CES NEWSLETTER
May 2024

How Does CES Give Back?

CES, unlike any other purchasing cooperative serving the State, gives back to New Mexico by sharing its resources. How does this happen? Actually, it occurs in several ways.

CES, through members using its contracts, generates the funds to support its normal operations. If revenues exceed the budgeted amount in a fiscal year, CES gives back to its members credits for future purchases. This only happens in fiscal years when revenues exceed budgeted revenues and expenditures. Through most of its history while continually growing, having launched in 1979, this has been a recurring experience for CES.

Beginning with Fiscal Year 2023, participating entities (i.e., non-educational members) also began receiving these credits based upon their volume of spending through CES contracts, from a separate dedicated fund.

CES has enjoyed an ever-increasing financial success, year after year, due to the loyal partnership of its members and contracted vendors.

Since its beginning, CES has provided both logistical and consultative support to its owning members, which group has now grown to include all public NM school districts, charter schools, colleges, and universities. Since 2006, CES has also been able to serve counties, municipalities, other local public bodies, State agencies, BIE & BIA agencies, and qualifying non-profits. CES staff has been involved in leading needs assessments, community forums, strategic planning activities, climate studies, personnel training, staff recruitment, etc.

One of the initial purposes of CES was to act as a source of ancillary service providers (e.g., diagnosticians, therapists) to support the unfilled needs of member organizations' special education students. Qualified providers are employed, then placed in member schools via arrangements as needed.

Years ago, CES was a statewide leader and facilitator in the State's schools as they transitioned to the use of technology in both instruction and administration, providing widespread training and introduction to cybertechnology via its traveling Technology Bus program and other outreach. Its staff and partners have provided access to high-end equipment and programming.

Through a renewed and visionary emphasis on supporting instructional and administrative

improvement during the last decade, CES has created effective instructional support programs that aid the efforts of its members throughout NM. Here are a few ongoing programs.

- The Technical Assistance Program (TAP) was created in partnership with the NM Public Schools Insurance Authority. Its purpose is to provide schools with specialized consultation, training, and technical assistance on Special Education topics, both to increase schools' and instructors' effectiveness and to decrease the State's liability due to litigation.

- The School Improvement Technical Expertise (SITE) program is designed to aid schools and districts in developing and implementing their unique pathways to professional development and school improvement.

- The Leadership Development (LD) program is an umbrella for multiple focused approaches to providing professional training and support for Principals, Superintendents, other school and central office administrators, and school boards. The Administrators Leadership Development (ALD) program, for instance, aids educational leaders in preparation for, and in obtaining, their administrative licensure.

- Leading Educators (through) Alternative Pathways (LEAP) is a year-long alternative licensure program tailored to prepare alternatively licensed teachers to be successful in NM's diverse classrooms. It can replace a teacher's taking two years of post-baccalaureate college coursework while working in a classroom setting as a teacher of record.

Each year in October, CES hosts a Facilities Managers Workshop that helps custodial and maintenance personnel from throughout the State in acquiring knowledge and skills that can make them more effective and safer in their work assignments. Recent years have seen added a certificate program, recognized by the NM Construction Industries Division. Simultaneously, CES hosts a School Leadership Symposium whereby school and district administrators can learn from nationally recognized educational experts regarding currently relevant trends and topics.

All these vital services occur at either no cost or very nominal cost to the members. We exist for our members, and our mission is to provide exceptional services. As this video has now shown, CES is New Mexico True, with education in its DNA. And in the end, as you can see, everything CES does is for the children!

by Jim Barentine, Southern Services Manager, CES

Order Corner

We appreciate your patronage of CES contracts and services!

We at CES are mindful of the concerns of members and vendors when there are delays in processing a purchase order. We have continually fine-tuned our business office processes so that these delays are avoided whenever possible.

Most delayed purchase orders can be traced to three main causes.
1. The vendor's quote is in an unusable format or contains information/pricing that does not match the terms of their awarded contract. CES then reaches out to the vendor to get correction.
2. The member's purchase order is made out to the wrong party. Be sure to hover over the submission button in the Bluebook for directions on who should be named as "vendor" on the PO.
3. During this past year, the Department of Workforce Solutions has become very quick to freeze a member's Wage Rate Decision portal if there is anything in there that DWS determines should be corrected. This has resulted in many paused POs at CES while the member works with DWS to get the portal freed for additional entry.

Your help in exercising adequate caution in PO preparation and maintaining your Wage Rate Decision portal will go a long way toward avoiding your PO being placed on Pending status. Together, we can make the CES ordering process work more smoothly on your behalf!

No other purchasing cooperative goes the extra mile in assuring your purchases are compliant with law and regulation. CES provides you the added value and does so at the lowest administrative fee rate in the Southwest!

For **any** needed assistance, please contact your regional CES manager:

Paul Benoit
Northern Services Manager
Regions 1-5
paul@ces.org
575-562-2922

Jim Barentine
Southern Services Manager
Regions 6-8 + Magdalena, Quemado, & Socorro
jim@ces.org
575-646-5965

If you are in communication with a vendor who may be interested in becoming "a CES vendor" through receipt of a contract, please refer them to this video, where they will learn how to participate in the competitive CES RFP process: https://youtu.be/jobvWlS0AQ4. Thank you.

Job Opportunities

JOB OPPORTUNITIES AT CES

Ancillary Openings:
- Ancillary Teacher – Region 1
- Certified Orientation Mobility Specialist – Regions 2, 4
- Certified Orientation Mobility Specialist/TVI – Regions 4, 6
- Diagnostician – Region 4
- Occupational Therapist – Regions 2, 3, 4, 7, 8
- Physical Therapist – Regions 1, 2, 4
- Psychologist – Region 4
- Recreational Therapist – Regions 3, 4
- Registered Nurse – Region 1
- School Psychologist – Regions 3, 4, 6
- Social Worker – Regions 2, 4
- Speech/Language Pathologist – Regions 2, 4, 8
- Teacher for the Visually Impaired – Region 1

Other CES Openings:
- LEAP Coach
- Professional Services Staff

Watch for CES job postings on www.indeed.com.

