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Maximize results.

CES MEMBER NEWSLETTER

April 2026

Empowering Districts & Charters with High-Impact Professional Learning

Are you planning professional development for the upcoming school year? The School Improvement Technical Expertise (SITE) team at CES is here to provide expert, customized training designed to support your district's/charters goals and elevate teaching and learning.

This year alone, SITE consultants have delivered 200+ trainings statewide for school districts, charters, and private schools, each one tailored to meet unique instructional priorities.

Professional Learning Topics for 2025-2026

- Multi-Layered Systems of Support (MLSS)
- Artificial Intelligence (AI) in Instruction
- New Teacher Support & Mentoring
- Building Thinking Classrooms
- Standards Alignment
- Textbook Adoption
- Data Analysis

Professional Learning Offerings Through CES + SITE

MATH

- Math Conceptual Teaching Strategies (including Eureka Math & Number Talks expertise)

- Feature Article
- Calendar of Events
- Purchasing News
- Order Corner
- Construction Corner
- Education Articles
- CES Job Opportunities
- New CES Staff
- Bulletin Board
- CES Contacts

- Math Standards Alignment
- Integrated Math Unit Development

ELA/READING

- Close Reading Across All Content Areas
- Phonics K-3 (LETRS-trained consultant)
- Dyslexia Support & Structured Literacy (K-12)
- Academic Language, Literacy & Sheltered Instruction (National Thinking Maps Trainer)
- Integrated ELA Unit Development

MENTORING / NEW TEACHER SUPPORT

- New Teacher Development & Support Program
- Teaching in Advanced Placement (AP)
- Development & Support for Instructional Coaches & Mentors

CURRICULUM & INSTRUCTION

- Data-Driven Instruction
- Professional Learning Communities (PLCs)
- Development of Instructional Goals
- Standards-Based Instruction
- Implementation of New Social Studies Standards
- Universal Design for Learning (UDL)
- Cultural Competence & Relevance in Instruction
- Project-Based Learning (PBL)
- Integrated Science, Math & ELA Unit Development
- Differentiation, Scaffolding, Small Group & Centers
- Integrated Curriculum & Lesson Planning
- Social Emotional Learning (SEL)

STRATEGIES

- Engagement Strategies (GLAD & Multiple Intelligences)
- Virtual Instructional Strategies
- Using AI as a Creative Resource for Lesson Development

- Interventions
- Multi-Layered System of Support (MLSS)

Flexible Pricing & Complimentary Training Opportunities

As you finalize budgets for the next school year, remember: **CES + SITE offers complimentary trainings** based on district or charter size. Additional customized professional learning is available at **\$2,000 per day**.

Ready to Schedule Your PD?

Contact: Dr. Kimberly Mizell, PhD |
kmizell@ces.org | 505-344-5470 Ext. 136



CALENDAR OF EVENTS

4/3 Good Friday
4/5 Easter
4/6 NMSBA Spring Region III Meeting
4/7 NMSBA Spring Region VII Meeting
4/7 TAP Data-Driven-Instructional-Practices
4/8 TAP Learning Strategies to Improve Executive Function Skills
4/9 TAP Transition Planning and Program Development
4/11 Anniversary of passage of Elementary and Secondary Education Act

4/14 TAP A Behavior Checklist: Transitioning to Summer & Into the Next School Year
4/15 Tax Day
4/15 TAP Guiding Emotions: Self-Regulation & Co-regulation for Classroom Success
4/16 National Librarian Day
4/21 TAP Skills & Strategies for Positive Learning Environments & Meaningful Student Engagement
4/22 Administrative Professionals Day
4/22 TAP Gifted Teacher Toolkit: EOY Edition NM Gifted Reporting, IEP & Service Scheduling & Pre-Planning for Next Year!

4/22 PCSNM Operations Symposium
 4/23 TAP Bringing Read Alouds to Life:
 Language Supports for Diverse Early
 Childhood Learners
 4/28 TAP Building Strengths & Supports:
 Serving Twice Exceptional Learners
 4/29 TAP More than a Tool: The
 Transformative Potential of the MLSS Self-
 Assessment
 4/30 TAP Your Guide to Dyslexia:
 Everything You Need to Know

April						
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19	20	21	22	23	24	25
26	27	28	29	30		

PURCHASING NEWS

1) New Contract Awards:

