



May 2016

Opportunity

Actual Costs

Student-Centered

Research-based

Adequacy

Equity

Illinois Evidence-Based School Funding Model

Investment

Accountability

Local Control

Technology

Best Practices

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Unique by District

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If not us, who? If not now, when?



Message from the Executive Director Dr. Brent Clark

Politicians ranging from Michigan Governor George Romney in 1963 to President Ronald Reagan in 1981 and President Barak Obama have invoked the quote *“If not us, who? If not now, when?”* to advance important but difficult and controversial social/political agendas. I think the quote is appropriate today for the cause of changing the state’s inequitable funding formula.

It would be difficult to find anyone with a conscience and any knowledge of the subject to defend the current formula that was devised almost 20 years ago. In six of the past seven years, we have had disinvestment and “proration” of General State Aid – cuts that most adversely affect districts that rely the most on state aid because they don’t have high capacity property tax bases.

In recent years, there have been two significant attempts to reform the way public schools are funded in Illinois. The most visible has been the relentless effort of Senator Andy Manar (D-Bunker Hill), who has spent most of the last two years of his public life trying to get input and support from stakeholders all over the state. His quote: *“A child’s access to a quality education should not be determined by their zip code”* has become the mantra of this movement.

Manar’s latest plan, Senate Bill 231, has passed the Senate but could face a tough hurdle in the House. Of course, there is always the potential that the House could produce its own plan to fund schools for FY 17.

Behind the scenes, another movement has been taking place the past three years that has included administrators, business officials, principals, school board representatives and other educators. It is called Vision 20/20 and one of its four main pillars is titled “Equitable and Adequate Funding.” That pillar’s basic concept is the Illinois Evidence-Based School Funding Model, which is the topic of this month’s cover story that starts on Page 5. I urge you to read it and consider its benefits to public education -- most notably equity based on adequacy.

IASA has remained neutral on Manar’s bill because while we completely agree with its goal of directing the greatest percentage of new state funding to the neediest school districts, we don’t agree with taking funding away from other districts. One of the changes to this version of Manar’s

proposal is a “hold harmless” guarantee for the first year, but it is then phased out over four years.

The evidence-based plan would lock in the FY16 or FY17 numbers to create a Base Funding Guarantee for each district, and then would direct 99 percent of any new education funding to the schools furthest from each district’s adequacy standard. Conversely, it would protect those neediest schools if the state ever again decided to cut funding to education. Those precepts would seem to be similar to Senator Manar’s approach.

The plan does require more of an investment in public education by the state, but after seven years of underfunding it is crucial for the social and economic well-being of our state to invest more heavily in public education so that conditions can exist making a high quality education accessible to all students.

The common ground between Sen. Manar’s and the evidence-based plan provides a pathway to merge the best elements of both into something to provide immediate relief to districts most adversely affected while respecting the local taxpayer contributions of high capacity property tax districts. No district needs to lose state funding, but a high percentage of new education dollars should be focused on districts in need. No matter what is adopted for FY 17, the evidence-based plan could plug in behind that to provide a plan for public education.

For the first time in nearly 20 years, we have the opportunity to change the public education landscape in Illinois. There is a viable conduit forward for legislators from both sides of the political aisle and others that are interested in a long-term, purposeful solution so that we don’t lose a generation of students. The problem is that changing the status quo is unbelievably difficult in Springfield. The closer you get to actual reform that is meaningful, the stronger the resistance and the harder it gets. We will overcome this obstacle.

We live in the fifth-largest state in the nation, and we have plenty of resources if we will just tap into them. There has to be a way to give children from low-income and middle-class communities a reasonable chance to get a quality education – a “hand up” instead of a “handout.” If you want to talk about Return on Investment for communities and for the state, nothing else comes close to preparing all of our children for college and careers in the 21st century. It should be Priority One.

If not us, who? If not now, when?

Brent

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Registration for the IASA Annual Conference will open in early August.



Illinois Evidence-Based School Funding Formula targets equity and adequacy

Like most who have studied the issue of school finance in Illinois, the coalition of front-line educators, board members and business officials that developed Vision 20/20 came to an inevitable conclusion: The school funding formula needs to be changed – and in a way that goes beyond rearranging the arbitrary weights that drive the current formula.

The goal of providing equitable and adequate funding for public schools became one of the four main pillars of the Vision 20/20 document, a blueprint for the future of public education in Illinois. After

several months of study, the Vision 20/20 committee recommended the Illinois Evidence-Based Funding Model created by professors at the University of Wisconsin (Dr. Allan Odden) and the University of Southern California (Dr. Lawrence Picus). That model currently is being used in states such as Maryland, Vermont and Wyoming and was studied and vetted in 2010 by the Illinois School Finance Adequacy Task Force -- a broad-based, bipartisan group of educators, legislators, the business community, advocacy groups and taxpayers.

Unlike models that use foundation levels and

A FUNDING FORMULA USING THE EVIDENCE-BASED MODEL

It is one thing to identify what we want for all students to experience in Illinois schools. It is another to determine how to allocate resources to support that expectation. Below is how the formula would be implemented in Illinois:



District Adequacy Target: This is derived by applying local district student demographics to the Illinois Evidence-Based Adequacy Model.

Comparable Wage Index (CWI): The CWI allows for a regional cost differentiation to be applied to the Adequacy Target of each district.¹⁹ The CWI was initially developed by the National Center for Educational Statistics and further updated by Dr. Lori Taylor at Texas A&M University. The range of the index in Illinois is from .85 to 1.20.

Local Capacity Target (LCT): An Adequacy to EAV Ratio is used to determine the LCT for each district. Using this method all districts are compared equally based on unique local capacity and the resources they need to fully implement the Illinois Evidence-Based Adequacy Model. The steps in the calculation of LCT are quite technical but in the end the average district in Illinois would provide 49% local funding allowing the state to provide the difference.

Corporate Personal Property Replacement Tax (CPPRT): This is considered local revenue as it is based on the corporate personal property tax the district received prior to the elimination of the personal property tax in 1979. For purposes of the funding formula, the prior year CPPRT distribution from the Illinois Department of Revenue is utilized.



Example:

Three real districts with Evidence Based Model applied.

Note: District B would be under a hold harmless with no reduction in state resources.

District Type	A Unit	B Elem	C Elem
ADA	5,655	3,379	373
Free and Reduced	49%	3%	54%
ELL	9%	2%	1%
Local Effort Tax Rate	3.0%	2.3%	2.3%
EAV/Pupil	\$148,833	\$500,304	\$96,609
Local Resources	\$4,465	\$11,507	\$2,222
State Resources	\$7,110	\$2,099	\$6,654
OEPP FY14	\$11,575	\$13,606	\$8,876
Adequacy	\$12,111	\$11,370	\$12,137
OEPP Compared to Adequacy	-\$536	\$2,236	-\$3,261
State Resource Target	\$7,646	\$2,099	\$9,915
New State Revenue per pupil	\$536	\$0	\$3,261

arbitrary weights, the key components of the Illinois Evidence-Based Funding Model are that it uses actual dollar figures tied to research-based programs and outcomes. Simply put, this approach starts with identifying the educational environment or conditions necessary to deliver a high quality education to all learners, applies research-based evidence of those high-impact conditions, and then identifies the specific funding needs to provide for those conditions for each unique school district, its specific student population, and the regional differences in cost to deliver services. That is a very different approach from the current system of taking a pot of money and dividing it per student according to an outdated weighted formula.

In terms of a mathematical formula (see graphic to left), the Net State Contribution for each district would be determined in this manner: District Adequacy Target (using local student demographics applied to the Evidence-Based Model) multiplied by the Comparable Wage Index (unique for geographic regions of our state) minus the Local Capacity Target (with the average district providing 49 percent), CPPRT revenue and that part of federal aid intended to offset the loss of property taxes due to various types of federal installations (federal Title funding cannot be used to lower state funding).

The Vision 20/20 proposal contains a Base Funding Guarantee that protects against the “winners” and “losers” concept that is a feature of other

proposals. The guarantee means that every district would receive base funding that is not less than the state funding for FY16 using the following funding sources: General State Aid, Bilingual or ELL, Special Ed Personnel, Special Ed Pupil (Child Funding), Special Ed Summer School and Driver’s Education.

