



AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

November 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 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

- ◆ 11/30/2019: Readers for the Blind Application due
- ◆ Special Education Finance Self-Assessments for Cohort 3 open-due January 31, 2020
- ◆ 12/01/2019: December Child Count due in Core Data

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

- Paraprofessional Training: (NMWSU Campus CIE 1402)
 - 9:00AM-3:00PM
 - November 6, 2019
 - New Special Education Teacher Cohort Meetings: (NMWSU Campus CIE 1402)
 - 9:00AM-3:00PM
 - November 14th, 2019
 - January 23, 2020
 - March 19, 2020
 - CPI Full Foundation Training: (NMWSU Campus CIE 1402)
 - Spring training TBA
 - CPI Refresher Training:
 - Union Star, Oct. 31, 8-11:30 a.m.
 - South Holt, Nov. 7, 8:30-12 p.m.
 - Behavior Management Training: (NWMSU Campus CIE 1402)
 - Dec. 5, 2019 9-3p.m.
 - ◆ NWMO LASE Meetings: (Northwest Tech School-New Commons) 9:00AM-3:00PM
 - ✓ November 21, 2019
 - ✓ February 20, 2020
 - ✓ April 2, 2020
- Please see the ACES Training List 2019-2020 for additional trainings offered.

Monthly To Do List

- ◆ Print updated Standards & Indicators/model forms from DESE Website (not yet posted)
- ◆ Schedule Initial & Renewal CPI Trainings as needed
- ◆ 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

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
Pattonburg	Tarkio	Northeast Nodaway
Stanberry	Union Star	Rock Port
	Worth County	South Nodaway

Director's Desk:

Greetings Cooperative Members, Frost on the pumpkins reminds us that the holidays are just around the corner. Parent-teacher conferences have concluded and parents might not have been thrilled with the first quarter report. This is typically the time of year when we here at ACES, get a lot more referrals for assessment completion.

I was in one of our districts last week with the special education teacher. She had just received a letter from a parent, which stated "3+ hours of homework every night was ridiculous, it's about time we have one of those IEP's." © This is a misconception that many parents and let's be honest, educators have. Hours of homework, lack of instruction due to poor student attendance, and missing/late assignments does not mean a student has a disability.

Please make sure when you are receiving agency and parental referrals, that you are reviewing all supporting documentation to determine a reason to suspect a disability. IF an agency referral has been made by a regular education teacher or administrator, where is the 6-8 weeks of data on the interventions done in the regular education classroom, prior to the referral? What were the evidence based interventions? This information should be mandatory in the processes of special education. If there is confusion among your district personnel, hold a meeting and inform them of what you need as a Special Education Director before the Sped. Process can be started. I

ACES Board Meeting Schedule

ACES Board Meeting Schedule
(NMBUSD Campus CIB 1402)
February 25, 2020 11:00 a.m.
April 23, 2020 11:00 a.m.

Location:

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

ACES

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ACES Monthly Data Report

September Statistics

- ◆ Diagnostic Assessments: 26
- ◆ Behavior/Adaptive Assessments Completed: 3
- ◆ Behavior Interventionist Agency Consultation Visits: 19
- ◆ School Social Worker Visits: 20
- ◆ Director Visits: 16
- ◆ Director Trainings Conducted: 4

Compliance Corner

- ◆ Please review the process for requesting testing or Behavior Intervention services. <http://areacooperative.weebly.com>
- ◆ Compliance updates will be given in the newsletter, and at each LASE meeting, so don't miss them!
- ◆ Be sure to know what Cohort your district is in, and stay tuned for Cohort training updates. I have included the listing on the front of the newsletter.
- ◆ Please don't hesitate to contact the ACES Director or RPDC Lauren Struthers if you have questions or need Compliance advice!

"The Way Get Started Is To Quit Talking And Begin Doing." – Walt Disney

Myth vs Fact

Myth: If the student has a related service, the related service provider is a required IEP team member.

Fact: IDEA does not expressly require that related service providers be members of a child's IEP team, except in those cases in which the provider qualifies as the student's special education teacher and fills that specific role in the IEP meeting. Related service personnel can also fill the IEP team member role of an "other individual who has knowledge of the child..." If related service providers are invited to the IEP meeting under this discretionary IEP team member role, then they are not considered required IEP team participants. However, IEP teams should keep in mind there will likely be a wide range of situations and circumstances that the related service provider would have knowledge or special expertise about a student and should be a member of the IEP team to ensure that the IEP that is developed meets the student's needs and provides FAPE.

Myth: The regular education teacher on the IEP team does not have to be the regular education teacher of the student.

Fact: The regular education teacher who fills the role of the regular education teacher at the IEP team meeting needs to be a teacher "of the student". U.S. DOE's commentary to the regulations as follows The regular education teacher who serves as a member of the student's IEP team needs to be a regular education teacher "who is, or may be responsible for implementing a portion of the IEP so that the teacher can participate in discussion as about how best to instruct the child." (71 Fed. Reg. 46,675, 2006).

