

Leadership Matters

January 2019



What's an E-Learning Day?

10 Tips for Successful Implementation
in Your District



**Vision 20/20: From
Vision to Action, Past,
Present and Future**

**Gibson City—Melvin—
Sibley Hosts Mental
Health Initiative**

This Month...



**10
TIPS**

5 WHAT'S AN E-LEARNING DAY?

In 2015, Leyden CHSD #212 participated in a pilot program giving them permission to run up to five school days per year *virtually*, on days when the districts would have otherwise been closed due to inclement weather or other reasons; notably, those virtual E-Learning Days count as student attendance days. Read their 10 tips for running successful E-Learning Days in your district.



10 Vison 20/20: From Vision to Action, Past, Present and Future



14 Gibson City–Melvin–Sibley CUSD #5 Hosts Mental Health Initiative



20 Making A Difference Part V: How Schools Are Using EBF

9 Future Green: Too Good to Be True?

18 February Alliance Leadership Summit

25 FlipGrid Increases Teacher Voice

28 IASA News in Brief

29 IASA Calendar of Events



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Leadership Matters

January 2019

Volume 7, Issue 1

18256

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Message From the Executive Director

Changing Dynamics as the 101st Illinois General Assembly Convenes

Dr. Brent Clark

As we mark the beginning of a new year, this gives us a chance to look forward with optimism to what lies ahead for our individual school districts and for public education as a whole statewide.

I hope to see all of you at the upcoming Alliance Leadership Summit on February 26–27th in Springfield. This biennial Summit presents a unique opportunity for all of you to gain a better understanding of the changing political dynamic in Springfield and to be apprised as to important public education issues that will be at the forefront of the Illinois General Assembly this year. The two-day Summit is a gathering of superintendents, school board members, principals and school business officials from all across the state for the sole purpose of advocating for public education issues. The Summit is not complete without your opportunity to visit the State Capitol and carry our message to lawmakers. With such a large class of freshmen legislators, it's imperative that we have a large showing at this year's Summit. There has been much anticipation since the election as to what some of the top priorities in this General Assembly will be, and the time has now arrived for the legislature to take action on delivering on these campaign commitments.

IASA is committed to doing everything possible to further promote maximum educational success for all students, and we do that by serving as a statewide voice for public education promoting initiatives that further continue school improvement. The inauguration will usher in a new set of dynamics. Democrats will now have a super-majority in both the House and Senate, but that also comes with a greater set of expectations. With recent U.S. Census Bureau reports showing statewide population declines of 45,000 fewer residents, the General Assembly will increasingly be called upon to take progressive, positive action to do what it can to slow those numbers and therefore may be cautious in its decision making on issues that may further encourage residents to flee the state, such as higher taxes.

With the inauguration of J. B. Pritzker as the state's new governor there is much anticipation as to his early legislative priorities. His education transition team continues to meet on a regular basis, and we may start seeing some quick strategizing on legislative action after the inauguration on January 14. Some of the major education issues that I would anticipate action on include changes to the higher education funding formula, increased funding for MAP grants, more aggressive funding for K–12 Evidence-Based Funding and additional funding to cover Pre-K and initiatives that address the teacher shortage. We can expect major legislative discussion on pension reform. As we make headway into this session, please continue to watch for updates via the *IASA Capitol Watch*. With the legislative session underway, we may be reaching out to you for calls to action to reach out to legislators on hot issues as we further advocate for our positions.

This year looks to be filled with many possibilities, opportunities and challenges for all of us, and IASA remains committed to helping you along the way through our varied member service programs. Know you can grow as a leader by participating in various IASA committees and by attending statewide and regional meetings that offer programs that keep you up-to-date on current issues as you also network with other school administrators, share ideas and discuss strategies. IASA is constantly growing and expanding in the delivery of programs available to you.

Later this month, we welcome members participating in the fifth cohort of the IASA School for Advanced Leadership (ISAL) as they begin their leadership training at the IASA headquarters in Springfield. We welcome all of these superintendents who are committed to building exemplary leadership, knowledge and skill sets essential to ensuring successful student achievement at the local level.

To all of you, I hope you have a successful new year!

Brent Clark



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

All Illinois School Districts are working to comply with the requirements of education reforms. For years, the Illinois Association of School Administrators (IASA) has worked to provide support via the [Senate Bill 7 Performance Rankings File](#). This program gives districts a method of managing district positions aligned to local qualifications, teacher's credentials, and performance ratings. The program compiles this local data and creates reports needed to comply with Senate Bill 7. The 2018–2019 file has been enhanced with updates in response to user ideas. Recent updates include:

- Four podcasts—overview, transition data, sorting data within the program, and optional merge letter process.
- Method to filter teachers on or off evaluation cycle.
- Tracking of the evaluator name and evaluator's IEIN.
- Ability to sort lists of data within the program.
- Expanded license endorsements and content specific endorsements.
- Only one notification letter per teacher (rather than one for current and more for other eligible positions).
- The ability to export data to use for other data needs.

This software was originally reviewed by the Senate Bill 7 teams from the Illinois Federation of Teachers (IFT) and the Illinois Education Association (IEA). The 2018–2019 version of this software builds on the knowledge gained from hundreds of users.

The 2018–2019 IASA Senate Bill 7 Performance Rankings File is ready for you to purchase and download. The access request form can be found at <http://www.iasasurveys.org>. The cost of using this software has never increased and the annual licensing fee is \$275 for members and \$550 for non-members.

Please note that previous versions of the IASA Senate Bill 7 Performance Rankings File are no longer supported. Also, the service method for the 2018–2019 software will be via email only.

What's An E-Learning Day?

10 Tips for Successfully Planning For and Implementing E-Learning in Your District



By Nick Polyak, Superintendent, and Bryan Weinert, Director of Technology
Leyden CHSD #212



In 2015, the state of Illinois began an E-Learning Day Pilot. At that time, the Illinois State Board of Education gave three school districts (Leyden Community High School District 212, Community High School District 94, and Gurnee Elementary School District 56) permission to run up to five school days per year virtually when the districts would have otherwise been closed due to inclement weather or other reasons. Notably, those virtual E-Learning Days count as student attendance days and no emergency days need to be added to the end of the school year.

With the recent changes in Illinois associated with the Evidenced-Based Funding Formula and Competency-Based Learning, the Illinois State Board of Education has issued guidance on the new definition of an instructional day. With this additional flexibility, many districts have been reaching out to the three pilot districts with questions about how to run

a successful virtual E-Learning Day. In order to help, Leyden would like to offer the following 10 Tips for successfully planning for and implementing an E-Learning Day in your district:

TIP# Work Closely with Your Stakeholders

1

Early conversations and participation from all stakeholders are critical in this process. You need to involve students, teachers, support staff, parents, technology staff, administrators, and your School Board in this conversation. We would suggest organizing a committee or a working group to begin the conversation. We also suggest finding ways to solicit input from everyone in your school community. An E-Learning Day is a significant change in working conditions, so you will need to involve union leadership and representation in this process.

continued...

