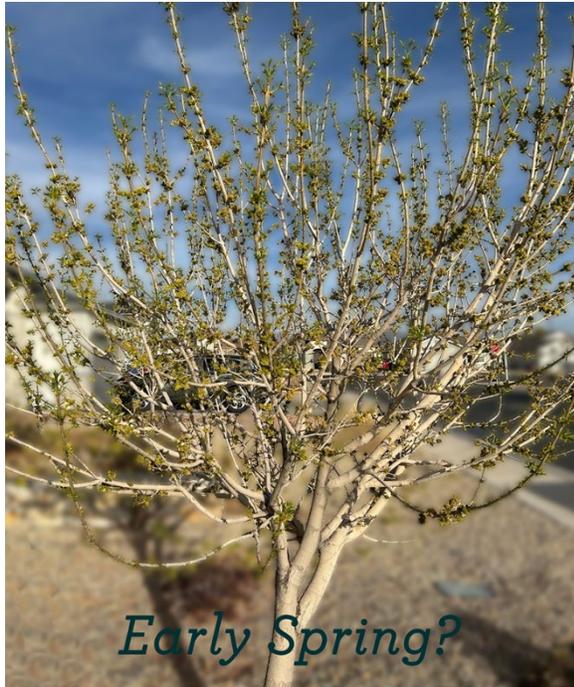




Simplify procurement.
Maximize results.



Strategic Procurement – Turning Compliance into Community Impact

At CES, procurement is more than issuing solicitations or processing contracts – it is a strategic function that enables our members to move projects forward efficiently, responsibly, and with confidence. From construction and technology to fleet, staffing, and operational services, the CES Procurement Team works behind the scenes to ensure that every cooperative contract delivers measurable value.

Every successful procurement begins with clarity of purpose. Whether supporting a school district planning capital improvement, a municipality investing in fleet modernization, or a public entity implementing new technology systems,

CES MEMBER NEWSLETTER

March 2026

- Feature Article
- Calendar of Events
- Purchasing News
- Order Corner
- Construction Corner
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our role is to translate operational needs into structured, competitive, and compliant procurement pathways.

CES uses competitive Request for Proposal (RFP) processes aligned with applicable state procurement statutes. Each RFP is designed with a clearly defined scope of work, transparent evaluation criteria, and a structured scoring method. By establishing pricing and contractual terms at the RFP stage, CES enables members to access pre-qualified vendors directly while maintaining full compliance.

The CES Procurement Team continues expanding cooperative purchasing opportunities across New Mexico while supporting our growing presence in Idaho and Utah. To clearly distinguish solicitations by jurisdiction:

- Standard numbering reflects New Mexico
- 'I' designates Idaho solicitations
- 'U' designates Utah solicitations

By structuring solicitations at the state level, CES ensures compliance with licensing, statutory requirements, and evaluation standards specific to each jurisdiction, while still leveraging the efficiencies of cooperative procurement.

Procurement is fundamentally about managing risk – financial risk, compliance risk, and performance risk. Through vendor prequalification, structured evaluation processes, cost analysis, and contract oversight, CES protects member interests while accelerating project delivery.

As market conditions evolve and public entities face increasing operational demands, strategic procurement becomes

even more critical. The CES Procurement Team remains focused on enhancing scope development, expanding vendor participation, supporting efficient capital deployment, and maintaining strong compliance alignment.

Procurement may often operate behind the scenes – but its impact is visible in completed projects, operational efficiency, and responsible stewardship of public funds. We look forward to continuing to support our CES members in delivering measurable results for their communities.

- *Contributed by the CES Procurement Department*

CALENDAR OF EVENTS

3/2 Read Across America Day; Dr. T. Giesel’s birthday
 3/3 TAP: Gifted Ambassadors: Ideas for Regular Education Teacher Mini-PDs at the School Level
 3/3 PED NM Out-Of-School Time Network Conference
 3/4 TAP: Students Are Stressed and Angry: How to Avoid Conflicts and Power Struggles
 3/8 Daylight Saving Time starts
 3/16 NMSBA Spring Region II Meeting – Santa Fe
 3/17 St. Patrick’s Day
 3/17 NMSBA Spring Region V Meeting – Dora
 3/18-20 NMASBO/PED Spring Budget Workshop
 3/20 Spring (Vernal) Equinox
 3/23 NMSBA Spring Region VI Meeting – Dexter
 3/24 NMSBA Spring Region VIII Meeting – Lordsburg

3/24 TAP: How to use Diagnostic / Evaluation Testing to Write Goals and Align Services in IEPS
 3/25 TAP: Section 504
 3/26 TAP: Early Childhood Speech and Language Strategies for the Preschool Classroom
 3/30 NMSBA Spring Region I Meeting – Gallup
 3/31 NMSBA Spring Region IV Meeting – Grants

March						
S	M	T	W	T	F	S
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				

PURCHASING NEWS

The CES Procurement Team continues advancing competitive solicitations across multiple jurisdictions.

