

Macon-Piatt Special Education District
Superintendents' Meeting
Thursday, May 21, 2026 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 April 16, 2026 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. Possible Termination of Paraprofessional

Motion: To recommend that the Executive Board advise Decatur Public Schools, as administrative district for the Macon-Piatt Special Education District, that ___ be terminated from her position upon ratification on May 26, 2026. *Discussion.* *Roll Call Vote*

B. 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*

C. Contract with Presence Learning

Motion: To recommend the approval the contract for psychological and bi-lingual psychological services as presented. *Discussion.* *Roll Call Vote*

D. Invoice from Embrace

Motion: To authorize Decatur Public Schools, as the administrative district for the Macon-Piatt Special Education District to pay Embrace Education Invoice #EMB-462 in the amount of \$42,257.96 as presented. *Discussion.* *Roll Call Vote*

E. Invoice from STAR Autism Support

Motion: To authorize Decatur Public Schools, as the administrative district for the Macon-Piatt Special Education District to pay STAR Autism Support Invoice #236230 in the amount of \$41,700 as presented. *Discussion.* *Roll Call Vote*

F. Criteria for Speech-Language Impairment

Motion: To recommend approval of the criteria for eligibility for Speech or Language Impairment as presented. *Discussion.* *Roll Call Vote*

G. Proposed FY27 Budget

Motion: To recommend the approval of the proposed FY27 Budget as presented. *Discussion.* *Roll Call Vote*

VII. Director's Report

A. Financial Update

B. Vacancy Update

C. Program Update

D. Due Process/ISBE Complaint Update

E. Summer Programming

F. Summer Registration for Private Day Placement Students

- G. Procedures for Private Day Students who become sick
- H. Psychologists' Assignments (including new position)
- I. New Director Mentoring Plan
- J. New Updates to Special Education Procedures (from ICSA)

VIII. Call for Nominations of Offices – Chairperson, Vice-Chairperson

IX. Election of Officers – Chairperson, Vice-Chairperson

Motion: To recommend the approval of __ as Chairperson and __ as Vice-Chairperson of the Macon-Piatt Special Education Cooperative Board. *Discussion.* **Roll Call Vote**

X. Appointment of Secretary

Motion: To recommend the approval of Ellyn Lord continue as Board Secretary of the Macon-Piatt Special Education Cooperative Board. *Discussion.* **Roll Call Vote**

XI. 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, August 6, 2026, 8:00am at Richland Community College, Room N-161 in Main Campus, 1 College Park, Decatur IL.**

Handouts:

- Draft April 16, 2026 Minutes*
- Personnel Appointments*
- Contract for Presence Learning*
- Invoice from Embrace Education*
- Invoice from STAR Autism Support*
- DRAFT Speech-Language Impairment Criteria with Internal Procedures and ELL Considerations*
- DRAFT FY27 MPSED Budget Summary*
- Treasurer's Report (April)*
- Vendor Checks (electronically sent)*
- Vacancy List*
- DRAFT Special Education Procedures (electronically sent)*

MACON PIATT SPECIAL EDUCATION DISTRICT (MPSED)
BOARD MEETING MINUTES – Thursday, April 16, 2026
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 (Chairman), Adam Clapp, Michael Tresnak, Shane Gordon, Sacha Young, Travis Roundcount, Adam Ibbotson, Larry Gray (for Rochelle Clark), Mary Vogt, Emily Weidner, Cheryl Warner, Jonathan Field (arrived 7:32)
(12 in person)

Members Absent: None

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

Public Participation: None

Hearing no questions or concerns regarding the minutes presented, Chairman Jones entertained a **motion** by Supt Ibbotson to approve the Executive Board minutes from the March 19, 2026, meeting as presented, seconded by Supt Clapp. Voice Vote: All in favor. None opposed.

No Closed Session

Roll Call Action Items

- A. Personnel Appointments** Motion by Supt Tresnak 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 Vogt. Chairman Jones calls for a Roll Call Vote. The motion carries with (11) Ayes: Jones, Young, Tresnak, Ibbotson, Gordon, Clapp, Roundcount, Gray, Weidner, Vogt, Warner (1) Late: Field

- B. Adoption of Board Policies** Motion by Supt Roundcount to adopt board policies section 5, (which includes 5:10, 5:20, 5:30, 5:35, 5:40, 5:50, 5:60, 5:70, 5:80, 5:90, 5:100, 5:110, 5:120, 5:125, 5:130, 5:140, 5:150, 5:170, 5:180, 5:185, 5:190, 5:200, 5:210, 5:220, 5:230, 5:240, 5:250, 5:260, 5:270, 5:280, 5:290, 5:300, 5:310, 5:320, 5:330) and board policies section 8, (which includes 8:10, 8:20, 8:25, 8:30, 8:70, 8:80, 8:90, 8:95, 8:100, 8:110) as presented, seconded by Supt Ibbotson. Chairman Jones calls for a Roll Call Vote. The motion carries with (12) Ayes: Jones, Young, Tresnak, Ibbotson, Gordon, Clapp, Roundcount, Gray, Weidner, Vogt, Field, Warner

- C. Adoption of Final Calendar for SY 2025-2026 school year for SELA** Motion by Supt Field to approve the amended calendar as final for the 2025-2026 school year as presented, seconded by Supt Roundcount. Chairman Jones calls for a Roll Call Vote. The motion carries with (12) Ayes: Jones, Young, Tresnak, Ibbotson, Gordon, Clapp, Roundcount, Gray, Weidner, Vogt, Field, Warner

Director's Report

- A. Financial Update- Balance is healthy, back in line with last year. FY27 Estimated Costs are ready, Kathy and Liz will meet with each district. MOE for Bement has been approved; still waiting on DPS, CAM and SV-most were met.
 - i First Read of the FY27 Budget- Increase of 1.3 million due to increases in salaries, insurance, and program needs.

