



AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

June 2021

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

- Due 07/01/2021: Submit Part B Budget Application for FY21FY22
- Due 07/01/21: Complete Semi-Annual Certifications for staff paid with Part B or ECSE funds
- Due 07/01/2021: Ensure LEA's accounting system is set up with proper coding for the new fiscal year.
- Update LEA Written Procedures (Keep on file at LEA)
- *Federal Award Identification Information (Keep on file at LEA) -Enter Federal Award Identification Information in accounting records and/or complete the Federal Award Identification spreadsheet for the new fiscal year IDEA Part B Section 611 and 619 allocations.

Guides for completion of the about referenced special education processes
[special-education-finance-resources](#)

Upcoming Trainings

- *May 21, 2021, Refresher CPI Course Morning Session, 8-11:30 a.m. Location: Rock Port R-II Multipurpose room/Elementary Gymnasium
- *May 21, 2021, Refresher CPI Course Afternoon Session, 1-4:30 p.m. Location: TAC Center Multipurpose room
- *August 12, 2021, Refresher CPI Course Morning Session, 8-11:30 a.m. Location: Avenue City School District
- *August 16, CPI Full Foundation Course, 8-3:30 p.m. Location: Stewartville School District
- *August 27, 2021 CPI Refresher Course a.m./p.m. at NWMSU*
- *August 9, 2021 Paraprofessional Bootcamp Training Day #1 9-3 @ NWMSU†
- *August 9, 2021 Why Me? Behavior Training at NWMSU, 9-3, Meeting Room D
- *August 13, 2021 Paraprofessional Bootcamp Training Day #2 9-3 @ NWMSU†
- *Lumen Training-9-12 August 10, 2021 at NWMSU, Student Union, Meeting Room D
- *SpedTrack Training-9-2:30 p.m. August 11, 2021 at NWMSU, Student Union, Meeting Room D
- *Evaluation Process Training, August 26, 2021-NWMSU, 9-3
- *August 31-Sped Admin Training 9-3

Monthly To Do List

- Finish collecting data for your Graduate Follow-Up Report for SPP Indicator 14.
- Complete First Steps transitions for students with summer birthdays-remember you are required to attend transition meetings regardless of the summer break
- *Complete and email program evaluations back to Cindy Naber for 2020-2021 school year by June 9, 2021
- *Complete for end of year shared google document of student services summary sheet by June 9, 2021

Tiered Monitoring Cohort

2020-2021		
Self-Assessment Cohort 1	Maintain Cohort 2	CAP Cohort 3
West Nodaway	Jefferson	Avenue City
Fairfax		Craig
King City	North Nodaway	Mound City
Nodaway Holt	South Holt	North Andrew
Pattonsburg	Tarkio	Northeast Nodaway
Stanberry	Union Star	Rock Port
	Worth County	South Nodaway

Happy June Everyone! I realize this is a little early, but I wanted to get it out to you before I was on the road tomorrow facilitating trainings. I still have openings for the CPI refresher at Tarkio in the afternoon. This maybe your last opportunity to recertify before you expire in July or August. The recertification class at Avenue City is FULL, YAY! So that means, the next available date is August 27.

Be sure to check out the summer trainings offered by ACES. Check the DESE and RPDC websites for additional professional development opportunities.

- Please be sure to let me know of any changes to those in the Superintendent, Principal, Counselor or Special Education Director Roles to help update our contact lists for next year.
- Speech Implementer Model Forms, SW Contracts & Cooperative Renewal Contracts will be signed after July 1.
- Audiometers have been calibrated. You should receive the certificate in an email to the district contact. If you don't arrange pickup, they will be available to supers at the 8-30-21 board meeting.
- Emmy Brown, ACES Office Manager, will have shortened hours during the summer months. Please email her before stopping by the office to borrow resources & assessments, etc. Her email emmy.brown@mndcty.org
- Please send me your Data Collection for ACES Program Evaluation and Student Services Summary
- I will be in and out of the office, and checking email periodically over the summer. I will not be available May 23-June 6.

