



AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

January 2022

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

- ◆ 01/01/2022: Notified LEAS must complete Special Education finance Self-Assessment due 01/31/2022
- ◆ 01/01/2022: Semi Annual Certifications for staff paid with federal funds.
- ◆ Proportionate Share Carryover Release Request-if applicable due April 30
- ◆ 02/01/2022: 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 from last school year.-if applicable due April 30
- ◆ Guides for completion of the about referenced special education processes

Guides for completion of the about referenced special education processes [special-education-finance-resources](#)
DESE Due Dates can be found here: [Sped Due Date Cal](#)

Upcoming Trainings

- January 11, 2022-CPI Full Foundation Course-NWMSU 8-3:30 P.M.
- January 18, 2022-CPI Refresher at NWMSU 8-11:30 a.m.
- January 19, 2022- Special Education Teacher Cohort Day 2 9-3 p.m. at NW Tech Center, New Commons Room, Maryville, MO
- February 9, 2022- Special Education Teacher Cohort Day 3 9-3 p.m. at NW Tech Center, New Commons Room, Maryville, MO
- February 15, 2022- Special Education Director Cohort Day 3 8-11:30 a.m. at NWMSU
- April 5, 2022- Special Education Director Cohort Day 4 8-11:30 a.m. at NWMSU
- April 6, 2022- Special Education Teacher Cohort Day 4 9-3 p.m. at NW Tech Center, New Commons Room, Maryville, MO
- March 9, 2021-CPI Refresher at Stanberry

Monthly To Do List

- ◆ Schedule Initial & Renewal CPI Trainings as needed
 - ◆ 100.280 Paraprofessional Training-please ensure this requirement is met and documentation is present in HR file
 - ◆ Educate yourself on who is an ECSE student and ensure they are coded correctly in MOSIS and reported to your related service providers correctly
 - ◆ Please contact me if you would like support in navigating the CAP's.
 - ◆ Instructionally Embedded Window (required for all – ELA, math, science)February 7, 2022
- Cohort 1: Clear all CAPs by submitting Evidence of Correction documentation for all areas of non-compliance in IMACS 2.0. Continue this step until each CAP is cleared by assigned DESE Supervisor.4/1/2022**

Tiered Monitoring Cohort

2021-2022		
CAP	Self-Assessment	Maintain
Cohort 1	Cohort 2	Cohort 3
West Nodaway	Jefferson	Avenue City
Fairfax	Osborn R-0	Craig
King City	North Nodaway	Mound City
Nodaway Holt	South Holt	North Andrew
Pattonsburg	Tarkio	Northeast Nodaway
Stanberry	Union Star	Rock Port
Stewartsville C-2	Worth County	South Nodaway
Buchanan County R-IV		

Director's Desk:

Good Afternoon and welcome to the New Year 2022! I hope the holiday break gave you an opportunity to connect with loved ones and share in special memories. The Christmas season has always been my favorite time of year. The struggle coming back to the office is REAL. ☺

We have several trainings lined up this month to ring in the New Year. If you have new staff that will need CPI training, please take advantage of the January 11 date. I do not have another full foundation training scheduled. If you have let your certification expire, the time to act is now. Also, last year I conducted trainings in January and February. Those people in attendance will be coming up on expiration soon. To accommodate them, I have scheduled a CPI refresher course on January 18, 2022, that sign-up sheet was also sent out in December. There will not be another refresher until March 9 at Stanberry School.

Don't forget the free professional development opportunities through our LASE group. This Friday, January 7, 2022, we have Jane Jackson and Lauren Struthers presenting on dyslexia, SMART goal writing, and DESE compliance updates. We also have a Lunch & Learn planned with PresenceLearning hosting.

We are still getting referrals for testing several weeks into the 60 day timeline. Today, we received a referral that was on day 37 of the 60 evaluation timeline. With calendars booked a month in advance, it makes it very difficult to meet those kind of time restraints. Please, fax or email the completed RED, consent forms, signed PWN for assessment as soon as you receive parental consent.

Thanks so much for your cooperation and collaboration to ensure the cooperative needs are met in a timely manner. Should you have questions or need support, please call. Happy January~~Cindy

ACES Board Meeting Schedule

ACES Board Meeting Schedule. All meetings take place at 11 a.m.

- February 22, 2022
- April 28, 2022

Location: NWMSU Student Union, Meeting Room D (third floor)

LASE (Local Administrators of Special Education) Meetings January 7, 2021 9-3 p.m. NW Tech Center (New Commons Room) See you there!

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
660-254-0181

Behavior

Interventionist/School Psychological Examiner

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

ACES Monthly Data Report

December Statistics

- ◆ Director District Visits: 7
- ◆ Diagnostic Assessments: 27
- ◆ Cooperative FIEP meetings YTD: 3
- ◆ Behavior Interventionist District Visits: 15
- ◆ School Psychological Examiner assessments completed: 12
- ◆ School Psychological Examiner FBA/BIP-1

Compliance Corner

- ◆ Please don't hesitate to contact the ACES Director or RPDC Lauren Struthers if you have questions or need Compliance advice!
- ◆ When requesting an assessment from the related service providers, please submit the request form. The request forms are found on our website areacooperative.weebly.com
- ◆ Please keep my newsletters to reference and help guide you in sped compliance and important due dates.
- ◆ Please review the process for requesting testing or Behavior Intervention services.
<http://areacooperative.weebly.com>



Be in the KNOW on Related Services

Myth: Related services must be provided when a parent presents a recommendation/prescription from a doctor for a specific therapy (OT, PT, Speech, etc). **Fact:** The IEP team needs to consider the recommendation; however, the team is not required to provide the service unless there is an educational relevancy and because the child will not be able to benefit from their special education without the related service. In making this determination teams should discuss questions such as the ones listed below: 1. will the absence of the related service impede the student's participation in the general education curriculum and their specific specially designed instruction? 2. Could the purpose for considering a related service be addressed effectively by the classroom teacher and/or paraprofessionals?

Myth: Related services do not have to support special education services.

Fact: An IEP team must include a specific service as a related service in the student's IEP only if the service is necessary for the student to gain benefit from special education. IEP teams must determine an educational relevance when deciding what related service(s) may be necessary for the student to receive FAPE. Educational relevance exists when a proposed related service can be explicitly linked with an identified component of the student's IEP and the student will not be able to make progress toward meeting his or her goals and gain benefit from their special education as identified in their IEP without the related service. IEP teams need to keep in mind that an IEP should be reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances; therefore, careful consideration of what related services may be educationally relevant should occur.

Myth: You always have to conduct an evaluation in order to add a related service.

Fact: The student's IEP team, as part of the IEP development process, determines which related services are educationally relevant and necessary for the student to gain benefit from their special education. The team will make this determination based on a variety of sources of data. IDEA defines an evaluation as the procedures used to determine if a student has a disability and, if so, the nature and extent of their resulting need for special education and related services. A comprehensive evaluation serves two purposes: identifying students who need specialized instruction and related services because of an IDEA-eligible disability and helping IEP teams identify the student's special education and related services needs in order to write an appropriate IEP. (71 Fed. Reg. 46,548, 2006).