

NSSED Financial Model Reference Document Fall 2020

Table of Contents

Executive Summary	3
Process	3
Stakeholder Involvement	3
Finance Committee Members and Related Participants	4
Finance Subcommittee Members	4
New Model Priorities	5
Key Funding Variables	5
Annual Billing Cycle	11
Member District Pricing Worksheet	12
Member District Pricing Worksheet - Definitions	13
Important Contacts	32
NSSD Cabinet Members	33
Benefits of Cooperative Membership	34
Conclusion	35
Appendix A	36

Executive Summary

The Northern Suburban Special Education District (NSSED) continues to evolve to meet the changing needs of the students and districts it serves while striving for the highest quality educational services in the most fiscally responsible manner. As part of the 2018 strategic planning process, a Fiscal Responsibility and Resource Allocation goal was established to “develop a sustainable, equitable and flexible financial model that provides affordable access to a full continuum of supports and services.”

NSSED stakeholders engaged in a year-long process to update the district financial model. This process included many meetings, discussions, and presentations with NSSED staff, member district superintendents, special education directors, Chief School Business Officials, education consultants, and Leadership Council representatives about all components of the district’s finances.

Together, the stakeholders updated the cooperative’s financial planning cycle, defined the components of the financial model, and outlined the responsibilities for the future maintenance and reevaluation of the model. The final product is a simpler, more equitable, transparent financial model which will allow membership and the cooperative to manage tuition and services spending more effectively and efficiently.

This reference document will be published on the district’s website and distributed to NSSED staff and membership to provide full transparency and comprehensive views of the NSSED finances and related internal operations.

Process

Stakeholder Involvement

To start the process, the NSSED Leadership Council’s Finance Committee began doing research in September 2019, with a subcommittee established to work out specific details. The subcommittee began its work in January 2020 to study the existing model and develop recommendations. Members of the committees included:

Finance Committee Members and Related Participants

Dr. Harry Rossi, Consultant
Dave Peterson, Consultant
Mark Barry, Governing Board Member - District 65, NSSED Finance Committee Chair
Bill Hayes, Governing Board Member - District 29
Michael Gilmore, Governing Board Member - District 28
Karen Hanley, Governing Board Member - District 225
Jennifer Pearson, Director of Special Education - District 225
Joanna Ford, Asst Supt for Student Services, District 109
Emily Dunham, Director of Student Services, District 29
Cathy Lauria, CSBO - District 31
Kimberly Arakelian, Asst Supt Finance and Operations, District 27
Jason Edelheit, CSBO - District 35
Jay Kahn, CSBO - District 65
Julie Dillon, CSBO, NSSED
Andy Piper, NSSED Asst Supt for Human Resources
Dr. Kurt A. Schneider, NSSED Superintendent

Finance Subcommittee Members

Dave Peterson, Consultant
Mark Barry, Governing Board Member - District 65
Bill Hayes, Governing Board Member - District 29
Jennifer Pearson, Director of Special Education - District 225
Kimberly Arakelian, Asst Supt Finance and Operations, District 27
Jason Edelheit, CSBO - District 35
Jay Kahn, CSBO - District 65
Andy Piper, Asst Supt for Human Resources, NSSED
Julie Dillon, CSBO, NSSED

New Model Priorities

The Finance Committee developed values as a foundation for building a new financial model.

The group agreed that the financial model must:

- Sustain the cooperative over time
- Be fair and equitable for all member districts
- Be future oriented and flexible
- Maintain guaranteed placement priority for member district students
- Be simple to understand and transparent

Key Funding Variables

The Finance Committee identified and discussed key variables to be addressed in the model.

Allocation of Individual with Disabilities Education Act (IDEA) dollars

IDEA funds are federal funding for the education of children with disabilities and are used only to pay the excess costs of providing FAPE (Free Appropriate Public Education) to children with disabilities, including costs for special education teachers and administrators; related services providers (speech therapists, psychologists, etc.); materials and supplies for use with children with disabilities. In the past IDEA funds were distributed directly to the cooperative but with the change in Illinois laws, IDEA funds are remitted directly to the member districts. Previous funding agreements stated that a percentage of IDEA funds would be remitted to NSSSED. With the new funding model, member districts wished to retain all IDEA funds and utilize them to either pay NSSSED or other related costs.

Membership fees

Member districts desire a clear understanding of what is included in the membership fee. In this finance model, membership covers the Superintendent and his office, Leadership Council costs, and 25% of district administration. (See below for a more detailed listing.) This fee is allocated based on a district's general education enrollment.

Evidence Based Funding credits

Evidence Based Funding, previously known as Personnel Reimbursement, is an amount remitted to the district by the State of Illinois based upon staffing. The amount received by NSSSED was frozen by the state in 2017. Prior finance models accounted for this funding by crediting the individual program and services therefore passing the credit back to all users. The new model allocates the credit to member districts only based upon their usage of the cooperative.

Program and services costs charged based upon actual costs incurred

All programs and service costs will be calculated based upon actual costs incurred with the exception of staff salaries which will be averaged to smooth out the variances in costs of experienced staff with newer staff.

Indirect costs, meaning those costs not directly associated with a specific program or service, are allocated based upon usage of programs and services.

Includes costs that cannot be specifically linked to a program or service. This includes payroll for 75% of district office staff and related overhead expenses, such as audit and legal fees. This cost is allocated to members and non-members based upon usage of program or service.

Average salaries to even out costs of programs and services

Certified salaries and educational professionals salaries will be averaged by type of employee. Teacher salaries will be grouped and averaged. Educational professionals salaries will be grouped and averaged. Averages will be applied to FTE in each program or service to spread out the cost of experienced staff.

Access to professional learning

Professional learning for staff, parents, community and board members will become a stand-alone fee based on general education enrollment and defined by a representative group from membership districts. Non-members will be billed for access. In the past, professional learning was included with membership and offset by IDEA funds.

Track and charge facility costs separately

Expenses related to the operations at the Red Oak campus will be tracked separately and allocated to members based on general education enrollment in accordance with the articles of agreement. Prior finance models included the cost of the Red Oak campus with the program tuition.

