

**Macon-Piatt Special Education District**  
**Superintendents' Meeting**  
Thursday, September 21, 2023 at 7:30am  
Richland Community College Main Campus, Room N-161  
1 College Park, Decatur, Illinois  
**Agenda**

**I. Call to Order**

**II. Roll Call**

**III. Public Participation**

**IV. Approval of Minutes**

**Motion:** To approve the Executive Board minutes from the August 24, 2023 meetings as presented. *Voice Vote*

**V. Call to Closed Session:** to discuss possible litigation, appointment, employment, compensation, discipline, performance or dismissal of specific employees. *Roll Call Vote* **Return to Open Session:** *Voice Vote*

**VI. Roll Call Action Items**

**A. Personnel Appointments**

**Motion:** To recommend that the Executive Board advise Decatur Public Schools, as administrative district for the Macon-Piatt Special Education District, that the employees presented be recommended as listed. *Discussion.* *Roll Call Vote*

**B. Dismissal of a Probationary Paraprofessional**

**Motion:** To recommend that the Executive Board advise Decatur Public Schools, as administrative district for the Macon-Piatt Special Education District to dismiss probationary employee \_\_\_ effective September 26, 2023. *Discussion.* *Roll Call Vote*

**VII. Director's Report**

A. Financial Update

B. Pershing Early Learning Center -- updates and information regarding therapy "play groups"

C. Eligibility Criteria Updates

i. Intellectual Disability

ii. Developmental Delay

iii. Autism

**VIII. Adjournment**

**Motion:** to adjourn this meeting of the Macon-Piatt Special Education District Executive Board. *Voice Vote*

*Handouts:*      *Draft August 24, 2023 Minutes*  
                      *Personnel Appointments*  
                      *Intellectual Disability Criteria with internal procedures*  
                      *Developmental Delay Criteria with internal procedures*  
                      *Autism Criteria with internal procedures*  
                      *Vendor Checks (electronically sent)*

**\*\*Next Meeting of the MPSED Executive Board will take place on October 19, 2023 at 7:30am at Richland Community College – Main Campus – Room N-161.**

**MACON PIATT SPECIAL EDUCATION DISTRICT (MPSED)**  
**BOARD MEETING MINUTES – THURSDAY, 8/24/2023 at 7:30 a.m.**  
Richland Community College Main Campus, Room N-161  
1 College Park, Decatur Illinois 62521

Chairman Jones called the meeting to order with roll call at 7:30 a.m.

**Members Present:** Damian Jones (Chairman), Mary Vogt, Sacha Young, Emily Weidner, Michael Tresnak, Jeff Holmes, Shane Gordon, Adam Clapp, Travis Roundcount (arrival 7:36 a.m.), Bob Meadows, Cheryl Warner  
*(11 in-person; 1 late arrival)*

**Members Absent:** Rochelle Clark

**Also Present:** Kathy Horath, Travis Friedrich, Jenny York, Jill Reedy, Nancy Brodbeck, Bret Hitchings

**Public Participation:** None

Hearing no questions or concerns regarding the minutes presented, Chairman Jones entertained a **motion** by Supt Clapp to approve the Executive Board minutes from the 6/6/2023 and the 7/20/2023 meeting as presented, seconded by Supt Holmes. Voice Vote: All in favor. None opposed.

Call to **CLOSED Session** at 7:31 a.m. by Supt Meadow's **motion** to discuss possible litigation, appointment, employment, compensation, discipline, performance or dismissal of specific employees, seconded by Supt Holmes. Chairman Jones calls for a Roll Call Vote. The motion carries with (10) Ayes: Jones, Vogt, Young, Weidner, Tresnak, Holmes, Gordon, Clapp, Meadows, Warner. (0) Nay; (2) Absent: Clark, Roundcount

Return to **OPEN Session** at 7:38 a.m. by Supt Holmes's **motion**, seconded by Supt Vogt. Voice Vote: all in favor, none opposed.

