

Leadership Matters

May 2018



ISAL IV Graduation



**Zion District
Receives Gift of Music**

**Plus: Honoring Our
2018 Superintendents
of Distinction**

This Month...



6 COVER STORY

Twenty-five superintendents graduated May 11 from the IASA School for Advanced Leadership. The 18-month program is designed to provide practicing Illinois superintendents with experiences that build exemplary knowledge and skills essential for successfully impacting student achievement.



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Message From the Executive Director

Never a Dull Moment at the Statehouse: My Budget Predictions This Year

Dr. Brent Clark

As we head toward the end of the school year, the Illinois General Assembly is grinding closer to the “normal” adjournment date of May 31. “Normal” is all relative to what has been a historic and statutory end date to the spring legislative session; however, the past three years have all gone well beyond that date with last year reaching all the way to August 31 before we knew where we stood for school funding. This spring, we’ve seen thousands of bills come forward and fade away and at least for now, are likely not coming back for a while.

Some of these bills included HB 4789 and SB 3418, which have not advanced through the legislative gauntlet. HB 4789 was an attempt to reduce the 20-year old administrative cost caps from 5 percent to CPI, and we believe nearly every school district would have been out of compliance from the start so we were glad to see it defeated on the House floor on May 1. Then, SB 3418 was an attempt to move a provision that boards of education already have and exercise to a referendum in terms of sharing a superintendent. There were numerous reasons why this didn’t make sense and did not get called for a vote on the Senate floor before its deadline passed on May 3.

Both bills cut against local control and decision-making... as if Springfield somehow would know better than the locally elected people in terms of affecting districts, communities and students they serve. Fortunately, we were able to put the brakes on both bills.

Then, just last week on May 9, we were called upon to provide testimony (see link <https://www.iasaedu.org/Page/391>) with regards to the Governor’s budget proposal to shift the employer normal pension costs to school districts. Four superintendents answered the bell and spoke eloquently and directly about the negative choices this would force upon school districts. Jennifer Gill from Springfield #186, Mark Cross from Peru #124, Brad Skertich from Southwestern #9 and Dr. Alicia Geddis from

Danville #118 carried the torch for IASA in the Senate Appropriations Committee hearing. Even with them doing a terrific job, this issue is still alive and in budget discussions as we head toward May 31.

For purposes of clarity, the Illinois Constitution says that a simple majority can pass a budget if doing so by midnight on May 31. Once we enter June, it takes a three-fifths majority vote to pass legislation, including a budget. In most states, the annual budget passage is almost mundane. In Illinois, it’s the central piece in the circus!

With the discussions starting to narrow a bit, making sure the legislators are aware of the need to continue to fund the EBM for FY19 will take another step forward on May 21. We’re scheduled to testify that day in the House regarding next year’s appropriation. We’ll be asking for roughly \$400 million knowing that \$50 million of that will be set aside for property tax relief as prescribed in the EBM. If successful, this would be the second year that approximately \$350 million would be distributed through the EBM as new tier funding.

In other happenings, we celebrated the Superintendents of Distinction Awards on May 1. This was a great day to pay honor to the tremendous work being done all across the state. A list of this year’s awards winners and a quick video of the day can be found here <https://www.iasaedu.org/domain/73>. Then on May 2nd, the Illinois State Board of Education announced the members of the EBM Professional Review Panel. IASA will be represented by Carmen Ayala from Berwyn North #98 and Gary Tipsord from Leroy #2.

Lastly, on May 11, we celebrated the graduation of the IASA School for Advanced Leadership Fellows fourth cohort. I had the great honor to address the graduates and hear their coaches speak about their individual journeys, and I’ll tell you this...with these high quality superintendents, our profession is very blessed.

continued...

Statehouse...cont'd.

In closing, I think I'll answer the question that many have been asking lately about predictions for the end of the legislative session. I think the General Assembly will pass a budget by the May 31 deadline, send it to the governor and go home. Then, I think the governor will campaign for a while across the state against the budget that the General Assembly passed. Then he'll probably veto it. And that will make Illinois history for the first governor to go a complete gubernatorial term without ever signing a budget.

After that all bets are off and things are going to get real silly, real fast. Depending on how the various state

supported agencies are faring, and that includes universities and public schools, the legislature will either let things burn down as we head towards the November election, or they'll return with a veto override like they did last summer. It's too early to tell which way they'll go this summer without knowing what the "polls" are showing them. Here's what we do know—it's always entertaining in the Land of Lincoln!

Best wishes for a successful ending to the 2017-18 school year.

Brent Clark



Great School Videos to Share?

Send your school videos to mschaefer@iasaedu.org.

We want to highlight what's going on in your school district on our magazine's *Videos from the Districts* page.

See page 33 of this issue!

Be sure to include:

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



18042

Leadership Matters

Monthly e-magazine of IASA

Education professionals deserve a specialist.

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a different opinion





ISAL ACADEMY: Life-Changing Experience for Graduates

By Jason M. Nevel
IASA Assistant Director of Communications

No one could have blamed Dr. Kevin Russell for passing on IASA's School for Advanced Leadership, an 18-month program designed to provide practicing Illinois superintendents with experiences and skills essential for successfully impacting student achievement.

The Chicago Ridge School District 127.5 superintendent lives three hours away from Springfield and has seven children at home.

But after two years on the job, Russell was ready for a change. He knew he needed to build his professional network and learn how to become a more effective superintendent.

"The time commitment when you first start can be intimidating," said Russell, who was among a group of 25 superintendents who graduated from ISAL on May 11. "I can tell you as someone with seven kids, the time I put into ISAL I have gotten back ten-fold.

"It's really been life changing for me."

That last part about "life changing" is a phrase Dr. Brent Clark, executive director of IASA, said he's heard from graduates of each of the four cohorts of ISAL.

The ISAL Academy is the brainchild of Clark, dating back to 2005 when he interviewed for the job as executive director of IASA. Clark said he viewed the

Congratulations to the 2018 ISAL IV Fellows:

Dr. John Ahlemeyer, Maroa Forsyth CUSD #2
Dr. Donald Angelaccio, Prospect Heights SD #23
Dr. Terri Bresnahan, Berkeley SD #87
Spencer Byrd, Meridian SD #101
Dr. Edward Condon III, River Forest SD #90
Richard “Jamie” Craven, DeKalb CUSD #428
Dr. Kari Cremascoli, Downers Grove ESD #58
Brian Dukes, Pontiac CCSD #429
Dr. James Dunlap, *position pending*
Keith Filipiak, Lisle CUSD #202
Keli Freedlund, Kinnikinnick CCSD #131
Dr. Charles Johns, West Chicago ESD #33
Dr. Gary Kelly, DuQuoin CUSD #300

Dr. Jennifer Kelsall, Ridgewood CHSD #234
Dr. Kristen Kendrick-Weikle, Warrensburg-Latham CUSD #11
Dr. David Mouser, Tri-Valley CUSD #3
Dr. Kimberly Nasshan, Lincolnwood SD #74
Dr. David Negron, Maywood-Melrose Pk-Broadview SD #89
Dr. Dave Palzet, Pleasantdale SD #107
Dr. Michael Riordan, Oak Lawn CHSD #229
Dr. Keely Roberts, Zion ESD #6
Dr. Kevin Russell, Chicago Ridge SD #127-5
Dr. Anthony Scarsella, Palos CCSD #118
Dr. Emily Tammaru, CCSD #89
Terry Wisniewski, Hartsburg Emden CUSD #21

creation of the academy as a way to improve professional development opportunities available to superintendents.