Reconcile charges with actual usage by member district annually

Service and tuition invoices will be based largely on commitments made in February of the preceding year. Review and reconciliation of those commitments with actual usage will be completed at the end of the related school year.

Non-member surcharge

NSSSED includes an upcharge on all non-member invoices to cover fees that are related to operations of the district not included in tuition. This charge was reviewed and will continue with the new model. Furthermore, the Finance Committee will review and assess the adequacy of the surcharge annually at a minimum.

Medicaid processing

NSSSED captures Medicaid monies for students served directly and re-allocates receipts to the member districts. 5% of funds received goes to EMBRACE for acting as the Medicaid Facilitator. This process will remain unchanged.

Billing cycle

Member districts will commit to services in February for the following school year. Districts will be billed for those services in July. Cost will be reconciled at the end of the related school year based on actual usage. Billing cycles have varied yearly in the past.

These key funding variables were then reconciled with current practices. The chart below provides a summary of the reconciliation and the rationale for the changes.

Reconciliation of Current to Recommended Practices and Rationale

Recommendations and rationales will be reviewed annually by the finance committee.

Key Funding Variables	Current Practice Through 2020	Recommendation	Rationale
Membership Fees	Membership fees have been in place since NSSSED was established and are allocated on general enrollment.	Membership fee will continue to be assessed based on general enrollment. It will include: 100% of the Superintendent's office, all Leadership Council expenses, and 25% of NSSSED administrators which includes: HR, Technology, Business Office personnel, Directors of Instruction, Program Principals, Asst. Sup of Innovation and Learning, Dir of SEL, and ELS Admin.	Member districts value collective pooling of resources to maintain the cooperative. Fees ensure maintenance of infrastructure and more equitably distributes administrative costs. 25% of Admin time reflects the time that NSSSED staff support districts and shares the costs equitably.

IDEA Allocation	NSSED retains 15% or 25% of each district's IDEA allocation based on general education enrollment and uses these monies to offset professional development and operating costs	All IDEA grant funds will go directly to member districts.	Allows for the district to have local control of their IDEA dollars and determine how those dollars are spent within the context of the law. Improves transparency of actual costs and provides local control of spending.
Property Plant and Equipment	Costs are allocated to individual program tuitions or service costs utilizing that facility or they are included in membership fees.	Costs to maintain and operate the buildings on the Red Oak Campus will be tracked and billed based on member district gen ed enrollment.	Member districts own the property. If the cooperative ceased operations, per the Articles of Agreement, member districts benefit from the sale of the property based upon general education enrollment. Therefore, care and upkeep of the property will be paid for in accordance with the Articles of Agreement.
Indirect Costs	Indirect costs were covered partially by membership and partially through allocations to programs and services.	Includes costs that cannot be specifically linked to a program or service. This includes payroll for 75% of district office staff and related overhead expenses, such as audit and legal fees. This cost is allocated to members and non-members based upon usage of program or service.	All users of NSSED services benefit from these expenses. In an effort to be equitable, the indirect costs are shared based upon usage of program or service by members and non-members.

<p>Average vs. Actual Salaries</p>	<p>Cost for tuition and services are based on the <i>actual</i> salaries of the FTE allocated to each program or service.</p>	<p>The salaries used to calculate costs for program tuitions and services will now be averaged across all programs and services. Teacher salaries will be averaged across all NSEED teachers and services staff salaries will be averaged with services staff.</p> <p>The averaged salaries are applied to the respective FTE in each program or service. Administrator and support staff salaries are excluded; their actual salaries are incorporated in the respective functions.</p>	<p>Averaging salaries will minimize significant cost differences among programs and services that existed in the old model due to the impact of experienced or retirement track staff salaries.</p>
<p>Professional Learning-Membership</p>	<p>Professional Learning included in membership. IDEA funds were used to offset professional costs.</p>	<p>Professional learning for staff, parents, community and board members will become a stand-alone fee based on general education enrollment and defined by a representative group from membership districts. Non-members will be billed for access.</p> <p>Coaching, customized training, special speaking presentations, and materials will be provided at an additional cost.</p>	<p>Professional learning is a highly-valued benefit to member districts. This provides for a sustainable supporting infrastructure and allows NSEED to be more responsive to needs of the member districts.</p>
<p>Medicaid</p>	<p>NSEED captures Medicaid monies for students served directly and re-allocates to the district. 5% goes to EMBRACE the Medicaid Facilitator</p>	<p>Status Quo</p>	<p>Districts feel this arrangement is equitable.</p>

<p>Non-Member Surcharge</p>	<p>Has fluctuated over the years. Currently at 17.2%</p>	<p>Surcharges will be 25% based on ISBE tuition calculation.</p>	<p>Ensures member districts are not subsidizing nonmember participation. Surcharge should be competitive to ensure nonmember districts will continue to utilize when additional enrollment is needed to sustain programming. This factor will be reviewed annually, at a minimum, by the Finance Committee</p>
<p>Billing Cycle Practices</p>	<p>Great variation over the last 10 years.</p>	<p>Member districts will commit to services in February for the following school year. Districts will be billed for those services in July. Cost will be reconciled in June of the next school year based on actual usage.</p> <p>District decisions past February 1, will result in district being billed based on prior year usage.</p>	<p>Districts committing to services up front allows for better planning, staff recruitment and professional learning. Billing in <i>July</i> creates needed cash flow. Reconciliation at the end of year ensures fairness based on actual usage.</p>
<p>Evidence Based Funding (EBF)</p>	<p>NSSSED's Evidence Based Funding was frozen in 2017 and is allocated to each program or service based on prior year's staffing.</p>	<p>NSSSED will credit membership districts with their respective share of the Evidence Based Funding in accordance with current year enrollment at NSSSED.</p> <p>Non-members will not benefit from this credit.</p>	<p>Although the credit from the State is frozen as of 2017, the Finance Committee agreed that Member districts benefit as the ADE of NSSSED shifts annually driving changing staffing patterns. Therefore, Evidence Based Funding credits will reflect those changes.</p> <p>Credit will no longer benefit non-members.</p>

*Note that because this model is based upon usage which drives costs, the prices of services will fluctuate every year.