#### **Roll Call Action Items**

##### **1. Personnel Appointments**

**Motion** by Supt Meadows to recommend the Executive Board advise Decatur Public Schools, as administrative district for Macon-Piatt Special Education District, that the employees presented be recommended as listed, seconded by Supt Roundcount. Chairman Jones calls for a Roll Call Vote. The motion carries with (10) Ayes: Vogt, Young, Weidner, Tresnak, Holmes, Gordon, Clapp, Meadows, Warner, Roundcount (0) Nay; (1) Absent. Mr. Jones abstained from the vote since his wife is listed as one of the employees.

#### **Director's Report**

- A. Financial Update – 3 months of treasurer reports. 7.3 million is the fund balance, we are very healthy, we will be able to get our year going with payroll until we get into the first bills, many of you have credits, so the first bill's will be more credits.
- B. Vacancy Update – In your packet is the vacancy update. These are Teachers and TA's, they are posted. It is hard to run our programs with these vacancies. We are trying to find quality sub's.
- C. Program Update—Life Skills at the elementary level is in crisis mode. 2 vacant positions at Hope and 1 at MAP. Teachers are not staying in the same positions.
- D. Summer School Update—Fully staffed for the program at Pershing. 128 students, 33 from county. We focused on community-based skills. Attendance was steady, some students dropped in the beginning because parents realized they had vacations planned and they would not be able to attend. The numbers are consistent from previous years.

- E. Administrative Office Building Update—The administrative office is almost done, there is a hole in the wall we are waiting for repair on. The A/C is working. The sign has been put up and looks very nice.
- F. Assignments—included in packet are Occupational Therapy, Physical Therapy, Support Staff, SEA's, Psychologists, Speech Therapy, and Social Worker's.

Hearing no further questions or topics to discuss, Chairman Jones entertained a motion to adjourn. **Motion** by Supt Holmes to adjourn this meeting of the Macon-Piatt Special Education District Executive Board, seconded by Supt Meadows. Voice Vote: All in favor – Meeting adjourned at 7:44 a.m.

*Handouts: Draft June 6 , 2023 and July 20, 2023 Minutes  
 Personnel Appointments  
 Treasurer's Report (3 months)  
 Vacancy List  
 Special Education Support Staff List  
 SEA Assignments  
 Psychologist Assignments  
 OT Assignments  
 Social Worker Assignments  
 Speech/Language Pathologists*

***\*\*Next Meeting of the MPSED Executive Board will take place at 7:30 am, on Thursday September 21, 2023 at Richland Community College Main Campus – Room N-161.***

\_\_\_\_\_  
 MPSED Cooperative Board Chairperson

\_\_\_\_\_  
 Date Approved

\_\_\_\_\_  
 MPSED Cooperative Board Secretary

\_\_\_\_\_  
 Date Approved

# MPSED Personnel and Administrative Appointments

Name	Position	Effective Date
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**New Hires:**

**Administration**

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**Administration Support**

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**Certified**


**Non-Certified**

1	Pam Montague	Job Coach at varied MPSED work sites	September 18, 2023
2	MaryJane Hayes	Job Coach at varied MPSED work sites	September 19, 2023
3	Tanzania Jones	Cross-Cat TA at SDMS (6.25 hours - DPS Paid)	September 18, 2023
4	Ashley Swarms	Life Skills TA at Baum (6 hours)	September 18, 2023
5	Kelsey Grant	Cross-Cat TA at Dennis (6 hours, DPS paid)	ASAP

**Transfers:**

**Certified**

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**Non-certified**

1	Aimee Dugger	From SELA Transition TA to Cross-Cat TA at Muffley (6 hours, DPS paid)	September 12, 2023

**Resignations:**

1	Leslie Dusenbury	Life Skills TA at MacArthur	September 22, 2023
2	Kassondra Thompson	Life Skills TA at Hope	September 10, 2023

**Return from Extended Leave of Absence**

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**Request for Retirement**

1	Cheri Fulk	Adaptive PE TA	September 23, 2023

# **Intellectual Disability Eligibility Criteria**

## **Determinant Factors**

When the team has determined that the reason the student is experiencing difficulty in school is the result of any of the following, the student will not be considered eligible for special education under IDEA:

- a)Lack of scientifically-based instructional practices and programs that contain the essential components of reading instruction,
- b)Lack of instruction in math, or
- c)Limited English proficiency.

