



# AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

March 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 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

- ◆ Proportionate Share Carryover Release Request-if applicable due April 30
- ◆ Verify Data to be used in new FY IDEA Part B, Section 611 and 619 allocation calculations-see SELS message for due date
- ◆ Guides for completion of the about referenced special education processes
- ◆ Part B Budget Application Revision-review current year Part B Budget application and complete a revision if federal funds need to be adjusted.
- ◆ Review Form D in preparation for MAP testing-changes can be made through an IEP amendment
- ◆ Begin planning for ESY (Extended School Year) services

Guides for completion of the about referenced special education processes [special-education-finance-resources](#)  
 DESE Due Dates can be found here: [Sped Due Date Cal](#)

## Upcoming Trainings

- April 5, 2022- Special Education Director Cohort Day 4 8-11:30 a.m. at NWMSU
- April 6, 2022- Special Education Teacher Cohort Day 4 9-3 p.m. at NW Tech Center, New Commons Room, Maryville, MO
- March 9, 2021-CPI Refresher at Stanberry School 8-11:30 a.m.
- March 15, 2022-CPI Refresher at Rock Port School District 11:30 a.m.-3:00 p.m.
- March 28, 2021-CPI Refresher at North Nodaway High School 8-11:30 a.m.
- March 17, 2022 Academic/Behavior Assessment Training 9:00-3:00 p.m. NWMSU
- March 29, 2022 Behavior Management Training 9:00-3:00 p.m. NWMSU

## Monthly To Do List

- ◆ Instructionally Embedded Window (required for all – ELA, math, science)February 7, 2022 and due May 21, 2022
- ◆ Cohort 2-Parent Sped Survey due by 3-31-2022
- ◆ Cohort 2-Begin to work on timeline data for initial evaluation and Part C to Part B Transitions due 4/30/22
- ◆ Cohort 1: Clear all CAPs by submitting Evidence of Correction documentation for all areas of non-compliance in IMACS 2.0. Continue this step until each CAP is cleared by assigned DESE Supervisor.4/1/2022
- ◆ Please contact me if you have questions or need assistance with Tiered Monitoring

## 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         |
| Stewartville C-2     | Worth County    | South Nodaway     |
| Buchanan County R-IV |                 |                   |

### Director's Desk:

Good Morning,

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. All meetings take place at 11 a.m.

- March 2, 2022 1:00 p.m. via Zoom
- April 28, 2022

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

LASE (Local Administrators of Special Education) Meetings April 7, 2022 with Shellie Guin; location TBD

## ACES

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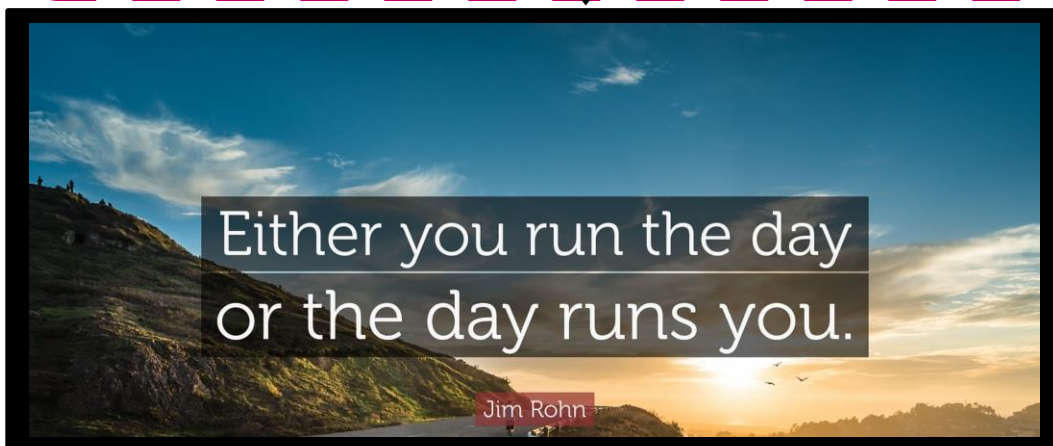
## ACES Monthly Data Report

### February Statistics

- ◆ Director District Visits: 13
- ◆ Director training conducted: 3
- ◆ Diagnostic Assessments: 35
- ◆ Cooperative FIEP meetings YTD: 4
- ◆ Behavior Interventionist assessments completed: 18
- ◆ Behavior Interventionist Special Education Observations: 18

### Compliance Corner

- ◆ Please don't hesitate to contact the ACES Director or RPDC Lauren Struthers if you have questions or need Compliance advice!
- ◆ SOP (Summary of Performance) due for those students with IEPS who graduated at the end of first semester.
- ◆ Speech/Implementer Model will cease after May 2022-no grandfather clause for current speech implementers and paraprofessionals cannot provide speech or language services.
- ◆ With transfer students-NO interim IEPS and NO amendments to IEPS received at transfer



### Other Health Impaired

**MYTH:** When determining adverse educational impact, the student must exhibit a 1.5 standard deviation gap between cognition and academic achievement.

**FACT:** Adverse educational impact is based on a 360-degree view of the child, which requires us to look at the whole child in the educational environment, not just their grades or ability to do classwork. Adverse educational impact is not limited to academics. It also includes social/emotional/behavioral performance data. When determining additional assessment information, the team must consider what areas of assessment are necessary. For instance, limited strength or limited vitality could be identified through gross and/or fine motor assessments if there are concerns in those areas. In the area of cognition, assessment data may also reveal limited alertness when looking at the Processing Speed score and inattention to detail on other subtests (Coding, Symbol Search, etc.). Social/emotional/behavioral areas may be a concern and rating scales completed by teachers and parents can be helpful in identifying specific areas of need. A formal academic assessment is not required. However, teams frequently conduct an academic assessment to rule out a Specific Learning Disability and to help determine if there are specific academic areas impacted by the student's health impairments. There is no requirement for a discrepancy between cognitive ability and achievement to exist for an Other Health Impairment (that discrepancy is only required for a Specific Learning Disability). Academic achievement scores would be used to help guide the team in determining what academic support is needed if the team has determined the student has an educational disability and is eligible for an IEP. Formal observations should include information describing specifically a child's limited strength, limited vitality, limited alertness, or heightened alertness to environmental stimuli. For example, if the student has ADD/ADHD and inattentiveness is a noted area of concern, the observation could include time sampling data in which the student's rate of attention is compared to an average peer. Social skills and behavioral data should be observed along with any academic deficits in order to document the adverse educational impact and need for special education. The formal observation is to build the bridge between assessment data and the educational needs of the student based on the adverse impact of the condition.