

2022-23 Annual Report

North DuPage Special Education Cooperative

132 East Pine Avenue
Roselle, Illinois

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Introduction to NDSEC

NDSEC is a joint agreement between nine public school districts in DuPage County. NDSEC assists member districts with the provision of special education instructional and related services. These districts include:

- Bensenville School District #2
- Addison School District #4
- Wood Dale School District #7
- Itasca School District #10
- Medinah School District #11
- Roselle School District #12
- Bloomingdale School District #13
- Fenton High School District #100
- Lake Park High School District #108

NDSEC works in collaboration with its member districts to administer programs for students with autism, multiple disabilities, emotional disabilities, developmental delays, hearing impairments, visual impairments, other health impairments, learning disabilities, and intellectual disabilities.

NDSEC also provides services in psychology, social work, speech, adapted physical education, assistive technology, physical and occupational therapy, music therapy, vocational, nursing, and other related services to eligible students as well as consultation services to district personnel.



North DuPage Special Education Cooperative

VISION STATEMENT:

NDSEC is committed to being a catalyst for educational best practices.

MISSION STATEMENT:

NDSEC is devoted to the promotion of students' skills that will enable them to become life-long learners, confident, and contributing members of an accepting society.



Executive Director: **Dr. Todd Putnam**

Assistant Director: Sue Zikuda
Director of Business: Julie Neenan

Governing Board

Members:
Lori Parthimos
Dave Williams
Marilyn Daniels
Tina O'Neill
Ian Neitzke
Sheryl LeVine
Marc Kapral
Leonel Figueroa
Joe Mangold

Operational Board

Members:
Dr. Katie McCluskey
Dr. Nick Sutton
Dr. John Corbett
Mr. Craig Benes
Dr. Susan Redell
Dr. Mary Henderson
Dr. Jon Bartelt
Mr. James Ongtengco
Dr. Michael Wojtowicz

KEY METRICS:



9
Member Districts



14,139
Student Population



183
Students Served



24
Classrooms



171
Employees



18
Board Members

From the Executive Director



Reflecting on the 2022-23 school year, NDSEC can be proud of the work completed as well as the challenges that were met with perseverance.

The Board selected a new Executive Director after a thorough search and interview process. I was proud to accept the position and learn everything I could from my esteemed predecessor for the remainder of the school year.

The NDSEC committees continued their exemplary work. The curriculum committee conducted a review of reading curriculum options and made a selection to pilot for the school year. The professional development committee had a wide range of offerings for member districts and hosted the Connections Conference that was very well attended. The mentor committee revised and launched the mentor program to mentors and mentees to ensure a seamless transition to the new school year.

The school year was not without challenges. Staffing shortages continued to impact NDSEC programs. The team worked relentlessly to create and pursue new candidate options. I am so very proud of the NDSEC community and staff who would rise up and support a classroom in need. It is this spirit, one of dedication to colleagues and students, that makes NDSEC a truly special place.

I am honored to be part of such an amazing organization. The strong relationships and partnership with member districts and families is like no other. I could not be more proud of the high quality programs and services available at NDSEC.

Respectfully submitted,

Dr. Todd Putnam

Executive Director



Educational Philosophy & Objectives

The Cooperative's educational program will seek to provide an opportunity for each student to develop his or her maximum potential. The objectives for the educational programs:

- 1** **Foster students' self discovery**, self awareness, and self-discipline.
- 2** **Develop students' awareness** of and appreciation for cultural diversity.
- 3** **Stimulate students'** intellectual curiosity and growth.
- 4** **Provide students** with fundamental career concepts and skills.
- 5** **Help students develop** sensitivity to the needs and values of others and a respect for individual and group differences.
- 6** **Help each student** strive for excellence and instill a desire to reach the limit of his or her potential.
- 7** **Encourage students** to become life-long learners.
- 8** **Provide an educational climate** and culture free of bias.

Program Descriptions

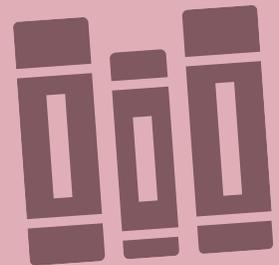


Early Childhood Program (EC)

The Early Childhood Program serves students 3-5 years' old who are eligible for special education and require an educational environment with individualized interventions to support students across academic, communication, motor, social, and daily living skills domains.

