

January 17, 2020

Flagler County Schools
1769 East Moody Boulevard, Building #2
Bunnell, FL 32110

To the Flagler County Schools Board of Education,

I am Dr. Nicolas D. Wade, currently the Superintendent of Schools of Elmwood Park CUSD #401, and I am applying to illustrate to you I am a valuable asset to the education profession and your institution as an organizational leader. My professional career has spanned across various urban, suburban, and rural settings allowing me to mature my leadership skills to ensure a quality and progressive learning environment for both students and staff, as well as developing a constructive relationship with community stakeholders to maintain a level of support and investment.

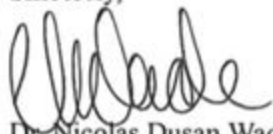
This school year is my seventh in the district and the third being its Superintendent of Schools, previously serving as the high school's Assistant Principal and district's Assistant Superintendent for Curriculum and Instruction. Due to my relationship with the staff and community, the Board of Education offered me the opportunity to lead the district and to craft and realize a new direction. This new direction would be the district's vision of providing meaningful learning opportunities and support for all students with the district providing a newfound commitment to resources for students, parents, and staff. The vision would come to be known as "An Invitation to Opportunity."

Over the past few years, the district has been able to restructure and expand upon its programming opportunities that includes, but is not limited to, having a full-day Kindergarten for all, articulation in the four (4) core content areas and additional acceleration and enrichment opportunities for Grades K-12, creating a Department for Student Services and successfully withdrawing from the special education cooperative to provide more robust and appropriate services for students, and creating college and career pathways for Grades 6-12. The improvements to the learning experience and the support for students and staff have led to the district achieving its first gains on state testing in both English Language Arts and Math, as well as other indicators of performance, in nearly a decade. To draw a connection with the district's performance on the state report card with its vision for all students, the district showed significant growth in its demographic groups and improvement in its achievement gaps.

The district has also significantly improved upon its relationships with stakeholders by overhauling its communication practices and outreach. Stakeholders were surveyed by a third party consulting firm where it was reported the district's greatest strengths were in its programming, support and resources for students and staff, and communication. A lot has been achieved as a result of the district being more communicative and transparent and involving the greater community in its efforts to improve.

I believe my previous work experiences and continuous outreach through various local and national involvements have provided me with the skills necessary to complete the challenging tasks set before me as potentially part of your district and community. It is my hope to be given the opportunity by your institution to be a continuing part in your story.

Sincerely,



Dr. Nicolas Dusan Wade

Nicolas D. Wade, Ed.D.

2477 River Hills Lane, Bolingbrook, IL 60490 (630) 802-1163

nicolasdusanwade@gmail.com Twitter: @DrNicolasWade bit.ly/ArticlesComms

Education

Doctor of Education, December 2012, Argosy University-Schaumburg, Schaumburg, IL

Master of Arts in Education, May 2010, Benedictine University, Naperville, IL

Bachelor of Arts, December 2006, Bradley University, Peoria, IL

Licensure

Professional Educator License — Illinois (English Languages Arts 6-12, General Administrative, and Superintendent)

Professional Certificate — Florida (English Grades 6-12 and Educational Leadership)

Administrative Experience

Elmwood Park CUSD #401, Elmwood Park, IL (July '17-Present)

- Served as the Superintendent of Schools
- Supported a district consisting of one (1) early childhood center, two (2) elementary schools, one (1) middle school and one (1) high school, around 3,000 students, over 300 employees, and seven (7) members of the Board of Education
- Evaluated one (1) Assistant Superintendent, five (5) Directors, and five (5) building Principals and supervised an additional nine (9) administrators
- Planned the monthly Regular Board of Education Meetings and the Committee of the Whole (COW) with the Board President

Operations and Management

- Restructured the district office administrative hierarchy and clerical staff to streamline and clarify position titles, responsibilities, and expectations
- Directly oversaw and supervised the newly established Superintendent's Cabinet
- Overhauled the Business Office, Human Resources, and the Department for Buildings and Grounds with the newly-created Assistant Superintendent for Finance and Operations (CSBO)
- Reallocated resources to ensure the district's mission and vision were realized through various district-wide initiatives
- Managed a district budget of \$44 million and closed a deficit of nearly \$2 million to have a projected balanced budget for FY19-21 and a surplus thereafter
- Created a 10-year Life Safety and Facilities Improvement Plan that included renovating and expanding the middle school to house Grade 6, closing the Early Childhood Center, renovating the high school, and moving towards a referendum on enhancing elementary facilities
- Oversaw a \$23.5 million capital improvement project at Elm Middle School
- Collaborated with the district's stakeholders to assist the Board of Education in crafting a ballot measure for a \$55 million referendum to further enhance elementary facilities and operations
- Served on the collective bargaining negotiating committees for teachers, support staff, and custodial/maintenance with the Board of Education
- Served on the Illinois Financial Transparency Stakeholder Engagement technical assistance committee from the State Support Network

Teaching and Learning

- Coordinated with the Director for Curriculum and Instruction to provide articulation to Grades K-12, streamline evaluation procedures and expectations for all district employees, establish professional learning communities, and expand upon professional development opportunities
- Collaborated with the Director for Curriculum and Instruction to create the Standards-Based Grading (SBG) and Competency-Based Education (CBE) Committees
- Increased accelerated learning opportunities for students Kindergarten through Grade 12, before and after school care for students in Grades 1-6, and interscholastic activities for Grades 6-12
- Researched and created a Board-approved plan to implement a full-day Kindergarten program for all eligible students
- Initiated an instructional coaching program, creating District Instructional Specialists for Humanities, STEM, and English Learners for staff in Kindergarten through Grade 8
- Continued the Technology Initiative by implementing 1:1 at the high school and middle school and complete saturation at the elementary buildings and Early Childhood Center
- Instituted accelerated, enrichment, and elective opportunities for all students based on their interest levels, yielding articulated pathways for students Grades 6-12
- Developed academic partnerships for dual credit opportunities with Benedictine University and certification pathways and internships with the Technical Center of DuPage and Triton College
- Served as the primary contact person, including developing and maintaining professional and academic partnerships with Triton College, serving on the Triton School College Alliance Committee and the Des Plaines Valley Region Executive Board and Foundation Board
- Realized the first district-wide gains in standardized test scores in both English Language Arts and Math, decreasing the gap between school and district performance with the state's
- Served in the Personalized Learning Cohort organized by the American Association of School Administrators (AASA)