Recently Issued RFPs:

New Mexico

- 2026-13 – E-Rate Category 2 Eligible and Ineligible Products and Services

Idaho

- 2026I-01 – Vehicles - Car, SUV, Van, Trucks, Police Car and Related
- 2026I-02 – Medium and Heavy-Duty Trucks and Related
- 2026I-03 – Truck Bodies
- 2026I-04 – Trailers

Utah

- 2026U-01 – Vehicles - Car, SUV, Van, Trucks, Police Car and Related
- 2026U-02 – Medium and Heavy-Duty Trucks and Related
- 2026U-03 – Truck Bodies
- 2026U-04 – Trailers

Members with upcoming vehicle, fleet, transportation equipment, or E-Rate needs are encouraged to coordinate early with Procurement to ensure alignment with solicitation timelines.

ORDER CORNER

Just a reminder that the deadline to redeem your Member Service Credit is **June 15, 2026**.

There are two ways that you can redeem your member service credit:

Direct Purchase Contracts

These are purchases you made through the Bluebook where your Purchase Order was made out directly to the Vendor. For these, you used the turquoise “Direct Purchase” button to upload your PO and quote. Also upload the member service credit with your PO.

- a. You will receive your invoices directly from the vendor.
- b. You will make payment of invoice (in full) directly to the vendor.

- c. CES will send you a check for the member credit amount after the PO is approved.

Traditional Purchase Contracts

These are purchases you made through the Bluebook where your Purchase Order was made out TO CES. These are generally “construction” PO’s (General, Plumbing, Electrical, Mechanical, Asphalt, Roofing, etc.;;) though there are a few non-construction contract holders with “Traditional” upload buttons. For these you used the orange “Traditional Purchase” button to upload your PO and quote.

- a. You will receive your invoices from CES.
- b. You will make payment of the invoice, LESS the amount of your member service credit.

- c. You will transmit (via email) the payment to CES with the following:
 - i. Copy of Member Service Credit Certificate
 - ii. The Invoice(s) you are paying
 - iii. The check (minus the member service credit)

- iv. If you pay by ACH, you will notify your assigned purchasing team that you are applying your credit to “Invoice ##-####”.

If you have additional questions about this, please contact your CES Team.

CONSTRUCTION CORNER

Job Order Contracting (JOC) Updates

CES has successfully awarded the following Job Order Contracting (JOC) programs:

- 2026-03 – Job Order Contracting (JOC)
- General Contractor, Construction Services
- 2026-02 – Job Order Contracting (JOC)
Mech-Elec-Plumbing
- 2026-06 – Job Order Contracting (JOC)
- Paving + Site Work
- 2026-05 – Job Order Contracting (JOC)
- Roofing
- 2026-04 – Job Order Contracting (JOC)
- Painting + Stucco
- 2026-01 – Job Order Contracting (JOC) -
Fencing & Landscaping

With these contracts awarded, CES members now have access to a comprehensive portfolio of construction services under competitively established pricing structures.

The JOC model enables members to accelerate project timelines, maintain pricing transparency, utilize pre-qualified contractors, and reduce administrative burden while remaining compliant.

Members planning spring and summer construction projects are encouraged to engage early with the CES Procurement Team for scheduling and coordination support.

WAGE DECISIONS REMINDER

This is a reminder that any Public Works project in the State of New Mexico (costing \$60,000 or more) requires a wage rate decision.

For more information, refer to the link below from the Department of Workforce Solutions website:

<https://www.dws.state.nm.us/Portals/o/DM/LaborRelations/ProjectRequirementsDoc2019.pdf>

Should you need assistance or additional training on this process, please contact the Department of Workforce Solutions at (505) 841-4400 or via email at public.works@state.nm.us.

You may also contact your CES team with questions.

EDUCATION ARTICLES

Compliance Corner

March 2026

By Cindy Soo Hoo, TAP Consultant

The Student is Not Attending: What Actions Do You Have Pending?

In the January 2025 edition of Compliance Corner, the issue of chronic absenteeism was addressed in hopes of providing guidance regarding non-attending students who are eligible under the Individuals with Disabilities Education Act (IDEA). Schools still have questions, so perhaps the topic bears repeating.

Chronic absenteeism has been defined as missing 10% or more of school in a school year. While chronic absenteeism has for years proved challenging for school districts across the country, the Covid 19 pandemic exacerbated the situation. Data in the years since the pandemic indicate the problem is worsening. Students exhibiting chronic absenteeism lose valuable instructional time resulting in lower academic performance. For students in the lower grades, the likelihood of them being able to read on grade level prior to third grade is greatly reduced. In addition, the likelihood of students dropping out of school in later grades is greatly increased.

According to the United States Department of Education, 20 states reported that more than 30% of their students missed at least three weeks of school in the 2022-23 school year. New Mexico, not being immune to chronic absenteeism, reported approximately 43% of its student population exhibited chronic absenteeism during school year 2022.

