



AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

January 2018

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

- ◆ 01/01/2018: Semi Annual Certifications for staff paid with federal funds.
- ◆ 01/31/2018: Cohort 1-Begin prepping for Finance Self-Assessment
- ◆ 02/01/2018: Cohort 1 Compliance Self-Assessment File Reviews
- ◆ Complete Blind Literacy Survey & Blind/Deaf Census-Information may arrive via mail
- ◆ 02/01/2018: 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 during 2016-17.

◆ DESE Due Dates can be found here:
http://k12reports.dese.mo.gov/Data_acquisition_calendar/

Upcoming Trainings

- ◆ Paraprofessional Training: (NMWSU Campus CIE 1402) 9:00AM-3:00PM February 7th, 2018
- ◆ New Special Education Teacher Cohort Meetings: (NMWSU Campus CIE 1402) 9:00AM-3:00PM January 11th, 2018 March 15th, 2018
- ◆ CPI Training: Recertification: Contact Cindy Naber to schedule
- ◆ LASE Meetings: (Maryville R-2 Administration Building) 9:00AM-3:00PM January 25, 2018 March 8, 2018
- ◆ CPI Full Foundation Course: January 31, 2018 (Maryville R-2 Administration Building) 8:00AM-3:30PM \$20.00 per attendee Last full CPI certification training offered for the 2017/18 School year

Monthly To Do List

- ◆ Cohort 3: Begin working to clear CAP's
- ◆ Cohort 1: Self-Assessment due in IMACS February 1st
- ◆ Winter Assessment Window Opens: Check for specific dates here
<http://dese.mo.gov/college-career-readiness/assessment>

Tiered Monitoring Cohort

2017-2018		
Self-Assessment	Maintain	CAP
Cohort 1	Cohort 2	Cohort 3
Fairfax	Jefferson	Avenue City
King City	Maryville	Craig
Nodaway Holt	North Nodaway	Mound City
Pattonsburg	South Holt	North Andrew
Stanberry	Tarkio	Northeast Nodaway
West Nodaway	Union Star	Rock Port
	Worth County	South Nodaway

Director's Desk

January is upon us! With that, may bring New Year's Resolutions of how we are going to start fresh and new in 2018! I always find the Christmas break a time to reflect and prioritize. I look back over the past year, and ask myself, "Where did the year go?" It seems I do this every year and time just goes faster and faster!

My last child at home is a senior this year. I try to spend as much time with him as he will allow, and unfortunately, that isn't that much. I think about when he was younger and how he has grown into this well-rounded young man who is ready to be independent. I push him to take care of every day responsibilities that he grumbles about, but will someday value the learned skill.

As educators, I think we do the same thing with our students. We reflect on our time with them, and see how much growth they have made thus far. We have the same goal with them as we do our own, to see them as well-rounded independent adults, capable of functioning on their own. Push them to expand their capabilities and to be independent, some day they will thank you for it. Happy New Year!~Cindy

ACES Board Meeting Schedule

ACES Board Meeting Schedule

(NMWSU Campus CIE 1402)

Jan 25, 2018 10:30 a.m.

April 24, 2018 10:30 a.m.

CIE (Center for Innovation and Entrepreneurship)
1402 N College Drive
Maryville, MO 64468