Language and Social Supports Opportunities (LASSO)

This program is for students with academic skills at grade level or approaching grade level who require support with communication, sensory regulation, and social skills. The program provides a highly structured and predictable daily routine and classroom environment with centers-based instruction and discrete trial training – a method of teaching in simplified, structured steps. The goal for all students is to fully mainstream into the general education setting.



Social Support Program (SSP)



This program serves students of diverse academic, social, and emotional needs in a classroom with a higher staff to student ratio. The program provides individualized interventions to support emotional regulation, executive functioning, and academic growth. Student success is supported through a positive behavioral reinforcement system, direct social/emotional instruction, various levels of general education integration, and collaboration with family and outside service providers.

Program Descriptions

Academic Life Skills Program (ALSP)

This program is for students identified with cognitive, physical, or multiple impairments and uses a trans-disciplinary team model to support the needs of students with developmental difficulties. Our focus is on nurturing the growth of the whole child by fostering independence throughout the learning process.



Lincoln Academy



Lincoln Academy is a public day school that provides a high level of therapeutic support and interventions to support academic growth, emotional-behavioral regulation, and making positive choices that are consistent with personal goals. Student success is supported through a positive behavioral reinforcement system, direct social/emotional instruction, and collaboration with family and outside service providers.

Transition Program

The Transition Program serves students who are between the ages of 18-21 years old (after completing 4 years of high school) as they prepare to be contributing members of a community. Independence and life skills are the primary objectives of this special education program. To meet the needs of our young adults, the Transition Learning Center staff works as a team to provide a continuum of programs and training to support young adult learners at all levels of functioning to maximize student success.



Support Services



Deaf and Hard of Hearing Program

The hearing teachers work with students to learn the type of loss they have, what sounds they might miss and how to adjust for those situations, how hearing is tested, and how to be a true owner of their hearing loss by receiving the assistance and support they need to be successful.

Vision Impairments Program

Our teacher of the visually impaired collaborates with various staff in the member districts to meet the needs of the low vision and blind students. The common goal is access to the school curriculum at the relevant grade level.



Adapted Physical Education

NDSEC's adapted physical education teachers work in collaboration with a student's IEP team and the general education physical education teacher so the student receives the state standard of physical education.

School Nurses

The major focus of school health services is the prevention of illness and disability, and the early detection and correction of health problems. The school nurse is especially prepared and uniquely qualified in preventive health, health assessment, and referral procedures.



Physical Therapists

Physical Therapists assess the motor development of children. They have the expertise to determine the appropriate treatment for physical limitations or functional impairments. Their goals include improving a child's functional skills and preventing or limiting the effects of a disability in a variety of developmental areas.

Occupational Therapists

Occupational Therapists are trained and licensed health care professionals who can make a complete evaluation of the impact of the disease on the activities of an individual at school and in work situations.



Support Services

Assistive Technology (AT)

NDSEC's AT Consultant works with teams to assess a student's needs for communication systems, reading and writing supports, and access to computers and web based technology. Additionally, NDSEC's AT Consultant acquires equipment and programs for AT trials and provides staff training on the communication systems and AT academic supports.



Psychologists

School Psychologists have specialized training in both psychology and education. They use their training and skills to team with educators, parents, and other mental health professionals to ensure that every child learns in a safe, healthy, and supportive environment.

Social Workers

School Social Workers are a vital part of the educational team and focus on identifying the social and developmental factors that influence a student's opportunity to benefit from the general instructional program within the school. Their unique graduate level training enables them to understand and interpret the student's response to school, home, and community environments.



Speech-Language Pathologists

Speech-Language Pathologists are professionals educated in the study of human communication development. Through evaluation of the speech, language, cognitive-communication, and swallowing skills of students, the speech-language pathologist determines what communication or associated problems exist and the best way to treat them. Speech-language pathologists collaborate with members of the trans-disciplinary team to support increased communicative competencies of students in school, home, and community settings.

Intervention Strategies Team (IST)

IST members provide support to educators, students, and families across member districts and NDSEC programs. Primary responsibilities include supporting problem-solving teams through staff development and providing recommendations to support the academic, social, emotional, sensory, and behavioral needs of individual student referrals.