#2-Annual Planning and Billing Cycle - FY22

This chart defines the annual cycle from the first profile meeting through reconciliation of billing; this cycle allows districts to know what to expect at any time.

See Appendix A for the current year Billing Schedule

Date	What Happens
October 2020	Profile Meeting Each district meets with NSEED to review opportunities and initiatives and align NSEED membership services with district needs.
January 2021	Forecast Meeting Each district meets with NSEED to forecast specific needs for the next school year. NSEED sends a preliminary summary of the forecast to each district with understanding this is a commitment to purchase services for FY22.
February 1, 2021	February 1 Firm Commitment Commitment confirmed with NSEED for FY 22 programs and services. NSEED begins to build budget and related costs to member districts.
January 2021 - March 2021	NSEED Budget Preparation Staff prepares the budget based upon usage data provided by member districts.
May-June 2021	Commitment Document NSEED sends Member District Pricing Worksheet to Districts to confirm commitment to purchase FY22 services made on February 1. At minimum districts must adhere to February 1 commitment and identify any additional needs.
July 2021	July Billing Membership costs billed at 100%. Projected tuition and services billed at 75%.
August 15, 2021	Extended School Year costs billed.
March 1, 2022	Tuition and Services remaining 25% billed.
June 15, 2022	Final bill adjusted for actual usage.

Member District Pricing Worksheet - What your District can expect to see at the annual Forecast Meeting for your input.

Invoices will be simplified with consistent language and format utilizing that same form from Forecast Meeting through billing and reconciliation. See below for definition of each item on the pricing worksheet.

Member District Pricing Worksheet						
		GEN ED ENROLLMENT				Projected
District #	27					Total Cost
Membership Assessment			\$ -			\$ -
Professional Learning			\$ -			\$ -
Property Plant and Equipment			\$ -			\$ -
Subtotal						\$ -
Services						
		FTE (except Vision)	Unit Cost	Extended cost	Indirect Cost	
Assistive Tech			\$ -	\$ -	\$ -	\$ -
OT/PT			\$ -	\$ -	\$ -	\$ -
APE			\$ -	\$ -	\$ -	\$ -
Vision (Hours per year)			\$ -	\$ -	\$ -	\$ -
Professional Learning and Coaching			\$ -	\$ -	\$ -	\$ -
Speech Language Pathology			\$ -	\$ -	\$ -	\$ -
Transportation			\$ -	\$ -	\$ -	\$ -
1:1 Aids			\$ -	\$ -	\$ -	\$ -
LEA Contractual			\$ -	\$ -	\$ -	\$ -
Nursing			\$ -	\$ -	\$ -	\$ -
Subtotal						\$ -
Programs						
		ADE				
NSA			\$ -	\$ -	\$ -	\$ -
NSAE			\$ -	\$ -	\$ -	\$ -
EC			\$ -	\$ -	\$ -	\$ -
Arbor/SAIL			\$ -	\$ -	\$ -	\$ -
Transition			\$ -	\$ -	\$ -	\$ -
ELS			\$ -	\$ -	\$ -	\$ -
Subtotal						\$ -
Total Costs						\$ -
Less: EBF Credit						\$ -
Less: Non-member Surcharge Credit						\$ -
Net Amount Due						\$ -
ESY Expected Enrollment						

Member District Pricing Worksheet-Definitions-

Following are definitions of each component on the Member District Pricing Worksheet and how it is applied. Please note prices at NSEED will change with our budget. We expect to provide an estimated cost of programs and services upon completion of the forecast meetings.

Membership Assessment:

Membership consists of 100% of the costs of the Superintendent's office including the executive assistant, travel related expenses, periodicals, memberships, professional associations and related dues, public relations, and professional learning expenses. Membership costs include Leadership Council related expenses. Also included in membership is 25% of the salaries for:

- Assistant Superintendent of Instructional Design and Innovation
- Assistant Superintendent of Human Resources
- Assistant Superintendent of Technology, Communications, and Data Services
- Chief School Business Official
- Directors of Instruction (2)
- Director of District Services
- Principal of NSAE
- Principal of NSA / Director of Social Emotional Learning

The rationale for including 25% of the administrative salaries was to be fair and equitable, all districts should cover these costs. NSEED research revealed that under the previous financial model, districts with greater program enrollment subsidized the cost of administrators who assisted districts with lower program enrollment.

Membership is assessed based on general education enrollment of each district.

Professional Learning

Due to the high value placed on professional learning by member districts, it was agreed members would have access to all professional learning created and offered by NSEED. In this case, membership includes all staff, students, board members, and parents of each member district. Continued support for professional learning helps sustain the cooperative while fostering a future oriented view of education for members of the cooperative.

Costs associated in Professional Learning include salaries for the Director of Professional Learning, staff members, and their related expenses.

The courses available will be determined by a professional learning committee composed of representatives from member districts and offered via the NSED catalog of course offerings on the Midas system.

To properly budget for these costs, each member district will be asked for their projected usage of this service on February 1st prior to the start of each fiscal year.

Professional Learning costs will be allocated to each member district based on the general education enrollment of each member district. Due to the nature of coaching, customized training, special speaking presentations, and materials, these services and materials will be provided at an extra cost.

Non-member districts will have access to professional learning when spaces are available and will be charged for their participation at non-member rates.

Property Plant and Equipment Charges

Costs to maintain and operate the Red Oak Campus will be billed as a separate component of membership. These costs include custodial staff salaries, property insurance, buildings and related equipment repair and maintenance, utilities, and general building and grounds expenses.

These costs will be allocated to members based on general education enrollment in accordance with the Articles of Agreement. The rationale for this separate charge is member districts own the property and, should the cooperative cease to exist, would benefit from the sale of the property in relation to their general education enrollment; therefore, costs to maintain the property should be similarly assessed.

Furthermore, NSED will prepare a five-year facility plan for annual review by the Finance Committee to review and determine timing and method of payment for larger maintenance and repair projects.

Direct Costs

Looking at the Member Pricing Worksheet, there are four columns to calculate pricing: FTE/ADE (which are projected by the member districts), Direct Cost, Indirect Cost, and Total Cost (the sum of Direct and Indirect cost). To maintain clarity and transparency, each of these columns will be defined prior to delving into the actual services and programs.