Please don't hesitate to contact me should you have any questions or needs. Thank you for all you do and have a wonderful summer break, see you in the fall!!~~Cindy

ACES Board
Meeting Schedule
 NWMSU J.W. Jones Student Union
 3rd floor Meeting Room D
 Maryville, MO.
 • August 30, 2021 @ 11 a.m.

Fall LASE Meeting-TBA

ACES
 1212A S. Main Street
 Maryville, MO 64468
 660.582.3768

Director
 Cindy Naber
 cindy.naber@mndcty.org
 660-254-6134

Office Manager
 Emmy Brown
 Emmy.brown@mndcty.org
 660-582-3768

Educational Diagnostician
 madison.douglas@mndcty.org
 660-234-0181

Behavior Interventionist
 Jody Renfro
 jody.renfro@mndcty.org
 660-582-3768

ACES Monthly Data Report

May Statistics

- ◆ Diagnostic Assessments: 15
- ◆ Behavior/Adaptive Assessments Completed: 3
- ◆ Behavior Interventionist School Visits: 11
- ◆ Director Visits: 9
- ◆ Director Trainings: 4

Compliance Corner

Know the difference between 504s and IEPs.

Both Individualized Education Programs (IEPs) and 504 plans can offer formal help for K-12 students who are struggling in school. They're similar in some ways but very different in others. Educate yourself to better provide assistance to students.

<https://www.understood.org/en/school-learning/special-services/504-plan/the-difference-between-ieps-and-504-plans>

FAQ about Paraprofessionals

Myth: If multiple special education students in a classroom have periodic contact with a classroom paraprofessional and receive assistance from them, then all of their IEPs must reflect that they are receiving paraprofessional services.

Fact: Classrooms are frequently staffed with a paraprofessional who provides supports or occasional assistance to all the general education and/or special education students in the room. That paraprofessional's main function is to support the classroom teacher. If a student only obtains incidental benefit from the classroom paraprofessional and does not consistently require the support from a paraprofessional to function in the classroom and make progress towards their IEP goals, then the student does not need paraprofessional supports documented in their IEP.

Myth: Paraprofessionals are only required to have orientation training.

Fact: Paraprofessionals, including those who hold a teaching certificate, are required to have received fifteen (15) clock hours of training within six (6) months of hire including orientation and initial training prior to working with the student. The strategies, practices and needs described in the students' IEP's should guide the training provided to paraprofessionals so it is focused on the needs of the individual students the paraprofessional will be serving. A minimum of ten (10) clock hours each school year thereafter is also required even when the paraprofessional holds a teaching certificate. The training paraprofessionals receive must help them perform their assigned duties

10 WAYS TO LOOK AFTER YOUR MENTAL HEALTH



Talk about your feelings



Keep active



Eat well



Take a break



Drink sensibly



Keep in touch



Do something you're good at



Accept who you are



Ask for help



Care for others



Mental Health Foundation



Extended School Year May 2021

MYTH: Extended School Year (ESY) is the same as summer school.

FACT: ESY is NOT summer school. Summer school is designed to benefit all students usually through regular curriculum enrichment activities, while ESY is special education and related services that are provided to a student during breaks in the school year to mitigate regression in skills and reduce the amount of recoupment needed for the student when school resumes. Typically, summer school is optional for all students, however, ESY is required if the student's IEP team determines ESY services are necessary to provide free appropriate public education (FAPE).

What is Extended School Year (ESY)?

What ESY IS:	What ESY IS NOT:
<ul style="list-style-type: none"> • Based only on the individual child's specific critical skills that are key to his/her overall educational progress as determined by the IEP team. • Designed to maintain mastery of critical skills and objectives represented on the IEP and achieved during the regular school year. • Designed to maintain a reasonable readiness to begin the next year. • Based on multi-criteria and not solely on regression/recoupment. • ESY services focuses on specific critical skills where regression may occur. • Considered as a strategy for minimizing the regression of skill, thus shortening the time needed to gain back the same level of skill proficiency. • Deliverable in a variety of environments such as: a) Home with the parent teaching, and staff consulting, b) School based, c) School based with community activities, and d) Related services along or in tandem with the above. 	<ul style="list-style-type: none"> • A mandated 12-month service for all children with disabilities. • Required for the convenience of the school or parents and, therefore, cannot serve as a day care or respite care service. • Required or intended to maximize educational opportunities for any child with a disability. • Necessary to continue instruction for all of the previous year's IEP goals. • Intended to help children with disabilities advance in relation to their peers. • Required solely when a child fails to achieve IEP goals and objectives during the school year. • To provide a child with education beyond is prescribed IEP goals and objectives.