Notes from the Business Office

Member Service Credits
Just a reminder to all our Members and Participating Entities that if you were issued a Member Service Credit this year, those will be expiring soon. You have until **June 14ᵗʰ** to utilize these so please upload your service credit with any invoice to the CES portal. If you have any questions, please contact Kelly Bassham in Accounts Payable at kelly@ces.org.

Lump Sum Quotes
If you are receiving a lump sum quote from any CES Procurement Partner, please request an updated quote from them that conforms with their CES contract pricing. A lump sum quote delays approval as the CES Teams are unable to verify compliance with the vendors contract to ensure you are receiving the contract pricing.

Direct Purchase
If you are utilizing the Direct Purchase process, please be sure to upload the purchase order and quote to the CES portal. One of the services that CES provides to you is verifying compliance with the vendors' contract and ensuring that the quote is in the proper format. This is a value-added service that is provided at no cost to our Members and Participating Entities. If you have any questions, please contact your CES Team:
Team1@ces.org – Members A through D
Team2@ces.org – Members E through K
Team3@ces.org – Members L through P
Team4@ces.org – Members Q through Z

Procurement News

No new information submitted for May

Calendar of Events

5/2 PSCNM – Lights, Camera, Action! Understanding the Impact of SB 137 for Governing Boards
5/5 Cinco de Mayo
5/27 Memorial Day – CES Offices Closed
5/30 – 6/1 NMSBA School Law Conference

5/6 National Nurses Day
5/7 National Teacher Appreciation Day
5/8 Victory in Europe Day (V-E Day)
5/12 Mothers' Day
5/14 CES JOC Training

May 2024

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Construction Corner

Do you have projects that need to be completed before the end of the fiscal year? CES can help by providing Job Order Contracting. For more information, please contact John King; jking@ces.org

INFORMATION

- CES has two JOC contracts available through our strategic procurement partner, Gordian.
  - The Gordian platform provides valuable services working directly with you and the selected vendor from scope development to detailed scope of work and compliance checks ensuring accuracy and speedy approvals.
  - The RSMeans JOC Core platform is a "self-service" option where our member is the lead and works directly with the vendor to establish the scope of work. CES provides detailed cost proposal review to ensure compliance.
- CES has hundreds of vendors available through JOC.
- Benefits of using Job Order Contracting:
  - CES has gone through the RFP process following all state statutes and procurement code.
  - Saves you time and money.
  - Construction projects can be "fast tracked" keeping you on schedule.
  - JOC Contracts utilize a Construction Task Catalog that consists of thousands of pre-priced items.

TIPS

- To avoid delays issuing a CES purchase order when selecting the RSMeans JOC Core contract, verify that the vendor has submitted the detailed cost proposal using the RSMeans JOC Core platform before you issue a purchase order to CES.
- You, our member, should be selecting the JOC contract that best suits your needs.

TRAINING

- CES provides quarterly member training on the use of JOC. The training will be in person at the CES offices and streaming via ZOOM. Emails will be sent out closer to the dates with the starting time.
  - Tuesday, May 14th, 2024
  - Tuesday, September 17th, 2024
  - Wednesday, November 13th, 2024

Do You Have the Tools When Implementing the Discipline Rules? (Part 4 of 4)

May 2024

By Cindy Soo Hoo, TAP Consultant

Topics Include:

Manifestation Determination Review (MDR)
- Under What Circumstances Must One be Conducted?
- Who Must be Involved?
- What Two Questions Need to be Answered to Assist Teams in Making a Determination?
- What Questions/Information/Data Might be Considered in Answering the Two Required Questions?

In the past three editions of Compliance Corner, we learned about placement and how there could be a change in placement when a discipline measure is being proposed. When discipline is involved, a change in placement may occur in any of the following circumstances:

For disciplinary purposes, the Individuals with Disabilities Education Act (IDEA) 34 CFR §300.536(a) states:

For purposes of removals of a child with a disability from the child's current educational placement under §§ 300.530 through 300.535, a change of placement occurs if—

*(1) The removal is for more than 10 **consecutive** school days; **or***

*(2) The child has been subjected to a **series of removals that constitute a pattern—***

(i) Because the series of removals total more than 10 school days in a school year;

*(ii) Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; **and***

(iii) Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

When a school administrator proposes a disciplinary action that will result in a change in placement, a Manifestation Determination Review (MDR) must be conducted. This must occur within 10 school days of the decision to suspend or expel the student. Notice of the proposed disciplinary consequence must be given to the parent the same day the disciplinary decision was made. Parents must also be given a Prior Written Notice of proposed actions and their Procedural Safeguards, also known as SPECIAL EDUCATION PROCEDURAL SAFEGUARDS FOR STUDENTS WITH DISABILITIES AND THEIR FAMILIES REQUIRED UNDER IDEA PART B. These procedural safeguards are located on the New Mexico Public Education Department website and are available in multiple languages.

The IDEA is clear regarding the required members of a properly constituted Individualized Education Program (IEP) Team. However, when it involves members in attendance of a Manifestation Determination Review meeting, it is not so clear. It does state that the Local Education Agency (LEA), the parents and relevant members of the child's IEP Team must be involved. Relevant members are not defined. Relevant members could include school personnel or others who may have pertinent information about the student and the situation but are not necessarily a required member of an IEP Team. As an example, under the IDEA, a school social worker is not a required member of an IEP Team. However, the child's school social worker may be a relevant member of an MDR Team as she/he may have pertinent information to consider. Determining who the relevant members are should be a joint decision made by both the LEA and the parent.