The column labeled Direct Costs represents the true, actual costs to run each program or service, respectively. These types of costs include staff wages and benefits and services and supplies required to operate the program or service.

Direct costs are allocated based upon the variable; either FTE or ADE. A simple example is the total cost to operate NSA is charged to each member based upon their usage or ADE. The Direct cost to operate NSA is divided by the number of students in the program to obtain cost per student. The resulting cost per student is then used to multiply by the number of students or ADE estimated on the Member Pricing Worksheet to obtain the Direct Cost for that program.

Indirect Costs

The column labeled Indirect Costs reflects overhead costs or costs that cannot be directly correlated with a specific program or service. Costs that are included in this category include District Office staff wages, telecommunication expenses, software licenses, legal services, audit fees, and miscellaneous other costs. In the past, these costs were covered as part of membership and allocated to programs and services. In the new financial model, Indirect Costs are budgeted and allocated based on usage of the cooperative; the more a district uses, the more indirect costs are paid by that district. This method will also apply to non-members.

Evidence Based Funding (EBF) Credit:

This is formerly known as Personnel Reimbursement and was calculated based upon the type and number of personnel used in each program or service. In 2017, the State of Illinois designed a new method to distribute the Personnel Reimbursement funds. It is still based on personnel but now includes other factors. Additionally, unlike other districts, the amount distributed to NSEED and other cooperatives was frozen in 2017. NSEED has received the same amount of Evidence Based Funding each year since 2017. Using the former financial model, Evidence Based Funding credit was allocated to each program or service based on FTE and passed on via a reduction in tuition to ALL users. The new model takes a different approach which benefits members only. The Evidence Based Funding credit will be allocated to each member district based on their usage each year. This credit can be found at the bottom of the Membership Pricing Worksheet.

Non-member Surcharge

NSEED charges non-members an additional “upcharge” for the opportunity to use our services. This upcharge is applied to all services and programs utilized, and is intended to cover the costs associated with operating the cooperative. To determine the surcharge, the Finance sub-committee utilized the ISBE pricing sheet to determine what costs should be included to calculate the total cost of operations. Costs included were cost of operations as well as book

related costs, like depreciation. Results of the calculation allowed NSSED to charge as much as 30% for an upcharge. After much debate, the Finance Subcommittee determined in order to be competitive, the surcharge should be no more than 25% with the opportunity to review and adjust annually.

Programs and Services:

Assistive Technology

Because of our community relationships, we currently have over \$80,000.00 worth of newly designed equipment loaned or given to us from vendors at no charge that we use with district students. This equipment bank is available to our member districts as a part of our services. Equipment includes: electronic and stable seating options, communication devices, head array controls for wheelchairs, wheelchair seating kit, standers, and table mounts.

We provide access to many high and low technology tools for individual extended, formal student trials. Due to our relationships with vendors, we have the most updated equipment, software and apps, and professional development/training available for our districts and students:

- software and apps
- access to sophisticated software for student trials
- access to head mouse equipment
- access to a wide variety of highly specialized switches used in unique situations
- access to free training opportunities, weekly emails on tips/topics, extensive information via the Integrated Tech website
- access to informal AT advice, questions on tools provided by member district and available to teachers/students

We provide regional support and development through webinars, professional development sessions, and requests for advice/consultation. Access to this equipment and expertise would not be available to districts if they were not a part of the cooperative.

For further information about adapted physical education, please contact:

Dr. Carol Michels
Director - District Services
847-831-5100 x 2254
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OT/PT

It is the mission of the NSEED Occupational Therapy department to engage in innovative programming and evidence-based practices to support all students in their occupational role as learners. We work collaboratively with students, educational teams and parents to promote maximum access to and participation in educational programs and environments. Our holistic approach to performance considers a student's strengths and capacities, their educational environments and socioemotional regulation when implementing strategies to improve access to and engagement in school-related activities.

School-based therapy is integrated into a school's educational program as a means to enhance function and attain educational objectives (ISBE, 2003). School-based occupational therapy practitioners address student performance skills including physical, cognitive, psychosocial, and sensory components used to participate in educational programming (AOTA Domain and Framework, 2014). Occupational therapy services are directly determined by a students' overall educational program. A clear relationship to educational engagement and performance must exist to achieve goals collaboratively developed by the multidisciplinary educational team. Occupational therapy services are provided during the natural routines of the school day and are integrated in the student's Least Restrictive Environment (LRE).

Occupational Therapists are classified as *related service professionals* under [IDEA](#) and [ISBE](#) and *specialized instructional support personnel* (SISP) under [Every Student Succeeds Act \(ESSA\)](#). The manner in which occupational therapists participate in student programs is guided by the intervention strategies determined to be most effective. Delivery of services can vary as a student gains skills and as modifications and adaptations are successfully implemented. Methods of service delivery may include:

Direct Service

This model emphasizes is on the acquisition of performance skills needed to perform expected school-based activities. The therapist is frequently evaluating and changing treatment approaches to assist the student in achieving the level of ability needed to transfer skills to other environments. This model is needed only for a short interval before implementing a less restrictive service model.

Integrated Service

This model emphasizes the need for practicing skills in daily routines. This model combines direct service, collaborative consultation, and training with others on the educational team. All members of the team participate in problem solving and planning to create opportunities to practice new skills in functional student routines.

Consultative Service

This model's emphasizes on therapist's expert consultation to the teacher and educational team members in regard to developing expectations, environmental modifications, and training strategies. Direct service is not deemed necessary for implementation of interventions to accomplish the identified student goals.

Multi-Tiered Levels of Support

In this support delivery model the therapist provides consultation and/or services to teachers, classrooms, buildings, and/or students in both general and special education.

Professional Learning

In this support delivery model, the therapist facilitates the learning of educational teams, buildings or parents around various topics including educational engagement, neurological development, executive functioning, student readiness, fine motor development, sensory regulation, etc.

Universal Design for Learning and Teaching Support

This support delivery model involve co-engagement model with classroom teachers to provide support to all learners. This model directs practice from individual student remediation to proactive support for all learners by addressing needs inherent within the educational curriculum, educational environment, and classroom teaching strategies from a universal design perspective.