Adapted from chart developed by [Nebraska Department of Education](#)

MYTH: The purpose of ESY is so that the student can work on new skills that were not covered or mastered during the school year.

FACT: The purpose of ESY is to mitigate the loss of previously learned skills, rather than advancing new skills. When making individualized ESY determinations, the critical question that each IEP team must ask is, “**Will the learning that occurred during the regular school year be significantly jeopardized if ESY services are not provided?**” If the answer is “yes” then ESY services are necessary for the provision of FAPE for the student. ESY is not a day care or respite care for the parents, nor is it tutoring for the purpose of advancing skills or an opportunity to provide enrichment. The intent of ESY is to maintain previously learned skills.

MYTH: ESY eligibility is based solely on regression and recoupment data.

FACT: No one single criterion can be used as the sole qualifying factor for ESY eligibility. IEP teams should examine multiple factors in addition to regression (amount of skills lost over a set period of time they are out of school) and recoupment (how quickly a student regains skills once the student returns to school) data. Additional factors for teams to consider are:

- Nature and severity of the child’s disability
- The child’s rate of progress towards learning critical skills and IEP goals
- The child’s past rates of regression
- Critical skills that may be emerging or any window of opportunities for learning critical skills that may be jeopardized
- The areas of learning crucial to the child’s attainment of self-sufficiency and independence
- Behavioral needs of the child that may interfere with learning
- Physical needs of the child that require continuous support
- Ability of parents to provide educational structure at home
- Areas of the child’s curriculum that need continuous attention
- The child’s vocational needs
- Opportunity for the child to interact with non-disabled children

The IEP team makes the decision about eligibility for ESY services by examining a variety of sources of data that have been collected throughout the school year, including before and after scheduled breaks in the school year, such as Thanksgiving, winter break, and spring break. Data sources could include: progress monitoring data towards goals in current and past IEPs, progress reports maintained by teachers, therapists and other having direct contact with the student before and after breaks in education, parent reports of changes in behavior or skills loss during breaks, medical records indicating degenerative type of conditions that become exacerbated during breaks in educational services, observational data, and any curriculum based measures or progress monitoring data taken over the course of the year and before/after breaks.

MYTH: The LEA determines eligibility for ESY.

FACT: The determination about ESY eligibility is an IEP team decision, of which all members of the team, including the parents, should participate. ESY determinations regarding eligibility, specific ESY services required for FAPE, frequency and amount of ESY services are not to be made unilaterally by the LEA. IEP teams should make these types of determinations based on the unique needs of the individual student. ESY determinations are made by the IEP team on an annual basis. Written notice must be provided prior to adding or changing ESY services in the IEP.

MYTH: Schools are not required to provide ESY services.

FACT: Under Individuals with Disabilities Education Act (IDEA), every LEA is required to provide ESY services to any student who needs ESY services for FAPE. ESY services include special education services and related services. ESY services are not limited to addressing academic concerns. ESY services can also address physical, social, emotional and behavioral needs of students. LEAs may not limit ESY services to a certain time period (ie 3 weeks in June, or only over summer break) when the student would not benefit from services during the planned period but would benefit from services during a different time period or for an additional amount of time beyond the planned period. Nor may they limit ESY services to only certain groups of students. ESY services can be provided during any break from the regular school year and to any student who needs the services to meet their individualized need for FAPE. The determination as to the specific amount, frequency and type of ESY services should be made by the IEP team based on the individualized needs of the student, not driven by district imposed ESY program guidelines.