



# AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

July/August 2020

## 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 12<sup>th</sup> 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
- ◆ 10/2020 Ensure K-12 special education staff paid with IDEA Part B Section 611 funds are coded correctly in core data.
- ◆ 8/15/2020 Submit ASBR for prior year with all special education expenditures reported under correct function and project codes.
- ◆ 09/30/2020: FY20 Part B Final Expenditure Report (ePeGs)

## Upcoming Trainings

Please see attached list with details of each training. Thank you

Please see the ACES Training List 2020-2021 for additional trainings offered.

## Monthly To Do List

- ◆ 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

## 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
Pattonburg	Tarkio	Northeast Nodaway
Stanberry	Union Star	Rock Port
	Worth County	South Nodaway

## Director's Desk-

Hello~~So much new information is out there which changes weekly. I for one was overwhelmed trying to keep up with it all and decided best practice was to wait until official documentation was released. I am attaching the most recent information to this newsletter that DESE released at the end of July. Please let me know if you have questions or need assistance as we transition together through these uncharted waters.

We at ACES are committed to being flexible with our districts and your opening plans. Should you have students that are receiving related services via a virtual model, please contact your related service provider immediately. This will help avert scheduling conflicts and ensure student's related services begin with the first week of school. We know that several students were in the special education evaluation process and needed assessments completed either by the diagnostician or behavior interventionist. Please feel free to contact Jody Renfro or Madison Alitz ahead of time to reserve them for assessments. If you need assistance with anything or everything, please get ahold of me. I might not know the answer, but have the resources to get you one. Kind Regards, Cindy

# ACES Board Meeting Schedule

ACES Board Meeting Schedule  
(NMWSU Campus CIE 1402)  
TBD

Location:  
TBD

## ACES

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## Compliance Corner

### Observations

**Myth:** The special education teacher went into the classroom one time and the student was able to do all the classroom teacher required. This child will not qualify because of that observation.

**Fact:** Sometimes a single observation cannot provide a true picture of how the student performs during classroom instruction. Perhaps the task on the first day you observed was an easier task than typical tasks in class. You are allowed to observe as many times as necessary to get the information that provides an accurate description of classroom performance. Remember that observations in multiple setting are required for the category of autism and observations in different environments are required for the category of emotional disturbance.

**Myth:** Anyone can conduct the observation.

**Fact:** Who ever conducts the observation must know what exactly they are looking for in the observation. For instance, if you send the counselor in to complete an observation for basic reading the counselor should be knowledgeable about reading skills, and know what to look for when conducting the observation.

**Myth:** Recording time on task is the only way to collect data on behaviors during an observation.

**Fact:** Observers should write their observations in a clear, objective manner that contains quantifiable data. There are several ways to collect behavior information through direct observations. Frequency recording can be used to tally the number of times a behavior happens in a set period of time. Duration recording can be used to record the length of time a specific behavior lasts. Whereas interval recording collects data on if a behavior occurs during a specific interval of time. The type of data collection will depend on what behavior or skills you are observing and what type of data the team is trying to collect.

What holds you back is not what you think you are, it's what you think you aren't. ~Author Unknown

**Myth:** An observation is required to meet the eligibility requirements for each of the sixteen disability categories used for special education.

**Fact:** Observations are required for three disability categories of eligibility: Autism, Emotional Disturbance (ED), and Specific Learning Disabilities (SLD). Observations are strongly recommended for all disability categories because observation results can provide support to statements describing adverse educational impact.

**Myth:** Only one observation of the student's learning and behavior is required for Autism, Emotional Disturbance, and Specific Learning Disabilities.

**Fact:** There are different requirements for the three disability categories that require observation. Autism eligibility requires observations across multiple settings. Eligibility for ED requires observations in different environments, and SLD eligibility requires the evaluation report to document observation in each area of suspected disability, including each of the subcategories for SLD. SLD criteria requires a statement describing the relationship of that observed behavior to the child's academic functioning be included in the evaluation report. One observation can document a child's academic performance in multiple areas of suspected disability depending on the kinds of classroom activities in which the student engaged during the observation.

**Myth:** When finding a student eligible for services in Autism, Emotional Disturbance (ED), and Specific Learning Disabilities (SLD), it is not important what you note during the observation. Only the test scores are needed for the student to meet the eligibility criteria.

**Fact:** The observation is of equal importance as the test scores when determining eligibility for the three disability categories requiring observations. If the test scores support eligibility but no problems (no adverse educational impact, no relationship between observed behavior and academic functioning) are observed in the classroom, the student should not qualify for services. Multiple sources of information, such as reports from the teachers and parents, observations of the student's functioning in the classroom and other settings, and test scores, are required for eligibility. State Plan Regulation III, page 36

Type of Training		PD Time	Description		
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	<b>When:</b> 8/27/2020 a.m. and p.m. class	<b>Where:</b> NWMSU J. W. Jones Student Union, Boardroom
Crisis Prevention and Intervention Training (CPI) Foundation Course	Small Staff Team	8 hour	Initial training for certification in CPI techniques	9/24/2020 & 01/28/2021	NWMSU J. W. Jones Student Union, Tower View Dining Room
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.	9/02/2020 & 11/04/2020	NWMSU J. W. Jones Student Union, Meeting Room D
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.	09/17/2020 11/19/2020 01/14/2021 03/18/2021	NWMSU J. W. Jones Student Union, Meeting Room D
Academic and Behavior Assessment Training	Small staff team	4 hour	Review and training of commonly used assessments	09/03/2020	NWMSU J. W. Jones Student Union, Meeting Room D
Behavior Management Training	Whole Staff team	3 + hour	Understanding and addressing behaviors that occur in the classroom	10/27/2020	NWMSU J. W. Jones Student Union, Meeting Room D

When coming for a full day of training, a refrigerator for meals is not provided. However, The Jones, located on the second floor of Student Union features retail locations such as Chick-fil-A, Einstein Bros. Bagels, Zen Asian and a Provisions on Demand (P.O.D.) mini-convenience store.

Social distancing of 6 feet or more cannot be practiced in the campus room facilities; therefore all visitors must wear a face mask at all times. Please watch this video if you are coming to any of the ACES training.

[https://www.youtube.com/watch?v=7qX9-lb8hsQ&feature=emb\\_title](https://www.youtube.com/watch?v=7qX9-lb8hsQ&feature=emb_title)