

Macon-Piatt Special Education District
Superintendents' Meeting
Thursday, December 18, 2025 7:30am
Regional Office of Education #39
3343 Rupp Parkway; Decatur, IL 62526
Agenda

I. Call to Order

II. Roll Call

III. Public Participation

IV. Approval of Minutes

Motion: To approve the Executive Board minutes from the November 18, 2025 meeting as presented. **Voice Vote**

V. Call to Closed Session: to discuss possible litigation, appointment, employment, compensation, discipline, performance or dismissal of specific employees of the public body. **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. Formula for Determining Member District's Proportionate Share of the Operating Expenses of MPSED for the 2026-2027 school year

Motion: To approve the billing formula for the 2026-2027 school year. *Discussion.* **Roll Call Vote**

C. 2026-2027 Administrator and Administrative Support Salary Schedules

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

VII. Director's Report

- A. Financial Update
- B. Vacancy Update
- C. Program Update
- D. Due Process/ISBE Complaint Update
- E. Updated Criteria for Other Health Impairment and Autism (first read)
- F. Joint Agreement Amendment Status

VIII. Adjournment

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

****Next Meeting of the MPSED Executive Board is Thursday, January 15, 2026, 7:30am at the Regional Office of Education 3433 Rupp Parkway, Decatur.**

Handouts: *Draft November 18, 2025 Minutes*
 Personnel Appointments
 Draft Formula for Determining Member District's Proportionate Share for the 2026-2027 school year
 Draft 2026-2027 Administrator and Administrative Support Salary Schedules
 Updated Draft Criteria for Eligibility – Other Health Impairment and Autism
 Treasurer's Report (November)
 Vendor Checks (electronically sent)
 Vacancy List

MACON PIATT SPECIAL EDUCATION DISTRICT (MPSED)
BOARD MEETING MINUTES – Tuesday, November 18, 2025
Regional Office of Education #39
3433 Rupp Parkway; Decatur, IL 62526

Damian Jones called the meeting to order with roll call at 7:30am

Members Present: Damian Jones, Mary Vogt, Sacha Young, Emily Weidner, Michael Tresnak,
(11 in person + 1-late) Adam Ibbotson, Shane Gordon, Adam Clapp, Travis Roundcount, Cheryl Warner, Rochelle Clark, Jonathan Field (arrived 7:35)

Members Absent: None

Also Present: Kathy Horath, Liz Lang, Ellyn Lord, Bret Hitchings, Jill Reedy, Zakry Standerfer, Nancy Brodbeck

Public Participation: None

Hearing no questions or concerns regarding the minutes presented, Chairman Jones entertained a **motion** by Supt Tresnak to approve the Executive Board minutes from the October 16, 2025, meeting as presented, seconded by Supt Ibbotson. Voice Vote: All in favor. None opposed.

No **CLOSED Session**

Roll Call Action Items

- A. Personnel Appointments** Motion by Supt Ibbotson 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 (11) Ayes: Jones, Vogt, Young, Weidner, Tresnak, Ibbotson, Gordon, Clapp, Roundcount, Warner, Clark (1) Absent Late arrival: Field.

- B. Director of Special Education Recommendation for 2026-2027** Motion by Supt Gordon to recommend that the Executive Board advise Decatur Public Schools, as administrative district for the Macon-Piatt Special Education District, that Elizabeth Lang be recommended as the next Director of Macon-Piatt Special Education District starting July 1, 2026 for a three-year contract with a base salary of no less than \$157,751.00, seconded by Supt Weidner. Chairman Jones calls for a Roll Call Vote. The motion carries with (10) Ayes: Jones, Vogt, Young, Weidner, Tresnak, Ibbotson, Gordon, Clapp, Roundcount, Warner, (1) Abstain, Clark, (1) Absent Late arrival: Field.

Director's Report

- A. Financial Update-** Kathy reports that the fund balance is where it should be. AFR has been approved by DPS, Kathy will send that out electronically. First Finance meeting was held; next meeting will be at 8:00am on December 8th at MPSED to continue conversations about MPSED funding formula. Supt Clark questioned Item 4 regarding funding formula and how overall student enrollment numbers versus SPED program numbers play into the funding formula.
- B. Vacancy Update-** Extended offer to a new Psychologist, she will let us know after Thanksgiving break if she accepts. Life Skills teacher resigned, and long-term subs are working less, which in turn leaves our programs short staffed.
- C. Program Update-** Possible teacher to be hired at Pershing which will alleviate parent complaints with students attending play groups.
- D. Due Process/ISBE Complaint Update-** Two current mediations: One for DPS, One for W/L. One complaint may turn into mediation regarding placement dispute for the student attending 1/2 days.