What makes ISAL life changing, Clark noted, is it's designed to force superintendents to become incredibly introspective about themselves, their views and their motivations.

“ISAL participants learn leadership from a different perspective and learn how people see them,” he said. “That process makes them develop into a more efficient, effective and productive leader.”

Since its inception in 2010, nearly 100 superintendents have graduated from ISAL.

The 18-month program includes developing a personal professional growth plan, as well as developing a district plan for student achievement that includes conducting a comprehensive needs assessment.

Each of the ISAL students are assigned a veteran superintendent as a coach. In addition, ISAL participants also study the superintendent's role through five leadership lenses: 1) facilitator of shared moral purpose, 2) change agent, 3) relationship/culture promoter, 4) capacity builder, and 5) coherence maker.

Dr. Nick Osborne, co-coordinator of ISAL, said the academy is made manageable for superintendents because it is broken up into eight sessions in Springfield spread out over the 18-month period. The sessions are held on Fridays and Saturdays.

During the sessions, Osborne said, superintendents learn skillsets and additional knowledge on how to improve student performance. Perhaps more importantly, he added, ISAL provides superintendents the chance to collaborate with their peers and develop personal and professional relationships.

“A lot of life-long relationships are gained in this program,” Osborne said.

While school administrator associations in other states offer professional development academies, Dr. Gary Zabilka, co-

coordinator of ISAL, said he has yet to find a program in the country like what's offered in Illinois.

Zabilka echoed Osborne in that one of the strengths of ISAL is it gives superintendents the opportunity to be around other superintendents.

“Ours is truly unique and special,” he said. “I have yet to meet a superintendent that has gone through our program who said they haven't benefited from it.”

Superintendents who have graduated from ISAL hail from Cook County, the collar counties, and all the way down to southern Illinois.

Dr. Jennifer Kelsall, superintendent for Ridgewood Community High School #234 in Cook County, was among the 25 graduates last week. She said ISAL taught her to be more reflective personally and make the work she does more meaningful for herself and staff.

“It's helped me become a better listener and be present with my colleagues and staff to really hear what they have to say and help them move forward,” Kelsall said.

For Spencer Byrd, superintendent of Meridian School District #101, he said ISAL surprisingly gave him confidence knowing the challenges he faced in Mounds, Illinois are not that different from challenges his peers faced up north.

“For any superintendent who wants to grow and get better, this is a valuable opportunity,” he said.

Watch a video slideshow of the ISAL graduation [here](#).

Interested in the IASA School for Advanced Leadership?

Current superintendents who may wish to be considered for the next cohort—estimated to begin in January 2019—or are simply interested in more information about the program, may contact the ISAL Co-Coordinators:

Dr. Nick Osborne: nosborne@eiu.edu

Dr. Gary Zabilka: gzabilka@iasaedu.org



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New ESSA Academy Offered!

Evidence-Based Practices—ESSA: School Accountability Under Illinois' Plan (AA #1917)

The new IASA ESSA Academy is designed for administrative teams to work together to understand the Quality Framework for Illinois School Districts and be able to apply each school's ISBE Summative School Designation Score to a Continuous School Improvement Plan for improvement and growth. School administrators will learn their summative tier designation sometime in the summer of 2018. Learn how "Effect Size" and other evidence-based approaches are used to make decisions about spending money wisely to increase student accountability indicators.

In this Academy:

- Learn how to develop a Continuous School Improvement Plan
- Learn vocabulary specific to new evidence-based funding formula and academy accountability under ESSA
- Learn how to communicate to stakeholders the requirements of ESSA.

Presented by:

Ralph Grimm, IASA Field Services Director and new Illinois Vision 20/20 Director
 Dr. Richard Voltz, IASA Associate Director for Professional Development
 Sara Boucek, IASA Associate Director & Legal Counsel



For More Information or to Schedule an ESSA Academy, Contact IASA
Melissa Arney at 217–753–2213 or marney@iasaedu.org



New Membership Directory Coming October 2018

TO ALL SUPERINTENDENTS:

Are you a new superintendent?

Have you changed districts this year?

Have you retired this year?

Please let us know your status change immediately: we don't want you to miss any important IASA news or information!

TO ALL MEMBERS: We must have all member information before Aug. 1, 2018 in order to include you in the directory.

If you plan to be a paid IASA member for FY2019, contact Misti Murphy at 217-753-2213 or mmurphy@iasaedu.org by August 1, 2018.



Zion Elementary District 6 received a VH1 Save the Music Foundation grant to support its band and orchestra program. Middle school students are able to select orchestra, mariachi or band as an elective.



Zion Elementary District 6 Extends Exploratory Program at Middle School

District Receives the Gift of Music

By Mary Schaefer
IASA Director of Communications and Marketing

New educational program initiatives are underway at Zion Elementary School District #6 with the introduction of four additional exploratory classes and the expansion of the district's fine arts and music education program. In response to changes in technology and culture that affect how students collaborate and learn, Zion created Discover U, an expansion of exploratory courses for middle school students to prepare them with 21st century skills for global citizenship. The program expansion offers new exploratory courses for seventh and eighth grade students.

To accommodate for the extended programming options for students, the existing middle school underwent construction in the summer of 2017 to redesign and revitalize learning spaces to align with the programming to further enhance students experiences and create an environment indicative of the profession. In addition, new teachers were hired to teach the new exploratory classes.

The four new core exploratory classes added as part of the Discover U program expansion initiative include:

The zINCubator course

This course teaches students critical business-building skills to learn what it takes to become an entrepreneur including critical thinking, creativity and problem solving in promoting a product or service. Students work in teams to brainstorm an idea for a product or service, pitch their idea to focus groups, ultimately develop their product and sell it on an online marketplace in their quest to become an entrepreneur.

"We wanted to introduce middle school students to what it takes to run a business and become an entrepreneur," said Amy Gannon, Director of Teaching and Learning at Zion Elementary School District 6. "While we know business incubator classes have already been introduced at the high school level, we wanted to expose middle school students early on about entrepreneurship."

The program was designed to allow products to be sold online through a private e-commerce platform that has been custom-created for District 6. Families and friends will have the opportunity to visit the website and make purchases.

"Students also receive mentoring from volunteer business professionals and aspiring entrepreneurs from the local community," said Gannon. "The course curriculum is designed to help the students develop an understanding of the financial literacy thought process behind entrepreneurship by examining data analytics in evaluating the profit or loss potential."

With a few weeks remaining in school, students are still refining their product pitches.

Introduction to Trades.

The course introduces students to disciplines within the career and technical fields through hands-on experiences that offers a multi-week rotational experience in a variety of trade segments including plumbing, electric, auto mechanics and culinary arts. These courses are designed to give

continued...

This page: The new exploratory program Introduction to Trades includes a rotation in various trade fields including electric safety. Students here are gaining knowledge about electric circuits.

Opposite: Students taking culinary arts as part of Introduction to Trades are able to learn the trade in a newly designed kitchen facility designed just for the exploratory program.



Zion...cont'd.

students a sampling of the trade field and ignite their interest for future exploration at the high school level or beyond.

- Reconfigured classrooms in the middle school made way for the design of a whole kitchen area for the **culinary arts** classes. The course allows students to receive a basic understanding of the entire spectrum of culinary arts from sanitation and safety, proper tools and equipment use, introduction to food preparation and baking to dining room service.
- The second rotation in the Introduction to Trades segment is **plumbing**. This course allows students to learn about basic plumbing tools and materials used in basic plumbing systems. Some of the activities covered include: disassembling and reassembling a bathroom sink faucet, connecting water lines for a bathroom sink, installing a frost-free outside faucet and connecting a hot water heater.
- The third rotation in trades covers **electrical safety**. Students gain knowledge about electrical circuits, devices and learn how to actually wire common residential applications. Some examples of activities students learn include: wire and testing an outlet, wiring a lamp cord and identifying the importance of grounding.