ACES

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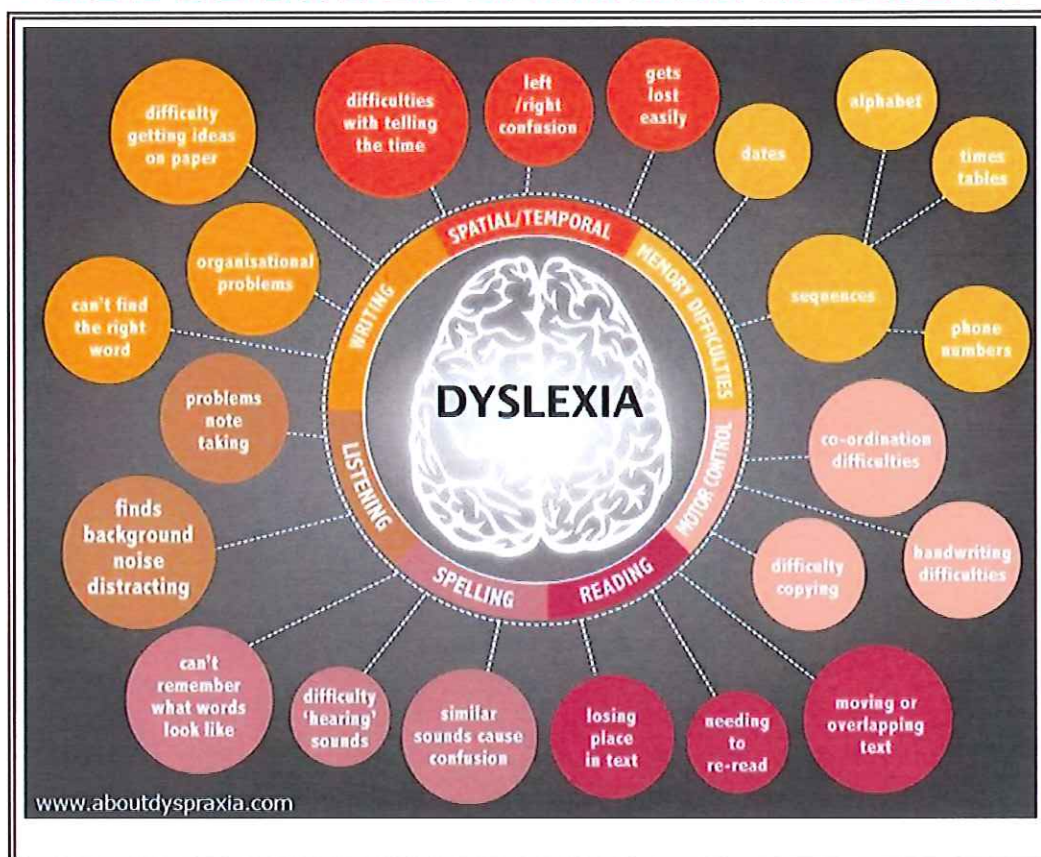
ACES Monthly Data Report

December Statistics

- ◆ Diagnostic Assessments: 34
- ◆ School Psychologist Behavior Visits: 9
- ◆ School Psychologist Consultation: 1
- ◆ School Social Worker Visits: 23
- ◆ Director Visits: 6
- ◆ Director Consults: 8
- ◆ Director Trainings Conducted: 0

Compliance Corner

- ◆ The Office of Special Education, Department of Elementary and Secondary Education, is proposing changes to the state plan/regulations implementing Part B of the Individuals with Disabilities Education Act (IDEA). The proposed changes and summary charts are available for inspection until January 16, 2018 web at <https://dese.mo.gov/special-education/state-plan-special-education>.
- ◆ Please don't hesitate to contact the ACES Director or your DESE Compliance Consultant Susan Borgmeyer at borgmeyersk@umkc.edu if you have questions or need Compliance advice!



Mental Health Tidbits

Dyslexia Basics

By: [International Dyslexia Association](http://InternationalDyslexiaAssociation.org)

What causes dyslexia?

The exact causes of dyslexia are still not completely clear, but anatomical and brain imagery studies show differences in the way the brain of a dyslexic person develops and functions. Moreover, most people with dyslexia have been found to have problems with identifying the separate speech sounds within a word and/or learning how letters represent those sounds, a key factor in their reading difficulties. Dyslexia is not due to either lack of intelligence or desire to learn; with appropriate teaching methods, people with dyslexia can learn successfully.

Dyslexia Requirements - Starting 2018-19 School Year

Dyslexia Screening

Statute: *each public school, including each charter school, shall conduct dyslexia screenings. "Dyslexia screening" is a short test conducted by a teacher or school counselor to determine whether a student likely has dyslexia or a related disorder in which a positive result does not represent a medical diagnosis but indicates that the student could benefit from approved support;*

Task Force Recommendations:

- Screening tools must be reliable, valid, efficient to learn/administer and provide data teachers can utilize in a data-based decision-making process. Commonly used reading universal screeners, e.g. DIBELS Next and AIMSweb can be used for dyslexia screening.
- Screening should be conducted for all K through grade three students, those who transfer in previously screened, and those identified as struggling in literacy.
- Screening results should be reported to DESE with data limited to name of screener, number of students screened and number who failed (at-risk).
- Districts should provide screening results to school staff and parents making it clear that a positive screening is not a diagnosis of dyslexia. However, the district should indicate how instruction and intervention will be provided to address the students learning needs.
- Districts are encouraged to meet these requirements through a multi-tiered system of supports, which includes comprehensive universal screening. These districts will implement tiered interventions to address foundational reading skill deficits identified for each at risk student. *Note: Schools without such interventions available to address skill deficits will likely be asked to evaluate a number of students who failed the screening as they will be "suspected as having a disability" under IDEA which triggers the need for an evaluation.*

