



AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

February 2023

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 12th 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

- ◆ 01/01/2023 Complete Semi-Annual Certifications for staff paid with Federal funds (IDEA Part B, HNF Federal, and ECSE Federal) for current year, first semester.
- ◆ 01/31/2023: Cohort 3-Begin prepping for Finance Self-Assessment
- ◆ Proportionate Share Carryover Release Request-if applicable due April 30
- ◆ 02/01/2023: 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

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

- ◆ Special Education Teacher Cohort Training-NW Tech Center 9-3 p.m. - Day 3 02/16/2023; Day 4 04/13/2023
- ◆ New Directors Cohort Training-NWMSU Meeting Room B 8 a.m.-11:30 a.m. Day 3 02/15/2023; Day 4 04/11/2023
- ◆ CPI Full Foundation Course at Tarkio School District, Elementary Library from 8 a.m.-3:30 p.m. 2-27-2023
- ◆ CPI Recertification Course at Stanberry School District, Elementary Library from 8-11:30 a.m. 3-8-2023
- ◆ CPI Verbal Deescalation Training, South Nodaway, 2/3/2023 9 a.m.
- ◆ CPI Verbal Deescalation Training, Northeast Nodaway, 2/13/2023 @ 8:30 a.m.
- ◆ CPI Recertification Course, North Nodaway, March 15, 2023 8-11:30 a.m.

Monthly To Do List

- ◆ Instructionally Embedded Window (required for all – ELA, math, science) February 6, 2023 and due May 19, 2023
- ◆ Cohort 3-Self-Assessment due in IMACS 2.0 Feb. 1, 2023
- ◆ Cohort 3-Parent Sped Survey due by 3-31-2023
- ◆ Cohort 3-Begin to work on timeline data for initial evaluation and Part C to Part B Transitions due 4/30/23
- ◆ Cohort 2: 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.4/1/2023
- ◆ Please contact me if you have questions or need assistance with Tiered Monitoring

Tiered Monitoring Cohort

2022-2023		
Maintain	CAP	Self-Assessment
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:

Good Morning,

What a cold front we have had lately! Hopefully, warmer weather is on its way, I am ready for spring!

Just a reminder that Jodie Kurtz will be filling in for Madison Alitz while Madison is on maternity leave. She will complete your cognitive and academic (if you still have numbers in your CAP) assessments. That will happen later in the month of February. Jodie's email is jodie.kurtz@mndcty.org and her phone number is 1-816-752-8614. Please save this information for future reference. Jodie was the ACES diagnostician for 13 years prior to her retirement in May 2018. She is well versed in the administration of assessments, report writing and the interpretation of assessment data. This should be a very smooth transition, but please get ahold of me right away with any questions or concerns you may have. Maddy will schedule and complete assessment referrals up until February 17. After that your referrals will go to Jodie Kurtz and she will get you scheduled. The same paperwork is still required to request assessments.

I know this year has been a difficult one in trying to find qualified personnel in order to meet the needs of the districts. I realize this just isn't an issue at the cooperative, but in the districts as well. You all are dealing with your own staff shortages and trying to find qualified personnel to fill necessary roles. It can make for stressful times for everyone as we work harder and try to fulfill more responsibilities for missing staff. I want you to know, I see your hard work and appreciate your dedication to students. I also thank you for your patience, understanding, kindness and empathy this year. It has made a difficult situation more tolerable. Yours truly, Cindy

ACES Board Meeting Schedule

ACES Board Meeting Schedule. All meetings take place at 11 a.m.
March 30, 2023
Location: NWMSU
The Station, room TBD

LASE (Local Administrators of Special Education) Meetings
NW Tech Center (New Commons Room)
February 22, 2023 9-3
March 29, 2023 9-3
Working meeting agenda is on the shared LASE group drive

ACES

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Social/Emotional/Behavioral/Adaptive/FBA Assessments

Dayna Browne, Ed.S, MA, PLPC

Behavioral Health Therapist | Therapylog

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ACES Monthly Data Report

January Statistics

- ◆ Director District Visits: 9
- ◆ Director training conducted: 2
- ◆ Diagnostic Assessments: 35
- ◆ School Psychological Examiner assessments completed: 9
- ◆ Behavior team Special Education Observations: 5

Compliance Corner

- ◆ Please don't hesitate to contact the ACES Director or RPDC Julia Schmitz 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.
- ◆ The graduation of seniors with an IEP also requires a PWN (Prior Written Notice) terminating the IEP at graduation.
- ◆ With transfer students-NO interim IEPs and NO amendments to IEPs received at transfer

Just a reminder...

Being good at your job often attracts more work.

It's called 'performance punishment' and it is a dangerous game for leaders.

Overworking your high-performers to avoid growing your under-performers is a fast track to disaster.

It breeds resentment. Good people will leave, and poor performers will not learn.

Be very careful of the behaviors and standards we reward. ~~
author unknown

Local school districts are required to consider the need for Extended School Year Services (ESY) for each student with a disability. ESY may be necessary to provide a particular student a free appropriate public education as required by P.L. 94-142. It is recommended that districts have ESY policies to avoid arbitrary decisions concerning the provision of an ESY for any student, and to assist district personnel in determining the appropriateness of ESY for any individual student. An extended school year policy is required to be in place if a district wants to receive exceptional pupil aid for the students served during the extended school year period.

The policy should provide that ESY be addressed in Individualized Education Programs (IEPs) by the IEP team, in the same manner as are all other programming needs. ESY is not a supplemental or related service, but an integral part of the student's IEP. Therefore, documentation of the goals and objectives to be addressed during the extended school year session should be reflected in the student's annual IEP. Parental involvement is significant in planning for ESY programs, as it is in all other IEP decisions.

As with all other programming needs, it is recommended that the need for ESY be documented via data gathered about the student's performance in relation to the IEP goals and objectives. Additionally, it is recommended that if there is insufficient data at the time of the initial IEP meeting to determine whether ESY is appropriate, the team specify a time frame and the methods that will be used to collect data to determine the appropriateness of ESY at a future IEP meeting.

The seminal extended school year case in Missouri is *Yaris v Special School District 558 F. Supp. 545 (E.D. Mo 1983)*. In *Yaris* the court held that the school year for special education students cannot arbitrarily be limited to 180 days; that because special education students require individualized programs, an extended school year may need to be part of an individual student's program. *Yaris* in so holding, recognized the importance of regression/recoupment considerations in determining whether a 180-day school year meets the individualized program needs of a specific student.

In formulating your district policy, you may want to also consider the following factors suggested in various court cases from other jurisdictions:

- Nature of the child's disability;
- The severity of the disability;
- The areas of learning crucial to the child's attainment of self-sufficiency and independence;
- Child's progress, behavioral and physical needs;
- Opportunities to practice skills outside the formal classroom setting (the more functional the skill, the more opportunities the child has to practice it);
- Availability of alternative resources;
- Areas of child's curriculum which need continuous attention;
- Child's vocational needs;
- Ability of child's parents to provide educational structure at home; and
- Opportunity for the child to interact with non-disabled children.

Regression/recoupment rate is recognized across the nation as the standard in determining whether or not to provide ESY. However, districts must not limit their policies to documented regression/recoupment. Instead, the case law indicates a need for the policy to allow for an extended school year based on the prediction of regression/recoupment problems and must always keep in mind that the decision whether to provide ESY for each student eligible for special education is a decision which should be made based on the unique characteristics of the individual student. Prediction of regression/recoupment problems is a decision the IEP team might make based on evaluation information, evaluator opinion, and/or looking to the numerous factors, referenced above, from various court cases.