- B. Vacancy Update- Still a lot of vacancies, not thrilled about the 7 School Psychologist vacancies. Supt Ibbotson asked when Psychologist placements would be announced. Liz responded that she would share that soon, which will give districts time to decide if they want to pursue other Psychologist options outside of the cooperative. There is no deadline to choose to go out on their own for Psychologist services, but the coop would like to know by July if it is possible.
- C. Program Update-Kathy presented the board with a finalized draft of the Speech or Language Impairment Eligibility Criteria which will be brought to the board in May for approval. It was noted the criteria is very detailed and includes eligibility considerations for multilingual learners, which we have supports for Spanish speaking students.
- D. Due Process/ISBE Complaint Update- One complaint in Warrensburg-Latham which ISBE closed in 3 days.

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

Handouts: *Draft March 19, 2026 Minutes*
 Personnel Appointments
 Policies-Sections 5 and 8 (electronically sent)
 Amended Calendar for SY 2025-2026
 Treasurer’s Report (March)
 Vendor Checks (electronically sent)
 DRAFT FY27 MPSED Budget Summary
 Vacancy List

****Next Meeting of the MPSED Executive Board is Thursday, May 21, 2026, 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

Administrative Support

1 Morgan Curry	Social Worker Intern for Decatur (3 days)	August 10, 2026
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Certified

1 Kendra Ostrander	Behavior Consultant at SELA	August 10, 2026
2 Angela Harrell	Life Skills Teacher	August 10, 2026

Non-Certified

1 Kayla Smith	SELA TA at SELA (6 hours)	ASAP
2 Deanna Jo Dennison	SELA TA at SELA (6 hours)	ASAP
3 Ashley Kaylor	Cross-Cat/Ind TA at MAP (6 hours, DPS paid)	August 7, 2026

Transfers:

Certified

Non-certified

Resignations:

1 Alyssa Heise	Cross-Cat/Ind TA at Muffley	April 17, 2026
2 Robert Schwent	Cross-Cat/Ind TA at South Shores	April 27, 2026
3 Shavon Warnsley	Cross-Cat/Ind TA at Parsons	May 1, 2026
4 Pat Spates	Job Coach at MPSED work sites	May 14, 2026

Request for Extended Leave of Absence

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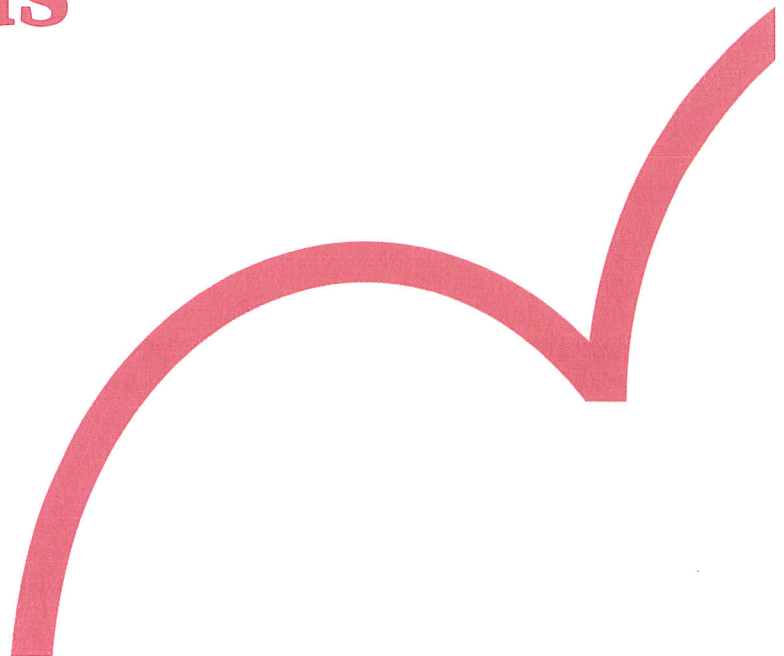
Request for Retirement

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**Empowering all who
serve students with
diverse needs**

Presence.com



Comprehensive telepractice for PreK-12 schools

Presence is excited to partner with Macon-Piatt Special Education Joint Agreement - IL to implement comprehensive teletherapy programs that support students across the district. As the leading provider of online special education-related services since 2009, Presence has pioneered teletherapy solutions with schools across the country.

7M+

sessions delivered

10K+

schools supported

2,000+

clinicians in network

From special education services to mental health counseling, we bring customized solutions to your district

We offer a full range of remote services (from observations and assessments to counseling and therapy) that help meet your district's speech-language, occupational, psychoeducational and mental health service needs.

Our clinical network brings a complete scope of practice to support schools with services that include:

- Student screening, observation, identification, and evaluation
- Development and management of Response to Intervention (RTI) programs
- Case management and contribution to writing and updating of IEPs and 504 plans
- Full evaluations or re-evaluations utilizing standardized assessment tools
- Leading, attending, and/or contributing to meetings
- Individual or group therapy services
- Virtual classroom push-in services
- Completing paperwork for IEPs, review of records and Medicaid billing

Solutions customized to meet student needs— backed by school-based experience and innovative technology

Services that help fill assessment and therapy gaps

- Evaluations are delivered remotely using the largest library of digital assessments from trusted publishers like Pearson®, Riverside Insights®, and Pro-Ed®*
- Customized teletherapy plans are based on your district's diverse student and staffing needs

Clinically-led teams, trusted by 10,000+ schools

- Our national network of 2,000+ licensed speech-language pathologists, occupational therapists, school psychologists, and mental health clinicians brings services that support unique needs—including bilingual, deaf, and hard-of-hearing specializations
- Every district and clinician is backed by a dedicated clinical support team with years of experience implementing teletherapy solutions and navigating PreK-12 school systems

Innovative technology, built specifically for students

- An award-winning, interactive teletherapy platform with access to engaging content from Hasbro®, Highlights®, and more*
- Track student attendance to therapy sessions, documentation and progress to ensure compliance with IDEA
- HIPAA and FERPA compliant teletherapy platform technology

**All product names and registered trademarks are the property of their respective owners.*



Give your district team tools to conduct their own therapy sessions with Kanga. Built-in tools reduce the time and stress of scheduling, caseload management, data organization, and session planning. Students and clinicians can engage in a collaborative, virtual space with access to thousands of curated articles, games, and digital assessments.