- E. First Read-Amendment to the Joint Agreement-Kathy sent out red line copy electronically. Two noted changes: Agreement now aligns to statute update which takes effect January 1, 2026, changing notice to withdrawal from the Joint Agreement from 12 months to 18 months. Atwood Hammond district was removed. Supt Clark shared that DPS legal team is looking at the Agreement pertaining to DPS being Administrative Agent for the Cooperative as well as how DPS can potentially save money. Other items DPS is looking into include the possibility of weighted votes and forfeiture of assets. Further discussion will be needed amongst the Executive board members once we hear back from DPS legal team.

Hearing no further questions or topics to discuss, Chairman Jones entertained a motion to adjourn. **Motion** by Supt Vogt to adjourn this meeting of the Macon-Piatt Special Education District Executive Board, seconded by Supt Warner. Voice Vote: All in favor – Meeting adjourned at 7:51am.

*Handouts: Draft October 16, 2025 Minutes
 Personnel Appointments
 Contract for Director of Special Education
 Treasurer’s Report (October)
 Vendor Checks (electronically sent)
 Vacancy List
 Amendment to the Joint Agreement-DRAFT*

*****Next Meeting of the MPSED Executive Board is Thursday, December 18, 2025, at 7:30 am at the Regional Office of Education 3433 Rupp Parkway, Decatur.***

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

1	Ashley Guntle	Early Childhood Special Education Teacher (transfer from Decatur)	January 2, 2026

Non-Certified

1	Tyler Koltveit	Life Skills TA at Stephen Decatur (6.25 hours)	December 15, 2025
2	Zachara Alexander	Cross-Cat TA at Stephen Decatur (6.25 hours, DPS paid)	ASAP
3	Courtney Cooley	Cross-Cat TA at Parsons (6 hours, DPS paid)	January 5, 2026
4	Justin Sudkamp	Cross-Cat TA at Dennis (6 hours, DPS paid)	ASAP
5	JoDee Crocker	Cross-Cat TA at Dansby (6 hours, DPS paid, transfer from Decatur)	January 5, 2026
6	Camille Harrell	Life Skills TA at Hope (6 hours)	December 15, 2025
7	Gianny Hart	Cross-Cat Ind TA at Johns Hill (6 hours, DPS paid)	ASAP

Transfers:

Certified

Non-certified

Resignations:

1	Becca Romine	Life Skills Teacher at Hope	December 5, 2025
2	Kendall Trump	Cross-Cat Ind TA at Johns Hill	December 1, 2025
3	Garth Minor	Cross-Cat TA at Hope	November 21, 2025
4	Jamie Culbertson	Life Skills TA at Hope	December 5, 2025
5	Shannon Cook	Cross-Cat TA at Dennis (transfer to Decatur)	January 5, 2026

Request for Extended Leave of Absence

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Request for Retirement

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Formula for Determining Member District's Proportionate Share of the Operating Expenses of MPSED For the 2026-2027 school year

Annually, the Executive Board must approve at an 80% majority any changes to the formula for determining member districts' proportionate share of the expenses. Below are the different formulas recommended for the FY27 school year.