Illinois Report Card Performance

- All four (4) eligible schools have continued to be designated a summative rating of "Commendable" on the school report card
- On the English Language Arts portion of the Illinois Assessment for Readiness (IAR), the district saw an increase of 9%, went from 3% below the state average to 5% above, had all three (3) schools show growth with two (2) surpassing the state average, and saw all student cohorts show growth in Grades 3-8
- On the Math portion of the IAR, the district saw an increase of 3%, closing the performance gap by the same percentage, and had all three (3) schools show growth with two (2) surpassing the state average
- On the IAR, 60% of all students showed growth from last year (10% above the state average), had all 13 demographics show growth and above the state average in English Language Arts, and had all 13 demographics show growth with 12 being above the state average in Math
- On the English Language Arts portion of the SAT, the high school saw an increase of 5% closing the performance gap with the state by the same percentage and on the Math portion there was an increase of 8% closing the performance gap with the state to 2% below
- Reduced achievement gaps within the district and have lowered gaps with the state in the demographic group comparisons of Low Income/Non-Low Income, Hispanic/White, Black/White, and With IEPs/Non IEP
- Increased the percentage of 9th Grade on Track by 11%, 3% above the state average
- Increased the percentage of students taking Early College Coursework by 10.2% and participation and college credit earned on Advanced Placement exams

- Increased the graduation rate to 91%, 5% above the state average

Student Support Services

- Created the Department for Student Services and collaborated with the newly-created Director for Student Services to create, modify, and apply policies, procedures and supports for special education and related services
- Implemented a School Resource Officer program for the district
- Expanded personnel to address the social-emotional needs for students and their families, in addition to investigating the need for a family trauma center
- Researched and initiated a social-emotional learning curriculum to create a continuum of intervention and support services for all students
- Collaborated with the Director for Curriculum and Instruction and Director for Student Services to create the Multi-Tiered System of Supports (MTSS) Committee
- Created and implemented a Bilingual/English Learner Department and established the position of District Bilingual/EL Director in the Department for Student Services, expanding upon the Bilingual/EL services provided to students
- Served as the primary contact person, including developing and maintaining professional, financial, and academic partnerships with the Leyden Area Special Education Cooperative (LASEC) and also sat on the Executive Board
- Facilitated the withdrawal process from LASEC as the Department for Student Services expanded its abilities and services to allow for District 401 autonomy
- Added a transition program to the K-12 CORE continuum to assist in post-secondary life and career readiness
- Served in the Social and Emotional Learning Cohort organized by the AASA

Local and Community Relationships

- Collaborated with the Elmwood Park and River Grove Police and Fire Departments to review safety procedures and expectations from the district's stakeholders
- Involved the Village of Elmwood Park to build an intergovernmental relationship that resulted in a joint partnership addressing community and school safety concerns, facility improvements, and other forms of assistance
- Served on the O'Hare Noise Compatibility Commission
- Assisted with and participated in philanthropic opportunities with local religious institutions, Casa Italia Chicago, the local Chamber of Commerce, parent-teacher organizations, booster clubs, Lion's Club, and Moose Lodge
- Revived the Elmwood Park Education Foundation to be continuously active, financially solvent and in good standing with the Village of Elmwood Park and Internal Revenue Service, and reflective of the mission and vision of the district
- Held district-wide events for parents and the community to be actively engaged in various district initiatives, such as technology, newly implemented curriculum programs and student services
- Expanded upon community outreach services which included a new district website, the creation of the "Superintendent Spotlight," the use of social media, additional articles and coverage of school and district events and initiatives, starting the "State of the District" and the district podcast "Parkside Chat," and holding biannual Public Health and Safety Forums and monthly "Community Conversations"
- Participated in the Leyden Area Superintendent Organization (LASO), serving as President in 2019-20, and the West Cook Illinois Association of School Administrators

Elmwood Park CUSD #401, Elmwood Park, IL (July '16-June '17)

- Served as the Assistant Superintendent for Curriculum and Instruction
- Oversaw and supervised the district's Curriculum and Instruction, Student Support Services, awarded state and federal grants, Human Resources Department, Technology Department, and Instructional Technology Department
- Led the District Improvement Plan, Student Growth, and Reduction in Force Committees
- Served on the District Wellness, Building and Grounds, and Finance Committees
- Assisted in the supervision and evaluation of building and district administration, in addition to district office personnel

Operations and Management

- Created and co-supervised the Human Resources Department, in addition to collaborating with the newly-created Human Resources Manager to create, modify, and apply the policies and procedures
- Oversaw and managed finances concerning payroll, Title I and Title II Grants, building and district office accounts, the Technology Department, special education and EL services, and related spending

Teaching and Learning

- Researched, proposed, and started the District Technology Initiative which included the formation and chairing of the District Technology Committee
- Created and supervised the Department for Instructional Technology, in addition to collaborating with the newly-created District Instructional Technology Coordinator to create, modify, and present professional development opportunities, policies, and procedures related to instructional technology
- Developed and presented professional development materials to staff and building and district administration concerning current reform efforts, evaluation materials and efforts, curriculum alignment, assessment purpose, creation, implementation and analysis, and best instructional and/or supervisory practices and strategies
- Served as the district instructional leader for core curriculum leaders, teachers and administrators, and led in the development and implementation of core academic reforms
- Served as the primary contact person, including developing and maintaining professional and academic partnerships with Triton College
- Served on the Triton School College Alliance Committee, in addition to the Triton Data Alliance and Triton Math Alliance Sub-Committees, and chairing the Triton English Alliance Sub-Committee
- Received the Illinois Democracy School commendation for Elmwood Park High School

Student Support Services

- Developed and implemented the district Multi-Tiered Support System Committee, known as the Social Justice League, which included the development of building committees to create a continuum of intervention services for all students
- Served as a contact person, including developing and maintaining professional, financial, and academic partnerships with the Leyden Area Special Education Cooperative (LASEC)

Local and Community Relationships

- Assisted with and participated in philanthropic opportunities with parent-teacher organizations, booster clubs, Lion's Club, and Moose Lodge

- Held district-wide events for parents and the community to be actively engaged in various district initiatives, such as technology

Administrative and Teaching Experience

Elmwood Park High School, Elmwood Park, IL, Assistant Principal (July '13-June '16)

Winnebago High School, Winnebago, IL, Assistant Principal (July '11-June '13)

Bolingbrook High School, Bolingbrook, IL, English Teacher (July '08-June '11)

Crete-Monee High School, Crete, IL, English Teacher (July '07-June '08)

Related Experience

Kids at the Core, Rockford, IL, Consultant (August '13-June '16)

- Served as a Consultant
- Conducted curriculum and assessment audits to identify deficits of and/or disconnects between the curriculum and the assessment system
- Coached building and district administrators and teachers in being instructional leaders
- Assisted Student Growth committees in becoming proficient with the legal and ethical parameters surrounding Senate Bill 7 and creating student growth models
- Co-created and taught a graduate course for Aurora University, OEDO5021 "Assessment Literacy for Student Growth"

River Hills HOA, Bolingbrook, IL, Vice-President (October '17-Present)