Service Order

PRESENTED TO

Kathleen Horath

Superintendent

Macon-Piatt Special Education Joint Agreement - IL

ISSUE DATE

4/25/2026

BY

Kelly Wright

School Partnership Director

kelly.wright@presence.com

Service Order # Q-29118



Service Order Summary

This Service Order (the “Service Order”) is incorporated and made part of the Master Services Agreement (the “MSA”) between PresenceLearning, Inc. (“Presence”) and Macon-Piatt Special Education Joint Agreement - IL. Capitalized terms not defined in this Service Order shall have the meanings set forth in the MSA. In the event of a conflict between this Service Order and the MSA, unless specifically referenced herein, the MSA shall govern.

SERVICE ORDER TERM

7/1/2026 - 6/30/2027

	ANNUAL EST
Assessment Commitment	\$70,000.00
Program Readiness*	\$5,000.00
Total Estimated Cost	ANNUAL \$75,000.00

* Program Readiness (formerly Program Implementation) is billed once upon the Service Order Execution Date.

** Program Management (formerly Service Coordination) is billed monthly beginning in the first month in which Services are rendered.



Service Order Details

SERVICE ORDER TERM

7/1/2026 - 6/30/2027

Assessment Commitments

Assessment Type	Commitment
Psychoeducational Assessment Commitment	\$70,000.00
Total Assessment Commitment	\$70,000.00

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Assessment Components

	Per Service
Psychoeducational Assessment Bundle	
Review of Records by MHP/Ed Diag	\$277.00
Cognitive Select Subtests	\$181.00
Processing Select Subtests	\$191.00
Achievement Select Subtests	\$139.00
Rating Scale Assessment by MHP/Ed Diag	\$202.00
Achievement Standard Battery	\$266.00
Long Cognitive Battery	\$351.00
Additional Assessment by MHP/Ed Diag	\$287.00
Processing Standard Battery	\$351.00
Additional Requested Meetings by MHP/Ed Diag	\$75.00
Short Cognitive Battery	\$181.00
Spanish Select Subtests	\$202.00
Spanish Cognitive Battery	\$372.00
Screening by MHP/Ed Diag	\$149.00
Additional Requested Paperwork by MHP/Ed Diag	\$75.00
Functional Behavior Assessment by MHP/ Ed Diag	\$389.00
Intervention Data Analysis by MHP/Ed Diag	\$75.00
Parent Interview by MHP/ Ed Diag	\$75.00
Student Interview by MHP/Ed Diag	\$75.00
Teacher Interview by MHP/Ed Diag	\$75.00
Unplanned Student Absence MHP/Ed Diag	\$82.00
Extended Coordination by MHP/Ed Diag	\$75.00
Results Meeting by MHP/Ed Diag	\$120.00
Additional Requested Meetings by MHP/Ed Diag	\$75.00
Evaluation Coordination and Results Summary by MHP/Ed Diag	\$340.00
Observation by MHP/Ed Diag	\$173.00
Spanish Achievement Battery	\$372.00
Schoolwide Support by MHP/Ed Diag	\$78.00
Goal Writing by MHP/ED Diag	\$64.00
Bilingual Evaluation Coordination and Results Summary by MHP/Ed Diag	\$351.00
Bilingual Parent Interview by MHP/Ed Diag	\$64.00
Bilingual Results Meeting by MHP/Ed Diag	\$128.00
Bilingual Review of Records by MHP/Ed Diag	\$562.00

Service Order Signature Page

Except as expressly set forth in this Service Order, the parties agree to be bound by the terms of the MSA.

The parties have executed this Service Order as of the date of the latter signature ("Service Order Effective Date").

PRESENCELEARNING, INC:	CUSTOMER:
By: Name: Title: Date:	By: Name: Title: Date:

Invoice

EMB-462



Invoice Date: 05/01/2026

Due Date: **06/30/2026**

Payment Term: 60 Days

Customer ID: : CUST-0137731

PO: 26-27 School Year

Embrace Education

P.O. Box 305

Highland, IL 62249

(888) 437-9326

Accounting@embraceeducation.com

Macon Piatt Special Education

620 East Garfield Avenue

Decatur, IL, 62526

United States

Item	Description	Qty	Unit Price	Total
IL Embrace504 Plan	Software helps to streamline 504 documentation	1	\$7,043.00	\$7,043.00
IL EmbraceIEP Subscription	Software helps you build compliant IEPs	1	\$35,214.96	\$35,214.96

Subtotal USD \$42,257.96

Sales Tax USD \$0

Total USD \$42,257.96

Payment by Check:

Payable To: Embrace Education

Mailing Address: PO Box 305, Highland, IL 62249

A monthly late fee of 1.5% will be added to all payments made more than 15 days after the due date.