Certain populations of the student body experience chronic absenteeism more than others. Students with disabilities are approximately 36% more likely to demonstrate chronic absenteeism compared to students without disabilities. Given these statistics, eligible students, who are likely performing lower than their typically developing peers, will fall further and further behind.

Under the Individuals with Disabilities Education Act (IDEA), school districts have an obligation to provide a Free Appropriate Public Education (FAPE) to students who are eligible. FAPE is defined in IDEA 34 CFR §300.17 as:

special education and related services that—

- (a) Are provided at public expense, under public supervision and direction, and without charge;
- (b) Meet the standards of the SEA, including the requirements of this part;
- (c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and
- (d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of [§§ 300.320 through 300.324](#).

As such, schools are required to develop an Individualized Education Program (IEP) that will meet the unique needs of

the student and allow them to make progress appropriate in light of the child's circumstances. IEP Teams are charged with determining what supports, services and settings will allow this to happen. When students are not progressing toward the goals in their IEPs, public agencies are required to meet and determine what changes may be necessary in order for the IEP to be reasonably calculated.

IDEA 34 CFR §300.324 (b)(1)(ii) (A) states:

Review and revision of IEPs –
(1) General. Each public agency must ensure that...the IEP Team–
(ii) Revises the IEP, as appropriate, to address–
(A) Any lack of expected progress toward the annual goals described in § 300.320(a)(2), and in the general education curriculum, if appropriate;

To that end, schools must provide positive behavioral supports and services when a student's behavior impedes their learning or the learning of others. Chronic absenteeism is a behavior that impedes their learning. Not being in school denies the student important instruction and results in lower academic performance. A Functional Behavior Assessment (FBA) may be necessary to determine the reason for school non-attendance. Based on the FBA, a Behavioral Intervention Plan (BIP) may need to be developed in order to address the concerns and develop strategies for increasing student attendance.

NMAC 6.31.2.11(F)(1) states

Pursuant to 34 CFR Sec. 324(a)(2)(i), the IEP team for a child with a disability whose behavior impedes his or her learning or that of others shall consider, if appropriate, strategies to address that behavior, including the development of behavioral goals and objectives and the use of positive behavioral interventions, strategies, and supports to be used in pursuit of those goals and objectives. Public agencies are strongly encouraged to conduct functional behavioral assessments (FBAs) and integrate behavioral intervention plans (BIPs) into the IEPs for students who exhibit problem behaviors well before the behaviors result in proposed disciplinary actions for which FBAs and BIPs are required under the federal rules.

Maintaining close and constant communication with parents is crucial. Rather than disenrolling a student when he or she has not shown up for school, schools need to reach out to parents to inquire the reason(s) for the non-attendance. There may be situations occurring in the home or the student may be experiencing other issues that prevent or discourage them from attending school. It is incumbent on school staff to communicate with parents and work to

rectify the situation. Having regular communication with families helps foster trust between both parties resulting in improved outcomes for students.

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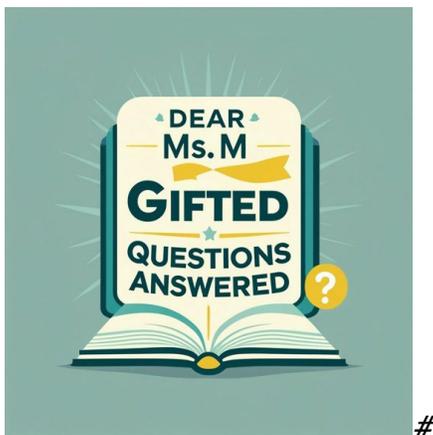
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The information included herein is not intended to provide legal advice. Should you need legal advice or guidance on any issue involving special education, please contact the appropriate person for your district.



CES - TAP Guidance Article
March 2026

Senate Bill 64: What's the New Reality for GIFTED in New Mexico?

As New Mexico navigates the sweeping reforms of the 2026 Legislative Session, the passage of Senate Bill 64 has emerged as a focal point of discussion for families within the gifted community. By establishing a standalone Office of Special Education (OSE), the legislature has effectively decoupled gifted education from the traditional "Special Education" umbrella to align state statute with federal IDEA definitions. While this structural

shift initially sparked fears of "orphaned" services, the New Mexico Public Education Department (NMPED) maintains that the move is a home change rather than a service reduction. To clarify how these administrative shifts impact classroom reality, I sat down with Christopher Vian, NMPED Gifted Specialist, to discuss the stability of the 2023 Gifted Rule and what the future holds for the state's most advanced learners.

1. Administrative & Structural Oversight

With the Office of Special Education (OSE) now focusing exclusively on IDEA-disability compliance, which specific bureau within the NMPED holds the ultimate authority and budget for gifted education oversight?

Mr. Vian: "Gifted will be housed in the Curriculum and Instruction Bureau in the Teaching, Learning, and Instruction Division. It has been housed there since before I started at PED. I will still be the gifted person at PED and you will still have all the support that you have been given before SB64 passed."

