



# AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

January 2022

## ACES Mission

ACES is committed to providing a full continuum of special education and at-risk services for students in member districts from pre-school through 12<sup>th</sup> grade, as well as, to build the capacity of the educators and school systems in addressing the issues that interfere with educational outcomes.

## ACES Vision

ACES will strive to be a comprehensive program of services for students whose behavioral difficulties and academic issues interfere with their educational performance. The key to this service provision is the active collaboration amongst educators, parents, students and the community.

## Important Due Dates

- ◆ 01/01/2022: Semi Annual Certifications for staff paid with federal funds.
- ◆ Proportionate Share Carryover Release Request-if applicable due April 30
- ◆ 02/01/2022: MOSIS Graduate Follow-up file-Districts must submit follow-up data for students with disabilities who dropped out from grades 9-12 as well as graduated from last school year.-if applicable due April 30
- ◆ Verify Data to be used in new FY IDEA Part B, Section 611 and 619 allocation calculations-see SELS message for due date
- ◆ Guides for completion of the about referenced special education processes

Guides for completion of the about referenced special education processes [special-education-finance-resources](#)  
 DESE Due Dates can be found here: [Sped Due Date Cal](#)

## Upcoming Trainings

- February 9, 2022- Special Education Teacher Cohort Day 3 9-3 p.m. at NW Tech Center, New Commons Room, Maryville, MO
- February 15, 2022- Special Education Director Cohort Day 3 8-11:30 a.m. at NWMSU
- February 24, 2022 CPI Refresher 8-11:30 a.m. @ Osborn School District
- April 5, 2022- Special Education Director Cohort Day 4 8-11:30 a.m. at NWMSU
- April 6, 2022- Special Education Teacher Cohort Day 4 9-3 p.m. at NW Tech Center, New Commons Room, Maryville, MO
- March 9, 2021- CPI Refresher at Stanberry School 8-11:30 a.m.
- March 28, 2021- CPI Refresher at North Nodaway High School 8-11:30 a.m.

## Monthly To Do List

- ◆ Instructionally Embedded Window (required for all – ELA, math, science) February 7, 2022 and due May 21, 2022
  - ◆ Cohort 2-Self-Assessment due in IMACS 2.0 Feb. 1, 2022
  - ◆ Cohort 2-Parent Sped Survey due by 3-31-2022
  - ◆ Cohort 2-Begin to work on timeline data for initial evaluation and Part C to Part B Transitions due 4/30/22
  - ◆ Cohort 1: Clear all CAPs by submitting Evidence of Correction documentation for all areas of non-compliance in IMACS 2.0. Continue this step until each CAP is cleared by assigned DESE Supervisor.4/1/2022
  - ◆ Please contact me if you have questions or need assistance with Tiered Monitoring

## Tiered Monitoring Cohort

2021-2022		
CAP	Self-Assessment	Maintain
Cohort 1	Cohort 2	Cohort 3
West Nodaway	Jefferson	Avenue City
Fairfax	Osborn R-0	Craig
King City	North Nodaway	Mound City
Nodaway Holt	South Holt	North Andrew
Pattonsburg	Tarkio	Northeast Nodaway
Stanberry	Union Star	Rock Port
Stewartsville C-2	Worth County	South Nodaway
Buchanan County R-IV		

### Director's Desk:

Some of you maybe noticing some student regression in academics and an increase in negative behaviors since coming back from break. This is common and you are not alone. I would strongly encourage you to start collecting data if you haven't already. The data in academic regression is needed to support the IEP team's decision for extended school year. The data tracking on negative behaviors will provide valuable information to aid the intervention team on recommendations to support the student and staff. Remember, data should drive the decision making! If you need some data tracking sheets, please reach out to Jody Renfro for those. No need to recreate the wheel, we have several to choose from. IF you need assistance in creating a behavior intervention plan or don't really know where to start, you are just overwhelmed with it all, we are all in this together so please get ahold of me.

Whatever the scenario may be; from assisting you with getting caught up on evaluation assessments, compliance support and timelines, to behavior interventions for at-risk and special education students, we are your one-stop shop. Please don't hesitate to reach out for support.  
 ~~ Cindy

# ACES Board Meeting Schedule

ACES Board Meeting Schedule. All meetings take place at 11 a.m.

- February 22, 2022
- April 28, 2022

Location: NWMSU Student Union, Meeting Room D (third floor)

LASE (Local Administrators of Special Education) Meetings April 7, 2022 with Shellie Guin; location TBD

## ACES

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### Behavior Interventionist/School Psychological Examiner

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## ACES Monthly Data Report

### January Statistics

- ◆ Director District Visits: 8
- ◆ Director training conducted: 1
- ◆ Diagnostic Assessments: 27
- ◆ Cooperative FIEP meetings YTD: 4
- ◆ School Psychological Examiner assessments completed: 18
- ◆ School Psychological Examiner Special Education Observations: 15

### Compliance Corner

- ◆ Please don't hesitate to contact the ACES Director or RPDC Lauren Struthers if you have questions or need Compliance advice!
- ◆ SOP (Summary of Performance) due for those students with IEPs who graduated at the end of first semester.
- ◆ Speech/Implementer Model will cease after May 2022-no grandfather clause for current speech implementers and paraprofessionals cannot provide speech or language services.
- ◆ With transfer students-NO interim IEPs and NO amendments to IEPs received at transfer



### Transition and Summary of Performance

**Myth:** Consent is required any time a student with an IEP participates in a formal (standardized, validity and reliability have been documented, may provide scores based on a normative group) transition assessment.

**Fact:** Consent is not needed when the assessment is being used for a group of students enrolled in the same course, in the same classroom, in the same grade level, etc., because the course or LEA incorporates the assessment into the curriculum or district assessment plan. Consent is not required for ongoing classroom evaluations, routine assessments to determine students' needs, or for administration or review of the results of adapted or modified assessments that are administered to all children in a class, grade, or school. If the assessment is used by all students in a classroom, grade level, building, or district-wide, it is not considered an individual assessment. However, if the transition assessment is being conducted individually because the information is needed to develop an appropriate IEP, consent would be required. Follow the process for a reevaluation with additional information required.

**Myth:** When conducting a reevaluation, IEP teams don't have to worry about getting consent to get additional information for transition planning.

**Fact:** When existing information is not enough to write an appropriate transition plan, IEP teams need to ask themselves: "Can additional transition information we need only be obtained through use of individual assessment tools?" If the team answers YES to this question then consent is required for those transition assessments. Anytime an individual assessment is given and geared towards the specific student with the purpose to fulfill a requirement of IDEA (which includes determining continued eligibility and writing an IEP) it triggers the reevaluation process, requiring parental consent. Signature should be obtained on the Prior Written Notice as part of an initial evaluation or reevaluation. If the team answers NO, then utilize information gathered through: classroom discussions, information gained through activities conducted by the counseling department as part of the counseling curriculum, or by using information from tools used by all students in a classroom setting, course, grade or age-level. Consent would not be needed because these tools/resources are not used individually for the sole purpose of meeting an IDEA requirement. Information provided by the student and parents at the IEP meeting may also be used to inform the transition plan and should be solicited to promote parent and student participation in the meeting.