## **State Definition**

Intellectual Disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

## **District Eligibility Criteria**

- Documentation of significantly delayed intellectual functioning that is two standard deviations below the mean.
- Documentation of significant deficits (two standard deviations) in two or more areas of adaptive behaviors.
- Documentation of adverse effect of the student's ability to meet educational demands even after supplementary aids and services have been provided.
- Documentation of the need for specialized instruction to address the adverse effect of deficits on educational performance.

## **Adverse Educational Effect**

The impairment must have a direct and adverse effect on the child's ability to make adequate educational progress without special education and related services. The student's instructional needs in the areas of curriculum, instruction, and/or environmental conditions are significantly different than that of his or her general education peers and, in order to make educational progress, require interventions of an intensity or type that exceeds general education resources.

### **Exclusionary Criteria**

The student's evaluation results can best be explained by another eligibility category (e.g. Autism, OHI, etc.)

The child's functional levels can best be explained by environmental, cultural or economic influences, or a history of inconsistent educational programming.

The disability does not adversely affect educational performance.

### **Exit Criteria**

An IEP (Eligibility Determination Conference) meeting is required to discontinue entitlement. A student is no longer eligible for special education services as a student with an Intellectual Disability when the team determines that:

- The student no longer meets district eligibility criteria; or
- The student's disability no longer has an adverse effect on educational performance; or
- The student's instructional needs are no longer significantly different from the needs of typical peers and/or are no longer of an intensity or type that exceeds general education resources.

### **Operational Definitions for Determinant Factors**

- (a) Lack of scientifically-based instructional practices and programs that contain the essential components of reading instruction
- Evidence shows exclusive use of a whole language approach or a phonics approach; lack of explicit, teacher-led instruction in any of the 5 essential components of reading; use of a program/methodology that is not research based, when multiple research-based programs are available; instructional program not implemented with integrity; lack of a scientific research-based curriculum (e.g., all teacher-made materials).  
OR
  - Evidence shows that the core curriculum meets the needs of the district's students or the student is performing at a level significantly different from peers as measured by these assessments.
- (b) Lack of instruction in math; or
- Evidence shows exclusive use of a computational approach or "word problem solving" approach; use of program/methodology that is not research-based, when multiple research-based programs are available; instructional program not implemented with integrity; lack of a scientific research-based curriculum (e.g., all teacher-made materials).  
OR
  - Evidence shows that the core curriculum meets the needs of the district's students or the student is performing at a level significantly different from peers as measured by these assessments.

(c) Limited English proficiency

- Evidence shows lack of or limited access to Limited English proficiency programs in academic settings.

OR

- Evidence shows that the student is a native speaker of English or that the learning problems are not primarily due to native language issues. This evidence can include home language survey, ACCESS scores, native language assessment results compared to English language assessment results, and other assessments designed to assess the contributing nature of a student's language status. Furthermore, evidence shows that the core curriculum meets the needs of LEP students or the student is performing at a level significantly different from peers as measured by these assessments.

