

24-25 School Year
Annual Report to Policy Board
August 15, 2025

**2024-2025
SCHOOL YEAR
ANNUAL REPORT
Policy Board – August 15, 2025**

TMCSEA

TAZEWELL-MASON COUNTIES SPECIAL EDUCATION ASSOCIATION

SCHRAMM EDUCATIONAL CENTER

300 CEDAR STREET, PEKIN, IL 61554-2576

ROGERS ACADEMY

109 ROGERS ROAD, NORTH PEKIN, IL 61554

PH. 309/347-5164 · FAX 309/346-0440

DHS/DRS TRANSITION SERVICES: 309/347-3532

E-Mail: tmcsea@tmcsea.org

Website: www.tmcsea.org



"Equal Educational
Opportunities for All"

KRISTINA D. NEVILLE, SUPERINTENDENT/DIRECTOR

August 15, 2025

TO: Policy Board Members
Interested Parties

RE: 2024-2025 School Year – Annual Report to the Policy Board

The following report is intended as a communication tool to summarize the activities of TMCSEA for the 2024-2025 school year. If you have any suggestions regarding the content and/or format please let us know. We value continued improvement and your input is always appreciated.

I hope you find the summary informative and useful in obtaining a better understanding of the Association.

Respectfully submitted,

Kristina D. Neville, Superintendent/Director
Tazewell-Mason Counties
Special Education Association

"An Equal Opportunity Employer"

Member School Districts; 50-District No. 50 Schools; 51-Central Grade School; 52-Washington Elementary Schools; 76-Creve Coeur Schools; 85-Robein School; 86-East Peoria Elementary Schools; 98-Rankin School; 102-North Pekin-Marquette Hts. Schools; 108-Pekin Public Schools; 137-South Pekin Grade School; 303-Pekin Community High School; 308-Washington Community High School; 309-East Peoria Community High School; 606-Spring Lake Community Consolidated; 701-Deer Creek-Mackinaw Community Unit; 702-Tremont Community Unit; 703-Delavan Community Unit; 709-Morton Community Unit; 126-Havana Community Unit; 189-Illini Central Community Unit; 191-Midwest Central Community Unit

**Program Summary Report
2024-2025
END OF YEAR UPDATE**

Program/Service Area:

Staff Member

Assistive Technology Services

Laura Stuff

TMCSEA provides assistive technology support to our 21 member districts. Our services include training, consultation services, and technical support. This year, the Assistive Technology Team received 13 student consultation requests. Each request consists of up to three visits, recommendations, device trials, and a final report. We continue to explore new ways to support the districts. This year, Stephanie Barb, a member of the Assistive Technology Team, attended the Assistive Technology Industry Association (ATIA) National Conference. We are also actively updating our inventory to better meet the needs of our districts and provide assistive technology equipment for loan. The team has seen an increase in requests related to communication devices, which has also allowed us to provide member district speech-language pathologists with guidance on device usage and support for navigating private device options for families.

Audiology Services

Kari Behrends

TMCSEA provided 18 district audiological evaluations during the 2024-2025 school year and 17 evaluations for Schramm students. Dr. Joanna Capobianco works closely with the Deaf and Hard of Hearing Department to provide hearing services not only to our students at Schramm Educational Center but also to those in our member districts. This service offers parents and districts access to essential audiological evaluations conducted by an educational audiologist, ensuring a quick turnaround time for results.

Autism

Kari Behrends

TMCSEA offers two services related to autism. The first is autism evaluations conducted by our skilled and specifically trained autism evaluation team. The team utilizes the ADOS-2 as part of its evaluation procedure to determine if students meet the criteria for autism. The autism evaluation team conducted 36 evaluations.

TMCSEA also provides autism consultations when districts require additional support for their students with autism. This team consists of a program coordinator and an SLP who consult with staff, observe the student, and provide support. The team received 12 requests for consultations, which is a record-high increase. Typically, we receive around 6 per year. We will continue to check in with these students throughout the upcoming school year to provide ongoing support.

Behavior Services

Anne Risen

TMCSEA provided two Board Certified Behavior Analysts (BCBA's) and one Registered Behavior Technician (RBT) to provide behavior consultation services to our 21 member districts as well as behavior intervention services at Rogers Academy. Districts can request the Behavior Team for professional development, PBIS training, assistance with progress monitoring, data collection, and to serve as a resource for implementing research-based practices in the classroom. Districts can also request support and collaboration for a Functional Behavioral Analysis (FBA). In total, we received 11 requests for behavior supports.

Crisis Prevention Intervention

Amber Ealey

TMCSEA offers CPI training to districts in order to meet the in-person physical restraint training portion of ISBE's required 8 hours of annual training for the use of isolated time-out, time-out and physical restraint. TMCSEA has trained 317 cooperative/district staff in CPI techniques during the 2024-2025 school year.

District Consultation Training

Kari Behrends

In addition to student consultations, TMCSEA also provides district trainings tailored to the specific needs of each district. Districts can select a training topic from a predetermined list or request a specialized training depending on their needs. The majority of district-requested trainings involve CPI, verbal de-escalation, and hearing services, but many more options are available. TMCSEA received 14 district training consultation requests during the 2024-2025 school year.

Early Intervention/Early Childhood

Anne Risen

Technical assistance is provided for Early Childhood Special Education coordinators and teachers within our member districts by sharing information from ISBE, Local Interagency Council, Child and Family Connections and All Our Kids: Birth to Five Network. Assistance provided to districts includes meeting with new district coordinators to share and discuss Early Intervention (EI) to Early Childhood (EC) transition process as well as ECOS and EE Code Division Trees. Support is also provided to help districts meet Indicator 6 requirements related to Least Restrictive Environment (LRE). TMCSEA represents our member districts on the ISBE Early Childhood Stakeholders Committee and actively participates in the revision of the Early Childhood Outcomes Summary (ECOS) document.

