



AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

September 2017

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

- ◆ Accept Assurance Statement (ePeGs)
- ◆ **09/30/2017:** Approval of Local Compliance Plan-Certification Statement sent to Special Education Compliance Department
<http://dese.mo.gov/special-education/compliance/local-compliance-plan>
- ◆ **09/30/2017:** FY17 Part B Final Expenditure Report (ePeGs)
- ◆ **09/30/2017:** FY17 Private/Paraochial/Homeschool MOSIS Data in MOSIS
- ◆ **10/15/2017:** Core Data Staff Assignments & Caseloads
- ◆ **09/15/2017:** Submit ECSE FER(ePeGs)
- ◆ **09/30/2017 High Need Fund (HNF) Application, if applicable**

DESE Due Dates can be found here:
<http://k12reports.dese.mo.gov/Data/acquisition-calendar/>

Upcoming Trainings

- ◆ MO-CASE (Tan-Tar-A):40th Annual Special Education Administrators' Conference September 24-26th 2017 Register: www.mo-case.org
- ◆ Paraprofessional Training: (NMWSU Campus CIE 1402) 9:00AM-3:00PM October 11th, 2017 & February 7th, 2018
- ◆ New Special Education Teacher Cohort Meetings: (NMWSU Campus CIE 1402) 9:00AM-3:00PM
 - ✓ September 15th, 2017
 - ✓ November 9th, 2017
 - ✓ January 11th, 2018
 - ✓ March 15th, 2018
- ◆ CPI Training: (NMWSU Campus CIE 1402)
Initial Certification: 8:00AM-4:00PM September 12th, 2017 (NMWSU Campus CIE 1402)
Recertification: 12-4 p.m. September 18, 2017
- ◆ SLP/SLP Implementer training 09-28-17 cancelled due to low enrollment

Monthly To Do List

- ◆ Schedule Initial & Renewal CPI Trainings as needed
- ◆ Update Public Notice & Post on District Website S&I 100.10-100.40
- ◆ Adopt Local Compliance Plan at Board Meeting
- ◆ Conduct Annual Private/Homeschool Meeting S&I 100.300
- ◆ ACES FY18 Installment 1 invoices will be arriving this month.
- ◆ Begin preparing for October Core Data reporting-staff assignments and caseloads
- ◆ Begin initial planning for MAP-A assessment.
- ◆ Review Special Education Program Review Report-released this month.
- ◆ Make contact with First Step Transition Coordinator to establish relationship, and to get student transition dates

Tiered Monitoring Cohort

2017-2018		
Self-Assessment	Maintain	CAP
Cohort 1	Cohort 2	Cohort 3
Fairfax	Jefferson	Avenue City
King City	Maryville	Craig
Nodaway Holt	North Nodaway	Mound City
Pattonsburg	South Holt	North Andrew
Stanberry	Tarkio	Northeast Nodaway
West Nodaway	Union Star	Rock Port
	Worth County	South Nodaway

Director's Desk

Welcome to the wonderful month of September! Most of us are going on the third full week of school, and are getting back into the full swing of things! Many of us thrive on the structure and consistency of daily routine; as do our students. We feel accomplished and purposed when we are able to follow our schedules and mark items off that mental or physical list. With that being said, please keep in mind to be flexible. Be flexible with others as you or they, may have changes to schedules several times at the beginning of the year until you get it just right. Be flexible with the social workers and related service providers as they come to pull-out students for services. Be mindful that many of our service providers have hundreds of students on their caseloads, and work in multiple environmental settings.

- ◆ Be looking for your Special Education Report from DESE Compliance around September 15. Make an effort to review the items that need correction with your Special Education staff, and begin developing a plan for correction, as well as, a system for double checking paperwork within your district moving forward.
- ◆ Encourage your teachers to make the Instructionally Embedded Windows in the DLM (MAP-A) system a part of their regular instruction. The benefits of using these items as teaching tools are highlighted later in this newsletter!

As a reminder, ACES will continue to complete the following Compliance requirements for Districts:

- ◆ Public Notice-radio version. Please post the Public Notice on your school district's website and in your school handbook. Please don't hesitate to contact an ACES staff member if you have questions! -Cindy

ACES Board Meeting Schedule

ACES Board

Meeting Schedule

(NMWSU Campus CIE 1402)

Oct 16, 2017-10 a.m.

