



# AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

October 2020

## 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

- ◆ 10/2020 Ensure K-12 special education staff paid with IDEA Part B Section 611 funds are coded correctly in core data.
- ◆ 10/2020: K-12 Special Education Core Data Personnel-Ensure K-12 Sped Staff paid with IDEA Part B funds are coded correctly in Core Data
- ◆ 10/30/2020 FER for ECSE (ePeGs)

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

- ◆ Please see attached list with details of each training. Thank you
- ◆ Please see the ACES Training List 2020-2021 for additional trainings offered.
- ◆ Review Special Education Program Review Report-to be released in October. Please contact me if you would like support in navigating the CAP's.
- ◆ Make contact with First Step Transition Coordinator to establish relationship, and to get student transition dates.
- ◆ Being submitting CAP in IMACS (Cohort 3)-Due November 1st

## Monthly To Do List

- ◆ Print/Save updated Model Forms from DESE Website
- ◆ Form G for IEP students
- ◆ Print updated Standards & Indicators from DESE Website
- ◆ Schedule Initial & Renewal CPI Trainings as needed
- ◆ Conduct Annual Private/Parochial/Home-school Meeting S&I 100.300
- ◆ 100.280 Paraprofessional Training-please ensure this requirement is met and documentation is present

## Tiered Monitoring Cohort

2020-2021		
Self-Assessment	Maintain	CAP
Cohort 1	Cohort 2	Cohort 3
West Nodaway	Jefferson	Avenue City
Fairfax		Craig
King City	North Nodaway	Mound City
Nodaway Holt	South Holt	North Andrew
Pattonsburg	Tarkio	Northeast Nodaway
Stanberry	Union Star	Rock Port
	Worth County	South Nodaway

### Director's Desk-

Welcome to October everyone! First quarter ends and second quarter begins, which just seems crazy to me how fast the school year goes by. Disability Awareness Month is the month of October. As you may remember from my newsletter last year, In May 2011, the Missouri legislature passed House Bill 555, which authorizes school boards to require the provision of disability history and awareness instruction in public schools during the month of October of each year. During disability history and awareness month, students may be provided instruction to expand their knowledge, understanding, and awareness of individuals with disabilities, the history of disability, and the disability rights movement.

As educators and administrators of students with disabilities, our goals should include but not be limited to, instilling in all students a sensitivity for fellow students with disabilities and encouraging educational cultures that nurture safe and inclusive environments for students with disabilities in which bullying is discouraged and respect and appreciation for students with disabilities is encouraged. Let's ensure that our school personnel and students have an understanding that disability is a natural part of the human experience; we are all more alike than different; and regardless of disability, every citizen is afforded the same rights and responsibilities as that of any other. Let's create a more inclusive school community, where students with disabilities are included in every aspect of society and every student is acknowledged for their unique gifts, talents, and contributions. I am attaching several resources available to the classroom teacher that will enable the integration of comprehensive disability awareness into the general curriculum. Please note the important due dates, trainings, and monthly to do list in this newsletter. ~Cindy

# ACES Board Meeting Schedule

ACES Board Meeting Schedule  
(NMWSU Campus CIE 1402)

November 6, 2020 @ 11 a.m.  
February 10, 2020 @ 11 a.m.  
April 9, 2020 @ 11 a.m.

Location:  
NWMSU J. W. Jones Student Union, Meeting Room D

## ACES

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## ACES Monthly Data Report

### July/August Statistics

- ◆ Diagnostic Assessments: 39
- ◆ Behavior/Adaptive Assessments Completed: 3
- ◆ Behavior Interventionist Staff/Agency Consultation: 13
- ◆ Director Visits: 10
- ◆ Director Trainings Conducted: 3

## Compliance Corner

- ◆ **Reminder:** An outside diagnosis doesn't necessarily mean that there is an adverse educational impact or the need for special education.
- ◆ When parents hand you a medical diagnosis for their child and request an IEP or 504, please proceed with the appropriate flowchart (IEP or 504) for a parent referral.
- ◆ **DO NOT** reject the medical diagnosis or refer them to another provider or credentialed facility for a more thorough evaluation.

