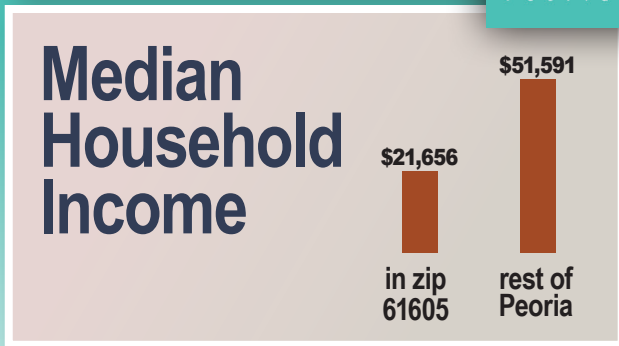


Leadership Matters

February 2019



Peoria Wraparound Center Supports Kids Most in Need



Focusing On Positive Psychology Has Powerful Impact on Schools

Alliance Leadership Summit Less Than 2 Weeks Away

This Month...

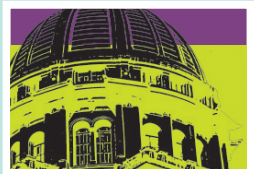


5 COMMUNITY EFFORT IS BEHIND PEORIA PUBLIC SCHOOLS WRAPAROUND CENTER

The Wraparound Center offers a one-stop shop for Peoria Public School students and area families to receive therapeutic support and access to community resources and intensive support services.



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Springfield, IL 62703-7305
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Schaumburg, IL 60173-4717
847.466.5075

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Marion, IL 62959-1138
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and search for IllinoisASA.

Leadership Matters

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Message From the Executive Director

Legislature Zooms Ahead, but Day of Reckoning Coming

Dr. Brent Clark

We are now two months into the New Year, and frankly, it's hard to believe how fast this year is already going. As fast as time is moving so is the Illinois legislature.

Bills are being moved at lightning pace, particularly legislation that is of significance to those organizations that strongly participated in the fall 2018 election process. There's an upbeat mentality, but Illinois still has a day of reckoning regarding our overall financial picture. I'm hopeful that the governor's budget address, which is scheduled for February 20 at noon, will begin to reveal a solid plan to address some of the most major financial and structural issues facing all of us as Illinoisans. Once that address concludes, I believe we will have a much firmer grasp on how the spring legislative session is going to unfold.

Late last week, Governor Pritzker [released](#) the final transition plans around education. As a member of that transition team, I will tell you that the conversations all centered on universal pre-K, funding the evidence-based formula, the teacher shortage and how to keep Illinois' college students in Illinois at affordable institutions. Here are the four themes from the report:

- Align priorities across systems.
- Ensure equitable and adequate funding.
- Strengthen the pipeline of teachers and child serving-professionals.
- Ensure that education meets the needs of all learners.

There was strong commitment from the entire group that these would be budget priorities beginning with the FY20 spending plan.

But that's just a backdrop to some of the tremendous work that our members are doing across Illinois in leading our schools and improving opportunities and experiences for all of our kids. In this issue, we highlight the innovative work Dr. Sharon Desmoulin-Kherat and her staff did to open a Wraparound Center within Peoria SD #150, and the impactful social and emotional work that superintendent Andy DuRoss is leading at Schaumburg CCSD #54.

In upcoming editions, Leadership Matters intends to highlight the positive work from all sectors of Illinois. From the private-public partnerships with the agriculture industry and Army Corp of Engineers that Okaw Valley CUSD #302 is championing under the direction of Superintendent Kent Stauder, to the effort that Meridian School District #101 Superintendent Jon Green is putting forward through video production to inspire his students to escape generational poverty, each are distinct reminders of the importance of leadership. Leadership matters and so do the leaders. Being committed to the cause of public education for all the right reasons is a very common thread that binds all of us together. Be sure to let us know if there's exciting work in your district that we should be covering.

I'm appreciative of the work of all of our members as they strive every day to create better opportunities for the students in their care regardless from what walk of life they might arrive at our doors. It's what we do as school superintendents, and I'm most proud of the work that our Illinois superintendents achieve daily across our wonderful state. Keep up the great work, and I look forward to seeing many of you soon at the Alliance Leadership Summit.

Brent Clark

LM

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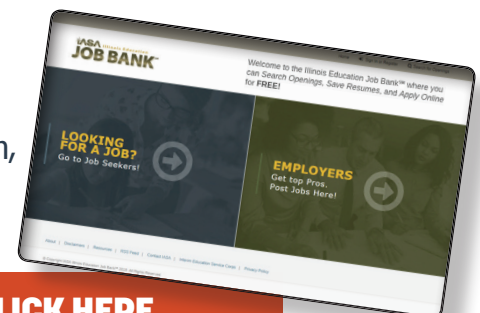
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If you have any questions about the IASA Job BankSM or new feature criteria, contact Ashleigh Knudson at 217-753-2213.



Teaching the ‘Whole Child’ Involves Community Support Systems at Peoria Public Schools Wraparound Center

By Mary Schaefer
IASA Director of Communications & Marketing

The need to create a Wraparound Center that offers a one-stop shop for Peoria Public School students and area families to receive therapeutic support and access to community resources and intensive support services was reinforced for Derrick Booth last year.

Booth, Peoria’s Director of Social and Emotional Learning, attended a court hearing with a young 12-year-old student who had an issue with substance abuse.



The problem that became clear at that hearing, Booth said, was the child’s mother had no way to transport her child to court-required substance abuse classes nor get herself to family counseling classes as they were way across town. The services were available, but simply weren’t accessible to that family.



“After court was over, I had a discussion with the probation officer about occupying space within the Wraparound Center,” Booth said. “Peoria Juvenile Probation now has two officers located in the Wraparound Center on a full-time basis. If a student needs to visit a probation officer they can do so here and access any required treatment classes here, and the parents can go to parenting classes here on the same day.”

Located inside Trewyn School in Peoria, the Wraparound Center opened its doors in October 2018 to help residents in the most economically distressed 61605 zip code area of Peoria. The Wraparound Center is under the direction of Peoria Public Schools Office of Social

continued...

Peoria...cont'd.

and Emotional Learning (SEL) but also relies heavily on community partners.

Even though it's located in a school, the Wraparound Center is open to all Peoria families regardless of whether they have students attending Peoria Public Schools. The district serves on average 13,256 students in 27 school buildings. The ultimate goal is to keep individuals from transitioning to a higher, more intensive level of care or to successfully transition individuals from a high level of care back to stability. Social service agencies located in the Wraparound Center connect families to services that will help them meet their basic needs from food pantry and clothing assistance to therapeutic services, access to legal services, affordable housing advice, substance abuse services, drug prevention programs, juvenile probation support and other basic daily needs.

For Dr. Sharon Desmoulin-Kherat, superintendent of Peoria Public Schools, the Center serves as part of a multi-tiered system of support in the district's mission to be more student focused, career-minded and personalized in terms of education of students within the district.



"We are working to implement a nurturing climate of care in each of our school buildings and classrooms," said Desmoulin-Kherat. "It is part of our approach to educating the whole child."

In 2015, during the first year of her superintendency, Desmoulin-Kherat said the district initiated a five-year strategic plan that adopted five pillars of support in furthering the education of students. The second pillar, "systems of support," involved the establishment of a Social and Emotional Learning Department within the Peoria school district. Through increases in Evidence-Based Funding, the district was able to hire 13 social-emotional aides at the elementary and middle schools.