Classroom Support

Statute: *the school board of each district and the governing board of each charter school shall provide reasonable classroom support . . . "Support" is low-cost and effective best practices, such as oral examinations and extended test-taking periods . . .*

Task Force Recommendations:

- Schools should utilize resources to help implement classroom supports (sample list).
- Schools should provide statement to parents of students with likelihood of dyslexia that identifies the supports available in the district and of other local resources.
- Schools should have available evidence-based reading instruction with principles of structured literacy to support students with dyslexia and dyslexia characteristics (decoding deficits).

Training

Statute: *practicing teacher assistance programs (RSMo 168.400) shall offer 2 hours of in-service training provided by each district for all practicing teachers regarding dyslexia & related disorders.*

Task Force Recommendations:

- In-service training (required 2 hours) should include:
 - Introduction to dyslexia and dyslexia simulation
 - Key areas of literacy and reading intervention
 - Screening/progress monitoring, data-based decision-making, fidelity, classroom supports
- Training for secondary level staff should be tailored to unique needs including dyslexia characteristics over a lifetime

Other Task Force Recommendations

- Align preservice training with the Center for Effective Reading Instruction standards; Ensure core reading instruction addresses foundational reading skills (phonology, decoding, etc.)
- Establish a committee to evaluate current identification of specific learning disabilities in Missouri (use of discrepancy formula); Compare to national and research supported identification practices and make recommendations for change.

Timeline

Dec 31, 2017 – DESE issues guidelines

Jan 2018 – DESE can begin rulemaking process for screening and support requirements based on guidelines issued. (Rules are not required for the training requirements.)

Rulemaking process typically takes 4-6 months for proposed rules to be approved by the State Board, published in the Missouri Register, public comment period completed, final rules developed responding to all the public comments, and final rules approved by the State Board. Likely timeline for final rules would be May-July 2018.

2018-19 school year – Mandatory screening, supports, and training begins.

LEGISLATIVE TASK FORCE ON DYSLEXIA

6. (1) Identify valid and reliable screening and evaluation assessments and protocols that can be used and the appropriate personnel to administer such assessments in order to identify children with dyslexia or the characteristics of dyslexia as part of an ongoing reading progress monitoring system, multi-tiered system of supports, and special education eligibility determinations in schools;

Screening

Universal Screening – The skills addressed by the universal screener should include phonological awareness, rapid automatic naming, nonsense words, alphabetic principle, phonics, reading fluency, spelling, reading accuracy, vocabulary and reading comprehension, as age or grade appropriate. Evidence shows that these skills are the basic building blocks for proficient reading and are critical skills for assessment of dyslexia. School districts/LEAs (Local Education Agency's) shall ensure that every entering student in grades 1-3 shall be screened within 30 days of the first day of attendance. Kindergarteners should be screened at such time when specified by the evidence-based screening instrument, but no later than January 31st of each year. The task force further recommends that collaboration, as part of a seamless system of education, occur between teachers and their colleagues who possess an expertise in evidence-based methodologies.

The task force recommends appropriate universal screening of students to determine those who may be at risk for dyslexia and related disorders with the following recommendations:

- The Department of Elementary and Secondary Education (DESE) should implement rules requiring all schools to screen all students in kindergarten through grade three for dyslexia and related disorders, beginning in the school year 2018-2019.
- Screening should be conducted by trained individuals within School Districts/Local Education Agencies (LEAs). DESE should recommend training that ensures uniformity and quality and should rely on the many outstanding universal screening training programs already in existence.
- DESE should recommend a process for universal screening which could include a multi-tiered system of supports that accurately screens and tracks identification, support, and progress monitoring of students at risk for dyslexia or related disorders.
- DESE should submit guidelines for screening students for dyslexia and related disorders and the necessary classroom supports for students with dyslexia and related disorders to the legislature, and to the Governor.
- In addition to all students in kindergarten through grade three, schools should screen transfer students (students who have not previously been screened in the state of Missouri) or those identified as “struggling” in literacy (ELA). School districts should establish a protocol for determining the profile of a student who is “struggling” in literacy (ELA). Students struggling in literacy (ELA) may be identified by the classroom teacher, by a parent, or by a student scoring in the bottom 30th percentile per existing interim or formative measures.
- Essential characteristics of a screening tool include: reliable, valid, efficient to learn and administer, and provides data that teachers can utilize in a data-based decision making process.

