

**LEADERSHIP**  
**LM**  
**MATTERS**



August 2016

A graphic featuring the words "BACK TO SCHOOL" in large, colorful, distressed letters made of what appears to be wood or metal. The letters are arranged in two rows: "BACK" on top and "TO SCHOOL" on the bottom. The background is black, and there are vibrant, swirling streaks of colorful powder or smoke in shades of yellow, green, blue, red, and purple emanating from behind the letters, creating a dynamic and celebratory feel.

**52nd Annual IASA  
Conference  
Preview**

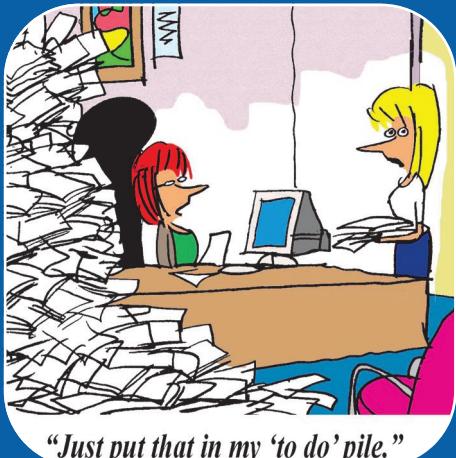
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Volume 4, Issue 7

**IASA**  
ILLINOIS ASSOCIATION OF SCHOOL ADMINISTRATORS

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# What you do can change the world



Message from the Executive Director  
Dr. Brent Clark

Nelson Mandela's quote is one of the most powerful descriptions of education I have ever seen. I hope those words help inspire you to stay focused on the truly important issues when you encounter turbulence from Washington, Springfield, the media, the public or even your own school board.

Thanks in large part to the professional way in which you the superintendents handled the

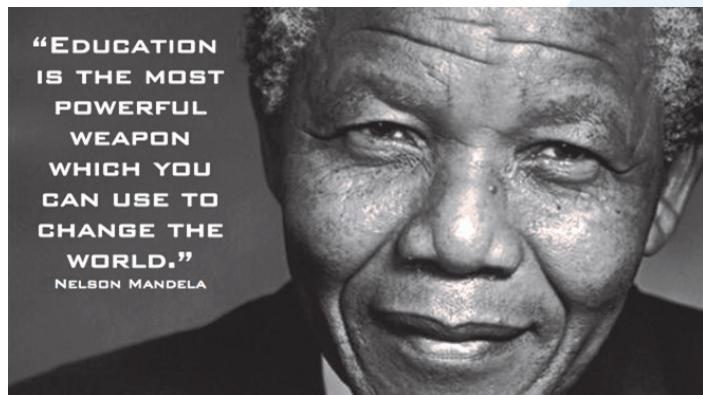
state's budget issue, Pre-K-12 has a budget – the only part of the state budget to be approved for the full year. The way you addressed the issue with your communities and with the press -- professionally and without hysteria -- generated lots of calls to legislators and put an enormous amount of pressure on them to pass a budget for schools.

Of course, issues still remain, the most important one probably being the efforts to change the school funding formula. The governor's School Funding Reform Commission has begun to meet and the early word is that they are going to try and stay focused on the formula itself and equity versus things like tax hikes, a property tax freeze, a cost shift, pension reform and collective bargaining issues. That narrow focus may help the commission avoid the political potholes that have wrecked past attempts at school funding reform, though the task still looks pretty daunting without new revenues.

IASA and other stakeholders are serving in an advisory capacity to the commission. As you know, we support the Evidence-Based Model for Student Success, which is one of the key elements under the Equitable and Adequate Funding pillar in the Vision 20/20 initiative. We have developed a "Y Draw" video that gives a good 2 ½ -minute overview of the evidence-based model. You can view that by clicking on the icon above.

We have not yet released specific district-by-district numbers for the evidence-based model because we want to make sure all of the factors in the formula are finalized, but we have done enough

"EDUCATION IS THE MOST POWERFUL WEAPON WHICH YOU CAN USE TO CHANGE THE WORLD."  
NELSON MANDELA



permutations that we can say with 100 percent confidence that there are no red numbers. Under this plan, every district in the state at a minimum would receive no less per student than they will receive this school year under the FY17 budget.

Talking about the new school year, we have compiled a list of the 58 new Illinois school superintendents on pages 22-24. Please take a moment to reach out to the new superintendents in your region to welcome them, offer them support and invite them to attend your region meetings and the IASA Annual Conference.

Speaking of the IASA Annual Conference, we have probably the most dynamic and diverse group of keynote speakers ever, from a Paralympian to one of the nation's leading voices on transforming education in an era of changing demographics to an education technology "rock star." Each of them is profiled on Pages 11-17 and I think you will find their stories to be quite intriguing.

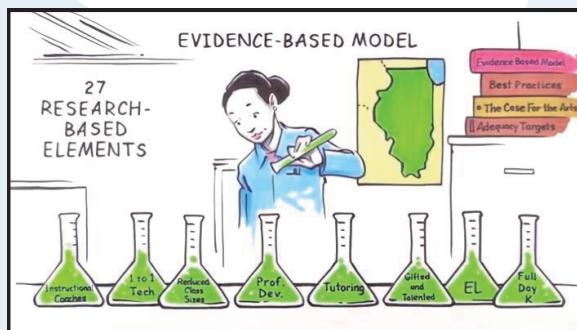
The lineup of breakout sessions is equally compelling. The dates of this year's conference are September 28-30 and you can register by clicking [here](#). We also will be tweeting about the conference using the hashtag

#IASA16.

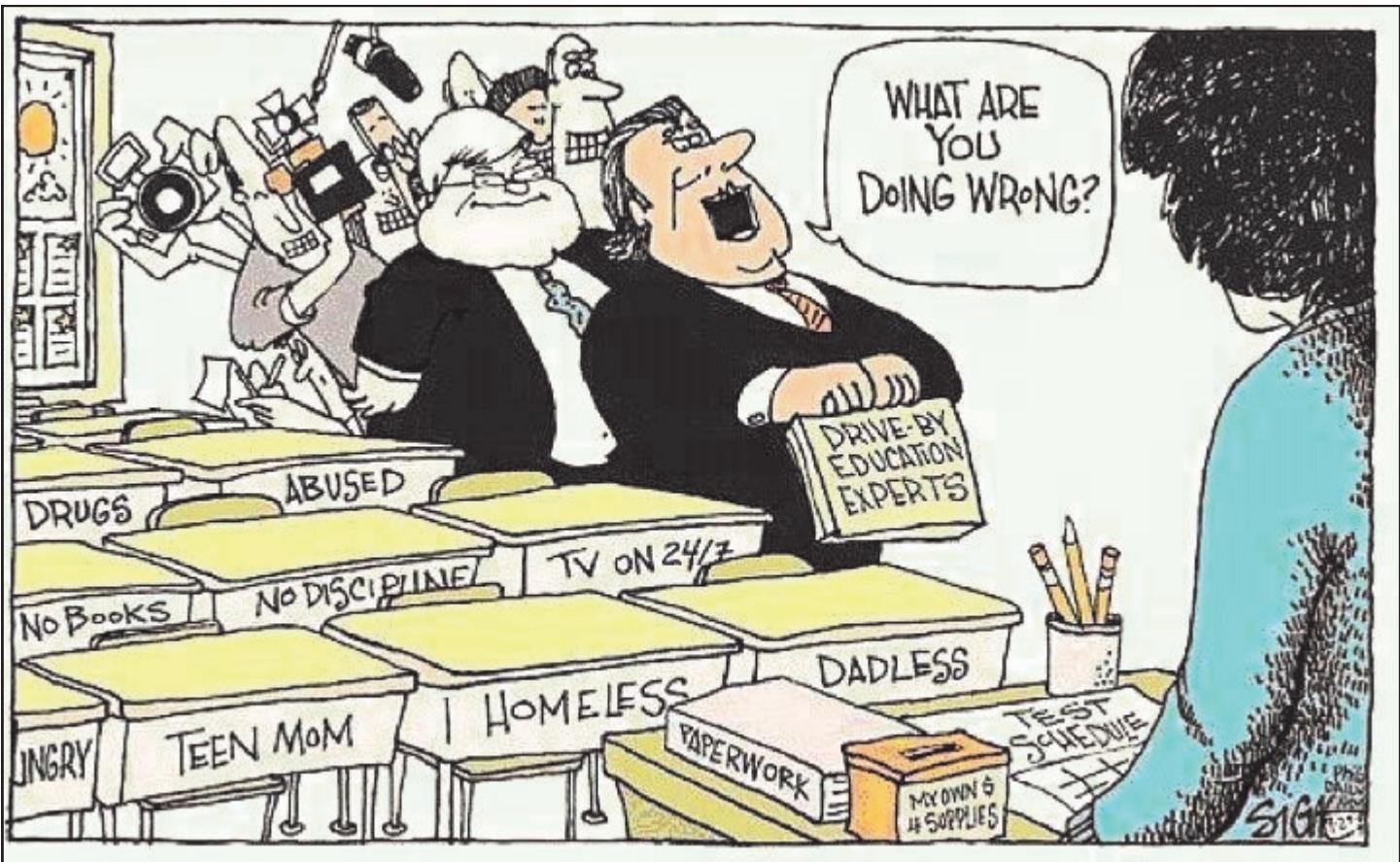
Best wishes for a successful school year. More than 2.1 million children are counting on us to provide them the best possible educational opportunities regardless of their zip codes or whatever obstacles are placed in our way. IASA stands ready to help with mentoring, professional development, legal assistance, legislative advocacy, crisis communications assistance or in whatever we can.

As Nelson Mandela said so eloquently, what you do day by day in your school district can truly change the world.