The Evidence-Based Model produces district-specific funding needs based on prototypical educational programs for that district’s unique set of students. Equity is built into the system by the fact that the programs being funded by the state would be the same research-based programs for every district with the ultimate goal being the educational development of each student to the limits of their capacity.

To achieve adequacy as well as equity – the goals of the Vision 20/20 pillar – requires the Net State Contribution to be fully funded. However, the Evidence-Based Model is scalable and designed to be fully implemented over time with a goal of achieving full funding within seven years. In the interim, it is built upon the concept that districts with the largest gaps between the Base Funding Guarantee and adequacy would receive the greatest investment of new revenue. This model also protects against the current disproportionate impact of state cuts to education funding as it uses an inverse formula, where those with the greatest gap to adequacy would maintain their Base Funding Guarantee.



Key research-based resources and programs that are part of the Evidence-Based Model include core staffing based on the number of enrolled students, per student programs based on average student cost, central services based on current average spending, and staffing and programs for challenged learners based on uniquely identified students in each school.

While the Illinois Evidence-Based Funding Model identifies a menu of practices and programs that have been proven to be effective, it does not mandate those items. Local school boards and administrators would have the autonomy to use their funding in what they deem to be the most appropriate manner for their students and their community as long as they are meeting the state’s accountability measures.

Some specific parts of the Illinois Evidence-Based Funding Model include:

- ◆ Smaller classes of no more than 15 in kindergarten through third grade, and no more than 25 in grades 4-12
- ◆ Extended learning strategies such as tutoring, extended days, academic summer school, ESL help for ELL students, and special education
- ◆ Full day kindergarten
- ◆ Technology for schools
- ◆ Gifted and talented programs
- ◆ Intensive teacher training, including instructional coaches
- ◆ Elective teachers, substitute teachers and Tier 2

intervention teachers

- ◆ Guidance counselors and nurses as well as supervisory aides and library/media specialists
- ◆ Critical pupil support and parent outreach

Recommendations for future study include taking a look at the current facilities allocation with the goal of improving efficiency, a statewide benefits study, and a per-pupil target for technology (there is a California study referenced in the Vermont Evidence-Based Model that reflects the cost of a 1:1 model.

The benefits of the Illinois Evidence-Based Funding Model also include a level of transparency and accountability that are not part of the current formula. Every legislator would know specifically what research-based programs and targeted outcomes they were funding – or not funding. Every school administrator, teacher, parent and community member would know what those targeted outcomes or goals are, and the results would be measurable based on the level of state funding provided. That accountability would be based on much more than one standardized test.

The biggest benefit of the Illinois Evidence-Based Funding Model would be to the more than 2.1 million children we have the responsibility to educate. With clearly outlined educational objectives, transparency in the funding process and an equitable approach, the playing field would be much more level and a child’s opportunity would not depend nearly so much on their zip code.

What are the Potential Effects of the Research Based Recommendations?	Recommended Strategy	Effect Size
		Full Day Kindergarten
	Class Size of 15 in Grades K-3	
	Overall	0.25
	Low Income and Minority Students	0.50
	Multi-age Classrooms	
	Multi-grade Classrooms	-0.1 to 0.0
	Multi-age Classrooms	0.0 to 0.50
	Professional Development with Classroom Instructional Coaches	1.25 to 2.70
	Tutoring with Tier 2 Intervention Teachers, 1-1 and small group	0.4 to 2.5
	English Language Learners Direct Intervention Support	0.45
	Structured Academic Focused Summer School	0.45
	Embedded Technology	0.30 to 0.38
	Gifted and Talented	
	Accelerated Instruction or Grade Skipping	0.5 to 1.0
	Enrichment Programs	0.4 to 0.7

Note: An effect size of .25 is statistically significant. An effect of 1.0 would result in a performance change from the 50th to 83rd percentile.



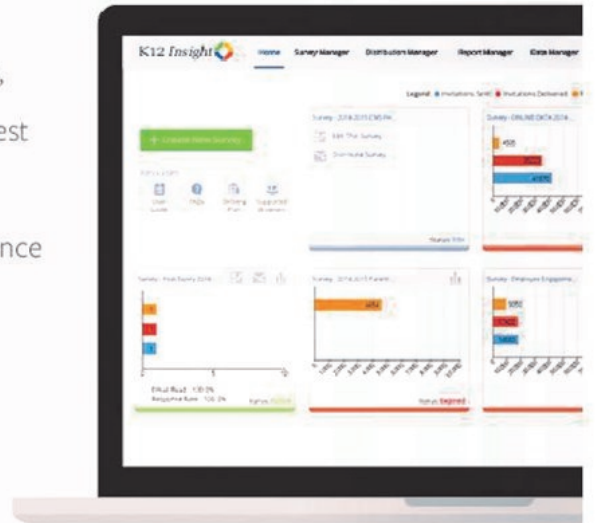
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DR. DANA BEDDEN,
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Is state funding a problem?

What the Illinois budget crisis means for schools.

1. What percentage of your district's funding comes from the state?
2. If there is no K12 state budget by the start of the 2016–2017 school year, will your district open in August?
 - Yes
 - No
3. For how many months will your district be able to stay open without state funding?
4. Please share any additional thoughts on the state budget.

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Grayslake district does something about sub crisis

CCSD 46 holds Substitute Teacher Job Fair, finds more than 60 candidates



**Ellen Correll
CCSD 46
Superintendent**

**By Michael Chamness
IASA Director of Communications**

The substitute teacher shortage is a real problem for many school districts in Illinois. Community Consolidated School District 46 (CCSD 46) in Grayslake decided to do something about it: District administrators and staffers held a Substitute Teacher Job Fair the end of January and identified more than 60 potential subs.

“We were thrilled with the results,” said Superintendent Ellen Correll, who joined several CCSD 46 building principals and administrators at the Job Fair to interview prospective candidates. “There were many qualified people and interesting stories. We contacted more than 60 people who attended the Job Fair and we have ended up using 40 of those people.”

Maricela Jimenez, the Chief Licensure Officer from the Lake County Regional Office of Education, was on hand to assist the candidates in acquiring a substitute license.

The Job Fair idea sprang from a discussion Correll was having with her staff about the lack of substitute teachers in the district. The topic of the principals attending job fairs at universities also came up at the same meeting and Correll suggested a Job Fair for Substitute Teachers. She said Jane Landers, the district Human Resources Coordinator, and Jill Davis, the Substitute Coordinator, jumped on the idea and began to put the steps in place.

Those steps included a marketing push that made big use of social media, including Facebook, Twitter. Indeed and Handshake. The Job Fair information also was sent to the Grayslake Patch, the local newspaper. Posters were placed at train stations in Grayslake and the neighboring communities of Libertyville and Deerfield as well as in Starbucks, gas stations and other businesses.



“Our greatest response came from our own Facebook listing, followed by Indeed and then Handshake,” Correll said. “Jane and Jill and our other staff members did a wonderful job of developing the concept and getting the word out in the community. Not only has the Job Fair benefited our school district, but it also will help other school districts in Lake County by getting these new people licensed and in the pool of substitute teachers.”

In addition to Grayslake, CCSD 46 serves the villages of Third Lake, Hainesville, Round Lake, Round Lake Park, Round Lake Beach and Lake Villa. The school district includes four K-4 schools, one K-8 school, one 5-6 intermediate school and Grayslake Middle School for seventh- and eighth-graders.

IASA Associate Director and Legal Counsel Sara Boucek called the school district’s efforts “a great first step” toward alleviating the substitute teacher crisis and said that legislation such as Senate Bill 2912 is

needed. SB 2912 unanimously passed the Senate in late April and was assigned to the House Elementary and Secondary Education: Licensing Oversight Committee. If it passes the House and is signed into law by the governor, it would have an immediate effective date.

“On the state level, we continue to work with our educational partners to try to find solutions to the growing substitute teacher crisis” Boucek said. “Currently, Senate Bill 2912 is making its way through the legislative process. This bill will not only provide reciprocity for our teachers and administrators who enter the state licensed elsewhere, but it will provide some necessary first steps to aid in the substitute teacher shortage.