Concordia University-Chicago, River Forest, IL, Adjunct Professor (August 2019-Present)

Awards and Recognitions

- Robert R. McCormick Foundation, Elmwood Park High School, Illinois Democracy School, 2017
- U.S. News and World Report 2017, Top 10 Percent, Elmwood Park High School, State Ranking of 64 and National Ranking of 2,090
- U.S. News and World Report 2018, Top 10 Percent, Elmwood Park High School, State Ranking of 53 and National Ranking of 2,005
- U.S. News and World College Readiness Index, Silver Medal, Elmwood Park High School, 2017 and 2018
- U.S. News and World Report 2019, Best High Schools Badge, Elmwood Park High School
- Illinois State Board of Education, "Those Who Excel," Award of Merit for the District Technology Committee, 2018
- Illinois State Board of Education, "Those Who Excel," Award of Recognition for the Social Justice League, 2019
- American Association of School Administrators (AASA), National Superintendent Certificate (expected February 2020)

Local Articles and Communications

- bit.ly/ArticlesComms

Organizational Memberships

- American Educational Research Association (AERA)
- Association for Supervision and Curriculum Development (ASCD)
- Illinois Principals Association (IPA) and National Association of Secondary School Principals (NASSP)
- American Association of School Administrators (AASA) and the Illinois Association of School Administrators (IASA)

- Mid-Western Educational Research Association (MWERA)
- National Council of Teachers of English (NCTE) and Mathematics (NCTM), National Council for Social Studies (NCSS), National Science Teaching Association (NSTA), International Technology and Engineering Educators Association (ITEEA), International Society for Technology in Education (ISTE), Computer Science Teachers Association (CSTA), National Business Education Association (NBEA), and American Council on the Teaching of Foreign Languages (ACTFL)
- Phi Delta Kappa International (PDKI)

Professional Development Seminar Presentations

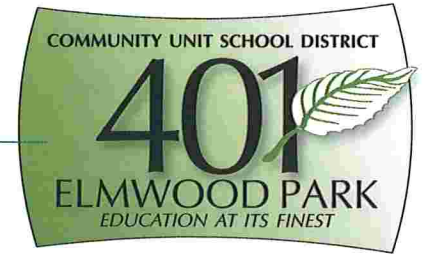
- “Raising Eyebrows—Raising Engagement: Provocative Texts in the Classroom,” NCTE Annual Convention, Philadelphia, PA (November 2009)
- “Data’s Face—Assessments for a Progressive Learning Institution,” ISU Connections Project, St. Charles, IL (March 2011)
- “Comparison of Various Approaches to Program Evaluation: K-12 School Programs,” Mid-Western Educational Research Association Conference, Evanston, IL (November 2012)
- “Common Progress—Assessment Data Now,” Raising Student Achievement Conference, St. Charles, IL (December 2012)
- “Establishing the Accountability Mechanism—From Students to Staff to Administrators,” ISU Connections Project, St. Charles, IL (March 2013)
- “Establishing the Accountability Mechanism—What Was, Is, and Will Be in Reform,” Illinois Assistant Principals and Deans Conference, Lisle, IL (June 2013)
- “Implementing the Accountability Mechanism—A Reflection on Curriculum-Based Reform Efforts,” ISU Connections Project, St. Charles, IL (March 2014)
- “Social Studies: Aligning to the C3 Framework and Common Core,” “Designing Quality English Language Arts-Based Assessments,” “Measuring Growth in CTE Courses,” and “Your Assessment System: How to Take Charge With Data,” Helping All Learners Grow Online Conference (June 2015)
- “It’s About Quality: How to Design, Create, Implement, and Evaluate a Valid Assessment System,” ISU Connections Project, St. Charles, IL (March 2016)
- “The Digital Domino: How One Initiative Restructured a District,” IASA Annual Conference, Springfield, IL (September 2018)
- “The Digital Domino: How One Initiative Restructured a District,” AASA National Conference on Education, Los Angeles, CA (February 2019)
- “Moving Forward to an Invitation to Opportunity,” AASA National Conference on Education, Los Angeles, CA (February 2019)
- “Turning Your Staff into a Digital Community,” IASA Annual Conference, Springfield, IL (September 2019)
- “Building Capacity for Opportunities - Rethinking the Elementary,” AASA National Conference on Education, San Diego, CA (February 2020)
- “An Invitation to Opportunity - Articulated Pathways for Grades 6-12,” AASA National Conference on Education, San Diego, CA (February 2020)

References

- Dr. Paula Hlavacek, Assistant Superintendent for Curriculum and Instruction (retired), Elmwood Park CUSD #401, pjhlavacek@gmail.com, 630-335-6407 (c)
- Mr. James Jennings, Assistant Superintendent for Finance and Operations, Elmwood Park CUSD #401, jenningsj@epcUSD401.org, 708-670-0819 (c)

- Dr. Jennifer Kelsall, Superintendent, Ridgewood Community High School District 234, jkelsall@ridgenet.org, 708-516-0786 (c)
- Mr. Frank Parisi, President, Elmwood Park CUSD #401 Board of Education, parisif@epcusd401.org; 847-644-1514 (c)
- Dr. Amy Sichel, Lead Superintendent, American Association of School Administrators, amy.sichel@aasa.org, 215-669-2555 (c)
- Dr. Aaron Spence, Superintendent, Virginia Beach City Public Schools, Aaron.Spence@vbschools.com, 757-951-8624 (c)

Elmwood Park C.U.S.D. #401



James P. Jennings
Assistant Superintendent for Finance and Operations/CSBO

January 4, 2020

To Whom it May Concern,

It is my privilege to write this letter of support for Dr. Nicolas Wade as your next superintendent. Dr. Wade is currently in his second year as Superintendent of Schools at Elmwood Park Community Unit School District #401 and he has already proven himself to be an effective and transformative leader.

During Dr. Wade's first year as superintendent he worked with his administrative cabinet members to reorganize administrative duties and district expenditures to better utilize district funds to meet the needs of students and staff in the district. Dr. Wade began by performing a thorough assessment of expenditures throughout the district. We found that we had several large expenditures that did not demonstrate having a significant impact on students. These expenditures were quickly eliminated and replaced with staff and programs that had research behind their effectiveness. These new focused expenditures have been warmly received by staff and parents are seeing the positive effects after a few short months into the new school year.

Facility repairs and upgrades were also identified as an area of concern by Dr. Wade. To obtain an accurate and complete picture of what needed to be done Dr. Wade sanctioned a complete facility assessment of the district's five buildings. As expected, many of the buildings were in dire need of repair and upgrades. Dr. Wade began discussing these areas of concern with the board and outlined a long term plan that included bond sales that provided the necessary life-safety repairs and upgrades to infrastructure and classrooms. The board and staff realize there is still work to be done to improve the facilities, but they have expressed their excitement in knowing there is a plan in place to address them in the near future.