"In the creation of the strategic plan, I reflected on the common theme that was standing out in terms of achievement levels in students and realized in looking at data that there was a much deeper problem," said Desmoulin-Kherat. "I wanted to go beyond that to provide a system of supports for students to help them in their achievement levels and provide a safe, supportive environment for all students and district staff."

Supports also include identifying and addressing social-emotional and health-related factors to learning and adopting a district standard for a positive climate in every school that makes students feel valued, challenged, supported and

connected. All classroom teachers are responsible for having a social/emotional plan and behavioral management plan.

The district is providing enhanced professional development training to teachers in SEL in order to increase the effectiveness of current behavior plans. Professional development support for staff is offered around a variety of topics including love and compassion, implementing a culture of care, trauma and the impact on the brain. The district has also established an SEL committee comprised of teachers, social workers, administrators and occupational therapists to discuss and implement strategies to continuously improve social-emotional learning throughout Peoria Public Schools for students, families and staff.

Derrick Booth, a graduate of Peoria schools and counselor with the district and former basketball coach at Manual High School, became the district's director of social and emotional learning in 2016.

"I learned quickly during my first year in this role that, although my focus was to help the students, it ultimately was to help the families and those students beyond the six hours a day they spend at school," said Booth. "We started exploring ways that we could broaden our impact beyond the students. Peoria is rich with resources but people sometimes don't know where to turn to meet those needs."

Booth was charged with exploring the creation of the Wraparound Center, examining the types of services or resources needed and finding a location for the center. After researching different school buildings, Trewyn School, located in the 61605 zip code, was selected as the right location for the Wraparound Center to serve the individuals in greatest need within the district. He then began recruiting social service agencies to establish an office within the Wraparound Center.

According to the Economic Innovation Group Distress Index, the 61605 zip code in Peoria ranks 1,114 out of 1,115 zip codes in Illinois as economically distressed. Nationally, it ranks 26,078 out of 26,126. The data for 2017 shows that 29.1 percent of the 61605 population does not have a high school





diploma, 47 percent of adults within the 61605 zip code are unemployed and the median income ratio is only 38 percent of the median income of the U.S. Within this depressed area, 44.2 percent of residents are living at or below the poverty rate. With violent crime also an issue, survivors of violent crime have a significant unmet need for mental-health treatment and psychological services.

During the process of developing the Wraparound Center, Peoria Public Schools also partnered with OSF Healthcare Saint Francis Medical Center to provide comprehensive counseling to victims of violence and their families or witnesses. The three-year grant totals \$3.3 million, providing case management and therapeutic services for Victims of Crime in the 61605 zip code area. One of three locations is at the Wraparound Center.

In order for the district and Wraparound Center to meet additional needs of students and their families, Booth surveyed high school students to identify what they felt were their barriers to success. Survey results found a number of factors including poverty, addiction, health, family changes, transitional housing changes, family members being incarcerated and other trauma situations. With survey results in hand, Booth went to work to find social service agencies to provide support systems for students and their families. Currently, there are 11 social service agencies providing services through the Wraparound Center.

The Wraparound Center has a room designated specifically for training where social service agencies can host anger-management classes and substance-abuse classes.

“We are now seeing greater collaboration between the agencies. They are supporting each other and making referrals when they see a student needs other services that are right down the hall from them,” said Booth. “Also, when teachers or administrators see students in need of support beyond what they can provide in a school setting, they simply

complete a referral form for the students to receive support from the Wraparound Center. The big piece on that form is to get a peer or guardian signature for approval to connect with agencies here.”

Booth views the intake process as a pivotal part of identifying the specific services the student needs, and he is constantly stressing the importance of that with all social service agency staff located at the Center. For instance, a student might be coming in for one reason, and after thoroughly interviewing the student, they might find the student has other unfulfilled needs. The social service program leaders located at the Wraparound Center meet monthly about the intake process.

“Our goal is to connect individuals with agencies that meet their needs whether it is food or counseling or housing,” said Booth. “From that referral, that case manager who conducts the intake process is responsible for making connections to other agencies. We can find out a lot about the needs of the family just through the intake process.”

A mother recently came to a school and was homeless and visibly upset. She talked with a school principal, who walked her over to the Wraparound Center and within three weeks she had housing.

“These types of successes are possible through connections made with multiple agencies,” said Booth.

The school district does not charge rent to any of the social service agencies with offices at the Wraparound Center. The office hours are 8 a.m.–4:30 p.m., but agencies can also offer evening hours as long as someone is there to supervise.

Both Booth and Desmoulin-Kherat indicate the next phase of their program is continuing outreach to students, families and residents within the area who can utilize the services located at the Wraparound Center.

continued...



“We have to get the word out for individuals to feel comfortable to come and utilize the services here,” Booth said. “As soon as the weather breaks, we plan to conduct a door-to-door campaign to publicize the services available and provide that invitation if they are in need to come and visit us.”

Desmoulin-Kherat also sees an opportunity for principals, administrators and teachers to help in identifying students who may need the services offered by the Wraparound Center.

“In making that connection, we hopefully will see the daily attendance improve because of all the supports. We are also optimistic out-of-school suspensions will improve and the number of students referred and served with emotional services by tier will improve,” said Desmoulin-Kherat. “You just can’t build it and expect them to come. It is about getting them connected to services.” She adds the supports work to build a culture of hope for students—a culture that works to provide self-worth and a purpose for kids and gives them a sense of belonging and optimism.

“It has to be a coordinated effort of academic and behavioral supports and interventions,” said Desmoulin-Kherat. “That path can help someone move forward with continued success. It is part of a beautiful community collaboration working to transform lives.”

Community Partners with the Peoria Public Schools Wraparound Center

The Center for Youth and Family Solutions

(providing family counseling, foster family and intact family services)

Chestnut Health Systems

(substance abuse services)

Children’s Home Association of Illinois

(Adapt Drug Prevention Program and Teen Reach After School program)

Family Core

(Respite Educational program, Anger Management and parenting classes)

Hand Up Peoria

(Food Pantry)

Navicore

(Financial education and counseling as needed)

OSF—Trauma Recovery Program

OSF Trauma Recovery Team provides case management and therapeutic services for Victims of Crime in the 61605 area

Peoria Juvenile Probation

(connection to services for 61605 clients)

Positive Health Solutions

(STI education, testing and HIV/AIDS education)

Prairie State Legal Services

(offers wide range of legal services as needed)

Unity Point Methodist

(Behavioral Health Services, education, suicide prevention, teacher education)

Want to learn more?

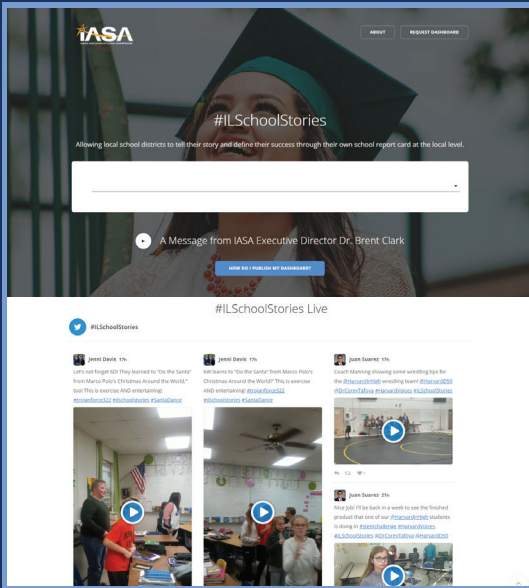
[Click here](#) for video about the Peoria Wraparound Center.





