



AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

November 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 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

- ◆ **11/30/2022:** Readers for the Blind Application due
- ◆ **12/01/2022:** December Child Count due in Core Data
- ◆ **01/01/2023** Complete Semi-Annual Certifications for staff paid with Federal funds (IDEA Part B, HNF Federal, and ECSE Federal) for current year, first semester.
- ◆ **01/31/2023:** Cohort 3-Begin prepping for Finance Self-Assessment

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

- ◆ Special Education Teacher Cohort Training-NW Tech Center 9-3 p.m.-Day 1 09/15/2022; Day 2 11/17/2022; Day 3 02/16/2023; Day 4 04/13/2023
- ◆ New Directors Cohort Training-NWMSU Meeting Room B 8 a.m.-11:30 a.m. Day 2 10/12/2022; Day 3 02/15/2023; Day 4 04/11/2023
- ◆ CPI Full Foundation Course at Tarkio School District, Elementary Library from 8 a.m.-3:30 p.m. 2-27-2023
- ◆ CPI Recertification Course at Stanberry School District, Elementary Library from 8-11:30 a.m. 3-8-2023
- ◆ Paraprofessional Training, Boot Camp Day 1 11-29-2022 NWMSU Student Union, Meeting Room B, 9-3 p.m.
- ◆ Academic Assessment Training, 1-25-2023 NWMSU, Student Union, Meeting Room D 9-3 pm

Monthly To Do List

- ◆ Schedule Initial & Renewal CPI Trainings as needed
- ◆ 100.280 Paraprofessional Training-please ensure this requirement is met and documentation is present
- ◆ Take care of the important due dates including CAP corrections before Christmas break (Cohort 2)

Tiered Monitoring Cohort

2022-2023		
Maintain	CAP	Self-Assessment
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
Stewartsville C-2	Worth County	South Nodaway
Buchanan County R-IV		

Director's Desk- Happy November everyone! November is one of my favorite months; because we really start to see the seasons change. The trees are filled with the fall colors, wood smoke is in the air, and the fields are busy as the farmers reap their harvests. In our school districts, teachers and administrators are also busy as quarter one has come to a close and parent/teacher conferences are completed. In my experience as an educator, parents always have that expectation for their child to be an 'A/B' student. They tend to set the blame on the school/faculty when their child is not meeting their personal expectations they have placed on them. As a parent, I hold high expectations for my own children, but the reality is not all students are going to academically excel. There is nothing wrong with being an average student. Perhaps academics are not their priority and the student is just doing what he/she has to do to be eligible for extracurricular activities. Another thought, maybe the student is rebelling against the parent that pressures them to excel, perhaps grades are the only control that student has in his/her life. Whatever the case, after first quarter, ACES staff members tend to see more parent referrals for special education. A parent referral does trigger the "parent referral process" for special education; within 5 days of the parent request they are presented with the Procedural Safeguards; this is IDEA procedure. Here is the point I really want to address, the LEA then determines if there is a **reason to suspect a disability**. This process involves talking to the child's teachers about classroom performance, reviewing the cumulative folder of past performance, looking at state and district assessments etc. You are not completing a formal 'Review of Existing Data,' but just reviewing information looking for a reason to suspect a disability (a mini-review of existing data). If there is no reason to suspect a disability, you provide the parent with a Prior Written Notice Refused explaining the reasons why, within 30 calendar days of the parent referral. I think school districts comply in the parent referral for special education evaluation, even when they have no reason to suspect a disability. The parent is upset over first quarter progress, and is looking for a reason or outlet for the less than acceptable grades. Perhaps they want accommodations or modifications so their child can meet their personal expectations on that grade card. Whatever the case, please review each individual student referral carefully, looking for a reason to suspect a disability before going forward with the special education process. Being labeled with a disability is not a prize or something to be handed out without adequate eligibility determination. Please see the related article related to special education statistics in the United States. If you have questions or need support, please don't hesitate to reach out. ~Cindy

ACES Board Meeting Schedule

ACES Board Meeting Schedule. All meetings take place at 11 a.m.

December 13, 2022

January 20, 2023

March 30, 2023

*Location: NWMSU
The Station, room TBD*

LASE (Local Administrators of Special Education) Meetings
NW Tech Center (New Commons Room)
November 15, 2022 9-3
February 22, 2023 9-3
March 29, 2023 9-3
Working meeting agenda is on the shared LASE group drive

ACES

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ACES Monthly Data Report

October Statistics

- ◆ Director District Visits: 11
- ◆ ACES Trainings Conducted: 5
- ◆ Diagnostic Assessments: 29
- ◆ Behavior consultations/observations: 14
- ◆ FBA/Adaptive/Behavior/Social/Emotional assessments: 13

Compliance Corner

- ◆ Please don't hesitate to contact the ACES Director or RPDC Julia Schmitz if you have questions or need Compliance advice!
- ◆ When requesting an assessment from the related service providers, please submit the request form. The request forms are found on our website areacooperative.weebly.com
- ◆ Please read my emails and stay up to date with staffing changes
- ◆ Please keep my newsletters to reference and help guide you in sped compliance and important due dates.

Tell me and I forget. Teach me and I remember. Involve me and I learn.
-Ben Franklin

Mental Health Tidbits

Sleep Facts for teens from sleepfoundation.org

- 1) Sleep is vital to your well-being, as important as the air you breathe, the water you drink and the food you eat. It can even help you to eat better and manage the stress of being a teen.
- 2) Biological sleep patterns shift toward later times for both sleeping and waking during adolescence -- meaning it is natural to not be able to fall asleep before 11:00 pm.
- 3) Teens need about 8 to 10 hours of sleep each night to function best. Most teens do not get enough sleep — one study found that only 15% reported sleeping 8 1/2 hours on school nights.
- 4) Teens tend to have irregular sleep patterns across the week — they typically stay up late and sleep in late on the weekends, which can affect their biological clocks and hurt the quality of their sleep.
- 5) Many teens suffer from treatable sleep disorders, such as narcolepsy, insomnia, restless legs syndrome or sleep apnea.

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).