5 Year Service Awards

Amanda Bolnius
Heather Bourbeau
Maggie DiPietro
Stephanie Flint
Heidi Kimball
Colleen Lindberg
Aisha Mohiuddin
Bryan Schuessler
Olivia Sommers
Alex Toomey



10 Year Service Awards

Abbie Currie
Ted Hernandez
Amy Sharp
Jody Wagner

15 Year Service Awards

Sue Steele
Kelly Gould

20 Years of Service

Ray Rosy

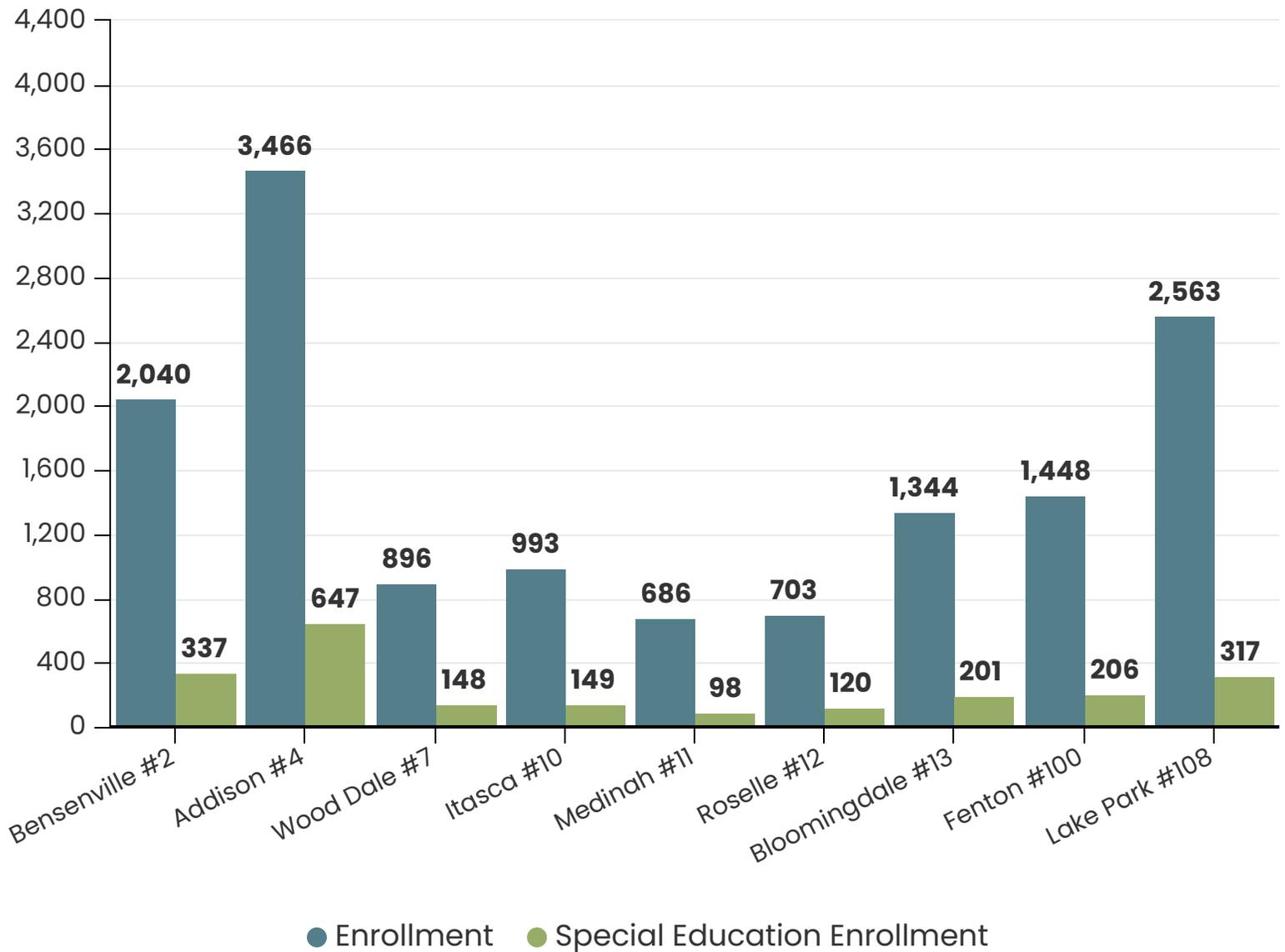
35 Years of Service

Janine Sabal



Member District Enrollment

2022-23 School Year