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Complete your Strategic Dashboard and publish it on your school's website.



Click on the settings icon and click "List my dashboard on ILSchoolStories.com."



When tweeting about your district use #ILSchoolStories

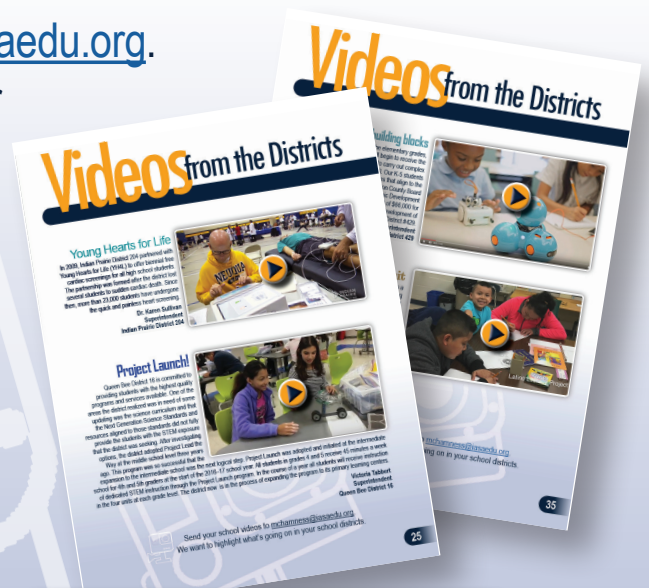
Learn more about IASA/ECRA Strategic Dashboards by clicking [here](#).

Do You 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.

Be sure to include:

- A short description of the video's content and purpose,
- Your superintendent's full name and title
- Your school district's full name and number



Leadership Matters

Monthly e-magazine of





Supporting the Whole Child by Focusing on Positive Psychology

By Andy DuRoss
Superintendent, Schaumburg CCSD #54

As a society we must focus our efforts around supporting the whole child and ensuring consistent supports are in place for ALL children. In the educational field we work to recognize the challenges our students encounter so we can best support them. In fact, our greatest charge as educators is to know each child by name and need. We then work tirelessly to help them learn at high levels and to develop supports that ensure our students have the social-emotional skills they will need to be successful in life.

Social Emotional Learning (SEL), which has received increased attention in recent years, helps students manage their emotions, create and maintain more positive relationships with others, make more responsible decisions and become more productive citizens in an extremely complex world. Arguably, SEL work has never been more important for students.

Recently, Schaumburg CCSD #54 has built upon its SEL work and modified its long-standing focus on student well-being by utilizing the relatively new field of positive psychology to enhance its supports for all district stakeholders. Our goals were to:

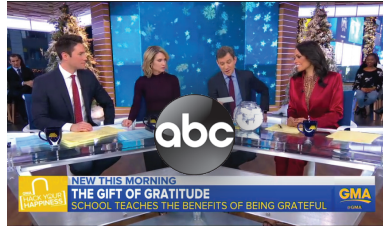
- Improve staff and student well-being.
- Create an optimistic, mentally fit and healthy learning community.
- Deepen student, family and school community connections.

We have observed for many years that highly positive teachers and school cultures significantly support student success, but we lacked a consistent framework or practical methodology to accomplish our goals until we pursued a deep understanding of the field of positive psychology—defined as the scientific study of the strengths that enable individuals and communities to thrive.

Schaumburg CCSD #54 in the News:



Click for U.S. News & World Report story.



Click for Good Morning America video.



We studied the work of Shawn Achor, author of “The Happiness Advantage.” Achor’s work proves that our brain works significantly better at positive than at negative, neutral or stressed. His research proved that a positive mindset increases productivity by 31 percent, makes us 10 times more engaged at work, helps ensure we live longer, get better grades and so much more. The impact of positivity is both personal and professional and one that could not be ignored in Schaumburg District #54. With positive psychology research as the foundation, a whole child support structure was designed to first impact staff and ultimately students and the community.

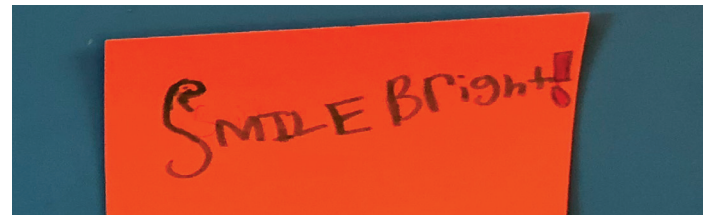
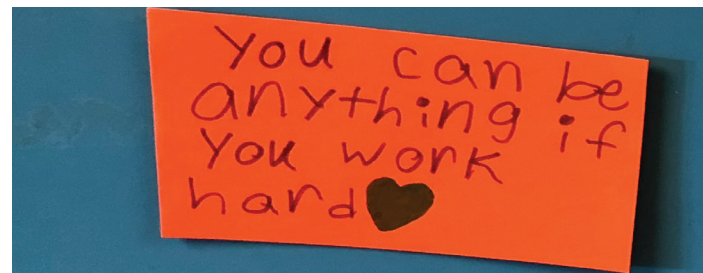
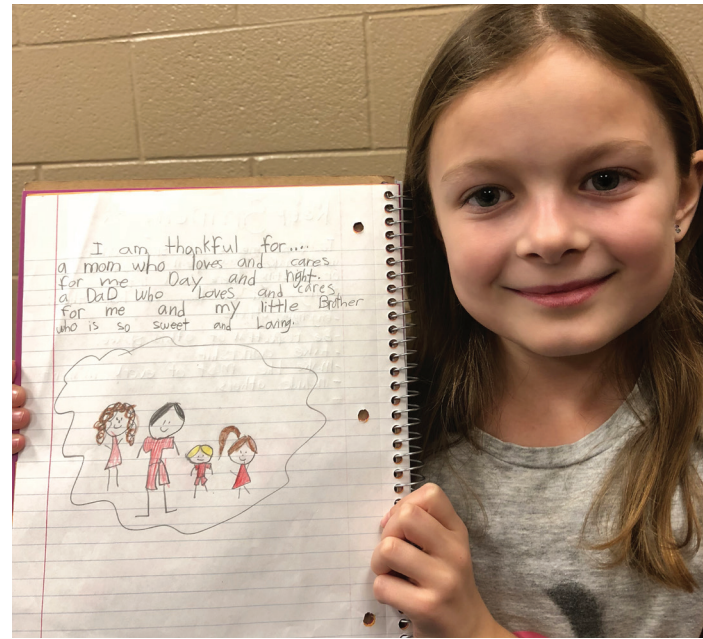
At Schaumburg, we truly feel this work is making a significant difference in the lives of both our students and staff, which is why I want to share with you what we have learned so far.

Start with Staff

Why start with staff, you might ask? To help students develop an optimistic and resilient mindset that supports their academic and social-emotional growth, the best way to begin is with the growth of optimism and resiliency among staff. Schaumburg CCSD #54, the largest K–8 district in Illinois, brought all 2,500 district staff—from administrators to teachers, custodians to bus drivers—through an interactive and reflective day-long training on the principles of positive psychology. They were challenged as individuals to create a plan to develop positive habits and to embed these principles in their collaborative work structures.

