



AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

March 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

- ◆ Proportionate Share Carryover Release Request due 4/30/21 for LEAS releasing unexpended proportionate share carryover funds
- ◆ Verify Data to be used in new FY IDEA Part B, Section 611 and 619 allocation calculations-see SELS message for due date
- ◆ Part B Budget Application Revision-review current year Part B Budget application and complete a revision if federal funds need to be adjusted.
- ◆ Review Form D in preparation for MAP testing-changes can be made through an IEP amendment
- ◆ Begin planning for ESY services

Upcoming Trainings

CPI Refresher courses

- ◆ 03/10/2021 8-11:30 a.m. Stanberry School District
- ◆ 5/5/2021 8:30-12 p.m. North Nodaway School District
- ◆ 05/14/2021 West Nodaway 1-4:30 p.m.
- ◆ 5/21/2021 8-11:30 a.m. Rockport School District
- ◆ 08/12/2021 8-11:30 a.m. Avenue City School District

Fall CPI Full Foundation Course

- ◆ 08/16/2021 8-3:30 Stewartsville School District

See attached list for additional upcoming trainings

Monthly To Do List

- ◆ Cohort 1-Parent Sped Survey due by 3-31-2021
- ◆ Cohort 1-Begin to work on timeline data for initial evaluation and Part C to Part B Transitions due 4/30/21
- ◆ Cohort 3-Begin working to clear CAP's Samples of Correction due 4/1/2021
- ◆ Spring Map-A assessment Instructionally Embedded Window (required for all – ELA, math, science) open Feb. 1 and due May 21, 2021. [MAP-A information](#)

Guides for completion of the about referenced special education

Tiered Monitoring Cohort

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

Director's Desk-

Greetings Cooperative Members,

Spring is just around the corner, I promise you!! Seeing my baby goats bounce around in the sunshine is so refreshing. I felt like the last few weeks of cold have been long and dreary. I think it takes a special kind of person to live in Alaska!

With 3rd quarter in full swing, often we see an increase in requests for special education evaluations. We here at ACES are ready to support you during this busy season of referrals. Please don't hesitate to reach out especially if you need help with determining ESY services for students. If you feel you may run over your assessment CAP numbers, get ahold of me right away and we will get something worked out. DESE provides the following guidance when processing evaluation requests: "Please be sure your district has procedures and practices in place to process these requests from agency personnel and parents up until the last day of the school year. Public agencies cannot have an arbitrary cut-off date for accepting requests for an initial evaluation; however, it is important to keep in mind that there are acceptable extensions to the first 30 and 60 days of the evaluation timeline listed in the Missouri State Plan for Special Education, Regulation III (p. 34). There are no acceptable extensions to the 30 day timeline for developing an IEP." Thank you and Happy 1st day of spring this month! ~Cindy

ACES Board Meeting Schedule

Northwest Technical School
New Commons Room
1515 South Munn, Maryville, MO 64468
> April 9, 2021 @ 11 a.m.

**LASE Meeting
March 16, 2021
9-3 p.m.**

Northwest Technical School,
New Commons Room
1515 South Munn, Maryville,
MO 64468

April 14, 2021 9-12 p.m. A Morning
with Shellie Guin @ emPowerU
Building in St. Joseph, MO

ACES

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ACES Monthly Data Report

February Statistics

- ◆ Diagnostic Assessments: 32
- ◆ Behavior/Adaptive Assessments Completed: 2
- ◆ Behavior Interventionist School Visits: 17
- ◆ Director Visits: 10
- ◆ Director Trainings Conducted: 2

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

DESE Guidance-Extended School Year for Students with Disabilities'

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.

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.

Tips for Talking to a Depressed Teen

Offer support	Let depressed teenagers know that you're there for them, fully and unconditionally. Hold back from asking a lot of questions (teenagers don't like to feel patronized or crowded), but make it clear that you're ready and willing to provide whatever support they need.
Be gentle but persistent	Don't give up if your adolescent shuts you out at first. Talking about depression can be very tough for teens. Be respectful of your child's comfort level while still emphasizing your concern and willingness to listen.
Listen without lecturing	Resist any urge to criticize or pass judgment once your teenager begins to talk. The important thing is that your child is communicating. Avoid offering unsolicited advice or ultimatums as well.
Validate feelings	Don't try to talk your teen out of his or her depression, even if his or her feelings or concerns appear silly or irrational to you. Simply acknowledge the pain and sadness he or she is feeling. If you don't, he or she will feel like you don't take his or her emotions seriously.

Type of Training

PD Time

Description

Type of Training	PD Time	Description			
Crisis Prevention and Intervention Training (CPI) Refresher Course	Small Staff Team	3.5 hour	Formal refresher trainings are required within a 12 month period for continued certification	When: 03/10/2021 8-11:30 a.m. 5/5/2021 8:30-12 p.m. 05/14/2021 1-4:30 p.m. 5/21/2021 8-11:30 a.m.	Where: Stanberry School District North Nodaway School District West Nodaway Rockport School District
Crisis Prevention and Intervention Training (CPI) Foundation Course	Small Staff Team	8 hour	Initial training for certification in CPI techniques	8/16/2021	Stewartsville School District
Paraprofessional Training	Small Staff Team	6 + hour (2 separate Training Sessions)	Job specific training required by DESE enabling paraprofessional to perform duties as assigned in the member districts.	TBA	
Special Education Teacher Cohort Training	Small Staff Team	6+ hour (4 separate training sessions)	This cohort is designed to build capacity in staff in the areas of: compliance, timelines/due dates, evaluation procedures, communication & collaboration, and other best practices.	03/18/2021	Northwest Technical School New Commons Room 1515 South Munn, Maryville, MO 64468
Academic and Behavior Assessment Training	Small staff team	4 hour	Review and training of commonly used assessments	TBA	Northwest Technical School New Commons Room 1515 South Munn, Maryville, MO 64468
Behavior Management Training	Whole Staff team	6 hour	Understanding and addressing behaviors that occur in the classroom	March 25, 2021 9-3 p.m.	Northwest Technical School New Commons Room 1515 South Munn, Maryville, MO 64468

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