Resources

American Occupational Therapy Association

Occupational Therapy Practice Framework: Domain and Process (3rd Edition)

AOTA Guidelines for Supervision, Roles, and Responsibilities During the Delivery of Occupational Therapy Services

ISBE Recommended practices for OT/PT in schools

Guidelines for Occupational Therapy Services in Early Intervention and Schools

Conclusion

NSSSED therapists are informed on latest practice standards, research, and approaches to therapy. Because the therapists are part of a large professional learning community, they have extensive skills and real time access to other skilled professionals for collaboration and problem solving. These therapists bring the best therapy to our districts.

Districts have access to free professional learning provided by the OTPT staff and administration. It is tailored to them and provided at their districts and schools at

in-services, lunch and learns, team meetings, or any other venue in which it is requested. Administrator conducts district services evaluation and assessment. Districts rely on the director to track trends in service areas and minutes, and trends by category and school. They rely upon director support to manage changing service programs. Monitoring and managing data around service trends in districts and schools helps staff determine how to address trends. Support to Special Education directors to evaluate services and provide support and direction on how to provide services in new, more effective manners is also Provided.

Because of our community relationships and staff expertise, districts have access to large-ticket items and smaller ticket trial items when needed for students. These items can include power wheelchairs, mat tables, changing tables, multiple seating options, toileting systems, standers, a variety of positioning equipment, weighted blankets and vests, and a variety of writing and regulation support equipment.

NSSSED therapists monitor and consult on integrity checks on district-owned equipment including safety checks, repairs, and providing ordering or replacement information if needed.

NSSSED Therapists are a resource to districts around licensure changes such as occupational therapists no longer needing prescriptions to serve students. We investigate the impact to services, write up guidelines, and keep our districts informed.

NSSSED therapists work with districts and schools to conduct safety trainings including the use of evacuation equipment and working with local fire departments around evacuation Processes. NSSSED therapists consult with schools and districts around remodeling to include access to areas such as bathrooms for students with physical disabilities.

Physical Therapy Services

It is the mission of the NSSSED Physical Therapy department to engage in innovative programming and evidence-based practices to support all students in accessing their school environments and activities as independently as possible. Physical therapy in school settings is a related service designed to support students in safe, effective, and efficient access to all school environments including stairs, restrooms, cafeterias, and busses.

Physical therapists also focus on facilitating mobility throughout the school environment, participation in school activities, ability to maintain and change positions, and ability to access community outings. The NSSSED physical therapist collaborate with students, parents, and educational teams to address strength, endurance, mobility, transportation,

and related accessibility issues that impact a student's function within the educational environment.

Physical Therapists are classified as *related service professionals* under IDEA and ISBE and *specialized instructional support personnel (SISP)* under Every Student Succeeds Act (ESSA). NSSED physical therapy services are provided across a broad range of educational environments and levels of service. Delivery of service is identified and modified based on each student's present skill level and progression, team planning, accommodations and appropriate assistive technology. Methods of service delivery may include:

Direct Service: This model emphasizes acquisition of skills needed to perform expected classroom activities. Therapists may work with students individually or in a group, carrying out individually designed programming. Direct service addresses the underlying causes of motor impairment including strength, flexibility, endurance, motor control, and balance. Therapeutic interventions support each student in achieving optimal motoric level of independence and safe performance within their classroom. As with all school-based therapeutic services, the goal of direct therapy is to maximize skill generalization throughout the student's school day. Service takes place within the natural school environment to the extent possible.

Integrated Service

This model emphasizes integration of skills into school routines using a combination of direct service, collaborative consultation, and training with other members of the educational team. Services may include training staff to safely use student equipment, training staff in body mechanics and student positioning, as well as how and when in the students' day to include positioning equipment and strategies.

Consultative Service:

This model focuses on consultation between therapists teachers, and educational team members to share expertise in the areas of mobility and gross motor skills, assistive technology and environmental modifications. Services may include consultation related to safety and access on playgrounds and other school environments, consultation around equipment purchases, large group trainings around areas such as building evacuations strategies, and consultation around universal room and building design and set up. For further information regarding physical therapy services, please contact:

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Adapted PE

Adapted physical education (APE) is physical education that is adapted or modified so it is appropriate for a student with a disability. (Adapted Physical Education National Standards [APENS]) . APE consists of developing, implementing, and monitoring physical education instructional programming to provide students with a lifetime of rich leisure, recreation, and sports experiences to enhance fitness and wellness ([Illinois Association for Health, Physical Education, Recreation and Dance \[IAHPERD\]](#)). APE teachers are direct service provider, not related service providers because physical education for children with disabilities is a federally mandated component of special education services [U.S.C.A. 1402 (25)]. This means that physical education is provided to students with disabilities as part of special education services.

NSSSED APE teachers possess comprehensive content knowledge in disability studies, assessment methods for service qualification and instructional design, development of individualized education plans (IEP), and adaptations and modifications for physical education through inclusive service delivery models. APE services are often provided in conjunction with a student's regular education programming through consultation to physical education staff. Delivery of services varies depending upon student, team, and district needs. Some service delivery models include:

- Direct service delivery to individual students to support development of skills needed to fully participate in physical education programming with their nondisabled peers.
- Collaboration with student teams to provide supports and modifications to a students' physical education programming to support inclusive participation.
- Consultation to school physical education staff to build inclusive curricula to support all learners.

The APE teachers are available to consult with districts and teams around student concerns through a problem-solving process. The APE teachers are available to conduct the Brockport Fitness Test, required for students not able to successfully complete the regular physical education assessment. The APE teachers have access to APE equipment that they bring with them to work with district students. They have access to the latest PD and research that informs their practices and they share that knowledge with their teams

For further information about adapted physical education, please contact:

Dr. Carol Michels

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cmichels@nssed.org

Vision

The NSSSED Vision Program is an itinerant service designed to meet the needs of students with diagnosed visual impairments. The program is to provide students with appropriate skills and tools to become independent individuals, confident of their abilities to meet their potential and to succeed in a sighted world. Services are provided for students whose visual impairment impacts their educational progress and interferes with their ability to access printed information within the school environment. Their visual functioning can range from low vision to total blindness.