Under the old system, gifted compliance was often bundled with SPED audits. How will the NMPED monitor district compliance for gifted services moving forward to ensure they don't lose priority?

Mr. Vian: "PED will still audit compliance the same way we have previously done. We have actually added in additional levels of monitoring with gifted being part of the accreditation process as well as creating additional NOVA reporting requirements. The LEA Gifted Plan are still a requirement for each LEA to complete".

If a parent disagrees with a gifted identification or service delivery, does the due process procedure change now that gifted is decoupled from the Special Education Act?

Mr. Vian: "The due process system is exactly the same as it has been since we updated the gifted rule in 2023. There are no changes. The process can be found at 6.31.3 NMAC."

2. The Statewide IEP System

Do gifted students still receive a Gifted Individual Education Plan?

Mr. Vian: "Yes, they are still required to have a GIEP."

What if you're a SPED teacher with a gifted caseload? How will this affect me?

Mr. Vian: "I am currently working to figure out how SB64 impacts teachers in this situation. I hope to be able to send out additional information as soon as it becomes available."

What about the legality of the implementation and requirements for regular education teachers accommodating specially designed instruction for gifted students?

Mr. Vian: "Nothing has changed in regard to general education teachers being required to provide specifically designed instruction."

3. Funding & The State Equalization Guarantee (SEG)

Does the decoupling of gifted from Special Education in SB 64 have any immediate or projected impact on the '0.7' (or applicable) funding weights for gifted students in the SEG?

Mr. Vian: "No, there will be no changes to the SEG multiplier."

Can you explain the 4050 budget code briefly, what it can be used for, and what information can we request from our school district to be transparent where the funds are going?

Mr. Vian: “This is the first year we have had the budget code. Gifted funds can be spent on basically any aspect of education that serves gifted students. Paying for things like electricity or water is not allowed.”

4. Twice-Exceptional (2e) Support

How will the NMPED handle a student who is both Gifted and has a Disability (2e)? Will they be managed by the OSE, the Gifted Specialist, or a joint task force? Mr. Vian: “It will be a joint task force situation where I partner with OSE.”

In cases of dual diagnosis, will the OSE provide the diagnostic resources, or is the burden of evaluation shifted to the general education/gifted side of the district?

Mr. Vian: “This burden is carried by the districts as it currently is.”

5. Professional Development & Licensing

Does SB 64 change the requirements for the Gifted Endorsement (1202) for New Mexico educators, or is the licensure path remaining the same?

Mr. Vian: “No, the bill won’t change the pathway for endorsement; however, PED is currently looking at potential alternative pathways.”

Summation: A New Home, But the Journey Continues

The prevailing takeaway from these recent changes is one of cautious optimism:

gifted education in New Mexico is safe, though its “zip code” within the state bureaucracy has changed. By moving gifted oversight to the Curriculum and Instruction Bureau, the state is signaling a shift toward viewing giftedness as an academic need rather than a deficit-based disability.

However, “safe” is not the same as “settled.” While the 2023 Gifted Rule (6.31.3 NMAC) remains the law of the land—protecting everything from GIEPs to the 0.7 funding weight—this administrative shift highlights a critical gap in our legal framework. Because gifted education is now largely upheld by NMPED rules rather than the newly minted Special Education Act, the next logical step for advocates is the 2027 Legislative Session. We must work alongside the NMPED and lawmakers to codify gifted education in its own dedicated statute. This will ensure that our students' rights are not just subject to the current department's policy, but are permanently etched into New Mexico law.

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Kate Morris, MEd, Gifted Education

Kate Morris is CES's Gifted TAP Consultant. She has been in gifted education for 12 years as a gifted educator, gifted instructional coach, and educator

for 17 years. She works for the Central Consolidated School District in northwest New Mexico & Navajo Nation, serving gifted and talented students in CCSD's Gifted, Talented, and Creative Program



**Doin' OK?
Mental Health Help
TAP Monthly Article
March 2026
By Gina Langley, PhD
School Psychologist
glangley@ces.org**



Spring Love!

Hello, and here's hoping you're all Doin' OK!

The Valentine goodies are probably long gone by now, but Spring Break approaches!

In thinking about a focus for this month, Spring and Love keep circulating in my mind.

Nice things to circulate, actually! Except, when I went looking for ideas, AI told me that "Spring Love" can mean 'lust,' since the longer days of Spring cause us to have more energy, which often is spent Lookin' for Love. And don't we school-folks know that!?! Ah, well, here are some civilized classroom-based possibilities to consider, in hopes that some may help allay that often-awful-angsty-restlessness of Spring Fever at School.



Spring of Love: Get some creativity going by having students (and yourself) write, draw, mix up, or act out what this might mean! A flowing stream where love is found? A Springtime when love abounded? A Slinky gift? A decorated cake? A drink?