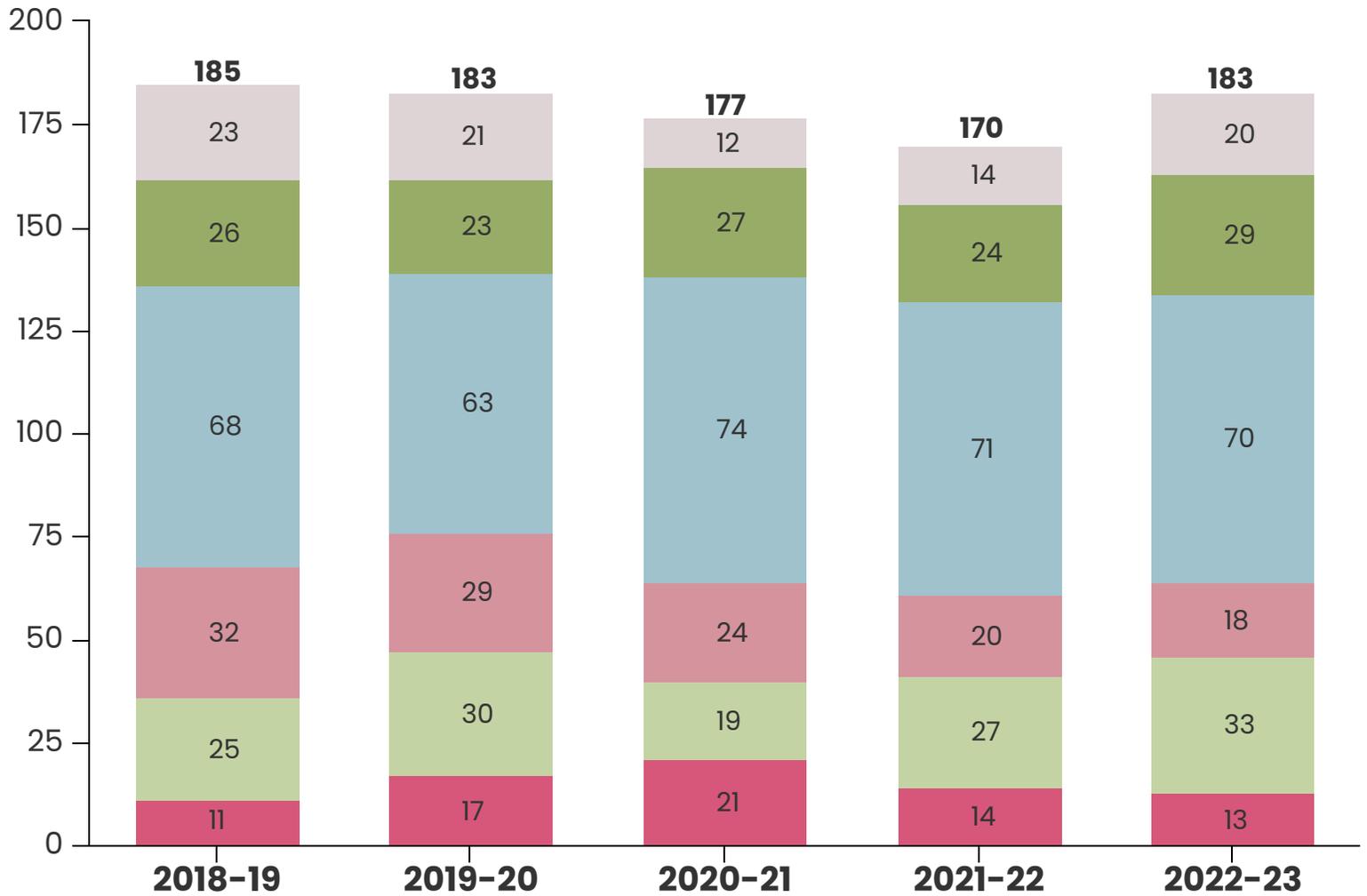
Total member district special education enrollment increased from **2,126** (21-22 school year) to **2,223** (22-23 school year).

Total member district enrollment decreased from **14,271** (21-22 school year) to **14,139** (22-23 school year).

Member district special education population average is **15.5%**. This is 1.5% less than the state average of 17% according to the Illinois School Report Card.