Brent

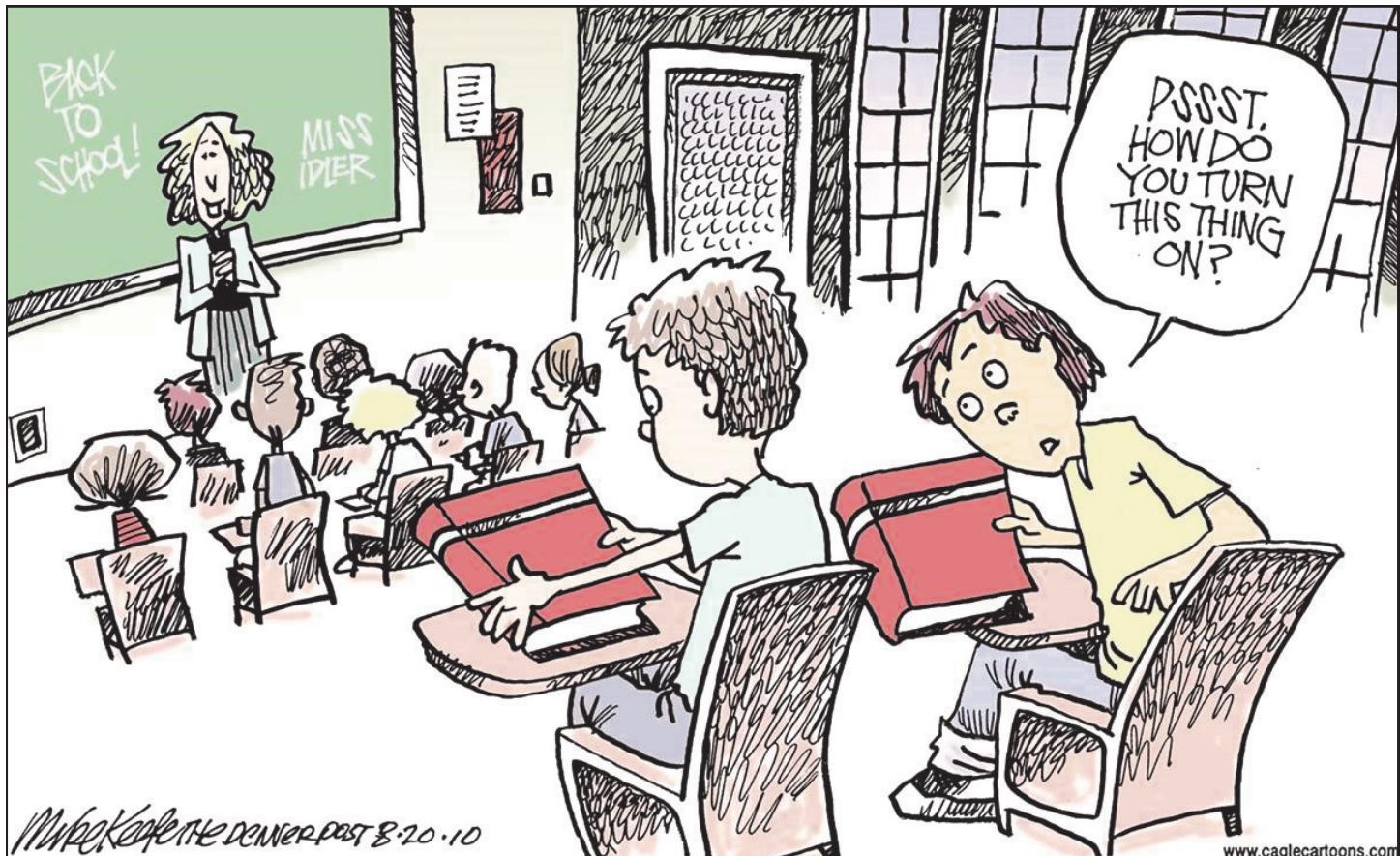
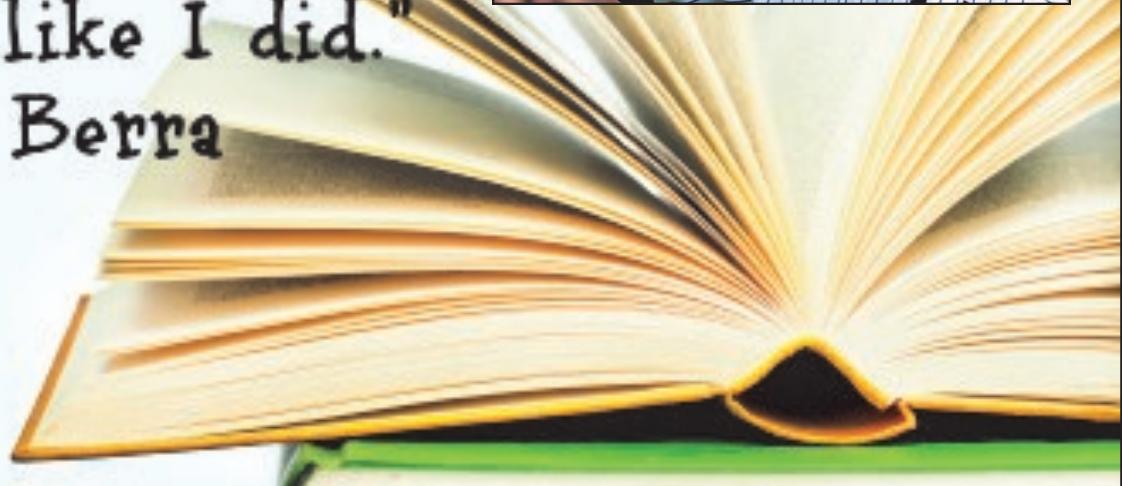
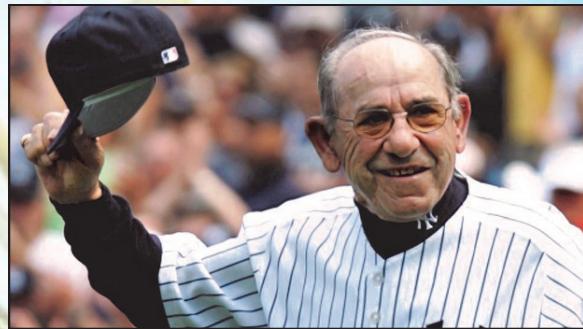


# Back to School

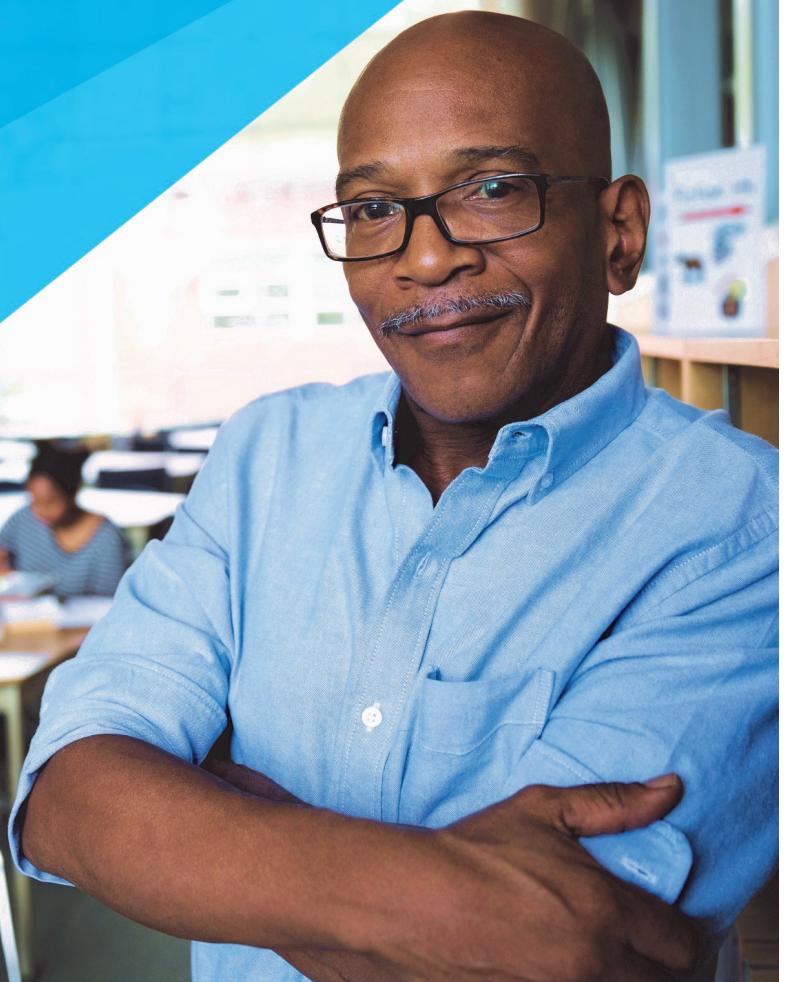


# Back to School

"I'm not going to buy my kids an encyclopedia. Let them walk to school like I did."  
- Yogi Berra



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# A new beginning...and a chance to be a part of the solution



IASA president  
Derek Hutchins

Every fall, with the beginning of a new school year, I am asked by someone within the Crab Orchard school community, "Bet you're not looking forward to the students returning?" And every year, my response is the same, "I can't wait for the students to return." The beginning of a new school year is perhaps the most exciting time not only for the students, but for teachers and administrators. Everyone has

had the chance to recharge their batteries, renew their focus, and start over with a new and reinvigorated energy. A new beginning if you will.

As administrators, we have the opportunity to make a real difference in the lives of our students. We must have the foresight to steer each of our districts in the direction where our students will learn to the best of their abilities regardless of their background.

I am reminded of a quote by Carlos Slim: *"Most people think we need to make a better world for our children, but the reality is we need to make better children for our world."* We can achieve this by remembering that we do not know everything that there is to know and spending every minute possible learning about new techniques, curriculums, technologies, and gadgets that will improve student learning. The days of lectures and worksheets are a thing of the past and we must continually work to engage and empower our students.

As I look back over my 28 years in education, I am amazed at the number of new initiatives that have been thrust upon us either by mandates, outside interests, or, quite frankly, those who know nothing

about how to educate students. Since my educational career began, I have witnessed Quality Review, IGAP, ISAT, RtI, Goals 2000, PARCC, Common Core, Learning Standards, and many more acronyms than I care to remember. And we, as educators, have taken a defensive approach to all of these. Well, that has changed over the last couple of years.