General Technology

The course reflects the demands of technology within society today. The course covers the fundamentals of the Microsoft Office suite of computer programs. Students learn how to create and edit documents such as newsletters, resumes,

budgets, financial statements and presentations. Students have the opportunity to earn a Microsoft Office Specialist Certification.

Spanish Foreign Language

Spanish is the fourth exploratory curriculum in Discover U that is offered to students who meet or exceed the 50th percentile in ELA benchmark assessments.



Thanks to VH1 Save the Music Foundation in partnership with the Country Music Awards, Zion Elementary District 6 students are bringing music to life after receiving a **\$10,000 Keys + Kids Piano Grant** to support the district's music program. Middle school students are able to select orchestra,



mariachi or band as an elective for the year as an expansion in the district's fine arts program.

"The partnership with VH1 Save the Music and Country Music Association has been absolutely transformative for our school district," said Dr. Keely Roberts, Superintendent of Zion ESD 6. "It is through the generosity of VH1 and the CMA that we've been able to build the first ever orchestra and mariachi program within the district. The commitment to supporting our visions for building a world-class music department is so greatly appreciated."

The district applied for the grant at the end of the school year and by the start of the school year, new instruments were delivered for the music program.

"We continue to work with VH1 and their representatives have been on-site consulting with us about development of our music program," Gannon added. "It has been an awesome experience to see our music program grow."

New instruments provided included: 38 band instruments, 26-32 string instruments and one Casio Celviano Grand Hybrid Piano and three Casio Music Workstations and 38 mariachi instruments.

"Prior to being awarded this grant we contracted with an outside company to provide private lessons for our orchestra program, who then charged instrument rental fees. The onus was on the parents to pay the rental fees for the instrument and lessons," said Gannon. "We knew fine arts and music were a value-added here, and we did not want the

funding to be something that inhibited the capacity of fine arts programming. This grant allowed us to have our own orchestra program and to boost our band program."

The district is also focusing on expanding the professional development for music teachers. "We want our teachers to have an in-depth feeling of how music is relatable to the social/emotional well-being of the students through music therapy," said Gannon.

Further expansion of music programming for the 2018–19 school year is currently being examined and district personnel is planning to apply for more grants for the elementary level next.

"We are incredibly proud of the steps we have taken to enhance instrumental and vocal music education and performance opportunities for the students in Zion District 6, and we are excited to continue this work as we remain highly dedicated to providing our children with modern music programming, experiences and opportunities as an important part of their elementary education experience," said Roberts.

VH1 Save the Music Foundation is a nonprofit organization dedicated to restoring instrumental music education programs in America's public schools and raising awareness about the importance of music as part of each child's complete education. Over the last 20 years, the foundation has donated \$53 million worth of new musical instruments to over 2,000 public schools in 251 school districts around the country. To learn about music grants available through VH1 Save the Music Foundation go to: <https://www.vh1savethemusic.org/grants/>.

Superintendents of *Distinction* 2018 Awards Luncheon

sponsored by
 **Horace Mann**
Founded by Educators for Educators

Superintendents of Distinction are selected by their peers based on professionalism, communications, community involvement and leadership for learning. Recipients were honored May 1 at a luncheon in Springfield along with honorees from the Illinois Principals Association. State Superintendent Dr. Tony Smith was the keynote speaker and the Illinois State Board of Education helped to coordinate the event. Thank you to Horace Mann for again sponsoring the luncheon.



21 Honored for their accomplishments toward better schools:



Dr. Sheila Harrison-Williams
Hazel Crest SD #152-5
Cook South

- Helped open two new schools in 2015.
- Received and maintained financial recognition by the Illinois State Board of Education.
- Technology innovations: 1:1 Chromebooks; Each classroom has SMART Boards and Elmo Document Cameras; Coding and Robotics Clubs.
- Academic Improvements: Full day pre-kindergarten; aligned curriculum to Common Core standards; updated curriculum materials; development of teacher leaders.
- Strong Supportive Board of Education: 2013 IASB "Master Board Level Status" for all board members; 2014 ISBE "Those Who Excel Award"; 2015 National Alliance of Black School Educators, "School Board of the Year Award."



Scott Kuffel
Geneseo CUSD
#228
Blackhawk

- 2006 National School Board Association Magna Award recognizing school district innovation and creativity in helping to increase student achievement.
- 2012-13 National School Public Relations Association Award of Excellence for school district magazine.
- 2013 Digital Content and Curriculum Achievement Award
- Meritorious Budget Award 2016-17
- Successful passage of two referendums (2013, 2015)



Dr. Jean M. Neal
Georgetown-Ridge Farm CUD #4
Illini

- Facilitated financial reform to reduce a \$1.1 million-dollar budget deficit with a balanced budget in one year.
- Maintained educational programming and added academic and extra-curricular opportunities for students.
- Led district reform efforts in curriculum, assessment, data analysis, textbook adoption, instructional strategies, Response to Intervention, special education service delivery and professional development.
- Between 2015 and 2017, student performance overall growth rate increased by 13 percentage points in math and six percentage points in reading on PARCC.
- Doubled the number of computers in classrooms, installed interactive white boards in 90 percent of the classrooms, added computer labs and invested in educational and intervention software.



Dr. Sharon Desmoulin-Kherat
Peoria SD #150
Central Illinois Valley

- Rebranded District 150 to Peoria Public Schools. Calling the district "Peoria Public Schools."
- Successful passage of the county schools facility sales tax in 2016, which provided nearly \$9 million for public education in Peoria County.
- Developed a Social Emotional Learning Department and working with OSF and community leaders to bring in 1.1 million to establish a Trauma Recovery Center.
- Raised student achievement. Every grade level showed increases along with 15 schools in the district on PARCC scores in 2017.



Adam Ehrman
New Berlin CUSD #16
Abe Lincoln

- In the past five years, New Berlin CUSD #16 has raised the total funds balances for the district by 51 percent during difficult times for school districts across the state.
- The district has maintained or decreased tax rates while at the same time made major facility upgrades. Facility projects included a district-wide surveillance system to increase student and staff safety, upgraded and installed a new high-efficiency HVAC system for the Junior High School as well as new window and doors to the junior high school through an energy saving performance contract to improve the learning environment for students and staff.
- During his tenure as superintendent, ACT scores increased by over 16 percent district-wide and PARCC scores increased by over 15 percent.



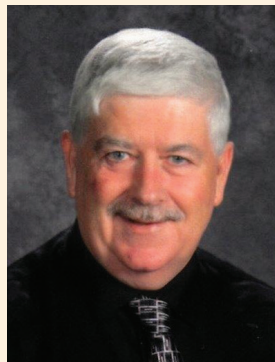
Dr. Daniel Cates
Township HSD #211
Cook North

- Boosted enrollment for students enrolled in dual college-credit and Advanced Placement courses.
- Led a comprehensive community engagement initiative resulting in a detailed five-year Strategic Plan.
- Created Individualized Student Readiness Plan for students to establish and monitor college and career pathways, academic goals, monitor wellness and involvement and track competitive skills for today's workplace, all of which was funded through a national partnership grant.
- Managed district resources to become debt free to increase investment returns to pre-paying future pension obligations and to deliver more than \$50 million in facility improvements using existing funds with no debt.



