



AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

March 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 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

- ◆ **March 1 DUE-Proportionate Share Carryover Release Request**-this opens and should be submitted to release unexpended proportionate share carryover funds by the due date.
- ◆ **February 28-Verify data** to be used in FY IDEA Part B Section 611 & 619
- ◆ **Part B Budget Application Revision**-review current year Part B Budget application and complete a revision if federal funds need to be adjusted.

Guides for completion of the about referenced special education processes

[special-education-finance-resources](#)
DESE Due Dates can be found here:
[Sped Due Dates](#)

Upcoming Trainings

New Special Education Teacher Cohort Meetings:

- (NMWSU Campus CIE 1402)
 - 9:00AM-3:00PM
 - March 19, 2020

CPI Refresher Training:
(Please contact me to get signed up)

- March 11, 2020 8-11:30 a.m. Stanberry School District
- April 7, 2020, 8:30-12 p.m. Jefferson School District
- April 28, 2020, 8:30-12 p.m. Avenue City School District
- May 6, 2020, 3:30-7 p.m. Tarkio School District
- May 12, 2020, 3:30-7 p.m. West Nodaway School District
- May 14, 2020, 8:30-12 p.m., Rockport School District

NWMO LASE Meetings:
(Northwest Tech School-New Commons)
9:00AM-3:00PM

- ✓ April 2, 2020

Please see the ACES Training List 2019-2020 for additional trainings offered.

Monthly To Do List

- ◆ Cohort 2: Begin working to clear CAP's
- ◆ Spring Map-A Assessment Window Opens February 3, 2020: Check for specific dates here:
<https://dese.mo.gov/college-career-readiness/assessment#mini-panel-assessments>
- ◆ Review Form D in preparation for MAP testing-changes can be made through an IEP amendment
- ◆ Begin planning for ESY services
- ◆ April 1-Tiered Monitoring Cohort 2 LEAs who had noncompliance identified through their file review should be implementing their approved Plans for Correction and preparing their SAMPLES OF CORRECTION. Please

Tiered Monitoring Cohort

2019-2020		
Maintain Cohort 1	CAP Cohort 2	Self-Assessment Cohort 3
West Nodaway	Jefferson	Avenue City
Fairfax		Craig
King City	North Nodaway	Mound City
Nodaway Holt	South Holt	North Andrew
Pattonsburg	Tarkio	Northeast Nodaway
Stanberry	Union Star	Rock Port
	Worth County	South Nodaway

Director's Desk

Salutations! Obviously, I recently watched the classic story tale of Charlotte's Web; it's an oldie, but a goody! 😊

With 3rd quarter in full swing, often we see an increase in requests for special education evaluations. We here at ACES are ready to support you during this busy season of referrals. Please don't hesitate to reach out. If you feel you may run over your assessment CAP numbers, get ahold of me right away and we will get something worked out. DESE provides the following guidance when processing evaluation requests: "Please be sure your district has procedures and practices in place to process these requests from agency personnel and parents up until the last day of the school year. Public agencies cannot have an arbitrary cut-off date for accepting requests for an initial evaluation; however, it is important to keep in mind that there are acceptable extensions to the first 30 and 60 days of the evaluation timeline listed in the Missouri State Plan for Special Education, Regulation III (p. 34). There are no acceptable extensions to the 30 day timeline for developing an IEP." Thank you and Happy 1st day of Spring this month! ~Cindy

ACES Board Meeting Schedule

ACES Board Meeting Schedule
(NMWSU Campus CIE 1402)
February 21, 2020 11:00 a.m.
April 23, 2020 11:00 a.m.

Location:

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

ACES

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ACES Monthly Data Report

February Statistics

- ◆ Diagnostic Assessments: 30
- ◆ Behavior/Adaptive Assessments Completed: 2
- ◆ Behavior Interventionist Agency Consultation Visits: 13
- ◆ Social Worker Visits: 16
- ◆ Director Visits: 10
- ◆ Director Trainings: 2

Compliance Corner

ESY

- ◆ ESY must be considered, for all students with disabilities, by the IEP team.
- ◆ Predicted regression/recoupment must be considered when determining ESY eligibility.
- ◆ The need for ESY should be documented via data gathered about the student's performance in relation to the IEP goals and objectives.
- ◆ Whether a student is to receive ESY is an IEP team decision, and the length, nature, and type of ESY services must be determined on an individual basis by the IEP team.
- ◆ The least restrictive environment (LRE) requirement applies to ESY, however, districts are not required to maintain the full continuum of placement options maintained for the regular school year. Districts are required to maintain those placement options which are necessary to implement a student's IEP.

Nine tenths of education
is encouragement.
-Anatole France

Autism study reveals visual working memory may provide clues to autism's social struggles

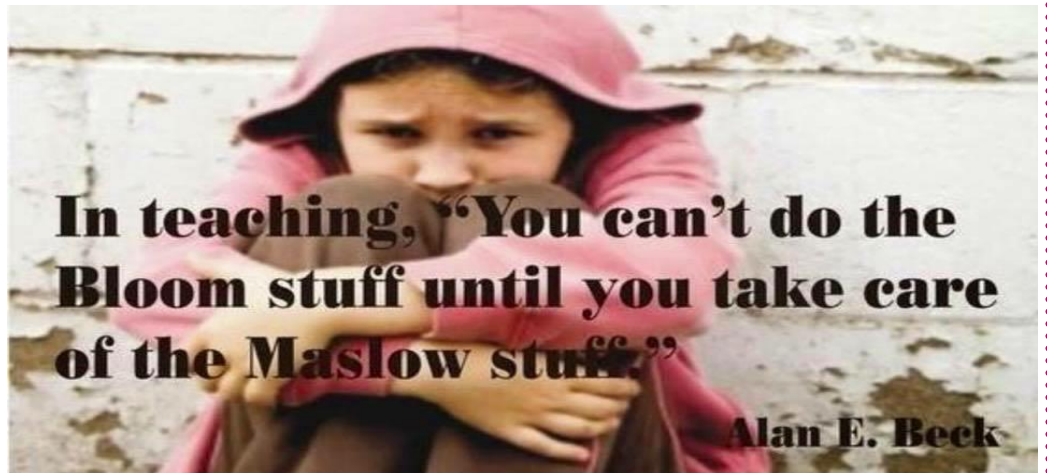
Poor visual working memory can play an important role in the struggles experienced by autistic children, according to a new study conducted by Dr. Tracy Alloway, associate professor in the Department of Psychology at the University of North Florida.

Poor visual working memory has many impacts. It can affect students with autism in the classroom, as well as on the playground. In the classroom, poor visual working memory can make it harder to understand math concepts, and even solve simple arithmetic. Visual working memory functions like a mental blackboard, so it's difficult for autistic children to carry out addition and subtraction problems in their head.

Additionally, poor visual working memory can also affect social interactions. Individuals use visual working memory to read body language and other social cues, so they can respond accordingly. A student with autism may struggle with processing the nonverbal communication from their peers, resulting in the social complications they often experience.

Read more at: <https://www.sciencedaily.com/releases/2016/02/160210112110.htm>

Mental Health Tidbits



In teaching, "You can't do the Bloom stuff until you take care of the Maslow stuff."

Alan E. Beck