Upon referral by a member district, a functional vision assessment is performed within the school by a certified teacher of students with visual impairments. Goals are developed to reflect the assessed needs of each student in areas of core curricula impacted by vision loss. Instruction in expanded core curricula specific to the vision loss is also implemented.

These may include the following areas: compensatory academic skills, including communication modes; use of assistive technology; orientation and mobility instruction; visual efficiency skills; social interaction skills, college/career education; and independent living skills. This education is delivered within the student's school of attendance and provided by certified teachers of students with visual impairments vision and a certified orientation and mobility specialist.

For further information about vision services, please contact:

Naomi Hershman
Vision Services Coordinator
847-831-5100 x 2353
nhershman@nssed.org

Professional Learning:

Department Mission

Committed to the possibilities of every learner, every day, is the mission of NSSED. To the NSSED Professional Development and District Services Coaching Department, “learner” is not only our students, but also our educators. It is through professional learning that educators increase their efficacy and effectiveness, which translates to student results. The mission of the NSSED District Coaches is “To collaborate with educators to enhance student outcomes through a partnership approach.” We embody this mission in the work we do through presenting workshops and job-embedded learning with individuals and teams of educators.

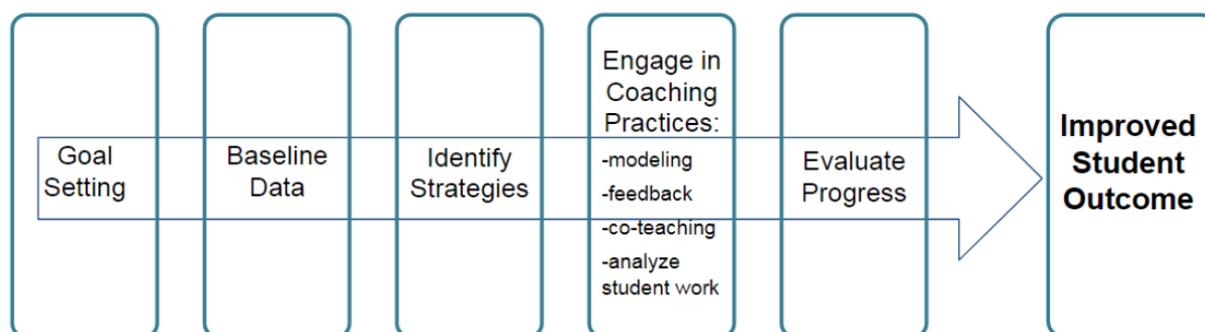
Department Components

Our Professional Learning and Coaching Department is engaged in the research of adult learning and our work aligns with this research.

Types of PD	Knowledge Educators understand	Skill Educators are able to do	Application & Problem Solving Educators apply
Information Presentation of Theory	85%	15%	5-10%
Modeling/ Demonstration	85%	18%	5-10%
Practice Specific Feedback	85%	80%	10-15%
Coaching, Study Teams, Peer Observations	90%	90%	80-90%

Joyce, B., & Showers, B. (2002). *Student Achievement Through Staff Development* (3rd ed). Alexandria, VA: Association for Supervision and Curriculum Development.

Workshops are one activity from which adults learn information and skills. Our professional learning department presents workshops both on our NSSED campus and also can be customized within our member districts. We also engage in job-embedded (during the school day) learning facilitated by our District Services Coaches. This coaching process can be conducted individually or with teams of educators and is represented in the visual below.



A network of specialized coaches can provide services on an individual student, classroom, program, school, or district-level basis.

Staff

The team consists of teachers, school psychologists, and speech and language pathologists, and other related services staff. These individuals were selected as coaches not only because of their expertise but also excellent communication and collaboration skills. Each staff member holds an advanced degree in their respective field and brings a variety of specialization areas to the team.

For further information about professional learning and coaching, please contact:

Lindsay Kiraly
 Director of Professional Learning and Coaching
 847-831-5100 x2415
lkiraly@nssed.org

Customized Professional Learning and Coaching Speech Language Pathology

Transportation

NSSSED offers contracted transportation services through Septran. We also provide routing services as needed for non-NSSSED students upon request. For additional information, contact:

Leslile Reynolds
 Transportation Coordinator
 814-831-5100
lreynlds@nssed.org

1:1 Aids

NSSSED provides 1:1 Aids to students based upon IEP requirements.

LEA Contracts

NSSSED can facilitate placement of staff to member districts as needed. These positions are filled and charged at the actual cost of the employee plus indirect costs incurred to support employment of these individuals.

Nursing

NSSSED school health services are committed to supporting students, families, staff and member districts in their efforts and activities to promote health, safety and wellness. It is our vision to implement services to maintain and encourage health, safety and wellness from birth to adulthood by:

- Forming collaborative partnerships with families, member school districts and staff to ensure a safe and healthy classroom environment.
- Working within the transdisciplinary model to improve health, safety and wellness to students, families and staff.
- Educating families, member school districts and staff on current health, safety and wellness topics specific to our student populations and to the public at large.

Our partnerships with our member districts include the following health related consultation services: assistance with medical review, health histories and individual health care plans and other iep-related health consultation, vision and hearing services, CPR and first aid classes, training on management of seizures and management of food allergies, resources for medical consultation, consultation on specific needs for member district students, continuing education programs for nurses working in schools, audiometer clinic provided through NSSSED, and resource for health care transition services.

For further information about health services, please contact:

Ingrid M. Thompson

Health Services Coordinator

847-831-5100 x 2239

ithompson@nssed.org

NSA

North Shore Academy is a K-12 therapeutic day school that serves students with the social, emotional, and behavioral needs. The students and families of NSA are strong and resilient, caring and courageous. Staff work hard to create a safe and supportive community in which change and growth are possible. Skilled and compassionate staff partner with families, students, school districts, and community agencies to foster the dreams and hopes of students and families.

Everything we do is driven by the values of our Circle of Courage and the core belief that each student can succeed. Staff teams with families to create a structured path that prepares students for a happy and successful life. The power of our philosophy, the strength of our commitment, and experience of our staff, allows us to help students with a wide-range of emotional concerns discover their voice and renew their belief in their dreams.

