



AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

July-August 2017

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

- ◆ Accept Assurance Statement (ePeGs)
- ◆ **After July 1:** Complete Staff Semi-Annual Certification Forms
- ◆ **Due by the end of July:** Ensure all ECSE staff are coded correctly in Core Data, as information will be pulled into the ECSE FER
- ◆ **09/30/2017:** Approval of Local Compliance Plan-Certification Statement sent to Special Education Compliance Department
- ◆ **09/30/2017:** FY17 Part B Final Expenditure Report (ePeGs)
- ◆ **09/30/2017:** Coordinating Early Intervening Services Reporting Verification Form (FY17 Part B FER in ePeGs)
- ◆ ACES FY18 Installment 1 invoices will be arriving in September

Upcoming Trainings

- ◆ **MO-CASE (Tan-Tar-A): 40th Annual Special Education Administrators' Conference** September 24-26th 2017
Register: www.mo-case.org
- ◆ **Paraprofessional Training:** (NMWSU Campus CIE 1402) 9:00AM-3:00PM
October 11th, 2017
February 7th, 2018
- ◆ **New Special Education Teacher Cohort Meetings:** (NMWSU Campus CIE 1402) 9:00AM-3:00PM
September 15th, 2017
November 9th, 2017
January 11th, 2018
March 15th, 2018
- ◆ **CPI Training:** (NMWSU Campus CIE 1402)
Initial Certification: 8:00AM-4:00PM
September 12th, 2017

(NMWSU Campus CIE 1402)
Recertification: 12-4 p.m.
September 18, 2017 (tentative date)

Monthly To Do List

- ◆ Pick-up Audiometers following ACES Board Meeting
- ◆ Print/Save updated Model Forms from DESE Website
- ◆ Print updated Standards & Indicators from DESE Website
- ◆ Conduct Annual Confidentiality Training S&I 100.220
- ◆ Schedule Initial & Renewal CPI Trainings as needed
- ◆ Update Public Notice & Post on District Website S&I 100.10-100.40
- ◆ Adopt Local Compliance Plan at Board Meeting
- ◆ Conduct Annual Private/Parochial/Home-school Meeting S&I 100.300
- ◆ DESE Due Dates can be found here:http://k12reports.dese.mo.gov/Data_acquisition_calendar/

Tiered Monitoring Cohort

2017-2018		
Self-Assessment Cohort 1	Maintain Cohort 2	CAP 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

Welcome to the 2017/2018 school year! I am excited to be joining the ACES staff as Director, and am looking forward to working with all of you. Also joining us this year is our part-time Office Manager, Nita Poppa. Nita's hours will be Monday's through Wednesday's-7:30 a.m. -1:30 p.m. There may be times that Nita runs to central office, bank, etc. so please call 660-582-3768 or email her at poppa@maryviller2.com to ensure she is available should you stop by. Nita will be your contact person should you need testing materials and equipment. I will also be sending a current assessment list, so you know what we have available for checkout, please check our website to review the [ACES test check-out procedures](#). Haley Humes will be returning to ACES as our full-time School Psychologist. You may have met Haley as our School Psychologist Intern last year. We are excited Haley has finished her internship and is joining our full-time staff.

As a reminder, ACES will continue to complete the following Compliance requirements for Districts:

- ◆ Speech Implementer Model Approval Forms
- ◆ Public Notice-radio version, please post the Public Notice on your school district's website
- ◆ We have several new training opportunities listed in this newsletter-so be sure to check them out!

Please don't hesitate to contact me or an ACES staff member if you have questions! -Cindy Naber

ACES Board Meeting Schedule
(NMWSU Campus CIE 1402)
Aug 24, 2017-10 a.m.
Oct 16, 2017-10 a.m.
Jan 25, 2018 10:30 a.m.
April 24, 2018 10:30 a.m.