When the Manifestation Determination Review meeting is held, participants will need to answer two questions. One question pertains to the actions of the student; the other question refers to the actions or inactions of school personnel. With the reauthorization of the IDEA in 2004, MDR Teams are responsible for determining the following: 34 CFR §300.530 (e)(1)

(i) *If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability;* **or**

(ii) *If the conduct in question was the direct result of the LEA's failure to implement the IEP.*

If the answer to **either** question is **yes,** the MDR Team must conclude the behavior **is** a manifestation of the student's disability. Consequently, **no** disciplinary action may take place **unless under Special Circumstances.** Special Circumstances were defined in an

earlier Compliance Corner edition as involving weapons, drugs or serious bodily injury.

Prior to the MDR meeting being held, school personnel should be working together along with parents to gather pertinent information about the student in preparation for the meeting. Information and data are necessary to determine if the conduct of the student is or is not a manifestation of the student's disability. At a minimum, according to the IDEA, the information should include:

✓ The student's IEP: Does the student's Individualized Education Program, present or past, contain information that relates to the behavior(s) exhibited by the student? Are there services and supports in place to address the behavior in question?

✓ Information provided by the parents: Do the parents have information to share that may shed light on what may be happening at home?

✓ Observations and data from teachers and related service providers: What do the service logs and progress toward goals indicate about the circumstances? Do service providers have information, or have they made observations about the recent behavior(s) of the student?

Other sources of information that may assist MDR Teams in analyzing the relationship, if any, between the student's misconduct and the student's disability could include, as applicable:

✓ FBA/BIP: If they exist, do they contain information and strategies about the displayed behavior?

✓ Current school performance: What do the grades look like? How about progress toward goals? Is the student

participating in class, turning in assignments, coming to school/class?

✓ Discipline history/behavioral history: Are there discipline referrals for this or similar behaviors?

✓ Evaluations & diagnostic results: Was the student referred for this behavior in the first place? Does the student need to be reevaluated?

✓ Current medical/psychological information: Is there a new diagnosed medical condition? Has the student been prescribed medication for which they are or are not taking? What about side effects?

✓ Other pertinent information: Is the student in the nurse's office frequently? Are they asking to go to the bathroom frequently?

✓ Did the behavior involve multiple steps during which there was time to reflect on the behavior? Were there opportunities in which the student could have decided not to violate the student code of conduct?

✓ What does the student say about the behavior? Are they able to shed some light on what they may have been thinking about the behavior?

✓ Is there any evidence, such as video footage, showing the student was acting with deliberation?

✓ Did the student speak with someone earlier in the day, week, etc. about the behavior? Was someone made aware of the planned behavior?

✓ Has there been any indication the student has been the victim of bullying?

Or is the student engaging in actions of bullying?

✓ What were the circumstances that preceded the conduct? Can you identify the antecedents that may have triggered the behavior?

✓ Did events unrelated to the behavior possibly trigger the behavior? Was there an incident that happened on the way to school, in the hallway, on the playground, etc.?

✓ Did the student's disability cause the student to act impulsively? Or is there evidence of forethought regarding the behavior?

✓ Over what span of time and across what settings did the behavior occur? Could the violation of the student code of conduct been planned?

When analyzing whether the actions or inactions of school personnel may have resulted in the student's misconduct, school personnel might consider the following:

✓ Reviewing service logs: Were there missed services, and could this have contributed to the student's misconduct?

✓ Speaking with teachers and other staff responsible for implementing the IEP: Do they have any information that could assist in determining if portions of the IEP were not implemented?

✓ Determining if the BIP or other behavioral interventions were followed: Could the denial of interventions and supports contributed to the behavior?

Should it be determined that the student's conduct was a manifestation of his/her

disability due to the district's failure to implement the IEP, the district must take immediate steps to remedy the deficiencies. School personnel and others who play a vital role in the student's education must be knowledgeable and familiar with the student's IEP, including any behavioral intervention plan. It is imperative these are implemented with fidelity.

There are many resources available to assist school administrators and school personnel in navigating the discipline process for students who are eligible under the IDEA, those not yet eligible for whom a suspicion of a disability exists and for students who are eligible under Section 504 of the Rehabilitation Act. One such resource is a technical manual available on the New Mexico Public Education Department website. In addition to guiding school personnel on the processes involved, it also contains sample forms that can be utilized by districts, including sample notifications and MDR forms. Although it has not been revised since 2008, the information is based on the Individuals with Disabilities Education Act,

which was last revised in 2004. For further information and guidance, please consult the [Student Discipline: A Technical Assistance Manual For Students with Disabilities.](#)

In sum, there are many regulations and rules that dictate what a school district must consider when imposing disciplinary consequences for a student who is eligible under the Individuals with Disabilities Education Act. While these students are not immune from the disciplinary process, it is important to keep in mind that certain protections may apply. It is imperative that school administrators become familiar with these regulations and rules. Failure to do so may result in a denial of a Free Appropriate Public Education or FAPE for the student.

The information included herein is not intended to provide legal advice. Should you need legal advice or guidance on any issue involving special education, please contact the appropriate person for your district.

Teacher Toolbox

Teacher Toolbox

By Margaret Wood, Speech-Language Pathologist and TAP Consultant
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May 2024

Effective Communication: *The Key to Personal and Professional Success*

Time and time again, communication ranks as the number one "soft skill" most desired by employers across the world. Soft skills are defined as personal attributes

that enable someone to interact effectively and harmoniously with other people. Of course, we are expected to possess specific expertise in our given area of education.

However, communication skills are consistently identified as one of the sought after skills by employers. The ability to communicate effectively increases a person's likelihood of being hired over other candidates of equal education and experience levels, propelling individuals to succeed both personally and professionally.