School sites then supported further training around the principles of positive psychology grounded in Achor’s latest publication, “Big Potential,” which District #54 was highlighted. It affirmed our focus on professional learning community structures and inspired everyone to work better together. As a result, the district climate has never been more positive. An annual survey, which has been used in the district for 10 years, showed 89 percent of staff feeling highly satisfied and engaged (the national industry average is under 40 percent highly satisfied and engaged). The authentic response to the training, the personal success stories shared by dozens of staff members and the exceptional culture survey results prove that a practical focus on positive psychology can increase staff morale and equip adults to better serve students. Recognizing this powerful impact on staff, we built on this focus and began creating a guaranteed and viable SEL curriculum for our students. We call it the “Optimistic School.”

continued...



Positive...cont'd.

Social Emotional Learning Curriculum

In order to ensure that positive psychology principles would be systematically taught and practiced with students, a team of about 100 District #54 staff members came together to create an early childhood through eighth grade SEL curriculum. This curriculum, aligned to the Illinois Learning Standards, is being taught in every District #54 classroom. Prior to the curriculum implementation, many best practices were being utilized but they were inconsistently implemented across school sites. Achor's positive psychology research provided a common platform to build upon. New lessons were designed that incorporated current best practices, along with the principles from Achor's "Happiness Advantage" and "Big Potential."

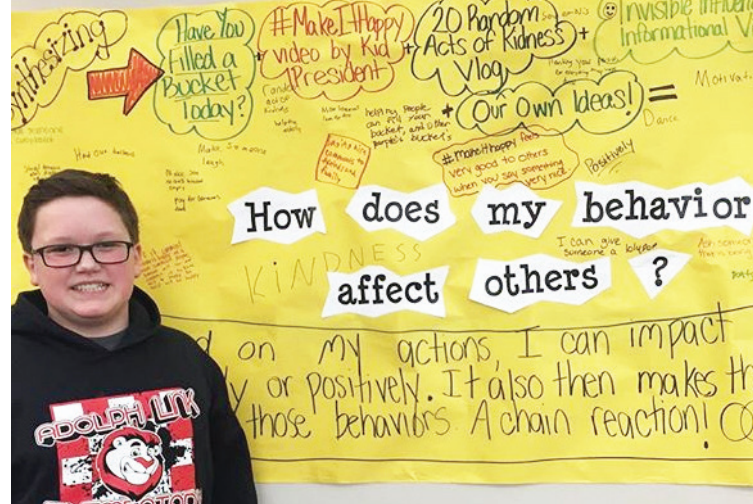
Weekly social-emotional learning lessons contain common themes for supporting SEL across all grade levels. The lessons are interactive and meaningfully connect to student lives. The weekly lesson time is built into the school master schedule as a way to prioritize this time. Staff collaboratively plan for the lessons and weave the topics across the school day for authentic application and reinforcement.

Every family in District #54 was provided a "Happiness Family Guide" that outlined the SEL work into a story families could work on, in conjunction with school staff, to support the needs of their children. For the first time this year a universal screener was used for every student in the district to help identify any student in need of additional social-emotional support beyond the weekly lesson. Proactive instruction to support social-emotional well-being now parallels a similar focus on academic objectives. By year end, we will be able to provide staff and parents a quantifiable snapshot of each student's progress in the area of SEL. Knowing each child by name and need supported by a focus on positive psychology will fuel student success in life.

Change for the Betterment of a School Community and Beyond

The research based on positive psychology, and specifically the work of author Shawn Achor, provides a strong basis for staff and student success. District and school leaders will see immediate opportunities to apply this work into current systems and structures, which will positively impact the well-being of students, staff and communities.

This work is having a profound impact on the lives of our most valuable resource—our people. Positivity leads to success. What better way to impact whole child success than to ensure every school stakeholder is equipped with the tools to use happiness and optimism to grow and reach their potential? A happy organization is proving to be the greatest catalyst of student success we have seen.



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Don't Miss the Alliance Leadership Summit in Springfield

February 26–27, 2019

By Mary Schaefer
IASA Director of Communications & Marketing

There is still time to register for the third biennial Illinois Statewide School Management Alliance Leadership Summit in Springfield on February 26-27, 2019. This is your opportunity to learn about critical public education issues before the Illinois General Assembly. Your participation is essential to our advocacy efforts as we also use this time to build relationships with Illinois lawmakers. Learn more about the new political climate in Illinois and what it may mean for education funding and other issues important to school districts in Illinois.

The biennial Summit presents an opportunity for Alliance members (Illinois Association of School Administrators, Illinois Association of School Boards, Illinois Association of School Business Officials and the Illinois Principals Association) to gather together to demonstrate our collective voice on key public education issues.

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

WHY ATTEND?



Dr. Sheila Harrison-Williams,
IASA President;
Superintendent,
Hazel Crest
SD #152-5

"The Summit is a great opportunity for you and your District Leadership Team to come together and get acquainted with your state legislators and learn about important public education issues facing lawmakers in the spring session of the 101st Illinois General Assembly. The Summit presents an opportunity for us to collectively show our presence at the state capitol and advocate for important policy priorities for public education. Also, this is a great teambuilding event for you and your board president, principal and business manager."



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

"The Alliance Leadership Summit has

provided excellent speakers, networking opportunities, the ability to collaborate on important issues in education and a platform to meet and speak with legislators around the state on these important topics. I feel this opportunity has been given to school leaders in an effort to make positive changes in the climate and culture of public education and provide kids with opportunities that can exceed their imagination."



Mark R. Cross,
Superintendent,
Peru ESD #124

"The Alliance Leadership Summit is actually one of the best

professional events I have ever attended. This is true not only in what we gain, but also in what we contribute. It gets better with each summit and I highly recommend it, especially to those who have not attended before."

The Summit is a joint program sponsored specifically for members of the Illinois Association of School Administrators, Illinois Association of School Boards, Illinois Association of School Business Officials and Illinois Principals Association.

Special sessions include:

- **Dr. Jeffrey D. McCausland, Retired Col. U. S. Army**

Keynote Speaker, the Founder and CEO of Diamond6 Leadership and Strategy LLC, Dr. Jeffrey D. McCausland will kick off the Summit. He has an extensive military and educational background making him a national figure in the area of foreign and national security policy. In addition to his advisory role to various policy institutes, McCausland is a frequent commentator for the national media on military and foreign policy issues. His session topic "Lincoln, Strategic Vision and Managing a Crisis" will examine Abraham Lincoln's ability to formulate strategic vision and communicate it to the nation and how that translates into lessons for modern day leaders.



- **Media (Political) Analysts Panel**

A panel of media (political) analysts and journalists who cover state government will discuss a wide-ranging number of topics and field questions from the audience. Invited guest panelists include: Associated Press Political Writer John O'Connor, NPR Illinois Education Reporter Dusty Rhodes and WCIA Capitol Bureau Chief Mark Maxwell. The panel will discuss topics of the day from the political perspective, challenges for the new administration, the state budget and the power of

the Democratic super-majority of both the House and Senate within the Illinois General Assembly and issues on the fast track.

- **Legislative Panel**

A panel of legislators will discuss some of the critical legislative priorities for the year. The Alliance Lobbyists and Association Executive Directors will brief you on crucial issues affecting public education on school funding, budgeting, pension reform and more!



- **Legislative Reception**

The Alliance will host a legislative reception the night of February 26th. The reception will be held at the State House Inn just north of the state capitol in downtown Springfield.

CLICK [HERE](#) TO GO TO THE ALLIANCE LEADERSHIP SUMMIT REGISTRATION WEBSITE TO LEARN MORE!

