

**AREA COOPERATIVE FOR EDUCATIONAL SUPPORT**

**July/August 2018**

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.

**Monthly**

**To Do List**

* Pick-up Audiometers following ACES Board Meeting
* Print/Save updated Model Forms from DESE Website
* Print updated Standards & Indicators from DESE Website
* 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

**Important Due Dates**

* Accept Assurance Statement (ePeGs)
* **After July 1:** Complete Staff Semi-Annual Certification Forms
* **Due by the end of July:** Ensure all ECSE staff are coded correctly in Core Data, as information will be pulled into the ECSE FER
* **09/30/2018:** Approval of Local Compliance Plan-Certification Statement sent to Special Education Compliance Department
* **09/30/2018:** FY18 Part B Final Expenditure Report (ePeGs)
* **09/30/2018:** Coordinating Early Intervening Services Reporting Verification Form (FY18 Part B FER in ePeGs)
* ACES FY19 Installment 1 invoices will be arriving in September

**DESE Due Dates can be found here:**

<https://dese.mo.gov/sites/default/files/sef-CalendarFY18.pdf>

**Upcoming Trainings**

* **MO-CASE (Tan-Tar-A):**

**40th Annual Special Education Administrators' Conference September** 23-25th **Register**: [www.mo-case.org](http://www.mo-case.org)

* **Paraprofessional Training:**

(NMWSU Campus CIE 1402)

9:00AM-3:00PM

September 27, 2018

February 7, 2019

* **New Special Education Teacher Cohort Meetings:**

(NMWSU Campus CIE 1402)

9:00AM-3:00PM

September 13th, 2018

November 7th, 2018

January 10th, 2019

March 14th, 2019

* **LASE Meetings: (Tentative Dates)**

(Maryville R-2 Administration)

9:00AM-3:00PM

October 11, 2018

November 29, 2018

January 24, 2019

March 7, 2019

**Tiered Monitoring Cohort**

|  |  |  |
| --- | --- | --- |
| **2018-2019** | | |
| **CAP** | **Self-Assessment** | **Maintain** |
| **Cohort 1** | **Cohort 2** | **Cohort 3** |
|  | 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 |
| West Nodaway | Worth County | South Nodaway |

**Director’s Desk**

**Hi There! I am hoping everyone had a safe and happy 4th of July and welcome to the 2018-19 school year! Just a few updates:**

* **Audiometers/tympanometers are calibrated and can be picked up following the ACES board meeting in August. If you need them prior to the board meeting, please let me know. If one of us are coming your way, we are happy to drop your machine off.**
* **We are no longer affiliated with the Maryville R-II School District. Mound City is our new fiscal agent, effective July 1, 2018. Thank you to Mr. Eaton and the Mound City BOE!**
* **Our new website address is areacooperative.weebly.com. The site did not change, only the address.**
* **I will be in the office, and checking email periodically over the summer. Please let me know if you need anything via email.**

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

* **Speech Implementer Model Approval Forms**
* **Public Notice-radio version, please post the Public Notice on your school district’s website**
* **We have several new training opportunities listed along with this newsletter-so be sure to check them out!**

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

## Back Page Story Headline

**ACES Monthly Data Report**

**2017/18 Statistics**

* Diagnostic Assessments: 321
* School Psychologist Behavior/Adaptive Assessments Completed: 77
* School Psychologist Consultation: 114
* School Social Worker Visits: 290
* Director Visits: 87
* Trainings Conducted: 79

**Compliance Corner**

There is an updated Parent’s Guide to Special Education, May 2018, available at the following link. Please throw out your old Parent Guide’s, and replace with the new one.

<https://dese.mo.gov/sites/default/files/TheParent'sGuidetoSpecialEducationMay2018.pdf>

Please don’t hesitate to contact the ACES Director or your DESE Compliance Consultant Susan Borgemeyer at [borgmeyersk@umkc.edu](mailto:borgmeyersk@umkc.edu) if you have questions or need Compliance advice!

#### **ACES Board**

#### **Meeting Schedule**

**ACES Board**

**Meeting Schedule**

*(NMWSU Campus CIE 1402)*

Dates TBA (waiting on Rural Advocate meeting dates)

**CIE (Center for Innovation and Entrepreneurship)**

**1402 N College Drive**

**Maryville, MO 64468**

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Behavior Expectations and How to Teach Them

By Aaron Hogan

Imagine that a student enters an English class to find that it's that most dreaded of days -- graded paper pass-back day. As he receives his paper, his teacher begins to criticize him for his mistakes saying, "You should have known better than to write your thesis that way." What if the teacher went on to add, "That's the third time this month. What am I going to do with you?" before sending him to the office for his mistake?

Students who make academic mistakes are given time to review, relearn, and reassess until they master the content. But with students who fail to meet behavior expectations, more often than not we respond by assuming willful disobedience, removing students from the classroom, and assigning disciplinary consequences. When our typical responses for behavior are applied to academic issues, it's easy to see the disparity.

Because educators are well trained to deal with academic failures and missteps, we know that this isn't the way to handle the issues with an academic assignment. Somehow, though, it's become an acceptable way to address student behavior.

The "He Was Told So He Should Know" Problem: As a high school teacher, I certainly didn't think that I needed to teach behavior. I was under the impression that if I posted rules and reviewed them in class on the first day, I had done all that was required. As a result, even when it didn't work, I often found myself returning to my list of posted rules when it was time to "review expectations." With academic content, teachers have a number of tricks up their sleeves. They start with what students know and build from there using great models, repetition, and novelty to make student learning memorable.

Here's what I wonder: What would happen if we taught behavior expectations with our best instructional practices?

Instead of looking at students as willfully disobeying all the good manners they've been taught, what if we put a process in place to teach our expectations for student behavior with the best practices often reserved for academic work? Approaching behavior expectations with our best instructional practices will allow students to internalize our expectations better and for longer.

A Better Way: Here's a process along with a few starter ideas to move you in the right direction, whether you're an individual teacher or thinking about this on a campus-wide scale.

1. Be clear with your expectations.
2. Draft a list of memorable ways to teach these expectations (be sure to include models).
3. Estimate how often you will need to reteach this lesson.
   * Create a timeline.
   * Establish a list of signs that indicate when it is time to reteach this expectation.

See an Example and Video at:

<http://www.edutopia.org/blog/behavior-expectations-how-to-teach-them-aaron-hogan?utm_source=facebook&utm_medium=cpc>

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**Mental Health Tidbits**

**“Paying attention?” an app asks – helping kids monitor their own classroom behavior**

<http://hechingerreport.org/paying-attention-app-asks-helping-kids-monitor-classroom-behavior/>

Dyslexia Basics

By: [International Dyslexia Association](http://www.readingrockets.org/articles/by-author/89062)