TIP# Address the Equity Gaps

2 While many school districts issue devices to students (Chromebooks, iPads, etc.), fewer school districts have solved the internet connectivity gaps in some households. To solve this problem, we worked with Sprint and their ConnectEd program. The district purchased WiFi hotspots and Sprint provides free internet access to families for a period of five years. We provide those additional devices to any family that demonstrates a need. Together this helps level the playing field for our students in terms of technology tools and access to the internet so that all students can participate in an E-Learning Day.

TIP# Leverage Your Learning Management System (LMS)

3 The students on our planning committee were very clear that they needed a consistent way to access the work they would need to complete on an E-Learning Day. They said it would be too confusing if one teacher sent an email, another wanted them to go to a teacher website, and yet another posted something in the learning management system. This led us to create a common set of protocols for how staff would use consistent communication and learning tools. For example, at Leyden, all teachers agreed to post their assignments within their Schoology courses so students could find everything in one place.

TIP# Create a Plan for Taking Attendance

4 Attendance and work completion are two different things. On a traditional school day, a student can be present in class and still not complete the work. The same is true on an E-Learning Day. At Leyden, we chose to use Google Forms and we require students to submit their names to each teacher as a way to “check in” and acknowledge that they have seen their work expectations for the day. All students complete that task by 1 p.m. That Google Form then creates a sortable spreadsheet for each teacher to use when submitting attendance online. We ask teachers to complete their attendance submissions by 4 p.m. so we can run our normal end-of-day reports for the following day.

TIP# Move the Curriculum Forward

5 While meeting with our planning committee, both students and staff members expressed strongly that an E-Learning Day shouldn't be filled with busy work. Whatever assignments are given to the students should

substantially align with what the classes are currently doing and should move the curriculum forward. With this in mind, we ask staff to post their assignments by 9 a.m. on an E-Learning Day so they have time to generate and post meaningful assignments.

TIP# Set Reasonable Expectations for Students

6 While E-Learning is new to Illinois, it has been happening in surrounding states for many years. In talking to educators with more experience, we were advised not to overwhelm our students with work on these days. It is unrealistic to think that you can fit a full day of instructional material and a full day of homework into an E-Learning Day. As a rule of thumb, students should be able to complete the work for each course or content area in about 30–45 minutes.

TIP# Build in Flexibility

7 E-Learning Days are an asynchronous experience, meaning that the learning is not happening in real-time. Students are able to work on their assignments when it makes sense for them. This was important as we wrestled with the fact that kids might need to help supervise younger siblings, shovel a driveway or shoulder a number of other responsibilities. The same is true of staff members. When being a teacher on an E-Learning Day, we ask our staff to be generally available and responsive on email. However, they are not required to be at their computer all day long. They may have their own children at home if their local schools are closed.

TIP# Plan for Your Unique Populations

8 What works for some populations on an E-Learning Day will not work for everyone. For example, higher need special education students and English language learners might need an adapted approach in order to fully participate. You need to be mindful of working within the confines of an IEP. For some of our special education students, for example, case managers created unique E-Learning Day assignments that are consistent with their IEP goals.

TIP# Communicate and Practice

9 The concept of an E-Learning Day is new and different for students, families and employees. You need to openly communicate about expectations and

Leyden is operating on an E-Learning day schedule on Friday, February 9, 2018. The buildings will be closed.



On any designated E-Learning Day, Leyden School District posts the announcement on their website's homepage to notify students & parents ahead of time and give any special instructions.

procedures. Before we ever ran a “live” E-Learning Day, we helped staff create the folders to store their assignments and had students simulate the process of checking in for attendance purposes. These processes will help you identify any potential problems and help ensure that everything will run smoothly in the future.

TIP# Consider the Roles of All Employees

10 E-Learning Days affect more people than your students and your teachers. You need to explore the impacts on your clerical staff, maintenance, transportation, food services, etc. Is there work they can do from home? Will those days be paid or unpaid for them? At Leyden, our instructional coaches and our technology staff make themselves available for support to students and faculty, but each employee group has different implications you will need to consider.

BONUS TIP Have Fun!

During an E-Learning Day earlier this year at Leyden, one of the teachers sent out a challenge for students to post videos of themselves creating snow angels. After dozens of videos showed up on social media, the teacher uploaded a video of himself making a snow angel. E-Learning Days shouldn't be seen as the end of snow days, but rather as an evolution of learning possibilities.

Ultimately, SCHOOL is more than a building, it's a collection of learning experiences for our students. E-Learning Days not only help move curriculum forward on a daily basis, but also help reinforce to students that learning can happen anytime and anywhere. As you prepare to run your own E-Learning Days, please feel free to reach out as we are happy to help in any way we can. Good Luck!!



RENAISSANCE®



Unleashing the Unrivaled Power of Literacy



Renaissance®, in partnership with IASA, brings Dr. Gene Kerns to Illinois to discuss the power of literacy

Every educator knows there's no shortage of conversations about literacy. Yet, data suggests most US students read less than 15 minutes a day. Doesn't this place literacy in the category of those essential elements that require definitive action? Are we overlooking the potential impact of formative assessment in conjunction with quality reading practice?

Important topics to be covered:

- Powerful and often overlooked actions that improve student performance
- The changing role of independent reading and how to fully tap into it to propel all learning
- New insights from cognitive science related to literacy
- High-quality formative assessment strategies

We suggest sending district leaders and/or school administrators.

Each complimentary forum will run from 11:00 am – 2:30 pm with lunch provided.

Join us at one of the following locations:

<p>January 28th Olivet Nazarene University One University Avenue Bourbonnais, IL <i>Hosted by: Bradley School District 61</i></p>	<p>January 29th Barack H. Obama Learning Academy 16448 S. Park Avenue Markham, IL <i>Hosted by: Hazel Crest School District 152.5</i></p>	<p>January 30th DeKalb County Regional Office of Education 2500 North Annie Glidden Road, Suite C DeKalb, IL <i>Hosted by: Genoa CUSD424</i></p>
<p>January 31st Pontiac Junior High School 600 N. Morrow St. Pontiac, IL <i>Hosted by: Pontiac School District 429</i></p>	<p>February 1st Taylorville School District Administration Board Room 12 W. Spesser St. Taylorville, IL <i>Hosted by: Taylorville CUSD3</i></p>	

Seating is limited, reserve your seat today!

<https://cvent.me/mxGEA?RefId=LiteracyForumsIL>

Special "thank you" to IASA for partnering with us for these thought-inspiring events.



Future Green

ENERGY CONSORTIUM

Too Good To Be True?