Tentative Schedule

Day 1: Tuesday, February 26, 2019

10 a.m.–4 p.m. Summit Program (Wyndham Hotel)
5–6:30 p.m. Legislative Reception (State House Inn)

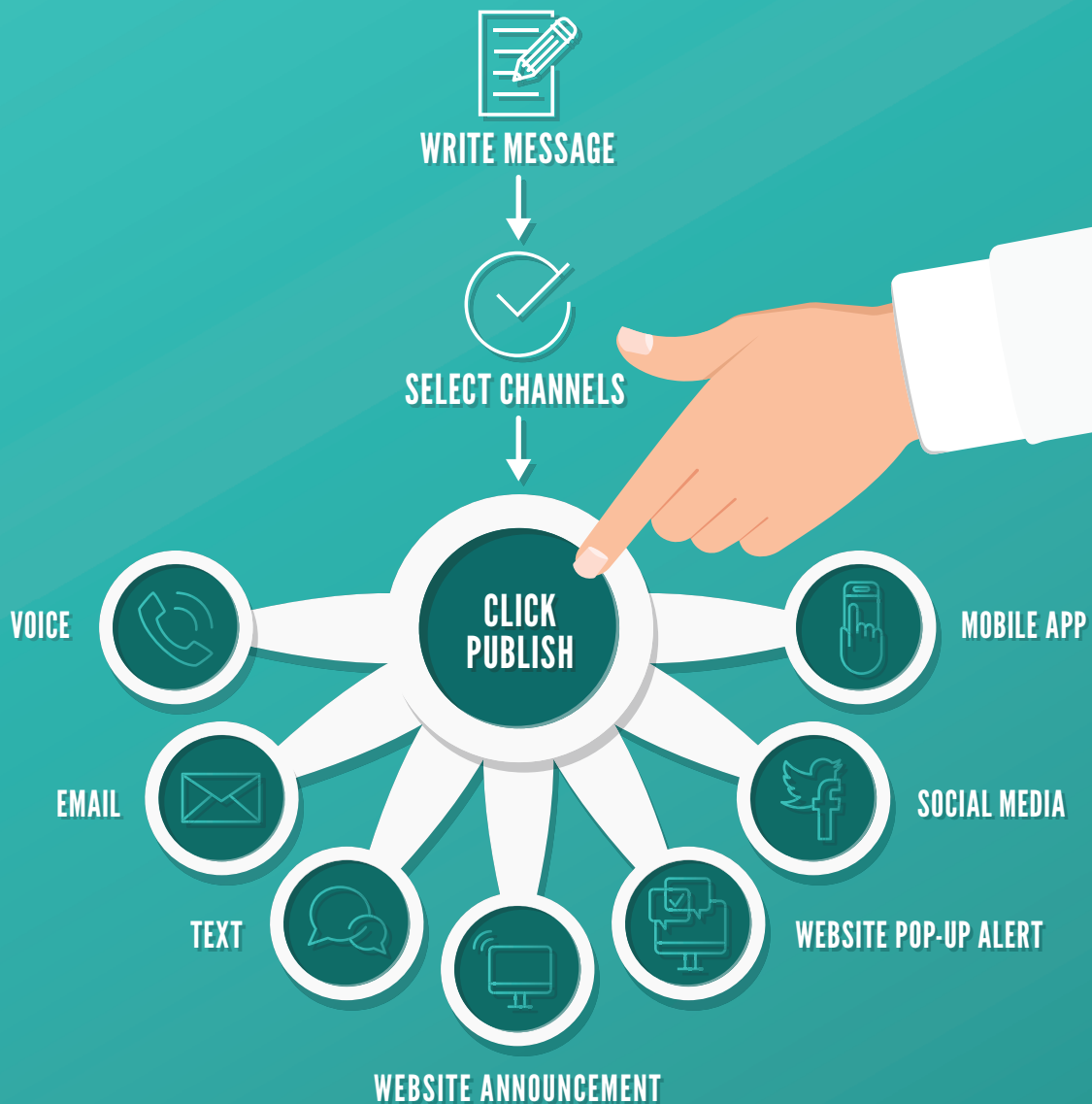
Day 2: Wednesday, February 27, 2019

7:30 a.m. Breakfast (Wyndham Hotel)
8:30 a.m.–1 p.m. Summit Program (Wyndham Hotel)
1:00–4:00 p.m. Visits to the State Capitol



**Join us in
Springfield
Feb. 26–27
2019**

COMMUNICATION: IS MESSAGE MANAGEMENT TAKING UP YOUR WHOLE DAY?



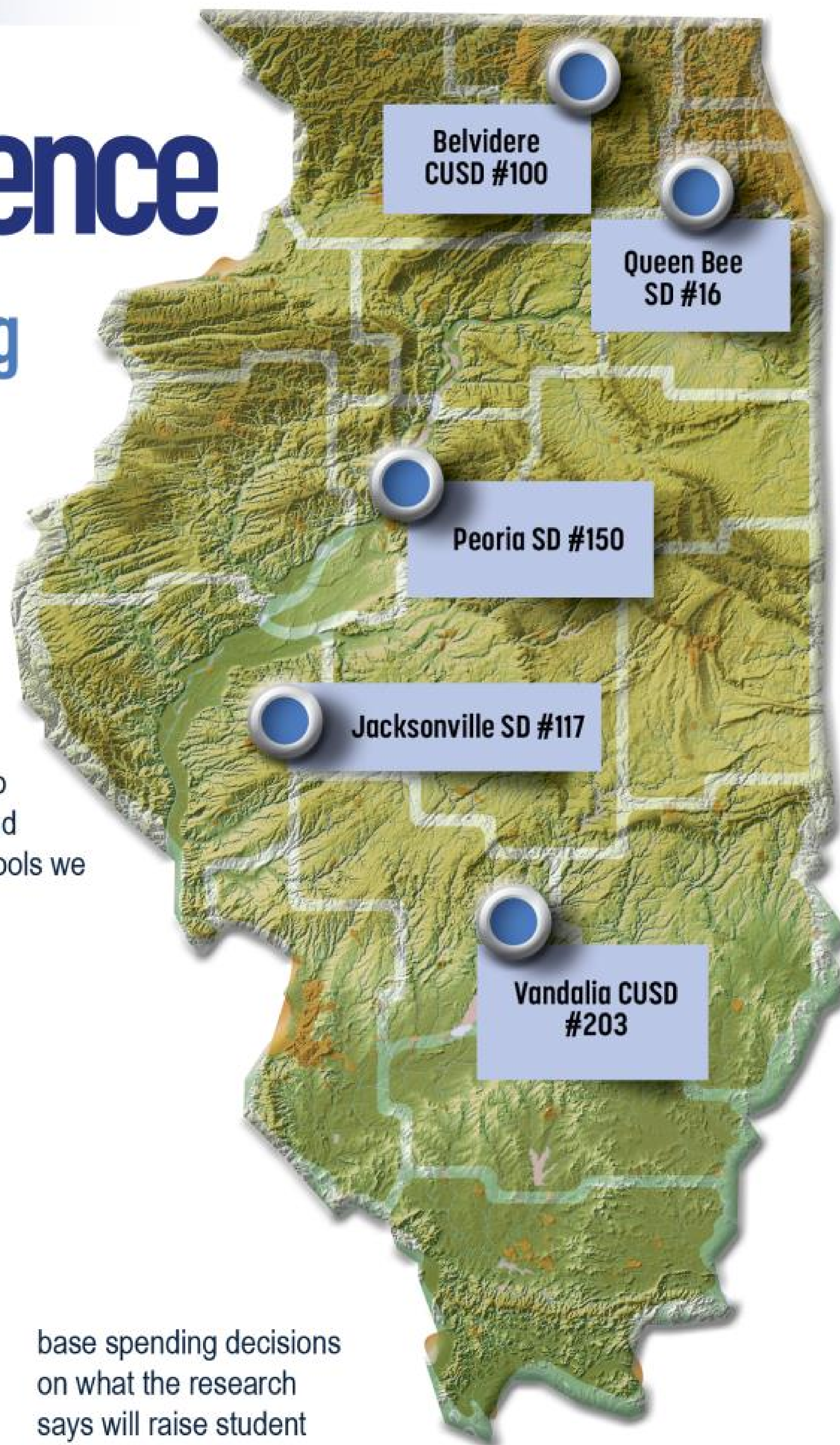
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Making a Difference