1. Purchased services: Member districts may choose to purchase licensed employees (cross-cat teachers, speech-language therapists, social workers and teaching assistants) from MPSED at the actual cost of the employee's salaries and benefits.
2. General Administration: All MPSED central office business expenses, support staff, Assistant Director, Director, and Pre-Vocational Coordinators will be assessed based on member districts' percent of special education students enrolled (roughly 2,700) in the cooperative. The General State Aid revenue will supplement the administrative cost.
3. Special Education Administrators: A member district may give notice to the MPSED Director of the intention of not using SEA services for the next school year by February 1 of the existing school year. The allocation of SEAs will be determined and SEA costs will be assessed to all remaining member districts based on member districts' percent of special education students enrolled in the cooperative.
4. Administrative Support Staff: All MPSED ~~school psychologists~~, behavioral specialists, RN, Audiologist, physical and occupational therapy services will be assessed based on member districts' percent of all students enrolled (roughly 18,000) in the cooperative. The General State Aid revenue will supplement the administrative support staff cost.
5. School Psychologists: A member district may give notice to the MPSED Director of the intention of not using school psychologist services for the next school year by February 1 of the existing school year. The allocation of school psychologists will be determined and school psychologist costs will be assessed to all remaining member districts based on member districts' percent of all students enrolled in the cooperative.
6. Hearing and Vision Services/Programs: All Hearing Impaired and Visually Impaired teachers, braillists, interpreters, orientation and mobility services and coordination with CASE services for professional development will be assessed based on member districts' percent of special education students enrolled (roughly 2,700) in the cooperative.
7. Programs:
 - a. Average Cost per student: Social/Emotional Development (SED), and Life and Essential Skills will be combined to a total cost, and divided to a per student cost.
 - b. Social Emotional Learning Academy (SELA) will not be combined with the others and will be billed per student at that specific program cost.
 - c. Early Childhood Special Education (ECSE) will not be combined with the others and will be billed per student at that specific program cost.

- d. Member districts will be assessed for each student sent to a combined MPSED program, SELA and/or ECSE.
- 8. IDEA Grants: All IDEA Grants will be issued to member districts, instead of the cooperative. Member districts will have autonomy to pay for specific special education services with their grant allocation.
- 9. Residential and Private Day Treatment Students: MPSED will bill the resident school district the average cost per student rate found in paragraph 6a within for all private day and residential students. Medicaid revenue will continue to pay the remainder of approved tuition and approved room and board costs for students in private and residential placements. All reimbursements from ISBE will funnel back to MPSED.

Medicaid billable direct services are submitted by all member districts' eligible staff who can bill for services (speech-language pathologists, social workers, school psychologists, occupational and physical therapists, audiologist) for IDEA eligible students to Embrace DS. All Medicaid revenue is sent to MPSED to help cover the expenses of the students attending the residential and private day treatment placements.

DRAFT Administrator Salary Schedule 2026-2027

2025-2026								
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
DIRECTOR: MACON-PIATT SPED	\$133,838.69	\$134,843.23	\$135,854.24	\$136,872.80	\$137,900.00	\$138,933.67	\$139,975.97	\$141,025.82
ASST DIRECTOR: MACON-PIATT SPED	\$113,043.36	\$113,891.45	\$114,746.00	\$115,605.96	\$116,473.46	\$117,346.36	\$118,226.82	\$119,113.75
MP: PRINCIPAL ALT ED (SELA) - 220 days	\$95,968.39	\$96,688.07	\$97,413.15	\$98,144.70	\$98,880.57	\$99,621.84	\$100,369.58	\$101,121.63
MP: ADMINISTRATOR (SEA) - 200 days	\$83,815.75	\$84,443.72	\$85,077.09	\$85,715.85	\$86,358.92	\$87,006.32	\$87,659.10	\$88,316.21

Sarah Schrader - .575 retire 2027-2028

Percent multiplier	1.0325	1.0325	1.0325	1.0325	1.0325	1.0325	1.0325	1.0325
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2026-2027 Supposal								
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
DIRECTOR: MACON-PIATT SPED	\$138,188.45	\$139,225.63	\$140,269.50	\$141,321.17	\$142,381.75	\$143,449.01	\$144,525.19	\$145,609.16
ASST DIRECTOR: MACON-PIATT SPED	\$116,717.27	\$117,592.92	\$118,475.25	\$119,363.15	\$120,258.85	\$121,160.12	\$122,069.19	\$122,984.94
MP: PRINCIPAL ALT ED (SELA) - 220 days	\$99,087.36	\$99,830.43	\$100,579.08	\$101,334.41	\$102,094.19	\$102,859.55	\$103,631.59	\$104,408.08
MP: ADMINISTRATOR (SEA) - 200 days	\$86,539.76	\$87,188.14	\$87,842.09	\$88,501.61	\$89,165.59	\$89,834.02	\$90,508.02	\$91,186.48