By Dr. Brent Clark
IASA Executive Director

Since launching our newest Alliance sponsored initiative in the fall of 2018, Future Green Energy Consortium, the number one question we have received is...is this too good to be true?

First, let's look back before we look forward. In 1999, the electricity industry in Illinois became deregulated opening the door for a more competitive marketplace for residents and businesses to purchase electricity supply. At that time, IASB, IASA, and IASBO came together and created the Illinois Energy Consortium (IEC) so that schools could be ahead of the curve in the newly deregulated electricity environment and could save significant taxpayer dollars. Over the past 20 years, we have saved millions of dollars for schools.

In 2017, Illinois passed another law called the Future Energy Jobs Act (FEJA) that has shifted the state's focus and goals of using more renewable energy sources as we move towards the year 2025. So, in December of 2017, IASB, IASA, and IASBO came together to start figuring out how "FEJA" could best be utilized to benefit our member districts. In October of

2018, we announced the creation of the Future Green Energy Consortium (FGEC) and our intentions to once again put school districts ahead of the curve on energy savings.

We are extremely proud of this new initiative and hope that it serves and saves Illinois districts for many years to come. Here's the background data on the Future Green Energy Consortium (FGEC):

- It is a non-for-profit corporation set up, managed, and sponsored by the IASA, IASB, and IASBO yielding zero overhead costs.
- It has 3 non-paid trustees and they are Drs. Tom Bertrand, Brent Clark and Michael Jacoby.
- Its program manager is Econergy, LLC with a team across the United States.
- Its retail energy supplier is Engie, Inc. with a team across the globe.
- It has access to every conceivable source of electricity generation on earth, especially renewables.
- It can provide savings for district residents, employees and small businesses as well as the school district through an option known as small subscribers.
- Its structure is built to maximize savings in the electric supply portion of a utility bill.
- It can help you cut through the noise around solar panel installation and ensure that you get the best program now and for the future.
- Its design is flexible for both short and long term fixed savings.
- It will allow you to take your electric supply portion of a utility bill to zero when utilizing the small subscriber program.
- Its savings and efficiencies are contractually guaranteed.
- It's built and backed by IASB, IASA, and IASBO.

As you can see, Future Green is not too good to be true, and I encourage superintendents to explore this initiative.

Contact Future Green at www.future-green.org or todd@future-green.org if you want to explore this tremendous opportunity further.

VISION 20/20

From Vision to Action: 2013–2018

Vision 20/20 is a long-term plan that challenges the state legislature and governor, along with all stakeholders, to take action to fulfill the promise of public education in Illinois by the year 2020.

The process has led to meaningful and lasting change by serving as a blueprint for public education policy, and it is intended to be a decision-making framework to guide ongoing advocacy and align public educators around a common vision for the future.

The plan came together in June 2013.

HIGHLY
EFFECTIVE
EDUCATORS

21ST CENTURY
LEARNING

EQUITABLE AND
ADEQUATE
SCHOOL FUNDING

SHARED
ACCOUNTABILITY

Click each icon above to view accomplishments to date.



From Vision to Action: 2019–2020

This past August, stakeholders met to update the blueprint by identifying priorities moving forward that will have the most immediate and profound impact on public education. Illinois Vision 20/20 will be sharing the following priorities with the incoming 101st Illinois General Assembly and Governor-Elect J.B. Pritzker.



HIGHLY
EFFECTIVE
EDUCATORS

Increasing the availability and equitable distribution of high quality educators must be a top priority, not only because of the teacher shortage situation but because research shows the best thing we as a state can do to improve public education is attract and develop highly effective educators. Continuous, high-quality, job-embedded professional development and

opportunities for educator collaboration are a necessary part of an effective continuous improvement process.

Recruit and Retain High-Impact Educators

Recruit Teachers into the Profession. Develop a comprehensive guide and resources to inform aspiring and prospective teachers in Illinois to address short and long-term educator needs. Expand additional statewide recruitment strategies and incentives for hiring educators. Remove barriers to drawing potential educators from a larger pool of talent.

Expand Alternative Teaching Licensure Programs/ Partnerships with Higher Education. Create a process to review deficient courses for undergraduate education degree programs, to streamline the process to become teachers. Create university partnerships for flexibility into student teaching placement. Partnerships should continue to create pathways into education and expand mentorship through

grants or job placement. Maintain rigorous standards for entry into alternative teaching licensure programs while also allowing additional routes to credentialing.

Provide Student Loan Forgiveness and Tiered Incentives. Continue to support and appropriate funds to expand student loan forgiveness to all licensed individuals so educators, particularly minority educators, at all districts, not just low-income districts, can benefit. Expanded forgiveness amounts and incentives for entering the education field to assist with career retention.

Provide Relevant Professional Development

Fully Fund Mentoring for New Educators. Provide financial support for the required mentoring for new teachers, principals and superintendents.

Allocate Collaboration Time. Include teachers, staff, administrators and board members in the creation of and support for job-embedded professional development.

Enhance Professional Learning and Innovation. Collaborate to create resources for professional development tailored to the unique needs of school districts. Innovative approaches to professional development, including online learning and micro-credentials, should continue to be explored.



All Illinois students deserve 21st-century instruction that provides equitable access to modern learning environments that allows them to learn and apply knowledge, think creatively and be well-prepared for a global citizenry. Learning is not limited to the classroom or school day. Illinois' public education must provide a pathway from high-quality early childhood education to beyond grade 12; preparing students for college and careers, both known and unknown, as well as for global citizenship.

Develop the “Whole Child”

Align and Expand Social and Emotional Standards. Align current social and emotional standards across curriculum and expand to include safety and cyberbullying resources.

Promote Individualized Learning, Creativity, and Innovation. Create and support policies that acknowledge children learn in different ways and at different speeds. Policies must consider 21st Century needs and skills and enhance educational opportunities in Science, Technology,

Engineering, the Arts and Math (STEAM) that encourage student creativity and innovation.

Engage Parents, Family, and Community. Policies must encourage effective home-school partnerships, welcoming school communities, effective communication and supportive student learning both at home and at school and the importance of student attendance at school.

Develop a Balanced State Assessment System. Continue to develop a state assessment that can produce timely and reliable data that can effectively inform instruction and support innovative instructional practices. A balanced state assessment system (consistent for at least five to seven years) must be aligned, consistent, flexible, fully funded by the state, based on realistic and effectively communicated timelines and offer relevant professional development.

Invest in High-quality Early Childhood Education

Offer Incentives for Expanding Early Learning Opportunities and Full-Day Kindergarten Education. Increase funding for the Early Childhood Block Grant and create better incentives for districts to invest in early learning to capitalize on the benefits of early-childhood education. Explore additional incentives to support full-day kindergarten, parent education and support services while expanding and protecting existing programs.

