



AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

April 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

- ◆ **Due 04/30/2018:** FY18 Part B Budget Application Amendments- Review current year Part B Budget Application and complete a revision if Federal funds need to be adjusted. Changes to budgeted MOE are not needed after initial budget application approval.

DESE Due Dates can be found here:

<https://dese.mo.gov/sites/default/files/sef-CalendarFY18.pdf>

Upcoming Trainings

- ◆ CPI Training- Recertification Classes at Fairfax School District: August 1, 2018, 8-11:30 a.m. August 1, 2018, 12-3:30 p.m.

Full Foundation Course: April 11, 2018 @ Union Star 8-3:30 p.m. Call to reserve spot
-August 2, 2018, 8-3:30 p.m. @ Fairfax School District

- ◆ New Special Education Director Academy 2018: July 24-27, 2018, Capitol Plaza Hotel, Jefferson City Charting the Course for Success

Registration Details: <https://dese.mo.gov/special-education/effective-practices/new-directors-academy>

- ◆ Transition Institute (Tan-Tar-A): June 26-28, 2018

Register at: <https://dese.mo.gov/special-education/effective-practices/statewide-training-opportunities>

Monthly To Do List

- ◆ **Due 04/01/2018:** Cohort 3: Begin working to clear CAP's
- ◆ **Due: 05/15/2018:** Cohort 1: Initial Evaluations & C to B Transitions in IMACS
- ◆ Spring Assessment Window Open: Check for specific dates here <http://dese.mo.gov/college-career-readiness/assessment>
- ◆ Begin collecting data for your Graduate Follow-Up Report for SPP Indicator 14.
- ◆ Review Form D in preparation for MAP testing-changes can be made through an IEP amendment when necessary
- ◆ Begin planning for ESY Services

Tiered Monitoring Cohort

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

Director's Desk

Greetings! I pray that Spring break was rejuvenating and relaxing if you had the pleasure of having one. Easter was a joyous occasion at our home, as we reveled in watching our children and grandchildren enjoy the holiday. It is amazing how watching others enjoy themselves, can bring such pleasure to oneself.

As educators, we watch our students enjoying what they are doing, and that brings us joy and a sense of pride in their accomplishments. Now fourth quarter is upon us, and that means MAP, EOC, and ACT testing. YIKES! It is now time for our students to demonstrate what they have learned all year long. Tensions run high during this time, and everyone seems to be on a shorter fuse. Technology doesn't work right or the wifi/internet isn't strong enough in your building to run all of the testing devices, and the list goes on and on. I wanted to provide a little Spring Survival Guide to help keep spirits high and tensions low-these are easy!

1. Open the Shades- Pull those shades up and flood your students with light and maybe a little dose of vitamin D. If the temperature creeps back up to civilized levels, open the window a crack while you are at it and let in a little fresh air.
2. Bring flowers into the classroom-caring for a plant can be the perfect project for a student who may seem detached or disaffected
3. Do a little Spring cleaning/organizing and put up some bright colors/decorations in your classroom
4. Drive home with the windows down and the heat on high-it is worth it, trust me!
5. Change what you eat-throw out the Valentine's and Easter candy and grab some fruit and vegetables

I am always available should you have a questions or need support. Call, email, or text me -Cindy

ACES Board Meeting Schedule

ACES Board

Meeting Schedule

(NMWSU Campus CIE 1402)

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

March Statistics

- ◆ Diagnostic Assessments: 46
- ◆ School Psychologist Behavior Visits: 12
- ◆ School Psychologist Consultation: 5
- ◆ School Social Worker Visits: 35
- ◆ Director Visits: 8
- ◆ Director Consults: 8
- ◆ Director Trainings Conducted: 1

Compliance Corner

Required Documents for Graduating Students (or age 21)

- ◆ Summary of Performance (SOP)
 - Presented no more than 60 days prior to graduation
- ◆ NOA
 - Notice of Action-Exiting/Graduation, Change in Services, Change in Placement
 - Include statement about required graduation credits under Other Relevant Factors, i.e.-"Graduation, and change in services and placement are contingent upon Student meeting the graduation requirements of the State of Missouri and the X School District. Should Student fail to meet the requirements, no change in services or placement will occur."
- ◆ Destruction of Records
 - Records must be maintained for at least 3 years following graduation or last day of service.

Spring has sprung! And there's no better time to find fun, engaging activities to support kids' development in all areas! There are many creative ways to embed sensory input into typical learning activities to make learning accessible to all students. Some kids need an extra dose of movement for concepts to really sink in. Others respond best when material is introduced through music. Still others need a hands-on approach - they need to manipulate objects, build things, and take things apart. And some kids may need *less* sensory input to stay focused and attentive.

Today, we'll take several common classroom activities and give examples of how to turn them on their heads with a little extra dose of sensory input that can help kids attend, engage, participate, and truly show us what they know!

Journals and Handwriting

Typical activities:

- Draw a picture in a journal/notebook and write about what you drew.
- Handwriting or tracing pages

Alternatives:

- 1 || Add some vestibular input: Break into small groups or partners, act out a story or idea, and then write about it in journal.
- 2 || Add some vestibular input: Allow children to complete their writing in different positions around the room - sitting or lying on the floor or sitting in a beanbag chair with a clipboard, in standing with work taped to the wall, even lying under a table with their work taped to the underside of the table!
- 3 || Add some auditory input: Listen to a story on headphones and draw a picture while listening.
- 4 || Add some tactile input: Practice letter formation in a sand or salt tray with colored paper at the bottom or try tracing/writing using a [Squiggle Wiggle Writer](#).
- 5 || Add some visual input: Allow kids to use different pens, markers, and colored pencils for writing and drawing.
- 6 || Add some olfactory input: Color/draw in journals using [Scented Markers](#). Find more great ideas here: <https://theinspiredtreehouse.com/23-ways-to-create-a-sensory-friendly-classroom/>

Mental Health Tidbits

How to Prevent Paperwork from Pulling You Under

- A desk is an ideal place for paper to pile. And pile. And pile. That's why educator Sarah Hudson devised a fool-proof method for eliminating the towering piles before they buried her. "I got rid of my desk!" she says.
- Sometimes educators get attached to their papers. This is very dangerous and should be avoided, according to Mary Pat Spon. "Touch papers only once," she advises. "Then skim, file, or toss"
- There's strength in numbers, so don't be afraid to enlist the help of your students, says Sherell Lanoiz. "Review and correct assignments in class with students," she says. "They get immediate feedback on how well they have done and they can ask questions about mistakes.
- While her students are working, Kathy Schaub circulates the room, not unlike a hawk or other predator seeking its prey. When she sees that a student is finished with an assignment, she grabs it and grades it. "That way by the time they've finished, it's been checked, they've had an opportunity to make corrections and I can give them the help they may need."
- A common sense approach to avoid being buried by paperwork is to limit its growth, says Susan M. Peyton. "I don't make too many extra copies, and I save most of my handouts on computers. Also, I keep student work organized in folders that I take home to grade. If I don't plan to grade it, I don't have the students turn it in."

Read more here: <http://www.nea.org/tools/survival-guide.html>