Our association – IASA -- has been an integral part of changing the landscape of education in Illinois. With Vision 20/20, now is the most exciting time to be in education. Since the unveiling of this bold initiative a couple of years ago, the conversation has changed. New legislation has risen out of Vision 20/20 and many of these proposals have been passed by the General Assembly. Many of the power brokers in Springfield have taken notice and some have come to realize that the ideas spawned by its development are the right direction in which education reform in

Illinois must turn. But it is just the beginning.

Educators in our fair state must not sit back and rest on the few successes we have had in our quest to make Vision 20/20 the vehicle to right our ship. If you do not have a relationship



with your local legislators, make one. You have the power to make change by exercising your voice and letting it be heard. Make these voices more powerful by taking a group of local superintendents to meet with them. Have bullet points ready in advance and share them with these legislators. Insist to them that your input is needed when making these decisions that affect the lives of our children. Make 2016-2017 the year that YOU are part of the solution!

# STUDENT LOANS

## Erase Student Loan Debt

**Help your employees create a successful financial future.**

Are student loan payments keeping your employees from participating in your school's retirement plan? Or worse, are those payments forcing your teachers to leave the profession they love? Do your employees wish their student loans would magically disappear?

Learn about student loan forgiveness programs that are available to help reduce or eliminate student loan debt for qualifying education employees.

*For more information or to discuss scheduling a student loan solutions workshop for your employees, contact your local agent or go to [horacemann.com](http://horacemann.com).*

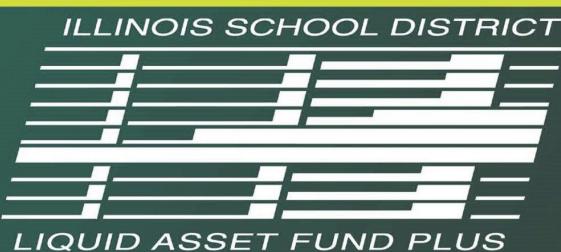
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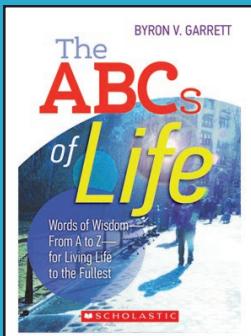
# 52nd Annual Conference



President Abraham Lincoln Hotel and Prairie Capital Convention Center • Springfield, IL

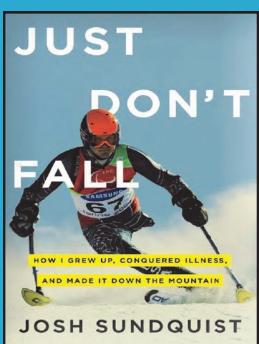
September 28 - 30, 2016

## IASA Annual Conference General Sessions



**Byron V. Garrett**, author of “The ABCs of Life,” national leader of the 4-H program, CEO of the 5-million member national PTA and named one of the 100 most influential African-Americans under 45 by The Root magazine.

**Jennie Magiera**, the Chief Technology Officer with Des Plaines CCSD #62 and author of the technology education blog “Teaching Like It’s 2999,” and the book “Courageous Edventures.”



**Josh Sundquist**, a Paralympian, motivational speaker and best-selling author of “Just Don’t Fall.” He not only survived bone cancer that resulted in having his left leg amputated, but he bounced back to become the only person ever to be named to both the U.S. Paralympic Ski team and the U.S. Amputee Soccer team.

**Ignite IASA Session.** We will be utilizing the fast-paced Ignite format for one of our general sessions. It will include a series of speakers giving 5-minute presentations on a variety of topics using 20 slides that are on the screen for only 15 seconds each. The slogan for Ignite presentations is “Enlighten us, but make it quick!”



## Garrett's focus is on preparing children for a changing world

By Michael Chamness  
IASA Director of Communications

Making a difference in the lives of children has always been one of Byron Garrett's goals. Choosing education as a platform just made sense.

"I chose education as a career because I realized that it's the only guaranteed passport to help one transition from one station in life to the next. The reality is, the more you learn, the more you earn. With an education you can be and do anything you want, but without an education your options are incredibly limited," said Garrett, whose career options have included being a school principal, former CEO of the National PTA and his current role as Chairman of the National Family Engagement Alliance (NFEA) in addition to being an author and speaker.

Garrett will be one of the keynote speakers at the IASA Annual Conference scheduled to be held September 28-30 in Springfield. His presentation is titled "Transforming Education through Understanding our Changing Demographics."

"My parents led by example and taught me the value of education and preparing children for the future at a very early age. My father is a United Methodist pastor and has run afterschool and summer programs that demonstrated the necessity that everyone has a responsibility to provide resources and tools to help children," Garrett recalled. "I encountered a number of caring adults throughout my formative years, including educators, relatives and neighbors who took an interest in me and other kids even if they were not directly responsible for our well-being. I learned through those interactions that we are all accountable for the success or failure of children's' futures."



Byron Garrett holding a copy of his book, "There's Greatness on the Inside"

That point was driven home even more when Garrett learned that his nephews were struggling in school after their father, Garrett's eldest brother, was incarcerated.

"So here I was a school principal helping someone else's kids and then I find out that my youngest nephew is two years behind," Garrett told a reporter at the Charlotte Post in his home state of North Carolina. "It even gave me a different sense of urgency to figure a strategy out. I wanted to figure out how we can help young people live the best lives that they can and get a great education...I realized we all

“While the budget issues are complex, there needs to be a greater resolve by all that by not investing fully in education there will be greater costs on the back end and we will lose valuable revenue long term by not having an educated citizenry. Businesses are the beneficiaries of the education system and as such should play an even greater role in supporting them financially.”

-- Byron Garrett



have a collective responsibility to think differently about how we support the education of young people.”

Garrett’s resume paints a picture of someone dedicated to transforming education. In addition to the positions listed earlier, he serves as Director of Educational Leadership and Policy for Microsoft and is a consulting author for Scholastic. He was recently named to The Root 100, which recognizes emerging and established African-American leaders under 45 who are making extraordinary contributions. He was lead strategist for NBC News’ Education nation, and he produced the first “Building a Grad Nation” Summit featuring Vice President Joe Biden for America’s Promise Alliance. He also was the National Program Leader for National 4-H. He has appeared on the Today Show, MSNBC, Fox and the Dr. Phil Show. Garrett also is an accomplished author of several books, including “The ABCs of Life.”

His career has given him the opportunity to view education in the United States from some different perspectives. He thinks flexibility and adaptability are necessary for future growth. He also has seen too much “adult dysfunction.”

“We have to do a better job of not playing politics with the education of our young people. Enough challenges exist without adding internal strife to the plate,” he said. “We also need to address the reality that society has changed greatly outside the walls of a school, yet often schools are the last places to change. For example, we live in a digital age where

technology can be used to enhance and further learning yet some see it as a distraction or hindrance.”

Having once worked for Arizona Governor Janet Napolitano, Garrett is no novice when it comes to politics. He understands he is coming to speak in a state where one of the hottest topics is school funding and equity.

“While the budget issues are complex, there needs to be a greater resolve by all that by not investing fully in education there will be greater costs on the back end and we will lose valuable revenue long term by not having an educated citizenry,” he said, adding that public/private partnerships could help offset school funding shortages. “Businesses are the beneficiaries of the education system and as such should play an even greater role in supporting them financially.”

He also bemoans the fact that teachers and administrators often become popular targets for the media and the public. Expectations grow despite the facts that resources have been shrinking while student poverty and homelessness have been on the rise.

“Teachers and administrators are unfairly criticized,” Garrett said. “Education is the most difficult work in the country and should be treated and compensated as such. Shame on us as a society for not recognizing the key role educators play in securing our future. For my message, I’ll focus on two key areas: the need for meaningful family engagement and preparing kids for a world that has not been invented.”

# Magiera: From skeptic to technology ‘rock star’

**By Michael Chamness**  
**IASA Director of Communications**

Dr. Jane Westerhold vividly remembers her reaction to watching Jennie (Cho) Magiera on TEDx and listening to her keynote talks about technology in education.

“She was a rock star,” recalled Westerhold, who recently retired after 11 years as superintendent of Des Plaines District 62, culminating a 39-year educational career that included her being named Illinois Superintendent of the Year in 2013. “I had great admiration for Jennie as a national and international edtech leader and educator...and was well aware of her stellar reputation. Our district was in the midst of a digital transformation and I was in need of a new kind of leader to support my passion for instructional technology and the vision of the district. Another superintendent told me that if I was lucky enough to hire Jennie she would put District 62 on the map.”

So she set about to recruit Magiera from the Chicago Public School (CPS) system. It took two months, but Westerhold eventually succeeded and Magiera became the Chief Technology Officer for the Des Plaines district. Westerhold then turned her loose.

“Although I had some specific priorities for Jennie, my directive to her was to imagine that she was the CTO of a start-up company, only the start-up company would focus on student learning in a digital world,” said Westerhold. “The accomplishments realized during her first year were beyond my expectations. She inspires me and is someone who thinks with complexity and passion and challenges others to do so as well. Her wheels are always turning and I often wished I could just jump inside her brain to get a glimpse of how someone like Jennie processes information and ideas.”

Attendees at the IASA Annual Conference might not be privy to Magiera’s thought processes, but they will have the opportunity to hear her speak. Her keynote address is titled “Courageous Edventures,” which not coincidentally is also the title of her book, which is scheduled to come out a couple of weeks



before the September 18-20 conference in Springfield.

“I will be talking about how to move the innovation curve in our schools...and how to shake things up in the classroom,” said Magiera, who writes a blog called *Teaching Like It’s 2999*. Her professional accomplishments include being named a White House Champion for Change, Technical Working Group member for the 2016 National Education Technology Plan, an Apple Distinguished Educator, a Google for Education Certified Innovator and a TEDx speaker.

Noting that you can’t make an omelet without breaking a few eggs, Magiera appreciates the freedom she found in the Des Plaines district. Travel is one metaphor she uses when talking about the use of technology.

“When you travel you start by determining a destination. From Chicago, you could just plan to go west to Oak Park. Or you could set your sights higher, like the Pacific Ocean. You could walk there, but with technology you could get there faster, easier and bring more people with you. The questions we need to ask before and during this trip are whether we are going to the right destination and how are we getting there -

are we taking a bicycle or a rocket ship?"