Functional Curriculum

Anne Risen

TMCSEA compiles samples and information on various functional curricula that are research-based and proven effective when working with low-incidence populations. This past summer, the resource library was alphabetized and categorized within an online library platform for easier use and access by member districts. TMCSEA provided one consultation for a district interested in a functional curriculum. In addition, TMCSEA and Schramm have purchased the STAR curriculum and have begun training staff at Schramm on its implementation.

Health Services

Anne Risen

The nursing department has two co-leading RN's, and two LPN's for a total of four nurses on staff. One of our LPN's has been stationed at Rogers Academy this school year to support medication administration and other medical needs. The main function of our nursing staff is to provide nursing care for any medical needs required by our students. These medical needs can include, but are not limited to: administering daily medications, providing daily nutrition through feeding tubes, connecting with families or physicians for updated medication and health plans. The TMCSEA nursing staff also provides medical reviews for evaluations for member districts who request them for students in their district with more intensive medical needs. The TMCSEA RN's completed 20 medical reviews during the 2024-2025 school year.

Hearing Impaired Itinerant Services

Kari Behrends

The Deaf and Hard of Hearing (DHH) Services department consists of two highly trained DHH teachers. Both of these teachers work with students and districts in various capacities to support students who are deaf or hard of hearing. Some students require direct instruction, and others require technology support for their hearing aids, FM systems, and other assistive devices. This support includes training district staff and providing technological problem-solving as needed. They also work closely with our audiologist, Dr. Joanna Capobianco. They received 25 requests for hearing consultations during the 2024-2025 school year and currently have 103 students on their caseload.

In-services/Staff Development Coordination

Amber Ealey

TMCSEA offers a variety of professional development opportunities to member districts based on compiled data from our annual needs assessment results. It is our goal to provide high quality resources as well as build capacity within our member districts. Member district staff and parents are welcome to attend any TMCSEA training free of charge. Below is a list of in-services provided so far this year. Please refer to the Member District Participation spreadsheet for a breakdown of attendance by district.

Curriculum

Aug 6 & 7

STARS Curriculum

STAR Trainers

Aug 8 & 9

LINKS Curriculum

Links Trainers

Administrative/Legal

Sept 25

Making Special Education Law Functional

Brandon Wright, Attorney
Miller, Tracy, Braun, Funk & Miller, Ltd**Instruction**

November 20

IEP Audit

Lisa Herrod
LTM Consulting**Autism**

Sept 3 & 4

ADOS Team Training

Debbie Dietrich

Behavior

November 22

Basic Restorative Practices

IMSAP

December 16

Utilizing Circles Effectively

IMSAP

ECE

Oct. 4

Connecting Brains and Bodies: Emotional
And Sensory Regulation Strategies for the
Classroom

STARNET

Technology

Sept 24

Using digital tools: Creativity in the classroom
with project ideas
and implementation tips

Monica Burns

Transition

Sept 19

Knowing Community Resources to aid in Transition Planning

Meghan Brake

Low Incidence Diagnostic Services**Kari Behrends**

TMCSEA received 269 LIDS requests for service during the 2024-2025 school year, not including OT/PT:

- 123 Evaluations
- 141 Consultations
- 5 LIDS Specific such as a School Psychologist or Speech Pathologist

The LIDS team consists of highly trained individuals from a variety of disciplines who are able to provide diagnostic services for students with low-incidence disabilities. According to the IDEA, a low-incidence disability means a visual or hearing impairment, simultaneous visual and hearing impairments, a significant cognitive impairment, or any impairment for which a small number of personnel with highly specialized skills and knowledge are needed in order for children with that impairment to receive early intervention services or a free appropriate public education (FAPE).

Low-incidence disabilities occur less frequently in the general population than in other disability areas. Disabilities include:

- Visual Impairments
- Hearing Impairments
- Deaf-blindness
- Physical disabilities
- Severe and multiple disabilities
- Significant developmental delay
- Complex health issues
- Autism

Occupational and Physical Therapy Services

Adam Mangold

TMCSEA's Occupational and Physical Therapy department includes 23 TMCSEA therapists: 11 COTAs, 6 OTRs, 4 PTAs, 2 PTs, and our therapy dog, Captain. Also included in our department are District 108's therapists: 5 COTAs and 1 PTA, and Havana's therapist: 1 COTA. Our therapists provide a variety of high quality motor services to students attending our member districts, Schramm Educational Center, and Rogers Academy. Some of these services include consultations, initial evaluations, re-evaluations, direct therapy, COTA and PTA supervision, and Rtl groups. To date, our therapists have processed 537 Request for Service forms for student move-ins, consultations, and evaluations; they also manage a therapy caseload of 434 students.

The motor department leadership team adopted a new process for managing our OT and PT caseloads this school year, using a software program called Caseload Zen. The primary goal of implementing this new process was to create caseload documents that were accurate, and could be edited in real-time. After implementation, feedback from the motor assistants has been overwhelmingly positive; therapists report more accurate caseload reports which leads to greater efficiency overall and the provision of higher quality services.

Orientation and Mobility (O&M)

Kari Behrends

Kim Lauer currently heads the Orientation and Mobility (O&M) Department while training Kayla Franco, who is working on her graduate degree and O&M certification. During the 2024-2025 school year, Kim received six O&M evaluation requests and three consultation requests in addition to providing direct O&M services to 13 students.

Rogers Academy

Adam Mangold

Enrollment at Rogers Academy is currently 22 students and we processed 30 consultation requests during the 2024-2025 school year. We have four classrooms, each with five to seven students. Our classrooms are supported with one teacher and two paraprofessionals per classroom, in addition to our behavior specialist and social-emotional learning specialist.