Another area that has seen significant improvement under Dr. Wade's leadership is in administrative relations with the teachers' union. Dr. Wade developed frequent, honest and open communication with the union leadership, which built trust and appreciation amongst the membership. As a result, teachers felt supported and valued throughout the district. This also resulted in a very successful teacher contract, where both teachers and school board members felt their interests were validated and needs were addressed.

In a very short period of time, Dr. Wade has established a reputation as an extremely capable and effective superintendent. He has consistently displayed qualities of leadership, initiative, conscientiousness, expertise, and professionalism. In addition, Dr. Wade is recognized as an educational leader who is committed to academic excellence. The various programs he has started or become involved with have greatly improved the effectiveness of staff and the performance of students in Elmwood Park Community Unit School District #401.

Sincerely,

A handwritten signature in black ink that reads "James P. Jennings". The signature is written in a cursive, flowing style.

James P. Jennings



RIDGEWOOD HIGH SCHOOL

DISTRICT 234
7500 WEST MONTROSE AVENUE - NORRIDGE, ILLINOIS 60706-1196
708-456-4242 FAX 708-456-8238
www.ridgenet.org

January 1, 2020

To Whom It May Concern:

Superintendent

Dr. Jennifer Kelsall

Assistant Superintendent

Finance & Operations

Thomas M. Parrillo

Board of Education

President

Paul Draniczarek

Vice President

Michael J. Straughn

Secretary

Lisa Malicki

Board Members

Tony Caringella

Frank DiPiero

Laura McGready

Christopher O'Leary

It is my pleasure and honor to offer my highest recommendation for Dr. Nicolas Wade. I have known Nick for several years and have found him to be a visionary leader and consummate professional.

When Dr. Wade began his superintendency, he was required to make several changes in order for the organization to remain afloat. With budgetary issues at the forefront, Dr. Wade gathered enough information to make informed decisions about how to improve the fiscal responsiveness of the district, while also providing the needed foundation for academic change. His technology initiative provided a much needed support for the students and offered the opportunity to truly assess academic programming and resources for making change to support student growth. Additionally, Nick also had to respond to various personnel issues, many of which could have detrimentally impacted the district if not handled appropriately, in order to help move the organization forward.

Dr. Wade is keenly aware of all aspects of leading an organization. In the midst of the necessary academic and staff changes, Dr. Wade has also been instrumental in a substantial number of facilities improvements. This would not have been accomplished without his leadership and collaboration with the school board as well as the Village board. As the neighboring district, I have been able to witness the changes Dr. Wade has implemented. In a short amount of time Nick has been able to build relationships which have allowed for the community and staff to have a voice in supporting the needs of all learners. He has been able to build a relationship with the Village, something that had been lacking for many years, that has allowed for a joint partnership in potentially building a new school while also providing recreation options and green space for the community.

In the short amount of time Dr. Wade has been in this position, he has made substantial change in almost every facet of the District. His dedication to his community has helped create fiscal responsibility and educational enhancement for all students. Nick is, without question, a quality professional in every sense of the word. He will continue to be a visionary leader in any district he chooses to work. If I can offer any additional information that will assist you in making the decision to hire Dr. Nicolas Wade as your Superintendent please do not hesitate to contact me at 708/697-5533 or via email at jkelsall@ridgenet.org.

Sincerely,

Jennifer Kelsall, PhD

Superintendent

Ridgewood Community High School District #234

Amy F. Sichel, Ph.D.

1012 Lindsay Lane

Rydal, PA 19046

amy.sichel@aasa.org 215-669-2555

January 1, 2020

To Whom It May Concern;

It is with great confidence that I provide this letter of reference for Nicolas D. Wade, Ed.D. as he seeks a new position as Superintendent of Schools. I have had the pleasure of knowing Dr. Wade in his role as Superintendent for the Elmwood Park Community Unit School District # 401. To provide context, I have been Nicolas's mentor for The School Superintendents Association, AASA's National Superintendent Certification Program®. I have had the ability to view him interact with peer superintendents, observe and see him in action in his district, talk with him through thorny issues and view his problem-solving ability in areas that pertain to all aspects of being a school superintendent, as well as preview his written and oral work as he communicates with the School Board, the community and the professional staff at the Elmwood Park CUSD. I feel well versed to share that Dr. Wade is top-notch, extremely competent, a hard worker, trustworthy, committed to the educational profession and to the community that he serves.

Dr. Wade has fostered exciting initiatives at the Elmwood Park CUSD that have a direct and positive impact to Elmwood Park's students and staff. He is very innovative as he developed and implemented an initiative entitled "An Invitation to Opportunity", a 1:1 Technology Initiative, and a grade span reconfiguration. What is most impressive is the committee work that was completed ahead of time so that the faculty and students would be ready for these innovative practices and that the parents/guardians and stakeholders were well informed of the initiatives. These transformational initiatives were accomplished by significantly improving outreach efforts with all stakeholders by overhauling the website, generating news articles and announcements about individual schools including the district's success stories, increasing news coverage with the local newspaper, creating podcasts, writing a superintendent newsletter, hosting multiple community forums, and improving upon relationships with the Village of Elmwood Park and related entities.

Specifically, Dr. Wade developed the district's vision of "An Invitation to Opportunity" emphasizing the district's commitment to expand opportunities to provide increased student support services, accelerated opportunities or enrichment for students, and pathways in Grades 6-12 aligned to students' interests. The district office and Board of Education committed to providing the necessary resources and training to support staff in creating a blended and differentiated learning environment for students. This led to the creation of the Department for Student Services and the Director for Bilingual/EL Services, a negotiated withdrawal from the special education cooperative so that students could be provided transition services in their home school, expanded enrichment opportunities in Grades K-2, accelerated opportunities in Grades 3-5, honors courses and high school credit in Grades 6-8 and Advanced Placement courses, dual enrollment credit and internships in Grades 9-12, articulated college and career pathways in Grades 6-12, and additional interscholastic and athletic options district-wide.

As for the 1:1 Technology Initiative, Dr. Wade and his staff researched, created, and implemented the first district initiative in over 20 years which focused on technology. It provided two (2) years of training for staff and administrators prior to moving to 1:1 computing at the secondary level and saturation of devices at the elementary levels, in addition to creating the Department for Instructional Technology. Also this initiative moved the district to adopting e-texts for all content areas in Grades K-12, additionally making texts and resources available in multiple languages for the first time in the district's history.