RFP	Awardee	Contract Number
2024-03 Waste Management - Lot 2 -Open-Ended	Universal Waste System	2024-03-C122-ALL (paused temporarily, need updated license)
2024-12 Food Service Equipment & Related Services -Open-Ended	New Mexico Restaurant Supply	2024-12-C117-ALL
2024-17 Utilities -Open-Ended	Capital Pump	2024-17-C113-ALL 2024-17-C127-ALL
2025-24 SCADA Systems Lot 1, 2 & 3 -Open-Ended	Zia Tech Automation	2025-24-C112-ALL 2024-24-C122-ALL 2024-24-C132-ALL
2026-07 Furniture -AEPA	Demco Inc. National Business Furniture LLC. Quill LLC.	2026-07-AA101-ALL 2026-07-AA102-ALL 2026-07-AA103-ALL
2026-07 Health and Wellness -AEPA	Medline Industries, LP Neuralign USA LLC. Quill LLC. School Health Corporation School Nurse Supply Inc. TinyEYE Therapy Services	2026-07-AB101-ALL 2026-07-AB102-ALL 2026-07-AB103-ALL 2026-07-AB104-ALL 2026-07-AB105-ALL 2026-07-AB106-ALL
2027-07 LED Lighting -AEPA	Facilities Solutions Group Inc. (FSG)	2026-07-AC101-ALL
2027-07 Technology - AEPA	SHI International Corp. CDW Government LLC.	2026-07-AD101-ALL 2026-07-AD102-ALL
2027-07 Student transportation -AEPA	Highland Electric Fleets Inc.	2026-07-AE101-ALL

2) Current & Upcoming Solicitations:

RFP #	RFP Description	Release	Due	Award
2026-01 (ID & UT only)	<i>Vehicles - Car, SUV, Van, Trucks, Police Car and Related</i>	1/23/26	2/23/26	3/10/26
2026-02 (ID & UT only)	<i>Medium & Heavy-Duty Trucks</i>	1/23/26	2/23/26	3/10/26
2026-03 (ID & UT only)	<i>Truck Bodies</i>	1/23/26	2/23/26	3/10/26
2026-04 (ID & UT only)	<i>Trailers</i>	1/23/26	2/23/26	3/10/26
2026-13	<i>eRate (Form 470)</i>	1/26/26	2/24/26	3/12/26
2026-10 (2020-30 exp 6/29/26)	<i>Student (K-12) Food Program</i>	3/30/26 approx.		
2026-11 (2020-30 exp 6/29/26)	<i>Food Program for NM Agencies</i>	3/30/26 approx.		
2026-12 (2022-06 exp 5/30/26)	<i>Electric Charging Stations, Batteries & Related</i>	3/20/26	4/17/26	5/5/26
2026-16 (2022-14 exp 5/16/2026)	<i>IT and Business Project Management, Program Management, Process Development, and Related Professional Consulting Services</i>	3/20/26	4/17/26	5/5/26
2026-15 (2022-11 exp 6/19/26)	<i>Material Handling Equipment, Parts, Accessories, Supplies, Rentals, Leasing and Related</i>	3/20/26	4/17/26	5/5/26
2026-09 (PaaS)	<i>21 Century Comm. Learning Centers (for LEAs)</i>	3/30/26 approx.		
2026-14 (PaaS)	<i>HB-2 Out-of-School Time Programs (CBOs)</i>	4/20/26 approx.		

*Out-of-state RFPs are subject to change

3) Procurement Issues:

- NM Contract Administrative Fee (CAF): 1.25%; outside NM CAF: 2%
 - * “Vehicles” category will remain at 1% for sales in / outside NM
 - ** 411 Equipment (fire trucks) will remain at \$2,000.00 / PO regardless of units sold.
- CES Procurement awards contracts, by default, without “Preference”. In very few cases, you may see a “P” for preference in the composition of the contract #.

ORDER CORNER

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

A situation that keeps arising is uncertainty about whether to pay CES or the vendor. Your certainty can come from having selected the correct party for your PO, based upon the submission button in

the Bluebook for the contract being used.

- Traditional POs are made to CES, so payment will be to CES.
- Direct Purchase POs are made to the vendor, so payment will be to the vendor.

Be assured, CES personnel are ready to answer questions you may have. Just call or email us.

CONSTRUCTION CORNER

CES would like to take this opportunity to extend our sincere appreciation to all of our CES members across the State of New Mexico. Your continued trust in CES construction contracts has resulted in a remarkable level of project activity benefiting your communities. Between July 1, 2025, and February 28, 2026, CES issued 1,927 purchase orders on your behalf, totaling \$225,001,030 in

construction-related investments. This represents a tremendous commitment to improving facilities, infrastructure, and services statewide. These impactful projects are made possible because of your engagement and partnership. Together, you are helping to build a stronger New Mexico—thank you for your continued collaboration and confidence in CES.