“Senate Bill 2912, if passed, will cut the application fees in half as well as decrease testing requirements for the substitute teachers’ renewal process. We will continue to work with the educational stakeholders on this very important issue. Until more revisions are passed, we encourage and welcome ideas such as the events that transpired at CCSD 46.”



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FY-2017



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

LEGAL SUPPORT PROGRAM

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

MENTORING

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

CONFERENCE OPPORTUNITIES

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

RETURN OF DUES PROGRAM

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



IASA Superintendents of Distinction

2016 honorees paint statewide picture of student-focused accomplishments

By Michael Chamness

IASA Director of Communications

The IASA 2016 Superintendents of Distinction were honored at an awards luncheon April 21 in Springfield. Cumulatively, the accomplishments of the 22 honorees paint an impressive picture of student-focused achievements that cover the entire state. Those feats are outlined in the thumbnail sketches in the following pages of this section.

The main speaker at the awards luncheon that also included honorees from the Illinois Principals Association (IPA) was State Superintendent Dr. Tony Smith. He talked about the pressure on kids and the role principals and school administrators play in helping prepare them for the world.

“...to be in school every day with those children and families and to know both what they are going through and what you aspire for them to be and to hold that and to manage the adults in the building to really get the best for kids, I think that’s pretty extraordinary,” Smith said. “I think that we have a unique opportunity right now, the world is changing... to make schools a place of deep belonging...to deeply care for each child, know each child well, and

then try to do everything we can to amplify their unique gifts and talents.”

Smith said when he served as a school superintendent his experience was in four domains: Academic, Fiscal, Managerial and Political.

“More than ever, the role of school and our districts is to bolster and create healthy community,” Smith said. “The folks in this room exemplify that and this is a chance to celebrate you and recognize your leadership and just deep, deep appreciation for how you go about your work and to humbly say thank you for your work and leadership on behalf of kids and families in Illinois.”

IASA Executive Director Dr. Brent Clark asked the attendees to think for a moment about the person that most influenced them in school.

“I remember seeing our school superintendent and knowing that is what I wanted to be when I grew up,” said Clark, who served as superintendent in Thompsonville, Benton and Belleville school districts before being named Executive Director of IASA in 2006.

In the press release regarding the award winners,

Clark said: "Public education is facing some of its most difficult times, and that is when leadership is most important. These 'Superintendents of Distinction' were selected by their peers in their regions because of the dedication, commitment and leadership that they have demonstrated."

Also recognized at the luncheon was the 2016 Illinois Superintendent of the Year, Dr. Judy Hackett, Superintendent of the Northwest Suburban Special Education Organization. Hackett received her award last November at the Joint Annual Conference in Chicago. The luncheon also was attended by IASA President Dr. Jane Westerhold.

"The work of a superintendent is very hard, and has become even more difficult as we deal with state and federal uncertainty, budget issues, and a tumultuous environment. The public sentiment does not support public education, particularly superintendents. In spite of all of that, you have chosen to lead in an exceptional manner," Westerhold told the group. "Since I know most of you, or know of you, I can attest to your commendable leadership. Not only are you respected in your district, but also in your region. You are role models. Our new superintendents need you. But more than that, the boys and girls in Illinois

need you. They need you to not give up on them. They need you to keep going up and beyond to meet their needs in an ever-changing world. And, they need you to be their advocates.



Dr. Jane Westerhold, President of IASA, speaks to the Superintendents of Distinction. IASA Executive Director Dr. Brent Clark is on the right.

"Thank you for all you do. You have a lot to be proud of for this distinguished honor. I am proud of you and hope that you never stop doing what has caused you to be here today."

The second annual awards luncheon was again sponsored by Horace Mann, one of the nation's largest insurers focusing on the needs of educators.

"Each year, educators face growing challenges, and this year is no exception. Despite those challenges, superintendents constantly find ways to make their school districts successful," said Marita Zuraitis, Horace Mann President and Chief Executive Officer. "We are proud to recognize the 'Superintendents of Distinction' and applaud their efforts to provide outstanding educational environments for their students and their teachers."



"More than ever, the role of school and our districts is to bolster and create healthy community. The folks in this room exemplify that and this is a chance to celebrate you and recognize your leadership and just deep, deep appreciation for how you go about your work and to humbly say thank you for your work and leadership on behalf of kids and families in Illinois."

--Dr. Tony Smith, State Superintendent

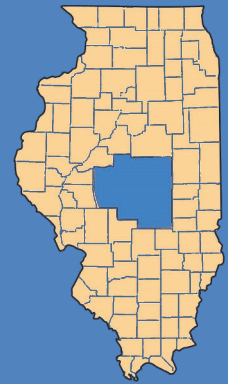
(Click on the above image to view a video of Dr. Smith's remarks at the luncheon.)

Dr. Victor Zimmerman Monticello CUSD 25



“I am humbled to represent the many fine superintendents across the state of Illinois with this honor,” said Zimmerman, who has been an educator for 29 years, serving as teacher, administrator and adjunct professor at the University of Illinois before becoming superintendent of the Monticello school district in 2007. “Our district has an excellent reputation as a ‘go-to’ district when it comes to the all-around education for our students and a great place to work for our faculty and staff – I am grateful to have the opportunity to lead Monticello CUSD 25 – where every day is a great day to be a Sage!”

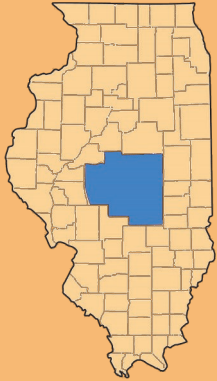
Abe Lincoln



Those nominating Zimmerman noted that he has accomplished the following in his school district:

- ◆ Successful stabilization of finances
- ◆ Expansion of special education services
- ◆ Implementation of technology improvement plan
- ◆ Development of facility renewal options
- ◆ Schools included in statewide and national recognition

Blackhawk



“I’m humbled and honored for this recognition by my colleagues who are all very dedicated to improving education for their students,” said Morrow, who has been an educator for 22 years, serving as a business teacher, coach, division chair, assistant principal and assistant superintendent for business before becoming superintendent of the United Township district in 2007.

Those nominating Morrow noted that under his leadership the graduation rate at United Township High School has increased each of the past three years to an all-time high of more than 90 percent despite the fact that the percentage of students qualifying for the free or reduced lunch program has almost doubled, from 35 percent to 60 percent, the past few years.

The district also has a record number of students taking dual-credit coursework as well as an increase in the number of students taking and passing Advanced Placement testing. This school year, a United Township High student can earn up to 16 credit hours toward their Associate’s Degree and that will increase to 19 credit hours next year. Last year, 214 students earned dual credits compared to 106 in 2009. Students in the career areas of welding (eight hours) and nursing (11 hours) also can earn credit hours toward their Associate’s Degree in those fields.

The district also has fostered a manufacturing technology partnership with John Deere Harvester Works and a health occupation partnership with the Trinity College of Nursing. The Area Career Center offers 14 different career programs, including auto mechanics, child care and barbering.

Student expulsions in the district have been reduced by 75 percent and out-of-school suspensions by 84 percent since 2009.

Dr. Jay Morrow United Township HS 30



Central Illinois Valley



“This is a great honor, but I am only one part of a truly great district.” said Allison, who has been an educator for 21 years, serving as superintendent for 11 of those years. “I am truly blessed to work with teachers, administrators, support staff, Board of Education and community that support our educational program and our students. On behalf of the entire IVC School District, I am proud to accept this award.”

Allison praised district educators for having the ability to maintain focus on the vision for students and provide leadership to reach the district’s goals.

“While we are extremely proud of our 1:1 program that was started during the 2015-2016 school year, as well as the accomplishments of our students academically, athletically, and fine arts, I am most proud of the caring and compassionate learning environment that we share each day,” Allison said. “While we have many successes to be proud of, I am most proud that our students leave the IVC School District with a desire and need to help others. We are truly concerned with developing the ‘whole child’ and work diligently each day to do so.”