This spring, we celebrated a major milestone—our first student graduated from Rogers Academy! We honored her and our graduating 8th graders with customized treats, punch, and games. In addition to bidding farewell to our graduate, we successfully transitioned two students back to their resident school districts.

The staff at Rogers Academy continue to use Ukeru as our primary de-escalation intervention. We appreciate how Ukeru training focuses on educating participants about why students exhibit undesirable behaviors, how to respond effectively, and how to prevent further escalation. Additional benefits of Ukeru include increased staff safety through the use of blocking mats and a continued decrease in the need for physical restraint.

The Rogers Academy team values family engagement in our students' education. To support this, we are planning new opportunities for parents and guardians to visit our school during the 2025-2026 school year. We will host a "Meet the Teacher" event during one of our beginning-of-the-year teacher institute days, a holiday party in December, and a Fine Arts Fair in the spring.

Emphasizing restorative practices is especially important when working with students who have emotional and behavioral needs. With this in mind, the administrative team has coordinated an Applied Restorative Practices professional development training for our staff during the 2025–2026 school year. This training will teach staff how to build and maintain positive relationships with students, repair harm caused by conflicts, promote accountability, and foster a sense of community and well-being. This event will also be offered to our member districts. Interested participants can register for this training on our website.

Schramm Educational Center

Laura Stuff

Enrollment at Schramm Educational Center ended with a total of 69 students. We have received a total of 22 Schramm consultation requests this year. We work with the 21 districts to provide, when appropriate, a least restrictive environment for students. The students at Schramm require small-group settings with specialized instruction, focusing on functional curricula and specialized communication supports.

The Instructional Coach has continued to provide outstanding support at Schramm Educational Center. Sarah Cox has been able to provide quality support for our teachers on a weekly basis while also supporting the needs at Rogers Academy. She provided assistance with goal development, student engagement suggestions, curriculum training, and coaching sessions.

We will be adding an evidence-based curriculum - STAR Autism and LINKS - to our school building next year. We were able to end our school year with our entire staff receiving training in these curricula.

We received an ICTW Technical Assistance Grant this year, which is allowing us to focus on our high school and transition-aged students. The high school team, including three job coaches, continues to develop job descriptions for our students. We will continue to work with ICTW next year and will utilize a newly hired Transition Coach to support the program as we transition to having a transition classroom for students who are in their final years of schooling at Schramm.

Speech Language Services

Kari Behrends

The SLP department at TMCSEA serves in multiple capacities. Currently, we have four SLPs who provide services to Schramm Educational Center while also serving on the Assistive Technology Team and the Autism Assistance Team. The SLPs at Schramm work diligently to provide speech and language therapy to students while also supporting the classroom environment, ensuring students have opportunities to communicate throughout the day.

This year, the team added Stephanie Barb, a seasoned veteran who is highly knowledgeable in AAC devices and Boardmaker. She has brought a wealth of knowledge to the SLPs, teachers, and students at Schramm, in addition to being on the Assistive Technology Consultation team.

TMCSEA also employs an SLP for a member district and continues to support districts in recruiting SLPs to fill vacancies.

STEP (Secondary Transitional Experience Program)/Transition Services

Meghan Brake

The STEP Program, in collaboration with DRS, works with our 10 high school districts. Currently, we have served 190 students in the program this year. Our goal this year was to increase student enrollment in the program. With the help of our districts, we were able to accomplish this goal.

An outcome is earned when a student works competitively in the community for 240 hours across 60 days. At midyear, we had reached 28 of our 30 outcomes. Currently, for the year, we have a record 64 outcomes. Each year, we have increased our total number of outcomes significantly. We continue to see many students successful in employment, and employers who are willing to work with individuals with disabilities. Additionally, this year we have had several training opportunities become available for teachers and job coaches. The transition department has helped to inform and make these trainings accessible to our districts. We look forward to expanding our training capacity next year with the addition of a Youth Services Assistant. DRS has made us aware of changes that are occurring in the STEP Program. Next year the program will be referred to as the Pre-Employment Career Training Program (PECT). Along with the name change comes some significant procedural changes. An in-service at the beginning of FY 26 will help inform our districts of these changes.

The Transition Department received 15 Request For Service referrals during the 2024-2025 school year. The Transition Consultation is provided to districts for families needing assistance finding community resources for transition-aged students. Additionally, in transition, we are committed to working with many different community agencies to know the resources and opportunities available for students beyond school programs. The Transition department is committed to staying informed about changes in the community with funding, transportation, and other disability supports to help inform our families as they transition out of the secondary setting.

Vision Itinerant Services

Kari Behrends

The Vision Itinerant team currently consists of three full-time Teachers for the Visually Impaired (TVIs) and serves 51 students across Tazewell and Mason Counties. Many of these students require daily instruction on Braille and Orientation and Mobility (O&M). Kim Lauer is dual-certified and provides both TVI and O&M services while also assisting Kayla Franco with her O&M training. We received 17 requests for vision consultations and 9 requests for Functional Vision Assessments during the 2024-2025 school year.