According to Liz Papadopoulos, *"…Effective Communication requires more than an exchange of information. When done right, communication fosters understanding, strengthens relationships, improves teamwork, and builds trust".* This quote succinctly captures what we as educators have set out to do with our students. A teacher's primary job is communication. In the classroom, teachers must communicate new concepts and theories to students in a way they can understand. They must also communicate with administrators, staff, and parents. The same is true of administrators and other staff members. Successful teaching requires equal parts of knowledge and communication skills, which includes four basic modes of communication – listening, speaking, reading, and writing.

Communication with Parents and Guardians

Establishing strong relationships and clear lines of communication at the beginning of the school year sets a strong foundation for parent-teacher interactions. Opening reliable channels of communication by determining a family's contact preferences and language preference may set the stage for effective communication. Consider asking parents or guardians directly via an introductory phone call or email or discuss the topic at back-to-school night.

As a parent of a child with multiple health issues, learning challenges, and personality quirks, I decided to write a letter to my daughter's teacher every year, providing a snapshot of her unique needs and strengths in hopes of paving the way for a positive school year for both my daughter and the staff. Many teachers expressed the significant value of this communication and described how much they would love to receive a letter such as this from every parent, to inform their interactions with their students. Asking parents to write a one-page essay entitled, "A Roadmap to my Child" may provide you with this helpful insight that you may not otherwise learn about your student – regardless of any "special needs" they may or may not have. For example, learning that the child experienced the loss of a family member or their beloved family pet over the summer may provide you with insight that allows you to communicate empathetically. Ongoing two-way communication where parents can listen and receive information, as well as speak and be heard, ensures a healthy exchange of ideas that welcomes parents as partners in their child's education. Technology advances have made this transmission of information easier and more accessible. For example, communication platforms like "Remind" create a communication ecosystem that supports collaboration, coordination, and engagement for students, parents, and staff to have access to two-way communication.

Communication with School Staff

Communication skills are crucial in producing positive outcomes during staff meetings and training sessions. Leading meetings, presenting in front of varied audiences, and giving constructive feedback to other staff are essential functions of communication that lead to professional growth. "It takes a village" is a common phrase used to express the complexity of support needed to teach children effectively. Frequent collaboration with colleagues and administrators is essential for meeting students' needs. Whether you are planning lessons together, updating your colleagues on certain students' progress, or sharing tips about how to handle issues in the

classroom, effective communication skills are the glue that increases bonding professionally and personally. Clear written communication prepared for a substitute teacher can make or break an entire school day for that staff member and the lives of your students. Office, custodial, and cafeteria staff are also integral members of the education environment and make a tremendous impact on students' lives. Communicating specific students' needs may provide them with the information they need to support and reinforce your students throughout the school environment. Overall, respectful and compassionate communicative interactions with all school staff increases morale and cohesion, in addition to modeling positive communication for our students.

Communication with Students

As educators, we are responsible for comprehending and breaking down complex information, conveying this information clearly to our students (both verbally and in written resources), presenting in a manner that sustains their attention, and listening to and resolving their questions or problems. Teachers are required to adapt content for different learning styles, motivate students to learn, build supportive relationships using encouragement and empathy, manage the classroom, and give feedback – making your classroom a safe and supportive learning environment, all of which require effective communication skills. Studies have found that the success of students is directly related to interactive, engaging teaching environments. Research also supports that the way we communicate with our students can positively affect their perceptions of school, their role in the classroom, themselves and their abilities, and their motivation to succeed.

There are general rules of thumb to increase your ability to communicate effectively, regardless of the communication partner. If you want your message to be heard clearly and understood properly, then consider incorporating the following elements in your communication from *Connected Speech Pathology:*

1. Have the Right Attitude

A positive and open-minded attitude is essential to good communication. Instead of asking yourself what's in it for you, you should ask yourself how you can help this person. What information do they need to achieve their goal? How can we work together successfully? The ability to speak with an open mind will help you remain receptive to new ideas and facilitate the conversation.

2. Get to the Point Efficiently

The two important elements for effective communicators are clarity and brevity. Speak with clarity and straightforwardness, without ambiguity or vagueness in what you want to say. It is essential to speak clearly using short sentences, directly from the point, and ensure your audience understands every word. Avoid using jargon or slang as they may not be familiar to people you speak with.

3. Be Aware of Your Tone and Pitch

Your tone of voice can either make or break a good impression. Tone and intonation can make an effective message come across as sarcastic, rude, or pleasant. Anger, frustration, and impatience are communicated through your voice. Be aware of how your tone and pitch can also convey enthusiasm, attentiveness, or boredom. The tone of voice also helps you control feelings like interruption, anxiety, and nervousness, all of which result from imprecise communication. Use good breath support to project your voice to sound more confident. Speaking in a monotone voice with an indifferent tone can also cause interruptions and misunderstandings.

4. Avoid Vague Language

Using the right tone, pitch, and vocabulary can help develop effective communication, as can choosing your words carefully. The words we choose can either strengthen or weaken a message. Words that have double meanings should be avoided as they tend to be misinterpreted easily.

5. Speak Clearly

Clear speech is the single most important element of effective communication. Ensure that your words come across clearly and aren't muffled due to a lack of enunciation or clarity. Self-awareness will help you achieve clear communication. Work on articulating each word, so you are enunciating and pronouncing words clearly. Taking the time to speak slowly can be helpful in this situation as it gives you more time to choose your words carefully.

6. Be Aware of Body Language

Using nonverbal language like hand gestures can help you improve your communication skills. In fact, most nonverbal communication is conveyed via body language and facial expressions. Proximity, eye contact, and posture are powerful forms of nonverbal communication that should not be left out when communicating with others. If you are communicating remotely, be aware that your body language is just as important as if you were standing right next to your listener.

7. Make Eye Contact

Make sure that you maintain eye contact to keep your listener engaged and active in the conversation. Eye contact shows that you are paying attention and listening to what the other person is saying. It can also help you gauge if your listener is having difficulty understanding the point or comprehending a certain part of your message and if they are engaging in active listening.