Jan 25, 2018 10:30 a.m.

April 24, 2018 10:30 a.m.

CIE (Center for Innovation and Entrepreneurship)

1402 N College Drive

Maryville, MO 64468

LASE Meetings:

(Maryville R-2 Administration

Building) 9:00AM-3:00PM

October 12, 2017

November 30, 2017

January 25, 2018

March 8, 2018

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ACES Monthly Data Report

August Statistics

- ◆ Diagnostic Assessments: 3
- ◆ School Psychologist Behavior Visits: 10
- ◆ School Psychologist Consultation: 8
- ◆ School Social Worker Visits: 16
- ◆ School Social Worker Trainings: 13
- ◆ Director Visits: 9
- ◆ Director Trainings Conducted: 3

Compliance Corner

- ◆ Please review the process for requesting testing or school psychologist services. <http://www.aces.maryville.k12.mo.us/>
- ◆ 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 your DESE Compliance Consultant Susan Borgemeyer at borgmeyersk@umkc.edu if you have questions or need Compliance advice!

You'll never change your life until you change something you do daily. The secret of your success is found in your daily routine. -John C. Maxwell

One positive thought in the morning can change your whole day; it can also change the day of those around you. -Cindy Naber

MAP-A Information

MAP-A Test Windows 16-17	Opening Date	Closing Date
Instructionally Embedded	September 19, 2017	February 28, 2018

The Instructionally Embedded Assessments are used following the completion of the First Contact Survey, and the Personal Needs and Preferences Profile for students who meet eligibility for MAP-A. The purpose of these Instructionally Embedded Assessments is to increase the instructional relevance of the Spring Assessment.

These assessments administered through "DLM uses technology-enhanced items where they are cognitively appropriate which varies with the area of the map within which the student is learning. For example, if a map node is about ordering things, then an ordering technology-enhanced item type (testlet) will be used. Three item types are currently developed: multiple choice; technology-enhanced item types that support sorting, ordering, and matching tasks; and teacher-administered items."

How they work: The educator selects the EEs for each student from a list of available grade level EEs. Before beginning Instructionally Embedded Assessments, the educator selects the appropriate level within each EE after reviewing the recommendations from the system. The system uses the student's assessment results to help refine the system's recommendations. During this window only, the educator instructs on that content BEFORE administering the assessment.

Each time a student takes an Instructionally Embedded Assessment during this window, the system uses the results to update mastery of all the linkage levels for that EE. The DLM system automatically selects five of the EEs and the levels for each student based on the student's assessment history during the year to administer during the Spring assessment window. The student's scores used for summative purposes (during the Spring window) are based on the student's final updated information for all EE and linkage levels by the end of the year.

From DESE: <http://dese.mo.gov/sites/default/files/se-mocase-2014-dynamic-learning-maps.pptx>

Mental Health Tidbits

Autism Spectrum Disorder (ASD) is a pervasive neurodevelopmental disorder characterized by impairments in social communication and restricted, repetitive patterns of behavior, interests or activities (American Psychiatric Association [APA], 2013). Though present in an early developmental period, impairments may not manifest until later in life, often when demands exceed one's capacities. Autism seldom walks alone. Emotional and behavioral problems, though not diagnostic, are major issues for people with ASD, occurring more frequently than in peers across the life course (Leyfer et al., 2006; Simonoff et al., 2008; Totsika et al., 2011a; Totsika et al., 2011b). Mental health disorders are important indicators of poor overall health (Linehan, Noonan Walsh, van Schroyen Lantman-de Valk & Kerr, 2004), and have serious implications for the quality of life and well-being of people with ASD, their families and the larger service system of care. There is tremendous expertise in the research, assessment and treatment of emotional and behavioral problems by psychologists, and the profession is ideally suited to support people with ASD, many of whom could benefit from the same kinds of psychological care provided to people without ASD. For example, existing cognitive-behavioral interventions effective in reducing anxiety, obsessive-compulsive symptoms and depression in children with neurotypical development have recently been adapted and extended to children with ASD (Ehrenreich-May et al., 2014; Russell, et al., 2013; Santomauro, Sheffield, & Sofronoff, 2016).