STAR Autism Support Curriculum & Professional Development 2026-27

Estimate 236230 Expires: 07/31/2026

Prepared for:

Macon-Piatt Special Education District

Prepared by:

STAR Autism Support

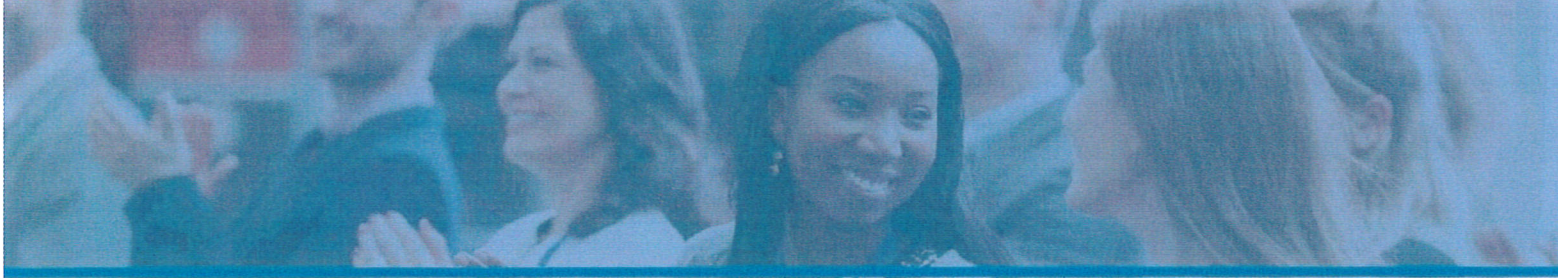
Reid Druck

reid.druck@starautismsupport.com

317-565-3625



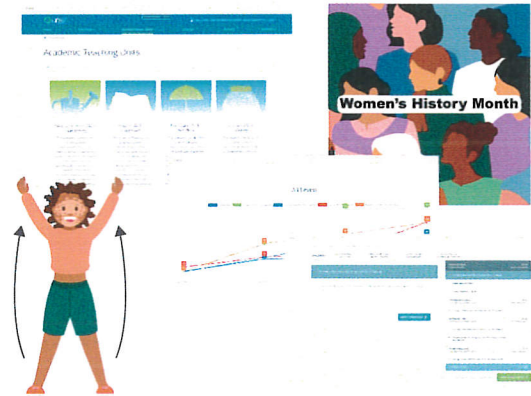
<https://www.starautismsupport.com/>



Curriculum Renewals

The Links Curriculum

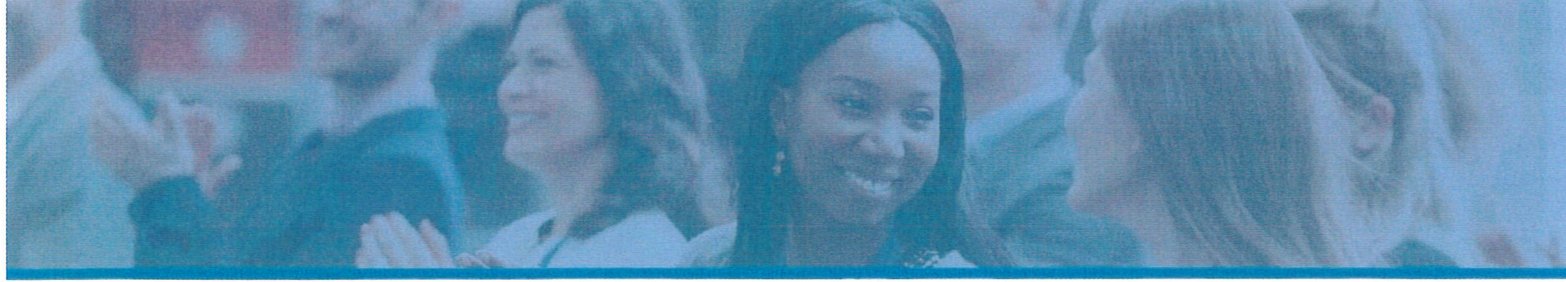
The Links Curriculum (Arick, Hoffman, Magee-Arick, 2012) is a comprehensive curriculum designed to promote student independence in natural environments. The Links online system utilizes a curriculum-based assessment to individualize routines for every student. The Links school and community lesson plans provide the user with the tools necessary to teach both individual skills and independence in daily routines.



STAR Media Center

STAR Media Center is an online digital curriculum that includes classroom resources for seamless integration with STAR Program. The resources are aligned with common core standards and provide monthly Theme Units, visual resources to support daily routines, an e-scheduler tool, and training videos for every lesson in the STAR Program. The content consists of bilingual printable and interactive digital REEL presentations, along with video resources for caregivers.





Coaching & Specialty Training

In-Class Consultations

Direct consultation with teachers, paraprofessionals and related service staff on the implementation of evidence-based practices using the STAR Program, Links Curriculum, and/or the SOLER curriculum. Consultation can include general classroom implementation of the curriculum as well as individual student planning and progress monitoring. Lesson implementation and use of positive behavior supports will be modeled with fidelity. Classroom consultation activities focus on active learning including observation, practice and collaboration.

Number of Days/Sessions	Activity	Description
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4 In-Class Consultation

Virtual Office Hours and Instruction

STAR Autism Support's Virtual Office Hours and Instruction provide flexible, personalized support for educators who want ongoing guidance without intensive on-site coaching. These virtual sessions allow teachers to connect directly with STAR Training Specialists to ask questions, receive real-time feedback, and problem-solve implementation challenges as they arise. Teachers can discuss specific student needs, review STAR or Links curriculum components, and receive targeted guidance on evidence-based practices. This format offers scheduling flexibility while maintaining quality support, making it an ideal solution for confident teaching teams who want accessible expert consultation to enhance their ongoing success with STAR or Links curricula.



2026-27 Pricing

Macon-Piatt Special Education District – Pricing Estimate

Quantity	Item	Description	Pricing Formula/ Per Day/Unit	Price
Curriculum				
7	Links Curriculum	1 Year Renewal for 5 Classrooms	\$1,800.00	\$12,600.00
1	STAR Media Center	1-Year Districtwide License Renewal	\$13,500.00	\$13,500.00
				\$26,100.00
In-Class Consultation and Virtual Training				
4	In-Class Consultation		\$3,050.00	\$12,200.00
4	Virtual Office Hours and Instruction		\$850.00	\$3,400.00
				\$15,600.00

**2026-27
Total:**

\$41,700.00



About STAR Autism Support

"Following the STAR curriculum has made a positive difference in every one of my students' lives. Students who started the year needing full assistance to transition between activities are now able to independently check their schedule and move to the next activity. These are students who fell to the floor, cried, ran away or hid under tables in their previous classrooms. For the first time in my career as a special education teacher all of my students have either met IEP goals or are making adequate progress to meet them."