Historical NDSEC Enrollment

Five Year Snapshot



● Early Childhood
 ● LASSO
 ● SSP
 ● ALSP
 ● Lincoln
 ● Transition



NIDSEEC CONNECTIONS CONFERENCE

FRIDAY, MARCH 3RD, 2023

Lake Park East

Keynote: Jessica Minahan

Practical Solutions for Reducing Anxiety and Challenging Behavior in the Classroom

Breakout Sessions:

Jessica Minahan - Kids who Challenge Us: Increasing Work Engagement and Reducing Oppositional Behavior in Students

Mary Ellen Daneels - Equipping Students to Take the L.E.A.D. Through Service Learning

Susan Baker - Effective Communication for Difficult Conversations

Sara Schneider - Juggling the Hats You Wear as an Educator or Parent (And Getting to Drop All the Roles Through a Gentle Yoga Practice)

Lake Park West

Keynote: Kristina Doubet

Differentiating Instruction to Foster Equity and Growth

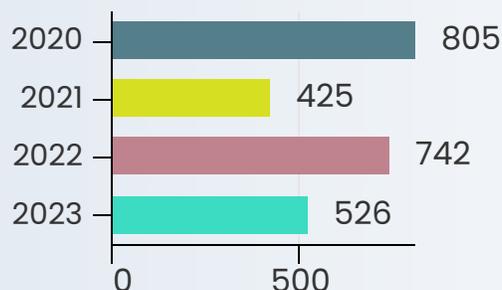
Breakout Sessions:

Kristina Doubet - The Nuts and Bolts of Differentiation

Richard Byrne - Using Technology to Bring Joy Into Teaching

Dan Cates - Creating Responsive School Communities Through a Trauma-Informed Approach

Conference Attendance



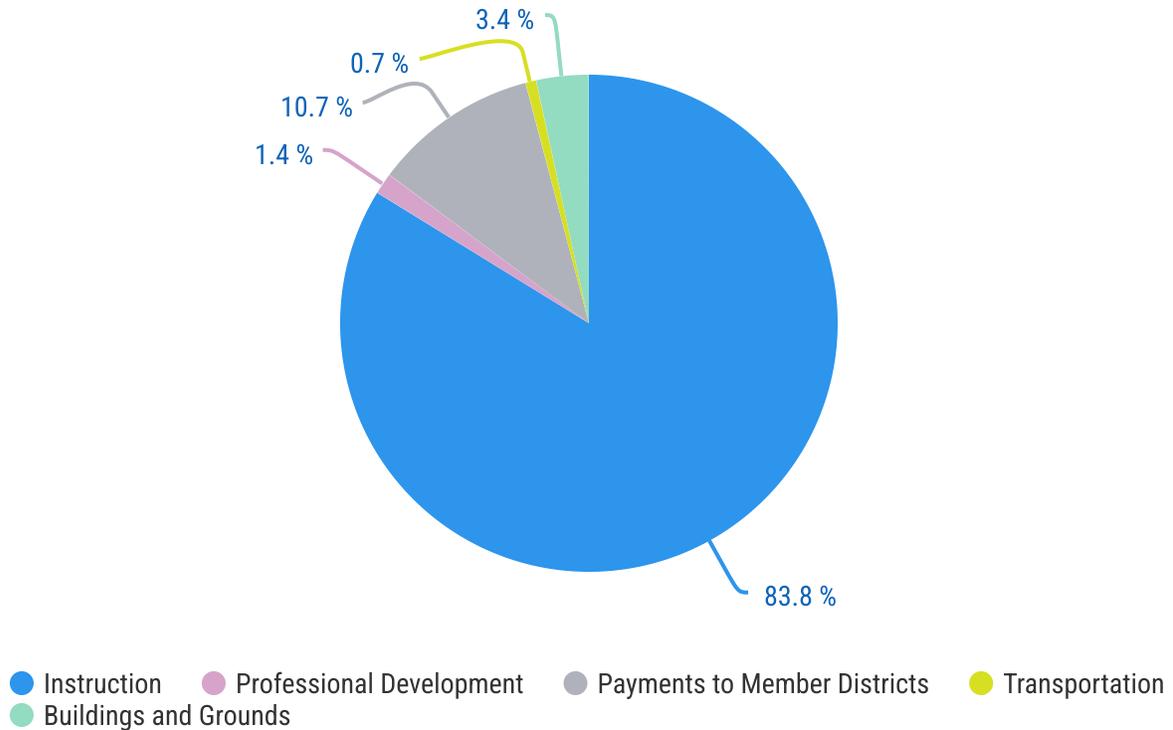
Professional Development Provided by NDSEC 2022-23