Victoria L. Tabbert
Queen Bee SD #16
DuPage

- Led the district into financial stability.
- Oversaw a 1:1 initiative in grades 4-8, SMART board in each classroom, STEM labs in each building to implement the K-8 Project Lead the Way program and technology coding program in the middle school.
- Improvement in PARCC scores—receiving a 11 percent increase overall with significant increases in middle school ELA scores after years of hard work realigning the instructional program and providing additional support and interventions to students.
- Provided resources for Spanish-speaking families, including the addition of bilingual staff in key positions.



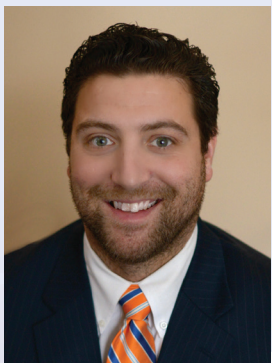
Timothy O'Leary
Pinckneyville SD #50
Egyptian

- Kept district fiscally sound, while maintaining one of the lowest tax rates for elementary districts in southern Illinois.
- Maintained the highest financial profile status of recognition with ISBE for the past 15 years.
- Oversaw the construction of a 13-room addition at the grade school in 2005, including replacing the roof, HVAC upgrades and window installation at both buildings.



Brad Skertich
Southwestern CUSD #9
Kaskaskia

- Improved student achievement and financial stability.
- Provided leadership that involves the board of education, administrative team, faculty, staff and community services that makes decisions in the best interest of students.
- Instrumental in informing the public about the impact of the county schools facilities sales tax that led to its passage in both counties. After the sale tax passage, the high school and middle school are now equipped with air conditioning and building improvements and renovations continue that would have otherwise not been possible.
- Planned and trained to roll out the district's 1:1 technology program in grades 5/6 and 9/10 at the start of 2018-19 school year.



Dr. PJ Caposey
Meridian CUSD #223
Northwest

- Guided the district through a successful referendum that increased funding and built a stable financial future.
- Oversaw, \$10 million worth of building repairs paid for without increasing the tax rate or decreasing fund balances.
- Focused on building the district through sustainable systems and processes for improvement, using the Balridge Criteria for Performance Excellence as the framework for improvement.
- Named a top high school by *US News and World Report*.



Chris Grode
Murphysboro CUSD #186
Shawnee

- Helped pass a county facility sales tax, which allowed the district to upgrade much need facility projects and abate some property taxes.
- Realigned two elementary schools into attendance centers.
- Helped keep the district fiscally sound with the state's proration.



Rick Schmitt
Sandwich CUSD #430
Kishwaukee

- Strengthened the school system evaluation and accountability measures and guided the school district from one school being accredited by AdvancED to a district-wide accreditation system.
- Guided implementation of all-day kindergarten; Advanced Placement courses in calculus, biology, physics, English, literature and composition, economics and American government; STEM at the 6-12 grade level and implemented various K-12 clubs, fine arts and athletic extracurricular programs.
- Studied and worked collaboratively with teachers and administrators to develop and implement a professional practice/student growth evaluation instrument aligned to PERA.
- Helped strengthen programs and services to address social emotional learning within the curriculum.
- Developed a wide-range of professional development and best practices activities for all staff members.



Dr. Michael Lubefeld
Deerfield SD #109
Lake

- Lead the district where innovation and growth are the standard and meeting the needs of all students.
- In two years, four District 109 schools were named by the U.S. Department of Education as National Blue Ribbon Schools.
- Led the transition to a 1:1 learning environment that has been a model for other districts.
- Fostered open, clear communication and transparency with parents.
- Established a wide-reaching community engagement process that led to new state-of-the-art, award-winning middle school science labs.
- Completed consistent balanced budgets and annual financial awards.



Dr. Glenn Schlichting
La Grange SD #105 South
Cook West

- Two of the five schools in La Grange District #105 have received the prestigious National Blue Ribbon Award in 2014.
- All district schools have been recognized by the state of Illinois for excellence.
- The school district was cited for its collaborative culture and focused commitment to continuous improvement in a case study in Labor Management Community Resource Guide, Marietta, E. and G., Harvard Press, 2017.
- Gurrie Middle School selected as Whole Child National Model School, ASCD National Conference, 2013.
- Student performance has continuously improved. Students significantly outperform students of similar demographics from a national sample of benchmark districts.



Gary Tipsord
LeRoy CUSD #2
Corn Belt

- A balanced approach to literacy instruction in K-8.
- An expansive 12-month PK-6 enrichment program, including a PK program that was recently awarded an Gold Circle of Quality.
- STEaM in LeRoy—integrated STEaM educational programming built through a partnership with the McLean County EDC
- Cadaver Anatomy—a partnership between the LeRoy CUSD, other McLean County Schools and HOIC schools and the McLean County Medical Society to offer a one-of-a-kind experience where students are led by physicians in the dissection of human cadavers.



Julie L. Kraemer
Hutsonville CUSD #1
Wabash Valley

- Improved STEM (Science, Technology, Engineering and Math) curricular activities and projects to the district at all grade levels.
- Implemented additional reading and writing assistance during the school day for students not meeting or succeeding at grade level. Introduced teachers to a new guided reading program proven to help students reading at lower levels.
- Implemented PBIS (Positive Behavior Intervention & Supports).
- Implemented 1-1 Chromebook as well as updates to building infrastructure.
- Assisted in obtaining multiple grants in order to provide students with an enhanced PE curriculum to emphasize physical literacy.



Jodi Scott
ROE #33
Western

- In her role in the consolidated region of ROE #33, she currently covers more than 2,000 square miles and serves 94,000 community members, 13,000 students and 2,000 educators.
- Seeks program opportunities that benefit all children in her region.
- Oversees 11 programs under her leadership, which include 21st Century Community Learning Centers, pre-natal to 3 parent educators, pre-school for all classrooms, adult education and literacy and regional alternative education services.
- Serves on state level councils, including the Early Learning Council, The Performance Evaluation Advisory Council and was appointed by the governor to the School Funding Commission.



Jonathan Tallman
Red Bud CUSD #132
Southwestern

- Worked collaboratively with board of education, faculty and community to develop core beliefs, mission and strategic plan.
- Made social and emotional learning and curriculum alignment a strategic plan focused to support and improve outcomes for students academically, emotionally and socially.
- Enhanced and improved student learning by facilitating a successful district-wide 1:1 program.
- Oversaw \$10.5 million in capital improvements, including new science labs and high school gymnasium, while maintaining financial recognition status.
- Increased communication through enhancing community connection and also improving online social media presence.



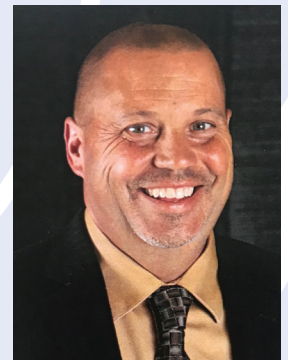
Mark R. Cross
Peru ESD #124
Starved Rock

- Coordinated and facilitated the development and implementation of three comprehensive strategic plans, leading to a wide range of successful initiatives to improve educational opportunities for children.
- Led a successful process with the board, staff and community to provide a \$12 million addition and complete renovation to Northview Elementary School, which re-opened in 2015.
- Facilitated a grass roots effort resulting in 78 percent voter approval to issue bonds for the construction of the state-of-the-art 5-8 Parkside Middle School, which opened in 2009.
- Worked with the board and staff to develop the tuition-based Bright Futures preschool program, as well as a state-of-the-art STEM lab and 1:1 initiative for all students from grade three and up.
- Worked to establish the Peru Education Foundation.