– Special educator

STAR Autism Support is committed to the ongoing work of diversity, equity, and inclusion (DEI). We celebrate the differences that make each person unique, both at work and in the communities we serve. We strive every day to make positive educational outcomes accessible to all students and educators.

About Us

STAR Autism Support (SAS) provides curriculum materials, workshops, and training to school and agency staff who work with students with autism. Our mission is to help others successfully implement research-based applied behavior analysis (ABA) techniques. We want every autistic student to receive effective instruction! Since the inception of the company, STAR Autism Support has been a leader in autism teaching strategies, particularly in terms of building capacity for districts, regional programs, and states of all sizes to effectively serve students with Autism Spectrum Disorders and other developmental disabilities.

Our Team

STAR Autism Support consultants are highly experienced in the implementation of research-based strategies for working with students with special needs. SAS consultants have extensive expertise in the delivery of special education services and compliance with IDEA. Consultants have experience within the public school system developing IEPs, delivering specially designed instruction, and developing appropriate supports and related services to meet the individual needs of each student. SAS consultants have doctoral or master's degrees and have held a variety of roles including classroom teachers, school psychologists, speech pathologists, school administrators, and educational assistants. SAS consultants include licensed special educators, autism specialists, and board certified behavior analysts.

Proven Success

SAS has worked with over 2,500 school districts and over 25,000 educators across the United States and throughout the world. Our unique, practical approach provides school districts with the curriculum resources and a continuum of professional development activities to address the educational needs of Pre-K through post-secondary students. Some of the clients SAS has worked with include the Oregon Department of Education, Arizona Department of Education, Puerto Rico Department of Education, Philadelphia Public Schools, Plano Independent School District, and many more.

Approach to Building Capacity

Goal

Develop capacity inside your school district to serve students with autism and other developmental disabilities (Pre-K - secondary) by providing sustainable local resources (coaches and training sites) and curriculum to assist with implementation of evidence-based practices. We will work to create training sites throughout the district at the Pre-K, elementary, middle, and high school levels. These training sites will be developed as STAR/Links model classrooms and regional coaches will be trained to assist with implementation throughout the district.

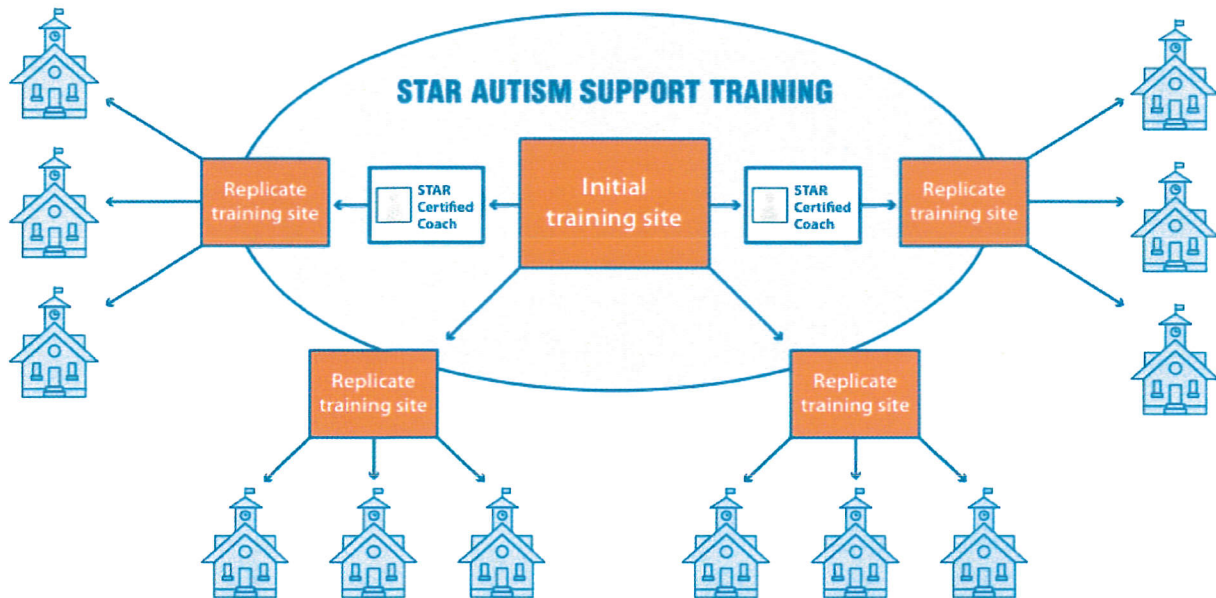
Key Components

Regional Coaches:

- Typically are itinerant staff (i.e. autism specialists, speech pathologists, consultants)
- Regional coaches will be supported by STAR trainers to increase district capacity to serve all programs
- Provide consultation to classrooms and assist in implementation of research-based curricula and evidence-based strategies
- Provide ongoing support and follow-up to training sites and new implementation sites

Training Sites:

- Training site teams generally consist of at least one teacher, one assistant, and one related service staff
- Training site staff are guided to implement the STAR Program with fidelity
- Training sites provide a consistent, stable, and organized setting for coaches to train others
- Staff visiting the training sites will have the opportunity to practice necessary skills with students accustomed to the program



Training site

Training sites can provide local school districts with an effective resource to model evidence-based practices, train staff, and serve students. These training sites model the use of effective practices throughout the students' instructional day.



Certified coach

Coaches provide support to classroom teachers and other instructional staff in implementing evidence-based practices.



