



AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

July/August 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

- ◆ 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
- ◆ 10/2021 Ensure K-12 special education staff paid with IDEA Part B Section 611 funds are coded correctly in core data.
- ◆ 8/15/2021 Submit ASBR for prior year with all special education expenditures reported under correct function and project codes.
- ◆ 09/30/2021: FY21 Part B Final Expenditure Report (ePeGs)

Upcoming Trainings

- *August 12, 2021, Refresher CPI Course Morning Session, 8-11:30 a.m. Location: Avenue City School District
- *August 16, CPI Full Foundation Course, 8-3:30 p.m. Location: Stewartsville School District
- *August 27, 2021 CPI Refresher Course a.m./p.m. at NWMSU*
- *August 9, 2021 Paraprofessional Bootcamp Training Day #1 9-3 @ NWMSU
- *August 9, 2021 Why Me? Behavior Training at NWMSU, 9-3, Meeting Room D
- *August 13, 2021 Paraprofessional Bootcamp Training Day #2 9-3 @ NWMSU
- *Lumen Training-9-12 August 10, 2021 at NWMSU, Student Union, Meeting Room D
- *SpedTrack Training-9-2:30 p.m. August 11, 2021 at NWMSU, Student Union, Meeting Room D
- *Evaluation Process Training, August 26, 2021-NWMSU, 9-3
- *August 31-Sped Admin Training 9-3

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/Ho me-school Meeting S&I 100.300

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		

Greetings Cooperative members! This July has proven to be a cold and wet one at my house. I don't think we have to worry about our typical July concerns of our yards/gardens burning up.

I am attaching the sped finance calendar to this month's newsletter. Do the mandatory items (required). I am also getting this newsletter out a lot earlier than normal in hopes that gives you additional time to take care of some of these items ahead of time. August is busy enough the way it is, without adding all of these additional items on onto that long list. Just remember, I take care of many of the Administrator Checklists in the Standards and Indicators for you. As August approaches, I will begin to send you out emails and documents to help assist and keep your district in compliance. I also will run the public airing on the local radio station and send you confirmation of that. We have added three new schools to the cooperative so these processes will be new for some of you. We also have several new superintendents and principals/sped directors. (If you are a new sped director, please plan to come to my quarterly trainings). While the directions may seem too detailed for some of you, they are necessary to assist the new people in their positions.

Therapists will be working on schedules soon. It would be great to reach out to them with the contact information I sent you in May and make introductions/build rapport. Remember, you aren't their only school or place of employment so work with them on scheduling and reduce down time so our costs stay manageable.

If you have any questions or need support, please call. Enjoy the rest of your summer break. ~~Cindy

ACES Board Meeting Schedule

ACES Board Meeting Schedule
(NMWSU Campus CIE 1402)
August 30, 2021 at 11 a.m.

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

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.

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