020. A board hearing is required before the transfer with public notice published at least seven days but not more than 30 days prior to the hearing in a newspaper of general circulation. Notice must be posted at least 48 hours prior



to the hearing and must include the date, time and place of hearing with agenda indicating the subject matter of the hearing. Transfer must be approved by a board resolution following the public hearing.

The life safety fund is a 5-cent levy with the ability to absorb life safety bond proceeds after certification by the architect, regional office of education (ROE) and Illinois State Board of Education (ISBE). Surplus life safety taxes and interest earnings thereon may be transferred to the operation and maintenance fund for "building repair work." This was authorized by HB 5529 in 2016.

Districts will require a calculation by the auditor to separate funds in the life safety funds from accumulated property tax proceeds plus interest from those funds within the life safety fund that were accumulated from life safety bond proceeds. Proceeds that are present in the life safety fund from bond sales cannot be transferred to the O&M fund. Thus there is an additional opportunity to maximize the utilization of the O&M fund, which is much more readily utilized, than funds in the life safety fund that are spent only with concurrence of the architect, ROE and ISBE.

2. Bond and Interest Fund

This fund essentially houses the proceeds derived from property taxes. The county clerk in each county will levy sufficient tax proceeds to pay for principal and interest from whatever bonds that a given district sells. Since no distributions from the bond and interest fund other than to pay for their principal and interest on bonds, sometimes an additional amount is authorized by the county clerk in order that districts will have sufficient revenues to pay their required annual principal and interest on bonds.

Over a period of time, on occasion, excess funds can be accumulated in the bond and interest fund due to this over-levying practice of the county clerk. Districts again have to have an auditor look at this surplus to determine how much was generated from "excess interest" and differentiate and separate the amount generated from "excess principal." The amount generated from excess interest after identified may

continued next page...

Financial Resources...cont'd.

be transferred to the O&M fund at any time with a board resolution. Thus there is a possibility that funds cannot be utilized in the bond and interest fund can be transferred to an operating fund maximizing the amount available.

3. The Capital Project Fund

This fund is the repository for two kinds of revenue. First, it remains the repository for funds derived from the county occupational sales tax and funds derived from the sale of construction bonds to renovate or build a school building. Once more, the auditor must be utilized to separate these two sources of revenue. Funds derived from the sales tax may not be transferred to any other fund. Funds derived from a bond sale and in which all relevant encumbrances have been paid may take the remaining funds in the capital projects fund and transfer them to the O&M fund.

On occasion, this can be a considerable sum as a residual left from a previous capital project. Funds in the capital

projects fund can be utilized for future capital projects, so it may seem unnecessary to transfer funds to another operating fund like the O&M fund. However, districts should keep in mind that funds in the education, operation and transportation fund have the "unlimited ability to make permanent transfers to each other." Thus funds once deposited in the O&M fund may be transferred with a board resolution to the education or transportation funds as needed.

Hopefully, this information will provide school administrators with additional opportunities to maximize the local resources within the legal framework of the requirements of school finance. As always, contact me at the IASA if you have any additional questions: bphillips@iasaedu.org or 217-753-2213.



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SAFE Board selects 7 Illinois educators for Moon Scholarship awards



Seven Illinois educators have been selected to receive monetary awards as recipients of the 2017–18 James V. and Dorothy B. Moon Scholarships.

Those selected by the School Administrators Foundation for Education (SAFE) Board of Trustees include:

- Andrew Fenton, K-8 Principal, Oak Grove School District #68
- Janean Friedman, Principal, Wethersfield Elementary School, Wethersfield Community Unit School District #230
- Jason Henderson, Assistant Superintendent, Triad Community Unit School District #2
- Landon Sommer, Superintendent/Principal, Century Community Unit School District #100
- Sy Stone, K-12 Principal, Crab Orchard Community Unit School District #3
- Shawn Teske, Superintendent/Principal, Warren Community Unit School District #205
- Cynthia Tolbert, Highland Elementary School, Highland Community Unit School District #5

“This program is designed to help up-and-coming educators in Illinois further their careers by assisting them in attaining graduate studies as was Dr. Moon’s vision,” said Ron Jacobs, President of SAFE. “Ultimately, this program is designed to help produce people who are well prepared to become superintendents and tackle the challenges facing public education in Illinois.”

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 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.

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.

“ This program is designed to help produce people who are well prepared to become superintendents and tackle the challenges facing public education in Illinois. ”

Information and applications for the 2018–19 Moon Scholarships will be available beginning August 1, 2018 on the IASA website at www.iasaedu.org. Questions can be directed to Jodi Gillespie at 217–753–2213 or at jgillespie@iasaedu.org.

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



Spring Academy/ Workshop Opportunities

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

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



Click on date to register:

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

April 19, 2018	Skokie/Morton Grove SD 69, Maier Administration Center, 2nd Fl., 5050 Madison St., Skokie, IL 60077
June 7, 2018	Mundelein High School Annex, 1500 W. Hawley, Mundelein, IL 60060
June 13, 2018	Lake Bluff Middle School, 121 E. Sheridan Place, Lake Bluff, IL 60044

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

April 18, 2018	Elwood CCSD #203, 409 N. Chicago, Elwood, IL 60421
April 25, 2018	Mount Vernon Elks Lodge, 1107 Jordan St., Mount Vernon, IL 62864

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

May 8, 2018	Presented by IASA and IASBO, at Illinois State Capitol, Stratton Building, Room 413, 401 S. Spring St., Springfield, IL 60706
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IASA staff members reach milestones

Cherry Middleton recently celebrated her 25th anniversary with IASA. In her role as Director of Operations and Facilities she provides direct administrative support to IASA Executive Director Dr. Brent Clark and the IASA Board of Directors. Cherry is also in charge of office operations and the IASA Annual Conference.