North Shore Academy Elementary

- Tinker Lab programming
- Quarterly whole school STEAM days

North Shore Academy

- Mentor programs
 - We provide 4 hours of mentoring outside of school to students
 - Older students mentor younger students in school
- Ropes Course
- Substance use assessment and treatment
- North Shore Acceptance Alliance (our LGBTQ alliance)
- Yoga

All

- Supportive attendance program
- Service learning classes with opportunities to volunteer in the community
- Therapy dog services
- Brain science and speaking presentations

For further information about North Shore Academy and North Shore Academy Elementary, please contact:

Lara Levine Buti
Principal - NSA
(847) 831-0603
llevine@nssed.org

Erin Claydon
Principal - NSAE
(847) 291-7905
eclaydon@nssed.org

Early Childhood

NSSSED Early Childhood Services provides educational support to preschool-aged children. Early childhood staff provide evaluation support to identify preschoolers who may benefit from specialized instruction and related services. The staff also provide transition services for toddlers receiving specialized Early Intervention services who may need continued support as they turn three and enter preschool. Curriculum, instruction, and intervention services are informed by best practices in child development, social emotional growth, and service delivery for young children and their families. Early Childhood Services are provided in community-based preschool partnership sites and public school preschool classroom settings with non-disabled peers.

Each Early Childhood classroom is a child-centered environment that is joyful, energetic, and respectful, addresses the needs of the whole child. Services center on intentional play and engaging students in learning through natural environment teaching. In alignment with early learning standards, staff use Creative Curriculum for Preschool as a guiding resource and Teaching Strategies Gold to benchmark growth. Children are taught in a transdisciplinary service model that integrates the supports from specialists in tandem with the classroom to maximize each child's learning.

Early Childhood currently supports four models of instruction. Three models are supported at our two preschool campuses - Little Adventurers and Little Wildcats. Half-day Services.

In a blended learning environment, students have a half day of pre-school in either the morning or the afternoon. Staff focus on building skills in alignment with the Early Learning Standards and best preschool practices.

Extended Blended Services

This is an extended day approach with a blended morning experience, lunch, and a targeted and intensive supported afternoon. The morning time is a blended class and the afternoon is for students with Individualized Education Plans. The afternoon is a time to provide targeted, individualized and small group instruction specifically addressing identified delays in development.

Full Day Services

Services are designed for children who have intensive communication needs, benefit from a highly structured classroom environment, and who learn best through individualized

teaching and small group circle time and adult-facilitated, free-play activities. In addition to our preschools, we partner with local preschools and provide support in the natural environment.

Partnership

We currently partner with Northfield Community Nursery School, Winnetka Public School Nursery, and Willow Wood. Each of these preschools utilizes a different inclusive service delivery model that best supports the learners and the environment.

For further information about Early Childhood Services, please contact:

Kendra Wallace

Director of Instruction

847-831-5100 x 2301

kwallace@nssed.org

Arbor/Sail**Arbor Academy :**

Arbor Academy is a public therapeutic day school for students on the autism spectrum or with similar learning profiles. Students often exhibit significant barriers in the areas of communication and self-regulation. Arbor provides students with intensive, systematic, and individualized instruction in language development, communication skills, generalization skills, and behavioral intervention. In Early Childhood through middle school classrooms instruction is based on principles of applied behavior analysis (ABA). There Students may receive related services including speech and language therapy, occupational therapy, and physical therapy. Classrooms are also supported by a Board Certified Behavior Analyst (BCBA) and an Instructional Coach. Community Based Instruction is a part of programming for all classrooms in order to facilitate generalization of skills and increase student independence. Monthly student "Early Release" days allow for specific work with families in the home environment.

SAIL (Structured Academic Integrated Learning) Program:

The SAIL program serves students on the autism spectrum or with similar learning profiles. SAIL provides students with intensive and individualized instruction in language development, communication skills, social skills, and behavioral regulation. Instruction is based on principles of applied behavioral analysis, as well as other evidenced-based interventions such as video-modeling, use of social stories, and social thinking concepts. Group instruction and generalization of skills into general education classrooms is a focus as well. Students participate in Community Based Instruction. Classroom teams are supported by a BCBA and an Instructional Coach. SAIL classrooms are housed in District 34 and District 28.

For further information about Arbor Academy/SAIL Program, please contact:

Sabrina Beaudry
Lead Learning Coordinator
847-831-5100 x 3448
sbeaudry@nssed.org

Transition

Transition planning is the development of services and instructional activities based upon students' post-school goals, and driven by individual needs, interests and preferences. Transition planning creates the foundation from which a student's educational programming and activities are developed to best ensure they reach the desired post-school outcomes. For students with disabilities, transition planning is an integral and critical part of the Individual Education Plan (IEP) plan process. In the state of Illinois, transition planning begins when the student is 14 ½ years of age.

The student and family's vision and plans for the future in the areas of employment, academics and independent functioning are the driving force behind transition planning and therefore transition services build from these areas. IEP's are thoughtfully linked to post-school goals in to ensure students' activities are outcome focused.

Best practice in transition planning involves coordinating and linking with various adult agencies and support services that will be in place post-school. This happens naturally within transition services and these are updated annually.

NSSSED supports families and students with transition planning and can coordinate services in the areas of the transition plan that the student needs support around. These services can include case management, programming in one or more areas of the transition plan, or all day programming and wrap around services in the community.

Transition Services.

The NSSSED Transition program supports students aged 18-22, with an IEP, who are focused on meeting goals necessary to be independent in their community. Individualized services focusing on all areas of a student's transition plan make up a differentiated, meaningful day for our students. Transition services are delivered across the community at locations that allow for authentic and transferrable experiences.

- One main focus of the transition program is to support vocational training, job exploration, and development of 'soft 'work skills leading to paid employment opportunities prior to and upon graduation.
- Another focus is academic development where students work on a functional application of reading and math skills to foster independence in areas. Examples include accessing public transportation, budgeting, domestic and meal planning, and internet use.
- In addition to the examples above, Independent living skills may include direct instruction and skill development in the areas of personal hygiene, safety, self-advocacy, personal organization and communication.
- Leisure and recreation skills are developed to ensure our students access community based leisure options and develop a rich social network and to ensure meaningful relationships and friendships, post graduation.