DRAFT Administrator Salary Schedule 2026-2027

2025-2026

	9	10	11	12	13	14	15	16
DIRECTOR: MACON-PIATT SPED	\$ 142,083.23	\$143,149.27	\$144,222.86	\$145,304.01	\$146,393.79	\$147,492.20	\$148,598.16	\$149,712.75
ASST DIRECTOR: MACON-PIATT SPED	\$120,007.15	\$120,907.02	\$121,813.37	\$122,727.28	\$123,647.65	\$124,575.58	\$125,509.98	\$126,450.86
MP: PRINCIPAL ALT ED (SELA) - 220 days	\$101,880.16	\$102,644.08	\$103,414.48	\$104,190.27	\$104,971.46	\$105,758.04	\$106,552.17	\$107,350.62
MP: ADMINISTRATOR (SEA) - 200 days	\$88,978.70	\$89,645.52	\$90,317.73	\$90,995.33	\$91,678.33	\$92,365.65	\$93,058.36	\$93,756.46

Sarah Schrader - .575 retire 2027-2028

Percent multiplier

1.0325	1.0325	1.0325	1.0325	1.0325	1.0325	1.0325	1.0325	1.0325
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2026-2027 Supposal

	9	10	11	12	13	14	15	16
DIRECTOR: MACON-PIATT SPED	\$146,700.94	\$147,801.62	\$148,910.11	\$150,026.39	\$151,151.59	\$152,285.69	\$153,427.60	\$154,578.42
ASST DIRECTOR: MACON-PIATT SPED	\$123,907.38	\$124,836.50	\$125,772.31	\$126,715.91	\$127,666.20	\$128,624.29	\$129,589.06	\$130,560.51
MP: PRINCIPAL ALT ED (SELA) - 220 days	\$105,191.26	\$105,980.01	\$106,775.45	\$107,576.45	\$108,383.03	\$109,195.18	\$110,015.12	\$110,839.52
MP: ADMINISTRATOR (SEA) - 200 days	\$91,870.51	\$92,559.00	\$93,253.05	\$93,952.68	\$94,657.88	\$95,367.53	\$96,082.75	\$96,803.55

DRAFT Administrator Salary Schedule 2026-2027

2025-2026		17	18	19	20	21	22	23	24
DIRECTOR: MACON-PIATT SPED		\$150,835.98	\$151,966.76	\$153,106.17	\$154,255.29	\$155,411.96	\$156,577.27	\$157,751.21	\$158,934.86
ASST DIRECTOR: MACON-PIATT SPED		\$127,399.29	\$128,354.20	\$129,317.73	\$130,287.74	\$131,264.22	\$132,249.34	\$133,240.93	\$134,240.07
MP: PRINCIPAL ALT ED (SELA) - 220 days		\$108,155.55	\$108,966.95	\$109,784.82	\$110,608.09	\$111,437.83	\$112,272.97	\$113,115.65	\$113,963.74
MP: ADMINISTRATOR (SEA) - 200 days		\$94,459.96	\$95,167.78	\$95,882.07	\$96,600.67	\$97,325.75	\$98,055.15	\$98,791.02	\$99,531.20

Sarah Schrader - .575 retire 2027-2028

Percent multiplier 1.0325 1.0325 1.0325 1.0325 1.0325 1.0325 1.0325 1.0325 1.0325

2026-2027 Supposal		17	18	19	20	21	22	23	24
DIRECTOR: MACON-PIATT SPED		\$155,738.15	\$156,905.68	\$158,082.12	\$159,268.59	\$160,462.85	\$161,666.03	\$162,878.12	\$164,100.24
ASST DIRECTOR: MACON-PIATT SPED		\$131,539.77	\$132,525.71	\$133,520.56	\$134,522.09	\$135,530.31	\$136,547.44	\$137,571.26	\$138,602.87
MP: PRINCIPAL ALT ED (SELA) - 220 days		\$111,670.60	\$112,508.37	\$113,352.83	\$114,202.85	\$115,059.56	\$115,921.84	\$116,791.91	\$117,667.56
MP: ADMINISTRATOR (SEA) - 200 days		\$97,529.91	\$98,260.73	\$98,998.23	\$99,740.19	\$100,488.84	\$101,241.94	\$102,001.72	\$102,765.97