Chad Allison IL Valley Central Unit 321



Tony Ingold East Peoria 86

Central Illinois Valley



“I am very surprised and honored to be recognized by my peers who all are also very deserving of this recognition,” said Ingold, who also was named East Peoria Citizen of the Year in 2015. Ingold has been an educator for 23 years, serving as a teacher, coach and administrator before becoming superintendent of the East Peoria district in 2006. “I thank our teachers, support staff, and administrators for the dedication and unyielding resolve to provide quality educational services for the students and families of our community.”



Those nominating Ingold noted that he has worked with city leaders to secure funding for the renovation of the district’s school buildings. A city revenue sharing agreement has provided the district with more than \$6 million and a state grant provided \$17.4 million. Those funds allowed for a construction project at Central Junior High that included a new gymnasium, locker rooms, kitchen and cafeteria, band room, chorus/ music room and student fitness room. In appreciation of his work, the board of education named the building the William A. Ingold Academic Building. Other improvements to the district included:

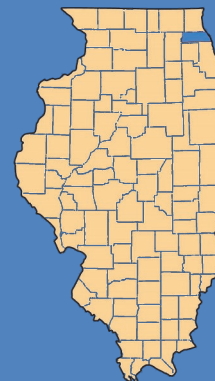
- ◆ A major classroom addition and main office renovation at Armstrong School
- ◆ Several other health/life safety projects completed in elementary buildings
- ◆ Fostering a relationship with Caterpillar to develop and create a manufacturing and skill based lab at the junior high that consists of various modules that are manufacturing and STEM based
- ◆ Implementing the One Call Now parent notification system to assist with providing more timely notices to parents regarding school related events and cancellations
- ◆ Transitioning the East Peoria district from contracted transportation services to transporting students within the district

Dr. David Kroeze Northbrook Elem 27



“I am completely humbled by this recognition as I work with an amazing group of superintendents who are just as deserving as I am. We work in challenging times today, knowing that the world our students will venture into will be different and rapidly changing,” said Kroeze, who has been an educator for 42 years, serving as teacher and administrator before becoming superintendent of the Northbrook district in 1992. “I feel blessed that my colleagues think of me in such a way as to nominate me for this recognition, and I share it with them all.”

Cook North



The superintendents who nominated Kroeze noted that the students graduating from District 27 schools have high-level skills that enable them to be successful in high school and beyond. Some of Kroeze’s accomplishments include:

- ◆ Research-based programs/curricula and evidenced-based instructional resources to achieve consistently high student level performance
- ◆ Industry-leading professional development to all staff that creates an incredibly strong culture of collaboration that puts the students and the organization as the highest priorities
- ◆ Highly-valued home-school partnership with the parent community that ensures children are first in the decision-making process
- ◆ School buildings completely renovated between 1999 and 2010 upgraded to state-of-the-art facilities using only district savings, creating a future-focused orientation to ensure sustainability in all areas
- ◆ Grade Level Centers configured in 2010 as age-appropriate learning environments
- ◆ Co-founder of *First in the World Consortium*, comprised of 21 school districts, which demonstrated that school districts in America can and do compete with international counterparts

Cook South



“I am humbled to be selected,” said Patterson, who has been an educator for 25 years, serving as a teacher and administrator before becoming superintendent of the Prairie-Hills district in 2011. “It is always an awesome accomplishment to have your peers acknowledge your efforts on behalf of the students, staff and communities you serve.”

Those nominating Patterson noted that she moved the district from Financial Watch to Financial Recognition within one year, successfully completed construction of a new \$34 million Junior High

School, built and created a state of the art STEM lab and developed a 1:1 laptop initiative. Other accomplishments in the school district include:

- ◆ Developing a systemic district-wide mentoring program
- ◆ Developing an enrichment after-school and tutorial program for K-8 grade students
- ◆ Creating a STEM and STEAM after school and summer school program
- ◆ Attaining more than \$2.4 million dollars in competitive grant dollars for the district
- ◆ Expanding the foreign language program in the junior high school
- ◆ Expanding the Illinois Math and Science Academy program for grades 3-5

Dr. Kimako Patterson Prairie-Hills Elem144



Cook West



“It is humbling to be nominated by my peers for this recognition,” said Polyak, who has been an educator for 17 years, serving as teacher, coach and administrator before becoming superintendent of the Leyden district in 2013. “There are many deserving Superintendents in West Cook and I am honored to represent them this year.”

Dr. Nicholas Polyak Leyden Comm HS 212



Those nominating Polyak noted that under his leadership the Leyden district was named the 2014 National Advanced Placement District of the Year from College Board. In addition, Leyden is a 1:1 Chromebook District with more than 2,000 visiting educators from across the country coming for site visits and has been named one of three Illinois districts chosen to pilot E-Learning Days (Virtual Snow Days). Other accomplishments of the school include:

- ◆ Named to Chicago Tribune’s Top 100 Workplaces
- ◆ Named Democracy schools by McCormick Foundation
- ◆ Received Magna Award from National School Board Association
- ◆ Received Digital Content and Curriculum Award from Center for Digital Innovation
- ◆ Named a District of Distinction from District Administration Magazine

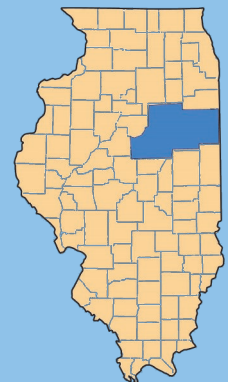
Polyak has received an AASA National Superintendent Certificate and is a member of the AASA Digital Consortium and Personalized Learning Consortium. He serves as co-host of #suptchat, a National Twitter Chat for Superintendents, is president of the Leyden Area Superintendents Organization, and is an IASA School for Advanced Leadership (ISAL II) Fellow.

Dr. Dale Hastings Milford Public Schools Unit 124



“I am extremely humbled to be recognized by my peers for any work that they feel is worthy of such distinction,” said Hastings, who has been an educator for 37 years, serving as a teacher, coach and administrator before becoming superintendent of the Milford district in 2005. “This recognition is beyond anything I could imagine and the level of gratitude I feel toward my school district as a whole, administrative team, staff, current and past school board members, Corn Belt colleagues and the IASA is beyond any words.”

Corn Belt



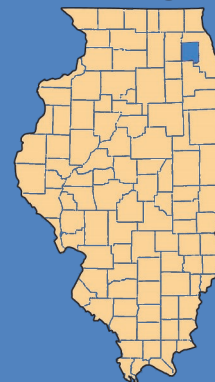
Those nominating Hastings noted that the district has received 10 straight years of financial recognition through the Illinois State Board of Education. Under his leadership, the district has gone from being a dual district to a new district through a successful vote. He also oversaw a successful referendum vote to bond and build a new high school, the first new building in the district since 1955. He also created the Iroquois County Scholarship Golf outing, which has provided nearly \$30,000 in scholarship money to graduating seniors in Iroquois County high school.

Dr. Kathie Pierce Fenton Comm 100



"I was very surprised and humbled. DuPage is blessed with excellent school districts and superintendents and I am honored to be selected," said Pierce, who has been an educator for 34 years, serving as a special education teacher and coordinator, assistant principal and principal before being named superintendent at Fenton in 2007.

DuPage



Those nominating Fenton noted that under her leadership the district completed a \$14 million renovation of the high school, implemented a 1:1 program to equip students with Chromebooks, joined the Equal Opportunity School Project to provide

additional access and equity to underserved populations, instituted "Bison Time" in the schedule to allow students time to get academic and social/emotional support, operates "Padres Unidos," a parent group for Spanish-speaking families, and started a Special Olympics basketball team that twice has won state titles in their division.

Egyptian



"I am extremely humbled to be honored in this manner and do not believe that I am more deserving of this accolade than any other superintendent in this state. I share this wonderful recognition with all of my colleagues who have dedicated themselves to providing a quality education for our children despite the extremely difficult economic and social environment they have dealt with over the past few years," said Mitchell, who has been an educator for 33 years, serving as teacher and administrator before

becoming superintendent of the Wayne City district in 2005. "I am truly appreciative of the encouragement and support of those with whom I have had the pleasure of knowing and working with over the past 33 years. This was truly an amazing way to bring a career to a close!"

