



AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

November 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

- ◆ **11/30/2018:** Readers for the Blind Application due
- ◆ **12/01/2018:** December Child Count due in Core Data

DESE Due Dates can be found here:
[Sped Finance Calendar 2018-19](#)

Upcoming Trainings

- ◆ **CPI Full Foundation Training:**
(NMWSU Campus CIE 1402)
 - January 17, 2019 8-3:30 p.m.
 - November 12, 2018 8-3:30 at South Holt
- ◆ **Behavior Management Training**
Nov. 15, 2018 9-3p.m.
- ◆ **Paraprofessional Training:**
(NMWSU Campus CIE 1402)
9:00AM-3:00PM
February 7, 2019
- ◆ **New Special Education Teacher Cohort Meetings:**
(NMWSU Campus CIE 1402)
9:00AM-3:00PM
November 7th, 2018
January 10th, 2019
March 14th, 2019
- ◆ **LASE Meetings:**
(Maryville R-2 Administration)
9:00AM-3:00PM
November 29, 2018
January 24, 2019
March 7, 2019

Monthly To Do List

- ◆ Begin planning for MAP-A assessment.
- ◆ Review Special Education Program Review Report-released in October. Please contact me if you would like support in navigating the CAP's.
- ◆ Begin gathering data for December 1 Child Count

Tiered Monitoring Cohort

2018-2019		
CAP	Self-Assessment	Maintain
Cohort 1	Cohort 2	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

Mental Health Tidbit by Haley Humes 3 Positive Reinforcement Myths

The addition of a reinforcing stimulus following a behavior that makes it more likely that the behavior will occur again in the future. When a favorable outcome or reward occurs after a behavior, that particular behavior will be strengthened.

1. **Myth- Positive reinforcement is just bribery**
Positive reinforcement can be a great way to focus a student's attention to get them to do what you want. It's not a permanent, but rather a training tool to be decreased over time.
2. **Myth- Students won't listen unless you have rewards**
In most cases, if a student doesn't do what you asked, they may not have been taught the skill properly. Students also need to learn how to generalize behaviors through multiple environments and how to focus in distracting environments. By reinforcing in different environments, you can gradually build up a student to not needing a reinforcer every time.
3. **Myth- Positive reinforcement means letting your student do whatever they want**
While positive reinforcement isn't based on punishment, that doesn't mean the student gets to do whatever they want. Part of being a student is having rules and structure, and teachers can have rules and structure without being controlling in the classroom. Positive reinforcement means rewarding the good behavior and ignoring, redirecting, or managing to less desirable behavior.

ACES Board Meeting Schedule

ACES Board Meeting Schedule

(NMWSU Campus CIE 1402)

January 23, 2019 10 a.m.

April 23, 2019 10 a.m.

CIE (Center for Innovation and Entrepreneurship)
1402 N College Drive
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ACES Monthly Data Report

Compliance Corner

October Statistics

- ◆ Diagnostic Assessments: 28
- ◆ School Psychologist Behavior Visits: 17
- ◆ School Social Worker Visits: 26
- ◆ Social Worker Trainings Conducted: 1
- ◆ Director Visits: 12
- ◆ Director Trainings Conducted: 4
- ◆ Special Education Services:
 - ◆ Every special education service must address at least one IEP goal.
 - ◆ Every IEP goal must have a service (specialized instruction or related service) to assist the student to meet that goal.
 - ◆ Specialized instruction (special education services) should reflect skills (Reading Fluency, Behavior Skills, Social Skills, Organization, etc.) not course assignments or classes.
 - ◆ Related services should reflect the therapy, etc. being provided (not the instructional area) as these are not related "instruction" for the student but instead related "services" to assist the student to achieve the goals listed on the IEP.
- ◆ Compliance updates and resources will be given at LASE meetings, so don't miss them!

Discipline

A long-term suspension/change of placement is a suspension in excess of 10 consecutive days OR 10 days cumulatively where a pattern of suspension is created. To determine whether a pattern is created, school districts must consider:

- 1) if the series of removals total more than ten(10) school days cumulatively in a school year;
- 2) if the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and,
- 3) such additional factors as length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

Students with disabilities may be long-term suspended or expelled if the conduct leading to the discipline is unrelated to the student's disability. However, even where the conduct is unrelated, the student must continue to receive a free appropriate public education (FAPE) and services which allow for continued progress in general education curriculum pursuant to an Individualized Education Program (IEP) during the period of long-term suspension or expulsion.

ISS does not count as a long-term suspension/change of placement, as long as, the student still receives their special education and related services from the appropriate special education staff.

Discipline Process Flowchart: [Discipline flowchart](#)

Reference: DESE Discipline FAQ's <http://dese.mo.gov/faqs/discipline>

See Also: DESE Discipline Documentation Form <http://dese.mo.gov/special-education/compliance/special-education-forms>

- ◆ Many of our districts obligate IDEA Part B funds to pay their ACES yearly assessment fees. As a result of that obligation of funds, receiving documentation must be kept on file to support the monies being spent for the related service providers (physical therapists and their assistants (pta), occupational therapists and their assistants (cota), behavior analyst, as well as Speech/Language Therapists who are supervising a district implementer.
- ◆ Examples of that receiving documentation are time sheets, attendance certificates, therapy notes and therapy logs. The receiving documentation must indicate when the purchased service was received and provided as well as a district signature with date to indicate verification of receipt of service provided. The therapy minutes should align with the minutes in the IEP's for students receiving the services. **For example, if a student receives OT services of 30 minutes weekly in their IEP, the therapist should be billing for 2 hours monthly if the therapist was in district and saw the student weekly for 30 minutes.**
- ◆ In the event that a therapist is conducting an evaluation, attending IEP meeting or eligibility determination meetings, these would all be noted times on the log as well, with signature from district personnel validating the therapist time in and out of the district as well as the reason for the visit.
- ◆ I have created a therapist log which is attached to this newsletter. I have filled out the first line as an example. It is a word doc, so just change the month and submit a new one monthly, please include your district name at the top of the log. Please print this off and keep it in a known location for both district staff and therapists. I would recommend that a sped. teacher or sped. director validate the log with their signature after the therapist has visited, as they are most familiar with the caseload and services that students are receiving. This log must be completed for therapists to be reimbursed for services.
- ◆ Therapists will be mandated to provide their therapy notes/logs along with their monthly billing reports effective the next billing cycle. **District personnel will be responsible for submitting the therapist log by the first of the month.**

Thank you for your cooperation in this matter. Please call me if you have any questions about any of this information 660-254-6134. Cindy