



AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

March 2018

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

- ◆ Communicate district's social worker contract intentions with ACES Director by 03/03/2018
- ◆ **Due 03/01/2018:** Submit request to Release Proportionate Share Carryover funds, if applicable
- ◆ **Due 04/30/2018:** FY18 Part B Budget Application Amendments- Review current year Part B Budget Application and complete a revision if Federal funds need to be adjusted. Changes to budgeted MOE are not needed after initial budget application approval.

DESE Due Dates can be found here:

<https://dese.mo.gov/sites/default/files/sef-CalendarFY18.pdf>

Upcoming Trainings

- ◆ New Special Education Teacher Cohort Meetings: (NMWSU Campus CIE 1402) 9:00AM-3:00PM March 15th, 2018
- ◆ **SAVE THE DATE** Academic Assessment Training: Conducted by Haley Humes and Jodie Kurtz, Friday March 23, 2018 8-12 p.m. location: Maryville R-2 Administration Building, Conference Room (use basement entrance)
- ◆ **CPI Training: Recertification:** Contact Cindy Naber to schedule
- ◆ **LASE Meetings:** Thursday, March 8, 2018 9:00 AM-3 PM Maryville R-2 Administration Building, Conference Room (use basement entrance)
- ◆ Transition Skills Day held at NWMSU on Wednesday, March 14th 8:30 a.m.-2 p.m.

Monthly To Do List

- ◆ **Due 04/01/2018:** Cohort 3: Begin working to clear CAP's
- ◆ **Due: 05/15/2018:** Cohort 1: Initial Evaluations & C to B Transitions in IMACS
- ◆ Spring Assessment Window Open: Check for specific dates here <http://dese.mo.gov/college-career-readiness/assessment>
- ◆ Begin collecting data for your Graduate Follow-Up Report for SPP Indicator 14.
- ◆ Review Form D in preparation for MAP testing-changes can be made through an IEP amendment when necessary
- ◆ Begin planning for ESY Services

Tiered Monitoring Cohort

2017-2018		
Self-Assessment	Maintain	CAP
Cohort 1	Cohort 2	Cohort 3
Fairfax	Jefferson	Avenue City
King City	Maryville	Craig
Nodaway Holt	North Nodaway	Mound City
Pattonsburg	South Holt	North Andrew
Stanberry	Tarkio	Northeast Nodaway
West Nodaway	Union Star	Rock Port
	Worth County	South Nodaway

Director's Desk

Greetings! Tuesday weather at 72 degrees was a wonderful reminder that Spring 2018, is right around the corner.

Third quarter will be coming to a close within the next couple of weeks, and for many districts, that means parent-teacher conferences. It is essential that special education teachers prepare quarterly progress reports for parents and schedule times to meet with parents. Parent-teacher conferences are an excellent opportunity to build rapport and relationships with parents in a relaxed setting.

To encourage parents/guardians to visit as a special education teacher, consider having refreshments available, and announce this to your students. Next, have a table set-up with different activities for younger siblings to engage in, while visiting with parents, this will help the parent focus and relax. Have a parent/student sign-in sheet, and thank them for coming. Always, always, always, start with student strengths and current-year success before discussing concerns. If the parent/guardian doesn't come to the designated appointment time, send home a letter along with the progress report, encouraging them to attend next quarter.

The primary focus of this meeting time should be on collaboration and relationship building. Avoid discussing changes/revisions to the IEP, unless previously discussed with the parent and the LEA is present. Keep the meeting as light, friendly, and comfortable as possible; this will help ensure annual IEP meetings run smoothly. I am constantly impressed with the special education staff in our ACES member districts. We truly have an awesome group of caring educators who are making a positive difference in student's lives. ~Cindy

ACES Board Meeting Schedule

ACES Board

Meeting Schedule

(NMWSU Campus CIE 1402)

April 24, 2018 10:30 a.m.