8. Improve Your Active Listening Skills

One of the most basic and yet important communication skills is active listening. Communicate with others effectively by being an active listener. By asking relevant questions, you can prevent miscommunication from happening. When things are not clear, asking for clarification allows your dialogue partner to state their point or offer additional information on a particular topic. Paying attention to the person you are communicating with is another way of being an active listener. Listening attentively, without interruption, shows that you care and respect what they say.

In closing, consider spending some time reflecting upon your communication style and habits during summer break. This worthy investment will result in improved communication skills that foster understanding, strengthen relationships, improve teamwork, and build trust among everyone you encounter along your professional and personal journey!

References
https://connectedspeechpathology.com/blog/how-to-improve-communication-skills

https://www.edutopia.org/article/teacher-parent-communication-strategies-start-year-right/

https://www.highspeedtraining.co.uk/hub/communication-skills-for-teachers/

https://www.nu.edu/blog/essential-soft-skills-for-teachers/

Year End Resources

May 2024

Welcome to the last Reading Room article of the 23/24 school year. We thought it would be a great idea to put together a list of resources for you on various topics that we feel are useful and effective.

PROSODY/FLUENCY

Understanding and Assessing Fluency / Reading Rockets
https://www.readingrockets.org/topics/assessment-and-evaluation/articles/understanding-and-assessing-fluency

Prosody Assessment Rating Scale / Virginia Literacy Partnerships
https://literacy.virginia.edu/sites/g/files/jsddwu1006/files/2023-05/Prosody%20Assessment%20Rating%20Scale%20PDF.pdf

Measures of Prosody and Expression / Cox Campus
https://files.coxcampus.org/Measures-of-Prosody.pdf

CURSIVE HANDWRITING
Introduction to Cursive Writing Video

https://youtu.be/lXng8b2P1sQ

How to Write in Cursive/Free Worksheets

https://youtu.be/XGBpqJ3VFDQ

Browse Cursive Practice Education Resources

https://www.education.com/resources/cursive-handwriting-practice/?gclid=Cj0KCQjwkqSlBhDaARIsAFJANkim_xSgw4Ru2sF7mS8uxSDVvSVQvfwFwPsD1kz-0KHNBpr3rGxolM8aAoMxEALw_wcB

Cursive Writing Curricula:

Handwriting without Tears

Multi-Sensory Grammar Color Coding Chart   ©Elizabeth SoRelle 2015

Part of Speech	Color	Examples	Definition
nouns		Beth, Texas, dog, love	words that name a person, place, thing, idea
verbs		run, hop, skip	words that show action or a state of being
articles		the, a, an	words that warn you that a noun is next
adjectives		blue, beautiful, angry	words that describe nouns
prepositions		up, to, with, besides	words that show relationship of one thing to another
adverbs		beautifully, angrily	words that describe adjectives, verbs, or adverbs (usually end in –ly)
conjunctions		for, and, nor, but, or, yet	words that join other words together

Example Sentence: The brown dog and yellow cat ran speedily up the tree.

https://www.teacherspayteachers.com/Product/Multi-sensory-Grammar-Color-Chart-1819402

https://www.lwtears.com/solutions/writing/handwriting-without-tears
Wilson Cursive Writing Kit
https://store.wilsonlanguage.com/-wilson-cursive-writing-kit-

MULTISENSORY GRAMMAR

https://youtu.be/9V7wZXB5JQE?si=KfqD_D5q34ml75iW

THE IMPORTANCE OF READING TO YOUR STUDENTS

Ohio State University - Read Aloud Resources
https://ehe.osu.edu/news/listing/importance-reading-kids-daily-0

Ohio State University - Questions to Get Them Engaged
https://ehe.osu.edu/news/listing/reading-kids-questions-get-them-engaged

Reading to Older Students, Edutopia
https://www.edutopia.org/video/why-reading-aloud-never-gets-old/

ETYMOLOGY

Etymology Rules
https://afro.com/etymologyrules-back-to-basics-helps-learners-improve-literacy-skills-by-teaching-the-origin-and-history-of-words/#:~:text=Understanding%20the%20etymology%20of%20words,new%20words%20and%20their%20meanings .

Etymology Games and Fun Activities
https://study.com/academy/lesson/etymology-games.html

https://www.twinkl.com/resource/etymopoly-word-origins-board-game-au-l-2549348

Pete Bowers - Structured Word Inquiry (SWI):

SWI Introduction
https://www.youtube.com/watch?v=nqjHDuYnlnI

Make Spelling Joyful Through Scientific Inquiry
https://youtu.be/ZjdUK5YmkE0

How Morphological and Etymological Families Work
https://youtu.be/XIksPu0ades?si=SOJze89PUqUa0_As

Etymonline - Free word origin app
https://www.etymonline.com/

VOCABULARY

"Bringing Words to Life" book by Isabel Beck
https://www.guilford.com/books/Bringing-Words-to-Life/Beck-McKeown-Kucan/9781462508167

Vocabulary.com
https://www.vocabulary.com/lists/

How to Create and Host a Vocabulary Jam
https://youtu.be/i3OgosvU0pI?si=6rofc6KBqgUmqTyC

https://www.vocabulary.com/articles/help-vocab-lists/creating-and-hosting-a-vocabulary-jam-video/

Teaching Vocabulary K-2
https://youtu.be/i3OgosvU0pI?si=6rofc6KBqgUmqTyC

Using Movement to Teach Vocabulary
https://youtu.be/38JeYKqOZ_g?si=zRTnoDe-iByaCgON

Teaching Vocabulary to Middle School/High School Students-Read My Mind
https://youtu.be/_7D14HrJ8ow?si=9HusdZ5p4IprkrPJ

CLOSE READING

Close Reading PDF
https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/close-reading.pdf