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

By Jason Nevel
IASA Assistant Director of Communications

We continue our series on how school districts across the state are using Evidence-Based Funding (EBF) dollars to improve student outcomes. Telling these stories is important as IASA, along with other educational stakeholders, continue to advocate for increased EBF at the statehouse. You can also find an [interactive map](#) on our website with the stories of all 35 schools we have profiled so far.



Belvidere CUSD #100

Enrollment: 8,003 FY18: \$2.4 million
Type: preK–12 FY19: \$1.9 million

An influx in new state funds through the Evidence-Based Funding Model came at a crucial time for Belvidere CUSD #100, Superintendent Dr. Daniel Woestman said.

The district experienced growth in the number of students in need of additional social-emotional supports. With the new dollars, Woestman said, the district hired four additional social workers at the elementary, middle and high school levels.

“For multiple years principals have been coming back saying we need more social workers,” Woestman said. “We hadn’t really been able to move the needle on that until the new funding kicked in.”

In addition, Belvidere CUSD #100 used its new EBF dollars to hire math and reading interventionists to provide support for students who do not hit their growth targets. The district’s special education program has also gotten a boost because the district could afford to hire additional staff, Woestman added.

“We’re no longer trying to do more with the same number of people, but actually adding resources,” he said.

Overall, Woestman noted, the new formula is driving conversations within Belvidere CUSD #100 about how to

base spending decisions on what the research says will raise student achievement.

“This is a student-centered approach to funding,” he said. “We’re grateful for the additional resources, and I hope the formula will continue to be funded appropriately.”

Jacksonville SD #117

Enrollment: 3,372 FY18: \$313,482
Type: preK–12 FY19: \$257,425

Jacksonville SD #117 is using its Evidence-Based Funding dollars to help recruit teachers by raising starting salaries, Superintendent Steve Ptacek said.

Despite being the largest district in Morgan County, the starting salary (including benefits) for teachers in Jacksonville SD #117 was \$33,255 in 2017.

continued...

“We were losing teachers to other districts in the county, and we are by far the largest district,” Ptacek said. “It was a situation where teachers had larger class sizes and less pay.”

Thanks to EBF, Ptacek said, the district boosted the starting salary for new teachers to \$36,483— a move that is already starting to help with teacher recruitment.

“When our new pay chart came out, the interest definitely increased,” he said.

While raising starting salaries, Ptacek noted, administration and the board were adamant about maintaining fiscal responsibility. Rather than just boost the starting salary of teachers, the district re-negotiated its contract with teachers and restructured the pay chart.

Ptacek added if it were not for the state pumping more dollars into the Evidence-Based Funding Formula, Jacksonville SD #117 would have had to cut programs to fill teaching positions.

“We would have had to look elsewhere to find the money,” he said.

Moving forward, the district’s goal is to continue to raise the starting salary for teachers. Adding an interventionist to work with at-risk students in reading and math has also been identified as a priority.

“For us right now, it’s all about teachers,” he said.

Peoria SD #150

Enrollment: 13,222 FY18: \$2.5 million
 Type: preK–12 FY19: \$1.3 million

Evidence-Based Funding is filling a variety of needs in Peoria SD #150.

First and foremost, Superintendent Dr. Sharon Desmoulin-Kherat said, it continues to serve as the catalyst and inspiration to elevate the learning journey. This includes providing supports to schools that are interested in implementing a student-focused and career-focused vision, expanding technology, hiring social-emotional teacher aides and raising starting salaries of teachers.

Peoria SD #150 has a goal of being one-to-one, where a computer or tablet is provided for every student. Thanks to EBF, Desmoulin-Kherat said, the district is much closer to that goal.

“As we prepare our students for the 21st Century, a critical skill is the ability to use multimedia,” she said.

Providing more academic and social-emotional supports in the classroom for students was also important for Peoria

SD #150. Desmoulin-Kherat said the district invested EBF dollars into hiring 13 Social-Emotional teacher aides at the elementary and middle schools.

“The SEL aides assist with de-escalating students so that they can get back on track and access more instruction,” she said. A third need EBF helped fill, Desmoulin-Kherat added, is raising the starting salaries of teachers. The starting salary will increase by 15.2 percent, from \$35,902 to \$41,375 next year. EBF is also instrumental in making it possible to fund a number of teacher recruitment initiatives, such as bonuses, referrals and exceptional placements to help offset the national teacher shortage.

Like many school districts, Peoria SD #150 has been affected by the teacher shortage, in part, because the starting salary lagged behind similar-sized districts. About 37 vacancies currently exist.

“EBF has helped Peoria Public Schools begin to improve its financial position and invest in innovative and meaningful instructional strategies that will help prepare students for productive and prosperous lives. For us, this is a very welcome change,” Desmoulin-Kherat said.

Queen Bee SD #16

Enrollment: 1,777 FY18: \$452,064
 Type: preK–8 FY19: \$330,836

Evidence-Based Funding is serving a different role in Queen Bee SD #16 than other districts with more limited resources.

Superintendent Dr. Joseph Williams said the main role the new state funding formula has served is to “validate and protect” the work currently being done to improve student achievement in the district.

“I really appreciate the framework and design of EBF formula,” Williams said. “Its research supported, so for us, it truly validates that we have been spending the money where it makes a difference, which is in the classroom.”

In recent years, Williams said, Queen Bee SD #16 has expanded its instructional coaching model and invested in a high-quality curriculum, among other things. That work has made a difference in improving academic scores, he said.

An additional revenue stream to support those efforts helps ensure the district can continue to provide the necessary supports for kids, he added.

“It’s providing extra security for us and, hopefully, will help us expand our instructional coaching, particularly in the area of math,” Williams said. “This money really does matter and make a difference for us.”



Vandalia CUSD #203

Enrollment: 1,460 FY18: \$546,897
Type: preK-12 FY19: \$417,550

Evidence-Based Funding dollars served as a life raft for the cash-strapped Vandalia CUSD #203.

Dr. Jennifer Garrison, who is in her first year as superintendent, said pro-ration in general state aid decimated the district's finances, leading to several years of budget deficits of about \$500,000.

Therefore, when the General Assembly approved the Evidence-Based Funding Model in 2017 and routed additional dollars to needy schools, the most pressing need was obvious.

"Our first priority was to balance the budget," Garrison said. "Through pro-ration, we had to sell working cash bonds,

which only puts more burden on local taxpayers. We really wanted to ease that burden."

However, Garrison added, the district was able to find enough money to hire an elementary teacher and begin to reduce classroom sizes.