Mental Health Tidbit

By
Jody Renfro
See
Attached

YOUR WORDS

MATTER

	INSTEAD OF...	TRY
	Be quiet.	Can you use a softer voice?
	What a mess!	It looks like you had fun! How can we clean up?
	Do you need help?	I'm here to help if you need me.
	I explained how to do this yesterday.	Maybe I can show you another way.
	Do I need to separate you?	Could you use a break?
	Stop crying.	It's okay to cry.
	Do you have any questions?	What questions do you have?
	You're OK.	How are you feeling?
	It's not that hard.	You can do hard things.
	We don't talk like that.	Please use kind words.



IEP Team October 2019

Myth: If the student has a related service, the related service provider is a required IEP team member.

Fact: IDEA does not expressly require that related service providers be members of a child's IEP team, except in those cases in which the provider qualifies as the student's special education teacher and fills that specific role in the IEP meeting. Related service personnel can also fill the IEP team member role of an "other individual who has knowledge of the child..." If related service providers are invited to the IEP meeting under this discretionary IEP team member role, then they are not considered required IEP team participants. However, IEP teams should keep in mind there will likely be a wide range of situations and circumstances that the related service provider would have knowledge or special expertise about a student and should be a member of the IEP team to ensure that the IEP that is developed meets the student's needs and provides FAPE.

Myth: The IEP team can consist of only the parent and the Special Education teacher.

Fact: OSEP has clarified that the IEP does not permit the IEP team to consist of only a parent and one other team member that performs the responsibilities of all other team members (Letter to Anonymous, 2011). IDEA at 34 CFR 300.321 (a) identifies the IEP team as a group of individuals composed of:

- Parents: One or both parents are required members of the IEP team
- Regular education teacher: A student's IEP team must include not less than one regular education teacher of the student
- Special education teacher: A student's IEP team must include not less than one special education teacher of the student
- District representative: A representative of the LEA who is qualified to provide or supervise the provision of special education, knowledgeable about the general education curriculum, and can commit school district resources
- Evaluation interpreter: An individual who can interpret the instructional implications of the evaluation results
- Other individuals: At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- Student: When appropriate, however, the student must be a member of the team when post-secondary transition is addressed
- Transition Services Providers: To the extent appropriate

Myth: The regular education teacher on the IEP team does not have to be the regular education teacher of the student.

Fact: The regular education teacher who fills the role of the regular education teacher at the IEP team meeting needs to be a teacher "of the student". U.S. DOE's commentary to the regulations as follows: The regular education teacher who serves as a member of the student's IEP team needs to be a regular education teacher "who is, or may be responsible for implementing a portion of the IEP so that the teacher can participate in discussion as about how best to instruct the child." (71 Fed. Reg. 46,675, 2006).

Myth: If a child has multiple regular education teachers all of the teachers have to attend the IEP meeting.

Fact: If the student has more than one regular education teacher responsible for implementing the IEP, the LEA may choose which teacher or teachers will serve as a team member. The LEA should take in to account which teacher(s) would provide most relevant input in order to develop an IEP that is appropriate and delivers FAPE to the student.

Myth: A person may only fill one role at IEP team meeting.

Fact: The IDEA permits a district team member, such as the general education or special education teacher, to also serve as the public agency representative or as the evaluation results interpreter. The person serving the dual role must independently meet the requirements for both of those team members. 34 CFR 300.321 (d); and 34 CFR 300.321 (a)(5). IDEA explicitly states that team members such as the general education teacher or a special education teacher or LEA representative could also serve as the evaluation results interpreter. The regulation at 34 CFR 300.321(a)(5) requires that the team include an individual who can interpret the instructional implications of evaluation results. That individual may be one of the other required team members, such as the student's teacher, a special education provider, or a public agency representative. . IDEA also allows a public agency to designate a public agency member of the IEP Team to also serve as the agency representative. (34 CFR 300.321 (d)) However, OSEP indicated that the regulation would not permit the team to include only a parent and one other individual. *Letter to Anonymous, Office of Special Education Programs, January 24, 2011*. The regulation does not allow the general education teacher role to be filled by the same person who fills the role of the special education teacher

Myth: The student's biological parents are the only ones who can fulfill the role of the parent on the IEP team.

Fact: Under the IDEA, the term "parent" includes a biological or adoptive parent, a guardian authorized to make educational decisions for the child, and an individual acting in the place of a parent (34 CFR 300.30). If the student lives with someone other than the biological parent, that person can fulfill the role of "parent" on the IEP team as they are an individual acting in the place of a parent.

Myth: If a child is in a self-contained classroom or attends a separate school for disabled students, then a regular education teacher is not a required participant in the IEP meeting.

Fact: A regular education teacher of the child is a required IEP team member if the child is or may be participating in the regular education environment. If there is a possibility that the IEP team will be considering a placement that will result in the child participating in the regular education environment, then a regular education teacher will need to be part of the IEP team. Placement is an annual determination made by the IEP team. IEP teams need to keep in mind that the regular education environment encompasses more than just academic classes, it also includes, elective classes, meals, recess, and extracurricular activities.