EDUCATION ARTICLES

SPECIAL CONTRIBUTION BY CES+ LEAP PROGRAM

Teaching in 2026: Bearing Witness to the Work

My teaching career began with a passion for literature and poetry, which I shared with AP Lit and Seniors for years. Now, I create systems for New Mexico's teachers to learn to teach, aiming to shape education's future—which is both an honor and a privilege, though rarely poetic.

My teaching path has crisscrossed Colorado Springs, Northern Virginia, D.C., and Beijing—classrooms tucked in hallways, cafeterias, and storage closets. Each place sharpened my skills, but New Mexico begets something more: leadership that's intentional and personal, truer. Here, communities endure and adapt, often overcoming challenges with deep resilience.

My essential question for the work: *What builds and empowers teachers to start, persist, adapt, and stay despite ongoing challenges in New Mexico's school context?*

Teacher retention isn't just a number, it's a story. Our state invests boldly in salaries and pathways, but vacancies remain (600–700 teachers annually, more during the fall). Rural districts feel this most, and one in four new teachers leave within five years. Nearly 60% of new teachers come from other careers—experienced in life, but new to teaching. LEAP at Cooperative Educational Services (CES) is here for them, anchoring teachers in over 60 districts, charters, and private schools PreK-12 statewide, admitting 200 new teachers each fall, with 175 completing the following summer.

Here, substance matters—our work is defined by grit, not glitter. We engage deeply across New Mexico, from sprawling comprehensive high schools to rural communities in 4-day districts with K-12 all under one roof, in deans and directors dialogue and state-level debates. While New Mexico's challenges mirror the national teacher pipeline crisis, the impact here is particularly profound and widely felt. Recruitment draws headlines, but true retention happens through presence—standing shoulder to shoulder with principals, coaches, mentors, and navigating systems that often resist collaboration; where isolation feels like a wound, but connection restores it across the continuum. Authentic relationships and trust are the essential antidote to establishing a balance post-pandemic and we push this forward in all LEAP training.

As we begin our eighth cohort in July, our approach is shaped by intentional relationship-driven practices. We ground our work in a core set of values that guide every decision and interaction: trust, access, equity, reflection, and academic purpose. These principles are not just ideals—they define how we engage with educators and the broader community.

At the core of our philosophy is an unwavering belief in educators' resilience and steadfastness that allows them not only to withstand the relentless, often raw realities of teaching but to thrive, deeply committed to their students and the broader community, even when others might turn away during an intensive cohort and program. This "armoring" is not a shield of isolation, but rooted in collaboration - support, trust, and professional help are foundational cornerstones. Here, competition gives way to mutual growth: teachers lift one another up, share resources, and forge lasting connections that sustain both their effectiveness and well-being. Classrooms—vibrant, dynamic, and deeply human—become living ecosystems shaped by educators who adapt, connect, and lead despite adversity. Preparing teachers is almost never pretty—it's raw, relentless, and real, we exist in a perpetual state of balance-seeking, differentiating triage from trick, challenge from opportunity and clown from chameleon.

Education changes constantly, too fast for policy, precedent upon precedent, failed reform upon reform. Despite noise and division, education isn't a zero-sum game. As one of my favorite theorists, Parker Palmer, warned, "We have *much* to

learn...it's a teacher's position to think the world together, not think it apart."¹

True progress in education is driven by systems that honor flexibility and responsiveness, uniting classrooms through meaningful connection and collaboration rather than rigid divisions. LEAP embodies this ethos by offering comprehensive support to educators transitioning from other careers, guiding them as they build professional identities, establish classroom norms, and foster trust. Through rigorous, experiential training—including lesson design, formative assessment, and effective classroom management—LEAP empowers teachers to communicate clearly and engage deeply with students, families, and colleagues. By nurturing dispositions like curiosity, humility, empathy, and resilience, and providing personalized coaching and ongoing professional development, LEAP cultivates vibrant, joyful classrooms where educators adapt, rebuild, and thrive, ensuring learning remains impactful for all.

LEAP is New Mexico's largest accredited Alternative Licensure Program, independent from any university or college, focused on empowering teachers. By integrating AI tools, movement, social-emotional learning, and trust-building, LEAP supports teacher development in an arc but especially around behavior management, science of reading and universal design for learning. Educators surface confidence and foster dialogue and agency/voice when coached and supported.