Interestingly, Magiera wasn't always the biggest advocate of technology. "Just bells and whistles" is how she once felt about digital learning tools. In one blog post, Magiera wrote that she once openly mocked her friends when they first got iPads, asking why they would spend money on "giant iPhones that can't make even calls."

She somewhat hesitantly applied for a grant to get her class tablets because she thought her students needed better devices to be competitive. Not only was she surprised when she won the grant and 32 iPads arrived in her classroom but she wasn't exactly sure how to utilize them to transform teaching and learning.

"It was trial by fire," Magiera said. "We failed a lot. The first couple of months were a big disaster. We had to build the blueprint from the ground up for the concept of what was possible for our students. Sometimes we had to regroup and try a different way. We had to fail forward, but we had support and a safe space to take risks."

practice and being willing to fail forward. They have been in one room in the U.S. and Asia without fully connecting them, and yet they were able to implement the most connected learning strategies. It's definitely a mindset."

In the end, she said professional development and the chance to collaborate with teachers from other schools that had received the same grant helped her find the sweet spot when it came to balancing things such as learning how to manage and use the devices, teaching students how to use them to troubleshoot problems, giving students assessment and feedback, becoming aware of the applications available and how to evaluate and select them, and accommodating students who didn't have technology available at



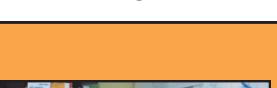
“It’s really not all about the technology at all. It’s about taking new approaches to create improved learning opportunities for students. You can do that with cardboard, duct tape and paint. It’s about thinking critically about educational problems, of practice and being willing to take risks. I have been in one-room schools in Africa and Asia without fully functioning electricity and yet they were able to surpass some of the most connected US districts when implementing innovative student learning strategies. It’s definitely more about a mindset.”

-- Jennie Magiera

home.

The lesson learned by the new technology convert? "The tool is only as powerful as the user."

The results were telling: improved attendance, better behavior in the classroom and 10 fifth grade students scoring Above Grade Level compared to just one of the same group the year before as fourth graders. Still, she emphasizes that the hardware and software are not the most important advances.



"It's really not all about the technology at all. It's about taking new approaches to create improved learning opportunities for students. You can do that with cardboard, duct tape and paint. It's about thinking critically about educational problems, of practice and being willing to take risks." she said. "I have been in one-room schools in Africa and Asia without fully functioning electricity and yet they were able to surpass some of the most connected US districts when implementing innovative student learning strategies. It's definitely more about a mindset."

One person who helped Magiera develop her can-do mindset was her fourth grade teacher, Miss Buckman. She was living in Orlando where she was

the only Asian student in her class and as a result was, by her own description, introverted – a tag that clearly no longer applies.

"Miss Buckman walked in the first day of school and told us she was a 97-year-old with a fountain a youth and a pet dinosaur named Jeff," Magiera recalled. "She said that in her class you could be whoever you wanted to be. I lit up and for the first time in school finally felt I could be myself. I know firsthand that a teacher can change a life."

# 52nd Annual Conference



## Paralympian Sundquist knows the difference you can make in a day

By Michael Chamness

IASA Director of Communications

Josh Sundquist knows the difference a day can make. One day he was a normal 9-year-old boy with dreams of being a soccer star. The next day he was an amputee, his left leg removed because of cancer, fighting for his life. As the only man in Team USA history to be a member of both the Paralympic Ski Team and the Amputee Soccer team, he also knows the difference an educator can make in a day.

"In my speech I share stories about the teachers and coaches who guided me on my journey as an athlete and a human being, who helped shape the person who will be standing on stage at your conference. My school superintendent gave me permission to set up an alternative class schedule to allow me to start training for the Paralympics," said Sundquist, whose presentation at the IASA Annual Conference is aptly titled "The Difference You Make in a Day."

Diagnosed with a rare form of bone cancer at age 9, Sundquist faced 50-50 odds for survival. He not only beat those odds, he demolished them. Declared cured at age 13, he took up ski racing three years later and, in 2006, was named to the U.S. Ski Team for the Paralympics in Turino, Italy. Oh, he also has realized his boyhood soccer dream as he currently is a

member of the U.S. Amputee Soccer Team.

Along with the educators who encouraged and mentored him along the way, he credits a fellow cancer survivor with helping him refocus on his goals.

"Like me, Larry had lost his leg to childhood cancer. I met him right when I was going to have my amputation. At the time, he was already grown up and getting ready to play on the U.S. Paralympic Sitting Volleyball Team," Sundquist recalled. "He showed me that an amputee not only can live a normal life, but can also continue to excel as an athlete. Twenty years later, Larry and I are still friends and he now holds a Guinness Book of World Records title for running a marathon on crutches."

Sundquist understands that not everyone has the same level of motivation as he does. Actor Mark Wahlberg on his blog recently posted a "before" and "after" photo showing the incredible transformation of Sundquist's body into that of a world-class athlete. It included the caption "Excuses. Let's hear yours again."

On his own [blog](#), Sundquist noted that the caption was not his wording:

*I'm really proud of the pics but I have a mixed relationship with this meme. I didn't write that caption. I'm not sure who did write it...I actually happen to*



"Educators work incredibly hard to help students turn into adults, but they don't often get to see the results – that is, what those young people go on to do or accomplish. One thing I hope school administrators take away from my speech and my stories about the educators who helped me along the way is that I am returning to them, so to speak, as an example of what their current students might do or become in the future because of the difference they can make day in and day out."

-- Josh Sundquist

*believe there are many totally legitimate reasons ("excuses") why a person might be unable to reach peak physical condition, like illness, injury, lack of access to quality nutrition, etc.*

*Whenever this meme is shared by a popular account like Mark's, there is a backlash of angry comments from people who are dealing with one of those types of limitations, or who think the photos are fake, or who view the tone of the meme as exploitative or fetishistic toward disability (aka "disability porn"). But I realized I've never offered a competing version for which I wrote a caption I like better. Therefore I present an alternative in hopes that its message is more thought-provoking than it is anger-provoking. If you ever want to share the photos, I'd be grateful if you considered sharing this new version: Every Body Has the Power to Change*

And Sundquist has changed more than just his body. He has turned himself into a best-selling author with his memoir "Just Don't Fall," and his second book "We Should Hang Out Sometime" is under development to become a movie. He even has been featured on the back of Doritos bags for his national work on behalf of amputees. And, of course, he is a nationally known motivational speaker who has been featured on CNN and NPR as well as in USA Today.

To some, speaking in front of large audiences can be more frightening than speeding down the side of a

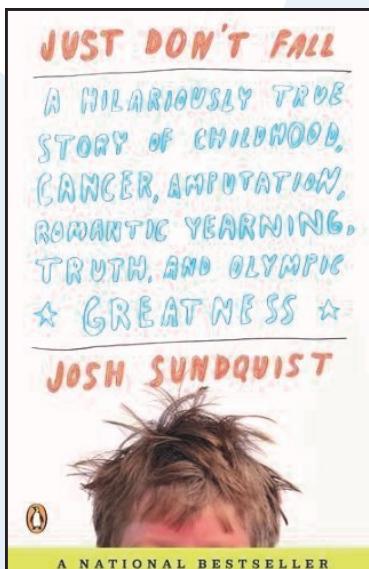
snow-packed mountain on just one ski. It's just part of who Sundquist became when adversity changed his life.

"I started giving speeches at a fundraiser for my hospital when I had cancer as a child, so actually I was speaking many years before I was ski racing," he said. "But I have continued to speak because it's so meaningful to see my story connect with and impact people like school superintendents. It's an honor and a privilege to be able to make motivational speaking my profession."

Another of Sundquist's presentations is titled "1mt1mt" (One more thing, one more time), his training motto for ski racing, going the extra mile, sometimes literally as well as figuratively. Like his own daily routine to battle back from cancer, Sundquist understands that school administrators often don't see dramatic results overnight.

"Educators work incredibly hard to help students turn into adults, but they don't often get to see the results – that is, what those young people go on to do or accomplish," he said. "One thing I hope school administrators take away from my speech and my stories about the

educators who helped me along the way is that I am returning to them, so to speak, as an example of what their current students might do or become in the future because of the difference they can make day in and day out."



# 52nd Annual Conference

## Ignite: Enlighten us, but make it quick

Can you spare five minutes to discover something new? The quick pace of life today often creates a craving for new information but no interest in spending a whole lot of time gaining that knowledge. Ignite is a new presentation format limited to exactly five minutes. The format allows for twenty slides used to support what the presenter speaks about. The slides advance automatically after being displayed for exactly 15 seconds. The advantages of Ignite include:

It is concise. With a time frame of only five minutes, long-winded explanations and lackluster slides are removed from presentations. Only what truly matters is viewed and discussed.

It respects the audience timeframe. Rather than droning on and on, a five-minute presentation moves quickly and keeps the audience engaged.

It leaves the audience wanting more. By giving

audiences just a taste of a topic, they satisfy their thirst for knowledge while leaving them interested in getting even more information.

The IASA Conference Ignite session will take place Thursday, September 29 from 9:15 to 11 a.m. Several superintendents have been chosen to tell the story of an innovative topic that their school district is proud to share. Following the presentations, the presenters will host a panel question/answer session from the audience.

Ignite was developed in 2006 by Brady Forrest, technology specialist for O'Reilly Media, and Bre Pettis of *MAKE* magazine. It

was created to share both personal and professional passions in a quick timeframe. Ignite was born out of this desire to combine amazing, big ideas with networking. Since that first event, Ignite has grown into a global fascination and has been used around the world.



### Other conference highlights include FBI presentation, Administrator Academies and new superintendents strand

In addition to the dynamic and diverse lineup of general session speakers and events, the IASA 52<sup>nd</sup> Annual Conference also offers a wide variety of breakout sessions and other highlights such as a special session on school safety presented by the FBI, some Administrator Academy opportunities and even a special strand for new superintendents.

The FBI session will be held from noon-2 p.m. on Wednesday, September 28 and will cover topics such as Cyber Intrusion, Active Shooter and Human Trafficking.