DESE should utilize these essential characteristics to review existing tools and identify commonly utilized, accepted, and evidence-based tools such as DIBELS Next, Lexercise, AIMSweb, or FAST.

- DESE should recommend a process for universal screening which could include a multi-tiered system of supports that accurately screens and tracks identification, support, and progress monitoring of students with dyslexia or related disorders.
- School districts should provide screening results to the building administrator, classroom teacher, counselor, and other appropriate school personnel such as a reading specialist, special education faculty, school psychologist, and/or school psychological examiner, as well as the parents of the child. The results of all screenings should be reported to DESE for data collection and analysis. DESE should supply the appropriate template to schools and teachers for reporting purposes. DESE will also provide schools with a template for parent notification that includes predictors or red flags for children who may be at risk for dyslexia.
- School districts should make clear to parents that a positive screening for dyslexia or related disorders is NOT a diagnosis; therefore, it is not in and of itself meet the requirements necessary for a 504 plan or an IEP. Nonetheless, a statement should be included to the parents to indicate how school will be providing supports to meet the students learning needs.

Additionally, children identified through the screening described above should receive targeted intervention with frequent (weekly) progress monitoring. For advanced screening, as part of an ongoing, frequent reading progress monitoring system, multi-tiered system of supports, and special education eligibility determination in schools, the task force recommends the following: CTOPP, the KTEA-3 Dyslexia Index 1 & 2, the WIAT-3 Dyslexia Index 1 & 2, (and any future screeners that have been found effective and tested with a dyslexia group and a non-clinical matched control group.) Parents should be notified that their child is receiving intervention, and why, and be informed about the type and frequency of data that will be collected. The intervention should be part of a comprehensive Multi-Tier System of Supports (MTSS) which includes data-based guidelines for increasing the intensity of intervention. The primary source of ongoing, tier two, or advanced screening data is the child's response to targeted intervention, and informed observation by teachers and support staff such as speech-language pathologists, master's level special education teachers, reading specialist/interventionist, and school psychologists. DESE should issue guidance and resources regarding the process for additional assessments that may be completed as part of advanced screening. The intervention process should include data-based guidance about when the response pattern indicates reason to suspect that the child may have a condition which would warrant evaluation under Section 504 of the Rehabilitation Act, and/or the Individuals with Disabilities Education Act (IDEA). The evaluation should include information from valid and reliable tests of reading, such as the most recent editions of the Comprehensive Test of Phonological Processing, Woodcock-Johnson, Kaufman Tests of Educational Achievement, Process Assessment of the Learner, and Wechsler Individual Achievement Test.

6. (2) Recommend an evidence-based reading instruction, with consideration of the National Reading Panel Report and Orton-Gillingham methodology principles for use in all Missouri schools, and intervention system, including a list of effective dyslexia intervention programs, to address dyslexia or characteristics of dyslexia for use by schools in multi-tiered systems of support and for services as appropriate for special education eligible students;

Classroom Supports for students screened as being at significant risk for dyslexia

- DESE should recommend best practices, support materials and technology resources for all school districts and appropriate training for staff and students to utilize these resources, as well. Please see Attachment A for a list of classroom supports.
- DESE should recommend each school to provide to all parents of students with a likelihood of dyslexia with the following information: the supports available from the school and additional supports that have been shown to be effective in addressing dyslexia that the student may benefit from and where those benefits can be obtained locally.

Evidence-based Reading Instruction

Effective principles of reading as previously noted in No Child Left Behind (NCLB) and currently in Every Student Succeeds Act (ESSA) as follows:

“Teaching effective principles for reading in core instruction including explicit, systematic evidence-based instruction and literacy content including phonological awareness, syllabication, spelling (orthography) and morphology.”

Evidenced-based instruction refers to practices that have been proven effective through evaluation of the outcomes for large numbers of students. Evidence-based reading instruction is highly likely to be effective in improving reading if implemented with fidelity. Fidelity requires that programs are implemented in the manner designed and matched to the correct skill deficit/student need.