Lastly Dr. Wade researched and created a Board approved plan to provide full-day Kindergarten for all students who are Elmwood Park residents. This was achieved by developing a significant facility enhancement plan to move sixth grade over to the middle school from the two (2) elementary schools. As a result, the district will be closing its Early Childhood Center, located in the downtown area, allowing the Elmwood Park Village to move forward on its revitalization project in that area. This demonstrates extreme creativity and collaboration on the part of Nicolas Wade.

As a recently retired superintendent of the Abington School District, I have worked very closely with many superintendents over my eighteen-year superintendency in Abington, PA. A Superintendent of Schools must be innovative, collaborative, financially savvy, as well as be respected and trusted by both the Board of Directors and the faculty and community that Nicolas will serve. You have all those traits in Dr. Wade and he is a leader among superintendents. I encourage you to sincerely consider him as your next Superintendent of Schools. Please know I am available by phone or email to provide a verbal reference for Dr. Wade.

Sincerely,



Amy F. Sichel, Ph.D.

Retired Superintendent of the Abington School District- Abington, PA

Lead Superintendent and Mentor for the AASA National Superintendent Certification Program®

AASA Past President and PASA Past President

January 1, 2020

To Whom It May Concern:

I was the assistant superintendent for curriculum and instruction for ten years in Elmwood Park Community Unit School District 401. In that capacity I had numerous opportunities to work with Dr. Nicolas Wade who served as the high school assistant principal and then as my replacement when I retired. Our communication has continued as I stay connected through evening superintendent presentations or through podcasts. Dr. Wade was my choice for my replacement due to his strengths. The Board of Education moved Dr. Wade to the superintendency after just one year as the assistant superintendent. He is that good.

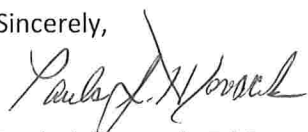
Dr. Wade was an invaluable partner as the district worked on core academic reforms to align curriculum to the Common Core and Next Generation Science Standards. He worked with me on Institute Day plans and was a part of district-wide training. His committee work on the Student Growth portion of the teacher evaluation process made my job much easier due to his knowledge base and networking skills. He was able to look critically at submitted formative and summative assessments, their connection to the standards, and suggest needed changes. His focus was always on improving student performance while supporting teachers. Dr. Wade even had a solution for the data collection and analysis portion of the process. Without him I am afraid the district would not have met all deadlines.

As the only assistant superintendent in the district, Dr. Wade was able to oversee all the special education programs in conjunction with the Leyden Special Education Cooperative, create intensive technology training in preparation for the one-on-one technology initiative that he led and implemented this year, and update curriculum in mathematics, science, and English/language arts. He was responsible for credit recovery, summer academy programs, evaluation of administrators, and hiring and supporting the new business manager.

Dr. Wade's *Superintendent's State of the District* presentation was a first for the district. Not only did he connect with a group of parents and teachers who attended the evening meeting, but he articulated the district's vision, described the initiatives, assuring the audience that the district was not going to rest on its laurels. Yes, the workload for the superintendent has greatly increased, but this is a man with a determination I have not seen before.

Dr. Wade is a bright, skilled administrator, with a strong moral compass who is willing to make the commitment necessary to develop better opportunities for students. I can recommend him for an educational leadership position without qualification. I would be pleased to discuss his experience and abilities at greater length with you.

Sincerely,



Paula J. Hlavacek, Ed.D.

Retired Assistant Superintendent of Curriculum and Instruction

847-491-9607

SAFETY, SECURE, PRINTING DO NOT ACCEPT THIS TRANSCRIPT AS AN ORIGINAL UNLESS THE "VERIFY FIRST" WATERMARK PATTERN IS VISIBLE IN THE PAPER. HOLD TOWARD LIGHT TO VIEW WATERMARK.

Graduate Semester Academic Record

Name : Wade, Nicolas Dusan
Student ID : 2120357
SSN : ##-##-1293
Address : 424 Butterfly Rd.
Bolingbrook, IL 60490
United States

Benedictine University
5700 College Road
Lisle, IL 605320900
United States

AN OFFICIAL SIGNATURE IS RED WITH A WHITE BACKGROUND

This officially signed transcript is printed on SafeSign security paper. When photocopied the word COPY should appear. A back on white or a color copy should not be accepted!

Elizabeth W. Morrison, Acting Registrar

Print Date : 2013-06-14

Degree : Master of Education
Confer Date : 2010-05-16
Plan : Leadership and Administration Program

Degrees Awarded

2009 Spring
Beginning of Graduate Semester Record

Table with columns: Course, Description, Attempted, Earned Grade, Points. Includes rows for EDUC 503, 617, 651, 682 and summary statistics for 2009 Summer.

2010 Spring

Program : Grad Semester Cohort
EDUC 519 Financing Education
EDUC 586 School & Community Stakeholders

Table with columns: Course, Description, Attempted, Earned Grade, Points. Includes rows for EDUC 508, 562, 608 and summary statistics for 2010 Spring.

Benedictine University is an independent, coeducational institution of higher learning founded by the Benedictine monks of St. Procopius Abbey. Benedictine University is accredited by the Higher Learning Commission and a member of the North Central Association [www.ncahigherlearningcommission.org (312) 263-0456]; the Illinois State Board of Education, Teacher Certification Section; the Commission on Accreditation for Dietetics Education of the American Dietetic Association; the Commission on Collegiate Nursing Education and is approved by the Illinois Board of Higher Education. The University was founded in 1887 as St. Procopius College. In 1971, the College was re-named Illinois Benedictine College. The College became Benedictine University in April 1996.

The Springfield branch campus of Benedictine University was originally founded in 1929 as a separate institution known as Springfield Junior College. The name of the College was officially changed to Springfield College in Illinois in September 1967. In January 2003, Springfield College in Illinois partnered with Benedictine University to offer bachelor and graduate degrees in Springfield. A permanent branch campus of Benedictine University at Springfield was established in 2010. Academic operations at Springfield College of Illinois ceased in August 2011.

I. Credit

- A. Undergraduate credit is recorded in semester hours.
- B. Graduate credit in EXPH, NUTR, MALS, EDUC, NRHL and MSSCP is recorded in semester hours.
- C. All other graduate credit is recorded in quarter hours.
- D. Effective fall 1996, IFM continuing education credit is recorded in semester hours.
- E. TIDE continuing education credit prior to fall 1995 is recorded in quarter hours. Effective fall 1995, all transcripts containing course activity after that date are recorded in semester hours.
- F. DVDL, HEO and PHDOD doctoral credit is recorded in quarter hours. HEOC doctoral credit is recorded in semester hours.

II. Grading System

The grade point average (GPA) is computed by dividing the total number of grade points by the attempted hours excluding withdrawals and prior course repeat attempts.