Mitchell said the most rewarding part of his career has been making a positive difference in the lives of his students and having the privilege of getting to know and work with the many dedicated individuals who have committed their lives to educating children. Those who nominated Mitchell noted the addition of three classrooms and new gymnasium at Jasper Grade School and construction of new K-12 School for the Wayne City School District.

Jeff Mitchell Wayne City 100



Illini



“It is a great honor and very humbling to have your colleagues recognize you -- especially considering I know how hard all of them work within their district,” said White, who has been an educator for 29 years, serving as teacher, coach and administrator before becoming superintendent of the Prairieview-Ogden district in 2006. “I share this recognition with the PVO Board of Education members, past and present, administration, faculty, staff, parents, and community members that are dedicated to providing the best educational

opportunities for our PVO Students.”

Victor White III Prairieview-Ogden CCSD197



Those nominating White noted that the district has received more than \$2 million in grants that have purchased equipment/ training that the small rural school district would not have been able to afford otherwise. In addition, White helped pass a building referendum and 1 percent sales tax in Champaign County. These have allowed PVO to upgrade floors, heating and cooling, bathrooms, roofs, gym floors, lighting, handicapped bleachers and other building items without using money from the education fund. Other accomplishments in the district include:

- ◆ Installing geothermal and a wind turbine at South Elementary School
- ◆ Installing three computer labs and providing laptops and smartboards for each teacher
- ◆ Adding courses/curriculum to the Junior High School

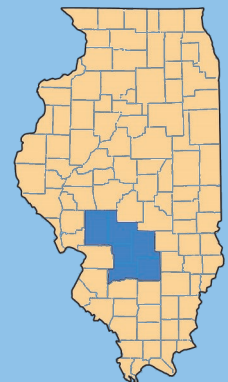
Michael Kelly Carlinville 1



“I am very surprised and extremely honored to be recognized by my peers for this award,” said Kelly, who has been an educator for 33 years, serving as teacher, coach and administrator before becoming superintendent of the Carlinville district in 2005. “To be selected from among this respected collection of educators means a great deal to me both professionally and personally.”

Those nominating Kelly noted that Carlinville CUSD #1 was the first school district in Illinois to receive district accreditation from the AdvancED organization. Also, Carlinville High School is regularly recognized as one of the top schools in Illinois by the U.S. News & World Report.

Kaskaskia



Joe F. Burgess Genoa-Kingston 424



"I am honored to be recognized by my peers," said Burgess, who has been an educator for 32 years, serving as teacher and administrator before becoming superintendent of the Genoa-Kingston district in 2010. "I believe that an award given by those who do the same job day in and day out has great merit and represents a true appreciation for the occupation of superintendent."

Kishwaukee



Those nominating Burgess noted that he created a committee including staff, parents and students to study and assist in integrating technology into the curriculum. The district is now fully

integrated at all grade levels and the middle school is 1:1 with Chromebooks. In addition, another group was begun to research and discuss the problems associated with substance abuse and bullying. The group is active at sporting events and school assemblies educating students and families on these important topics.

Other accomplishments in the district include:

- ◆ Creating a high school class focusing on soft skills and career development. Students who completed the class were presented with "work ready" certificates recognized by local business and industry.
- ◆ Implementing Project Lead the Way, a process of motivating students in the areas of STEM (Science, Technology, Engineering, Art and Math) education, which the district considers leading students into the next part of their life, prepared to succeed and contribute.

Lake



"I am blessed to work with a group of outstanding teachers, support staff and administrators who are committed to providing wonderful opportunities for student success each and every day," said Coles, who has been an educator for 29 years, serving as a teacher, coach, assistant principal, principal and director of human resources before being named superintendent at Wauconda in 2004. "It is an honor to serve the folks of Wauconda CUSD 118 and I am grateful for this recognition. It is my hope that the award may shine a spotlight on all of the accomplishments that the students of my school district achieve

throughout the school year."

Dr. Daniel Coles

Wauconda Comm 118



Those nominating Coles noted that he has helped create a positive climate for learning that focuses on high standards and student achievement in all areas. The average ACT scores in the district have risen from 19.9 to 22.1 in seven years, and the number of students taking Advanced Placement courses and earning college credits has doubled. Other accomplishments include:

- ◆ Students have outpaced the state averages on all state assessments in grades 3-8 and grade 11 for the past decade despite spending \$1,000 less per pupil than the state average.
- ◆ The number of Illinois State Scholars, National Merit Scholarship Semifinalists and Distinguished Graduates has increased significantly the past 10 years.
- ◆ Implementation of a \$60 million facilities plan. Also, capital improvements of more than \$15 million, including ADA improvements, life safety work and renovation of the athletic field complex.
- ◆ Implementation of Response to Intervention programs and Positive Behavior Interventions/ Supports
- ◆ Technology improvements including 1:1 utilization of Chromebooks as Chromebook carts and six computer labs. A new wireless network and fiber optic cabling have been installed in all six schools.
- ◆ School security has been upgraded

Northwest



“This is very humbling experience. I have heard from many former students how I impacted their lives as well as colleagues new to the superintendency I have helped mentor,” said Mathers, who has been an educator for 33 years, serving as a teacher and administrator before becoming superintendent of the West Carroll district in 2008. “At the end of the day, this award is a reflection on the teachers and students who work each day to help every child reach their full potential.”

Craig Mathers West Carroll CU 314



Those nominating Mathers noted that with an increased educational focus, he saw West Carroll

Primary School and West Carroll Intermediate School receive recognition as Illinois Spotlight Schools. In addition, a high school science class on forensics was added and dual credit offerings at West Carroll High School were increased to 41 dual credit hours. Other accomplishments in the district include:

- ◆ Initiating a 1:1 computer format and upgrades to all technology infrastructures and wireless access
- ◆ Developing Response to Intervention techniques that decreased special education numbers by meeting needs in the regular classroom
- ◆ Coordinating truancy efforts in Carroll County to raise attendance rates and decrease chronic truancy
- ◆ Implementing a freshman transition plan to reduce freshman failure rates and dropouts as well as a Certificate of Employability to assist seniors in job attainment
- ◆ Increasing the district fund balances by \$4.2 million

Dr. Steve Webb Goreville Comm Unit 1



“I am so honored to be considered for this prestigious award,” said Webb, who has been an educator for 23 years, serving as a teacher and administrator at Joppa High School and administrator at Thompsonville Districts 62 and 112 before becoming superintendent of the Goreville district in 2002. “I sincerely appreciate my region’s members for nominating me, but being able to contribute to the betterment of our schools, our communities, and our region and state is more of a calling than career and all I pray for is that it will be better when I’m finished.”

Shawnee



Those nominating Webb noted that he developed and implemented a 1:1 technology initiative that provided Chromebooks to all high school

students in 2015 and iPads to all elementary students by 2016. Webb also developed and instituted a District-Wide Technology Strategic Plan for Engaged Learning using interactive whiteboards and enhanced classroom audio/video that prompted recognition as a “Future Ready School” and an International SMART Showcase School.

Webb developed a financial restructuring plan that increased district financial integrity, moving Goreville off the Financial Watch List in 2003 to receiving commendation from the Illinois State Board of Education for Financial Recognition in 2006.

Other enhancements to the school district include:

- ◆ Implementing a Pre-K/ Head Start joint cooperative program using shared teaching methods
- ◆ Implementing the first district dual credit transferable college courses in core curriculum areas, now offering 36 college credit hours to district students as well as students in other underserved rural districts
- ◆ Instituting an after school program to provide tutoring, state-of-the-art technology tools and a safe and secure environment for children as an extended learning opportunity

Leigh Lewis

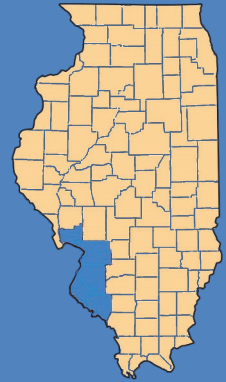
Triad Comm 2



"I am honored to be the recipient of the IASA Superintendent of Distinction award," said Lewis, who has been an educator for 28 years, serving as a teacher and administrator before becoming superintendent of the Triad district in 2007. "I am proud to be part of a group of superintendents who are always willing to guide and support their fellow colleagues. The award serves as inspiration to keep learning and growing as an educational leader."