Intervention System

An intervention system for students with characteristics of dyslexia contains principles and elements of a Multi-Sensory Structured Literacy Program. These principles are:

- Multisensory instruction
- Systematic and cumulative instruction
- Direct instruction
- Diagnostic teaching
- Synthetic and analytic instruction
- Comprehensive and inclusive instruction of all levels of language
- Sequential

Elements

- Phonology/phonological awareness
- Sound-symbol association
- Syllable instruction
- Morphology
- Orthography
- Syntax
- Semantics

Systems for Intervention should reflect

- Teachers/instructors sufficiently trained to administer the evidence-based program
- Fidelity to the evidence-based program including adherence to frequency, duration, and intensity recommended by the program
- Targeted intervention
- Frequent progress-monitoring

- Comprehensiveness (such as Multi-Tiered System of Supports)
- Consideration for classroom-based administration as much as is practicable
- Guidance and indicators for when a student should receive special education assessment/evaluation

Resolving the impact of Dyslexia requires direct and explicit instruction using a peer reviewed scientifically researched program which is structured, systematic, sequential, cumulative, simultaneously multi-sensory and phonologically based.

The program should demonstrate effectiveness on an evidence base of a dyslexic population.

6. (3) Develop and implement preservice and in-service professional development activities to address dyslexia identification and intervention, including utilization of accessible print materials and assistive technology, within degree programs such as education, reading, special education, speech-language pathology, and psychology;

Professional Development

- School districts (LEAs) must ensure that staff designated to administer and interpret the required screening be sufficiently trained for the 2018-19 school year.
- School districts (LEAs) should ensure that all administrators and teachers have adequate training regarding the characteristics of dyslexia and the importance and necessity of classroom supports, including accessible educational material and assistive technology for the 2018-19 school year,
- DESE should establish a collaborative relationship with the Department of Higher Education to support the development of pre-service teacher education curriculum and programs that are grounded in the science of reading, dyslexia and related disorders, and methods of structured literacy instruction and interventions.

Preservice and Inservice Professional Development

Both Preservice and In-service professional development activities should include:

- Effective principles of reading as previously noted in No Child Left Behind (NCLB) and currently in Every Student Succeeds Act (ESSA) as follows:

“Teaching effective principles for reading in core instruction including explicit, systematic evidence-based instruction and literacy content including phonological awareness, syllabication, spelling (orthography) and morphology.”

- CERI (Center for Effective Reading Instruction) Knowledge and Practice Standards for Teachers of Reading, Section E (please refer to addendum for link)

School districts should require two hours of in-service training regarding dyslexia and related disorders including the following:

- Introduction of dyslexia and dyslexia simulation
- Key areas of literacy and reading intervention
- Screening/progress monitoring, data-based decision-making, fidelity and classroom supports

Professional development for secondary level teachers should be tailored to their needs, but must include traits of dyslexic characteristics seen over a lifetime.

The task force encourages the State Board of Education to promulgate a rule regarding teacher participation in annual in-service training.

A survey of Missouri institutions of higher education training programs for teachers of reading, special education, speech-language pathology, school psychology, and psychology conducted by the Legislative Task Force on Dyslexia revealed that information about the characteristics of dyslexia, and effective identification of students with those characteristics and intervention for those students is often insufficient or absent. The Task Force recommends that dyslexia characteristics, identification and intervention be specifically addressed in each of these training programs.

The survey also indicated a lack of instructional collaboration in institutions of higher education. The task force encourages instructional collaboration across university departments with specific expertise in dyslexia or related disorders.

6. (4) Review teacher certification and professional development requirements as they relate to the needs of students with dyslexia;

Teacher Certification

The task force strongly recommends that institutions of higher education and the DESE align their literacy/reading instruction coursework with knowledge and practice standards from the Center for Effective Reading Instruction (CERI). This includes robust instruction of content knowledge and application as specified and defined in the standards as follows:

Foundation Concepts about Oral and Written Learning
Knowledge of the Structure and Language
Structured Language Teaching: Phonology
Structured Language Teaching: Phonics and Word Recognition
Structured Language Teaching: Fluent, Automatic Reading of Text
Structured Language Teaching: Vocabulary
Structured Language Teaching: Text Comprehension
Structured Language Teaching: Handwriting, Spelling, and Written Expression
Interpretation and Administration of Assessments for Planning Instruction
Knowledge of Dyslexia and Other Learning Disorders

Please refer to the addendum for a link to the complete list of the CERI Knowledge and Practice Standards.

