



AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

January 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

- ◆ 01/01/2021: Semi Annual Certifications for staff paid with federal funds.
- ◆ 01/01/2021: Cohort 2-Begin prepping for Finance Self-Assessment
- ◆ 01/31/2021-LEAs in Cohort 2 submit Special Education Finance Self-Assessments
- ◆ Proportionate Share Carryover Release Request-if applicable due April 30
- ◆ 02/01/2021: Cohort 1 Compliance Self-Assessment File Reviews
- ◆ Complete Blind Literacy Survey & Blind/Deaf Census-Information may arrive via mail
- ◆ 02/01/2021: 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.

Guides for completion of the about referenced special education processes

[special-education-finance-resources](#)

Upcoming Trainings

- ◆ Crisis Prevention and Intervention Training (CPI) Foundation Course-01/28/2021
- ◆ 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
- 5/21/2021 8-11:30 a.m. Rockport School District

See attached list for additional upcoming trainings

Monthly To Do List

Written public comments on the proposed changes to the MO State Plan are being solicited beginning December 30, 2020, and should be directed as follows no later than the close of business on January 24, 2021, to: Special Education Compliance Department of Elementary and Secondary Education P. O. Box 480 Jefferson City, MO 65102-0480 Fax: 573-751-3910 Email: Idea.Comments@dese.mo.gov [@dese.mo.gov State Plan Changes](https://dese.mo.gov/StatePlanChanges)

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
Pattonsburg	Tarkio	Northeast Nodaway
Stanberry	Union Star	Rock Port
	Worth County	South Nodaway

Director's Desk-

Happy New Year!

What a cold front we have had lately! Jack Frost has visited our house almost nightly and leaves a beautiful landscape for us to enjoy. This doesn't make travel very fun early in the morning, but when the sun shines, it sure makes a gorgeous view!!

This month I want to focus on self-monitoring. Self-monitoring is defined as a personality trait that refers to an ability to regulate behavior to accommodate social situations. In this situation, I want to focus on the social environment of the school setting. Some of our students lack this ability to self-monitor, thus it can be reflected as negative behaviors in the school setting. However, it can be a learned skill and that skill can be taught in the school setting much like mathematics and reading.

Taking a proactive approach to teaching self-monitoring skills, rather than a reactive approach, is paramount to decreasing negative behaviors before they manifest. There are many resources available to you in the ACES office to assist you with teaching self-monitoring skills. Give us a call to check one out today!

Call, text, or email with any concerns or questions you may have. Thank you, Cindy

ACES Board Meeting Schedule

ACES Board Meeting Schedule

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

February 10, 2021 @ 11 a.m.
April 9, 2021 @ 11 a.m.

LASE Meeting
January 19, 2021
9-3 p.m.

Northwest Technical School
1515 South Munn, Maryville,
MO 64468

ACES

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ACES Monthly Data Report

December Statistics

- ◆ Diagnostic Assessments: 28
- ◆ Behavior/Adaptive Assessments Completed: 7
- ◆ Behavior Interventionist Staff/Agency Consultation: 20
- ◆ Director Visits: 7
- ◆ Director Trainings Conducted: 1

Compliance Corner

- ◆ Please don't hesitate to contact the ACES Director or RPDC Lauren Struthers if you have questions or need Compliance advice!
- ◆ Remember you have 60 days in the evaluation timeline to ensure a synthesis of information. Don't rush the special education timeline due to Christmas break and make careless mistakes.
- ◆ Send your request for assessments, RED, signed PWN to the appropriate ACES team member to ensure assessments and reports are completed in a timely manner.

Don't be a fool, stay in school!~Author Unknown

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).

Type of Training

PD Time

Description

Type of Training	PD Time	Description	When:	Where:
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	Taking dates for spring trainings
Crisis Prevention and Intervention Training (CPI) Foundation Course	Small Staff Team	8 hour	Initial training for certification in CPI techniques	01/28/2021 8 a.m.-3:30 p.m.
Northwest Technical School New Commons Room 1515 South Munn, Maryville, MO 64468				
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.	01/14/2021 02/25/2021 03/18/2021
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Academic and Behavior Assessment Training	Small staff team	4 hour	Review and training of commonly used assessments	February 11, 2021 12-3 p.m.
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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				