Jodi Gillespie, Office Assistant-Administrative, is celebrating her tenth year with IASA. She serves as assistant to the IASA legal counsel and provides program assistance with many association programs.



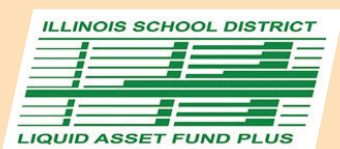
“We congratulate these two employees on reaching their important milestones with IASA,” said Dr. Brent Clark, executive director for IASA. “Their contributions are invaluable and numerous and I certainly appreciate their long-time, dedicated careers to IASA. We look forward to their continued success as valued members of the IASA team.”



The Illinois Association of School Administrators has launched the IASA Podcast. The weekly podcast tackles the most important issues facing public education in Illinois and provides knowledge and insight from experts about how to run the best school district possible.

Dr. Jim Rosborg, Director of Master’s in Education at McKendree University, discusses factors that caused Illinois’ teacher shortage on the first episode.

The podcast is available in the Apple Podcast Library and Google Play. We also share it on the Illinois Association of School Administrator’s Facebook page and Twitter at @IllinoisASA.



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 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.



Important reminder to all IASA members

Please make sure IASA has your current contact information.

If you have changed status such as **retiring** or **changing school districts**, be sure to let us know. We don’t want you to miss any important IASA news and information. For any change in contact information please email Misti Murphy at: mmurphy@iasaedu.org.



**2018 ANNUAL
CONFERENCE**
Sept. 26–28, 2018

Save the Dates!

5th4

**Seeking Presenters
for Ignite!** General Session 

Does your school district have an innovative educational message that you would like to share with your colleagues? Then Ignite! is for you!

- 5 Minute-Presentation!
“Enlighten us, but make it quick!”
- 20 slides that auto advance every 15 seconds
- Presenters will host a panel question/answer session from the audience
- 5 to 7 presenters are needed to participate in our Ignite! session

If you are interested in telling your district's story in the Ignite! format please contact Dr. Richard J. Voltz, Associate Director for Professional Development, at rvoltz@iasaedu.org.



For more conference details, please click [here](#).

Take Advantage Of
**Excellent
Marketing
Opportunities**

At the Conference

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

For more information please contact Jodi Gillespie at jgillespie@iasaedu.org.



For marketing opportunities, please click [here](#).

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)

April 2018

May 2018

- Mon. April 9 House Session
[Principal Evaluator...Skill Building...](#)
- Tues.–Fri. April 10–12 GA Session
- Tues. April 10 [\(CLOSED\) Gathering Evidence...](#)
- Wed. April 11 DuPage, Cook West, Illini
[IASA-IEA-IFT-IASBO Seminar](#)
- Fri. April 13 Southwestern, Lake, Kaskaskia
House Session
-
- Tues.–Thurs. April 17–19 GA Session
- Wed. April 18 Wabash Valley
[Principal Evaluator...Skill Building...](#)
- Thurs. April 19 Central IL Valley
[Teacher/Administrator Evaluator...
Student Growth](#)
- Fri. April 20 Western, Three Rivers
House Session
-
- Mon.–Fri. April 23–27 GA Session
- Mon. April 23 [IASA-IEA-IFT-IASBO Seminar](#)
- Tues. April 24 [IASA-IEA-IFT-IASBO Seminar](#)
- Wed. April 25 [Principal Evaluator...Skill Building...
Egyptian](#)
- Thurs. April 26 Kishwaukee
IASA Board of Directors Meeting
-
- Mon. April 30 [IASA-IEA-IFT-IASBO Seminar
\(CLOSED\) Moving from Vision to
Action...Become an Essentialist](#)

- Tues.–Thurs. May 1–3 Senate Session
- Tues. May 1 Shawnee
- Wed. May 2 Cook West

IASA-ISBE Advisory Meeting

- Tues.–Fri. May 8–11 GA Session
- Mon. May 7 Blackhawk
- Tues. May 8 [\(CLOSED\) Principal Evaluator...Skill
Building...](#)
- Wed. May 9 DuPage
- Thurs. May 10 Cook South, Central IL Valley, Two
Rivers
- Fri. May 11 Kaskaskia

- Tues.–Fri. May 15–18 GA Session
- Wed. May 16 Wabash Valley, Lake

- Mon.–Sat. May 21–26 GA Session
- Tues. May 22 [\(CLOSED\) Gathering Evidence...](#)
- Wed. May 23 Egyptian
[\(CLOSED\) Teacher/Administrator
Evaluator...Student Growth](#)

- Sun.–Thurs. May 27–31 GA Session
- Wed. May 30 [\(CLOSED\) Gathering Evidence...](#)
- Thurs. May 31 [\(CLOSED\) Teacher/Administrator
Evaluator...Student Growth
\(CLOSED\) Principal Evaluator...Skill
Building...](#)



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

Tues. May 8, 2018
8:30am-4:30pm

Illinois State Capitol
Stratton Building

This exciting and engaging academy is taught in the Illinois Statehouse while the legislature is in session; includes conversations with and presentations by a Senator and a Representative, Senate and House Staffers, and a staff member from the Governor's office. Participants will have the opportunity to attend legislative hearings.

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

OUTCOMES: 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.

[Click here for ONLINE registration or more info](#)

[Click here for FAX registration form or more info](#)



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Presented by Illinois ASBO Professional Development/
Illinois Association of School Administrators (IASA)

An approved, required strand for Illinois Administrators' Academy credit.

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