Summary by Month

KEY EXECUTIVE COMMITTEE

Actions – Decisions – Highlights

July 2024

- ◆ Policy Updates
- ◆ TMCSEA Insurance Renewals
- ◆ Records and Copy Fees
- ◆ Schramm Programming Fees
- ◆ Substitute Categories and Rates
- ◆ Rental Fees for Use of Schramm Educational Center
- ◆ Semi-Annual Review of January to June 2024 Closed Session Minutes

August 2024

- ◆ Director's Goals for 2024-2025
- ◆ Policy Updates
- ◆ Budget 2024-2025 FY25
- ◆ Medicaid Cost Settlement FY22
- ◆ Vanguard 403(b) Services Plan
- ◆ Rogers Academy Student Handbook
- ◆ Schramm Educational Center Discipline Policies & Procedures Manual

September 2024

- ◆ Policy Updates
 - ◆ Beginning of Year Enrollment Numbers
-

October 2024

- ◆ School Psychologist Intern Position FY26
- ◆ LEA Determinations
- ◆ Safety Meeting

November 2024

- ◆ Medicaid Reimbursement
- ◆ School Maintenance Project Grant
- ◆ Bus Canopy Proposals
- ◆ Snow Removal Contract
- ◆ Annual Statement of Affairs

December 2024

- ◆ Audit Presentation
 - ◆ Adjusted Billing for TMCSEA Programs
 - ◆ Financial Analysis of Itinerant Programs
 - ◆ Policy Updates
 - ◆ Transition Coach Position
 - ◆ Employee Engagement Survey
-

January 2025

- ◆ Youth Services Assistant and Rogers Secretary Positions
- ◆ Separate Public Day School Reimbursement
- ◆ NSLP Equipment Assistance Grant
- ◆ Mid-Year Director's Report and Program Coordinators' Report
- ◆ Mid-Year Enrollment Numbers
- ◆ Technology Proposals
- ◆ Semi-Annual Review of July to December 2024 Closed Session Minutes

February 2025

- ◆ 2024-2025 Amended School Calendar
- ◆ TMCSEA Programs & Services Student Performance Data
- ◆ Non-Renewal of Infinitec Agreement

March 2025

- ◆ Revised Joint Agreement
- ◆ Policy Update
- ◆ Commercial Visa Account
- ◆ School Psychologist Tuition Payment & Employment Agreement
- ◆ Turf Management Agreement
- ◆ TMCSEA Needs Assessment

April 2025

- ◆ Medicaid Administrative Outreach Revenue
- ◆ Contractual Agreement for Crisis Response Platform
- ◆ Playground Project Proposals

May 2025

- ◆ Intergovernmental Agreement for Mutual Aid
- ◆ 2025-2026 FY26 Technology Plan
- ◆ Cash Basis Audit Practice
- ◆ Facility Dog Policy & Procedures
- ◆ Maintenance of Effort – MOE
- ◆ TMCSEA Needs Assessment – Contracted Staff
- ◆ Extended School Year 2025 Staffing Pattern and Budget
- ◆ 2025-2026 School Calendar
- ◆ December 1 Child Count
- ◆ Part-Time LPN Position
- ◆ Contractual Agreements for Virtual Speech Therapy Services, Vended Meals, Waste Management
- ◆ 2025-2026 Staffing Pattern

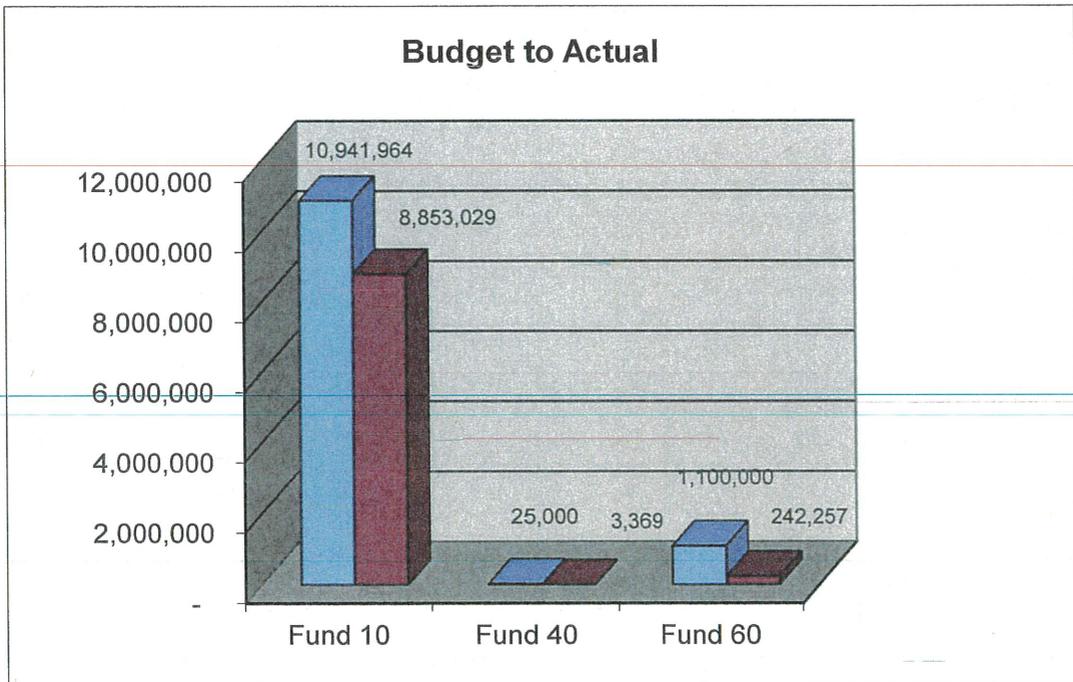
June 2025

- ◆ Policy Updates
- ◆ ISBE Special Education Regulations Amended
- ◆ Consultant Contracts
- ◆ End of Year Enrollment Numbers
- ◆ End of Year Director's Report and Program Coordinators' Report
- ◆ Election and Seating of Officers
- ◆ 2025-2026 Executive Committee Meeting Schedule
- ◆ 2025-2026 Professional Development Plan
- ◆ Fund Transfer
- ◆ Approve FY26-FY28 Negotiated Agreement Between TMCSEA & SOS-IEA-NEA
- ◆ Approve Non-Union Salary Increases FY26-FY28