The Early Bird Administrator Academies will be held from 8:30 a.m.-11:30 a.m. on that Wednesday and will include:

- ◆ Basic Collective Bargaining (AAC #1045) presented by Dr. William Phillips and David J. Braun, Partner with Miller, Braun, Funk and Miller, Ltd.
- ◆ Developing a Communications Plan (AAC #1568) presented by IASA Director of Communications Michael Chamness
- ◆ Moving from Vision to Action: Learn How to Become an Essentialist (AAC #1820) presented by Dr. Lynn Gibson, Dr. Kim Suedbeck and Dr. Tom VandeWiele

The strand for new superintendents includes the Basic Collective Bargaining Administrator Academy and a mentoring meeting with the IASA Field Services Directors on Wednesday, and a New Superintendents Roundtable and a one-hour session titled Reflections from Freshman Superintendents: How to Survive your First Year! on Thursday.

A complete list of breakout sessions and other conference information can be viewed by clicking [here](#).



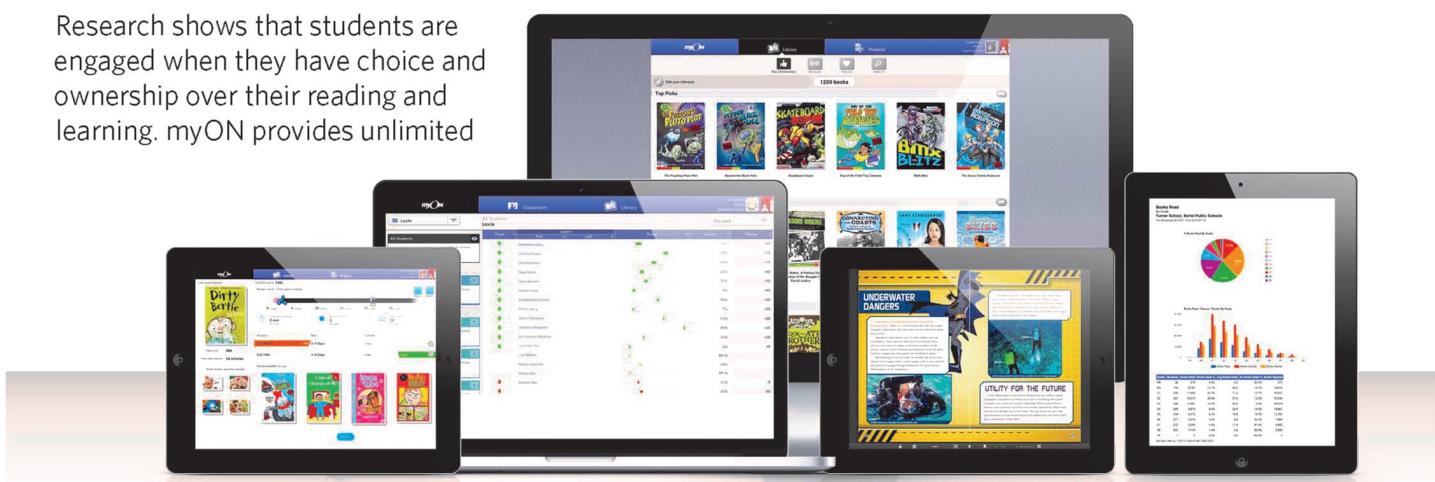
# Measure Reading With Reading Not Quiz Scores

It's a simple fact...the more students read, the better readers they become!

Traditional methods of measuring reading rely on quizzes and end of year results. New technologies like myON enable real-time measurement to monitor reading growth and student engagement as it happens, all year long!

Research shows that students are engaged when they have choice and ownership over their reading and learning. myON provides unlimited

access to thousands of digital books with audio that match student interests and targeted Lexile® range. myON has the real-time data to prove student literacy growth and engagement—not just a 70% on a quiz score.



## LEARNING PERSONALIZED

- Maximizes reading growth
- Deepens vocabulary
- Provides power of choice



## UNPARALLELED CONTENT

- Ever-growing digital library
- Authentic texts and books
- Publisher program offers additional books



## UNLIMITED ACCESS

- Available 24/7, year-round
- Online and offline
- Concurrent, multi-user license



## SUPPORTS COLLABORATION

- Encourages family involvement
- Projects and reading contests
- Writing and peer reviews



## FOSTERS SUCCESS

- Learners own their growth
- Teachers further personalize instruction
- Administrators have program data

## What is myON?

myON is a personalized literacy environment that offers unlimited access to thousands of enhanced digital books, dynamically matched to each individual learner's interests, Lexile® reading level and grade level, along with a suite of literacy tools that foster engagement and achievement.

From their personalized dashboards, students and educators can track progress. Embedded metrics seamlessly monitor student activity and growth, with real-time reports available for individual students and in the aggregate for groups, classes, schools and districts. myON is so much more than just reading—it is a complete literacy solution!



## myON Solutions

- › Achieving Reading Readiness
- › Extending the School Day
- › Succeeding with Standards
- › Growing a Culture of Reading
- › Transitioning to the Digital Classroom
- › Supporting English Language Teaching



To create a community of readers in Illinois, it all starts with you! The following short videos feature districts from the great state of Illinois. Watch how these communities thrive through the power of reading!



Creating Digital Literacy for All Students in Des Plaines D62



Literacy for All Students at NSSEO



Transitioning to the Digital Classroom in Lake Zurich

capstone

# Building a community of readers

By Jane Westerhold  
IASA Past President  
Retired superintendent  
of D62

I vividly remember seeing a myON presentation back in 2011 while attending the District Administrators

Leadership Institute. The presentation, "Using Technology and Personalization to Build a Community of Readers," resonated with me during the entire summit to the point that upon returning to my district, it was the first item on my Cabinet agenda.

I envisioned the communities of Des Plaines and Rosemont having unlimited reading resources for all children. Our teachers were already overtaxed with transitioning to the Common Core Standards and I did not want to burden them with another learning curve. Students live on devices and I imagined that if authentic books were on their devices, they would read more and develop a love for reading.

The launch of myON would be supplemental and not part of the district curriculum. We piloted myON in the summer for our earliest learners and were astonished with the hours of reading that occurred during the initial trial period. With such results, the Board of Education supported myON for all of our elementary buildings. Middle schools were added a year later.

What started as a vision to have all children reading anytime and anywhere has evolved into an amazing tool for teachers. The research and reading options offer a way to teach students how to engage with digital text which is a much needed skillset in the digital environment in which they live. The teachers have expressed how much they like the accountability elements of myON.

Students enjoy the ability to highlight and take notes digitally. Many of our teachers utilize myON as one of their literacy stations. Families of our English language learners engage with their children in a new way since there is the audible component. Students have the power of choice in an entrusted literacy environment. The district has truly realized personalized literacy for students while their digital literacy skills have been fine-tuned.

I remember the first year of implementation walking down the hall of one of the elementary buildings when a teacher came up to me with his laptop. He said that he was sitting on the couch the night before reviewing the data on his students from myON and he could not believe what he saw. He showed me the screen that clearly was impressive. The number of books read and the hours of reading that have been recorded in District 62 have been phenomenal. I can only believe that the partnership with myON has certainly built a community of readers in District 62.



## Reading partnership makes a difference for Special Ed organization

By Dr. Judith A. Hackett  
Superintendent, North Suburban Special Education Organization

NSSEO provides a range of programs and services that address a range of diverse student needs. In working with MyON, special educators have the great opportunity and creativity to use MyON's amazing library of fiction and non-fiction texts that provide high readability and high interest topics and use a variety of creative approaches to support reading.

The versatility of features have increased students' access, independence and ability to read through a variety of approaches that include reading aloud, highlighted texts, predictive features and adjusted font, size and coloring. The partnership with MyON has also provided NSSEO with ways to gather data, expand access and opportunities to students at home and in a variety of settings.

The data collected thus far reflects increased reading, both instructional and independently, student engagement and enthusiasm for reading and the flexibility of digital books and progress updates providing greater incentives to increase learning through literacy. Students in NSSEO programs opened 17,595 books during the 2015-16 school year and read a total of 6,818 books, which totals over 6,981,799 words read.

Providing students rich and authentic opportunities to read a variety of literature while tapping into their interests have contributed to an increase in reading proficiency and greater exposure to complex text and rich language. We appreciate the ongoing partnership and the expanding opportunities for our students during 2016-2017.



# Developing a Communications Plan

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

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

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



Contact Mary Ellen Buch at 217.753.2213  
or [mbuch@iasaedu.org](mailto:mbuch@iasaedu.org)  
to schedule an Academy  
in your area



# Welcome to our new superintendents!



**Mr. Jeff Asmus**  
DeLand-Weldon Unit 57  
Abe Lincoln



**Dr. Carol Baker**  
Lyons 103  
Cook West



**Ms. Jill Barger**  
Geff 14  
Egyptian



**Mr. Adam Brumbaugh**  
West Carroll CU 314  
Northwest



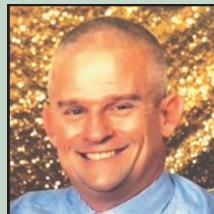
**Mr. James Bunting**  
Iroquois County 9  
Corn Belt



**Mr. Carl Carlson**  
Putnam County 535  
Starved Rock



**Mr. Chad Colmone**  
Prophetstown-Lyndon-  
Tampico 3  
Northwest



**Mr. Jeremy Darnell**  
Gibson City-Melvin Sibley CU 5  
Corn Belt



**Mr. Brian DeBernardi**  
La Salle 122  
Starved Rock



**Dr. Christopher Dignam**  
Highland Pk/ Deerfield Twp 113  
Lake



**Mr. David Engelbrecht**  
Marengo Comm HS 154  
Kishwaukee



**Mr. Rich Faivre**  
Earlville Comm 9  
Starved Rock



**Mr. Greg Frerking**  
Freeburg Comm 77  
Southwestern



**Dr. Jill Griffin**  
Bethalto 8  
Southwestern



**Mr. Chad Gripp**  
Bradford Comm Unit 1  
Blackhawk



**Mr. Phillip Hamil**  
Tamaroa 5  
Egyptian



**Mr. Ron Harris**  
Gardner Comm 72C  
Three Rivers



**Ms. Mary Havis**  
Berwyn South 100  
Cook West



**Mr. Ryan Heavner**  
Greenview Unit 200  
Abe Lincoln



**Mr. Mark Heuring**  
Damiansville 62  
Kaskaskia

# Welcome to our new superintendents!



**Dr. Theodore Hickman**  
Hiawatha 426  
Kishwaukee



**Mr. Bryce Jerrell**  
Carrier Mills-Stonefort 2  
Shawnee



**Mr. Andrew Johnson**  
Jasper County Comm 1  
Wabash Valley



**Dr. Pam Kibbons**  
Taft 90  
Three Rivers



**Ms. Carol Kilver**  
West Prairie CU 103  
Western



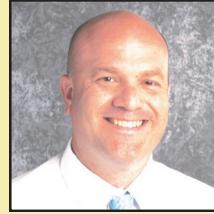
**Dr. Kristin Kopta**  
Pennoyer 79  
Cook West