We are Teachers: Guide to Close Reading
https://www.weareteachers.com/strategies-for-close-reading/

Common Core Literacy Close Reading Strategies with Informational Text
https://youtu.be/9emLkXlMcOs?si=Q6QbGyMqcS1vJMwM

'Close Reading' Explained by Tim Shanahan
https://youtu.be/xj6bc5pgMoU?si=o5WEPD-TikNu4lHr

ORGANIZATIONS

Florida Center for Reading Research
https://fcrr.org/

International Dyslexia Association
https://dyslexiaida.org/

National Center for Learning Disabilities
https://www.ncld.org/

National Reading Panel
https://www.nichd.nih.gov/about/org/der/branches/cdbb/nationalreadingpanelpubs

National Institute of Child Health and Human Development
https://www.nichd.nih.gov/

Neuhaus Education Center
https://www.neuhaus.org/

Yale Center for Dyslexia and Creativity
https://www.dyslexia.yale.edu/

Orton Gillingham Academy
https://www.ortonacademy.org/

EXPERTS

Anita Archer
https://explicitinstruction.org/anita-l-archer-phd/

Stanislas Dehaene
https://en.wikipedia.org/wiki/Stanislas_Dehaene

Susan Hall
https://us.sagepub.com/en-us/nam/author/susan-l-hall

Emily Hanford
https://features.apmreports.org/sold-a-story/

Nadine Gaab
https://www.gse.harvard.edu/directory/faculty/nadine-gaab

David Kilpatrick
https://www.maine.gov/doe/learning/specialed/pl/readingproblems

Reid Lyon
https://en.wikipedia.org/wiki/Reid_Lyon

Louisa Moats
https://louisamoats.com/

Sally Shaywitz
https://en.wikipedia.org/wiki/Sally_Shaywitz

Joseph Torgeson
https://en.wikipedia.org/wiki/Joseph_Torgesen

Linnea Ehri
https://en.wikipedia.org/wiki/Linnea_Ehri

Kareem Weaver
https://www.connectsavannah.com/community/learning-literacy-educator-and-advocate-kareem-weaver-works-to-transform-literary-education-to-ensure-all-students-have-the-fundamental-right-21246370

OTHER RESOURCES

Orton-Gillingham – OG Online Academy
https://www.ortonacademy.org/

Overcoming Dyslexia – Shaywitz
https://www.barnesandnoble.com/w/overcoming-dyslexia-sally-shaywitz-md/1133983833

Reading Rockets – website
https://www.readingrockets.org/

Learningally.org – website
https://learningally.org/

Straight Talk about Reading – Hall and Moats
https://www.barnesandnoble.com/w/straight-talk-about-reading-susan-j-hall/1122989468?ean=9780809228577

Teaching Reading is Rocket Science – Moats
https://www.louisamoats.com/Assets/Reading.is.Rocket.Science.pdf

Readworks.org
https://www.readworks.org/?gad_source=1

Heggerty Phonemic Awareness
https://heggerty.org/curriculum/?hsa_acc=8080130874&hsa_cam=10845962543&hsa_grp=105585801263&hsa_ad=583819668239&hsa_src=g&hsa_tgt=kwd-296521235205&hsa_kw=heggerty%20phonemic%20awareness&hsa_mt=b&hsa_net=adwords&hsa_ver=3&gad_source=1

Equipped for Reading Success
https://www.equippedforreadingsuccess.com/product/equipped-for-reading-success-2/

For questions, please contact:

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Jessica Powell - jpowell@ces.org

The Resource Room

Bridging the Gap Between Special Education and General Education

May 2024
By Rene Rohrer, rrohrer@ces.org

Bridging the Gap between Special Education and General Education

As an educator in the current classroom, it is important to first recognize and acknowledge the gap between special education and general education. We know that the intent of IDEA and the implementation of IDEA, theory versus practice, may often be on differing ends of a scale. It is no longer feasible to work in isolation if we want to reach all our students and support their learning and growth. We must also recognize our own role in bridging the gap within our sphere of influence and commit to advocacy and to action. We know the practices that support inclusionary ideals across intersectionality of many of the traditionally marginalized populations. As Maya Angelou said, "Do the best you can until you know better. Then when you know better, do better."

ALL students are OUR Students

Regardless of whether the labels are of a positive connotation, self-prescribed, or seemingly innocuous, labels can limit the potential of students or teachers to become the best version of themselves. In our examination of our practices, first and foremost we should reflect on our beliefs and values, our thinking around disability, around expectations, and the language we use in those conversations. When we prescribe labels and

categorize, we inherently place each other into us versus them situations. When we think about how we address and communicate with our students, be aware of the labels, the language, the tone, and the values that you are placing upon a student or a situation. Actively reflect on your practices, on your actions, and on your language. Examine how often you use terms that are reductive or ableist or disparaging, even if that is not the intent. Intentionally reflect on the daily interactions in your classroom. How often do you redirect certain students? Is there disparity? How often do you call on girls versus boys to answer questions? Do your expectations vary and is that somehow connected to labels that are inherent in our system, in our society? Do you leave some students alone because of labels and let someone else be their teacher, even when they are in your classroom? As educators we must strive to examine and reflect on our own beliefs and values and on the language and labels that we use on a consistent basis. Our message to our students and to our colleagues should be that all students are OUR students.

Equity versus Equality

The difference between equality and equity is simple to understand when spoken, but difficult to manifest in actions. Equality is everyone gets the same and equity is everyone gets what they need to access opportunity. In the case of education and disability rights, equity is each student getting the services they need to access a free and appropriate public education (FAPE) with the least restrictive environment (LRE) or service. It is helpful to discuss what that means. FAPE is a civil right in the United States, and the disability rights movement stems from the civil rights movement, Brown vs. Board of Education, and the plentitude of legal cases and actions before and since where marginalized people have fought for access to that civil right.