Classroom

Classroom staff attend STAR workshops, visit STAR training sites, and work with STAR coaches as necessary.

Research

Evidence-basis and research validation for STAR and Links

The STAR Program and the Links Curriculum are grounded in evidence-based practices and have been shown to be effective in public school settings. The instructional content of the STAR Program addresses the developmental and educational content appropriate for preschool/elementary students while the Links Curriculum has appropriate developmental and educational content for secondary and post-secondary students.

- Both curricula have an assessment and progress monitoring system linked to instructional lesson plans. The lesson plans are connected to the Common Core State Standards and IEP goals and objectives.
- Both curricula integrate strategies (e.g., how to teach) with appropriate curricular content (e.g., what to teach). This provides a road map to individualize instructional strategies and curriculum content to meet the needs of all learners.
- These programs address skills students need in social, communication, behavior, joint attention, play, school readiness, academic, motor, adaptive, and vocational skills.

Evidence-based practices as suggested by the National Professional Development Center and National Standard Project

	STAR	Links
Comprehensive behavioral treatment	X	X
Discrete Trial Training	X	X
Antecedent package (ABA, positive behavior supports, token systems, FBA)	X	X
Behavioral package (ABA, positive behavior supports, token systems, FBA)	X	X
Pivotal Response Training	X	N/A
Schedules	X	X
Self-management (promoting independence)	X	X
Task analysis	X	X
Joint attention training	X	X
Modeling and imitation	X	X
Naturalistic teaching strategies	X	X
Functional communication	X	X
Social skills training	X	X
Visual and environmental supports	X	X
Reinforcement	X	X



- Skills are essential to student success in gaining access to the general education curriculum and making progress toward meeting academic benchmarks and standards.
- The STAR Program and Links Curriculum transfer research into practice by providing teachers with the tools to implement comprehensive programs that include the teaching strategies shown to be most effective for students with significant learning challenges.

Evidence-based practices as suggested by the National Professional Development Center and National Standard Project

Independent work systems	X	X
Prompting strategies	X	X
Computer-aided instruction		N/A



Speech or Language Impairment 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 and Federal Definition

Speech or Language Impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

District Eligibility Criteria

MPSED criteria shall be based on the state and federal definition of speech/language impairment with the clear understanding that speech and/or language impairment is an intrinsic disorder. The determination of the existence of a speech and/or language disorder must include documentation of a communication problem wherein a child exhibits deviations of the speech/language processes that impact the student's educational performance and/or social functioning within the school environment.

Speech/language impairment exists when there is a disorder or delay in the development of comprehension and/or the use of spoken or written language and/or other symbol systems. The speech/language impairment may involve any one or a combination of the following: stuttering (fluency), impaired articulation, voice impairment, or impairment of the form of language, the content of language and/or the function of language in communication.

The checklist for determining eligibility includes:

_____ Documentation of student's deficits in one or more of the following areas that are not developmentally or culturally appropriate.

_____ Articulation/Phonology Disorder

A student with an articulation or phonological disorder demonstrates persistent difficulty producing speech sounds accurately and consistently in connected speech that is developmentally inappropriate for the student's chronological age, linguistic background, and

- Decisions regarding eligibility may not be based solely on performance on specific subtests of a language test but rather on the total score.
- The student's deficits must have a direct and adverse effect on the child's ability to make adequate educational progress without special education services.

A student is not eligible for special education and related services when:

- Language performance is within expected range.
- Language differences are primarily due to environmental, and/or cultural factors including non-standard English and regional dialect.
- Language performance does not adversely impact the student's ability to participate in the educational environment.

Pragmatic Language Disorder

If the primary concern is a Social Pragmatic Communication disorder, a global comprehensive language assessment is not required. For eligibility, the score on a standardized pragmatic language measure must be greater than 1.5 standard deviations below the mean for chronological age. Informal measures must indicate a significant performance deficit.

Voice

Voice impairment is defined as any deviation in pitch, intensity, quality, or other attribute, which consistently interferes with communication, draws unfavorable attention, adversely affects the speaker or the listener, or is inappropriate to the age, sex, or culture of the individual. Voice quality may be affected by either organic or functional factors. The student, parents, speech language pathologist, other school personnel and medical specialists must give consideration to age, sex, environment, and perception of the problem. Once a parent provided medical evaluation has been completed, a district evaluation for voice services may follow.

A student is not eligible for special education and related services when vocal characteristics:

- Are the result of temporary physical factors such as allergies, colds, abnormal tonsils or adenoids, short-term vocal abuse or misuse.
- Are the result of regional, dialectic, or cultural differences.
- Do not adversely affect the individual's ability to communicate in school learning and/or other social situations.

Fluency

A fluency disorder is a speech disorder characterized by deviations in continuity, smoothness, rhythm and/or effort with which phonological, lexical, morphologic and/or syntactic language

units are spoken. The evaluation must include the following: speech sample of at least 100 words, frequency of dysfluencies, types of dysfluencies, awareness behaviors and/or peer reactions, and secondary characteristics. The speech sample must consist of at least 5% of disfluencies in order to be eligible for services. If the student has more than 5 disfluencies within a 100 word speech sample, he or she qualifies for services.

A student is not eligible for special education and related services when the frequency of dysfluencies:

- Are determined to be developmental in nature.
- Do not cause the speaker to modify behavior.
- Are determined to be within normal limits.

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 IEP team may not identify a student as having speech/language impairment when language differences are due to nonstandard English or regional dialect, or from learning English as a second language (English Language Learners), unless the student has language impairment in his or her native language.
- A speech/language disorder does not exist if the evaluator cannot rule out environmental, cultural, or economic disadvantage as primary factors causing the impairment.
- A speech/language impairment does not exist if a student exhibits mild, transitory, or developmentally appropriate speech/language difficulties that children experience at various times and to various degrees.
- Selective mutism or school phobia would not make a child eligible for language services without documented language impairment.
- Adverse impact due to unrepaired cleft palate, enlarged adenoids, or poor orthodontia causing interference.