Lovin' Spring: Go (or take your students) hiking, biking, birdwatching, botanical- or rock-collecting, gardening, seed-starting, spring-cleaning, spring-clearance rummaging, spring menu planning or sampling, or outdoor scavenger-hunting,

Love of Spring: Make a list of what you most love about Spring. Make it a goal to set aside time to pay particular attention to each of those things at least once this month.

Springy Love: Write or tell someone about how something you loved sprung you out of the doldrums once. Can you make it happen again, for yourself or for someone else?

Spring up with Love: Jump out of hiding with a bouquet of love in some way for someone. Plan a surprise attack with kind comments, a note, or other tokens of appreciation.

Spring Love onto someone – just spring it on ‘em! If you see anyone who may feel

U n W a n t e d , spring a compliment, a hug/pat-on-the-back, or a smile on ‘em, now!

Spring Love around: Creativity time again! Have students come up with dance moves showing their love of a certain food/book/subject, or with emojis showing appreciation, or let them make and distribute affirmation cards onto desks, doors, cubbies, or lockers

Spring-fed Love: Picture your head as one of those gumball-dispensers with the little spring-controlled dial to release words of loving kindness. Keep the dispenser closed until you’re ready to drop some lovely words. Be sure to give quality time to refilling the dispenser, by thinking nice thoughts about folks who might come around listening to you. Just like the machine, it may be easier to **fill** your head with

good thoughts than it is to make sure those good words (and no negatives) get dispensed, But, as Mom kinda said, ‘if you can’t spit out something nice, don’t dispense any words at all!’

Spring onto Love: Hand out Tokens (stickers, cards, pom-poms) whenever you notice someone doing something loving or kind. Have a Lovin’ lovin’ party for those who earn 3 tokens this month – share a cornucopia of heart-shaped goodies with winners.

Love Spring: Create a “stream” of fidgets, bells, tokens, and other goodies inside a long-covered box or tube. Let students add to and then feel through the stream to choose a goody when they’ve been especially cooperative before Spring Break.

Spring for Love: Spring loose with some \$\$ or time for a little something special for yourself! We all need love, and if we don’t love ourselves first, it’s hard for others to love us, or for us to extend love readily and freely to others. So, show **yourself** some love and increase the love you’ve got stored inside you, ready to share!



I hope at least one of these ideas might spark some spring in your own creativity.

Spring to it. Enjoy some sunshine, some good nutrition, some exercise, and whatever needed to put some spring in your spirits. Your giving spirit makes such an impact. So, have a super Spring Break, take care of you, and be sure to do things to ensure you’re doin’ OK!

Teacher Toolbox



Teacher Toolbox

March 2026

By Margaret Wood, Speech-Language
Pathologist and TAP Consultant

mwood@ces.org



Creating Quality Individualized Education Plans:

IEP Considerations for Students with Autism Spectrum Disorders

Many general and special educators find themselves (sometimes unexpectedly) attending an Individualized Education Plan (IEP) meeting and are asked to provide information regarding their students' needs. Without quality guidance and training, your contribution to this legal document may feel like an overwhelming and daunting task. In addition, it is not meant to only be looked at in preparation for and on the day of the IEP meeting. This important legal (and ever-changing) document was designed to meet the individual needs of students with disabilities and to continuously guide all the educators that interact with that student.

The IEP is written in collaboration with a variety of critical team members, which include, but are not limited to, the parent/guardian, general and special education teachers, ancillary staff (e.g., speech-language pathologist, occupational therapist, social worker, etc.), and sometimes the student. IEPs are part of public education that is provided, by law, to eligible students, ages 3 years and older, who attend public school (including charter schools). To be eligible for an IEP, a student must have one or more of the 13 conditions that are covered under the Individuals with Disabilities Education Act (IDEA), such as autism spectrum disorder (ASD), AND the student must demonstrate a need for special education services. The purpose of an IEP is to lay out the special education instruction, supports, and services a student needs to thrive in school.

A group of concerned parents in Texas raised concerns that schools were not providing adequate services to students with ASD, which prompted Texas Project First to develop considerations of evidence-based practices to help IEP teams discuss and consider the most essential needs for this population of students. The New Mexico Public Education Department (NMPED) Director of Special Education initially introduced these considerations as guidelines, which were then adopted into law in July 2011 and are known as “*The 11 IEP Considerations for Students with Autism Spectrum Disorder*”.

According to the memorandum published by NMPED on January 18, 2011:

- Not all students with ASD require implementation of all eleven considerations.
- Although some students with ASD may appear to require less support than others, it is important to address critical skills in social, behavioral, and organizational skills for all students with ASD.
- The law does not mandate specific programs or services.
- The law does require that the IEP team *discuss* the considerations, and document why each will or will not be implemented.