Dr. Patrick Halloran
Morris CHSD #101
Three Rivers

- Collaborated with staff in the development and implementation of an effective school improvement process that has contributed to increased student achievements.
- Developed effective communication systems that have improved school climate and culture.
- Assisted in creating shared services opportunities between community school districts that have saved tax dollars in the area of transportation, technology services and other economies of scale.
- Morris Community High School was recognized as a 2017 Silver level high school by U.S. News and World report, one of only 67 schools in Illinois to earn this award. Also, the district received the ACT School of Distinction award in 2012 and 2013 and the Bright Star Award in 2010.



Dr. Kevin Blankenship
Scott-Morgan CUSD #2
Two Rivers

- Worked and supported staff to improve student achievement.
- Increased scores on state and local assessments 20 percent in past six years.
- Converted the district to a full digital conversion in grades 5-12 and 1:1 in all grades in 2013, allowing students to incorporate digital and electronic learning sources into every day classroom instruction. This project was made possible by our local Bluffs Education Foundation supporting this initiative.
- Planning to explore options to renovate aging facilities.

Congrats!
TO OUR DISTINGUISHED SUPERINTENDENTS



HOW ELASTIC THINKING Can Stretch Superintendents' Minds for Enhanced Problem-Solving

By Dr. David E. Bartz, Professor Emeritus, Department of Educational Leadership
Eastern Illinois University

Superintendents are “problem solvers” for a variety of areas such as budgeting, building maintenance, transportation, collective bargaining, technology, curriculum, student learning and citizens’ complaints. They are also expected to furnish board members and others with insights on issues such as student assessment, school shootings and teacher shortages to name only a few.

I’d like to introduce you to a different approach to problem solving—elastic thinking. I believe it can provide superintendents with new ideas and insights for problem solving and a variety of additional perspectives on important issues. Here’s how it works:

Elastic thinking characteristics

- Moving beyond our conventional mindsets through *flexible thinking* to reframe questions we ask to generate new ideas to solve problems and gain additional insights on issues.
- Abandoning ingrained assumptions we possess about a problem and opening ourselves to new associations and relationships between ideas and new paradigms for framing the problem.
- Concentrating on generating new ideas and perspectives for a problem by utilizing our imagination and “free thinking” as much—or more—than traditional linear analytical thinking based on existing frames of reference.

- Demonstrating a willingness to experiment, innovate and try different approaches to problem solving.
- Looking beyond the *existing conditions*, circumstances and order of things to explore new ideas to solve problems and gain additional perspectives on issues (Mlodinow, 2018a; Kirkus Review, 2018).

Bottom-up instead of top-down thinking

In comparison to traditional linear reasoning as part of *analytical thinking*, which is represented as a step-by-step “top-down” progression in the brain of logical relationships between factors to solve a problem, elastic thinking is a “bottom-up” process. Bottom-up means that one clears the mind of preconceived notions for a problem which allows the brain to utilize emotions and feelings for ideas that are different from the linear top-down approach frequently utilized. The bottom-up approach used by elastic thinking prompts new insightful associations, patterns and relationships between concepts and ideas that prompt alternative solutions for problems and different perspectives on issues. Elastic thinking can also cause a *sideways expansion* of the mental parameters and boundaries of the mind that restrict the perspectives of a superintendent to solve problems and gain new perspectives on issues (Rifkind, 2018, p. 4).

continued...

Elastic thinking embraces change

In the absence of negative consequences, people are *attracted* to the novelty of change and often relish it (Mlodinow, 2018a; Kirkus Review, 2018). Superintendents are no different; they are always looking for change that will improve student learning. Change, such as a new technology application to significantly improve student learning, can be motivational and energizing for superintendents. Technology, for example, has caused superintendents to adjust to many changes in the past several decades, and they often seem curious as to what can be the next possible technologically-driven applications. Elastic thinking will aid superintendents to identify these possibilities and ways to apply them to improve student learning.

A person's *cognitive style* in the context of drawing conclusions, making decisions, and solving problems have much to do with how one processes the *challenges of change*. In reality cognitive style is often composed of both analytical and elastic thinking, with the combination one utilizes dependent upon conditions, mood and situational factors (Baggini, 2018; Mlodinow, 2018a). Superintendents can, however, condition themselves to think more elastic to meet the challenges of needed change.

A different framework for thinking

Elastic thinking encourages superintendents to alter the traditional “framework of thinking” by questioning, and even at times disregarding, previous assumptions for a given problem or issue. Vigorously pursuing elastic thinking requires superintendents to question and possibly modify their attitudes and beliefs, and be willing to consider alternative approaches to solve a difficult problem. This allows for new perspectives and the identification of innovative and creative ideas for addressing a particular problem or issue. Mlodinow (2018a) explains that:

Solving problems and drawing conclusions within an existing framework requires a blend of analytical and elastic thinking. But the act of envisioning a new framework for thought relies heavily on the elastic component—skills such as imagination and *integrative thinking* (p. 76).

Mental fatigue and the brain's default mode

While it may seem counter-intuitive, an excellent time to develop creative and innovative ideas is after a superintendent has engaged in extremely focused and exhausting concentration on solving a complex problem for an extended time (e.g., several hours of working on the budget). When one feels mentally fatigued from extended concentration, elastic thinking is more likely to occur. A mental state of fatigue prompts the brain to enter the “default mode” that allows our integrative thinking process to reconcile diverse ideas without censorship of possibilities. It allows for “free thinking” unobstructed by the traditional lock-step analytical approach to problem solving. The default mode often initially processes information on what was recently experienced or learned (Mlodinow, 2018b).


Facilitating elastic thinking

With elastic thinking, a superintendent is not in a processing mode of autopilot—merely reacting as usual using previously identified reference points—but is discovering new ideas that are associated and combined with the variables of a problem that results in creating new ideas for solutions. Through elastic thinking our unconscious (even daydreaming), wandering mind can produce substantive ideas for possible solutions to problems which our conscious analytical mind often fails to recognize.

At the conscious level, elastic thinking can accelerate if we relax and stretch our mind for new ideas and perspectives on a particular problem or issue. This will help the association and flexible thinking processes “kick-in” to generate new solutions for a problem and new perspectives on an issue. Coupling elastic thinking through free-wheeling insights from a network of people whose opinions a superintendent values—in person or via electronic communications—will often accelerate new ideas. These interactions can cause superintendents to identify new associations and relationships between these new ideas to better deal with a specific problem or issue at hand.

Examples of how elastic thinking has created new solutions

- **School safety.** The traditional ingrained approach in the minds of many superintendents for how students and staff should react when under the siege of a school



shooter was for these victims to be passive and not fight back or be aggressive in other ways. By moving beyond this conventional mindset through elastic thinking, some superintendents embraced the A.L.I.C.E. (Alert, Lockdown, Inform, Counter, Evacuate) concept, which incorporates aggressive actions as a better alternative for reacting to a school shooter.