**Mr. Jeremy Larson**  
Paris-Union 95  
Illini



**Ms. Tori Lindeman**  
East Dubuque 119  
Northwest



**Mr. Larry Lovel**  
Trico Comm 176  
Shawnee



**Dr. Ryan McTague**  
McHenry Comm 156  
Kishwaukee



**Ms. Julia Mikulich**  
Kirby 140  
Cook South



**Mr. Perry Miller**  
Rockridge CU 300  
Blackhawk



**Mr. Patt Minasian**  
Washington 52  
Central IL Valley



**Mr. Sean Nugent**  
Maercker 60  
DuPage



**Mr. Kaine Osburn**  
Lake Zurich 95  
Lake



**Mr. Scott Petrie**  
Mercer County 404  
Blackhawk



**Ms. Theresa Plascencia**  
Waukegan 60  
Lake



**Dr. Joylynn Pruitt**  
Oak Park/River Forest 200  
Cook West



**Mr. Robert Richardson**  
Brimfield Unit 309  
Central IL Valley



**Dr. Jesse Rodriguez**  
Proviso Twp 209  
Cook West

# Welcome to our new superintendents!



**Dr. Theresa Rouse**  
Joliet 86  
Three Rivers



**Dr. Thomas Rude**  
St. Libory 30  
Southwestern



**Ms. Martha Ryan-Toye**  
Riverside 96  
Cook West



**Dr. Terry Ryker**  
Herrin 4  
Shawnee



**Dr. Andrea Sala**  
Arbor Park 145  
Cook South



**Dr. Kurt Schneider**  
NSSED 804 - Lake  
Lake



**Dr. John Sparlin**  
Community Unit SD 308  
Kishwaukee



**Dr. Matt Swick**  
Wilmington 209U  
Three Rivers



**Dr. Emily Tammaru**  
Glen Ellyn 89  
DuPage



**Mr. Glenn Terry**  
Rockton 140  
Kishwaukee



**Dr. Henry Thiele**  
Downers Grove Comm 99  
DuPage



**Mr. John Thomas**  
Pembroke 259  
Three Rivers



**Mr. Thad Walker**  
Meredosia-Chambersburg 11  
Two Rivers



**Mr. Michael Ward**  
Illini Central 189  
Central IL Valley



**Dr. Lori Wilcox**  
Aptakisic-Tripp 102  
Lake



**Dr. Floyd Williams, Jr.**  
Des Plaines CC 62  
Cook North



**Dr. Daniel Woestman**  
Belvidere 100  
Kishwaukee



**Mr. Bill Wrenn**  
Midland 7  
Starved Rock

## Transferring Superintendents 2016-17

Region	District	Transferring Superintendent
Blackhawk	Orion Comm Unit #223	Mr. Joseph Blessman
Central IL Valley	Creve Coeur #76	Mr. Tony Whiston
Cook North	Morton Grove #70	Mr. Brad Voehringer
Cook North	Niles Twp Comm HS #219	Dr. Steven Isoye
Cook South	Harvey #152	Dr. Sonya Whitaker
Cook South	Orland Park #135	Dr. DJ Skogsberg
Egyptian	Spring Garden #178	Mr. Stuart Parks
Kishwaukee	Indian Creek #425	Mr. Chad Willis
Northwest	Galena #120	Mr. Greg Herbst
Southwestern	Madison Comm #12	Dr. Warletta Brookins
Southwestern	Signal Hill #181	Dr. Janice Kunz
Starved Rock	Ohio Comm #17	Ms. Jennifer Hamilton
Starved Rock	Ohio Comm #505	Ms. Jennifer Hamilton
Three Rivers	Morris #54	Mr. Shannon Dudek
Three Rivers	Minooka Comm #111	Mr. Kenneth Lee
Three Rivers	St. Anne #256	Mr. Charles Stegall
Three Rivers	St. Anne Comm #302	Mr. Charles Stegall
Two Rivers	Beardstown #15	Mr. Ron Gilbert
Two Rivers	Schuylerville-Industry #5	Mr. Beau Fretueg
Western	Canton Union #66	Mr. Rolf Sivertsen



# MEMBERSHIP DRIVE

FY-2017



A large, diverse group of educational leaders, including men and women of various ages and ethnicities, are shown from the chest up, all smiling warmly at the camera. They are dressed in professional attire, such as suits and ties, and are set against a plain, light-colored background.

**MEMBERSHIP  
HAS  
ITS  
PRIVILEGES**

By being a member of IASA, you join forces with other educational leaders throughout the state to stand up for public education. Being an IASA member also makes available to you a whole spectrum of services to assist you in meeting the challenges of being a superintendent or school administrator.



**Maximum Educational Success for All Students**



## MEMBERSHIP INCLUDES

### PROFESSIONAL DEVELOPMENT

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

### LEGISLATIVE ADVOCACY

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

### COMMUNICATIONS SERVICES

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

### LEGAL SUPPORT PROGRAM

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

### MENTORING

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

### CONFERENCE OPPORTUNITIES

IASA's Annual Conference in the fall and the Alliance Leadership Summit (held every other year) in the spring offer members the opportunity to hear from nationally known speakers and to network with colleagues from throughout the state.

### RETURN OF DUES PROGRAM

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

## RENEW YOUR MEMBERSHIP OR JOIN IASA TODAY!

You can do so by filling out and returning the enclosed form with your dues payment. For more information or to join or renew online, go to the IASA website at [www.iasaedu.org](http://www.iasaedu.org) and click on the Membership Tab at the top of the page.

If you have any questions, please contact  
*Misti Murphy* at 217/753-2213

# Small school districts present unique strengths and challenges for excellence

By John H. Correll, Ed.D.  
Superintendent  
**Salt Creek School District 48**

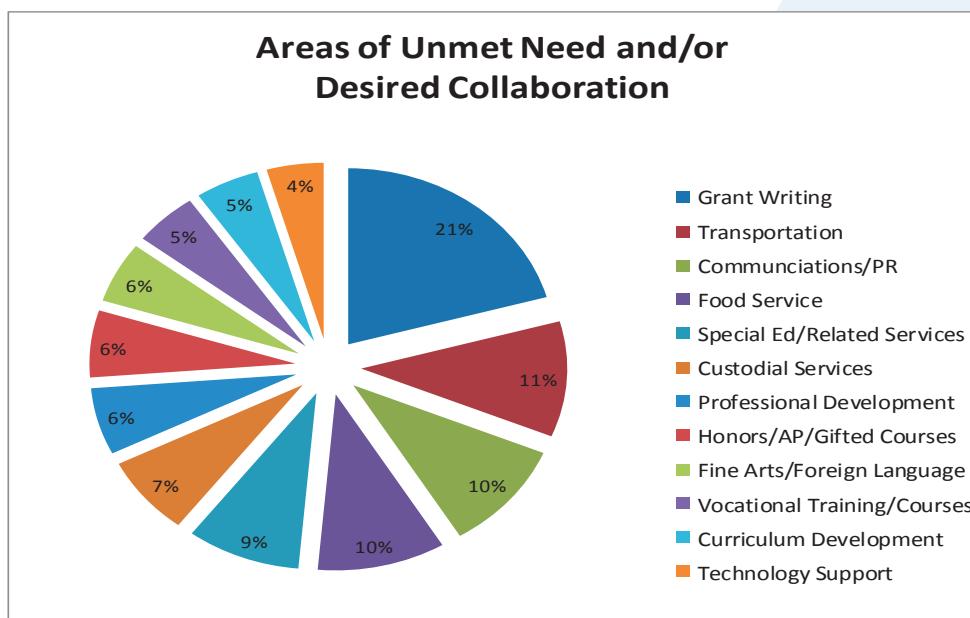
It is known that small school districts (for this report defined as those with student populations below 1000 students, regardless of school configuration) have the same requirements for state recognition and approval and day-to-day operations -- as well as the desire for excellence in education -- as their larger district counterparts. However, the small districts almost always strive for the provision of this quality education with fewer leadership staff, and few, if any, specialized leadership staff, than the larger school districts in our state.

The goal of understanding the practical workings of the smaller districts in Illinois was undertaken via a spring 2016 survey developed by Forecast5, a research organization located in Naperville. IASA also provided considerable support for the survey and the study.

## Context of the study

Of the 850 school districts in our state, the average size (excluding Chicago) is 1903 students, with 450 of these districts (53%) having student populations of 1000 or fewer. Thus, rather than an anomaly, the small district could be described as typical in our state. An operational survey was sent to these 450 districts in the spring of 2016, and 125 responses were received. The themes described in this report were drawn from the responses to that survey. It should be noted that this report does not address the specific location in the state of the small districts, although it is assumed that there are very likely differences in operation based on location.

Basic Configuration of Small Districts: Of the 125 respondents, the configuration was split almost evenly between K-8 districts and K-12 unit districts, with only one of the respondents being a high school only district. Obviously, there would be some special challenges with those small unit districts operating a high school program regarding the provision of advanced and specialized courses, athletics and other co-curricular activities.



Number of Schools in Small Districts: As would be expected, most small districts have few schools, with 36% having one school, 35% having two schools and 25% having three schools. Only 4% have four or more schools.

Getting the Work Done: Probably the main theme that was identified in this study was that small districts need to be flexible and creative regarding the provision of many of the services and supports required in today's schools. Almost all of the small districts noted that the administrators working as a team was not just best practice but was essential for survival.