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 a Speech or Language 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

- Treatment no longer has a measurable benefit; 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 that the student’s academic struggles, behaviors, or low assessment scores are primarily the result of developing English language skills rather than an underlying disability.
- *Limited English proficiency shall not be the determinant factor in determining eligibility when a speech sound disorder, phonological disorder, or language impairment is present in the student’s native language and adversely affects educational performance.

MPSED INTERNAL DOCUMENT

Speech-Language Impairment Procedural Guidelines

In order to establish an initial eligibility of Speech-Language Impairment, the team is advised complete the following:

- Classroom teacher or parents express concerns regarding speech-language skills along with the adverse impact on their academic performance. See outlined procedures [here](#). ([Optional google form](#), [Paper option](#))
- The classroom teacher will complete a speech-language screening request form and return to SLP.
- [Parent consent](#) for the screening will be obtained by the classroom teacher or the SLP.
- SLP will conduct a screening of identified needs in structured and/or unstructured settings.
- SLP will share the screening results with parents and teacher. ([Optional form](#))
- If further evaluation is warranted, a referral for a speech-language evaluation is completed by SLP or referring person.
- A Domain meeting should be scheduled with parents and classroom teachers. Provide parents with 10 days notice of this meeting.
- SLP will contact the nurse regarding medical history, vision and hearing results.
- SLP will give the teacher input form to provide required domain information (academic, social, functional, motor).
- Domain meeting will be held and consent will be obtained by the parent to complete the evaluation.

Guidelines

- Speech-Language Evaluation components are determined at the Domain Meeting. Components may include:
 - A hearing screening completed at the time of evaluation or within the previous six months. (Assign to school nurse)
 - A review of medical history and current health status. (Assign to school nurse)
 - A review of the child's academic history and current educational functioning. (Assign to classroom teacher)
 - An assessment of speech and/or language (assign to SLP)
 - A student interview (assign to SLP)
- For a voice referral, seek medical documentation prior to conducting interventions (work with School Nurse or with SEA)
- Evaluations must be conducted in the child's native language, using his mode of communication to avoid misdiagnosing language barriers as a disability.
- The evaluation must be completed and an EDC/IEP meeting convened within 60 school days of the date of informed consent.
- Do not pre-determine eligibility or placement prior to EDC/IEP.
- Schedule the EDC meeting to discuss the results of the meeting (send a Notification of Conference form at least 10 days prior to meeting). Invite classroom teacher, principal (or designee), parents, and other members of the evaluation team. Document at least three attempts to contact parents.

- At the meeting,
 - a. Follow the agenda and invite participants to sign in.
 - b. Offer procedural safeguards, PUNS and ABLE.
 - c. Review eligibility criteria.
 - d. Review evaluation data (ask for input from the team, including parents).
 - e. Determine eligibility and document the adverse effect and educational needs on the Eligibility Determination (Non LD) form.
 - i. If eligible, SLP obtains consent for initial services and an IEP meeting will follow.
 - ii. If not eligible, document the results on the Notification of Conference Recommendations form.
 - iii. Make a copy of all pages and give to parents. If parents disagree with findings, refer to your SEA for guidance.

Addendum: Eligibility Considerations for Multilingual Learners

This addendum is intended to guide eligibility teams in making appropriate and equitable eligibility determinations for students who are English learners or who use more than one language.

Guiding Principles

- Limited English proficiency alone shall not be used to determine ineligibility for speech and/or language services.
- Multilingual learners may be eligible for services when a speech sound disorder, phonological disorder, or language impairment is present in the student's *native* language and adversely affects educational performance.
- Speech and language disorders are intrinsic in nature and may manifest differently across languages depending on linguistic structure, exposure, and use.

Assessment Considerations

When evaluating multilingual learners, the IEP team must consider the following:

- The student's language exposure history, age of acquisition, and dominant language(s)
- The language(s) used for instruction and communication across school and home environments
- Typical patterns of second-language acquisition and cross-linguistic influence
- Whether observed speech or language characteristics exceed what would be expected from language difference alone

Speech Sound Disorders (Articulation/Phonology)

A multilingual learner may be eligible for services when:

- A speech sound disorder or phonological disorder is present in the student's native language, **and**
- The disorder adversely affects intelligibility, phonological development, participation, literacy development, or access to instruction in one or more languages.

Speech sound differences that are consistent with typical second-language acquisition, regional dialects, or cultural variations alone shall not be considered a disorder.

Language Disorders

For multilingual learners:

- Language assessments should be conducted in the student's dominant language whenever feasible or through appropriate bilingual assessment practices.
- Eligibility decisions may not be based solely on English-language standardized test scores when such measures are not valid for the student's linguistic background.

- A language impairment must be evident beyond expected patterns of second-language acquisition.
-

Acceptable Evaluation Methods

When standardized testing in English is not valid or appropriate, eligibility determinations may be supported through:

- Native-language speech or language samples
 - Interpreter-assisted assessment
 - Dynamic assessment
 - Caregiver and teacher interviews
 - Analysis of cross-linguistic patterns
 - Intelligibility ratings and functional communication measures
-

Adverse Educational Effect

For multilingual learners, adverse educational impact may include:

- Reduced intelligibility affecting classroom participation or social interaction
 - Difficulty accessing instruction while acquiring English due to a speech sound or language disorder
 - Impact on early literacy, phonological awareness, or academic progress
-

Eligibility Determination

Eligibility decisions must reflect a comprehensive review of all data and may not be based on limited English proficiency alone. The presence of a speech or language disorder in the student's native language shall be sufficient for consideration of eligibility when educational impact is documented.

This addendum shall be used in conjunction with district eligibility criteria and IDEA requirements.