DRAFT Administrator Salary Schedule 2026-2027

<u>2025-2026</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>
DIRECTOR: MACON-PIATT SPED	\$160,127.14	\$161,328.05	\$162,537.60	\$163,756.85	\$164,984.74	\$166,222.34
ASST DIRECTOR: MACON-PIATT SPED	\$135,246.77	\$136,261.02	\$137,282.82	\$138,313.25	\$139,350.16	\$140,395.70
MP: PRINCIPAL ALT ED (SELA) - 220 days	\$114,818.30	\$115,679.33	\$116,546.83	\$117,420.81	\$118,301.27	\$119,189.28
MP: ADMINISTRATOR (SEA) - 200 days	\$100,277.86	\$101,029.92	\$101,787.36	\$102,551.29	\$103,320.61	\$104,095.32

Sarah Schrader - .575 retire 2027-2028

Percent multiplier 1.0325 1.0325 1.0325 1.0325 1.0325 1.0325

<u>2026-2027 Supposal</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>
DIRECTOR: MACON-PIATT SPED	\$165,331.27	\$166,571.21	\$167,820.07	\$169,078.95	\$170,346.75	\$171,624.57
ASST DIRECTOR: MACON-PIATT SPED	\$139,642.29	\$140,689.50	\$141,744.51	\$142,808.43	\$143,879.04	\$144,958.56
MP: PRINCIPAL ALT ED (SELA) - 220 days	\$118,549.89	\$119,438.91	\$120,334.61	\$121,236.99	\$122,146.06	\$123,062.93
MP: ADMINISTRATOR (SEA) - 200 days	\$103,536.89	\$104,313.39	\$105,095.45	\$105,884.20	\$106,678.53	\$107,478.42

MPSED Special Education Administrators

Name	Position	2025-2026		2026-2027		Difference	%	Notes
		2025-2026 Salary	Step	2026-2027 Salary DRAFT	Step			
Liz Lang	Director	\$ 182,457	N/A	\$ 162,878	23	\$ (19,578.88)	-10.73%	new Director
Travis Friedrich	Assistant Director	\$ 125,510	15	\$ 130,561	16	\$ 5,050.51	4.02%	
	Assistant Director	\$ 132,249	22					new AD
Jessica Ellison	SELA Principal	\$ 110,608	20	\$ 115,060	21	\$ 4,451.56	4.02%	
Sarah Schrader	SEA	\$ 105,851	N/A	\$ 111,937	N/A	\$ 6,086.43	5.75%	In the 6% track (27-28)
Chris Koerwitz	SEA	\$ 96,601	20	\$ 100,489	21	\$ 3,887.84	4.02%	
Janice Stock	SEA	\$ 95,168	18	\$ 98,998	19	\$ 3,830.23	4.02%	
Maria Lopez	SEA	\$ 98,055	22	\$ 102,002	23	\$ 3,946.72	4.03%	
Andrea Maple	SEA	\$ 89,646	10	\$ 93,253	11	\$ 3,607.05	4.02%	
Aileen Maggio	SEA	\$ 92,366	14	\$ 96,083	15	\$ 3,716.75	4.02%	
Marianne Black	SEA	\$ 93,756	16	\$ 97,530	17	\$ 3,773.91	4.03%	
Carissa Weakly	SEA	\$ 87,006	6	\$ 90,508	7	\$ 3,502.02	4.03%	
Total		\$ 1,309,273		\$ 1,199,298		\$ 22,274		

DRAFT Admin Support Salary Schedule 2026-2027

2025-2026	1	2	3	4	5	6	7	8
OT/PT Assistant	\$41,291.76	\$41,600.75	\$41,913.00	\$42,227.42	\$42,544.01	\$42,862.76	\$43,184.77	\$43,508.95
Coord - Medicaid/Home Study	\$61,125.03	\$61,583.64	\$62,045.51	\$62,510.64	\$62,980.09	\$63,452.81	\$63,927.68	\$64,407.99
Assistive Technology	\$61,125.03	\$61,583.64	\$62,045.51	\$62,510.64	\$62,980.09	\$63,452.81	\$63,927.68	\$64,407.99
Audiologist/OT/PT	\$84,358.35	\$84,991.52	\$85,627.95	\$86,270.88	\$86,918.15	\$87,569.75	\$88,226.78	\$88,888.14