Most recently, we can refer to the Martinez-Yazzie case, yet another example that we are not where we need to be in providing equity in education.

The United Nations in the [Universal Declaration of Human Rights](#) in 2015, claimed access to that public education as a human right, naming it as Article 26. IDEA outlines the responsibilities further by adding that the access to FAPE should be provided within the Least Restrictive Environment (LRE) as a continuum of services and to the maximum extent possible with non-disabled peers. When we examine equity versus equality, LRE should be viewed not as a place, but instead a service. What continuum of services are necessary for a student to access the opportunity of FAPE?

Also, within that conversation comes the need to understand disproportionality in Special Education and the levels to which it manifests in our classrooms, even to this day. Disproportionality is the overidentification of students of color in special education. [This article](#) by the National Center for Learning Disabilities provides a great resource for informing yourself about the factors that lead to disproportionality, its affects on students of color, and what you can do about it as an educator. In striving to provide equity in education, it is imperative that we inform ourselves on the conversations of the issues and the solutions. It is also imperative that we continue to examine and reflect on our own biases and our actions to be the best advocate for all students that we can.

Exclusionary versus Inclusionary

Another conversation that necessitates educators to be aware of and to join is that of exclusionary versus inclusionary practices and what that means for students and teachers alike.

Which of the following quotes do you most agree with:

"Students with disabilities should be included with their peers and our systems and curriculum should be designed to work for all learners."

Or

"Students with disabilities need extra support they can't get in a general education classroom so they are better off in exclusive special education settings."

Studies show that all students benefit from inclusive classrooms. Being able to provide those inclusive classrooms requires that we examine our beliefs, review our existing systems, and remove barriers to learning through reflection and intentional change in our practices.

Read this article by Katie Novak, ["What is Disability in Education?"](#) and watch this great video, *Reimagining Disability and Inclusive Education*, by Jan Wilson.

Practices that Bridge the GAP

We know that there are practices that we can incorporate into our learning communities that will help bridge that gap between special education and general education and help to reduce disproportionality. Those practices are outlined below:

MLSS – A framework for providing high quality instruction and interventions matched to student needs. It is a holistic framework that incorporates evidence-based practices across layers to support students. Please see the [NM PED MLSS Manual](#) for more information.

CLR – Culturally and Linguistically Responsive and Relevant Education understands, responds to incorporates, and celebrates students' cultural references - engaging families/caregivers as equal partners.

Watch this great video by Dr. Sharroky Hollie: *Why Validate, Affirm, Build, & Bridge?*

PBIS – Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting *students*' behavioral, academic, social, emotional, and mental health. Please visit the Center on PBIS website for Getting Started with PBIS.

UDL – Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. Please check out the following resources for more information on UDL.

https://www.cast.org/impact/universal-design-for-learning-udl

https://www.novakeducation.com/

Restorative Practices - include ways of creating community that honors the importance of relationships amongst all members in the community; as well as practices to repair relationships when harm has been caused. Please visit the International Institute for Restorative Practices for more information.

What can you do?

As educators we can participate in four areas of work that can support bringing equity to classrooms and bridging the gap between special and general education. Those four areas or actions include the following:

Continuous Reflection – We can practice continuous self-reflection, examining our beliefs and values and how that manifests in our language and our actions and practice in the classroom. Record your instruction and review for specific and intentional areas of reflection, maybe focusing on redirection or positive praise or opportunities to respond.   Share your lessons and evaluation of those lessons with colleagues. Have honest conversations that reflect on how you can continue to grow equity in the classroom.

Collaboration with Colleagues – We can no longer remain in isolation relying solely on our own devices to reach all students. To bridge the gap between special and general education, we must be willing to collaborate openly and with the students at the center of the conversation. Advocate for and participate in common planning time, use that time to discuss the essentials of PBIS or classroom management, interventions across the layers, accommodations and universal design of learning, and culturally relevant instruction. Learn about and advocate for co-teaching models and show up with an open mind.

Commitment to Action & Advocacy – Once you have reflected and collaborated around a student or a situation, commit to and take action. There are so many decisions made during a day in the classroom, and no way that they will all be beyond reproach or the best decision in the moment. Do not let that thwart your willingness to identify and commit to advocacy for a student, to action, or to a practice. We can move forward while keeping the student at the center of the conversation and determining the best route to meet those needs and goals and then committing to the action necessary.

New Staff

Hi. My name is Ilene Gallegos. I was born in Arizona and have lived in Albuquerque most of my life. I came to CES as a Temp employee and now am regularly employed as the Collections/Audit Specialist. My experience at CES has been great! I enjoy planting flowers in my front yard, the best part of my day is spending time with my great grandchildren.

Hello, CES team and members. My name is Tara Summers. I am a recent graduate of the Administrators Leadership Development program at CES. Other than my new position as Administrative Assistant to the CES Leadership programs, I am an owner/entrepreneur with a small business. I love being out in the glorious sunshine, gardening and being creative, whether professionally or personally, and making my home look and feel more efficient and nice. I am honored to be a part of the CES family.

Hi my name is Katie Effert I'm excited to start in my position as Administrative Executive Assistant. I'm a recent transplant to New Mexico, and I am enjoying the beautiful scenery and sunny days, which is lovely coming from the gray and rain of the Pacific Northwest. During my free time I enjoy walking with my dogs at the many open spaces, participating in dog-shows, and going on culinary adventures with my husband who is a chef.

Bulletin Board

CES Leadership Conference

Save the Date:
October 16th-17th, 2024

Superintendents: Bring your leadership team for two days of collaboration with some of the leading experts in the field of school leadership and instruction.

MARZANO Resources
Transform education worldwide to ensure learning for all

Philip B. Warrick, EdD, is an author and presenter and has worked globally in the areas of school leadership, instruction, collaborative practices, and grading.

