



AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

July/August 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

- ◆ **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**
- ◆ **10/2022 Ensure K-12 special education staff paid with IDEA Part B Section 611 funds are coded correctly in core data.**
- ◆ **8/15/2022 Submit ASBR for prior year with all special education expenditures reported under correct function and project codes.**
- ◆ **09/30/2022: FY22 Part B Final Expenditure Report (ePeGs)**

Upcoming Trainings

- August 2, 2022 Refresher CPI Course Morning Session, 8-11:30 a.m. Location: Worth County School District
- August 2, 2022 Refresher CPI Course Afternoon Session, 12:00-3:30 p.m. Location: Worth County School District
- August 3-4 Project Access WASS Training (Working with Students with Autism in Schools) NWMSU Tower View Dining Room
- August 8, 2022 Paraprofessional Bootcamp Training Day #1 9-3 @ NWMSU Tower View Dining Room
- August 9, 2022 Paraprofessional Bootcamp Training Day #2 9-3 @ NWMSU Tower View Dining Room
- August 10, 2022- Lumen Training-9-12 at NWMSU, Student Union, Meeting Room B
- August 10, 2022- Special Education Director Cohort Day 1 12:30-3:30 at NWMSU Meeting Room B, Student Union
- *August 11, 2022 SpedTrack Training, 9-3 p.m. NWMSU Meeting Room B, Stu Union

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

Additional ACES Trainings
 August 12, CPI Full Foundation Course, 8-3:30 p.m. Location: West Nodaway Elementary School Library

Sped Teacher Cohort Training-
 September 15, 2022 9-3 p.m.;
 November 17, 2022 9-3 p.m.;
 February 16, 2023 9-3 p.m.;
 April 13, 2023 9-3 p.m.

Tiered Monitoring Cohort

2022-2023		
Maintain Cohort 1	CAP Cohort 2	Self-Assessment 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! I pray you had a wonderful time with family/friends celebrating Independence Day. We had enough fireworks left over from last year, thankfully we didn't have to pay those premium prices this year.

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 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. Send me contact information for your counselors, principals, special education teachers/Directors and superintendents if you haven't already done so.

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. Therapists are only traveling to your district once per week this year. Please make sure teachers know that it is mandatory that students get there occupational and physical therapy time and accommodate the therapist's schedules.

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

ACES Board Meeting Schedule

Location: NWMSU J.W. Jones Student Union
3rd floor, Meeting Room D Maryville, MO.

- August 29, 2022 at 11 a.m.
- Tentative future dates: October 20, January 20, and April 20

Fall LASE Meeting-September 20, 2022 9-3 p.m.

November 15, 2022 9-3 p.m.

Location: NW Technical Center, New Commons Room Maryville, MO

ACES

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These are tentative emails for new employees.

Compliance Corner

Occupational and Physical Therapy in the educational environment

Best practice in educational environments supports an integrated model of service delivery. Integrated therapy, also known as the integrated service delivery model is based on utilizing a child's entire school team to support and promote the acquisition of functional school-based skills across a student's school day (Rainforth & York-Barr, 1997). In the past, occupational and physical therapists frequently had minimal interaction with other team members, made unilateral decisions regarding goal development and treatment plans, and saw children in a separate area designated as the "therapy space." Today, using an integrated approach, the entire team participates in developing and implementing the goals, with implementation occurring in the least restrictive environment in such a way to support functional, age-appropriate skills that the team agrees are the most important. Inherent in this model is team collaboration and role release.

In other words, the occupational or physical therapist must contribute information and skills through consultation and teaching such that it will help to support the student's success throughout their school day, not just during "therapy time."

Role release is an important part of the integrated model, because therapists are not always available when a child needs to practice a motor skill or classroom task. Combining methods from a variety of disciplines will support the needs of the student in more natural contexts (Rainforth & York, 1997). In the integrated model, "individually chosen, meaningful skills are the focus around which team members identify and integrate effective instructional methods for each student (Rainforth & York, 1997, p. 191). Because the integrated model utilizes a variety of service delivery methods, including collaboration, consultation, teaching of other team members, as well as working directly with a student, it should be reflected on the services page of the IEP.

More information can be found in the Guidelines for Providing Occupational Therapy and Physical Therapy in Missouri Public Schools

Transfer process for special education students enrolling in the Fall

Myth: Once a district receives the evaluation report and IEP from another Missouri LEA, there is no need to write a new IEP until the student's annual review, even if the receiving district cannot implement all of the things within the IEP from the other LEA.

Answer: Once the IEP has been received from a Missouri LEA, the receiving LEA must review the IEP to determine whether or not they can implement the document **AS WRITTEN**. If the receiving LEA determines there is any part of the IEP they cannot implement as written, a new IEP must be developed for the student (generally within 30 days of enrollment). If the LEA determines they **CAN** implement the IEP exactly as written, there is no requirement to develop a new IEP for the student until the annual IEP review is due. Other things to note: • If parent brings in necessary paperwork (ie: IEP, Evaluation Report, & possible Behavior Improvement Plan or Health Care Plan) then the receiving district can use those copies to start the transfer process. The sending school still needs to send records within 5 days. (Missouri Safe Schools Act, #7) • While helpful to have parent sign a Release of Information to acquire student records, it is not required from one Missouri School District to another.

Myth: Transfer IEPS can be amended if they cannot be implemented as written.

Answer: IDEA does not provide a process to allow for transfer IEPs to be amended. Instead, the LEA must review the transfer IEP and decide whether to accept or reject the transfer IEP. If accepted, the transfer IEP becomes the LEA's IEP and must be implemented as written with the LEA assuming all responsibility for compliance with the IDEA as well as for any child complaint or due process allegations related to the IEP. If the IEP is rejected, the LEA must provide comparable services until such time a new IEP is developed for the student.

Myth: Comparable services are decided solely by the LEA and can be different from services included in the IEP received at transfer.

Answer: The LEA, in consultation with the parents of the transfer student, must determine what special education services are comparable to those described in the transfer IEP. Note the term "comparable" is defined as "similar" which indicates the services do not have to be exactly the same as those in the transfer IEP. The model Transfer Documentation forms for both in-state and out-of-state transfers includes a place to document the consultation with parents and the decisions regarding comparable services being offered by the LEA.

MYTH: If a transfer student requires an evaluation, we must write an interim IEP for comparable services while we are we conducting the evaluation.

Answer: The LEA completes the last page on the Transfer Documentation Form to document the comparable services to be provided while the evaluation is being conducted. There is no such thing as an interim IEP and LEAs should never write an interim IEP. Once the evaluation has been completed, and eligibility has been determined, the district will write an IEP to reflect the information from the evaluation report and classroom data.