Fiscal Reports

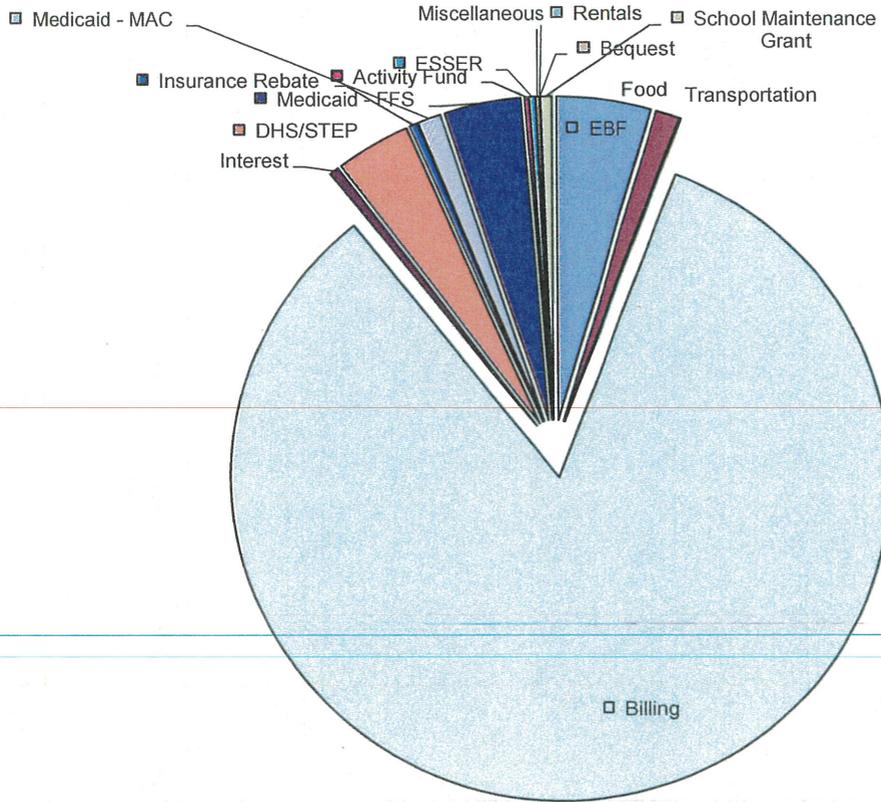
2024-25 School Year/Fiscal Year 25

Comparison of Budget to Actual 2024-2025



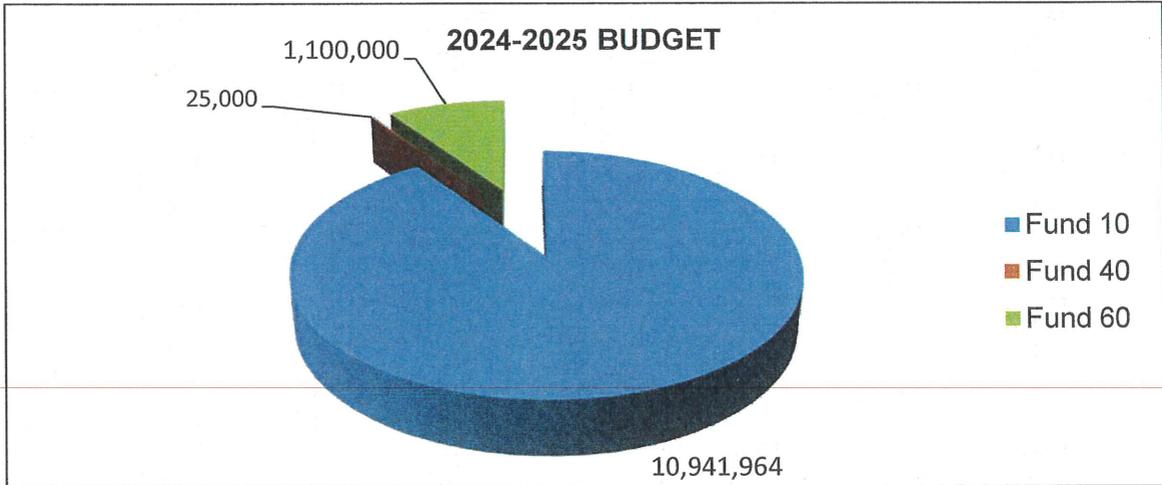
	Budgeted	Actual	Difference	Actual Percent Used
Fund 10	10,941,964	8,853,029	2,088,935	80.91%
Fund 40	25,000	3,369	21,631	13.48%
Fund 60	1,100,000	242,257	857,743	22.02%
Total	12,066,964	9,098,655	2,968,309	75.40%