College and Career Readiness

Promote Partnerships with Business, Industry, and Post-Secondary Institutions. Ensure that all students have access to a wide-range of quality dual-credit and technical opportunities. Align high school course progressions and testing with community colleges, local industry requirements and other post-secondary institutions. Provide additional incentives for teachers to teach dual credit courses.

Encourage Career Exploration. Increase graduation requirement flexibility for students who participate in internships or apprenticeships.

Expand Equity in Technology Access

Provide High Speed Internet Connectivity to Every School and Community. Increase the investment in technology and infrastructure to meet State Educational Technology Directors Association (SETDA) internet connection recommendations.

Incorporate Technology in State Learning Standards. Embed digital learning skills into the Illinois Learning Standards and into professional development of educators.

continued...

“ Vision 20/20 has produced meaningful change, especially with passage of the Evidence-Based Funding Model, but there is more work to be done. This updated blueprint for policymakers will hopefully continue to drive the changes needed to benefit students throughout the state of Illinois. ”



—Dr. Brent Clark, IASA Executive Director

“ Updating Vision 20/20 allows us to reset our focus on the most important issues that impact public education in Illinois and to lead the conversation about policy changes that can support our efforts to provide quality education for every child. ”



—Dr. Thomas E. Bertrand, IASB Executive Director

“ Looking forward, it is paramount that all stakeholders collaborate to continue to move the Vision 20/20 mission forward with resources, best practices and appropriate legislative remedies. ”



—Mark Jontry, IARSS President

“ Vision 20/20 is a critical roadmap for legislators. It is a realistic direction articulated by educators for what can and does work for kids. Without Vision 20/20 education reform and progress will flounder. ”



—Dr. Michael A. Jacoby,
Illinois ASBO Executive Director/CEO

“ While Vision 20/20 has made a significant impact, now is not the time to rest on past successes. Moving forward, we need Vision 20/20's focus and influence to tackle other challenges, like our shortage of teachers statewide. ”



—Dr. Jason Leahy,
IPA Executive Director

“ Strategically it's important that educational institutions, associations, policy groups and stakeholders continue to have a platform which allows them the opportunity to forge ahead collectively. ”



—Dr. Creg Williams, SCSDD President



SHARED ACCOUNTABILITY

Student learning should be the number one priority of the education system. Providing greater flexibility in local decision-making will allow for innovation and a direct impact on student performance. Ultimately, accountability for student learning rests in the local school district. As such, educators' experiences and voices are essential to crafting effective education policy.

Implement a Balanced Accountability System

Adopt a Balanced Accountability Model (Enacted as Public Act 99-193 Balanced Accountability Model).

Carefully monitor the implementation of the new accountability model to ensure it remains consistent with the intent of PA 99-193. It must ensure a focus on continuous improvement, recognize the diversity of struggling schools, measure systems' capacities, and eliminate achievement gaps across the state. Ensure the balanced accountability model allows for local flexibility, identification of systems' capacities, promotes shared accountability and is sensitive to local district improvements.

Restructure Mandates

Distinguish Between Essential and Discretionary Regulations. Ensure educating students is the first and foremost priority of schools. Promote flexibility and local decision-making. Address financial and operational hardships by instituting a new local control analysis prior to placing additional legislation or regulations on an over-regulated school system.



EQUITABLE AND ADEQUATE SCHOOL FUNDING

The General Assembly made great strides toward financial equity with the adoption of an Evidence-Based Funding Model, a Vision 20/20 initiative. Now, it is imperative to fund more than the minimum funding level required by statute to ensure all students have equitable access to high-quality educational programs and safe educational environments. In addition, local school districts must have autonomy and flexibility to match resources most effectively with local needs.

Fund Education Based on Local Need

Evidence-Based Funding Model. To reach the statutory mandate of adequate funding by 2027, the General Assembly must allocate more than the minimum funding level. Maximizing new resources into school districts over the next 10 years should have the effect of increasing education funding by billions of dollars and eliminating the gap between adequacy and current spending. Until funding for all schools is adequate, it will be unfair to make any universal analysis with the new accountability system results. For greatest efficiency, districts should be allowed flexibility to allocate state funds throughout their local district allowing them to align resources to student needs better.

Stabilize State Funding for Education

Enhance State Spending. Enhanced state funding should be identified and secured to meet the needs of students and the continually expanding services that public schools are counted on to deliver above and beyond those provided through the evidence-based funding model, such as the additional needs in the areas of special education, early childhood, and transportation.

Ensure Safe Schools. Provide dedicated funding to ensure the ongoing safety of our students when they go to school each day. Each local district should determine how to utilize these dollars best to maximize their effectiveness based on their unique needs; be it upgrading facilities, installing security cameras, hiring resource officers, training teachers or conducting school climate seminars with students. There is no one-size-fits-all answer to address school safety, but each school and district needs additional resources to ensure each school is safe.

Protect Local Resources. Localities need stability in their revenue streams. Measures need to be taken to prohibit any reduction of revenues of funds that have been previously allocated to schools, such as Tax-Increment Financing (TIF) or Corporate Personal Property Replacement Tax (CPPRT) situations.

Restructure the Ramp for Unfunded Pension Obligations. With more and more of the incremental increase in annual revenues going to the "pension ramp" it is imperative that the ramp be restructured to allow for more certainty that revenues will be available to fund the evidence-based formula and enhance state funds for other needs as stated above.

Gibson City–Melvin–Sibley CUSD #5 Hosts Mental Health Initiative for Area Schools

By Mary Schaefer
IASA Director of Communications & Marketing

One of the biggest challenges schools face is addressing behavioral and mental health problems among students. In central Illinois, one school district is taking a new approach that both staff and students say has provided a platform to have important conversations with each other and mental health experts.

Gibson City–Melvin–Sibley CUSD #5 recently hosted an area-wide Mental Health Initiative to raise awareness about the issue with students and staff. Eighteen area school districts participated in the event held October 30th at Gibson City–Melvin–Sibley High School. Susan Riley, a math teacher at GCHS for the past 22 years, helped organize the day-long event.

In April 2018, Riley chaperoned a group of students to the Rotary Youth Leadership Awards Camp.

“One of the things we had to do at the conference camp was pick a problem at your school and think about how you would address it,” said Riley. “The students from our school who attended overwhelmingly chose the topic of mental health to learn more about.”

After returning from the Rotary conference, the students met on a regular basis and eventually organized a formal event centered around increasing mental health awareness. Riley was instrumental in reaching out to the Gibson City Community Hospital for extra assistance in helping to plan an area event with involvement from trained mental health professionals.

Riley sent an invitation to area schools for the event and within three hours had 12 to 15 schools commit to participate. In total, over 18 schools were represented with 225 participants, including students, teachers, counselors and principals.