A = Excellent	= 4 points per credit hour	F = Failure	= 0 points per credit hour	P = Pass	= No grade points
B = Good	= 3 points per credit hour	I = Incomplete	= Temporary grade	X = Deferred	= Temporary grade
C = Satisfactory	= 2 points per credit hour	IP = In progress	= Temporary grade	AU = Audit	= No credit/grade
D = Passing	= 1 point per credit hour	W = Withdrawal	= Course withdrawal		

III. Repetition of Courses

- A. Undergraduate Credit: If a course is repeated, the student will not receive additional credit hours. Only the more recent grade is computed in the grade point average. In the prior attempt, the grade will be followed by text stating, "Repeated; Excluded from GPA."
- B. Graduate Credit: Prior to fall 1986, if a course is repeated both grades are computed in the grade point average. Effective fall 1986, if a course is repeated, the student will not receive additional credit hours. Only the more recent grade is computed in the grade point average. In the prior attempt, the grade will be followed by text stating, "Repeated; Excluded from GPA."

IV. Student Classification

The classification of undergraduate students is determined at the beginning of each semester according to the number of semester hours completed as follows:

- Freshmen — Less than 30 semester hours Juniors — 60 to 89 semester hours
- Sophomores — 30 to 59 semester hours Seniors — 90 or more semester hours

V. Transfer Credits

Credits transferred from other institutions are evaluated on the basis of their equivalent at Benedictine University. Transfer credits are not counted in the cumulative grade point average earned at Benedictine University.

VI. Degree Requirements

- A. Benedictine University students are required to earn 120 semester hours of credit to qualify for a baccalaureate degree and must maintain a "C" average (2.00 GPA) during their overall college career. A minimum of 24 semester hours beyond the introductory courses are required for a major. Only courses in which a student has received a "C" or better may be applied to the major.
- B. A.A. students are required to earn 62 semester hours of credit to qualify for an associate degree and must earn a "C" average (2.00 GPA).
- C. M.B.A. and M.S. (M.I.S. program) students accepted prior to fall 1998 completed degree requirements with a "C" average (2.00 GPA). Students accepted for and after fall 1998 must complete degree requirements with a "B" average (3.00 GPA).
- D. All other master's degree students must complete degree requirements with a "B" average (3.00 GPA).
- E. Doctoral students must complete degree requirements with a "B" average (3.00 GPA).

VII. Course Numbering System

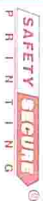
- 009-099 Development Courses (Designated with the text "Developmental (No Earned Hours)"). Credit is not included in total cumulative hours earned.
- 100-199 Lower Division Courses 400-499 Prerequisite Graduate Courses 700-799 Lower Level Doctoral Courses
- 200-299 Upper Division Courses 500-599 Lower Level Graduate Courses 800-899 Upper Level Doctoral Courses
- 300-399 Advanced Courses 600-699 Upper Level Graduate Courses

VIII. Validation

Official transcripts carry the signature of the Registrar in red text on a white box. Transcripts are sent to the party indicated in the "sent to" portion of the transcript.

IX. Family Educational Rights and Privacy Act of 1974

This transcript is intended for your use only. Under the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment), you will not permit any other party to have access to this information without written consent of the student.



Additional security features on this transcript include visible fibers and fluorescent fibers, which can only be seen under UV light, imbedded in the paper. Also, the paper is sensitive to chemical alteration. If authentic, when bleach is applied, a brown stain will appear. When an original is copied, the word "VOID" will appear. Absence of these features or the one indicated on the face is evidence of alteration or duplication. ATTENTION: UNAUTHORIZED DUPLICATION, OR FORGERY OF THIS DOCUMENT MAY BE A CRIMINAL OFFENSE.

Date: 12/18/2012

Argosy University, Schaumburg

999 N. Plaza Drive
Suite 111
Schaumburg, IL 60173-5403

Page 1 of 2

Student ID: 1009548959

Student GPA: 3.83

Student: Nicolas D Wade
Address: 424 Butterfly Road
Bolingbrook, IL 60490

Grade History

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
Program: Educational Leadership					
Concentration(s): District Leadership Track w/ Illinois Type 75 Superintendent Endorsement					
Enrollment #: 1003048184					
Start Date: 5/10/2010					
Grad Date: 12/17/2012					
Enroll Status: Graduate					
Term: 201005SFO 2010 Summer Semester 5/10/2010 8/21/2010					
Argosy University - Schaumburg	Introduction to Research Methods	3.00	3.00	A	12.00
R7001	Advanced Academic Study & Writing	3.00	3.00	A	12.00
W7000	Critical Analysis of Problems & Issues in Education	3.00	3.00	A	12.00
E7034	Methods and Analysis of Quantitative Research	3.00	3.00	A	12.00
R7031		12.00	12.00		48.00
Term GPA: 4.00		Cum GPA: 4.00			
Term: 201009SFO 2010 Fall Semester 9/7/2010 12/18/2010					
Argosy University - Schaumburg	Education Law: The District	3.00	3.00	B	9.00
E7239	Managing Human & Fiscal Resources in Education	3.00	3.00	A	12.00
E7637	Leading and Managing Change in a Diverse Society	3.00	3.00	A	12.00
E7033	Methods & Analysis of Qualitative Research	3.00	3.00	A	12.00
R7035		12.00	12.00		45.00
Term GPA: 3.75		Cum GPA: 3.88			
Term: 201101SFO 2011 Spring Semester 1/10/2011 4/23/2011					
Argosy University - Schaumburg	Comprehensive Planning and Implementation	3.00	3.00	B-	8.10
E7134	Teaching and Effective Learning Strategies	3.00	3.00	A	12.00
E7245	Education Leadership in Theory and Practice	3.00	3.00	A	12.00
E7137	Multicultural Education for the 21st Century	3.00	3.00	A	12.00
E7338		12.00	12.00		44.10
Term GPA: 3.88		Cum GPA: 3.81			
Term: 201105SFO 2011 Summer Semester 5/9/2011 8/20/2011					
Argosy University - Schaumburg	Writing for Research & Professional Publications	3.00	3.00	A	12.00
E7834	Survey Techniques	3.00	3.00	A-	11.10
R7037	Child, Family, and Community Relations and Collaboration.	3.00	3.00	A	12.00
E7120		9.00	9.00		35.10
Term GPA: 3.90		Cum GPA: 3.83			

** Indicates Retaken Course
R* Indicates Retaken Override

Not official unless signed by registrar.

ARGOSY UNIVERSITY

Argosy University (AU) is a private higher education institution offering general education and professional programs at the undergraduate, graduate, and postgraduate levels in behavioral sciences, business, education, and health sciences. The University was formed by the merging of three separate academic institutions in September, 2001 – the American Schools of Professional Psychology (ASPP), the University of Sarasota (UOS), and the Medical Institute of Minnesota (MIM).