Those nominating Lewis noted that she oversaw the construction process of three new K-5 elementary schools in 2008, including reconfiguration of grade level centers to neighborhood schools. In addition, Lewis initiated a \$3 million renovation project at Triad Middle School. Under her leadership, the district implemented a standards based grading and reporting system for all kindergarten through 5th grade classrooms. In 2015, Triad District voters passed a 50-cent education fund referendum, the first such increase in more than 50 years.

Southwestern



Starved Rock



"I am honored to be nominated by my fellow superintendents, as they are a phenomenal group of dedicated professionals! The support among our Starved Rock IASA membership has helped all of us become more successful in meeting the ever-changing needs of our students," said McCracken, who has been an educator 39 years, serving as a teacher, coordinator of professional development and dean of students before being named superintendent in Putnam County in 2008.

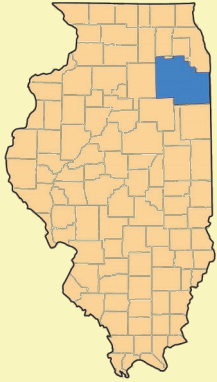
Jay McCracken Putnam County 535



Those nominating McCracken noted several accomplishments, including:

- ◆ Implementation of a 1:1 technology program using Chromebooks for all students in grades 5-12 and classroom Chromebooks in grades 3 and 4.
- ◆ Reactivation of the Educational Program Improvement Council (EPIC) to ensure cohesive curriculum decisions as well as utilizing Illinois Virtual School to allow students advanced courses that otherwise would not be available in a small- to medium-sized school district.
- ◆ Implementation of PC College Start, a partnership program with Illinois Valley Community College that provides an opportunity for students to potentially earn an Associate's Degree while attending Putnam County High School.
- ◆ Commitment to Rising Star, a program dedicated to continuous improvement that includes school improvement measures and focused action items.
- ◆ Use of Response to Intervention coaches in each building to help teachers provide focused support for students that need help in certain academic areas. Also, implementation of the PC Paws behavior management program that focuses on students' social emotional learning.
- ◆ A PC mentoring program that provides real support for new teachers. Regular times are embedded in the schedule for mentoring and teachers are paid for additional hours needed to implement the program with integrity. Professional development opportunities for all teachers and staff include early dismissal twice a month for internal professional development and staff is regularly sent for targeted training.

Three Rivers



“This is one of the greatest highlights of my career and I offer it to my Lord and Savior because it is by his hand that I have accomplished anything in life. It is with great humility that I accept this on behalf of the superintendents in the Three Rivers Region,” said Plese, who has been an educator for 30-plus years, the last 12 as superintendent in Wilmington.

Those nominating Plese noted that he helped guide through passage of a \$32.5 million referendum project after six failed attempts. That referendum included building a new high school and retrofitting all of the other school buildings in the district except for one that had to be torn down. Other accomplishments include:

- ◆ Implementation of a standardized curriculum that took a more holistic approach to accountability and smoother transitions between grade levels.
- ◆ Introduction of a 1:1 program and improved STEM curriculum.
- ◆ Turning around a dire financial situation in the district to then point that the district now has a safety net of reserve funds to protect the district going forward.

Dr. Jay Plese Wilmington 209U



Reginald Clinton Beardstown 15



“I was honored to receive this nomination and selection from my colleagues. I learned early on that you are only as good as the people who surround you. To be selected by my colleagues, whom I trust and value for their knowledge and support, is very humbling,” said Clinton, who has been an educator for 30 years, serving as teacher, coach and administrator before becoming superintendent of the Beardstown district in 2010. “This is an honor that is not something that I did; it is something that everyone I have ever worked with shares a part of.”

Two Rivers



Those nominating Clinton noted that he has worked with staff to obtain and implement a consistent curriculum for reading and math for grades K-12 that is aligned to state and federal standards. Coupled with this was being able to provide each classroom in the district with the technology needed to access the Internet and bring additional opportunities for teaching and learning styles to the classroom, including overhead projectors, laptop computers and iPads for every teacher.

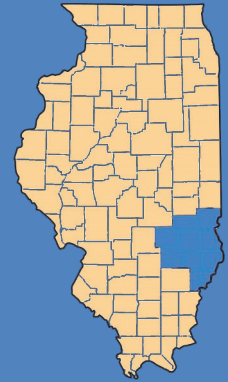
The district also has added laptops for each science classroom and mobile carts of 30 laptop computers for use in classrooms in each building. Technology has also helped with the culturally diverse student population that consists of 13 different languages and tribal dialects being spoken in the district.

William Fritcher Teutopolis 50

Wabash Valley



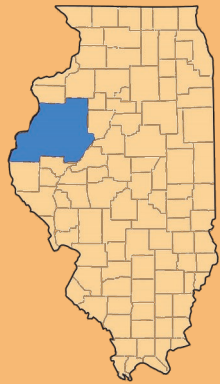
“I am honored to be chosen to represent the Wabash Valley Region,” said Fritcher, who has been an educator for 26 years, serving as teacher and administrator before becoming superintendent of the Teutopolis district in 2010. “There are so many deserving superintendents in our area. I feel like I do what many superintendents in our area do – go to work every day trying to do what is best for the students in our respective districts.”



Those nominating Fritcher noted that the district continues to maintain financial stability through turbulent times and cuts by the state, and has improved communication through social media and the establishment of a district newsletter. In addition, the district has completed a plan to implement a 1:1 technology program and is in the middle of a goal-setting/strategic planning process involving the school board and stakeholder groups.

Western

Dr. Jonathan Heerboth West Prairie CU 103



“I am honored to receive this award,” said Heerboth, who has been an educator for 37 years, serving as teacher and administrator before becoming superintendent of the West Prairie district in 2006. “It has been a great privilege to serve our school board and the students of our school district. This recognition from my colleagues in the Western Region means a great deal to me and I humbly thank them for it.”



Those nominating Heerboth noted that the district has completed a successful implementation of 1:1 technology in grades 5-12. In addition, the district has received 11 state honor roll awards, with each of the four schools receiving at least one. The West Prairie Board of Education is a leader in working to forge relationships with neighboring school districts.





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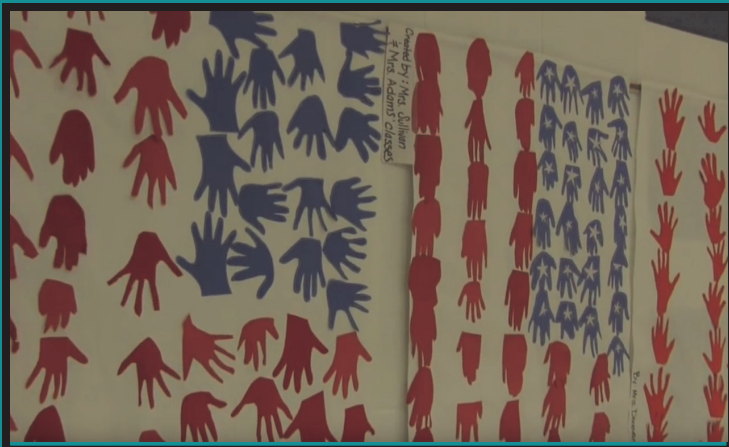


SPARTANS

Shepard Middle School
Deerfield 109
Dr. Michael Lubelfeld, Supt.

Save Illinois Schools
Challenge
Elverado 196
Kevin Spain, Supt.

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Honoring our Veterans
Arlington Heights 25
Dr. Lori Bein, Supt.

Videos from the Districts

**ELS at Rupley
Elementary
Arlington Heights 59
Supt name, Supt.**



**IVC Suicide
Awareness Week
2016**

**IVC Suicide Awareness
Week 2016
IL Valley Central Unit 321
Chad Allison, Supt.**

**Explore 204:
Superhero Inside
Indian Prairie 204
Dr. Karen Sullivan, Supt.**





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SIUC wants to thank our administrator partner organizations and our adjunct faculty for their involvement and support!

