



# AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

May 2019

## 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

- ◆ Due 07/01/2019: Submit Part B Budget Application for FY20
- ◆ Due 07/01/2019: Complete Semi-Annual Certifications for staff paid with Part B or ECSE funds
- ◆ Due 07/01/2019: Verify proper account coding for the new fiscal year
- ◆ Due: May 15, 2019: Readers for the Blind Program Application Documentation
- ◆ Due 07/01/2019: Enter Federal Award Identification information in accounting records and/or complete the Federal Award identification spreadsheet for the new fiscal year IDEA Part B Section 611 and 619 allocations.

DESE Due Dates can be found here:

<https://de.se.mo.gov/sites/default/files/sef-CalendarFY19.pdf>

## Upcoming Trainings

CPI Trainings-see attached flyer and contact Cindy Naber to sign-up for a training today.

SAVE THE DATE  
2019 New Special Education Directors Academy A Game Plan for a Winning Season!\*July 23-26, 2019  
Capitol Plaza Hotel & Convention Center  
415 West McCarty  
Jefferson City, MO 65101  
Registration Details:  
[Sign up here](#)

The 2019 Summer Training Institute dates are June 17-20, 2019. More information will be provided at a later date.  
Registration Details:

[Sign up here](#)

New Special Education Teacher Cohort 2019: September 12, 2019 9-3 p.m. NWMSU, CIE Building, Room 1402

Paraprofessional Training: Teacher Cohort 2019: September 12, 2019 9-3 p.m. NWMSU, CIE Building, Room 1402

## Monthly To Do List

- ◆ Cohort 2 Due 05/15/2019: Timelines for Initial Evaluation AND Part C to Part B Transitions
- ◆ Begin collecting data for your Graduate Follow-Up Report for SPP Indicator 14.
- ◆ Begin planning for ESY Services  
**Due prior to graduation:** Complete required documents for students who are graduating (SOP, NOA, Destruction of Records)
- ◆ Due 05/13/2019: Notify Cindy of any evaluations that will be extended over summer to allow for Fall assessment scheduling
- ◆ Complete First Steps transitions for students with summer birthdays

## Tiered Monitoring Cohort

2018-2019		
CAP Cohort 1	Self-Assessment Cohort 2	Maintain Cohort 3
West Nodaway	Jefferson	Avenue City
Fairfax	Worth County	Craig
King City	North Nodaway	Mound City
Nodaway Holt	South Holt	North Andrew
Pattonsburg	Tarkio	Northeast Nodaway
Stanberry	Union Star	Rock Port
		South Nodaway

### Director's Desk

We welcome May with open arms, it's like a breath of fresh air. Our long awaited flowers are blooming, the grass is green, birds are chirping, and trees are flowering and leafing out. All of these are signs that the school year is nearing a close. Here at ACES, there are a few important items that I want to remind you of:

- Be sure to check out the summer trainings offered by DESE and RPDC in the box above.
- Please be sure to let me know of any changes to those in the Superintendent, Principal, Counselor or Special Education Director Roles to help update our contact lists for next year.
- Speech Implementer Model Forms & Cooperative Renewal Contracts will be signed after July 1.
- Audiometers are due in the ACES office no later than May 15, 2019 if you wish to have them calibrated. You may send them back with one of the ACES staff.
  - Please include a PO:
    - E3 Diagnostics/Gordon Stowe
    - 11805 W 62<sup>nd</sup> Place Suite 110
    - Shawnee, KS 66203
  - \$85 Audiometer only/\$125 Tympanometer & Audiometer

I will be working periodically throughout the summer. Please don't hesitate to contact me if you have any questions or

## ACES Board Meeting Schedule

ACES Board Meeting Schedule  
(NWMSU Campus CIE 1402)  
April 24, 2018 10:30 a.m.  
CIE (Center for Innovation and Entrepreneurship)  
1402 N College Drive  
Maryville, MO 64468

## ACES

1212A S. Main Street  
Maryville, MO 64468  
660.582.3768

Director  
Cindy Naber  
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Educational Diagnostician  
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Social Workers  
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660.254.6133