This recommendation may be implemented through the rule-making process in the Department of Elementary and Secondary Education or may require legislation.

6. (5) Examine the barriers to accurate information on the prevalence of students with dyslexia across the state and recommend a process for accurate reporting of demographic data; and

Process for Reporting of Data

It is recommended that the collection of demographic data be limited to the following:

Universal and Advanced Screening Data – Name of the screening tool, Number of students screened, Results of the screening (number of at-risk students).

The task force recommends that additional data regarding compliance with screening requirements, intervention and outcomes be considered. Particularly, querying districts on their response to their screening data (e.g. revisions of core curriculum, providing X intervention to students at risk, completing diagnostic evaluations on students at risk, etc.) would help ensure that districts will take actions for the students in their care.

The task force also recommends that the aggregated, non-identifiable data collected be available to LEAs, parents of students, and other stakeholders on the DESE website or through other informational system(s). Data may be used to inform and influence core instruction and the processes of dyslexia screening, assessment, and intervention by LEAs, DESE, legislative, or other entities.

6. (6) Study and evaluate current practices for diagnosing, treating, and educating children in this state and examine how current laws and regulations affect students with dyslexia in order to present recommendations to the governor and the joint committee on education.

The Intelligence Quotient-achievement discrepancy model of qualification for special education services and/or for other intervention services is not required by IDEA or by the Missouri Plan for Special Education. The Task Force strongly recommends that DESE review, recommend, and assist LEAs in adoption of alternate systems for students to obtain effective intervention and assessment due to the data supporting the inappropriateness of this model for identification of students with specific learning disabilities, including dyslexia. In addition, collaboration between regular education and special education LEA personnel with specialized knowledge in language, structured literacy, and other aspects of reading should be encouraged to address the needs of struggling and dyslexic readers in classroom interventions.

Current Specific Learning Disability regulations in Missouri provide two options for identification:

1. A simple difference discrepancy model which is the most commonly used methodology in Missouri and lacks validity as a contemporary learning disability identification method. It often delays or impedes student access to appropriate remediation.
2. The child's response to scientific research-based intervention which is currently used in too few districts in Missouri and is better supported by contemporary learning disability research. This method encourages early identification of students at risk and high quality intervention practices.

It is recommended that DESE appoint a committee of assessment experts from private practice and from public education to evaluate current practices related to specific learning disability identification in Missouri, as well as nationally, and make recommendations for possible changes. Identification of barriers to adopting the response to scientific research-based intervention model as well as identifying improvements to the discrepancy procedure to be more in line with contemporary practice would be advisable.

Other

All guidance must be consistent with Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA)..

Additional Recommendations

In addition to these three specific items, the Task Force recommends generally:

- **EMPHASIZE THE SCIENCE OF TEACHING AND LEARNING**
DESE should recommend that reading instruction explicitly and systematically address phonological awareness, phonics, spelling, vocabulary, fluency, and comprehension strategies.
- **COORDINATION AND COLLABORATION**
DESE should coordinate and collaborate with other groups and agencies involved in early education:

Many organizations and groups are committed to education, including but not limited to pre-schools, Parents as Teachers, the Coordinating Board for Early Childhood, Foster Care organizations, and Division of Children Services. In addition to collaboration with these groups and organizations, members of these organizations should be offered training and education regarding dyslexia and related disorders.

Addendum

Simple definition of discrepancy model, retrieved from <http://Understood.org>

The discrepancy model is a way to capture and compare a student's scores on different types of tests. It compares assessments of a child's intellectual ability (IQ) with how much progress he's making in school (his academic achievement).

In some cases, there may be a significant "discrepancy" (difference) between various sets of scores. The idea is that when there's a difference like this, it's evidence that an underlying condition is making it unusually hard for a child to learn.

