



NSSEO Governing Board Brief

January 9, 2017

Engage. Connect. Grow.

NSSEO's Shining Stars- Miner School Spotlight on Volunteerism

The NSSEO Governing Board recognized two District 214 students, Michael Voth and Luther Hukporti, for their volunteerism. Both Michael and Luther depict strong citizenship by giving back to their community by spending time volunteering at various



locations such as Bernie's Book Bank, Feed My Starving Children, Meadows Residential Assisted Living Facility and Phil's Friends. Mr. Jack O'Neal, Miner Principal highlighted the emphasis on volunteerism to help students learn skills that will transcend to future employment opportunities. Examples of these skills include teamwork, communicating with others, following a work routine,

self-reflection and re-telling experiences. Research from John Hopkins University, led by Dr. Joyce Epstein, underscores the importance of volunteerism within local communities. This form of citizenship is a way for families and children to maintain and improve the partnership and connectivity between school and their community. Epstein et al. (2002) identifies six key components to effective school, family and community partnerships, one of those is volunteerism. Luther's father, Mr. Hukporti, shared heartfelt appreciation to the NSSEO Governing Board, District 214 and the staff at Miner School for being a "wonderful district that gives so much to our son and who has helped him become who he is today." District 26 Board Member, Frank Fiarito, thanked Miner School staff for "teaching students the value of community service." Click the link to hear from another Miner student about volunteerism. <http://bit.ly/2AU0f6d> It was a very special evening of celebrating the importance of learning about and engaging in ways of providing service to others. The NSSEO Governing Board emulates that important community contribution through active engagement on both the NSSEO and their district school boards.

Changes in Special Education Funding

Dr. Judy Hackett and Ms. Julie Jilek presented to the Board of Education on how the recent state funding model affects special education funding. The overview

focused on what is included in the evidence-based funding model, changes to the mandated categorical reimbursements, maintenance of effort and site-based expenditure reporting requirements under the Every Student Succeeds Act (ESSA). Public Act 100-0465 enacted on August 31, 2017 comprehensively changed the education funding distribution formula based on an evidenced-based model. As a part of this distribution model, several of the special education categorical reimbursements were folded into the general state aid. In the new funding model, districts and special education cooperatives will receive no less than what had been receiving from each of those five funding categories under a hold-harmless provision.

While our state funding model has changed significantly, ESSA, at the federal level, is also in the process of moving toward full implementation. ESSA requires all states to begin school-level expenditure reporting in the 2018-2019 school year. ESSA requires that state educational agencies report on their Report Card the per-pupil expenditures, including actual personnel expenditures and actual non-personnel expenditures of federal, state, and local funds. The Illinois State Board of Education has formed a Site-Based Expenditure Reporting Advisory group to assist in developing guiding principles for this new requirement.

In summary, it is Important in the current year to be informed and engaged in discussions and planning, partner with districts, organizations and parents to ensure supports and resources continue to be aligned to meet the needs of students and to collaborate with state agencies and legislators to ensure the intent of the changes are reflected in new practices.

Growing Enrollment at Timber Ridge School



The NSSEO Governing Board voted unanimously in favor of hiring additional staff to open an additional primary classroom at Timber Ridge School. Enrollment has increased by seventeen students since the beginning of the school year. Timber Ridge leadership and staff continue to work creatively to support the needs of the growing number of students enrolled and to ensure that the supports for students and staff are comprehensively addressed. The new classroom is set to open in the next few weeks and the process of securing highly qualified staff to support the students in the new classroom is well underway with the recent NSSEO Board approval of the new staff.

Epstein, J.L., Sanders, M.G., Simon, B.S., Salinas, K.C., Rodriguez Jansorn, N. & Van Voorhis, F.L. (2002)
School, family and community partnerships: Your handbook for action. (2nd ed.). Thousand Oaks, CA: Corwin
Press.