DRAFT 9/2023

## **MPSED INTERNAL DOCUMENT**

### **Procedural Guidelines**

In order to establish an initial eligibility of Intellectual Disability (ID), the team must complete the following:

- The MTSS Response to Intervention Team (e.g. Problem Solving Team) will identify the student's deficit(s) relative to peers, select appropriate and targeted Tier 3 intervention(s), set goals, set the progress monitoring schedule, and complete the MTSS Response to Intervention Tier 3 Student Plan and Tier 3 Intervention Documentation.
- The principal/designee will conduct integrity checks to ensure the implementation fidelity for core instruction, Tier 2 interventions, and Tier 3 interventions.
- A member of the child's instructional team will collect progress monitoring data weekly in each area of suspected deficit and intervention. A minimum of 6-8 data points at Tier 3 are required to make a determination regarding eligibility if also considering Specific Learning Disability. Time allotted for intervention must be greater than or equal to 210 mpw. (*minimum 150mpw for Tier 3*)
- A learning environment assessment will be conducted by a team member in each curricular area of suspected delay.
- A teacher interview will be administered by a team member with each teacher who works with the student in the area(s) of suspected delay.
- A record review will be conducted by a team member that shall examine prior testing history, state and district assessment data, attendance history, discipline history, and other relevant factors.
- The social worker will conduct a social developmental study with a primary caregiver.
- A student interview will be conducted by a team member.
- The school psychologist will administer an individually-administered test of cognitive functioning to assess the areas of suspected delays.
- Measure of adaptive functioning to be completed by both parent and teacher.
- If deemed necessary, the school psychologist may administer an individually-administered standardized test of academic achievement.
- As warranted, the team should obtain a release of information and documentation of known medical conditions that impact educational performance.



# Macon-Piatt Special Education District

## Developmental Delay

### Determinant Factors

When the team has determined that the reason the student is experiencing difficulty in school is the result of any of the following, the student will not be considered eligible for special education under IDEA:

- a) Lack of scientifically-based instructional practices and programs that contain the essential components of reading instruction,
- b) Lack of instruction in math, or
- c) Limited English proficiency.

### District Eligibility Criteria

A delay in physical development, cognitive development, communication development, social or emotional development, or adaptive development (may include children from three through nine years of age). (23 IAC 226.75)

For a student to be identified as having a Developmental Delay, he/ she must meet all of the following criteria:

\_\_\_\_\_ **Documentation of a significant delay (1.5 standard deviations below the mean) in two or more of the following:**

\_\_\_\_\_ **Documentation of Delays in 2 or more areas of development based on evaluations completed above**

- \_\_\_\_\_ Physical Development
- \_\_\_\_\_ Cognitive Development
- \_\_\_\_\_ Communication Development
- \_\_\_\_\_ Social / Emotional Development
- \_\_\_\_\_ Adaptive Development

\_\_\_\_\_ If the student is attending school, documentation of the adverse effect of the student's ability to meet educational demands even after supplementary aids and services have been provided. For students transitioning from Early Intervention Services (EI), EI reports will be considered as a source of data.

\_\_\_\_\_ Documentation of the need for specialized instruction to address the adverse effect of deficits on educational performance.

### Exit Criteria

An EDC (Eligibility Determination Conference) meeting is required to discontinue entitlement. A student is no longer eligible for special education services as a student with a Developmental Delay when the team determines that:

- The student no longer meets district eligibility criteria; or
- The student meets a more specific eligibility criteria
- The student's delay no longer has an adverse effect on educational performance; or
- The student's instructional needs are no longer significantly different from the needs of typical peers and/or are no longer of an intensity or type that exceeds general education resources.

# MPSED INTERNAL DOCUMENT

## Procedural Guidelines

In order to establish an eligibility of Developmental Delay (DD), the team must complete the following:

\_\_\_\_\_ **Child will be aged 3 years through 9 years, 11 months at the time of the EDC meeting**

\_\_\_\_\_ **Attendance Data**

\_\_\_\_\_ **Medical documentation of any diagnoses that might affect development**

\_\_\_\_\_ **Intervention or Instructional Data:**

Interventions Implemented in the concerning areas including duration & effectiveness:

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\_\_\_\_\_ **Early Intervention Reports / Scores on EI assessments (as applicable): 30% delay in 2 or more areas of development: Physical, Cognitive, Communication, Social / Emotional, Adaptive**

\_\_\_\_\_ **Classroom Observation (as applicable):** Completed by ECSE staff, school psychologist, school social worker, speech language pathologist, OT/PT, SEA, etc.