Argosy University operates through member campuses throughout the United States. They are known as: AU, Atlanta Campus (formerly Georgia School of Professional Psychology); AU, Chicago Campus (formerly Illinois School of Professional Psychology); AU, Dallas Campus; AU, Denver Campus; AU, Honolulu Campus (formerly ASPP/Hawaii); AU, Inland Empire Campus; AU, Los Angeles Campus, AU, Orange County Campus (formerly UOS/Orange); AU, Phoenix Campus (formerly Arizona School of Professional Psychology); AU, Salt Lake City Campus, AU, San Diego Campus; AU, San Francisco Bay Area (formerly ASPP/San Francisco Bay Area); AU, Sarasota Campus (formerly UOS); AU, Schaumburg Campus (formerly AU/Chicago Northwest and Illinois School of Professional Psychology/Chicago Northwest); AU, Seattle Campus (formerly Washington School of Professional Psychology); AU, Tampa Campus (formerly Florida School of Professional Psychology and UOS/Tampa); AU, Twin Cities Campus (formerly Minnesota School of Professional Psychology and MIM); and AU, Washington DC Campus (formerly ASPP/Virginia).

Argosy University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (985 Atlantic Avenue, Suite 100, Alameda, California, 94501, <http://www.wacsenior.org>)

Course Identification System

Graduate Grade Level	Course Number Range
Developmental	<6000
Master's First- Year	6000-6499
Master's Second-Year	6500-6999
Doctorate First-Year	7000-7499
Doctorate Second-Year	7500-7999
Doctorate Third-Year	8000-8499
Doctorate Fourth-Year	8500-8999
Undergraduate Grade Level	Course Number Range
Developmental	<100
Freshman	100-199
Sophomore	200-299
Junior	300-399
Senior	400-499

Calendar System

Item	Description
Academic Year	Campus-Based Programs - A minimum of 30 weeks of instructional time; 24 earned credits
Course	Online Programs - Continuous academic calendar 5, 7.5, or 15 weeks of instructional time

Instructional Week
Seven consecutive calendar days. An instructional week begins the first day of the session at 12:00 Mountain Time (MT) to 11:59 pm MT seven days later.

1. *Credit Unit Awarded:* The credit unit awarded is semester credit hours. If the student was awarded credit in a unit other than semester hours, it is noted on the face of the transcript.

2. Grading System:

A. All AU classes are graded on the following system:

A, A+	= 4.0 points - Exceptional
A-	= 3.7 points
B+	= 3.3 points
B	= 3.0 points - Good
B-	= 2.7 points
C+	= 2.3 points
C	= 2.0 points - Marginal Performance
C-	= 1.7 points
NC	= Counts as credits attempted but not as credits earned
D+	= 1.3 points
D	= 1.0 points
D-	= 0.7 points
ND	= Counts as credits attempted but not as credits earned
F/WF	= 0.0 points - Failure

Other grades:

AU	= Audit, not calculated in GPA
CR	= Credit, not calculated in GPA
I	= Incomplete coursework, not calculated in GPA
IP	= Incomplete Progressing, not calculated in GPA
LP	= Limited Progressing, not calculated in GPA
NR	= No grade received from faculty
NC	= No Credit, not calculated in GPA
P	= Pass, not calculated in GPA
PR	= Progressing - progress being made toward completion of project
R	= Registered - no grade received at time of transcript request
TO	= Pass by equivalence - given to students who successfully test out of a course
W	= Withdrew from course
TR	= Credit granted through transfer, not calculated in GPA

Grade Point Average

Grade Point Average is calculated on a 4.0 scale using the above point systems. As of the Fall 2008 Semester, internal policies state that GPA is rounded up to the nearest hundredth if the last number is five or greater. It will be rounded down to the nearest hundredth if the last number is less than five.

B. Repeated Courses: When a course is repeated, both grades appear on the transcript, however, the first grade is not used in calculation of the grade point average. (*Prior to fall 2001, the grade R* was used by the University of Sarasota to denote a repeat which replaced the original grade on the transcript.)

C. Legacy grading systems: Transcripts may reference legacy grades, not referenced in the above list. Please contact the issuing campus for clarification, if necessary.

Release of Information

Under the Family Education and Privacy Act of 1974, this transcript cannot be released to any third party without the expressed written consent of the student named herein.

Argosy University Website

www.argosy.edu

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Date of last revision: September 30, 2011

Argosy University, Schaumburg

999 N. Plaza Drive
Suite 111
Schaumburg, IL 60173-5403

Date: 12/18/2012

Page 2 of 2

Student ID: 1009548959

Student GPA: 3.83

Student: Nicolas D Wade
Address: 424 Butterfly Road
Bolingbrook, IL 60490

Grade History

Course Code	Course Description	2011 Fall Semester	2012 Spring Semester	2012 Summer Semester	2012 Fall Semester
		9/6/2011	4/21/2012	5/7/2012	9/6/2012
		Credits Attempted	Credits Earned	Credits Earned	Credits Earned
		Quality Points	Quality Points	Quality Points	Quality Points
Argosy University - Schaumburg	Comprehensive Examination: EdD in Educational Leadership Dissertation	0.00	0.00 CR		
D9501		1.50	1.50 PR		
		1.50	1.50		
Term GPA: 0.00	Cum GPA: 3.83				
Argosy University - Schaumburg	Dissertation		3.00 PR	3.00 CR	
D9502			3.00	3.00 CR	
			3.00	3.00 CR	
Term GPA: 0.00	Cum GPA: 3.83				
Argosy University - Schaumburg	Dissertation			3.00 CR	
D9503				3.00 CR	
E7960	Illinois Superintendent Internship & Seminar			3.00 CR	
				6.00	
Term GPA: 0.00	Cum GPA: 3.83				
Argosy University - Schaumburg	Dissertation				3.00 PR
D9504					1.50 CR
D9505					1.50 CR
					6.00
Term GPA: 0.00	Cum GPA: 3.83				

Term GPA: 0.00 Cum GPA: 3.83 Credits Attempted: 4.50 Credits Earned: 4.50 Quality Points: 0.00

Educational Leadership GPA: 3.83 60.00 60.00

Degrees awarded for Educational Leadership enrollment

Degree	Date Awarded	Date Cleared
Doctorate of Education	12/17/2012	12/17/2012

*** End of Transcript ***

Edelyn Humphries

Authorized Signature

Not official unless signed by registrar.

** Indicates Retaken Course
R* Indicates Retaken Override

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I1232411

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Date of last revision: September 30, 2011

Official Statement of Status of Eligibility

NICOLAS DUSAN WADE
424 BUTTERFLY ROAD
BOLINGBROOK, IL 60490

Florida DOE Number: 1264619
Applicant ID Number: ###-##-1293
Processing Date: 11/19/2019
Expiration Date: 11/19/2022

DO NOT DESTROY. PLEASE RETAIN UNTIL ALL REQUIREMENTS ARE COMPLETE

This Official Statement of Status of Eligibility outlines requirements for issuance of a Florida Educator's Certificate. Florida school district personnel will advise you of any additional requirements for employment in the school district and including compliance with applicable federal laws and regulations.