2024-2025 Revenue Collected through June 30, 2025

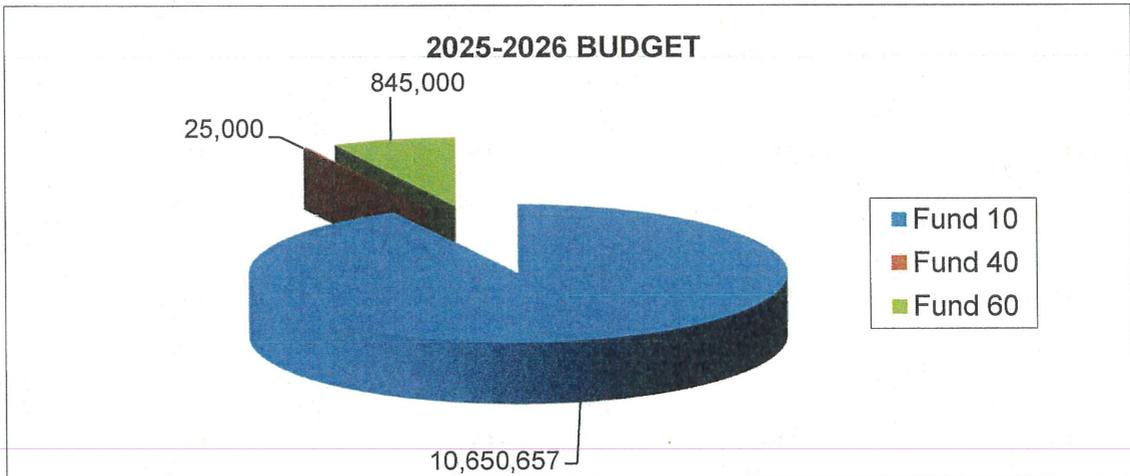


Revenue Category	Amount	Percent
EBF	407,593	4.58%
Food	101,256	1.14%
Transportation	2,988	0.03%
Billing	7,420,654	83.46%
Interest	41,016	0.46%
DHS/STEP	326,918	3.68%
Insurance Rebate	35,000	0.39%
Medicaid - MAC	102,025	1.15%
Medicaid - FFS	341,278	3.84%
Activity Fund	17,517	0.20%
ESSEER	27,048	0.30%
Miscellaneous	15,680	0.18%
Rentals	2,500	0.03%
Bequest	-	0.00%
School Maintenance Grant	50,000	0.56%
TOTAL	8,891,473	100.00%

Budget Comparison 2024-2025 to 2025-2026



2024-2025 Budget	
Fund 10	10,941,964
Fund 40	25,000
Fund 60	1,100,000
TOTAL	12,066,964



2025-2026 Budget	
Fund 10	10,650,657
Fund 40	25,000
Fund 60	845,000
TOTAL	11,520,657

Summary of Needs Assessment For Services and Programs Provided by the Association

As an Association we are required to annually survey member districts as to their needs, suggestions, and requests for services. The revised needs assessment format is enclosed. Part one corresponds to district confirmation of student services, program attendance and district contracted staff requests for the 2025-2026 school year. Part two corresponds to a survey of districts perceived need of existing and new programs and services offered by the Association. In addition, our districts were asked to rate the quality of our programs and services. Part three corresponds to the professional development needs of our member districts. Professional development includes in-district training and/or TMCSEA sponsored inservices. We have found the enclosed data valuable for review, discussion and continued improvement for the Association.

**TMCSEA NEEDS ASSESSMENT
DISTRICT CONFIRMATION OF SERVICES/PROGRAMS
2025-2026 SCHOOL YEAR**

Estimated Number of Returning Students and New Referrals

Services	50	51	52	76	85	86	98	102	108	137	303	308	309	606	701	702	703	709	126	189	191	Total	
Assistive Technology	0	0	0	0	0	3	0	0	2	2	0	0	1	0	0	2	1	1	1	1	2	1	16
Audiological Evaluations	1	5	1	3	2	3	0	0	6	0	1	1	0	0	0	1	0	1	1	1	3	1	30
Autism Consultation	0	0	0	4	1	3	0	1	0	1	1	0	1	0	0	1	1	1	3	2	0	20	
Autism Evaluation	0	0	0	6	1	2	0	1	5	2	0	0	2	0	0	2	1	0	4	2	3	31	
Educational/Behavioral Evaluation	0	0	0	5	0	3	0	0	5	0	0	0	0	0	0	0	1	1	2	2	1	20	
Functional Curriculum	0	0	0	1	0	1	0	1	0	0	0	0	0	0	1	1	0	0	0	1	0	6	
IEP Facilitation	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	3	
Low Incidence Team	0	5	0	0	0	0	0	0	3	0	2	0	0	0	0	0	0	0	0	0	2	12	
Medical Review	1	0	0	1	0	1	0	0	5	1	1	0	0	0	0	0	0	1	0	0	0	11	
STEP	0	0	0	0	0	0	0	0	0	0	30	45	35	0	6	7	6	20	10	14	12	185	
Functional Behavior Assessment	0	0	0	0	0	1	1	1	5	0	0	0	2	0	0	0	0	0	2	2	1	15	
Transition	0	0	0	0	0	0	0	0	0	0	5	0	4	0	0	2	0	10	10	1	1	33	

Programs	50	51	52	76	85	86	98	102	108	137	303	308	309	606	701	702	703	709	126	189	191	Total
Hearing Itinerant	1	4	3	3	1	3	2	2	9	0	3	3	3	0	4	4	1	2	1	2	4	55
Vision Itinerant	0	1	4	0	0	3	2	0	3	0	3	2	0	0	1	2	1	2	1	0	0	25
O&M Services	0	1	2	0	0	0	0	0	3	0	0	0	0	0	0	2	0	2	0	0	0	10
Schramm Educational Center	4	2	5	2	2	5	0	3	11	2	7	3	4	0	2	2	1	8	6	1	7	77
Rogers Academy	1	1	1	2	1	8	0	3	4	0	4	1	3	0	1	1	0	2	0	0	3	36

District Level Projected Student Enrollment

Programs	50	51	52	76	85	86	98	102	108	137	303	308	309	606	701	702	703	709	126	189	191	Total
MCA-Joint Agreement Program (HI/VI/PH Programs)	0	1	0	0	0	0	0	2	1	0	0	0	1	0	0	0	0	1	0	0	0	6

Number of Projected Students

Contracted Services	50	51	52	76	85	86	98	102	108	137	303	308	309	606	701	702	703	709	126	189	191	Total
Occupational Therapy Services	C	C	C	C	4	3	3	15	C	2	0	C	0	0	0	0	8	0	7	C	11	53
Physical Therapy Services	3	12	6	2	0	2	1	4	C	1	1	C	1	0	0	0	0	15	3	1	5	57