- **Technology.** At one time some superintendents supported school policies that drastically limited students possessing personal digital technology, such as tablets and smart phones, in the classroom because of distractions from learning. By superintendents being willing to utilize different perspectives through the elastic thinking process, they determined that because students were used to learning through these devices (and due to a school's limited financial resources), students should be encouraged to bring these devices to classrooms. Superintendents and other administrators worked with staff to determine how to integrate the use of these technological tools owned by students into standard classroom procedures to improve student learning.
- **Curriculum and instruction.** After attending an international leadership conference on innovation, a high school's leadership team (teachers and administrators) utilized elastic thinking to change the way content is structured and delivered to students to improve learning. Initially, the team only knew what was presently in operation had to change for student learning to improve. By abandoning ingrained assumptions and using flexible thinking, they revised the curriculum to feature project-based learning and emphasized students being actively engaged in learning. The leadership team also developed and implemented staff development to change how teachers approached student learning with an emphasis on actively involving students in learning activities.

Concluding Thoughts on Elastic Thinking

In the context of applying elastic thinking to problem solving, a superintendent should:

- Question the assumptions being made for a problem or issue. What is the basis of each assumption? Absent the assumption, what solutions are available to solve the problem? Should there be new assumptions?
- Question one's attitudes and beliefs toward the problem or issue. Does a change in an attitude or belief open up additional alternatives for problem solving or addressing an issue? What is the basis for each attitude and belief? (Are they necessary?) (New Perspectives for Identifying Innovative and Creative Ideas)
- Create times for "free thinking," especially after extended time periods of concentration (several hours) working on a problem.
 - Allow oneself to daydream and let the mind wander about alternative solutions to a problem or an issue when not pressed for time.
 - Utilize a network of colleagues with whom one feels comfortable to offer opinions for problem solving without judgements initially being made by others about how realistic they are.
 - Consciously allow oneself to disregard the traditional analytical step-by-step approach for problem solving by letting the mind have free flowing thoughts about factors that are important to problem solving and developing new associations/ relationships between these thoughts (bottom-up instead of top-down thinking).
 - View change—required or optional—as a positive situation and an opportunity to develop solutions to meet the needs of the change.

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SAVE THE DATE



THE ISDLAF+ TEAM CORDIALLY INVITES CURRENT AND PROSPECTIVE ISDLAF+ FUND PARTICIPANTS TO ATTEND THE 2018-2019 USER GROUP INFORMATIONAL SEMINAR SERIES FREE OF CHARGE.

SCHOOL FINANCE SEMINARS

TIMELY TOPICS FOR SUPERINTENDENTS AND SCHOOL BUSINESS OFFICIALS

JULY SEMINAR (9:00am – 12:00pm)

Tuesday, July 17, 2018 – Naperville

Wednesday, July 18, 2018 – East Peoria

Thursday, July 19, 2018 – O'Fallon

Topics for July will Include:

- Update on Illinois School Finance
- 2018-2019 Budget Preparation
- 2018 Illinois General Assembly Actions

OCTOBER SEMINAR (9:00am – 2:00pm)

Tuesday, October 2, 2018 – Naperville

Wednesday, October 10, 2018 – Rock Falls

Tuesday, October 16, 2018 – Effingham

Wednesday, October 17, 2018 – O'Fallon

Thursday, October 18, 2018 – Peoria

Topics for October will Include:

- 2018 Tax Levy
- Truth in Taxation Notice/Hearing

JANUARY SEMINAR (9:00am – 12:00pm)

Wednesday, January 16, 2019 – East Peoria

Thursday, January 17, 2019 – O'Fallon

Tuesday, January 22, 2019 – Naperville

Topics for January will Include:

- Analyzing a School District's Financial Condition
- Illinois School Districts' "Best Practices"
- Illinois School District Financial Comparisons
- Analytical Reporting Elements

MARCH SEMINAR (9:00am – 12:00pm)

Tuesday, March 12, 2019 – Naperville

Wednesday, March 13, 2019 – East Peoria

Thursday, March 14, 2019 – O'Fallon

Topics for March will Include:

- Update on Illinois Legislative Issues
- Analyzing Salary Schedules, Health Plans & Negotiated Agreements
- Collective Bargaining, Attorneys Discuss Current Labor Conditions

CONTACT INFORMATION

Contact Don Weber at dweber@pmanetwork.com or (630) 657-6435 with questions about any of the seminars.

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IASA

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Workshops:

*Thank
you*

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Superintendent, Staunton CUSD #6

D. Todd Fox,

Superintendent, Southeastern CUSD #337

Dr. Jennifer Garrison,

Superintendent, Vandalia CUSD #203

Dr. Lindsey Hall,

Superintendent, Mahomet-Seymour CUSD #3

Kristin Humphries,

Superintendent, East Moline SD #37

Dr. Mike Lubelfeld,

Superintendent, Deerfield SD #109

Dr. Wes Olson,

Superintendent, Bond County CUSD #2

Matt Seaton,

Superintendent, Streator Township HSD #40

Jodi Scott,

Regional Superintendent, ROE #33

M. Brad Skertich,

Superintendent, Southwestern CUSD #9

Dr. Henry "Hank" Thiele,

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Dr. Lori James-Gross,

Superintendent, Unity Point CCSD #140

Dr. Sue Homes,

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Dr. Tom Mahoney,

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Dr. Kevin Rubenstein,

Director of Student Services, Technology &
Assessment, Lake Bluff ESD #65

Julie Schmidt,

Superintendent, Kildeer Countryside CCSD #96

Jodi Scott,

Regional Superintendent, ROE #33

Matt Seaton,

Superintendent, Streator Township HSD #40

Melissa "Missy" Taylor,

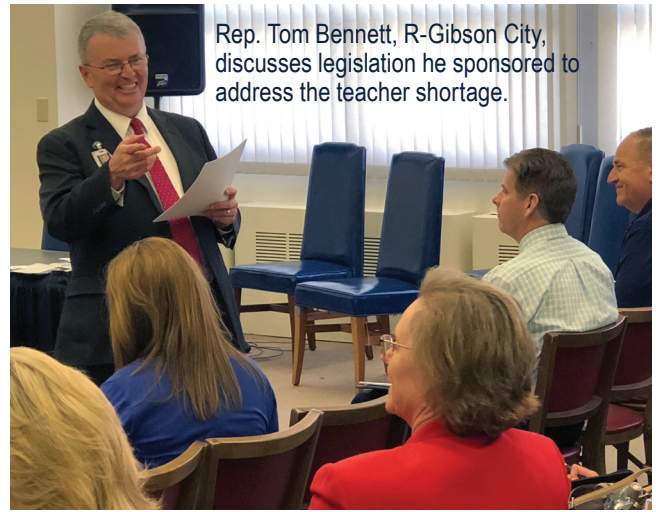
Director of Student Services, Belleville Township
HSD #201

Jeff Whitsitt,

Superintendent, United CUSD #304

Communicating and Lobbying with Legislators: How to Make Your Views Known and Affect Change

By Jason Nevel
Assistant Director of Communications, IASA



A superintendent's job isn't easy.

He or she implements the school board's vision by making day-to-day decisions about educational programs, spending and ensuring children's safety. The superintendent also hires, supervises and manages the central staff and principals.

But more so than ever, superintendents in Illinois have added one other responsibility to their duties—advocate.

"We have to advocate for our districts because a lot of the decisions that affect our school districts are made in Springfield," says Jonathan Tallman, superintendent of Red Bud CUSD #132.

A group of about 30 superintendents and school business officials converged on Springfield May 8 with the goal of advocating and making their voices heard.

The Illinois Association of School Administrators and Illinois Association of School Business Officials sponsored the workshop (Communicating and Lobbying with Legislators), aimed at helping school officials communicate with their legislators and make their views known to affect change in public education.

Diane Hendren, director of governmental relations for IASA, said the workshop teaches officials how to get familiar with the capitol, create relationships with their legislators, hear from key lawmakers on important issues and voice concerns or support to lawmakers on issues impacting public education.