\_\_\_\_\_ **Language Screener:** Completed by speech pathologist

\_\_\_\_\_ **Social / Adaptive: Social Developmental Study including Behavior Rating Scales & Adaptive Behavior Rating Scales (as applicable): Standard Scores at least 1.5 standard deviations below the mean or 30% delay**

- Behavior Rating Scales (not limited to): BASC, TPBA Social Scale, ABAS Social Composite
- Adaptive Rating Scales (not limited to): ABAS, TPBA Adaptive Scale
- Pragmatic Language Delay (greater than 50%) & requiring social work support

\_\_\_\_\_ **Communication: Standardized Speech Language Evaluation: Standard Scores at least 1.5 standard deviations below the mean or 30% delay**

- Assessments utilized: standardized assessments, TPBA Communication Scale (including the pragmatic assessment)
- Articulation, fluency, & voice delays are not a consideration for communication delay under developmental delay

\_\_\_\_\_ **Cognitive Evaluation: Standard Scores at least 1.5 standard deviations below the mean or 30% delay**

- Standardized Assessments: administered by a psychologist
- TPBA Cognitive Scale or EI Report with assessment data

\_\_\_\_\_ **Assessment of Physical Development: not indicated by a score on an assessment, but by a thorough evaluation by an OT/PT**

- Occupational Therapy or Physical Therapy evaluation showing documentation of a truly significant motor impairment impacting a child's education (motor planning, mobility needs, access to environment, physical ability to complete educational tasks, etc)
- Continue OT/PT as a related service as determined by therapist evaluation results that the need for services will not be long term (greater than 3 years)
- Not indicated by a sensory impairment alone

# Macon-Piatt Special Education District

## Autism Eligibility Criteria

### Determinant Factors

When the team has determined that the reason the student is experiencing difficulty in school is the result of any of the following, the student will not be considered eligible for special education under IDEA:

- a) Lack of scientifically-based instructional practices and programs that contain the essential components of reading instruction,
- b) Lack of instruction in math, or
- c) Limited English proficiency.

### State Definition

Autism Spectrum Disorder (ASD) is a developmental disability that affects an individual's ability to communicate (e.g., the ability to use language to express one's needs) and the ability to engage in social interaction (e.g., the ability to engage in joint attention). This disability significantly affects verbal/nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Often other characteristics associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance. The child's performance, strengths, skills, deficits, and challenges associated with ASD will vary greatly from child to child.

### District Eligibility Criteria

There are currently thirteen eligibility areas for special education services. Autism spectrum disorder (ASD) is one of them.

Prior to a referral for special education case study, interventions should be documented through the District Problem Solving and/or 504 process. The "*Procedural Guidelines*" internal document provides guidelines to follow.

The student demonstrates significant impairment in social communication and social interaction and exhibits restricted, repetitive patterns of behavior, interests, or activities. This does not include students whose educational performance is adversely impacted primarily because the student has an emotional disability. Having a medical diagnosis is not enough to qualify for special education and related services.

For a student to be identified as having Autism he/she must meet the following criteria:

The checklist for determining eligibility includes:

\_\_\_\_\_ Student demonstrates significant impairment in social communication and social interaction across multiple contexts, as manifested by **all of the following**, currently or by history (examples are illustrative, not exhaustive):

\_\_\_\_\_ 1. Deficits in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions.

\_\_\_\_\_ 2. Deficits in nonverbal communicative behaviors used for social interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication.

\_\_\_\_\_ 3. Deficits in developing, maintaining, and understanding relationships, ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.

\_\_\_\_\_ Student exhibits restricted, repetitive patterns of behavior, interests, or activities, as manifested by **at least two of the following**, currently or by history (examples are illustrative, not exhaustive):

\_\_\_\_\_ 1. Stereotyped or repetitive motor movements, use of objects, or speech (e.g., simple motor stereotypies, lining up toys or flipping objects, echolalia, idiosyncratic phrases, etc.).