LASE Meetings:
(Maryville R-2 Administration Building) 9:00AM-3:00PM

Tentative Dates: October 12, 2017-
November 30, 2017-January 25, 2018-
March 8, 2018



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Area Cooperative for
Educational Support-ACES

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ACES Monthly Data Report

2016-17 Statistics

- ◆ Diagnostic Assessments: 374
- ◆ School Psychologist Behavior Visits: 173
- ◆ School Social Worker Visits: 312
- ◆ Director Visits: 87
- ◆ Trainings Conducted: 64

Stay tuned for a monthly data report on ACES services in our 20 member districts!

Compliance Corner

Destruction of Special Education Records

As a former special education teacher, the beginning of the school year meant going through those dated files and sending out notice of destruction letters, freeing up necessary space for new student files. According to DESE FACT: Under federal requirements, IDEA demands that destruction of records will not take place until 3 years past the time the child no longer receives IDEA services which is in most cases 3 years past graduation. Parents cannot waive this requirement. In addition, the LEA does not need written consent but must attempt to notify the parents or eligible student of the plan to destroy these records after the 3 year minimum guideline.

Speech Implementer & SLP Co-Training

On September 28th 2017 from 9:00-3:00, ACES has a room available for a training opportunity at the NWMSU campus. Last year, ACES hosted their first co-training with district Speech Implementers and Speech Language Pathologist's. The training covered items such as compliance, paperwork, writing goals, resources, techniques, and strategies for the speech implementer, and was taught by ACES SLP's. This will be a free training to help equip the SI, and allow for collaboration between the SI and SLP. I would like district feedback, on whether to hold this training again, or an additional CPI training on this day. Please email Cindy @ naber@maryviller2.com and let me know if your district SI would be available to attend.

Classroom Management: Develop Clear Rules, Expectations

By: [Jordan Catapano](#)

As teachers, we are the adults and the authority figures in our classrooms. As part of our responsibility to ensure students learn, we must create an environment via classroom management where students' relational and academic behaviors are oriented in a manner most likely to ensure learning happens. There's no doubt that the clearer the rules and expectations are, the more likely students will be to learn. Rules define the parameters of behavior for students, so they know what's expected of them and also what behaviors are "Out of bounds." When these rules are clearly defined, students are more likely to understand and abide by them.

In "Classroom Management That Works," Marzano, Marzano, and Pickering conclude from their research that, "The notion that designing and implementing rules and procedures in class and even at home has a profound impact on student behavior and on student learning," noting that "the average number of disruptions in classes where rules and procedures were effectively implemented was 28 percentile points lower" than the average number of classroom disruptions without clear policies. Fewer distractions mean more attention focused on the intended task. But beyond limiting distracting behaviors, effective rules and procedures can ensure that student energies are appropriately directed towards maximizing positive behaviors. We want our rules to show students both what to do and what not to do, so they have a clear framework of expectations to reference.

Categories of Rules

So what rules should you establish in your classroom? First, before you start listing every possible "Do this" and "Don't do that," keep in mind the number one rule about rules: They must be simple. To make your rules simple, it's important that your classroom have only a few. If you give a long list of rules and procedures, then it's less likely students will remember or understand them all. Also, those few rules you end up producing should themselves be phrased in simple and easily understood terms. This likely means that your rules will be broad in scope, balancing that line between being specific enough to be black-and-white, while broad enough to be applied to multiple circumstances. It's difficult to enforce expectations that aren't established in your list; it's also hard to enforce expectations that are gray and non-specific. The students need as much clarity as possible for what they ought or ought not to do. One simple way to address multiple rules is to break them down into easily distinguishable categories. Not all rules relate to the same things, so putting them into categories helps students discern how and why they're meant to be applied. Some teachers like to distinguish between academic and behavior expectations. Academic expectations relate to how students ought to conduct themselves related to learning, homework, class activities, and so on. Behavioral expectations relate to how students interact with one another and contribute to a space where everyone can learn and feel safe. Other teachers like to have an "other" category that relates to special circumstances, including disaster drills, school assemblies, or recess.

Marzano reminds us to, "Model the behavior that you expect – at all times, but in particular when dealing with problem behavior."

Mental Health Tidbits

Children with ADD have been found to be deficient in DHA (a fatty acid critical for healthy brain cell membranes).

Exercise can raise serotonin levels. Even short moderate workouts help.