“The 11 Considerations” apply to all students with an educational eligibility of autism spectrum disorder, regardless of the student’s level of support or academic abilities. Implementing the 11 considerations does not require specific credentials. However, general training about autism and access to information about research-based practices are critical. Many of the considerations may already be included in the IEP, so this checklist is designed to serve as a tool to make sure all areas of potential needs are systematically addressed by the IEP team members. This checklist also guides IEP teams through identifying **when** to consider/discuss specific issues during the meeting and **where** to document this information within the IEP paperwork.

NMPED Definitions of IEP Considerations for Students with Autism Spectrum Disorders

1. *Extended Educational Programming* - Extended School Year (ESY) services or programs offered when school is not in session and/or the extension of the school day.
2. *Daily Schedules reflecting minimal unstructured time and active engagement in learning activities* - Developing a schedule dependent on the students’ individual functioning, including short blocks of time or the use of more organized arrangements during unstructured times. For more information regarding how to create individualized, functional and effective visual schedules, be sure to watch the complimentary Autism Toolbox Series professional development webinar: *Visual Schedules Demystified*, presented on 10/2/25.
3. *In-home and Community-Based Training or viable alternatives that assist the student with acquisition of social/behavioral skills* - Teaching in “real world” environment where social/behavioral skills are needed.
4. *Positive Behavior Support Strategies* - Modifying environments to help students learn new and appropriate behaviors and the prevention of problem behaviors through Behavior Intervention Plan.
5. *Futures Planning (beginning at any age)* - Having an end goal in mind and in each grade level build skills to reach long-term goals.
6. *Parent/Family Training and Support* - Providing training and support by personnel with experience in ASD.
7. *Staff-to-Student Ratio* - Providing the number of staff members needed in classroom and out of the

classroom to provide appropriate identified activities that are needed to achieve social/behavioral progress at the student's developmental and learning level.

8. Communication Interventions -

Including language forms and functions that enhance effective communication across settings such as assistive technology.

9. Social Skills Supports - Providing strategies based on social skills assessment/curriculum and provided across settings.

10. Professional Educator/Staff Support - Ensuring staff have general training about autism and strategies to implement an IEP for students with ASD.

11. Teaching Strategies based on peer-reviewed, and/or research-based practices - Considering various teaching strategies, visual supports, augmentative communication, or social skills training.

Takeaway Tips:

- ❖ Familiarize yourself with the 11 Considerations before you participate in the IEP team meeting and ask questions if there is anything you don't understand.
- ❖ The checklist serves as a guideline to support the staff working with this student, so they may ensure that the IEP is truly customized to fit the specific needs of each student.
- ❖ Each consideration needs to be discussed and addressed in the IEP, but every strategy will not necessarily need to be implemented. Discussion regarding each consideration and

what action is deemed necessary must be documented.

- ❖ Educator/staff support and trainings are a crucial chunk of the 11 considerations, so **REMEMBER:** The *Technical Assistance Program (TAP)* through Cooperative Educational Services (CES) provides many professional development workshop opportunities via live virtual and pre-recorded professional development webinars to support New Mexico educators and families. Be sure to take advantage of these complimentary trainings to learn a wide variety of teaching strategies, visual tools, and social skills supports that will fill your toolbox with what you need to support your students with autism spectrum disorders (www.ces.org).
- ❖ Be prepared to advocate for what you think is important for the student while listening carefully to the viewpoints of the rest of the team. You are an important member of the student's IEP team!

Although the creation of truly "Individualized" Education Programs (IEPs) requires significant time and energy, they are a worthy investment! IEPs play a vital role in enhancing educational and personal development for students with autism and other disabilities. When implemented with fidelity, the 11 Considerations for Students with ASD will aid in the creation of this critical roadmap for parents, teachers, support staff, therapists, and other professionals to support each student's unique needs, supporting their learning and success in school and throughout their lives.

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<https://web.ped.nm.gov/wp-content/uploads/2024/12/Memo-Best-Practices-to-Consider-When-Developing-Individualized-Education-Programs-for-Students-with-Autism-Spectrum-Disorder.pdf>

For more helpful strategies to support your students with autism and other needs, access the complementary Technical Assistance Program (TAP), Hot Topic On Demand Library Pre-recorded Webinars at www.cestap.org or register for the next live-virtual Autism Toolbox Series workshop at www.ces.org.

Teaching Tips...for the Classroom

March 2026

By Barbara Piper, M.A.

How To Engage Students in The Lesson = “The HOOK!”

For those of you old enough or who are music historians, Carly Simon had a hit song called “Anticipation” many years

ago. Part of the Webster Dictionary definition of “anticipation” is “to expect or look forward to.” AND one of the tried-and-true lesson plan formats (5 Step Lesson Plan) begins with the “anticipatory set,” also called the “hook.” So, what is the purpose of the anticipatory set or the hook as the beginning of a lesson? Well...the purpose is to get students engaged in the upcoming lesson content. Let’s examine

how the “hook” pulls students into the lesson, i.e., engages them.