Percent multiplier 1.0325 1.0325 1.0325 1.0325 1.0325 1.0325 1.0325

2026-2027 Supposal	1	2	3	4	5	6	7	8
OT/PT Assistant	\$42,633.74	\$42,952.78	\$43,275.18	\$43,599.81	\$43,926.69	\$44,255.80	\$44,588.28	\$44,922.99
Coord - Medicaid/Home Study	\$63,111.59	\$63,585.11	\$64,061.99	\$64,542.23	\$65,026.95	\$65,515.02	\$66,005.33	\$66,501.24
Assistive Technology	\$63,111.59	\$63,585.11	\$64,061.99	\$64,542.23	\$65,026.95	\$65,515.02	\$66,005.33	\$66,501.24
Audiologist/OT/PT	\$87,100.00	\$87,753.75	\$88,410.86	\$89,074.68	\$89,742.99	\$90,415.77	\$91,094.15	\$91,777.00

DRAFT Admin Support Salary Schedule 2026-2027

<u>2025-2026</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
OT/PT Assistant	\$43,835.29	\$44,163.80	\$44,494.48	\$44,828.42	\$45,164.52	\$45,503.87	\$45,844.31	\$46,189.09
Coord - Medicaid/Home Study	\$64,890.45	\$65,377.26	\$65,867.32	\$66,361.71	\$66,859.36	\$67,361.35	\$67,866.58	\$68,375.07
Assistive Technology	\$64,890.45	\$65,377.26	\$65,867.32	\$66,361.71	\$66,859.36	\$67,361.35	\$67,866.58	\$68,375.07
Audiologist/OT/PT	\$89,554.92	\$90,226.04	\$90,902.58	\$91,584.54	\$92,271.93	\$92,963.64	\$93,660.79	\$94,363.35

Percent multiplier 1.0325 1.0325 1.0325 1.0325 1.0325 1.0325 1.0325

<u>2026-2027 Supposal</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
OT/PT Assistant	\$45,259.94	\$45,599.13	\$45,940.55	\$46,285.34	\$46,632.37	\$46,982.75	\$47,334.25	\$47,690.23
Coord - Medicaid/Home Study	\$66,999.39	\$67,502.02	\$68,008.01	\$68,518.47	\$69,032.29	\$69,550.59	\$70,072.25	\$70,597.26
Assistive Technology	\$66,999.39	\$67,502.02	\$68,008.01	\$68,518.47	\$69,032.29	\$69,550.59	\$70,072.25	\$70,597.26
Audiologist/OT/PT	\$92,465.45	\$93,158.39	\$93,856.91	\$94,561.04	\$95,270.76	\$95,984.96	\$96,704.76	\$97,430.16

DRAFT Admin Support Salary Schedule 2026-2027

<u>2025-2026</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>
OT/PT Assistant	\$46,534.95	\$46,884.06	\$47,235.34	\$47,589.87	\$47,946.58	\$48,306.53	\$48,668.65	\$49,034.03
Coord - Medicaid/Home Study	\$68,887.90	\$69,405.06	\$69,925.48	\$70,449.15	\$70,978.24	\$71,510.58	\$72,046.17	\$72,587.19
Assistive Technology	\$68,887.90	\$69,405.06	\$69,925.48	\$70,449.15	\$70,978.24	\$71,510.58	\$72,046.17	\$72,587.19
Audiologist/OT/PT	\$95,071.33	\$95,784.73	\$96,502.47	\$97,226.72	\$97,955.30	\$98,690.39	\$99,430.90	\$100,175.74

Percent multiplier 1.0325 1.0325 1.0325 1.0325 1.0325 1.0325 1.0325

<u>2026-2027 Supposal</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>
OT/PT Assistant	\$48,047.33	\$48,407.79	\$48,770.49	\$49,136.55	\$49,504.84	\$49,876.49	\$50,250.39	\$50,627.64
Coord - Medicaid/Home Study	\$71,126.76	\$71,660.73	\$72,198.06	\$72,738.74	\$73,285.03	\$73,834.67	\$74,387.67	\$74,946.27
Assistive Technology	\$71,126.76	\$71,660.73	\$72,198.06	\$72,738.74	\$73,285.03	\$73,834.67	\$74,387.67	\$74,946.27
Audiologist/OT/PT	\$98,161.15	\$98,897.74	\$99,638.80	\$100,386.59	\$101,138.85	\$101,897.83	\$102,662.40	\$103,431.45