Preparing teachers in 2026 feels urgent and complex. Amid exhaustion, shifting

leadership, and funding cuts, educators navigate changing responsibilities in a landscape ever different from any other and always one that feels like a fishbowl. Despite it all, classrooms remain spaces of hope where growth and hardship coexist among different cultures creating space for transformation and learning.

Teachers in New Mexico face issues such as pay gaps, student hunger, and impersonal systems, yet remain dedicated to their communities. LEAP's model connects over 1,200 alumni through shared experiences and support. Despite policy changes and generational poverty, these educators work to build resilience and brighter futures for their students. This month, I shared poems like Henley's *Invictus* and Collins' *Introduction to Poetry* in a Secondary Methods session. My hope is always to celebrate literature but also give you a glimpse into LEAP learning.

This work feels perpetually unfinished, but its impact is lasting and daily. Our teachers constantly show that meaningful learning isn't just possible—it's happening *now*, grounded in courage and shaded in hope for what's next all across the state of New Mexico.

References

Southwest Outreach Academic Research (SOAR) Evaluation & Policy Center. (2025). *2025 New Mexico educator vacancy report*. New Mexico State University. <https://alliance.nmsu.edu/soar-center/2025-New-Mexico-Educator-Vacancy-Report.pdf>

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Collins, B. (1988). Introduction to poetry. *Poetry Foundation*.
<https://www.poetryfoundation.org/poems/46712/introduction-to-poetry>

About The Author

Alexis Esslinger, LEAP's Program Director, has led Cohorts 5-7, beginning Cohort 8 in July and supports twelve instructional coaches. She holds degrees in Elementary

Education, Special Education, and School Leadership. For details on LEAP at Cooperative Educational Services, visit www.cesleap.org or contact alexis@ces.org. Members of CES have access to LEAP's fast-track licensure program and are encouraged to participate, sending candidates from their communities. LEAP welcomes and supports participants from CES partners and affiliates far and wide, offering personalized coaching and dual-licensure options in general and special education in the 11-month cohort beginning each July.

Compliance Corner

April 2026

**By Cindy Soo Hoo, TAP
Consultant**

So, Please Tell Us: What is the Key for Avoiding a Complaint Filed with the NM PED? (Part 1 of 2)

Consistent and on-going communication can go a long way in developing a positive and productive working relationship between parents and school personnel. These positive relationships can contribute to improved academic achievement for students. Two-way communication can provide opportunities for addressing any concerns either party may have regarding the academic and/or behavioral performance of a student. It allows for addressing any issues before they rise to a higher level of concern.

Ideally, these issues would be addressed at the school level through conversations with parents, administration and service

providers. Doing so would likely provide solutions before they are able to fester. However, there may be times in which conversations at the school level do not resolve the issues. In those cases, options (both informal and formal) exist for parents, other individuals and school personnel.

The New Mexico Administrative Code (NMAC) provides avenues that both parents and school personnel can pursue prior to the filing of a State Complaint with the New Mexico Public Education Department (NM PED).

NMAC 6.31.2.13 (G)(2) states:

- (a) Informal dispute resolution option. If a disagreement arises between parents and a public agency over a student's IEP or educational program, either the parents or the public agency may convene a new IEP meeting at any time to attempt to resolve their differences at the local level without state-level intervention.*
- (b) Third-party assisted intervention. The special education*

division (SED) of the department will ensure that mediation is available to parents and public agencies who request such third-party assisted intervention before filing a state-level complaint or a request for a due process hearing. The SED will honor a request for mediation that:

- (i) is in writing*
- (ii) is submitted to the SED;*
- (iii) is a mutual request signed by both parties or their designated representatives*
- (iv) includes a statement of the matter(s) in dispute and a description of any previous attempts to resolve these matters at the local level; and*
- (v) any request that does not contain all these elements will be declined, with an explanation for the SED's decision and further guidance, as appropriate*

However, there are times in which parents or others may choose to bypass a less formal resolution process and may choose to address concerns with a more formal process. Individuals have that right to pursue the filing of a State Complaint. This process requires the complainant to address in writing the area(s) in which they believe the school district violated the child's right to a Free Appropriate Public Education or FAPE.

34 CFR §300.17 of The Individuals with Disabilities Education Act (IDEA) defines FAPE 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](#).