"Being an effective advocate for education issues is one of the most important jobs anyone involved with education, from administrators to parents, can do," Hendren said.

Tallman, one of the participants, said he's grown more comfortable with advocating since he became a superintendent six years ago. At the event, he planned to speak to his local legislators, state Rep. Jerry Costello and Sen. Paul Schimpf, to express his support for SB 2260.

The legislation aims to help school districts that rely on the Personal Property Tax Replacement Fund as a source of revenue.

"The bill would mean more money for our schools," Tallman said.

Leigh Lewis, superintendent of Triad CUSD #2, also said she believes it is important for superintendents to develop relationships with their legislators.

"It helps establish mutual respect for the jobs we do," Lewis said. "It requires give and take from both to affect change."

Also in Springfield to advocate earlier this month was Dr. Kevin Blankenship, superintendent of Scott-Morgan CUSD #2. Blankenship said he wanted to speak with state Sen. Sam McCann and state Rep. C.D. Davidsmeyer on the teacher shortage issue, as well as proposed legislation to raise the starting salary of teachers to \$40,000.



Sen. Jennifer Bertino-Tarrant, D-Shorewood, addresses superintendents about this year's legislative session.

Like Tallman and Lewis, Blankenship said, he feels advocating has become more a part of his job as superintendent since he began six years ago.

"There used to not be as many bills, but it feels like now we get hit with a constant barrage of education legislation," Blankenship said. "(Advocating) has become more of my job than I ever anticipated."

In addition to speaking with their local legislators, the event also featured three legislators and other guest speakers.

Sen. Chuck Weaver, Republican spokesman for the Senate Education Committee (R-Peoria), Sen. Jennifer Bertino-Tarrant, chair of the Senate Education Committee (D-Shorewood) and Rep. Tom Bennett, member of both elementary and secondary education committees (R-Gibson City), all accepted an invitation to update school officials on key issues at the capitol and listen to feedback.

In their remarks, each lawmakers said they appreciated feedback from superintendents because it helps them be more informed about how bills can impact school districts.

"Please talk to your legislators and communicate with them on critical issues," Bertino-Tarrant told the group. "(Lawmakers) may think they're doing something good by sponsoring certain legislation. You have to let them know how it will affect you."

Bennett added: "You know your situation better than anybody else."

Jason Hall, head of ISBE Funding Projections and Tim Imler, head of ISBE Funding and Disbursements, also spoke to the group about the evidence-based funding model. Lastly, Brian Wojcicki, chief operating officer for Cook-Witter Inc., gave his thoughts on if a budget deal can be reached, as well as how many possible legislative seats are up for grabs in November.

10 Tips for Effective Communication with Lawmakers

- 1 Know your issue.
- 2 Keep your message simple and have a one-page fact sheet to leave with your legislator.
- 3 Focus your message on the effect on children because they are the most important group when it comes to education.
- 4 Recognize that there usually are other viewpoints on an issue. Learn what they are and develop a rebuttal to advocate your position while showing respect for the other viewpoints.
- 5 Be firm in your positions, but don't be argumentative.
- 6 Don't give up. Perseverance is important, and the relationship with a legislator usually is a long-term commitment. A superintendent probably didn't learn everything about school finance in one meeting, and legislators probably won't either. Educating them is the key.
- 7 Be positive in your communications with legislators. People invest in success, so showcase things that are going well.
- 8 Get to know your legislators in person and communicate with them regularly. Put them on your district mailing list, invite them to tour your buildings and set up regular meetings in their district offices to discuss education issues when they are out of session and have more time to focus on education. Communicate during session by phone or in writing, including email. Your goal is to develop a relationship where they will pick up the phone and call you to solicit your opinion on issues involving public education.
- 9 Developing a working relationship with your legislator is a two-way street. Instead of always asking them to do something for us, if you have a legislator who has demonstrated a strong commitment to education, you can help them stay in office by attending one of their fundraisers or events. When session is over, a thank you for representing the school districts, staff, parents and students always will be well received. Recognizing them at board meetings for the real and meaningful things they have done to help the district is another way to foster good relationships.
- 10 Remember, the final legislative outcome seldom is perfect. Don't let perfect become the enemy of good.



Summer Academy/ Workshop Opportunities

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

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

Click on date to register:

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

June 7, 2018	Mundelein High School Annex, 1500 W. Hawley, Mundelein, IL 60060
June 13, 2018	Lake Bluff Middle School, 121 E. Sheridan Place, Lake Bluff, IL 60044

Required: Teacher/Principal Retraining/ Student Growth Academies

Illinois law requires all educators who evaluate teachers and principals to complete retraining every five years.

IASA offers all the required academies to strengthen evaluation skills and processes. Done properly, good, professional evaluations offer the best chance for growth and improvement of those being evaluated. Having your evaluators receive the same training and hear the same message at the same time is not only efficient, but it also helps ensure consistency in evaluation processes. IASA has assembled a cadre of veteran educators ready to provide top-notch training. Hear what participants of our evaluators' academies have to say:



"The IASA teacher evaluation academy training has greatly benefited our evaluators and teachers. The training is engaging, detailed, and it has helped our administration and staff to develop a deeper understanding of the not only the framework, but the importance of student engagement as it relates to improving teaching and learning."

Dr. Courtney Orzel, Superintendent
Lemont-Bromberek District 113A



"The IASA's Teacher Evaluation Administrator Academy provided our district administrators with relevant, hands-on experiences to improve their skill set with the teacher evaluation process. Interrater reliability increased, and administrators enhanced their abilities to recognize effective learning while providing feedback for improvement. Ultimately, the training helped our evaluators to become more effective administrators which, in turn, has positively impacted our teachers and students."

Jonathan Tallman, Superintendent
Red Bud CUSD 132

For More Information or to Schedule These Required Academes, Contact IASA

Melissa Arney at 217-753-2213 or marney@iasaedu.org

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Scan here with your phone's QR code reader to get the IASA APP—
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Illinois CSI: Equitable Funding With Distinction

Betheny Lyke, EdD
Executive Director, The Illinois Center
for School Improvement at the American
Institutes for Research

Illinois is on the road to achieving a much-needed paradigm shift by increasing education funding for the state's under-resourced communities. The funding formula change is an accomplishment for state lawmakers, education advocates, practitioners at every level, parents and students. We should applaud all involved in this change for their efforts. However, we cannot rest on our laurels; we have much more work to do to ensure that every child has access to an equitable and quality education. The real impact of this funding formula will become evident when district and school administrators make wise decisions in the use of these resources to provide the best evidence-based practices to meet the needs of school leaders, teachers and students. Just as the Illinois Association of School Administrators (IASA) uses four general criteria components to select its superintendents of distinction—leadership for learning, communication, professionalism and community involvement—we need a standard of measurement to ensure equitable funding with distinction occurs. Therefore, stakeholders must plan carefully and have robust conversations driven by data, with a focus on the accountability systems that actively monitor progress against goals, objectives and strategies. Prudent use of these funds requires a continuous improvement process that is dynamic in providing cutting-edge education supports to students across the state.

The Every Student Succeeds Act provides local education agencies with more opportunities for innovation to improve systemic problems. Whether you are considered a higher-performing district or one with challenges, continuous improvement is everybody's business because there is always room for improvement in one or more areas. An



improvement plan created by a district and school is not a checklist completed for the sake of compliance. Successful improvement plans begin with leadership. When leaders focus on learning and ensure that the allocation of resources is aligned with the district's goals and activities, the continuous improvement plan becomes a living document. Communication is a critical component to empowering all stakeholders to be part of the professional conversation about student success. As these components foster a spirit of professionalism and dedication to what matters most—our students—the paradigm shift for equitable funding through an evidence-based funding process provides a laser focus to allow the work to take shape. A systemic approach to continuous improvement with embedded evidence-based practices also assesses needs and continues through the monitoring and feedback stages. When the approach to continuous improvement occurs, aligning funds appropriately becomes a systemic process.