Clinton instructs students on Situational Awareness



**Curt Nettles
Clinton Unit 15**

Clinton, Illinois is a small town that sits at the intersection of State Route 54 and U.S. Route 51. It is 30 minutes south of Bloomington/Normal and about 30 minutes north of Decatur. It is a unit district of approximately 2100 students. Clinton is home to one of the few nuclear power

plants in the state, and Clinton also has a well-regarded recreational side to it as boaters, fisherman and campers flock to the Clinton Lake throughout the year.

Clinton's Board of Education has taken the approach of providing as rich an educational program as it can from early childhood through high school. Clinton has a blend of students that are college bound and enrolled in its vocational programs. However, there is one program that the high school has ventured into for the last two years that it offers to all high school girls through its P.E. Department.

Clinton's School Resource Officer Mike Bennett, along with LeRoy High School principal Steve Reschke, developed a program several years ago called Situational Awareness. It is a program designed to teach young ladies to be aware of situations that could potentially be threatening or harmful. Many times young people will not take into consideration the path they choose to walk home or the fact they are walking in dark areas where trouble may be lurking around the corner. The class is an attempt to get the girls focused on their surroundings and tactics to keep themselves out of harm's way.

The class is taught by Officer Bennett during the high school P.E. classes for three to four days with the culminating event of the high school administrators in the protective suits for a simulation



Clinton High School principal Jerry Wayne, left, Nettles and assistant principal Bob Svencner prepare for the hands on portion of the program. They wear the suits so girls can actually kick and hit their way out of the situation if necessary.

to allow the girls to practice what they have been taught. Mr. Jerry Wayne and Mr. Bob Svencner, the principal and assistant principal, don the protective gear so the girls have the opportunity to practice what Officer Bennett has taught them the previous few days.



School Resource office Mike Bennet teaching a proper move while holding a pad.

Any girl that wants to participate in the simulation puts herself in a situation in which they are approached by two strangers that intend to harm her. She then puts her training into practice by using her voice to alert anyone in the vicinity that she needs help and her feet to run to safety. Otherwise, she attempts to free herself by using the prescribed methods from Officer Bennett's instruction. The "strangers", played by Mr. Wayne and Mr. Svencner, are wearing protective suits

so the girls' self-defense strategies do not harm the "strangers" or the victim in this exercise. Officer Bennett has also begun a modified version of this program for 7th and 8th grade girls to serve as an introduction to the program they will receive in high school.

If anyone would like more information, please do not hesitate to contact the district.

SRN SUPERINTENDENT LEADERSHIP CONFERENCE



Registration is now open! We invite you to join us July 27-29th in Chicago, IL for the **School Research Nexus (SRN) Superintendent Leadership Conference**. (See enclosed registration form for details)

School Research Nexus focuses on high-level leadership development and discussing the latest cutting-edge research in education. This year's theme is ***Uberization of Education***.

SRN has been educating, inspiring and connecting school superintendents for more than three decades. This event will provide a forum to network with an elite group of top creative and innovative thought leaders in K-12 education. Conference speakers are leadership experts who will share their respective insights on all aspects of leadership.

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Dr. Camille A. Farrington

Senior Research Associate, University of Chicago Consortium on School Research

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Dr. Susan Simpson-Hull

Superintendent Grand Prairie Independent Schools

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A Review of Leadership for School Administrators

Do I focus on what matters most for students' learning and well-being?

Do I make a difference daily for our students?

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

These questions should drive the thoughts and actions of administrators. They represent student learning as the focal point of an administrator's efforts.

One way to examine school administrators' leadership efforts is by reviewing *transformational* and *transactional* leadership. Transformational leadership is aligned with change and improvement for the future whereas transactional leadership stresses management as measured by effectively implementing what now exists (the status quo). Contrary to the opinions of some, transformational and transactional leadership are not mutually exclusive. Both are needed to be an effective administrator. It is important to note, though, that to make significant improvement, school administrators need to utilize transformational leadership behaviors.

Transformational Leadership: It focuses on: (a) challenging the status quo, (b) emphasizing new ideas to "transform" the present culture to a new and improved culture, (c) continuous improvement through setting goals to measure improvement targets, (d) establishing agreed upon and worthwhile direction for staff members' efforts, (e) motivating staff to support implementing change, (f) collaborating and team building, (g) stressing collaboration among staff members, administrators, and other stakeholders, (h) affording staff members time and resources for professional growth, and (i) using data to improve future learning for students.

Dispositions (mindset) of effective transformational leaders are:

1. Growth-oriented: Believe that students, education professionals, education organizations and the community can continuously grow and improve to realize a shared vision for student success through dedication and hard work.

2. Collaboration: Share the responsibility and the work for realizing a shared vision of student success.

3. Innovation: Break from established ways of

doing things to pursue fundamentally new and more effective approaches when needed.

4. Analytical: Gather evidence and engage in rigorous data analysis to develop, manage, refine, and evaluate new and more effective approaches.

5. Ethical: Explicitly and consciously follow laws, policies, and principles of right and wrong in everything they do.

6. Perseverant: Are courageous and persevere in doing what is best for students even when challenged by fear, risk, and doubt.

7. Reflective: Re-examine their practices and dispositions habitually in order to develop the "wisdom of practice" needed to succeed in pursuing new and more effective approaches.

8. Equity-minded: Ensure that all students are treated fairly, equitably, and have access to excellent teachers and necessary resources. [Based on ISLLC 2015: Model Policy Standards for Educational Leadership (Draft, May, 2015, p. 9)]

Transactional Leadership: It focuses on: (a) maintaining the status quo as efficiently as possible, (b) using disciplinary power and incentives to motivate staff to perform their best by exchanging rewards or punishments for performance, (c) taking actions to make everything run smoothly today, (d) being task and outcome oriented for what is now in place, (e) emphasizing compliance with existing goals, (f) paying close attention to how staff members perform their work, (g) working within the present culture, and (h) not "rocking the boat".

Summary: Within a given day, the effective school administrator may exhibit behaviors representing both transformational and transactional leadership, and even do so in the same meeting. For example, in a meeting with principals the



superintendent may encourage them to involve school improvement team members (including parents) to brainstorm regarding how to change the school's culture to reduce suspensions under Senate Bill 100. At the same meeting, the superintendent may stress to the principals to be certain that the current behavioral management system is operating correctly and smoothly in their schools, and that there should be no variations from teacher to teacher.

Remember that transformational leadership is future and change oriented, while transactional leadership advocates the status quo and works to effectively implement and maintain it. These two types of leadership behaviors are not mutually exclusive. Effective school administrators know why and when to use either transformational or transactional leadership to maximize effectiveness.

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Metropolitan School Employee Benefits Program



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

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

Employee Benefits Cost Savings Strategies

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

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IASA News in Brief



Active shooter certification training course to be offered at Goreville Comm Unit 1

Goreville CUSD 1 will be hosting an Active Shooter Certification Training on July 18-19. This two day class trains the trainer on active shooter response management. Attendees will range from neighboring law enforcement, local school officials and area businesses. Click [here](#) to register.

ALICE[®]
TRAINING INSTITUTE

Alert
Lockdown
Inform
Counter
Evacuate

ACTIVE SHOOTER RESPONSE TRAINING
Instructor Course

- Dates:** July 18 - July 19, 2016
- Time:** 8 a.m. - 4 p.m.
- Where:** Goreville High School,
201 South Ferne Clyffe Rd.
- Cost:** \$595/ person

ALICE (Alert, Lockdown, Inform, Counter, Evacuate) is a set of pro-active, options-based strategies, that increase chances of survival during a violent intruder or active shooter event. In this course:

- ◆ You will become knowledgeable in statistics and information about active shooter situations and why ALICE training is effective.
- ◆ ALICE Concepts: We will deliver a detailed overview of ALICE training and the liability of proactive vs. passive response strategies.
- ◆ Physical Drills: You will experience live scenario drills that compare passive vs. active responses.
- ◆ Effective Training: You will learn the strategies and be provided with materials to become an effective ALICE Instructor in your own organization.

IN MEMORIAM

Mr. David McClintock, 84, of Nashville, passed away May 11. McClintock, a retired member of IASA, was superintendent of Nashville Community High School District 99 for several years and served for a time as president of the Egyptian Region. He also formerly was president of the Illinois High School Association Board of Directors.