DRAFT Admin Support Salary Schedule 2026-2027

2025-2026	25	26	27	28	29	30
OT/PT Assistant	\$49,401.57	\$49,772.37	\$50,145.33	\$50,521.55	\$50,899.94	\$51,281.58
Coord - Medicaid/Home Study	\$73,131.46	\$73,680.06	\$74,231.92	\$74,789.20	\$75,349.73	\$75,915.68
Assistive Technology	\$73,131.46	\$73,680.06	\$74,231.92	\$74,789.20	\$75,349.73	\$75,915.68
Audiologist/OT/PT	\$100,927.09	\$101,684.95	\$102,447.14	\$103,215.84	\$103,989.96	\$104,769.50

Percent multiplier	1.0325	1.0325	1.0325	1.0325	1.0325	1.0325
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2026-2027 Supposal	25	26	27	28	29	30
OT/PT Assistant	\$51,007.12	\$51,389.97	\$51,775.06	\$52,163.50	\$52,554.19	\$52,948.23
Coord - Medicaid/Home Study	\$75,508.23	\$76,074.67	\$76,644.46	\$77,219.85	\$77,798.60	\$78,382.94
Assistive Technology	\$75,508.23	\$76,074.67	\$76,644.46	\$77,219.85	\$77,798.60	\$78,382.94
Audiologist/OT/PT	\$104,207.22	\$104,989.71	\$105,776.67	\$106,570.35	\$107,369.63	\$108,174.51

MPSED Special Education Administrative Support Staff

Name	Position	2025-2026		2026-2027 Salary		2026-2027		Difference	% difference
		Salary	Step	DRAFT	Step	Step			
Holley Finley	COTA	\$43,835	9	\$45,599.13	10	\$	1,764		4.02%
Joanne Gavin	COTA	\$44,494	11	\$46,285.34	12	\$	1,791		4.02%
Sabrina Lane	COTA	\$45,844	15	\$47,690.23	16	\$	1,846		4.03%
Mairi Reedy	COTA	\$45,165	13	\$46,982.75	14	\$	1,818		4.03%
Carol Zilz	COTA	\$50,594	off (high) 1	\$52,238.50	1	\$	1,644		3.25%
Ellyn Lord	Medicaid Coordinator	\$66,859	13	\$69,550.59	14	\$	2,691		4.03%
Hannah Gray	Audiologist	\$89,555	9	\$93,158.39	10	\$	3,603		4.02%
Susan Engelgau	Occupational Therapist	\$100,176	24	\$104,207.22	25	\$	4,031		4.02%
Sandra O'Linc	Occupational Therapist	\$90,903	11	\$94,561.04	12	\$	3,658		4.02%
Jennifer Stine	Occupational Therapist	\$108,755	off (high) 1	\$112,289.56	1	\$	3,535		3.25%
Elizabeth Komnick	Physical Therapist	\$97,955	21	\$101,897.83	22	\$	3,943		4.02%
Linda Miller	Part Time Physical Therapist (0.6 FTE)	\$61,011	26	\$63,466.00	27	\$	2,455		4.02%
Matthew Swarthout	Assistive Technology Coordinator	\$70,449	20	\$73,285.03	21	\$	2,836		4.03%
Total		\$ 915,596		\$ 951,212		\$	35,616		

Macon-Piatt Special Education District

Other Health Impaired

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

Other Health Impairment means having limited strength, vitality or alertness, including a heightened sensitivity to environmental stimuli, that results in limited alertness with respect to the educational environment that

- is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, or sickle cell anemia; and
- adversely affects a child's educational performance.

District Eligibility Criteria

The checklist for determining eligibility includes:

- _____ Evidence of a chronic or acute health impairment.
- _____ Documentation of limited strength or vitality even after appropriate intervention(s) are implemented.
- _____ Documentation of adverse effects of the student's ability to meet educational demands even after supplementary aids and services and appropriate accommodations 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.