**FY 27
BUDGET SUMMARY**

12.00.3001.0000.1.001	EBF	1,433,228 S
12.00.1342.0000.1.001	Tuition	21,964,571 T
12.00.4991.0810.1.001	Adm Outreach	200,000 F
12.00.1950.0855.1.001	Private Fac - Reimb	600,000 S
12.00.4992.0855.1.001	Medicaid	1,000,000 F
12.00.4951.0879.1.001	STEP	143,200 F
	TOTAL	25,340,999

Board Paid TRS:

TRS (210): 9% TRS (216) - .58%
 TRS THIS (217) .67%
 IMRF 6.71%
 FICA 6.2%
 Medicare 1.45%

Insurance:
 Increased by 17.8%

PROGRAM	DRAFT BUDGET FY27	BUDGET FY26	DIFFERENCE	NOTES
Administration	\$ 2,815,385	\$ 2,779,135	36,250	electricity and supply increased
Decatur SW interns	\$ 60,972	\$ 86,693	(25,721)	
Vision	\$ 523,454	\$ 574,491	(51,037)	reduced 1 brailist TA
Hearing	\$ 516,266	\$ 452,277	63,989	Counted 1 vacant interpreter
SED	\$ 1,107,102	\$ 1,028,372	78,730	increased 1 SED teacher, reduced 1 SED TA
ECSE	\$ 1,895,255	\$ 1,584,024	311,231	nurse now school nurse; one add'l room; added part time secretary; corrected speech; swapped SW for behavior consultant
Decatur Elem CC	\$ 2,059,262	\$ 1,926,038	133,224	increased 2 TA position
Decatur Sec CC	\$ 832,938	\$ 788,851	44,087	increased 1 TA position
Life Skills	\$ 3,997,763	\$ 3,548,523	449,240	added 1 teacher, 4 TA positions, 1 add'l room; increased software
SELA	\$ 2,508,434	\$ 2,308,737	199,697	counted custodian, added 1 TA position
Essential Skills	\$ 2,555,691	\$ 2,398,122	157,569	added 1 LPN TA; 1.3 RN; adaptive positioning equipment
Admin Support	\$ 2,545,746	\$ 2,535,632	10,114	
Fee for Service	\$ 3,495,213	\$ 3,274,224	220,989	increased private day and residential placements
Voc Grant	\$ 126,188	\$ 195,355	(69,167)	Aligned job coach hours to grant allowance
NON PUBLIC	\$ 103,309	\$ 107,711	(4,402)	
Summer	\$ 81,888	\$ 35,240	46,648	added in true summer program costs
Meridian	\$ 116,132	\$ 122,270	(6,138)	
Sangamon Valley	\$ -	\$ 102,331	(102,331)	SV removed social worker in FY26
	\$ 25,340,999	\$ 23,848,029	1,492,970	

Notes:

1. Insurance costs are estimated
2. bargaining unit wages are estimated for DEA
3. bargaining unit wages for DESPA and DFTA positions are accurate - based on next year's numbers
4. ancillary wages (subs and job coaches) - estimated- increased by 3%

TREASURERS REPORT - APRIL, 2026

Beginning FUND Balance 6,656,335.52

REVENUE

1342 - Tuition	217,451.62
1510 - Int of invest.	
1950 - PRIOR YEAR REFUND	
1993 - TMH-SUPPLY	
1999 - OTHER MISC. REV	
3001 - EBF	127,492.00
4625 - ROOM AND BOARD	64,210.58
4951 - VOC REHAB	40,250.00
4991 - ADMIN OUT	
4992 - MEDICAID	
ADJUSTMENT	
	<hr/>
	449,404.20

Expenditures

Payroll - 100	1,014,803.18
Benefits - 200	286,085.83
Purchased Services - 300	26,480.09
Supplies - 400	21,681.64
Other - 500-800	375,963.48
ADJUSTMENT	
	<hr/>
	1,725,014.22

CHANGE/INTEREST

BALANCE	
AS OF	
4/30/2026	5,380,725.50

Balance Last Year \$ 6,520,223.46

MPSED Vacancies

Building	Position	Hours/ Day	Posted On	Closes On
Hope	Life Skills Teacher (2 positions)		3/3/2026	when filled
MPSED	Private & Parochial Teacher (part time)		3/3/2026	when filled
Stephen Decatur	SED Teacher		3/3/2026	when filled
MPSED	School Psychologist (7 positions)		2/2/2026	when filled
Pershing	Behavior Interventionist		4/29/2026	when filled
SELA	Social Worker		2/2/2026	when filled
Hope	Speech Pathologist		2/2/2026	when filled
SDMS/MHS	Speech Pathologist		2/2/2026	when filled
MPSED	Speech Pathologist (part time)		2/2/2026	when filled
MacArthur	Essential Skills Teacher		3/3/2026	when filled
MacArthur	Life Skills Teacher		3/5/2026	when filled
SELA	SELA Teacher		1/30/2026	when filled
Hope	Essential Skills TA (8 positions)	6.25	3/13/2026	when filled
MacArthur	Essential Skills TA (2 positions)	6.5	3/13/2026	when filled
Montessori	Educational Interpreter	6	3/13/2026	when filled
Hope	Life Skills TA (4 positions)	6	3/13/2026	when filled
MHS	LPN TA (2 positions)	7	3/13/2026	when filled
MPSED	Behavior TA (2 positions)	6.25	3/13/2026	when filled
SDMS	Life Skills TA	6.25	3/13/2026	when filled
SDMS	Essential Skills TA	6.25	3/13/2026	when filled
Pershing	Early Childhood SE TA	6.5	3/13/2026	when filled
Muffley	Life Skills TA (3 positions)	6	3/12/2026	when filled
Hope	LPN TA	6.25	3/13/2026	when filled
MPSED	Pre-Vocational Coordinator		4/29/2026	5/12/2026