Brittanie Morgan  
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660.254.6136

School Psychologist  
Haley Humes  
haley.humes@mndcty.org  
660.254.6135

## ACES Monthly Data Report

### March Statistics

- ◆ Diagnostic Assessments: 30
- ◆ School Psychologist Behavior Visits: 21
- ◆ School Psychologist Consultation: 5
- ◆ School Social Worker Visits: 29
- ◆ Director Visits: 6
- ◆ Director Consults: 10
- ◆ Director Trainings Conducted: 2

## Compliance Corner

### First Steps Transitions for Summer Birthdays

- ◆ A summer birthday is considered April 1-August 15
- ◆ Students who have summer birthdays must have eligibility determined prior to their third birthday. If students are determined eligible, an IEP MUST be written prior to their third birthday.
- ◆ Summer break is NOT considered an acceptable extension for students who transition from First Steps (Part C) to ECSE (Part B) services.
- ◆ Parents may elect to have their child continue to receive services through First Steps until school starts or elect to utilize ECSE services over the summer.
- ◆ For additional information:  
<http://dese.mo.gov/special-education/first-steps/transition-first-steps-early-childhood-special>

The ACES Staff will have the following new faces next year! We are hoping to get them around to meet our member district personnel before school is out this year.

Madison Douglas will be the new ACES Educational Diagnostician. Madison will graduate from Northwest Missouri State University in May 2019, after finishing her Masters of Education in School Counseling. Madison intends to complete her *Individual Intelligence Assessment course* at Avila University as a summer 2019 class. We are excited to add her to our team, and look forward to the enthusiasm, motivation and fresh ideas she will share with our district's staff and students!

Holly Hurd will be the full-time ACES Social Worker position for the 2019-2020 school year. Holly will graduate from Missouri Western State University in May 2019, with her Bachelor of Social Work degree. We are excited to add her to our team, and look forward to the enthusiasm, motivation and fresh ideas she will share with our district's staff and students!

I am pleased to recommend Jody Renfro for the ACES Behavior Interventionist position for the 2019-2020 school year. Jody completed her Masters of Science in Education Degree in May 2013, and is a certified School Counselor K-8 and 7-12. Jody has been working as a full-time school counselor with the North Andrew School District since 2016. Throughout her career in mental health professions, Jody has assisted adults and children with mental health and behavioral challenges, while serving as a Community Support Worker with Family Guidance in Maryville, MO from 2008-2011. She monitored and trained staff regarding disabilities, mental health and transition processes while working as a Community Partnership Coordinator for Communication Action Partnership of Greater St. Joseph, MO in 2007-2008. Jody also worked for NWMSU Suicide Prevention Program as a Project Assistant coordinating awareness events for suicide prevention in 2005-2007.

Jody is actively pursuing her Specialist Degree in School Psychology and taking courses this summer to become certified as School Psychological Examiner. As you can see, Jody brings a rich background of mental health and behavioral knowledge with her to ACES, which will be an asset to the students and staff members she will be serving. Jody understands the mission and vision of ACES, and is dedicated to serving our students and staff in the 19 districts starting this fall.

# Interventions for Students who Struggle with Time Management

Clipart by Kate Radfield & Sarah Pecorino



www.thepathway2success.com

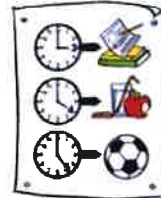
Pathway  
2 SUCCESS



**Practice estimating time to complete tasks**



**Make checklists and prioritize tasks**



**Keep a daily schedule posted**



**Use a visual timer during working sessions**



**Practice what it means to "pace yourself"**



**Give time warnings before transitions**



**Teach, practice, and discuss routines**



**Teach how to reflect during work sessions**



**Identify and reduce distractions**



**Practice strategies for moving on when stuck**



**Teach how to maximize downtime**



**Teach skills for staying organized and tidy**

# Interventions for Students who Struggle with Planning

Clipart by  
Kate  
Hadfield



www.thepathway2success.com

Pathway  
2 SUCCESS



**Take time to teach planning skills explicitly**



**Use a daily agenda or homework log**



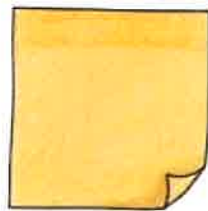
**Use graphic organizers before writing**