The Illinois Center for School Improvement congratulates all the superintendents who have been recognized as 2018 Superintendents of Distinction by IASA for their leadership, professionalism, communication, dedication to community involvement, and most importantly for their focus on students first.



Illinois
CENTER for SCHOOL IMPROVEMENT
at American Institutes for Research

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Biennial Alliance Leadership Summit



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Podcasts and video training libraries
New Superintendent Mentoring Program



IASA School for Advanced Leadership
IASA Aspiring Superintendent Academy

COMMUNICATION SERVICES



Director of Communications to assist with local issues and media relations

Award-winning monthly online magazine *Leadership Matters*



Informative interactive website and mobile app

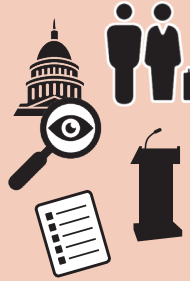
Eye on Education—your daily synopsis of education news

Social media presence on Facebook and Twitter



Superintendent's Toolkit with legislative issues and talking points for hot topics

GOVERNMENTAL RELATIONS



Director of Governmental Relations and Policy Analyst to analyze and track legislation

Capitol Watch updates when legislative news occurs
Lobbying activities coordinated with other members of the Illinois Statewide School Management Alliance

Guide to members of the General Assembly and Constitutional officers

Meetings and seminars with elected and government officials

OTHER SERVICES



Offices in Schaumburg, Springfield (IASA headquarters) and Marion

Field Services Directors to provide mentoring



Illinois Education Job Bank

Resume/credentials review

Personal mentoring

Retirement information

Return of Dues Program

Interim Education Service Corps



LEGAL SERVICES



Legal counsel to assist with personal employment contract information and assistance

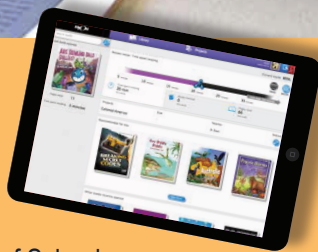
Legal Support Program

Are you taking advantage of all IASA has to offer?

For a more detailed explanation of member benefits, log in at www.iasaedu.org



Get Students Reading in the Summer



The Illinois Association of School Administrators and myON are proud to announce the 3rd Annual, “Get Illinois Reading Campaign” as a statewide initiative to get students excited about summer reading.

myON’s unlimited anytime access to 5,800-plus books, combined with a fun summer reading program, can provide a strong foundation for summer learning and back-to-school success for all students.

Participating districts can give their students summertime access to myON’s personalized reading platform.

Program details, costs and requirements are outlined in the “Get Illinois Reading Summer Enrollment Packet” found on the [Get Illinois Reading webpage](#).

ISDLAF+ Monthly Update



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



Dr. Brian Harris



Dr. Jennifer Kelsall



Dr. Arthur J. Fessler

AASA Governing Board Election

Dr. Brian Harris, superintendent of Barrington CUSD #220, was elected to the AASA Executive Committee effective July 1 to serve a three-year term representing the IASA Northeastern Super Region. He previously served as a member of the AASA Governing Board.

Dr. Jennifer Kelsall, superintendent of Ridgewood CHSD #234, was appointed to fill the unexpired term of Dr. Harris on the AASA Governing Board through June 30, 2020. Dr. Arthur Fessler, superintendent of CCSD #59 was re-elected to another three-year term to the AASA Governing Board. His term expires June 30, 2021. Both will represent the Northeastern Super Region.

Other representatives who currently serve on the AASA Governing Board include Dr. Jeffrey Thake, superintendent of Amboy CUSD #272 (Northcentral Super Region—term expires June 30, 2020); Dr. Judith Hackett, superintendent of the Northwest Suburban Special Education Organization (Northeastern Super Region—term expires June 30, 2019); and Dr. Steve Webb, superintendent of Goreville CUSD #1 (Southern Super Region—term expires June 30, 2019).

Applications for AASA 2019 National Superintendent of the Year

IASA wants to share application information and procedures for the 2019 AASA National Superintendent of the Year. The AASA National Superintendent of the Year program, sponsored by First Student, VALIC and AASA, The School Superintendents Association, pays tribute to the talent and vision of the men and women who lead our nation’s public school districts. Click [here](#) to learn more.

School Safety Recommendations

The Illinois Terrorism Task Force has sent recommendations to the governor designed to make schools safer. You can find that document and others related to school safety on the IASA “[School Safety](#)” page on [our website](#).



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)

May 2018

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

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

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

June 2018

Mon. June 4 (CLOSED) Teacher/Administrator
Evaluator...Student Growth

Wed. June 6 (CLOSED) Teacher/Administrator
Evaluator...Student Growth

Thurs. June 7 Teacher/Administrator Evaluator...
Student Growth

Mon. June 11 (CLOSED) Principal Evaluator
Competency Skill Building

Wed. June 13 (CLOSED) Principal Evaluator
Competency Skill Building
Teacher/Administrator Evaluator...
Student Growth

Mon. June 25 (CLOSED) IL ASCD Leadership
Institute–Value of Lasting
Leadership

Tues. June 26 (CLOSED) IL ASCD Leadership
Institute–Value of Lasting
Leadership



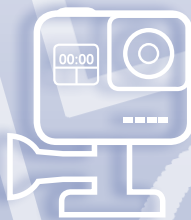
Videos from the Districts



Big Hollow Tells Its Story

Big Hollow School District has been teaching the children of Ingleside, Fox Lake, Round Lake, Volo, Lakemoor, McHenry and unincorporated Lake County, Illinois since 1836. The communities that make up Big Hollow School District have grown considerably and in recent years it has been the fastest growing district in Lake County. The district wanted to create a video for people within the district and for those who may be thinking of moving to or applying for employment in the Big Hollow District. The objective is to highlight great things happening in the district as well as exemplify how our mission/vision are incorporated into many of the programs. The video creates excitement about the many valuable instructional learning opportunities and extra-curricular programs that make the district so inviting. Each individual interviewed in the video from teachers to students tells a story about what makes this school district so unique and exceptional.

Bob Gold, Superintendent
Big Hollow SD #38



Send your school videos to mschaefer@iasaedu.org.
We want to highlight what's going on in your school district!

How can you keep up with what's going on at IASA?

Let us count the ways:

PODCASTS

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IASA Podcast tackles the most important issues facing public education in Illinois. Available at iasaedu.org, the IASA mobile app, Apple Podcasts or Google Play.



TWITTER

Follow IASA @IllinoisASA, or follow:

- Executive Director @docclark05,
- Director of Governmental Relations @IllinoisASAGR
- Director of Professional Development @rvoltz
- Legal Counsel @sboucek



THE IASA WEBSITE (www.iasaedu.org)



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

FACEBOOK



Follow IASA posts on Facebook by "liking" the Illinois Association of School Administrators page.

IASA PUBLICATIONS

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

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THE IASA MOBILE APP

5

Get top stories and breaking news directly on your device by downloading the free IASA App on Google Play, the Apple App Store (search for IllinoisASA) or by using this QR code:



The IASA App gives you mobile access from anywhere to what is happening at IASA!