\_\_\_\_\_ 2. Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior (e.g., extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take same route or eat same food every day, etc.).

\_\_\_\_\_ 3. Highly restricted, fixated interests that are abnormal in intensity or focus (e.g., strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interests, etc.).

\_\_\_\_\_ 4. Hyper- or hypo reactivity to sensory input or unusual interest in sensory aspects of the environment (e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement, etc.).

\_\_\_\_\_ Characteristics must be present in the early developmental period (but may not become fully manifest until social demands exceed limited capacities, or may be masked by learned strategies in later life).

### **Adverse Educational Effect**

The impairment must have a direct and adverse effect on the child's ability to make adequate educational progress without special education and related services. The student's instructional needs in the areas of curriculum, instruction, and/or environmental conditions are significantly different than that of his or her general education peers and, in order to make educational progress, require interventions of an intensity or type that exceeds general education resources

### **Exit Criteria**

An IEP (Eligibility Determination Conference) meeting is required to discontinue eligibility. A student is no longer eligible for special education services as a student with Autism when the team determines that:

- The student no longer meets district eligibility criteria; or
- The student's disability no longer has an adverse effect on educational performance; or
- The student's instructional needs are no longer significantly different from the needs of typical peers and/or are no longer of an intensity or type that exceeds general education resources.

## **MPSED INTERNAL DOCUMENT**

### **Procedural Guidelines**

In order to establish an initial eligibility of Autism, the team must complete the following:

- The MTSS (or Problem Solving) Team will convene with parents to identify specific concerns relating to possible characteristics of an autism spectrum disorder (ASD). Consent for observations across settings will be obtained.
- The special education administrator, school psychologist or designee will conduct observations of the student in various structured and unstructured settings, looking for difficulty recognizing social cues, difficulty interacting/communicating socially with peers, patterns of repetitive behaviors or restricted interests/activities, and atypical sensory reactions. They should summarize the observations in writing.
- The social worker will reach out to the parent to conduct a brief social history, asking questions specific to the child's interaction with others and restricted interests. If the parent indicates the student has a medical diagnosis of autism, the social worker will obtain consent to collect that information.
- The speech/language pathologist will conduct a language screening to look for concerns in social communication (pragmatic language) and summarize this in writing.
- If concerns are noted in either the observations or the screening, the problem solving team will recommend strategies/interventions for teachers and/or parents for a minimum of four weeks. If social work services (including play groups) are a part of the intervention, the social worker will track the student's progress.
- If concerns continue, the problem solving team may decide to make a referral. Referral packet should include:
  - Written summaries of the observations
  - Summary of the strategies/interventions implemented, duration and results
  - Parent interview notes
  - Any private/medical reports collected (if applicable)
  - Other school information (assessments, grades, attendance, etc)
- A Domain meeting should be scheduled with parents and classroom teacher, inviting the school psychologist, the occupational therapist, the social worker and the speech/language pathologist to advise on appropriate assessments to collect:
  - Observations across settings (possibly by the SEA, school psychologist, behavior specialist)
  - Autism rating scales (completed by parent and classroom teacher)
  - Speech Evaluation (of pragmatic/social language)
  - Observation of the learning environment
  - Current Educational Functioning
  - Social Development Study
  - Health History
  - Attention rating scales (if indicated by the referral questions/concerns)
  - Behavior rating scales (if indicated by the referral questions/concerns)
  - Sensory screening/sensory profile (if indicated by the referral questions/concerns)
  - Formal assessments of ASD and/or social thinking (e.g. ADOS, NEPSY-2) per discretion of the school psychologist (if indicated by the referral questions/concerns)
  - Adaptive rating scales (if indicated by the referral questions/concerns)
  - Individually-administered standardized test of general intelligence (e.g. WISC-V, DAS II, etc) (if indicated by the referral questions/concerns)