



# AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

September 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 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

- ◆ Accept Assurance Statement (ePeGs)
- ◆ **10/2019** Ensure K-12 special education staff paid with IDEA Part B Section 611 funds are coded correctly in core data.
- ◆ **09/30/2019:** FY19 Part B Final Expenditure Report (ePeGs)
- ◆ **09/30/2019:** FY19 Private/Homeschool MOSIS Data in MOSIS Report all private/parochial/home schooled students with disabilities aged 5- 21 determined eligible and served by the LEA in the prior year in MOSIS December Student Core/ Core Data Screen 11 using the educational environment of "2100- Parentally Placed Private
- ◆ **10/15/2019:** FER for ECSE (ePeGs)

## Upcoming Trainings

- ◆ **MO-CASE (Margaritaville/Tan-Tar-A): 42<sup>nd</sup> Annual Special Education Administrators' Conference** September 22-24<sup>th</sup> register: [www.mo-case.org](http://www.mo-case.org)
- ◆ **Paraprofessional Training:** (NMWSU Campus CIE 1402) 9:00AM-3:00PM September 16<sup>th</sup>, 2019 November 6, 2019
- ◆ **New Special Education Teacher Cohort Meetings:** (NMWSU Campus CIE 1402) 9:00AM-3:00PM September 12<sup>th</sup>, 2019 November 14<sup>th</sup>, 2019 January 23, 2020 March 19, 2020
- ◆ **NWMO LASE Meetings:** (Northwest Tech School-New Commons) 9:00AM-3:00PM
  - ✓ October 10, 2019
  - ✓ November 21, 2019
  - ✓ February 20, 2020
  - ✓ April 2, 2020

## Monthly To Do List

- ◆ Print/Save updated Model Forms from DESE Website (not yet posted)
- ◆ Print updated Standards & Indicators from DESE Website (not yet posted)
- ◆ Conduct Annual Confidentiality Training S&I 100.220
- ◆ 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/Parochial/Home-school Meeting S&I 100.300

### Tiered Monitoring Cohort

Maintain Cohort 1	CAP Cohort 2	Self-Assessment Cohort 3
West Nodaway	Jefferson	Avenue City
Fairfax	Maryville	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

Happy September everyone! School is in full swing and excitement is in the air. It is so good to be back in our schools and the familiar sounds of students learning. It is important to establish routines and have structure in our daily life and in our classrooms, while being flexible to changes. We have found that many of our students exhibiting negative behaviors; thrive on consistency, routine, and structure. Going into the first full month of school, I wanted to give some suggestions for routine that maybe beneficial to you and your success in the field of special education:

- ◆ 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 will make testing less stressful for student and teacher.

I am constantly impressed with the wonderful teachers that we have in our rural school districts here in Northwest Missouri, we are truly blessed.

I am always available should you have a question or need support. Call, email, or text me -Cindy

# ACES Board Meeting Schedule

## ACES Board

### Meeting Schedule

(NMWSU Campus CIE 1402)

October 28, 2019 11:00 a.m.

February 25, 2020 11:00 a.m.

April 23, 2020 11:00 a.m.

### Location:

CIE (Center for Innovation and Entrepreneurship)

1402 N College Drive

Maryville, MO 64468

# ACES

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### Director

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### Behavior Interventionist

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# ACES Monthly Data Report

## August Statistics

- ◆ Diagnostic Assessments: 5
- ◆ Behavior/Adaptive Assessments Completed: 0
- ◆ Behavior Interventionist Staff/Agency Consultation: 17
- ◆ School Social Worker Visits: 12
- ◆ Director Visits: 13
- ◆ Director Trainings Conducted: 9

## 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!

## Compliance Corner FBA/BIP

**Is consent required before conducting a Functional Behavior Assessment (FBA)?** Yes. An FBA is generally understood to be an individualized evaluation of a child in accordance with 34 CFR §§300.301 through 300.311 to assist in determining whether the child is, or continues to be, a child with a disability. The FBA process is frequently used to determine the nature and extent of the special education and related services that the child needs, including the need for a BIP. As with other individualized evaluation procedures, and consistent with 34 CFR §300.300(a) and (c), parental consent is required for an FBA to be conducted as part of the initial evaluation or a reevaluation.

How can an IEP address behavior? When a child's behavior impedes the child's learning or that of others, the IEP team must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior. Additionally, the team may address the behavior through annual goals in the IEP. The child's IEP may include modifications in his or her program, support for his or her teachers, and any related services necessary to achieve those behavioral goals. If the child needs a BIP to improve learning and socialization, the BIP can be included in the IEP and aligned with the goals in the IEP.

If a BIP is a part of the IEP, do we need to use the amendment process if a change needs to be made in the BIP? IDEA requires that the BIP be a part of the IEP. This triggers the use of the amendment process when the BIP needs to be amended.

## Mental Health Tidbits

### Coping Skills

**Coping skills are tools that people use to help improve their emotional state, and can be tailored to each individual. The key is figuring out a unique list of coping skills that work for each person. Ideally, when one begins to feel stressed, sad, agitated, or angry, coping skills can be implemented to help regulate their emotions in order to avoid a loss of control. Developing a coping skills list should be done when you are calm and your thoughts are clear. Not all coping skills will work in all settings, therefore identifying coping skills for each setting would be best (home, school, etc.). The following is a list of ideas, but do not limit yourself. It is best for the individual that will be using the coping skills to be a part of making the list in order for it to be effective and for them to be invested.**