(See *Endrew F. ex rel. Joseph F. v. Douglas Cty. Sch. Dist. RE-1*, 580 U.S. 386, 399 (2017))

A State Complaint includes any alleged violations involving a student or multiple students that occurred within the last twelve months. Again, involvement of a neutral third party can be requested to seek possible resolution of the issues in the hopes of terminating the State Complaint process.

Should a State Complaint move forward, an investigator is assigned to determine if there are violations of FAPE. These violations may be procedural in nature that may rise to the level of denying a student FAPE or may be more substantive violations, which will most likely result in a denial of FAPE. Data, records and other information are provided by both parties for the investigator to examine. Also included in the investigation may be interviews with the parties involved.

Following the investigation, a report is provided detailing the decision regarding

each alleged area of non-compliance. Should a district be found non-compliant in an area, a Corrective Action Plan (CAP) is issued. This CAP will contain remedies for addressing the areas of non-compliance. They might include requiring the school to conduct a new Individualized Education Program (IEP) to address particular components of the IEP, revise any policies and procedures to ensure alignment with IDEA regulations and/or NMAC rules, provide compensatory education for any services missed, or provide training for staff to make personnel aware of the requirements under the IDEA or NMAC.

The remedies ordered are accompanied by deadlines that must be adhered to and a requirement to provide evidence of the completion of those requirements. Once all requirements have been completed, the complaint will be dismissed.

As stated earlier, being able to resolve the complaint at the local level would be ideal; however, being the recipient of a State Complaint can be a learning experience. It's an opportunity for a school/district to address the area(s) of non-compliance

with the student or students in question. It also provides information/knowledge for school staff to apply when meeting the needs of all students who may be in the same situation.

Join me next month as we discuss some of the areas of non-compliance that have served as the basis for many of the State Complaints filed this school year. We will discuss processes to follow to meet the unique needs of students and perhaps stave off the receipt of a State Complaint. More importantly, readers will be provided with information about special education processes that are designed to meet the unique needs of students.

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

Are We Building the Plane or Burning the Fuel? – A Quiet Check-in for NM’s Gifted Educators

In the world of New Mexico gifted education, we often feel like we are building a plane while it’s mid-air. Between the legislative fallout of SB 64, the legal separation from Special Education, and our necessary, collective push toward neuro-affirming classrooms, the mental load has become staggering.

As a consultant and educator, my days are filled with data points and policy shifts, but when I look at the educators in our classrooms, I see something more human: a pack of "lone wolves." You are often the only ones in your building who truly understand that "giftedness" isn't a trophy or a gold star—it is a specific, beautiful, and sometimes grueling way the brain is wired. But as we fight for these students, we must face an unvarnished truth: ***you cannot co-regulate a child if your own nervous system is frayed to the breaking point.***

We have all become experts at telling our principals and colleagues that we're "fine," but the reality of burnout usually hides in the quiet moments. It's found in the "tangential dread"—that moment a student begins a ten-minute monologue about black holes, and instead of the delight you usually feel, you find yourself internally screaming because you just need them to open the workbook. It's in the "sensory hangover" at 4:15 PM, when you sit in your driveway for twenty minutes, unable to move, needing the world to be silent before you can face your own front door. We feel it when we stare at a GIEP for an hour, obsessing over a strength-based narrative just so the district finally "gets it," or in that flash of resentment when a student melts down over a B-minus. If you've felt these things, you haven't failed. You are simply a human doing a job that is both cognitively and emotionally expensive.

This weight is felt even more acutely by our rural "lone wolves" in places like Dulce, Jemez Springs, Artesia, Ruidoso, and many more across our large state. In these communities, you aren't just a teacher; you are the tester, the bus-duty-taker, and the only person within a fifty-mile radius who understands what "2e"

actually means. To be an island is to make the heavy days feel twice as heavy. It is vital to remember that while you are the backbone of this state's talent, you cannot stay in the game if you are trying to play on a broken ankle. We need you here, which means we need you whole.

Moving forward requires us to trade the myth of "self-care" for the reality of micro-boundaries. We have to stop being martyrs and start being sustainable. This means embracing the "brain quiet"—turning the lights off for five minutes after a heavy session and telling the kids, "My brain is processing all that genius, give me a moment." In doing this, you aren't checking out; you're modeling the very self-regulation we want them to learn. It means protecting your "off" time like a state secret, using tools like scheduled emails so parents don't learn to expect your labor at 9:00 PM. Most importantly, it means accepting that a GIEP that is "good enough" and finished by 4:00 PM is better for a child than a "perfect" document written by a teacher too exhausted to actually teach the next day.