Numbers are based on highest estimate given by district

**TMCSEA NEEDS ASSESSMENT
SURVEY OF SERVICES AND PROGRAMS
2025-2026 SCHOOL YEAR**

Rate Overall Quality

Services	50	51	52	76	85	86	98	102	108	137	303	308	309	606	701	702	703	709	126	189	191	AT	
Assistive Technology	N/A	N/A	N/A	4	N/A	5	N/A	N/A	N/A	3	N/A	N/A	3	N/A	N/A	N/A	5	5	5	5	N/A	N/A	4.29
Audiological Evaluations	3	5	N/A	5	5	5	5	5	5	N/A	5	3	N/A	N/A	N/A	5	5	5	5	5	5	N/A	4.73
Autism Consultations	N/A	N/A	N/A	5	5	5	N/A	5	N/A	5	N/A	N/A	N/A	5	N/A	5	5	4	5	5	N/A	N/A	4.90
Autism Evaluation	N/A	5	N/A	5	5	5	N/A	5	3	5	N/A	N/A	N/A	5	N/A	4.5	5	0	5	5	N/A	4	4.35
IEP Facilitation	N/A	N/A	N/A	5	N/A	N/A	N/A	N/A	3	N/A	4.00												
Low Incidence Team	N/A	5	N/A	4	N/A	4.50																	
Medical Review	N/A	N/A	N/A	4	N/A	N/A	N/A	N/A	3	5	5	N/A	N/A	N/A	N/A	N/A	N/A	3	N/A	N/A	N/A	N/A	4.00
Occupational Therapy Services	3	5	5	5	5	5	5	5	5	3	5	3	5	N/A	N/A	N/A	5	N/A	3	4	5	4.47	
Physical Therapy Services	3	5	5	5	N/A	5	5	5	3	5	3	5	5	N/A	N/A	N/A	N/A	5	5	5	4	4.56	
STEP	5	N/A	5	5	5	N/A	N/A	5	5	5	5	5	4	4	4.82								
Functional Behavior Assessment	N/A	N/A	N/A	4	N/A	N/A	N/A	5	N/A	5	4.67												
Transition Services	N/A	5	N/A	N/A	N/A	5	5	N/A	5	3	N/A	N/A	N/A	4.60									

Rate Overall Quality

Services	50	51	52	76	85	86	98	102	108	137	303	308	309	606	701	702	703	709	126	189	191	AT	
Schramm Educational Center	3	5	5	5	5	5	N/A	3	5	3	5	3	5	N/A	5	5	N/A	4	3	4	5	4.33	
Rogers Academy	3	5	5	5	N/A	5	N/A	3	3	N/A	5	3	5	N/A	N/A	N/A	N/A	5	N/A	N/A	5	4.33	
Hearing Itinerant Program	3	5	5	4	5	5	5	2	5	N/A	5	3	N/A	N/A	5	5	5	3	5	4	5	4.39	
Vision Itinerant Program	3	5	5	N/A	N/A	5	5	N/A	3	N/A	5	3	N/A	N/A	5	5	5	5	5	5	4	N/A	4.50
Orientation & Mobility Services	N/A	5	5	N/A	N/A	N/A	N/A	5	5	N/A	5	N/A	N/A	N/A	N/A	5	N/A	5	N/A	N/A	N/A	N/A	5.00
MCA - Joint Agreement Program (HIV/PH Programs)	N/A	2	5	N/A	N/A	N/A	5	N/A	N/A	N/A	N/A	5	N/A	N/A	N/A	N/A	4.25						

C - Contracted
N/A - Not Applicable
A/T - Average Total

**Professional Development by Category
2025-2026**

Leadership (64)	Responses	Percentage
IEP Best Practices	46	71.9
Special Education Legal Issues	33	51.6
504s	22	34.4
ISBE Cyclical Monitoring Support	9	14.1
Meeting Facilitation	10	15.6
Manifestation Review	13	20.3

Assessment (54)	Responses	Percentage
Functional Behavior Analysis (FBA)	26	48.1
Learning Disabilities Eligibility	26	48.1
Transition Assessment	18	33.3
IAR	8	14.8
DLM	8	14.8

Intervention (80)	Responses	Percentage
Interventions for Students with Austim	50	62.5
Behavior Intervention Plans (BIP)	34	42.5
Positive Behavioral Interventions & Supports (PBIS)	23	28.7
Executive Functioning	42	52.5
Sensory Integration	35	43.8
Response to Intervention (RtI)/Multi-Tiered Systems of Support (MTSS)	26	32.5
Interventions for Students with Dyslexia	36	45
Differentiated Instruction	27	33.8
Research-Based Instructional Methodologies	22	27.5

Planning for Instruction (69)	Responses	Percentage
Life Skills Curriculum	21	30.4
Math, Reading & Writing Instructional Strategies	31	44.9
Writing Measurable Goals	32	46.4
Understanding IDEA & Other Legal Mandates	18	26.1
Co-Teaching	23	33.3
Research-Based Instructional Practices	28	40.6
Transition Planning	15	21.7
Inclusion/LRE	19	27.5

Technology (54)	Responses	Percentage
Google Accessibility	21	38.9
Alternate Augmentative Communication (AAC)	20	37
Assistive Technology (Hi-Tech and Low-Tech)	28	51.9

Universal Design for Learning (UDL)	13	24.1
AEMS - Accessible Educational Materials	9	16.7

School Safety Climate (65)	Responses	Percentage
Trauma Informed Practices	37	56.9
Crisis De-Escalation	33	50.8
Restorative Practices	24	36.9
Bullying Prevention	23	35.4
Ukeru	9	13.8
Physical Restraint & Time Out	12	18.5
Suicide Prevention/Intervention	10	15.4