For further information about Transition program and services, please contact:

Lynn Clarke
 Director of Instruction
 847-831-5100
lclarke@nssed.org

ELS

Educational and Life Skills Services are committed to all students reaching their greatest potential. In partnership with families, school districts, and the community, the team designs student-centered instruction that is focused on the acquisition and application of academic, social emotional, communication, vocational, and life skills.

NSSSED Educational and Life Skills Services are provided to students ages 6 – 21 with developmental delays, cognitive disabilities, autism, and multiple disabilities. Services are integrated into member district general education school buildings to provide access to grade-appropriate curriculum and to foster and support age appropriate, peer-oriented social connections.

Students are taught and supported within a transdisciplinary service model which is planned and implemented based on each student's unique needs. Students access the least restrictive environment and develop skills in the areas of academic, social - emotional, communication, vocational and life skills. These five components serve as the foundation for all curricular and instructional decisions within each of our classrooms.

Best practices in instruction, assessment and technology are integrated into all five components. A strong community-based instructional component that facilitates the generalization of academic, life and social skills into a natural community environment.

Currently Offered:

- Community- Based Instruction with pre and post teaching (FLIER)
- PLC access across domains - teacher, speech language, intervention specialist.
- Practical Assessment Exploration System lab access for vocational assessment and skill development.
- Vocational sites - Semester vocational training on-site for exploration and development of skills tied to the vocational curriculum and aligned to students transition goals in the area of employment. Current sites include Marriott, Delta, Walgreens Corp, Pactiv, Trinity College and Wagner Farm.

In Development:

- Curriculum standards across co-op and development of steering committee to guide practice across the region.
- Service assessment tool (in ELS classroom and across instructional environments)
- Transition planning support - initial training, side by side development and use of transition assessments.

Future:

- Vocational assessment development - 1 semester course - Transition planning in vocational area including assessment, job exploration and shadow experiences with placement across sites managed by employment specialists
- Farm partnership with high schools as alternative learning site

For further information about Educational and Life Skills services, please contact:

Lynn Clarke

Director of Instruction

847-831-5100 x 2128

lclarke@nssed.org

Important Contacts:

What do you need help with?	Contact Person and Email	Phone
Coaching, Professional Learning	Lindsay Kiraly Director of Professional Learning and Coaching	1-847-831-5100 ext. 2415
OT/PT, APE, Integrated Technology	Dr. Carol Michels Director of District Services	1-847-831-5100 ext. 2254
Educational and Life Skills, Transition	Lynn Clarke Director of Instruction	1-847-831-5100 ext. 2128
Early Childhood Programs and Services	Kendra Wallace Director of Instruction	1-847-831-5100 ext. 2301
North Shore Academy	Lara Levine Buti Principal	1-847-831-5100 ext. 1100
North Shore Academy - Elementary	Erin Claydon Principal	1-847-831-5100 ext. 3150
Arbor Academy, SAIL	Sabrina Beaudry Principal	1-847-831-5100 ext. 3448
Health and Nursing Services	Ingrid Thompson Health Services Coordinator	1-847-831-5100 ext. 2239
Vision Programming	Naomi Hershman Vision Services Coordinator	1-847-831-5100 ext. 2353
Employment Opportunities, LEA Contracts through NSSED	Andy Piper Assistant Superintendent for Human Resources	1-847-831-5100 ext. 2234
Transportation Questions or Concerns	Leslie Reynolds Transportation Specialist	1-847-831-5100 ext. 1213
Billing, Invoices, Accounts Payable/Receivable	Julie Dillon Chief School Business Official	1-847-831-5100 ext. 2220
Board Governance, General Information	Peggy Miller Executive Assistant to the Superintendent	1-847-831-5100 ext. 2279

NSSSED CABINET:

Kurt A. Schneider, Ph.D.
Superintendent
1-847-831-5100 ext. 2279
kschneider@nssed.org

Julie Dillon
Chief School Business Official
1-847-831-5100 ext. 2220
jdillon@nssed.org

Kristen Ninni, Ph.D.
Assistant Superintendent of Instructional Design and Innovation
1-847-831-5100 ext. 2341
kninni@nssed.org

Mary Morgan Ryan
Assistant Superintendent of Technology, Communications, and Data Services
1-847-831-5100 ext. 2348
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Andy Piper
Assistant Superintendent for Human Resources
1-847-831-5100 ext. 2234
apiper@nssed.org

Benefits of Cooperative Membership:

There are many benefits of cooperative membership. They include:

- Purchasing as a group allows for lower pricing
- Access to Guaranteed Priority Placements
 - *It requires Members to prioritize cooperative usage
- Access to tailored Professional Learning
- Access to administrative support services
- Access to professional network groups and evidence-based practices
- Access to parent and community education
- Equitable ownership in property, plant, and equipment
- Access to collaboration among Member-districts
- Evidence Based Funding credits
- Non-member surcharge credits
- IDEA & Medicaid funding ownership
- Access to progressive and cutting edge programs and services
- Many others

This new model promotes the benefits of membership by being transparent and equitable to all members.

Conclusion

This new Finance Model provides a fluid process/procedure to track NSEED costs and equitably distribute the costs to the member districts. It is a plan the NSEED Finance Committee will review annually and modify to meet the needs of the membership and cooperative. This document serves as evidence that NSEED continues to evolve to meet the changing needs of the students and districts it serves, while striving for the highest quality educational services in a fiscally responsible manner. Furthermore, the new model addresses the strategic plan goal in the area of Fiscal Responsibility and Resource Allocation. We look forward to a simplified, transparent, and equitable process to facilitate the distribution of cooperative expenses to our member and non-member customers, while we continue to benefit from all of the important programs and services the cooperative provides.

Appendix A

Proposed FY22 Billing Schedule

Date	Invoice Includes
July 1, 2021	100% Membership costs + 75% Tuition and Services
August 15, 2021	Summer Tuition
March 1, 2022	Remaining 25% Tuition + Related Services
June 15, 2022	True - Up / Adjustments

Billing will be based on District commitments made by February 1st. The actual usage will be reconciled with amounts billed at the end of the fiscal year.