**Make to-do lists before starting work**



**Use an end-of-the-day reminder sheet**



**Use rubrics for longer assignments**



**Develop and write out SMART goals**



**Develop a classroom calendar**



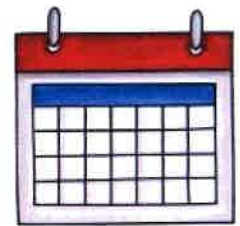
**Use technology and apps for planning**



**Highlight positive examples of planning**



**Show models of completed assignments**



**Place individual schedules on top of desk or binder**

# Interventions for Students who Struggle with Organization

Clipart by Kate Hadfield, Artifex, & Whimsy Clips



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Pathway  
2 SUCCESS



**Take time to teach organization skills explicitly**



**Schedule a weekly binder organization time**



**Keep a "classroom office" stocked with materials**



**Dedicate the last few minutes of class to organizing**



**Use an end-of-the-day reminder sheet**



**Color-code binders and materials**



**Write homework in the same spot each day**



**Use a homework folder or binder**



**Use technology and apps for organization**



**Store extra papers where students can pick up**



**Use graphic organizers before writing**



**Have a dedicated spot to turn papers in**

# Interventions for Students who Struggle with Task Initiation

Clipart by Kate  
Hodfield & Sarah  
Pecorino



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Pathway  
2 SUCCESS



**Teach task initiation skills explicitly**



**Use a countdown timer**



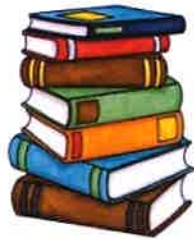
**Incorporate areas of student interest**



**Provide directions orally & visually**



**Practice the "rocket ship countdown"**



**Reduce most challenging work**



**Train peer mentors to provide support**



**Use brain breaks between tasks**



**Make it a race to get started on work**



**Take turns writing to get started**



**Develop a work contract with rewards**



**Give more student choice**

# Strategies for Learners with Attention Issues



www.thepathway2success.com

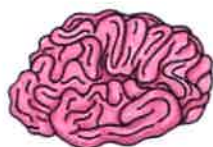
Give clear, one-step directions



Teach students to check-in with themselves



Incorporate movement during lessons



Give brain breaks between lessons



Set a timer for work sessions



Provide fidgets (and teach how to use them)

Use visuals as reminders and supports



Provide flexible seating options



Play attention-boosting games



Incorporate hands-on learning activities



Use student interests in lessons



Use a chime before giving important information

Clipart by Kate Hadfield & Sarah Pecorino

## **Executive Functioning Interventions**

Executive functioning skills are self-management skills that students need to get things done! In order to achieve their goals, students must be able to manage emotions, focus attention, organize and plan their work and time, and revise plans if circumstances change. As demands of school increase, so does the need for well-developed executive functioning skills. Like with any skill, many students need to be explicitly taught how to effectively use these skills. If we want the students to be better planners, organizers, and flexible thinkers, the time should be invested in teaching them what these skills mean and how to use them inside and outside of the classroom.

In addition to setting aside time to teach students about executive functioning skills, attached are graphics of other intervention strategies for various executive functioning skills!



# ACES SPECIAL EDUCATION TEACHER COHORT AGENDA

**Date:** SEPTEMBER 12, 2019

**Time:** 9:00 A.M.-3:00 P.M.

**Facilitator:** CINDY NABER

**Cost:** FREE to ACES Member District Personnel

## Training Description:

This training is designed to support new special education teachers in their 1<sup>st</sup>-3<sup>rd</sup> year of teaching, or teachers new to Missouri. This cohort is designed to build capacity in staff in the areas of: compliance, timelines/due dates, evaluation procedures, communication & collaboration, and other best practices, as well as, to connect new teachers with others in our region for networking and support. The cohort is *not* designed to replace required mentoring hours, but to supplement them with Special Education focused topics. Attendees must attend all 4 dates.