“It was very important for us to make sure there were no costs involved in hosting the event,” said Riley. Through



Directly above: Sara Boucek, keynote speaker. Below: attendees of the Rotary Youth Leadership Awards Camp. Opposite: GCMS social worker Linda Schmitt with therapy dog.

the involvement with the area hospital and also the Gibson Area Behavior Health Center, they were able to involve area licensed behavioral health professionals as featured speakers. The Gibson City Behavior Health Center actually shut down their clinic for the day so employees could attend.

The keynote speaker for the event was Sara Boucek, associate director/legal counsel for the Illinois Association of School Administrators and a GCMS graduate. Boucek discussed her own personal experience as a senior in high school when her mother died suddenly. At the time, Boucek states there wasn't a plan in place to help students who were dealing with circumstances such as the loss of a parent.



Boucek didn't hesitate when asked to address the students, as she previously had shared her story with GCMS teachers and administrators in 2014 at an in-service day.

"I talked to students about how everyone carries an invisible backpack and how to unpack it in a safe, secure and productive environment," said Boucek. "It is very important that schools partner together like this to see what is possible through student-led summits where kids have the opportunity to engage with mental health experts. It's a learning process."

Boucek adds schools need to provide more opportunities for students to explore their mental health needs and give them the freedom to talk through their concerns and not shame kids into a topic they can't talk about.

"You have to have the tools and resources to be able to host those conversations. The door has to be open before anyone is ever going to have a conversation. If by sharing my story it opens up one door of another child to be able to have critical conversations about mental health and issues that surround it, then it is a win-win for me," said Boucek.

After her presentation, students attended break-out sessions addressing various topics including stress/anxiety, coping skills, healthy relationships, depression/suicide, bullying, family dynamics, nutrition and sleep. The sessions were moderated by trained mental health professionals. One elementary social worker at GCMS has a therapy dog that was also present for the day interacting with students. Riley also had lime green t-shirts made for the students stating, "Support Mental Health Awareness," as a way for kids to extend the conversation beyond just one day.

At the end of the event, students were asked to spend time drafting what they felt would be their priority to initiate at their school.

"We felt it was important that they would leave the day having a little plan in place and hopefully continue to meet and establish priorities on this topic when they returned to their schools," said Riley. "From the evaluations at the end of the day we learned that students felt like they needed more



time to learn from the behavioral health professionals who participated in the event."

Matt Snyder, Regional School Superintendent from Macon-Piatt County, gave closing remarks about some of his own personal experiences as both a parent and educator surrounding mental health.

Riley indicates the biggest take-away was realizing we need to be constantly affirming each other that everyone matters. "We need to think about every interaction that we have and consider how we can improve upon that with just one person at a time," stated Riley.

The success of the event is really a sign of how big an issue mental health is, according to Riley. "We are in the process of identifying the needs of our students as they are so diverse in mental health. At each faculty meeting, we spend time talking about social and emotional issues that our kids are facing so we can be more in tune and aware," stated Riley.

Riley notes that since the initiative GCMS has added a mental health break space in the school—where students can go to for five minutes to take a brain break. The room has chairs, reading material and a coloring area where students can decompress for a few minutes and collect their thoughts and then get back to their day. They also added some seating areas as well around the school for students to sit and rest.

The directional shift in becoming a trauma-informed district is ensuring we are reaching the whole child, said Jeremy Darnell, superintendent of GCMS CUSD #5.

"This program was a great kick-off point for further embracing mental health/trauma awareness with our students and staff. The energy at the end of the day when the students shared their action plans was fantastic. There was a clear sense of need and empowerment with the students present," said Darnell. "Creating a culture of caring and openness is an ongoing process for all school communities. We have been fortunate to find professional partners in our journey to help advance our programs. At the same time, we have to recognize our strengths and where we need support."

Darnell sees the priority in listening to the students and staff about their needs and utilizing resources to provide them where possible.

"If the dialogue allows for just one child to speak up for help that is a win. I am extremely proud of our student leaders and staff for taking this initiative," he said.



The IASA is Proud to Have Been Named an ISBE IL-EMPOWER Learning Partner



IL-EMPOWER provides customized supports to help underperforming and lowest-performing schools identify local needs and build on strengths for improvement. IASA has joined a select group of partners that have been pre-approved to be part of the IL-EMPOWER statewide system of supports. School districts as part of this network can create or enhance their improvement plan to build capacity, leadership and resources to improve student outcomes.

In the Governance and Management category and the Curriculum and Instruction category, IASA will provide six services to local school districts:

- 1. Targeted mentoring and coaching of school superintendents.**
- 2. Danielson Framework Teacher Evaluation Training for Teachers.**
- 3. Danielson Framework Teacher Evaluation Training for Teacher Evaluators.**
- 4. Coaching Teacher Evaluators.**
- 5. Principal Evaluation Training and Coaching.**
- 6. Special Education.**

We have experienced staff and administrators available to partner with you. In fact, we have a history of promoting excellence in education dating back to 1946. Through the IASA Professional Development Department, IASA staff work with Illinois school administrators on a regular basis providing strategic planning, teacher and principal evaluation, and coaching of district personnel to help them reach their targeted goals. IASA understands how to access the resources and deliver the capacity development, strengthened instruction and refinements that you need for school improvement. Through IL-EMPOWER, IASA staff will work with you one-on-one in collaborative mentoring and coaching to develop systemic change that can move your district forward in academic performance.



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student outcomes**



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For more info contact:

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Don't Miss the Third Biennial Alliance Leadership Summit

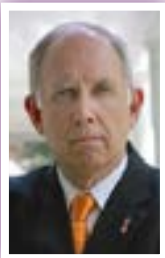
By Mary Schaefer
IASA Director of Communications & Marketing

There is still time to register for the third biennial Alliance Leadership Summit scheduled in Springfield, February 26-27, 2019. The Summit will focus on discussing hot public education issues, including both K-12 and Pre-K school funding, pension reform, the teacher shortage and other critical issues.

“This Summit is an event that every superintendent should attend as we gather together with other school management officials, including school board members, principals and school business officials from all over the state, to discuss current issues and the political climate in Illinois. This presents a unique opportunity for you to visit the State Capitol as we take our unified message to legislators,” said IASA Executive Director Dr. Brent Clark. “There are substantial changing dynamics in Springfield with the swearing in of a new governor and the inauguration of several new members of the Illinois General Assembly. The Summit is your opportunity to be more involved with IASA and to be apprised of priorities for the Educational Success Transition Team put in place by Governor-elect Pritzker as we advocate for important public education issues for our state.”

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

The summit will also feature speakers:



Dr. Jeffrey D. McCausland, 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.

Learn More About Important Education Issues

Education issues, including Evidence-Based Funding for schools, additional funding to cover Pre-K and pension reform, will undoubtedly take center stage before the 101st Illinois General Assembly when it convenes in January. You will learn more about our Vision 20/20 long-term strategy plan that will help identify priorities moving forward to fulfill the promise of public education in Illinois by the year 2020. You'll have the opportunity to meet with legislators to talk about key public education issues after our policy briefing. A large number of new legislators will be inaugurated this month and this presents an opportunity to meet and network with them.