CIE (Center for Innovation and Entrepreneurship)
1402 N College Drive
Maryville, MO 64468

ACES

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ACES Monthly Data Report

December Statistics

- ◆ Diagnostic Assessments: 26
- ◆ School Psychologist Behavior Visits: 12
- ◆ School Psychologist Consultation: 1
- ◆ School Social Worker Visits: 29
- ◆ Director Visits: 7
- ◆ Director Consults: 8
- ◆ Director Trainings Conducted: 1

Compliance Corner

Cohort 3: THE CORRECTIVE ACTION PLAN YEAR (CAP YEAR) of the Special Education Tiered Monitoring Cycle that are quickly approaching.

The next step - **Samples of Correction** - are due to DESE no later than **April 2, 2018**. For each indicator called out of compliance, as reported on your September, 21, 2017 Special Education Compliance Review Report letter, please send **five** samples of correction. These corrected samples submitted must have been completed between the dates of 9/21/2017 -3/30/2018. The corrected samples also need to be from files of students other than those who had indicators found out of compliance. These five samples of correction for each indicator found out of compliance are due to DESE no later than **April 2, 2018** (sooner, if available), and can be uploaded through IMACS. Submission is completed by going to your Corrective Action Plan section and uploading the required documents. Please label all individual corrections as Sample 1, Sample 2, etc along with the indicator number. These samples will be available on both sides of IMACS immediately

Beyond Responding to Misbehavior

Many teachers know how to use time-out not as a form of punishment, but as a judgment-free, matter-of-fact way to respond to a student's misbehavior while maintaining the momentum of learning in the classroom. But what's even more powerful is that we can use time-out as part of our efforts to teach students to *self-regulate*—to recognize when they're getting frustrated or just losing focus, and to give themselves a break so they can regroup and return to productive learning.

Introduce Time-Out as an Aid

I carefully presented time-out as something that can help anyone stay calm and focused. I introduced it after establishing class rules with students and discussing the rules in a way that gained their investment. I then told them that everyone forgets or has trouble following the rules sometimes, and in this classroom, when that happened to someone I would help them out in several ways, including using words or a nonverbal cue to remind them, having them come sit next to me—or having them step away from the action to pull themselves together.

I then modeled so students were certain what going to the break area, staying there, and returning should look and sound like. All this helped establish that taking a break was not a punishment and paved the way for students to use it themselves as an aid to maintaining positive behavior. (To learn more about teaching positive time-out, see "[What is Responsive Classroom Time-Out](#)" and [Rules in School](#).)

Act Before Frustration Builds

When I first started using this technique, I tended to wait until a child was clearly out of control. Over time, I learned instead to have a child take a break at the first sign of tension. For example, one day while conferring with students during math workshop, I looked up to check how Martin was doing with his multiplication problems. It was clear that he was getting frustrated because his brow was furrowed, his pencil was tossed off to the side, and he was staring hard at the math problems while sighing loudly. For some children these might just be signs that they're working through something they're stuck on and not necessarily reason to intervene.

But I knew Martin well enough to recognize that for him, these were sure signs of an outburst about to happen. I calmly walked over to Martin and told him to take a break.

The advantage of directing a child to take a break early like this, before the furrowed brow grows into yelling and a red face streaming with tears, is that the child usually recovers faster and is spared the unsettling feeling of having had an outburst in front of everyone in the class. More importantly, it shows the child how effective taking a break can be, which encourages them to choose that option themselves in other frustrating situations.

Read More @ <https://www.responsiveclassroom.org/time-out-teaching-self-regulation/>

Mental Health Tidbits

<https://www.mentalhealth.gov/talk/educators>

Educators are often the first to notice mental health problems. Here are some ways you can help students and their families. Consult with a school counselor, nurse, or administrator and the student's parents if you observe one or more of the following behaviors:

- Feeling very sad or withdrawn for more than two weeks
- Seriously trying to harm oneself, or making plans to do so
- Sudden overwhelming fear for no reason, sometimes with a racing heart or fast breathing
- Involvement in many fights or desire to badly hurt others
- Severe out-of-control behavior that can hurt oneself or others
- Not eating, throwing up, or using laxatives to make oneself lose weight
- Intense worries or fears that get in the way of daily activities
- Extreme difficulty concentrating or staying still that puts the student in physical danger
- Drastic changes in the student's behavior or personality