Looking forward, she noted, the district wants to continue to reduce elementary class sizes. It also is looking to hire another school nurse, bring back elective courses at the high school and expand mental health supports for students.

For that to happen, it will require lawmakers to properly fund the formula.

"We're hoping in the next five years that we continue to see additional Evidence-Based Funding dollars, so we can make steps to enhance student outcomes by putting personnel and support services in place for students," Garrison said.

We Want to Hear From You...



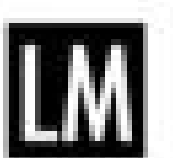
Your School District

In each edition of *Leadership Matters* we want to profile how districts are using their EBM funds. Please share with us how your school district is using EBM to improve student achievement. Email jnevel@iasaedu.org.



How You Can Be an Advocate:

Telling the story of how EBF is helping is something superintendents can also do on their own. The IASA Southwestern and Shawnee regions have both created templates to share with elected officials and local media that can be replicated. View a template of what the Southwestern Region did [here](#) and Shawnee [here](#). Also, [here's](#) a template letter to send to local legislators.



ISDLAF+ Monthly Update

Click [here](#) to view the most current ISDLAF+ rates, economic indicators and general economic news brief. To obtain additional information regarding this IASA sponsored service, contact Dr. Donald E. Weber, Senior Vice President, Corporate Relations/ISDLAF+ at 630-657-6435. To check daily rates, visit the ISDLAF+ website at www.isdlafplus.com.



Professional Development Academy Opportunity

Finance Knowledge for the Superintendent and Understanding for the Learning Community (AA #1202)

This academy will provide fundamental knowledge and skills for superintendents and the learning community that include school finance, administrative control measures, preparing the board of education for community discussions of finance issues, and financial reports for the learning community.

Participants will receive a “flash drive” which will have the financial data from 2014 through 2018 from the Annual Financial Reports (AFRs) and the budget figures from FY19 (2018–19) provided by the school district, downloaded on the drive by the ISBE. The ISBE FY19 Projection Model and Cash Flow Template, also on the flash drive, will be used and participants will be able to work with their own school district’s data in the workshop.

Dr. William “Bill” Phillips, IASA Field Services Director, and ISBE Regional Financial Consultants will provide additional information on tax levy preparation, borrowing and bonds, school district finance cycles, and making school finance presentations to your school board and community. EBFM experts will lead the discussion of the Evidence Based Funding Model.

You need to **register at least 10 days prior to the workshop** to insure that ISBE will have adequate time to download the financial information for your school district.

Please bring a laptop computer with a USB port and Microsoft Excel 2010 or newer.

This academy qualifies for one (1) Administrators’ Academy Credit for FY19, or 6 CPDUs.
Fee: \$200 per person, includes lunch and AA credit entry.

Region	Dates	Locations	Registration Links	Presenters
Central	Fri., Feb. 22	IASA 2648 Beechler Ct. Springfield, IL 62703	Register at http://www.cvent.com/d/16qj04	Dr. Bill Phillips, IASA; Mr. Brent Appell, ISBE; Mr. Gary Tipsord for EBFM
Southwest	Mon., Mar. 4	SCC ROE #50 1000 S Illinois St. Belleville, IL 62220	Register at http://www.cvent.com/d/66qj1m	Dr. Bill Phillips, IASA; Mr. Carl Holman, ISBE; Mr. Gary Tipsord for EBFM
South	Tues., Mar. 5	ROE #13 Mt. Vernon Office 1710 Broadway St. Mt Vernon, IL 62864	Register at http://www.cvent.com/d/h6qj10	Dr. Bill Phillips, IASA; Mr. Vince Gallo, ISBE; Mr. Gary Tipsord for EBFM
East/ Central	Wed., Mar. 20	Parkland College Community Education Campus 1315 N. Mattis Ave. Champaign, IL 61821	Register at http://www.cvent.com/d/v6qj1q	Dr. Bill Phillips, IASA; Mr. Vince Gallo, ISBE; Mr. Gary Tipsord for EBFM

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Contact Melissa at marney@iasaedu.org or 217-753-2213 with any questions.

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Creating a Successful Educator Prep Program



Finding qualified teachers continues to be a struggle for many school districts in Illinois in the midst of a teacher shortage. So, what can school district leaders do about it?

In May 2018, **Dr. Rich Voltz**, IASA Director of Professional Development, spoke with Township High School District 214's Superintendent **Dr. David Schuler** about his district's Educator Prep program.

Since its launch in 2016, more than 1,000 students have entered the program and begun their trek toward becoming a certified teacher.

The interview with Dr. Schuler below was taken from the IASA podcast. It is edited and condensed for clarity. **You can listen to the full interview [here](#).**

Q: Can you tell our listeners about your school district?

A: District 214 is in the northwest suburbs of Chicago. We have six comprehensive high schools and four specialized programs. We have approximately 12,000 students in the district.

We are very diverse, and our attitude is if we can make it work here, it can be replicated anywhere.

Q: Can you discuss the Grow Your Own program in District 214 and how you have developed it?

A: We're experiencing such a teacher shortage in the state of Illinois and really across the entire country.

I think one of the ways to address that is to grow our own. Part of the reason why we have a teacher shortage is because, for the past 15 years under No Child Left Behind, we developed this testing mentality and a lot of the joy has been sucked out of teaching. I think what we're trying to do is inject joy back into this wonderful vocation of teaching.

In our district, our students declare if they want to be a teacher at the end of their freshman or sophomore year. Then during their junior or senior year we will provide them access to early college credit. We also provide them up to 200 hours

of field experience. They must do field experience in elementary, middle and high school and in special education setting.

Even if they're certain they want to be a high school teacher, we still require them to have the experiences to make sure they're exposed to everything education has to offer.

We also provide them opportunities for professional development and to have university partners. Our students then have the opportunity to go to one university partner, who has agreed they will shave off a certain amount of time a student needs to be at a higher ed institution because of the early college credit they're bringing with them.

We will then guarantee student-teaching experience and an interview in our greater community. We've reached out and have a number of elementary districts that are partners with us as well.

Q: Your district holds a signing day for high school students who want to become teachers. What's that like and what kind of impact does it make on parents and students?

A: Really, what it is designed to do is elevate the profession of teaching. If we're going to celebrate our athletes going off to compete, why shouldn't we celebrate those individuals who are making a commitment to educate the next generation of our workforce?

We do it every year. We bring in a national speaker. The students get to sit down, get their signing letter of intent, a pen, a shirt and we promote through traditional and social media. We also have a student from a past cohort come in and talk with the students and have our higher education partners share and talk with our students. We invite all of our school partners to come. We usually have somebody from the state or national association be a part of it.

What it does is generate interest, and it really shares with our students that this is an important commitment you're making. To see the look on the students' faces and to see their parents is incredible. Most parents tear up and give huge hugs almost like it's graduation day.

You know, most of us got into teaching because we had someone tap us on shoulder. Therefore, we have a liaison in each of our schools and part of their job is to tap kids on shoulder and tell them they would be good teachers and make sure they sign up for our Educator Prep program. Then, what is really unique, is we ask those liaisons to continue that relationship post high school. So, for those two or three years that those students have gone away to college, we continue to make sure we are creating those touch points.

Q: How many students have committed to your educator prep program?