When you are going to start a new lesson, especially about a new concept, think about what prior knowledge or previous experiences your students may have had regarding the lesson topic. For example (and if you’ve attended my CES TAP trainings you may remember me sharing this example), if I am going to teach a lesson on fractions, I do NOT start the class period by saying, “Today we will learn about fractions.” Boring!!!! I say to my students, “How many of you like pizza?” and continue the discussion with questions they can respond to such as: “What is your favorite place to order pizza?” “What kind of toppings do you like?” “Do you like to eat leftover pizza for breakfast the next day?” So far, I haven’t even mentioned fractions, but my students are very involved in a discussion about pizza. Once I have them involved in that discussion, I say “SO how do you serve the pizza so that everyone gets a portion of the pizza pie?” THAT leads us into fractions. The hook doesn’t have to take a lot of time but can be a critical beginning of the lesson to get students engaged.

Another option for a hook might be doing a KWL chart with the class about the

lesson topic. You could do it as a total class activity or in small groups with a graphic organizer with 3 columns for “What do you know?”, “What do you want to know?,” “What have you already learned?” about the topic to be studied. Give your students a chance to show you what they know so you can build from their current knowledge.

Other options include things like sharing a photo connected to the lesson topic with a guided question that may elicit student responses; having real life objects to hold or experience to raise curiosity about a lesson topic; presenting a mystery bag of objects related to the lesson topic, etc. Be creative! The anticipatory set / hook is such an important part of planning and delivering a lesson. If you haven’t thought about it for a while or are looking for effective ways to get your students engaged in your lessons, spend some time revisiting how you start your lessons. You may just need a good “hook! “

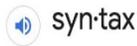
References

- Hunter, M. (1984). *Knowing, Teaching, and Supervising*
- Ogle, D. (1986). *K-W-L: A teaching model that develops active reading of expository text*. *The Reading Teacher*, 39(6), 564-570.



The Reading Room: Tips and Tricks March 2026 Syntax

This month we will be discussing syntax, one of the primary components of Structured Literacy. What is syntax, why do we need it, and tips on how to teach it.



/sin,taks/

noun

the arrangement of words and phrases to create well-formed sentences in a language. "the syntax of English"

- a set of rules for or an analysis of the syntax of a language.

plural noun: **syntaxes**

"generative syntax"

- the branch of linguistics that deals with syntax.

cwallsofwisdom [@cwallsofwisdom]. (n.d.). [Photograph] Instagram. <https://www.instagram.com/cwallsofwisdom/>

According to David Kilpatrick, author of "Equipped for Reading Success", knowledge of syntax is firmly correlated to improved reading comprehension. Students with syntactic knowledge and familiarity score higher on assessments of reading comprehension than do students who don't. They also tend to be better writers. Students who don't have explicit knowledge may confuse statements with questions. They may mix up tenses and use improper suffixes, thereby making their reading comprehension poor and their writing confused.

ANAGRAMS - Use index cards with one word on each card from a predetermined sentence. Mix up the cards and have the students put the cards in order so that the sentence makes sense. Depending on the age and skill level of your students you may have to start with very simple sentences and work your way up to more complex ones. You may also have to do a lot of modeling with students. A fun modification would be to divide students into teams and make this a bit competitive.

SENTENCE COMPLETION

ACTIVITIES - Start with the beginning of a sentence and have students complete it. Ex. - Today I went.... The weather is beginning to _____. When doing this, you can also point out parts of speech, and with older students, you can discuss clauses and sentence types.

SENTENCE COMBINING & SENTENCE REDUCTION ACTIVITIES

- Provide students with a variety of phrases and clauses and have them combine these elements to make more complex sentences. The reduction activity would be just the opposite. Have students look at complex sentences and then pull them apart to make simple sentences. Again, you may have to model with your students until they get the hang of it.

TENSE WORK - Make three columns on the board or paper with the following headings:

PAST PRESENT FUTURE

Give students a list of verbs and discuss what ending goes under which heading. Often when adding suffixes to words you will have to double the last consonant or drop the ending e to add a vowel suffix, but this can generate rich discussions about spelling rules.

RESOURCES & ARTICLES

Bressmer, A. (n.d.). *Grammar vs. syntax: What's the difference?* Keys to Literacy. <https://keystoliteracy.com/blog/syntactic-awareness-teaching-sentence-structure-part-1/>
cwallsofwisdom [@cwallsofwisdom]. (n.d.). [Photograph] Instagram. <https://www.instagram.com/cwallsofwisdom/>

Kilpatrick, D. A. (2016). *Equipped for reading success: A comprehensive, step-by-step program for developing phonemic awareness and fluent word recognition.* Casey & Kirsch Publishers.