Other Summit highlights:

- **Governor-elect Pritzker has been invited to address the Summit.**
- **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. 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.
- **Legislative Panel**
A panel of legislators will discuss some of the critical legislative priorities for the year. Alliance lobbyists will share insight on important education issues being considered.
- **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.

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

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

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Feb. 26–27
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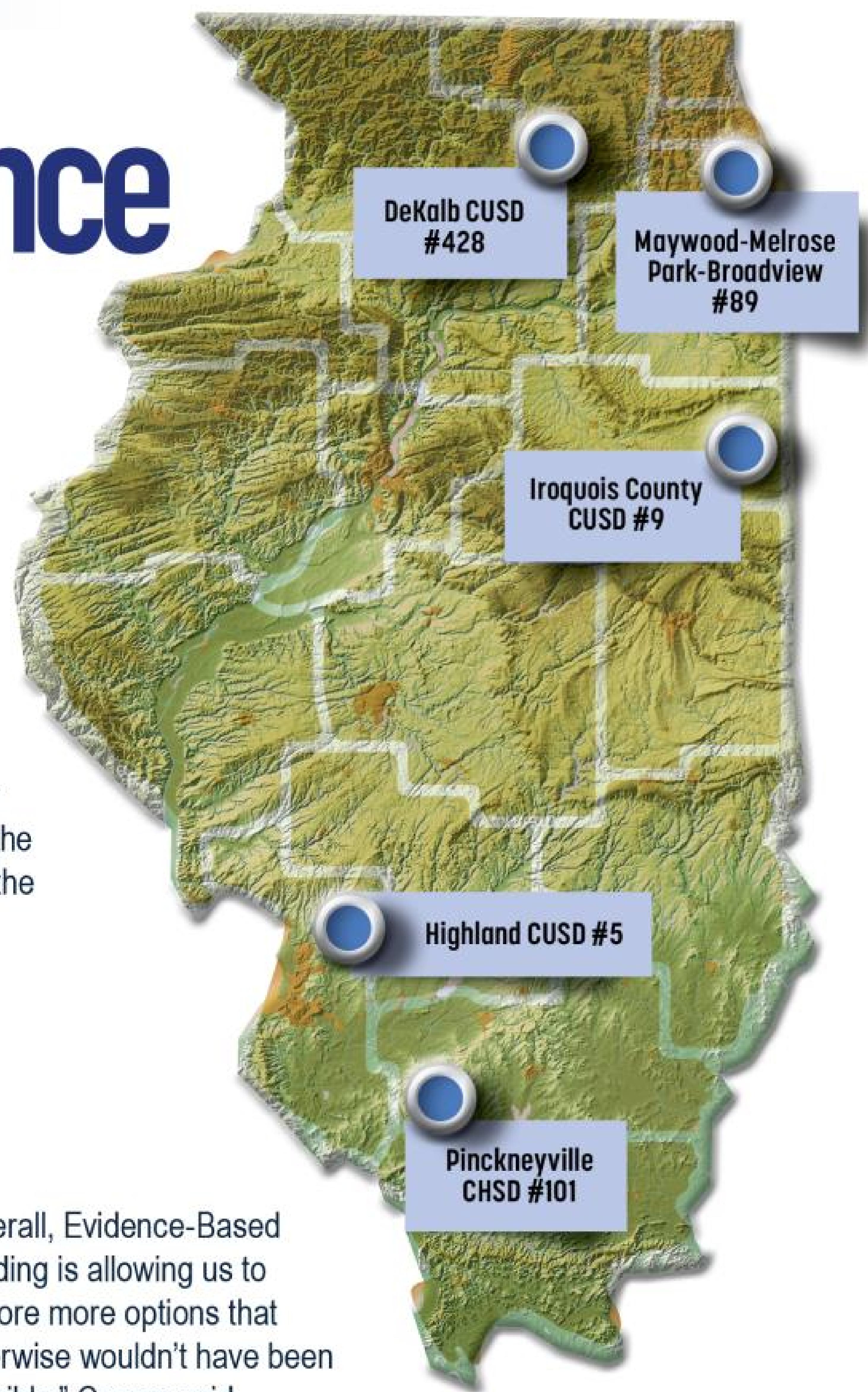
Dr. Jason Leahy
Executive Director

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 30 schools we have profiled so far.



DeKalb CUSD #428

Enrollment: 6,598 FY18: \$2.8 million
Type: preK–12 FY19: \$2.8 million

Helping students in the classroom and providing relief for taxpayers were two major priorities for DeKalb CUSD #428 with new Evidence-Based Funding dollars, Superintendent Jamie Craven said.

Enrollment in DeKalb CUSD #428 climbed 75 students last school year, which could have resulted in classroom sizes in the high 20s. However, Craven said, an influx in Evidence-Based Funding allowed the district to hire 11 more teachers, holding any increases at bay.

“Evidence-Based Funding is allowing us to keep pace with our increasing enrollment,” he said.

The district also used EBF to hire additional social workers, bringing the total to 11. The district now has a social worker for each attendance center.

The combination of additional teachers and social workers is providing a much-needed boost in social-emotional supports for students, roughly 60 percent of whom are considered low income.

“We were sharing social workers across our buildings and that just doesn’t work,” Craven said.

DeKalb CUSD #428 also opted to give taxpayers a break by abating a \$1.7 million bond and interest in last year’s levy. Residents in the district were paying a high rate and the board felt they needed some relief, he noted.

“Overall, Evidence-Based Funding is allowing us to explore more options that otherwise wouldn’t have been possible,” Craven said.

Highland CUSD #5

Enrollment: 2,868 FY18: \$146,477
Type: preK–12 FY19: \$115,483

Reducing elementary class sizes and re-implementing a building trades program have been the primary focus of Evidence-Based Funding at Highland CUSD #5, Superintendent Mike Sutton said.

Highland, like most school districts in Illinois, was forced to make cuts to staff and programs to stay afloat during years of state pro-ration. That resulted in an uptick in classroom sizes at the kindergarten- and first-grade levels to 26 students, in some instances.

However, the influx of EBF dollars allowed the district to address that issue by adding two teachers, Sutton said, bringing those class sizes down to 21 or 22 students.

At the high school level, Sutton noted, the district made cuts to the building trades program—a blow to the community because employers were in need of workers with vocational skills.

Because of EBF, the district is looking for a building trades teacher. It will also partner next year with the Collinsville Area Vocational Center, he added.

“There is a real focus in our area on preparing kids for job opportunities available right now in our community,” Sutton said. “We feel if we build some of those skills into kids, it’s going to open up a lot of doors for them.”

If lawmakers continue to invest in the formula, the money will make a difference in Highland.