A: Our first year we had 54 students districtwide commit. Our second year we had 105 students and last week we held a signing ceremony and had 144. Over the course of the last three years, we've had just over 300 students who are in our ed prep pathway who are going off to college. Our first cohort is in their second year right now in college. In another year, we're going to have people coming back and be student teaching in our community, so we're really excited about that.

I should note, of those 300-plus students, 44 percent come from under-represented backgrounds and under-represented populations. It's really important for us to ensure this pathway was reflective of the diversity of our schools and our communities.

Q: That is just an amazing story. Is your district targeting any specific teacher shortage areas?

A: We are not. All of our students have to identify a career area of interest. Within that area, we want to support that work. We need teachers in all spaces.

We're happy to share our experiences with anyone who is interested in this work. It's the only way I think we're going to really recreate a robust and vibrant teacher pipeline is to grow our own.

Q: Many educators and probably legislators believe that this Illinois teacher shortage issue is a downstate or inner-city issue. Do you think that is true?

A: I think it's everywhere, and it's not just the recruitment, it's the retention and ability to ensure our teachers know and understand what they're getting into and committing to that profession long term.

I think by growing your own and providing opportunities for students to go into our field with their eyes wide open only enhances the likelihood they're going to stay and want to have that lasting impact on generations of students in the future.

Q: For any listeners who want more information about your educational program, who would they contact?

A: They can send me an email at david.schuler@d214.org.

Dr. Harrison-Williams Receives Game Changer Award from Operation Push

Dr. Sheila Harrison-Williams received a Game Changer Award for outstanding leadership and impact in K–12 education at the Operation Push 29th annual Rev. Dr. Martin Luther King Jr. Scholarship Breakfast on January 21st. The event held in Chicago recognized five honorees for progressive action in making “significant strides towards education equity.” Hundreds of educators, high school students, community and state leaders attended.

Dr. Harrison-Williams has been in the field of education for the past 28 years as a teacher, special education case manager, principal and superintendent of schools. She is superintendent of Hazel Crest SD #152-5 and is the current president of the Illinois Association of School Administrators.

The scholarship breakfast was sponsored by PUSH for Excellence (PUSH Excel), a nonprofit organization founded in 1975 by Rev. Jesse L. Jackson, Sr. and a number of nationally recognized educators. The organization was founded to inspire students



to strive for excellence in education in spite of personal, family and community challenges that they might experience. For the past 10 years, PUSH Excel has supported more than 1,000 students in institutions of higher learning with scholarships, in excess of \$4 million. The year-long program is designed to provide resources for students to prepare for college, such as test preparation, essay writing, exposure to Science Technology Engineering and Math (STEM), financial/digital literacy and leadership development.

“I am deeply honored to be recognized with this award,” said Dr. Harrison-Williams in her acceptance remarks. “We know the time is right as we work stronger, harder and more diligently to lead the conversation about policy changes to support and provide the best quality education for

the more than 2 million school children in our state no matter what their race, gender, special needs or zip code.”

Bunker Hill CUSD #8 Wins National Contest

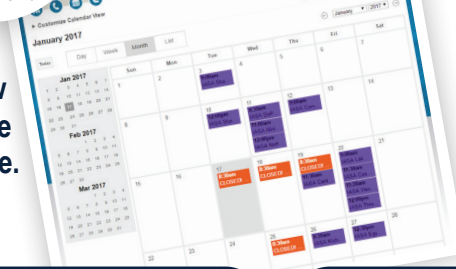
Bunker Hill CUSD #8 recently won a nationwide contest by AASA on Why Leaders Matter. The campaign was designed to spotlight how the work of superintendents and their respective education teams and school systems are essential to securing and sustaining student learning.

More than 100 essays were submitted to AASA, and the national association selected seven finalists to compete

for the \$5,000 donation by public voting via email. Bunker Hill’s essay praised the work of state Sen. Andy Manar, a Democrat from Bunker Hill who was instrumental in helping revamp Illinois’ school funding formula.

“The fact that our district beat a district with 12 buildings in their district shows how much untapped potential Bunker Hill CUSD #8 has,” said Superintendent Todd Dugan. “We’re a district where dreaming pays off big.”

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)

February 2019

Wed.–Fri. Feb. 13–15 House Session

Tues.–Thurs. Feb. 19–21 GA Session

Wed. Feb. 20 Governor’s Budget Address

Wed. Feb. 20 Wabash, Egyptian
IASA PD Committee Meeting

Thurs. Feb. 21 Central IL Valley

Fri. Feb. 22 Western

Tues. Feb. 26 Consolidated Primary Election

Tues.–Wed. Feb. 26–27 Alliance Leadership Summit

Tues.–Thurs. Feb. 26–28 House Session

Thurs. Feb. 28 IASA Board of Directors Meeting

March 2019

Mon. Mar. 4 Blackhawk
[Finance Knowledge for the Supt....](#)

Tues.–Thurs. Mar. 5–7 GA Session

Tues. Mar. 5 Two Rivers, Starved Rock
[Finance Knowledge for the Supt....](#)

Wed. Mar. 6 Northwest

Thurs. Mar. 7 Corn Belt

Fri. Mar. 8 Lake, Cook North, Kaskaskia

Tues.–Thurs. Mar. 12–14 GA Session

Tues. Mar. 12 Western

Wed. Mar. 13 Abe Lincoln, Illini, Wabash Valley

Thurs. Mar. 14 Cook South

Tues.–Thurs. Mar. 19–21 GA Session

Wed. Mar. 20 Egyptian
[Principal Evaluator Competency
Skill Building...](#)
[Finance Knowledge for the Supt....](#)

Thurs. Mar. 21 Central IL Valley

Fri. Mar. 22 Senate Session
Western

Tues.–Thurs. Mar. 26–28 GA Session


Fri. Mar. 29 House Session



Preparing for the job of the 21st Century Superintendent

**July 15–19
2019**

Presented by:
Michael Lubelfeld, Ed.D.
and Nick Polyak, Ed.D.



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Have you ever wondered what you didn’t learn in graduate school but may need to know in order to be an effective leader?

If you are thinking about becoming a school superintendent, then #ASuperWeek in July 2019 is for you!

Registration Information

The registration fee for the five day Learning Academy is \$1,650. Tuition includes a daily continental breakfast and lunch, resource materials and lodging for the entire week, Sunday–Thursday (check-out Friday). The Learning Academy will run from 8 a.m. to 4:30 p.m. each day, at the IASA headquarters, 2648 Beechler Court, Springfield, IL. IASA will make lodging arrangements for participants at the Crowne Plaza Hotel, 3000 South Dirksen Parkway in Springfield.

How to Apply

In addition to applying, you must email your District Superintendent’s letter of support to:
marney@iasaedu.org

apply now

Why should I participate in the IASA Aspiring Superintendent Academy?

- Professional learning network
- Immersive learning experience five days/nights
- Working/Networking Dinners
- Access to screening interviews with state/national search firms
- Illinois Administrators’ Academy Credit
- Relationships that will last your career and your lifetime.

Each day of the Aspiring Superintendent Academy will feature a different accomplished superintendent and other professionals from across the Midwest.

Participants will produce/experience a usable artifact during every module.

Examples may include but are not limited to: video creation, crisis planning, legal issues, principal evaluation, simulation of school board meeting, state of district address, welcome back speech, budget presentations, PTA meeting, resolution of an ethical dilemma, and much more.

more information

video

Questions?

Contact Melissa Arney, Illinois Association of School Administrators
Phone: 217-753-2213 | email: marney@iasaedu.org

**Application Deadline:
Fri., March 15, 2019**