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Elementary and Secondary
Education. (n.d.). *Syntactic
awareness: Teaching sentence
structure*.
<https://www.doe.mass.edu/massliteracy/skilled-reading/language-comprehend/syntax.html>

Sedita, J. (2022). *Teaching sentence
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of Education.
[https://www.education.ne.gov/wp-](https://www.education.ne.gov/wp-content/uploads/2022/03/syntactic-awareness.pdf)

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Walden University Writing Center.
(n.d.). *Types of sentences &
sentence structure: Color coding
grammar in sentences*.
<https://academicguides.waldenu.edu/writingcenter/grammar/sentencestructure>

For questions, please contact:
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JOB OPPORTUNITIES AT CES

Ancillary Openings:

- Ancillary Teacher – Region 1
- Behavior Management Specialist – Region 4
- Diagnostician (Bilingual) – Regions 2, 3, 4, 7
- Occupational Therapist – Regions 1, 2, 3, 4
- Physical Therapist – Regions 2, 3, 4
- Recreational Therapist – Region 4
- Registered Nurse – Regions 1, 2, 4
- Rehabilitation Counselor – Region 4
- School Psychologist – Regions 2, 3, 4
- Social Worker – Regions 1, 2, 3, 4, 8
- Speech/Language Pathologist – Regions 1, 2, 3, 4, 7, 8

Other CES Openings:

- Regional Manager – Idaho
- Administrative Assistant – LEAP Program
- Professional Services Staff



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

BULLETIN BOARD



CES+ LEDR

NEW Enrollment Timeline for Fall 2026 - CES ALD Program
CES ALD (Administrative Leadership Development) Program has announced its enrollment timeline for Fall 2025:

Superintendent & Mentor Recommendations Due June 15 Orientation Early July

1 Enrollment May 1 - May 30 3 Acceptance Letters Emailed June 18th - 22nd

2 4

Learn more by visiting our website at:
www.ces.org/leadership-development

NM Facility Managers Operational Staff Certificate Program 2026: Modules 4, 5 and 6.

Are you interested in advancing your knowledge and skillsets on the topic of public-school facilities management, emergency management, security and safety? If you answered YES, then the following may be of interest to you.

On behalf of the New Mexico Public Facility Managers Association (NMPFMA), CES, PSFA and POMS, Please join us for the **New Mexico Facility Managers Operational Staff Certificate Program Modules 4, 5 and 6.** (Modules 1, 2, 3, and 7 are offered at different times throughout the year and available).

Who Should Participate – The Facility Managers Operational Staff Certificate Training Program benefits facility directors, business managers, district administrators, maintenance supervisors, or anyone who has a direct or supervisory responsibility for the operations of public-school facilities. Please join us for a 1-day training session on:

Wednesday April 8, 2026

8:00 AM – 4:00 PM

Location: Cooperative Educational Services (CES)

10601 Research Rd. SE – Albuquerque New Mexico, 87123

Module 4 – Effective Maintenance Strategies in NM Public Schools, provided by PSFA (Duration: 4 Hours)

Topics include: Maintenance infrastructure in NM Public Schools, PSFA infrastructure, NM state statutes, Preventive Maintenance Planning, Facility Information Management System (FIMS), Performance measures, Facility Assessments (FMAR), Maintenance reporting, Effective Staffing levels, Deferred Maintenance, Maintenance Costs, Energy Management and Improving Facility Conditions.

Module 5 – Long Range Capital Planning, provided by PSFA (Duration: 1.5 Hours)

Topics include: Long Range Capital Planning strategies (NM State Statute), Facility Master Plans, PSFA funding infrastructure & programs, Facility Assessment Database (FAD), NM Public Schools ranking

Module 6 – Emergency Management, Security & Safety, provided by POMS (Duration: 2 Hours)

Topics include: Emergency Management, Safety and Security assessments, Active Shooter, after hours emergencies, Disaster and Continuity planning.

If you have any questions or need additional information please contact the NMPSFA Maintenance Division at 505-843-6272.

The NM Facility Managers Operational Staff Certificate Program: A formal training program designed to enhance the knowledge and skillset of public-school facility managers and staff has been developed through the collaboration of several state entities and NM school districts in combined effort to improve public school facility conditions through formal means including but not limited to: OSHA Safety, Electrical Safety, Environmental Health, Maintenance & Operations, Long range Capital Planning, Emergency & Security Management, Human Resources and Budgeting. A Certificate of Completion is offered and individuals may take selected courses without obtaining a Certificate of Completion. Those completing the 2-year Certificate Program requirements (all modules) are recognized at the NM CES Fall Facility Managers Conference at a formal graduation ceremony.

NM Facility Managers Operational Staff Certificate Program Modules 4, 5 and 6.

The Certificate Program is managed through CES in collaboration with POMS & Associates, NMASBO, the NM Public Facility Managers Association (NMPFMA school district personnel), and the NMPSFA. These groups identify topics, speakers, review course outlines & curriculum (fall conference) and develop feedback for continuous program improvement.

A special thank you to our continued partners committed to improving the skillset through education, awareness, collaboration and sharing of best practices for NM Public School Facility Managers.

Register at >> <https://lp.constantcontactpages.com/ev/reg/zjsvkk>



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