For example, say your fifth grader's IQ falls in the average range. The expectation would be for him to be reading at a typical fifth-grade level. But say his scores show that he's actually reading at a second-grade level. In that case, there's a discrepancy between what the IQ test said he's capable of (ability) and his actual reading level (achievement)

Center for Effective Reading Instruction

Knowledge and Practice Standards for Teachers of Reading (<http://effectivereading.org>)
<http://effectread.wpengine.com/wp-content/uploads/2016/02/KPS.pdf>

Section E; pages 20-21

Part B Compliance: JANUARY 2018

THE LIST



☐ Remember the Holiday Break (including the weekends) and any professional development days when classes are not in session prior to students returning to school are **ACCEPTABLE EXTENSIONS** to the 60 day initial and reevaluation timelines.

☐ Following the holiday break is an excellent time to collect data documenting regression/recoupment to assist IEP teams to determine if **EXTENDED SCHOOL YEAR (ESY)** is required for each student. Remember that ESY is not the same as summer school - all students can receive a benefit from summer school; ESY is required to be provided in order for certain students with disabilities to receive FAPE. ESY decisions should be based on your school district policy; however, all school board policies must follow these compliance requirements:

1. ESY must be considered by the IEP team for all students with a disability
2. Documented regression/recoupment or the predicted regression/recoupment must be considered if the LEA policy uses regression/recoupment as a criterion for ESY eligibility.
3. Whether a student is to receive ESY is an IEP team decision
4. The length, nature, and type of ESY services must be determined on an individual basis by the IEP team

Additional information can be found at <https://dese.mo.gov/special-education/compliance/extended-school-year-policies>

☐ **THE STATE COMPLIANCE PLAN FOR SPECIAL EDUCATION** is being revised during the 2017-18 school year. Proposed changes in both a summary chart and a mark-up of the proposed plan are posted on the DESE website at <https://dese.mo.gov/special-education/state-plan-special-education>. The Public comment period will end on January 8, 2018. All comments received will be reviewed and a decision made to accept, accept with revisions, or reject the comment. A summary of the comments and decision will be posted on the website after January 8, 2018. The proposed plan will be presented to the State Board of Education during their February meeting.

☐ Mark your calendars for the **NEW DIRECTORS ACADEMY WEBINAR** scheduled for January 18, 2018 from 1:00 – 2:00 p.m. Special Education Finance, Data, Compliance, and Effective Practices will be answering burning questions for third quarter issues and activities. The webinar will include hot topic information as well as a live question/answer session. The link to participate is <http://desemo.adobeconnect.com/r8invdl67wh/>

☐ Multiple state-wide assessments are scheduled to take place during second semester. Remember that Form D in the model IEP documents not only participation in these assessments but also the accommodations or modifications each student should receive during the testing. Please see the link: <https://dese.mo.gov/college-career-readiness/assessment> for specifics on each of the following assessments.

☐ **ACT:** Requests for approval of accommodations to be provided to students with disabilities during the administration of the ACT to all 11th grade students. Having Form D, Form F and the student's Present Level "match" and support the need for any requested accommodations will greatly increase the likelihood of approval.

☐ **ACCESS FOR ELLs:**

Refer to Form D-Part 5: State Accommodations for ACCESS for ELLs for student specific accommodations. Remember the ACCESS for ELLs now offers an alternate version for ELLs who are eligible to participate in the MAP-A.

☐ **NAEP:** The National Assessment of Educational Progress (NAEP) will be administered to selected students in selected LEAs during second semester. Please refer to Form D-Part I: State Assessments for student specific guidance and accommodations.

☐ **COHORT 2** LEAs should be planning for professional development to maintain compliance and improve outcomes for students with disabilities. Also be sure to review procedures and practices within your LEA to increase efficiency and effectiveness in order to support continued compliance at the 100% level.

☐ **COHORT 3** should have provided documentation of individual correction of noncompliance (the I-CAP) for identified students no later than December 31, 2017. If you have not completed this activity, your compliance supervisor and/or compliance consultant will be visiting with you during the next several weeks to see if technical assistance is needed to assist you in completing this step in the self-assessment process. If your LEA had a follow-up timeline submission, these are due in IMACS no later than March 20, 2018.

☐ **COHORT 1's** Self-assessment file reviews should be well underway at this point. The findings must be entered into IMACS no later than February 1, 2018. Please call if you have questions. And be sure to make a plan to complete this project including the file reviews (due February 1, 2018) and the initial evaluation timelines and the C to B Transition timelines (both due May 15, 2018).

Be sure to contact your compliance team of DESE Compliance Supervisors and RPDC Compliance Consultants for support or if you have any questions.