“The money we’re getting may not seem like a lot, but it really gives us a positive outlook,” Sutton said.

Iroquois County CUSD #9

Enrollment: 1,009 FY18: \$317,944
Type: preK–12 FY19: \$168,544

Evidence-Based Funding is filling various needs in Iroquois County CUSD #9, from sustaining the district’s early childhood program and maintaining elementary classroom sizes, to offsetting an EAV that is growing marginally due to flooding in Watseka in 2015 and 2018, Superintendent Guy Gradert said.

Last year, many homes in the community, along with the district’s elementary school, Nettie Davis Elementary, suffered flood damage. As a result, the district found itself on the front line of trying to meet the basic needs of families, as well as restore the school from flood damage - a process that ultimately displaced students for 17 days and forced local churches to provide instruction.

Evidence-Based Funding was also instrumental in helping the district maintain adequate levels of revenue as the local EAV experiences slow marginal growth of less than 1 percent annually. Moreover, the annual assessment may show a decrease due to flood mitigated properties.

“Floods devastate communities, and we’ve had two in the last five years,” Gradert said. “We’re not just supporting students’ education needs, but also providing support in other areas, such as food and mental health support.”

Evidence-Based Funding also preserved the district’s early childhood program, which lost its funding (totaling \$135,000) when the state changed its application and distribution process.

“There were never any questions that we weren’t going to fund the early childhood program,” Gradert said.

The district also used Evidence-Based Funding to hire one elementary teacher, which allowed classroom sizes in Iroquois County CUSD #9 to hold steady at 18 students.

A director of student services was also hired to help coordinate district initiatives.

Lastly, Gradert noted, Evidence-Based Funding allowed for more budget flexibility because a greater portion of Corporate Personal Property Replacement Tax dollars can be allocated to the O&M Fund for capital improvements. Next year, there are plans to add instructional coaches to the staff.

“Evidence-Based Funding has allowed us to meet the needs of our increasingly diverse student population, while managing to provide a quality education for our students,” Gradert said.

Maywood-Melrose Park-Broadview #89

Enrollment: 4,872 FY18: \$3.1 million
Type: preK–8 FY19: \$1.5 million

Social-emotional supports available for children at Maywood-Melrose Park-Broadview #89 have increased dramatically as a result of Evidence-Based Funding (EBF), Superintendent Dr. David Negron said.

The district used its influx of EBF dollars to add 10 new positions, including four social workers and six behavior intervention specialists. The new social workers and behavior interventionists are being added across the district at both the middle and elementary schools.

Through meetings with teachers and community members as a part of the strategic planning process, Negron said, the district recognized students need more social-emotional supports if they are to improve academically. Maywood-Melrose Park-Broadview is a diverse district, and the community lacks resources.

“We already feel that these new positions are having a positive impact for our students and communities,” he said.

Adding behavior intervention specialists was another piece to the puzzle, Negron added. The behavior interventionists will help with data collection, analysis and practical implementation of positive behavior management, which leads to a healthy classroom environment where students are encouraged to grow and learn.

Lastly, Negron noted, EBF has allowed the district to focus on providing up-to-date academic resources, such as a new curriculum and technological resources.

“EBF has allowed us to make informed decisions that lead to better educational outcomes for students and address their educational and social needs,” he said.



Pinckneyville CHSD #101

Enrollment: 451 FY18: \$219,837
 Type: 9–12 FY19: \$175,951

Investments from the Evidence-Based Funding formula is allowing Pinckneyville CHSD #101 to bring back staff and programs, Superintendent Keith Hagene said.

Pro-ration in state funds was “brutal,” Hagene said, resulting in cuts that included eliminating the district’s agriculture classes as part of eliminating 12 full-time positions.

“We had to get that program going again for students,” Hagene said. “Agriculture is vital for our community.”

In addition to bringing back an agriculture instructor, the district used EBF to expand its art program to full-time from part-time and adding a ELA/Reading Specialist.

“There was a population of our students that we were not meeting the needs of,” Hagene said. “It is vital for students to have a place to be creative and learn.”

Other moves included hiring two paraprofessionals, one to support students in math and the other with reading. The latter also has a background in social work, which provides another level of social-emotional support for students.

As a result of hiring back staff and giving students more options, class sizes in Pinckneyville CHSD #101 have been reduced by 16 percent.

“EBF is allowing everybody to breathe a sigh of relief,” Hagene said. “We no longer are cutting, but rather expanding and growing.”

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.

IASA Winter/Spring Academy/ Workshop Opportunities

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

Click on date to register:

Gathering Evidence During Observations & Conferencing Using the Danielson Model (AA #1801)

[Jan. 29, 2019](#)

Highland Church of Christ, 500 W Highland Ave, Robinson, IL 62454

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

[Mar. 20, 2019](#)

Highland Church of Christ, 500 W Highland Ave, Robinson, IL 62454

[Apr. 16, 2019](#)

Middletown Prairie Elementary School, 1301 S Bulldog Dr, Mahomet, IL 61853

Please check our [Professional Development Calendar](#) for frequent updates

18245

www.iasaedu.org



Scan here with your phone's QR code reader to get the IASA APP— Don't have a QR reader? Go to or and search for IllinoisASA.

Trends in Collective Bargaining

for school board members



February 23, 2019 • 8:30 a.m. – noon

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For more information, contact Peggy Goone at pgoone@iasb.com or 217/528-9688, ext. 1103.

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3000 South Dirksen Parkway
Springfield, IL 62703

David J. Braun
Miller, Tracy, Braun, Funk & Miller, Ltd.

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WHEN SECONDS SAVE LIVES®



Increase Teacher Voice with Flipgrid



By Dr. Kelly D. Stewart

When I served as interim superintendent during the 2018 school year at Mt. Vernon Township High School, our board of education asked our principal to quickly make a recommendation regarding use of cell phones on campus. Our principal, Rowdy Fatheree, and I agreed that if we were going to make a recommendation, it was imperative teachers and staff had a voice in the decision.

However, we realized this task was tougher than we first thought. There was at the time a total of 120 administrators, teachers, school support personnel and instructional aides at Mt. Vernon Township High School. How could we get feedback from all of them in a short time frame?

That's what led us to [Flipgrid](#), a video discussion platform that makes it easy for users to share their thinking on different topics. The teacher, or in our case, the administrator, simply posts a discussion question and respondents answer via their laptop, Chromebook or smartphone.

Like me, you may have seen numerous articles and blogs about how Flipgrid can increase student engagement and provide students with more of a voice. But, I'm here to tell you the same is true for using FlipGrid with faculty and staff.

Improving school culture

When I served as interim superintendent at Mt. Vernon, one of my focus areas was to work with the administrative team to improve school culture. It did not take long to understand that teachers did not feel included in the decision-making process.