Everyone being ready to do whatever is needed at all times with minimal "job-siloing" was accentuated. Typically, in the small districts, administrators wear multiple hats, and everyone has extra, often overlapping and shifting responsibilities. It is typical for principals, for example, to have one or more major district responsibility as well, such as management of curriculum, professional development, special education, policy oversight and even transportation management.

The use of 100-day retirees was also common for some leadership roles, such as finance, special education, assessment and human resources. Outsourcing for transportation, food service, custodial service, and technology oversight were also widely noted. Formal or informal leadership roles for veteran teachers was also common in areas such as directing athletics or curriculum. A number of the

# Partnership, collaboration help small district flourish



By Dr. Beth Flores  
Superintendent  
Golf Elementary 67

Golf School District 67 is a Pre-k through eighth grade district located in Morton Grove and enrolls approximately 653 students who reside in Niles and Morton Grove. Hynes Elementary School serves students in Pre-k

through fourth grade and Golf Middle School serves students in fifth through eighth grade.

As the superintendent, I recognize the strengths and challenges of being in a small district. Staff members, parents and students form close relationships that create a family-like culture. Golf students are fortunate to be in schools where everyone knows their names. Although a variety of factors affect student achievement, being known by your teachers and peers makes a difference.

The challenges we face include the lack of human resources to support our instructional program and our district initiatives. In the fall of 2015, the Board of Education for Golf School District 67 and Niles Township High School District 219 entered into an intergovernmental agreement (IGA) to partner in the Classrooms First initiative. The goals of the Classrooms First initiative include:

- ◆ Focusing on STEM and literacy instruction
- ◆ Vertical alignment of curricula between the elementary and high school district
- ◆ Establishing a uniform system of curricular targets
- ◆ Increasing high school and college readiness and accountability
- ◆ Providing increased access to educational infrastructure at the elementary school district
- ◆ Creating operational efficiencies

This partnership is extremely valuable for Golf School District 67 as we now have experts in mathematics, science, and literacy working directly with our teachers to guide curriculum and professional development. With the support of District 219, technology was provided for our students and a comprehensive technology class for teachers was offered. Teachers will be guided by the Instructional Technology Framework and Progressions that was developed in 2016 as they incorporate technology skills within existing lessons. Parents and students participated in "Kids Can Code" after-school sessions throughout the year and 124 students attended a weeklong summer STEM enrichment program.

Golf School District is also working in collaboration with Skokie/Morton Grove School District 69, which entered into an IGA with District 219 in the fall of 2014. We share expertise and have aligned school calendars in order to offer high quality, common professional development. With minimal administrative support, I wear many hats. However, as a result of the Classrooms First initiative, I no longer feel that I am working in isolation to provide a first-class educational experience for our students.

districts formally name a "lead teacher" to act as building administrator when the principal is out, and having a principal serve over multiple schools was also common.

Quite a few of the small districts also solicit and make great use of volunteers. Formal dual roles

were also noted in some districts, such as Superintendent/Principal or Principal/Athletic Director. An overall approach noted by several is that job functions are reviewed annually, and assignments are often adjusted as needed based on "best fit" rather than formal qualifications. Overall, small district administrators function, by necessity, as





generalists who use their existing background areas of expertise and/or develop expertise in the specialized areas based on need.

#### Small District Areas of Need/Desired

**Collaboration:** As noted previously, small districts have to work extra hard to provide some of the basic and special school services, and also would be interested in collaborating with other districts for some of these and other services that are tough to provide individually.

Some areas that small districts struggle with include transportation, custodial services, food service, tech support, vocational programming, provision of honors/AP courses at the high school level, provision of gifted programming at the K-8 level, finance, and purchasing. Areas of desired collaboration with other school districts, in addition to those areas just mentioned, include grant writing, communications/public relations, professional development, curriculum development, athletics, and the provision of elective courses (e.g. foreign language, music, art). The ground is obviously fertile for an organizational structure that would conduct a specific needs assessment and provide a mechanism for districts to collaborate on some of these services.

**Strengths and Weaknesses of Small Districts:** Smaller school districts have many strengths. Staff members get to know the students, parents and families well, and there is the opportunity for a more cohesive culture than larger districts. Staff also get to know each other well, which can lead to the development of impactful teams. Excellent leadership can have a quicker impact on the overall vision and

mission of the district, both from the board level and the administrative level. District initiatives can be more quickly and efficiently implemented, and the impact may be more quickly and directly visible.

Weaknesses, as reflected in this study, center around lack of general human leadership resources to get both basic and specialized tasks done, and the lack of specialist level expertise in some areas. It can be stressful for generalist administrators to be spread thinly over multiple areas of responsibility and can lead to the feeling of "just covering the bases." In addition, smaller districts may be struggling with the ability to provide some of the student services and course offerings that their larger counterparts take for granted. As noted in this study, there are a number of areas in which many small districts would like to explore collaboration. An organized structure for documenting and providing a mechanism for this collaboration is needed.

#### **Conclusion**

Small districts are very common in Illinois, comprising over half of our school districts statewide, and thus could be considered the "heart and soul" of the educational system in our state -- yet they often fly under the radar.

There are a number of strengths of these systems (e.g. getting to know the students well, the capacity for quick, impactful leadership), but also some challenges (e.g. leaders spread too thin, lack of specialist expertise, difficulty providing all needed services). A coordinated system that would enable smaller districts to voluntarily and cooperatively collaborate on some services would be very advantageous.

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Above insurance products may contain limitations, exclusions, and waiting periods.

Not all products may be available in all states or eligible for Section 125.

Some products may be inappropriate for people who are eligible for Medicaid coverage.

# US EPA issues guidance for drinking water

*Agency offers schools recommendations about testing for lead in the water*

On any given day in Illinois, more than 2 million public school students spend a significant portion of their day in school buildings. Exposure to environmental hazards in schools can negatively impact the health of children and school staff. Moreover, studies have shown that poor indoor environments in schools have negative impacts on teacher productivity and student performance.

In light of the recent issues involving drinking water, the United States Environmental Protection Agency (US EPA) has issued guidance for the testing of potable water. The agency recommends the following sites as high priority sites for testing in schools:

- ◆ Drinking fountains, both bubbler and water cooler style (Certain Halsey-Taylor water coolers were recalled in 1990 because they had lead-lined tanks)

- ◆ Kitchen sinks
- ◆ Classroom combination sinks and drinking fountains

- ◆ Home economics room sinks
- ◆ Teachers' lounge sink and nurse's office sink
- ◆ Classroom sinks in special education classrooms
- ◆ Any sink known to be or visibly used for consumption (coffee makers, for example)

The US EPA also recommends never using hot water for drinking or cooking as lead leaches more easily into hot water than cold water. The water may also sit in contact with lead components in hot water tanks. Consider conducting educational outreach to food preparation staff and appropriate teachers.

Other sites the agency recommends as medium and low priority for testing include classroom sinks, bathroom faucets, utility sinks, hose attachments and hot water outlets.

Schools that receive water from a public water system can obtain a copy of the latest lead test results (public water systems are required to distribute a Consumer Confidence Report every July). The EPA action level is 15 parts per billion (ppb) for lead.



The sampling plan recommended by US EPA includes conducting a pre-sampling inspection, identifying each outlet to be tested for lead, checking aerators for debris, making note of cooler makes and models, noting locations where electrical wires are grounded to water pipes, and identifying locations of recalled water coolers.

Outlets must be inactive for at least six to eight hours before testing (overnight is recommended). Take a first draw (the water that is first to come out of the tap after a period of inactivity) 250 ml sample at each outlet, then take a 30-second flush sample. Send samples to a laboratory that is certified to test for lead in drinking water.

US EPA also recommends some practices (from routine to short-term to permanent) to help reduce possible exposure to lead, including:

## Routine practices

- ◆ Cleaning drinking fountains daily
- ◆ Cleaning debris from aerators

- ◆ Flushing holding tanks to remove sediment
- ◆ Using only cold water for food and beverage preparation in kitchens and cooking classes
- ◆ Placarding bathroom sinks with notices that water from them should be consumed

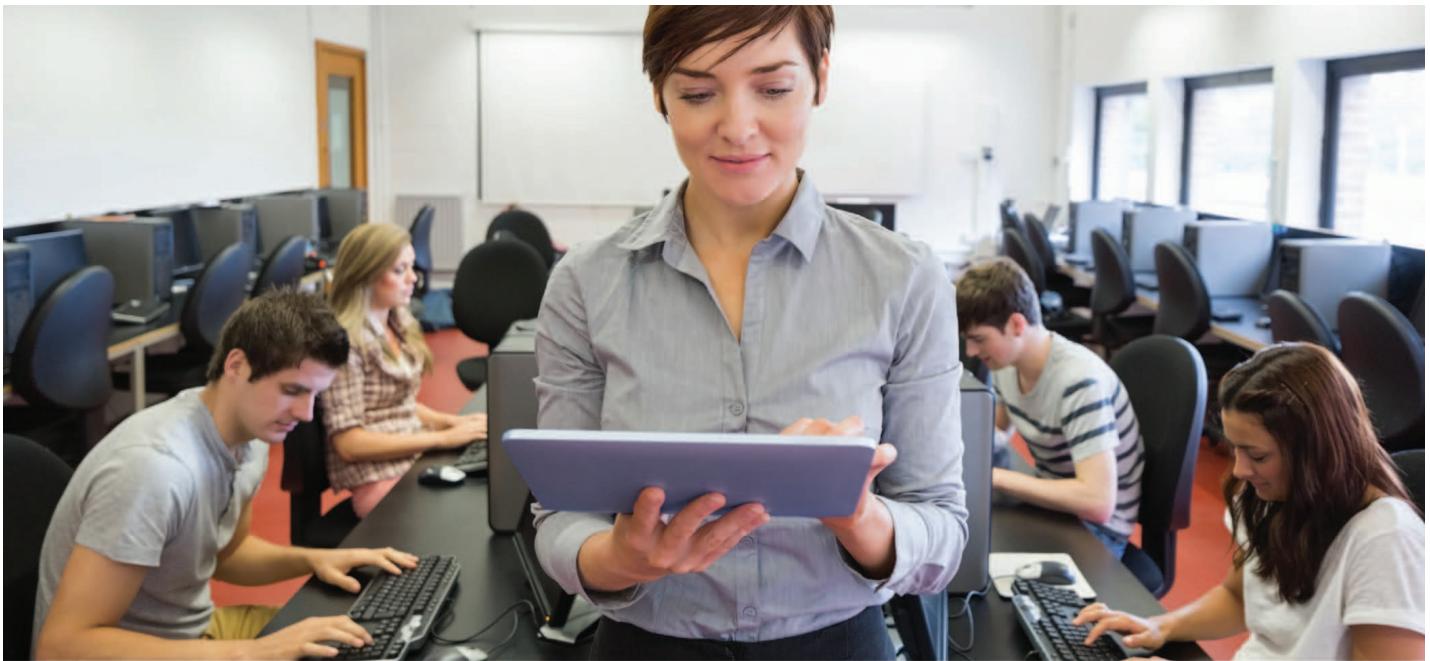
## Short-term measures

Flushing the pipes

Providing bottled water, assuming the source is lead-free

## Permanent remedies

- ◆ Installing corrosion control devices
- ◆ Installing point-of-use devices that control lead at the tap
- ◆ Finding alternate grounding for electrical wires that are grounded to water pipes
- ◆ Replacing lead service lines and other lead pipes
- ◆ Replacing outlets where there is localized contamination with new, certified components