Dr. Robert Pomije, 90, of Peru (IL) and a retired member of IASA passed away on March 23. Dr. Pomije formerly was superintendent of La Salle-Peru Township High School District 120, from where he retired in 1994.



IASA News in Brief



Newsletter from ISBE outlines licensure process

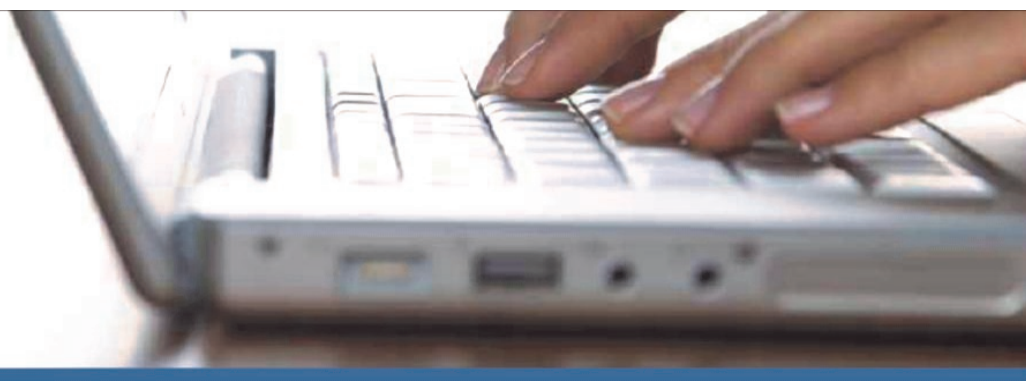
The ISBE Licensure Staff Outreach Task force has devised a newsletter designed for ROEs, administrators, teachers and other stakeholders regarding changes and clarification with the licensure process. The purpose of the newsletter is to provide specialized information to develop a better informed workforce, foster a greater sense of community and build morale among those who impact academic achievement. Most importantly, the aim is to improve the lives of Illinois students.

Click [here](#) to view an electronic newsletter from ISBE.

ISDLAF+ May 2016 Monthly Update



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



DAILY ROUTINE: 1. Coffee 2. IASA Website.

www.iasaedu.org

Developing a Communications Plan

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

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



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

**Contact Mary Ellen Buch at 217.753.2213
or mbuch@iasaedu.org
to schedule an Academy
in your area**





Staff members of Vienna District 13-3 clean up after the High School Prom

A Prom picture tells a thousand words but misses others

**By Josh Stafford, superintendent
Vienna District 13-3**

Pictures certainly can provide a great deal of information. For example, in the photo above you can see many on our staff working hard at cleaning up from an event that was held in the gym.

Some of the things that this picture are not capable of displaying include the fact that it was taken at midnight on Saturday night. Many others on the staff are not in the photo because they were driving buses, chaperoning, and making other efforts for students to enjoy activities at the After Prom event.

While you now know that the photo was taken at midnight you still may not know about the hours and days of time put into preparing for the event and the

efforts that continued after midnight. Based on the picture you would also not be able to discern that all of the students looked very nice in their formal wear, even those that the staff took shopping, purchased dresses and tuxes for, and/or provided for in some

other manner so that the student would be able to participate.

You would also not be able see in this picture how much fun our students had at this event and the many others events and activities that a dedicated team of people work hard to provide through out the year.

Yes, the teachers in our district teach and the bus drivers drive and the

maintenance staff cleans, but they do so much more. *They care for kids* and they are all constantly "striving to inspire students to become positive, lifelong learners."

Thank You Note from Prom Sponsors

Thank you so much for all of your help to make Prom 2016 a success!! It is so refreshing to know I work in a place that everyone is always so willing to help. It actually brought tears to my eyes when I came back to the gym from changing for After Prom and everyone was working so hard. Thank you again!!

Sarah Holhubner & Drew Lawrence, Prom sponsors on behalf of the Class of 2016



IASA, IASB, IASBO Offers Members Comprehensive Health Insurance

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

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

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

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US EPA issues guidance for drinking water

Agency offers schools recommendations about testing for lead in the water

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

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

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

- ◆ Kitchen sinks

- ◆ Classroom combination sinks and drinking fountains

- ◆ Home economics room sinks

- ◆ Teachers' lounge sink and nurse's office sink

- ◆ Classroom sinks in special education classrooms

- ◆ Any sink known to be or visibly used for consumption (coffee makers, for example)

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

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

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

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

Outlets must be inactive for at least six to eight hours before testing (overnight is recommended). Take a first draw (the water that is first to come out of the tap after a period of inactivity) 250 ml sample at

each outlet, then take a 30-second flush sample. Send samples to a laboratory that is certified to test for lead in drinking water.

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

Routine practices

- ◆ Cleaning drinking fountains daily

- ◆ Cleaning debris from aerators

- ◆ Flushing holding tanks to remove sediment

- ◆ Using only cold water for food and beverage preparation in kitchens and cooking classes

- ◆ Placarding bathroom sinks with notices that water from them should be consumed

Short-term measures

Flushing the pipes

Providing bottled water, assuming the source is lead-free

Permanent remedies

- ◆ Installing corrosion control devices

- ◆ Installing point-of-use devices that control lead at the tap

- ◆ Finding alternate grounding for electrical wires that are grounded to water pipes

- ◆ Replacing lead service lines and other lead pipes

- ◆ Replacing outlets where there is localized contamination with new, certified components



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School Service Membership in IASA sends a clear message that businesses are supportive of the work of IASA and its membership. We at IASA are appreciative of the commitment of the School Service Members and have provided additional recognition to them based on the number of years of continuous membership in four groups: Platinum-20 or more years; Gold-10 to 19 years; Silver-6 to 9 years; and Bronze-3 to 5 years.

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2015-2016 Senate Bill 7 Performance Rankings Tool software available for purchase



Illinois School

Districts continue to comply with requirements of education reforms. As such, the Illinois Association of School Administrators (IASA) has worked to provide support via the Senate Bill 7 Performance Rankings File.

Since the creation of the software, more than 400 school districts have used the software to help with making important staffing decisions. This program gives districts a method of managing district positions aligned to local qualifications, teachers' credentials and performance ratings. The program compiles this local data and creates reports needed to comply with Senate Bill 7.

The annual licensing fee of \$275 for members and \$550 for non-members remains the same this year.

If you would like to purchase the IASA SB 7 Performance Rating file, please click [here](#).

Please note that previous versions of the IASA Senate Bill 7 Performance Rankings File are no longer supported. Also, the service method for the 2015-2016 software will be via email only at sb7@iasasureys.org.



Illinois Association of School Administrators (IASA) Uses Website to Connect Employers with Job Seekers.

The Illinois Education Job Banksm has been redesigned to combine a more user-friendly interface, professional layout and enhancements such as the ability to apply online and manage resumes and vacancies easier. Whether you are seeking qualified applicants to fill permanent, interim, part or full-time vacancies, the Illinois Education Job Banksm makes posting jobs and finding candidates as easy as **1-2-3!**

With over **1,000** Illinois school districts and other educational institutions subscribing to the Illinois Education Job Banksm, the proof is in the numbers. Since 1999, the Job Bank has provided the opportunity for more than **75,000** vacancies and **100,000** profiles to be posted online.

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www.illinoiseducationjobbank.org

May 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 Shawnee / Two Rivers- Region Mtg.	4 Cook West Region Mtg.	5	6 Three Rivers / Western Region Mtg	7
8	9 Abe Lincoln/ Blackhawk Region Mtg.	10	11 DuPage Region Mtg.	12 Cook South Region Mtg.	13 Kaskaskia Region Mtg.	14
15	16	17	18	19 Central Illinois Valley Region Mtg.	20 Cook North Region Mtg.	21
22	23	24 IASA-ISBE Advisory Cmte Mtg.	25	26	27	28
29	30	31				

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

**IASA
Event**

**Professional
Development
Event**

**Legislative
Event**

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

June 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

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

**IASA
Event**

**Professional
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**Legislative
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**Region
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(Contact your
Region President
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ILLINOIS ASSOCIATION OF SCHOOL ADMINISTRATORS

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ILLINOIS ASSOCIATION OF SCHOOL ADMINISTRATORS

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