For Florida educator certification purposes, college degrees and credits must be earned at institutions that are either accredited by an agency recognized by the U.S. Department of Education or approved by the Florida Department of Education. College level credits recommended by the American Council on Education (ACE) are also acceptable.

YOU ARE ELIGIBLE FOR A FLORIDA EDUCATOR'S CERTIFICATE AS SHOWN BELOW.

Professional Certificate: For issuance of a Professional Educator's Certificate valid for five years covering Educational Leadership (All Levels), official documentation of the following requirements must be submitted to the Bureau or Educator Certification:

- Results of your fingerprint processing from the Florida Department of Law Enforcement and the FBI. Your employer will assist you in completing the fingerprint process. If your application or fingerprint report reflects a criminal offense or suspension/revocation record, your file will be referred to Professional Practices Services for further review. Issuance of your certificate will be contingent upon the results of this review.

Additional Comments:

- Please review the Submitting Fingerprints for Certification instructions on the Florida Department of Education (FLDOE) Educator Certification Website at <http://fldoe.org/teaching/certification/steps-to->

certification/step-4-submitting-fingerprints-for-cer.shtml . From there you may determine the category under which you should proceed with fingerprint processing. Please note: If an individual chooses to have his/her fingerprints processed prior to Florida employment for issuance of the Professional License, it may be necessary to have the fingerprints re-processed, and the individual may have to pay a second processing fee as a condition of employment in a Florida public school.

This evaluation outlines one educator preparation route and pathway to certification. For other options, please select 'Alternative & Traditional Certification' from our home page (<http://www.fldoe.org/teaching/certification>).



Illinois State Board of Education

James T. Meeks, Chairman
Tony Smith, Ph.D., State Superintendent of Education

Educator Licens

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- [Help](#)

Credentials

Primary Information

Full Name: **Nicolas D. Wade**
IEIN: **701944**
DOB: **4/21/1984**

Contact Information

Address: **2477 River Hills Lane**
City, State Zip: **Bolingbrook, IL 60490**
Email: nicolasdwade@gmail.com
Primary Phone: **(630) 802-1163**
Secondary Phone:

Profile

PD Status: **Active**

[Click Here to Edit Your Contact Information](#)

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Licenses

Select	License ID	License	Status Code	Status Desc	Entitlement	Application Date	Orig Issued	Issued	Expires	ROE	Registered Thru	Register
Select	1903189	Professional Educator License	I	Issued	IL-BEN (06/30/2010)	04/18/2016	12/23/2006	07/01/2013	06/30/2021	06	2021	Register in an Addition

Illinois Approved Program / Endorsements For Selected License

Description	Grade	Status Description	Issued	Entitleme
General Administrative	Kindergarten through Grade 12	Issued	07/06/2010	
Superintendent	Kindergarten through Grade 12	Issued	06/06/2013	
English Language Arts	Grade 6 through Grade 12	Issued	12/23/2006	
Secondary Education	Grade 6 through Grade 12	Issued	07/01/2013	

Approvals

Approval Code	Approval	RCDT	Endorsement	Grade	Application Received	Status	Approval Granted Date

Designations

Source	Status	Designation	Grade	Issued	Expires
ISBE	I	Teacher Evaluator - Observation (Module 1)			
ISBE	I	Teacher Evaluator - Observation (Module 2)			
ISBE	I	Teacher Evaluator - Observation (Module 3)			
ISBE	I	Teacher Evaluator - Non-Growth (Module 4)			
ISBE	I	Teacher Evaluator - Growth (Module 5)			
ISBE	I	Principal Evaluator - Observation (Module 1)			
ISBE	I	Principal Evaluator - Observation (Module 2)			
ISBE	I	Principal Evaluator - Observation (Module 3)			
ISBE	I	Principal Evaluator - Growth (Module 4)			
ISBE	I	Principal Evaluator - Growth (Module 5)			

Registration

Fiscal Year	School Year	Region Code	Region	License Code	License
2016	2015-2016	04	BOONE/WINNEBAGO ROE	PEL	Professional Educator License
2015	2014-2015	04	BOONE/WINNEBAGO ROE	PEL	Professional Educator License
2014	2013-2014	04	BOONE/WINNEBAGO ROE	PEL	Professional Educator License
2013	2012-2013	04	BOONE/WINNEBAGO ROE	PEL	Professional Educator License
2012	2011-2012	04	BOONE/WINNEBAGO ROE	PEL	Professional Educator License
2021	2020-2021	06	Region 06 West Cook ISC 2	PEL	Professional Educator License
2020	2019-2020	06	Region 06 West Cook ISC 2	PEL	Professional Educator License
2019	2018-2019	06	Region 06 West Cook ISC 2	PEL	Professional Educator License
2018	2017-2018	06	Region 06 West Cook ISC 2	PEL	Professional Educator License
2017	2016-2017	06	Region 06 West Cook ISC 2	PEL	Professional Educator License
2016	2015-2016	06	Region 06 West Cook ISC 2	PEL	Professional Educator License
2015	2014-2015	06	Region 06 West Cook ISC 2	PEL	Professional Educator License
2014	2013-2014	06	Region 06 West Cook ISC 2	PEL	Professional Educator License
2013	2012-2013	06	Region 06 West Cook ISC 2	PEL	Professional Educator License
2010	2009-2010	19	DU PAGE ROE	PEL	Professional Educator License
2009	2008-2009	19	DU PAGE ROE	PEL	Professional Educator License
2008	2007-2008	19	DU PAGE ROE	PEL	Professional Educator License
2007	2006-2007	19	DU PAGE ROE	PEL	Professional Educator License
2016	2015-2016	56	WILL ROE	PEL	Professional Educator License

2015	2014-2015	56	WILL ROE	PEL	Professional Educator License
2014	2013-2014	56	WILL ROE	PEL	Professional Educator License
2013	2012-2013	56	WILL ROE	PEL	Professional Educator License
2012	2011-2012	56	WILL ROE	PEL	Professional Educator License
2011	2010-2011	56	WILL ROE	PEL	Professional Educator License
2010	2009-2010	56	WILL ROE	PEL	Professional Educator License
2009	2008-2009	56	WILL ROE	PEL	Professional Educator License
2008	2007-2008	56	WILL ROE	PEL	Professional Educator License

Previous Qualifications

Endorsement Code	Endorsement	Grade	Status Code	Status	Region Code	Reg

Lapsed Licenses

License ID	License	Status Code	Lapsed Date	Reinstate Application Date	Rein
No Records Found					