The GAI is, in fact, a FSIQ without working memory and processing speed factored into the scoring. DESE's guidance on when to use the GAI has been to follow the test maker's recommendations which can be found at <https://www.pearsonassessments.com/> under the WISC-V, depending on what the districts are using. On Pearson's assessment website you will find some great resources, FAQs, and PowerPoints that address this topic. You must justify why you are taking that score vs. the FSIQ... and you still need to include the FSIQ

**PAUSE. BREATHE. RELAX.**  
**(EVEN IF JUST FOR A MOMENT)**

### What is the difference between the FSIQ and the GAI? ^

The GAI provides an estimate of general intellectual ability that is less impacted by working memory and processing speed than the FSIQ. Children with neurodevelopmental disorders associated with difficulties in working memory and processing speed, such as learning disabilities, ADHD, Language Disorder, or autism spectrum disorder, may obtain lower FSIQ scores than children without such difficulties. In these situations, the lower FSIQ score may mask meaningful differences between general cognitive ability (represented by the FSIQ) and other cognitive functions (e.g., achievement, memory, and specific neuropsychological functions). The GAI was developed to help practitioners with the identification of relative strengths and weaknesses that are based on comparisons between general ability and other cognitive functions. Compared with the FSIQ, the GAI provides the practitioner with an estimate of general intellectual ability that is less sensitive to the influence of working memory and processing speed by excluding those subtests. The FSIQ can be compared to the GAI to assess the effects of a weakness in cognitive proficiency (as measured by the working memory and processing speed subtests) on the child's overall cognitive functioning. In some situations, it may be appropriate to use the GAI for score comparisons with measures of achievement or other cognitive functions. An evaluation of the significance and frequency of GAI-FSIQ differences may inform decisions about when to use the GAI in specific clinical situations.

## Type of Training

## PD Time

## Description

Type of Training	PD Time	Description	When:	Where:
Crisis Prevention and Intervention Training (CPI) Refresher Course	Small Staff Team	3.5 hour	Formal refresher trainings are required within a 12 month period for continued certification	<b>When:</b> Oct. 9, 2020 8-11:30 a.m. Oct. 27, 20 8:30-12 p.m. <b>Where:</b> Union Star School South Holt School
Crisis Prevention and Intervention Training (CPI) Foundation Course	Small Staff Team	8 hour	Initial training for certification in CPI techniques	01/28/2021 NWMSU J. W. Jones Student Union, Tower View Dining Room
Paraprofessional Training	Small Staff Team	6 + hour (2 separate Training Sessions)	Job specific training required by DESE enabling paraprofessional to perform duties as assigned in the member districts.	11/04/2020 11/09/2020 NWMSU J. W. Jones Student Union, Meeting Room D Rock Port R-2
Special Education Teacher Cohort Training	Small Staff Team	6+ hour (4 separate training sessions)	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.	11/19/2020 01/14/2021 03/18/2021 NWMSU J. W. Jones Student Union, Meeting Room D
Academic and Behavior Assessment Training	Small staff team	4 hour	Review and training of commonly used assessments	TBD NWMSU J. W. Jones Student Union, Meeting Room D
Behavior Management Training	Whole Staff team	5 hour	Understanding and addressing behaviors that occur in the classroom	10/27/2020 9-3 p.m. NWMSU J. W. Jones Student Union, Meeting Room D

When coming for a full day of training, a refrigerator for meals is not provided. However, The Jones, located on the second floor of Student Union features retail locations such as Chick-fil-A, Einstein Bros. Bagels, Zen Asian and a Provisions on Demand (P.O.D.) mini-convenience store.

Social distancing of 6 feet or more cannot be practiced in the campus room facilities; therefore all visitors must wear a face mask at all times. Please watch this video if you are coming to any of the ACES training.

[https://www.youtube.com/watch?v=7qX9-lb8hsQ&feature=emb\\_title](https://www.youtube.com/watch?v=7qX9-lb8hsQ&feature=emb_title)