“

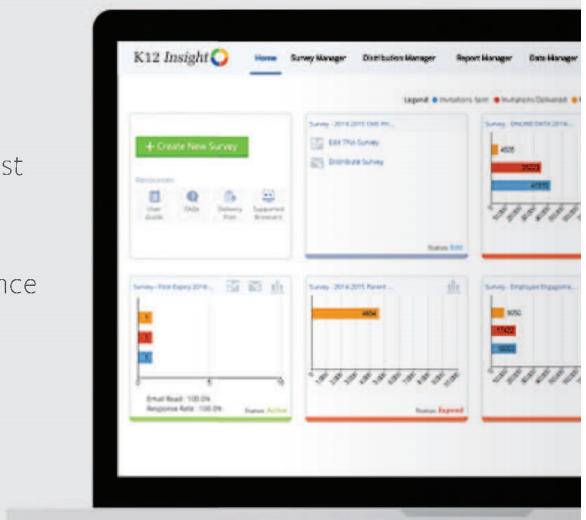
K12 *Insight* helps us move past the anecdotes and distractions. My goal is to ensure each and every stakeholder that their voice counts.”



DR. DANA BEDDEN,  
SUPERINTENDENT,  
RICHMOND PUBLIC  
SCHOOLS, VIRGINIA

## Better surveys. Smarter decisions.

**Every K12 district surveys its school community.** But not all surveys are created equal. Engage, from K12 *Insight*, combines the latest technology with reliable research and expertise for a survey experience unmatched in K12 education.



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#ENGAGE

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## ASSEMBLE YOUR DISTRICT LEADERSHIP TEAM AND MARK YOUR CALENDARS!

Join us in Springfield next February for  
**the ALLIANCE LEADERSHIP SUMMIT**

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



Hear from educational experts and political analysts

Discuss educational leadership issues

Engage in the legislative process



Ideally, district representatives would include the superintendent, one board member, one principal, and one business official but any combination is welcome. District superintendents will be responsible for registering the team.

**Look for a registration email this fall.**

**LEADING OUR SCHOOLS IN OUR COMMUNITIES**

# Videos from the Districts



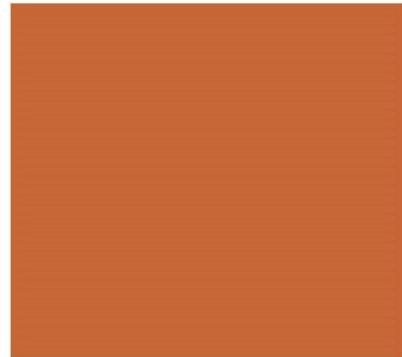
**Why the Mahomet Area  
Youth Club Matters**  
**Mahomet-Seymour CUSD 3**  
**Rick Johnston, Supt**

**Lights, Camera,  
Action**  
**Indian Prairie 204**  
**Dr. Karen Sullivan, Supt**



**Windsor Garden  
Tasting**  
**Arlington Heights 25**  
**Dr. Lori Bein, Supt**

# Metropolitan School Employee Benefits Program



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

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

## Employee Benefits Cost Savings Strategies

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

**Procurement System** Our online bidding and contract management system saves school districts on average 35% on Life/AD&D & Disability programs.

**Wellness** Wellness program evaluation, need analysis and customized wellness strategies help to create a healthier, more productive employee population.

## Advanced Technology

**Human Resource Management System** Our integrated HR system manages the employee life cycle from pre-hire to retire by processing payroll, HRIS and benefits data in a single paperless platform.

**Online Benefits Enrollment Platform** A web-based, state of the art platform for benefits administration that reduces administrative costs, time consuming paperwork and errors while educating employees about their benefit options.



## For Further Information

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## IASA News in Brief



### IPA requests stories to honor principals across the state

October has been designated as National Principals Month to honor and recognize the contributions of assistant principals to the success of students in schools across the United States. Additionally, Illinois has designated the week of October 16 -22 as Principal Appreciation Week, culminating with Principal Appreciation Day on October 21.



The Illinois Principals Association is asking for testimonials of one to three paragraphs, pictures and videos regarding the work your principals do on a daily basis. Over the course of National Principals Month IPA will share those stories to honor principals across the state. Please send any written testimonials, pictures or videos to Drew Thomason, Communications and Marketing Director at IPA, at [drew@ilprincipals.org](mailto:drew@ilprincipals.org).

### AASA National Conference on Education

The 2017 AASA National Conference on Education will be held in New Orleans on March 2-4, 2017.

Registration and housing opened July 12, 2016. The preferred hotel for the Illinois delegation is the Westin New Orleans Canal Place. Go to <http://nce.aasa.org/> for additional information.

#### Superintendent of the Year Reception

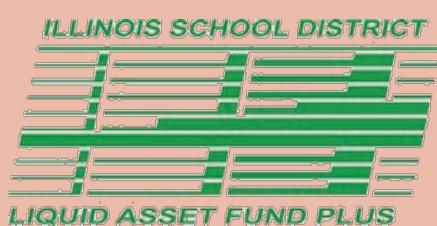
A reception for the 2017 Illinois Superintendent of the Year is planned for Friday, March 3, 2017 from 5:30 to 7 p.m., at the Riverbend Terrace at The Westin New Orleans Canal Place.

### ISBE opens nominations for Thomas Lay Burroughs Award

The State Board of Education invites school districts to nominate their school board president for the Thomas Lay Burroughs award for the State's Outstanding School Board President. Additional information and nominating form can be viewed [here](#).

**Nominations must be submitted to ISBE by October 7, 2016.**

### ISDLAF+ August 2016 Monthly Update



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

# August 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
			3 New Superintendents' Conference			
7	8	9	10 Cook West Region meeting  IASA-ISBE Advisory Committee	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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

**IASA Event**

**Professional Development Event**

**Legislative Event**

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

# September 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	Starved Rock Region Mtg	7 Cook West Region Mtg	8 Region Presidents	9 Cook North, Kaskaskia and Lake Region Mtg	10
11	12 Blackhawk Region Mtg	13 Abe Lincoln, Two Rivers Region Mtg	14 DuPage, Illini Region Mtg Governmental Relations & Advocacy	Professional Development  CIV/ Kishwaukee	16	17
18	19	20 Three Rivers Region Mtg	21	22	23	24
25	26	27 IASA Board of Directors	28	29	30	
<b>IASA Annual Conference</b>						

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

**IASA Event**

**Professional Development Event**

**Legislative Event**

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



Illinois Schools Employee Benefits Consortium



## IASA, IASB, IASBO Offers Members Comprehensive Health Insurance

The Illinois Association of School Administrators (IASA), the Illinois Association of School Boards (IASB) and the Illinois Association of School Business Officials (IASBO) have developed the Illinois Schools Employee Benefits Consortium (ISEBC). This program includes a proprietary fully insured, comprehensive group health insurance plan that will offer member school districts the opportunity to provide employees health benefits at discounted prices.

- Large Group Purchasing Power
- Discounted Health Insurance Premiums
- Premium Stability
- Discounted Ancillary Premiums
- Free HR Consulting
- Customizable Benefit Designs
- ACA Compliance, Reporting and Filing
- Online Benefit Enrollment System

The ISEBC is able to evaluate Blue Cross Blue Shield, Health Alliance, United Healthcare, Aetna, and HealthLink as network options.

### FOR MORE INFORMATION

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# 2016-2017 Senate Bill 7 Performance Rankings Tool software available for purchase



All Illinois School Districts are working to comply with the requirements of education reforms. IASA has worked to provide support via the Senate Bill 7 Performance Rankings File. This program gives districts a method of managing district positions aligned to local qualifications, teacher's credentials, and performance ratings. The program compiles this local data and creates reports needed to comply with Senate Bill 7. The 2016-2017 file has been enhanced with several updates in response to user ideas. The new enhancements include:

- Four new podcasts - [overview](#), transition data, sorting data, and optional merge letter process.
- New method to filter teachers on or off the evaluation cycle.
- Expanded license endorsements and content specific endorsements.
- Ability for users to add license endorsements and content specific endorsements.
- Ability to sort lists of data within the program.
- Ability for districts to add data fields that can be used for inclusion in a merge process and/or for exporting data.
- New report for creating your own merged letters or exporting data for other purposes.
- Only one notification letter per teacher (rather than one for current and more for other eligible positions).
- 

The 2016-2017 IASA Senate Bill 7 Performance Rankings File is ready for you to purchase and download. The access request form can be completed by visiting <http://www.iasasurveys.org>. The cost of using this software did not increase. As such, the annual licensing fee will be \$275 for members and \$550 for non-members.

**Please note that previous versions of the IASA Senate Bill 7 Performance Rankings File are no longer supported. Also, the service method for the 2016-2017 software is via email only.**