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 Other Health Impairment 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 Other Health Impairment, the team is advised complete the following:

- The MTSS (or Problem Solving) Team will convene with parents to identify specific concerns relating to possible characteristics of limited health or vitality. Consent for observations across settings will be obtained. Observation Consent Form
- 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 ability to follow through with directions (attention). If the parent indicates the student has a medical diagnosis, the social worker will obtain consent to collect that information.
- The school team should consider a 504 plan to address the accommodation needs.
- If concerns are noted in either the observations, the problem solving team will recommend accommodations/modifications/strategies/interventions for teachers and/or parents for a minimum of four weeks. If social work services 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 accommodations/modifications/strategies/interventions implemented, duration and results
 - Parent interview notes
 - Any private/medical reports collected (if applicable)
 - 504 plan
 - Other school information (assessments, grades, attendance, etc)
- A Domain meeting should be scheduled with parents and classroom teacher, inviting the school psychologist, the social worker and any other relevant service provider to advise on appropriate assessments to collect:
 - Observations across settings (possibly by the SEA, school psychologist, behavior specialist)
 - Attention rating scales (completed by parent and classroom teacher)
 - Observation of the learning environment
 - Current Educational Functioning
 - Social Development Study
 - Health History
 - Behavior rating scales (if indicated by the referral questions/concerns)
 - Sensory screening/sensory profile (if indicated by the referral questions/concerns)
 - Formal assessments of processing (e.g. 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)
 - Standardized assessments for academic achievement (e.g. WIAT-4, KTEA-3) (if indicated by the referral questions/concerns)

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

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 hyporeactivity 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).

_____ Documentation of adverse effects of the student's ability to meet educational, social or functional/vocational 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, social or functional/vocational performance has been provided.

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.

MPSSED INTERNAL DOCUMENT

Procedural Guidelines

In order to establish an initial eligibility of Autism, the team is advised 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. Observation Consent Form
- 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)

TREASURER'S REPORT - NOVEMBER, 2025

Beginning FUND Balance	4,364,652.18
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REVENUE

1342 - Tuition	1,649,505.44
1510 - Int of invest.	
1950 - PRIOR YEAR REFUND	661,833.78
1993 - TMH-SUPPLY	
1999 - OTHER MISC. REV	
3001 - EBF	63,746.00
4625 - ROOM AND BOARD	
4951 - VOC REHAB	
4991 - ADMIN OUT	
4992 - MEDICAID	117,322.91
ADJUSTMENT	
	<hr/>
	2,492,408.13

Expenditures

Payroll - 100	1,136,918.27
Benefits - 200	378,812.58
Purchased Services - 300	41,402.04
Supplies - 400	14,368.90
Other - 500-700	289,558.10

ADJUSTMENT	
	<hr/>
	1,861,059.89

CHANGE/INTEREST

BALANCE	
AS OF	
11/30/2025	4,996,000.42

Balance Last Year	\$6,726,588.69
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MPSED Vacancies

Building	Position	Hours/ Day	Posted On	Closes On
Hope	Life Skills Teacher (3 positions)		3/21/2025	when filled
MPSED	Private & Parochial Teacher (part time)		3/21/2025	when filled
Stephen Decatur	SED Teacher		3/21/2025	when filled
MPSED	School Psychologist (6 positions)		2/3/2025	when filled
Pershing	Social Worker		2/3/2025	when filled
SELA	Social Worker		7/30/2025	when filled
Hope	Speech Pathologist		2/3/2025	when filled
SDMS/MHS	Speech Pathologist		2/3/2025	when filled
MPSED	Speech Pathologist (part time)		7/25/2025	when filled
Hope	Essential Skills TA (5 positions)	6.25	5/30/2025	when filled
MacArthur	Essential Skills TA	6.5	6/18/2025	when filled
SELA	SED TA	6	5/30/2025	when filled
Montessori	Educational Interpreter	6	5/30/2025	when filled
Hope	Life Skills TA (2 positions)	6	5/30/2025	when filled
SDMS	LPN TA	7	5/30/2025	when filled
MPSED	Behavior TA (2 positions)	6.25	5/30/2025	when filled
MacArthur	SED TA	6.5	5/30/2025	when filled
SDMS	Life Skills TA	6.25	5/30/2025	when filled
SDMS	Essential Skills TA	6.25	8/20/2025	when filled
Baum	Life Skills TA	6	8/18/2025	when filled