CPI Training – Safety Interventions 12 sessions
Using TPBA2 to Assess Young Children Through Play 2 sessions
Supporting the Whole child in Today’s Educational Landscape 2 sessions
Setting the Record Straight: Creating Legally defensible IEP’s UKERU Training
Implicit Bias Awareness
Special Education Legal Updates to Start Your 2022-23 School Year
It’s Grow Time 2 sessions
FBA/BIP with the IST Team 3 sessions
Executive Function Support for Trauma

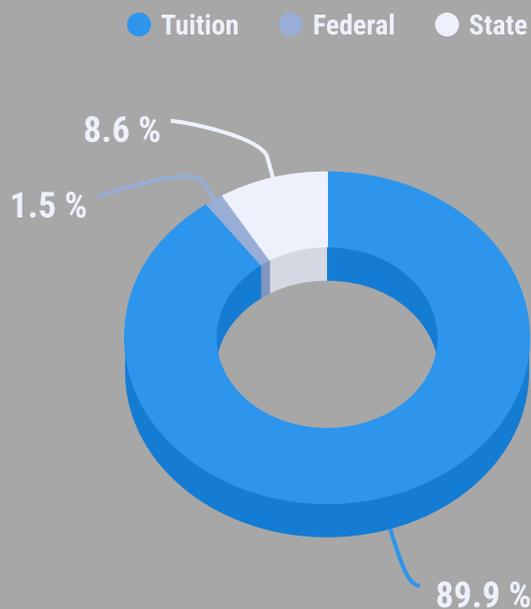
Funding

Where does funding come from & where does it go?

Expenditure Categories



Sources of Revenue



Funding

A historical perspective & our financial philosophy

Historical Expenditures

School Year	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Payments to Districts	Equipment	Total
2018-19	\$7,090,553	\$1,868,745	\$1,236,611	\$248,806	\$54,166	\$5,213,966	\$34,390	\$15,747,237
2019-20	\$7,309,099	\$1,959,294	\$1,400,283	\$276,953	\$128,159	\$4,579,724	\$3,432	\$15,656,945
2020-21	\$7,682,551	\$2,006,330	\$1,175,660	\$228,279	\$73,901	\$1,210,037	\$6,637	\$12,383,395
2021-22	\$7,491,202	\$1,850,346	\$1,479,956	\$232,798	\$542,845	\$937,554	\$0	\$12,534,702
2022-23	\$7,835,445	\$1,910,977	\$2,497,081	\$262,784	\$132,519	\$991,659	\$0	\$13,630,464

Historical Revenue

School Year	Tuition	Federal	State - Evidence-Based Funding	State - Other	Total
2018-19	\$10,175,418	\$3,460,451	\$803,809	\$57,914	\$14,497,593
2019-20	\$10,918,870	\$4,168,174	\$803,809	\$104,897	\$15,995,750
2020-21	\$11,471,563	\$933,282	\$803,809	\$70,141	\$13,278,795
2021-22	\$11,618,095	\$1,116,696	\$803,809	\$74,134	\$13,612,735
2022-23	\$12,185,368	\$643,615	\$803,809	\$283,037	\$13,915,829

2022-23 Highlights



Revenue:
\$13,915,829



Expenditures:
\$13,630,464

Financial Philosophy

- ✓ **Revenue** generated by NDSEC flows back to the member districts.
- ✓ **Equitable**, transparent, & understandable fiscal management.
- ✓ **\$886,704** of NDSEC generated revenue paid back to member districts during the 2022-23 school year.

2022-2023 Student Satisfaction Survey

Things we are doing well:

Students feel comfortable communicating concerns at school
Staff help me with my learning goals
Teachers make learning fun
Staff cares about how I am doing

Things to improve upon:

Ensuring child feels safe on transportation

2022-2023 Parent Program Input

Things we are doing well:

Teacher communication with parent/guardian
My child feels supported
Understanding of curriculum and classroom expectations
Quality social and emotional supports
My family's cultural beliefs and practices are respected

Things to improve upon:

Ensuring child feels safe at school and on transportation
Parent feeling a member of the IEP team

2022-2023 Staff Climate Survey

Things we are doing well:

Business Office Response Time
NDSEC Administrator Accessibility
Have materials to do my job
Clear role expectations

Things to improve upon:

Communication
Feeling connected to NDSEC
Professional Development Opportunities





CONTACT US



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