September 12 <sup>th</sup> , 2019	9:00AM-3:00PM	NMWSU Campus CIE 1402
November TBD	9:00AM-3:00PM	NMWSU Campus CIE 1402
January TBD	9:00AM-3:00PM	NMWSU Campus CIE 1402
March TBD	9:00AM-3:00PM	NMWSU Campus CIE 1402

## Learner Goals for the Sept. 12, 2019 Training:

- The learner will:
  - understand what ACES services are available, and how to access ACES services.
  - understand the purpose and value of the Standards and Indicators, as well as, how to read them for compliance support.
  - understand the importance of due dates and timelines, and how timelines apply to the special education process
  - understand the purpose of Procedural Safeguards, and when they are to be given
  - understand the purpose of Parents Bill of Rights, and when they are to be given
  - understand Access Sheets, and who is responsible for signing and keeping them
  - use collaboration times to answer questions, and complete necessary paperwork for students on their caseload

# CPI

**Crisis Prevention and Intervention  
Training Opportunities 2019-2020 School Year  
Certified Instructor: Cindy Naber, ACES Director  
Cost: \$20.00 per attendee billed to the member district  
after the training (workbook reimbursement)**

## WHEN AND WHERE REFRESHERS

- **Formal refresher trainings are required within a 12 month period for continued certification.**
- **Formal refreshers require a minimum of 3 hours based on the needs of the team.**
- August 1, 2019, Refresher CPI Course Morning Session, 8-11:30 a.m., Location: Fairfax School District (full class)
- August 1, 2019, Refresher CPI Course Afternoon Session, 12-3:30 p.m. Location: Fairfax School District
- August 7, 2019, Refresher CPI Course Morning Session, 8-11:30 a.m. Location: Stanberry School District
- August 29, 2019, Refresher CPI Course Morning Session, 8-11:30 a.m., NWMSU, CIE building, Room 1402
- August 29, 2019, Refresher CPI Course Afternoon Session, 12-3:30 p.m., NWMSU, CIE building, Room 1402
- September 5, 2019, Refresher CPI Course Afternoon Session, 11:30-3:00 p.m. Location: Nodayway-Holt School District

## WHEN AND WHERE FOUNDATIONS

- **INITIAL TRAINING FOR CERTIFICATION IN CPI TECHNIQUES REQUIRES A MINIMUM OF 8 HOURS, WHICH CAN BE DIVIDED IN TWO SESSIONS DONE NO MORE THAN 2 WEEKS APART.**
- AUGUST 2, 2019, CPI FULL FOUNDATION COURSE, 8-3:30 P.M., LOCATION: FAIRFAX SCHOOL DISTRICT
- SEPTEMBER 19, 2019, CPI FULL FOUNDATION COURSE, 8-3:30 P.M. LOCATION: NWMSU, CIE BUILDING, ROOM 1402

**The Crisis Prevention Institute's Nonviolent Crisis Intervention Program addresses crisis intervention in a practical and humanistic manner.**

## WHAT TO WEAR:

- **COMFORTABLE CLOTHING/ATHLETIC ATTIRE IS APPROPRIATE**
- **NO OPEN TOED SHOES**
- **NO JEWELRY**

## WHAT TO BRING:

- **PARKING PASS IF APPLICABLE**
- **PEN/PENCIL**
- **SACK LUNCH IF ATTENDING A FOUNDATION CLASS**

## HOW TO SIGN-UP:

- **OBTAIN APPROVAL FROM DISTRICT ADMINISTRATOR**
- **EMAIL: [CINDY.NABER@MNDCTY.ORG](mailto:CINDY.NABER@MNDCTY.ORG) WITH DATE AND TIME OF REQUESTED TRAINING TO CHECK AVAILABILITY**

**Crisis intervention is a small segment of time in which staff members must intervene with another person to address behavior that may escalate into disruptive or even violent incidents. The goal is to intervene in a way that provides for the care, welfare, safety and security of all who are involved in a crisis situation.**