

**AREA COOPERATIVE FOR EDUCATIONAL SUPPORT**

**December 2018**

**Upcoming Trainings**

* **CPI Full Foundation Training**

**-please contact me to schedule**

* **Paraprofessional Training:**

(NMWSU Campus CIE 1402)

9:00AM-3:00PM

February 7, 2019

* **New Special Education Teacher Cohort Meetings:**

(NMWSU Campus CIE 1402)

9:00AM-3:00PM

January 17th, 2019

March 14th, 2019

* **LASE Meetings:**

(Maryville R-2 Administration)

9:00AM-3:00PM

January 24, 2019

March 7, 2019

**Important Due Dates**

* **12/01/2018:** December Child Count due in Core Data**12/15/2017:** December Child Count due in Core Data
* **12/31/2018:** Audit Submissions Due for Tiered Monitoring
* **01/01/2019:** Semi Annual Certifications for staff paid with federal funds.
* **01/31/2019:** Cohort 2-Begin prepping for Finance Self-Assessment-this is open for Cohort 2 to report on prior year compliance with IDEA Part B Federal Finance Regulations
* **02/01/2019:** Cohort 2 Compliance Self-Assessment File Reviews

DESE Due Dates can be found here:

[Sped Finance Calendar 2018-19](https://dese.mo.gov/sites/default/files/sef-CalendarFY19.pdf)

**Monthly**

**To Do List**

* Continue giving MAP-A assessment through the Instructionally Embedded Windows in the DLM system.
* Review Special Education Self- Assessment Special Education Program Review Report. Please contact me if you would like support in navigating the CAP’s.
* Submit ICAP in IMACS (Cohort 1)-due December 31st
* December 15, 2018- submit Child Count

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.

Director’s Desk

December brings out our holiday decor, Christmas programs, classroom parties and anticipation of Winter break. For most of us in the special education world, this is crunch time. We try to get our progress monitoring completed, finalize student evaluations, and conduct IEP meetings all within two short weeks. However, when we rush the special education process, we make mistakes. Determinations that may negatively impact a student’s educational career are made, often times without enough supporting data to justify. Compliance mistakes are made within the paperwork, which we end up answering for later during self-assessment or even child complaints. Christmas break is an acceptable extension in your evaluation timeline except in the development of an IEP. Once a student is determined eligible, an IEP must be developed within 30 days. So, let’s not rush that evaluation process unnecessarily. If your timeline allows, take a step back from it all over winter break and come in with a new perspective. If you ever have any questions related to required timelines, please don’t hesitate to email or call. It is better to have a proactive approach, then a reactive approach. Merry Christmas from our families to yours~Cindy

**Tiered Monitoring Cohort**

|  |  |  |
| --- | --- | --- |
| **2018-2019** | | |
| **CAP** | **Self-Assessment** | **Maintain** |
| **Cohort 1** | **Cohort 2** | **Cohort 3** |
| West Nodaway | Jefferson | Avenue City |
| Fairfax | Worth County | Craig |
| King City | North Nodaway | Mound City |
| Nodaway Holt | South Holt | North Andrew |
| Pattonsburg | Tarkio | Northeast Nodaway |
| Stanberry | Union Star | Rock Port |
|  |  | South Nodaway |

## Back Page Story Headline

**Compliance**

**Corner**

Acceptable Timeline Extensions to the special education process

-snow days

-agency vacation days

-child’s absence because of illness

-summer break

NOTE: Weekends are counted as calendar days except during extended breaks when school is not in session (i.e. holiday break in December and summer break)

200.425 S&I

**ACES Monthly Data Report**

**November Statistics**

* Diagnostic Assessments: 25
* School Psychologist Behavior Visits: 14
* School Social Worker Visits: 30
* Social Worker Trainings Conducted: 1
* Director Visits: 4
* Director Trainings Conducted: 4

**ACES Board**

**Meeting Schedule**

**ACES Board**

**Meeting Schedule**

*(NMWSU Campus CIE 1402)*

January 23, 2019 10 a.m.

April 23, 2019 10 a.m.

**CIE (Center for Innovation and Entrepreneurship)**

**1402 N College Drive**

**Maryville, MO 64468**

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**MYTH**:   A student must be reevaluated in order to dismiss that student from a related service included on their IEP.

**FACT:**  The IDEA defines related services as “transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. . .” in Regulation I – General Provisions on page 6 of the Missouri State Plan for Special Education.  The IEP team makes the determination if a specific related service is required to assist a student to benefit from special education.  This also means the IEP team can make the decision to dismiss a student from a related service included on their IEP with one exception.  That exception is when the related service is also the only specialized instruction the student is receiving (e.g. speech therapy, language therapy, etc.) and the dismissal would exit the student from special education.  This exception is because the IDEA requires a public agency to reevaluate a child with a disability before determining that the child is no longer a child with a disability.

Mental Health Tidbit

By Haley Humes

Sometimes it is not always possible or simple to move a student to an independent sensory room to self-regulate. Below is a graphic of some great suggestions on how to develop your own calm down box in your classroom that can be used for all students! We all have moments where we feel angry, stressed, frustrated, or anxious and need that space to self-regulate our feelings and bodies. Having a calm down box in your classroom can provide that space for students and provide those coping strategies **before** feelings or behavior get out of control! Find what works for you and make it a fun and useful part of your classroom environment!