That needed to be improved because [research](#) shows trust is a key element to create teacher buy-in for any change. FlipGrid truly was a tool for us to achieve that goal.

How we decided to tackle the cell phone issue was at the next weekly Professional Development time (approximately one hour on Tuesday mornings). Principal Fatheree divided the faculty and staff into small groups and posed guiding questions to be answered via FlipGrid after the group had come to consensus. The responses were visible on the "grid" for everyone to view. The principal asked that everyone view the responses prior to the next Professional Development time the following week. In addition, he analyzed the results and recorded themes within the responses that he shared at the following meeting.

Using FlipGrid allowed us to easily determine the clear consensus from the faculty and staff input was to ban cell phones for the 2019 school year, since the district was to fully implement a Chromebook one-to-one initiative at that time.

In subsequent meetings, FlipGrid was used in a similar manner for teachers to discuss the implementation process for the banning of cell phones on a school level and within individual classrooms.

Teachers like using FlipGrid

After this process was concluded, we began getting positive comments and anecdotal evidence from teachers regarding the use of FlipGrid and an appreciation for the opportunity to provide input. This prompted the principal to use Google

Docs to create a FlipGrid survey to evaluate the overall perception of using FlipGrid as a communications vehicle for faculty and staff input. In addition, he asked if they are currently using FlipGrid within their instruction or would consider using it next year with Chromebooks.

The survey results were as follows:

QUESTION	YES	NO
As a staff member, prior to the use of FlipGrid, do you feel you have had input with the principal this year?	84.2%	15.8%
Do you feel that FlipGrid was a valuable tool for increasing staff and administrative collaboration and communication (input) this year?	76.3%	23.7%
Prior to our FlipGrid training had you used FlipGrid in your classroom for instructional purposes?	0%	100%
Since this training, have you used FlipGrid in your classroom for instructional purposes?	2.6%	97.4%
Would you consider using FlipGrid in your classroom next year with the Chromebooks?	68.4%	31.6%

In addition, participants were asked how the use of FlipGrid in the future as a communication tool for teacher input could be improved. Responses were predominantly of a positive nature and centered around the following themes:

1. Importance of teachers being given the opportunity to collaborate with one another and share ideas with the entire group.
2. A creative communication tool with which to get input from a large number of people.
3. Fun/enjoyable way to collaborate and communicate.

However, while in the minority of responses, there were also concerns noted, such as:

1. Minority opinions within the group are not expressed.
2. Introverts may not be comfortable appearing on camera.
3. Less tech-savvy people prefer email.

Lessons Learned

Principal Fatheree and I reviewed the survey results and reflected on our first attempt to use FlipGrid as a means to provide teacher input. The following are our lessons learned:

1. FlipGrid is a tool that most teachers enjoy using as a means for teacher input.
2. Instruction on how to use FlipGrid needs to take place prior to using as an input tool.
 - a. Even though it is a relatively easy tool to use it may be overwhelming for some to learn the tool and use it within the same meeting.
3. There needs to be an option for individuals or groups to create their own video if they don't feel that the group response reflected their opinion.
4. When administration models the use of technology it sends a message that the integration of technology (when appropriate) is a priority of the school.
5. Exposing teachers to new technologies creates interest similar to providing a hook at the beginning of a lesson. Some teachers will immediately start to consider how they can incorporate the new technology within their instruction.
 - a. Follow up training including our faculty sharing how they are using FlipGrid within their instruction is needed.
6. As always, the activity needs to be well organized and expectations for group work and reporting clearly communicated.

In closing, having individuals and/or groups sharing their opinions with the group during a meeting will always be important. However, FlipGrid is also an effective means of communication, especially for larger groups of people. Moreover, just like in the classroom, the use of FlipGrid is not the answer on all occasions. Nonetheless, it is another "tool in our toolbox" for instruction, as well as an avenue for teacher input or voice.

Dr. Stewart is currently a professor at McKendree University, Lebanon, IL

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Registration Information and How to Apply

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.

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.

18258

Questions?

Contact Ashleigh Knudson
Illinois Association of School Administrators
Phone: 217-753-2213
email: aknudson@iasaedu.org

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

[video](#)
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In addition to applying, you must email your District Superintendent’s letter of support to:
aknudson@iasaedu.org.

District #207 Earns National Recognition for Innovation

Maine Township High School District #207 was one of 25 school districts in the U.S. to be honored as one of the “Most Innovative School Districts” for its unique approaches to expand and support teacher learning and student success both during and after high school.

The award was provided by AASA and the Successful Practices Network (SPN). A newly released case study provides in-depth insights into District 207’s innovation in attracting and maintaining high quality educators, creating a unique in the country personalized coaching program for teachers, fostering teacher innovation and risk taking and personalized learning for students. The case study can be viewed by [clicking here](#). Or, if you’d rather listen to a podcast with the district’s superintendent, Dr. Kenneth Wallace, click [here](#).



Check out the IASA Video Library

We’ve added several new videos in the past year to the [IASA Video Library](#). In the video library, you can find all of the webinars we have recorded, including with Ralph Martire, executive director of the Center for Budget and Tax Accountability, as well as our Lunch to Learn series.

We also recorded several Ignite presentations, produced videos about why it’s important to be an IASA member or join IASA’s School for Advanced Leadership and Dr. Gary Kelly of DuQuoin CUSD #300 being named Illinois Superintendent of the Year. Be sure to check it out.



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.

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 IASA



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)

January 2019

Thurs. Jan. 10 Cook South, Corn Belt
Fri. Jan. 11 Lake, Kaskaskia

Mon. Jan. 14 House Perfunctory Session
Wed. Jan. 16 Seeking the Superintendency
Senate Perfunctory Session
Thurs. Jan. 17 Central IL Valley
Fri. Jan. 18 Cook North, Three Rivers
House Perfunctory Session

Tues. Jan. 22 House Perfunctory Session
Wed. Jan. 23 Wabash Valley
Senate Perfunctory Session
Thurs. Jan. 24 Kishwaukee
Fri. Jan. 25 Western, Egyptian

Mon. Jan. 28 House Perfunctory Session
Tues. Jan. 29 Gathering Evidence...
Tues.–Thurs. Jan. 29–31 GA Session


February 2019

Fri. Feb. 1 House Perfunctory Session

Mon. Feb. 4 House Perfunctory Session
Tues.–Thurs. Feb. 5–7 GA Session
Wed. Feb. 6 Cook West
IASA-ISBE Advisory Committee Meeting
Thurs. Feb. 7 Corn Belt
Fri. Feb. 8 Lake, Southwestern, Kaskaskia

Wed. Feb. 13 Illini
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



CALL FOR PRESENTATIONS

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to present a Breakout Session.**

Key Dates: Submission Deadline: February 22, 2019

Presenters Notified: Late March 2019

Conference Held: Sept. 25–27, 2019

Questions:

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

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