**Recommendations for
2025/2026 and
Summary of Director's
Goals/Activities for
2024/2025**

TMCSEA

TAZEWELL-MASON COUNTIES SPECIAL EDUCATION ASSOCIATION

SCHRAMM EDUCATIONAL CENTER

300 CEDAR STREET, PEKIN, IL 61554-2576

ROGERS ACADEMY

109 ROGERS ROAD, NORTH PEKIN, IL 61554

PH. 309/347-5164 · FAX 309/346-0440

DHS/DRS TRANSITION SERVICES: 309/347-3532

E-Mail: tmcsea@tmcsea.org

Website: www.tmcsea.org



"Equal Educational
Opportunities for All"

KRISTINA D. NEVILLE, SUPERINTENDENT/DIRECTOR

TMCSEA

Director's Goals and Major Activities for the 2025-2026 School Year

- Implement succession planning in order to proactively prepare for the streamlined transfer of the Association's executive leadership responsibilities to the new Superintendent/Director by July 1, 2026.
- Provide technical assistance to District Level Special Education Administrators with implementation of the new ISBE special education cyclical monitoring process.
- Complete identified priority projects for use of remaining bequest funds for TMCSEA/Schramm Educational Center in consultation with stakeholders.

"An Equal Opportunity Employer"

Member School Districts; 50-District No. 50 Schools; 51-Central Grade School; 52-Washington Elementary Schools; 76-Creve Coeur Schools; 85-Robein School; 86-East Peoria Elementary Schools; 98-Rankin School; 102-North Pekin-Marquette Hts. Schools; 108-Pekin Public Schools; 137-South Pekin Grade School; 303-Pekin Community High School; 308-Washington Community High School; 309-East Peoria Community High School; 606-Spring Lake Community Consolidated; 701-Deer Creek-Mackinaw Community Unit; 702-Tremont Community Unit; 703-Delavan Community Unit; 709-Morton Community Unit; 126-Havana Community Unit; 189-Illini Central Community Unit; 191-Midwest Central Community Unit

Director's End of Year Report to the Executive Committee
June 11, 2025
TMCSEA
2024-2025 School Year

- 1. Collaborate with the Executive Committee, attorney, and union representatives to develop a negotiated agreement beneficial to all parties.**

Negotiations took place second semester of this school year. With support from Jay Greening, Attorney Miller, Hall and Triggs, Dr. Marjorie Greuter, and Mr. Adam Mangold, we were able to negotiate a 3-year collective bargaining agreement for 2025-2028 beneficial to all parties.

- 2. Complete identified priority projects for use of remaining bequest funds for TMCSEA/Schramm Educational Center in consultation with stakeholders.**

The asphalt was replaced throughout the entire parking lot area and new concrete was poured from the east entrance to the north doors of our building during Summer 2024. Bishop Brothers, Inc. will be extending our bus canopy, and the south sidewalk area will be expanded/replaced during Summer 2025. An accessible playground was designed by our Playground Committee, and it will be installed this summer by GameTime/Cunningham Recreation. All construction projects should be completed in early August prior to the start of the 2025-2026 school year.

- 3. Provide technical assistance to cooperative and member districts upon US Department of Education's anticipated updates affecting Section 504, IDEA, FERPA, and education grants management.**

At the writing of this report, we are awaiting updates from the US Department of Education.

- 4. Establish a cooperative process to support member districts with requirements of SB 3606 to claim tuition reimbursement for students attending Schramm Educational Center and Rogers Academy.**

Public Act (PA) 103-0644 defines a "separate public special education day school" as a separate special education program or facility that is established by a school district, public school, Regional Office of Education, or cooperative exclusively to meet the needs of special education students who cannot be educated in the general school environment and that provides services comparable to a private special education school.

All programs or facilities seeking qualification for reimbursement must submit a completed application to publicsped@isbe.net. Applications for Schramm Educational Center and Rogers Academy were submitted by TMCSEA to ISBE in April 2025 in order to provide sufficient time for the Illinois Purchased Care Review Board to gather expenditure data and calculate a rate for the 2024-25 school year. Separate public special education day school programs must have a daily (per diem) rate approved by the Illinois Purchased Care Review Board.

In anticipation of the changes to the private facility reimbursement allowance, the Budget Implementation Bill (BIMP) included language to allow for claims to be submitted through September 15th of this year, rather than August 15th. The Administrative Rules for the new law passed last year which will allow reimbursement for tuition costs for students who attend public day facilities, are set to be finalized this month. Given the potential for a quick turnaround for districts to be able to get approval for public day facilities through the required process, the claim submission timeline was extended by one month. Similarly, in anticipation of ISBE needing additional time to make determinations on the voucher amounts for each school district, the vouchers will now be payable in November, December and March, rather than in September, December and March.

5. Mentor Assistant Director in the area of financial resources and grants to support the quality and continued improvement of TMCSEA programs and services in a cost effective manner.

The Director has provided ongoing mentoring related to financial planning, budgeting and grants to the Assistant Director. The process for calculating the Association's 2023-2024 Adjusted Billing, Tuition Cost Sheets, and financial analysis for Hearing, Vision, OT and PT were reviewed with the Assistant Director during first semester. This spring, the Assistant Director participated on the management team throughout the collective bargaining process to negotiate a mutually beneficial contract with the union. The Assistant Director has been integral in collaborating with the Director to support Association business including policies, procedures, employee management, new website design and development. Additionally, the Assistant Director is working closely with the Director to complete the Association's budget, calculate tuition and shared costs for FY26.

Respectfully Submitted,



Kristina D. Neville, Superintendent/Director
TMCSEA