Jan K. Hoegh has been an educator for over 35 years. She has served as a classroom teacher, building leader, professional development specialist, high school assistant principal, curriculum coordinator, and assistant director of statewide assessment.

New Mexico **COALITION** of Educational Leaders — NMCEL

Save The Date for 2024 NMCEL Summer Conference

==**July 14 – 18, 2024**==

Embassy Suites ~ Albuquerque

Join us for the **golf tournament** and **poker night** to benefit the **NMCEL Scholarship Fund!**

Superintendent **Cornhole** Tournament!

Vendors and Sponsors with great products to make your jobs easier!

Fabulous **Keynote Speakers** and **Breakout Sessions!**

Awards luncheon to recognize students and administrators of the year as chosen by their representative affiliate organizations!

LEAP COHORT 6 APPLICATION PROCESS
2024-2025

We are so glad that you are considering LEAP as your pathway for alternative licensure. Through LEAP you will learn to lead, engage, achieve, and persevere in one of the most rewarding professions that you will ever know.

To begin the LEAP application process, candidates follow the steps below. Candidates must secure a position at a school or within a district, and once complete, candidates must upload an **Intent-to-Hire letter** provided by the school or district. Every LEAP teacher must be a full-time teacher-of-record.

Every LEAP teacher must be a full-time teacher-of-record, K-12, not PreK and not a substitute.

Once the application fee is paid and the candidate receives an acceptance letter, the candidate will receive a link to register for an account at https://cesleap.org/moodle.

The candidate should then apply and upload the needed documentation to NMPED Licensure to obtain a LEVEL 1A two-year alternative license.

For additional information, contact Delores at 505-344-5470 x144.

- Review and Sign Application
- Upload Transcripts *(unofficial is acceptable)*
- Upload Resume*
- Upload Two Reference Letters*
- Schedule a Phone Interview with a LEAP Coach*
- Upload a Written Letter of Interest
- Apply for School Openings
- Upload Your Intent-to-Hire Letter from Your School

Pay $50 Application Fee

Receive Letter of Acceptance with a Link to Moodle

No GPA Requirements

* These are scored items

CES
LEAP INTO ACTION
CONFERENCE 2024

JUNE 3RD AND 4TH

- Attendance is mandatory
    - Monday 8:00am-5:15pm
    - Tuesday 8:00am- 3:00pm
        - Meals during the work day will be provided.

MARRIOTT
UPTOWN ABQ

- You are responsible for arranging your own accommodations.
- If you choose to take advantage of the discounted rate of $141 associated with our group at Marriott Uptown reserve your room using the link below.
- Please book no later than April 21st.

BOOK HOTEL HERE

KEYNOTE: "TOMORROW GLASSES"
MATT MILLER
AUTHOR : "AI FOR EDUCATORS"

CES
LEAP
Leading Educators (through) Alternative Pathways

REGISTRATION IN APRIL PD
*a method for *arranging carpooling* will be offered

Aspiring Superintendents Academy (ASA)

Are you looking to take the next step in your career?

This comprehensive program allows participants to learn from experts about how to succeed as a school superintendent. ASA members interact with diverse speakers covering essential topics, from effective leadership and communications to developing solid relationships with board members, legislators, and community leaders. Constructive feedback is an integral part of the experience.

What will I learn?

Participants engage in a series of learning experiences culminating in a Capstone Project, using a curriculum ensuring ASA members are prepared to become transformational future-focused leaders. Key topics include: 1) framing the superintendent role: knowing yourself and your leadership strengths and areas for growth, 2) leading for equity, 3) understanding governance, 4) building a community of support, 5) legal considerations, 6) legislative process, 7) artificial intelligence in education and most importantly 8) leading learning.

The year-long program begins in August and ends in June with a project presentation. ASA has a proven track record of preparing superintendents. Past participants who have become New Mexico superintendents include Travis Dempsey, Gadsden; Ricky Williams, Hagerman; Richard Perea, Santa Rosa; Lillian Torrez, Taos; Bonnie Lightfoot, House; Ricky Espinoza, Carrizozo; Max Perez, Grants; Renee Russ, Clovis, Larry Chavez, Santa Fe and Lawrence Sanchez, Belen.

"...an experience for me like nothing else in my career development...I expanded my group of critical contacts and attribute my success to what I learned at ASA."

Applications are now available for the 2024-25 school year, cohort 15. Please complete the application and submit it electronically to CES at https://www.ces.org/aspiring-superintendents-academy/

Applications are due by close of business on July 1, 2024

ASA participants will be selected and notified by July 15, 2024

Qualifying Criteria — Applicant must:

1. Have at least three years of administrative experience
2. Hold a valid New Mexico administrator's license
3. Have written support from the applicant's superintendent
4. Commit to participating fully in all aspects of the program
5. Complete the application form and submit the required documents
6. Participate in an interview before the final selection
7. Work with your district to pay the $2,000 registration fee if selected.

The application is available on the **NMCEL** website and the CES website at https://www.ces.org/leadership-development/. Interested parties may call the NMCEL office at 505-217-2345 for further information or if you have questions.

SAVE THE DATE

CES ALUMNI PROFESSIONAL DEVELOPMENT CONFERENCE

JUNE 13 - 14 | ABQ, NM

@ Crowne Plaza Albuquerque | 1901 University Blvd NE

LEAP ALUMNI SOCIAL

JUNE 13TH | 4:30pm - 5:30pm @ Outdoor Courtyard
ALL LEAP Alumni are encouraged to attend!

"TRANSFORMING the education climate by REIMAGINING education in New Mexico"

Keynote Speaker - Dr. Sharroky Hollie

Breakout Session Themes
- Leadership
- Literacy and Numeracy
- Special Education
- Equity and Diversity - Culturally Responsive Pedagogy

CLICK HERE TO REGISTER

FREE to CES LEAP and ALD Alumni - Zero Registration Fee!
Some meals provided

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