As we move through 2026, we are finally seeing these kids for who they really are: beautifully complex, neurodivergent humans. It is time we started seeing ourselves with that same level of grace. Your students don't need a superhero who is running on fumes; they need a version of you that is regulated, rested, and real. Let's commit to being the educators who last.

By 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

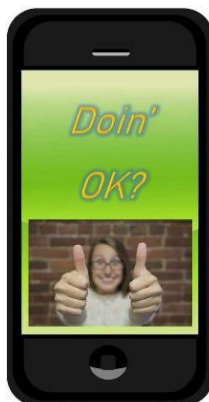


Doin' OK? Mental Health Help

Monthly Newsletter

By Gina Langley, PhD
School Psychologist
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April 2026



STAYING OR MOVING ON???

I hope your Spring Break was refreshing, and I wish you well as we approach the end run!

Seasoned school-folks can assure any newbies out there that time truly **FLIES** from now through the end of the school year. And we all have some pretty critical decisions to make this month.

- ✓ Retention or pass?
- ✓ Continue or press onward?
- ✓ Stay here or move on?
- ✓ Accept or change?
- ✓ Keep trying on this one or get started on the next one?

We know our decisions will impact others' lives besides our own. Such responsibility!

But we've made it through impacts of *others'* big decisions, every day of our lives, and we will continue to do so! So, don't carry the weight of the world on your shoulders, worrying about your own big decisions. Breathe, devote time to each big consideration, and aim for a conclusion that is the best one you can make, given current circumstances. But *do* try to decide! Recognize that *not* deciding is a decision in itself, and the impacts of *that* will likely be much worse than any decision you've carefully considered.

Here are some guidelines to help us make healthy decisions, for our own good mental health and that of all the little (and big) folks we'll be impacting once we decide.

- Go back and review the "**Ask Yourself**" page at the end of January's *Doin' OK* letter. Can we use Maslow's hierarchy to guide decisions that will help us or our target person develop to a higher level -- more effectively,

more smoothly, more peacefully?

- **Make a List** of alternatives. Brainstorm! There may be alternatives that haven't even entered our minds yet. One of them may be a perfect solution. Seek new perspectives!
- **Prioritize respect.** It helps if the person we're targeting knows that our choice was made in true consideration of their interests (as well as ours). Don't sacrifice anyone's interests, but consider how our decision may impact our life and theirs, our outlook and theirs, and each person's attitude toward whatever things this decision may affect.
- **Check your emotions.** Make sure we're open for enlightenment - don't let anger or fear or anxiousness or any emotion-of-the-moment cloud our judgements.
- **Dig down to the roots.** Why are we having to make this choice? Take stock. What is causing any conflict between options? Is there anything we've forgotten to factor in? Are there hidden roots we didn't want to see, like jealousy, shame, false pride, greed?
- **Consider Collaboration.** Is this a decision that we can invite someone else to share? Can we ask someone if the two (or more) of us can resolve this choice together?
- **Sleep on it.** Honestly! Our brains do their best organizing as we shut off the world's distracting input and let our ponderings coalesce into something more sensible. Even if we're pretty sure we made a

good decision, it's best to sleep on it before sharing it.

- **Believe.** Every one of us can become a better self - you, me, the student we worry about, those we haven't worried about, our partner, our beloved family members. Improvement takes movement, and grit, courage, determination, plus wisdom and guidance. But even still, sometimes we can't know which path is the wiser choice. Trust that things *do* work out as they should, and pick the path that seems right, based on mindful considerations, meditation, and appreciation that we're all in the journey together, all with our own big challenges. Give an encouraging word to those affected by you or yours, and reassure yourself that you're doing OK.

We live in a world of wrongdoers and the wronged, but we *try* to choose rightly! Just focus on hope, joy, and purpose, rather than on doubt or worry or resentment.

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Look at all of your blessings today! They're there. Every single day, be thankful for something. You'll surely recognize soon that there's an entire avalanche of things and past events all deserving our awareness, appreciation, awe, and gratitude. So soak in some sunshine, enjoy healthful eating, get some good rousing exercise, sleep well, share your love, and be grateful. And keep on doin' ok!

Decision Maker.

1. Name the choices:
2. Consider alternative options:
3. Pluses and minuses for each option:
4. Circle your best option.
5. Sleep on it.
6. Satisfied?
7. Notes:

A:		B:		C:	
Positives	Negatives	Positives	Negatives	Positives	Negatives

Teacher Toolbox



Teacher Toolbox April 2026

By Margaret Wood, Speech-Language Pathologist and TAP Consultant
mwood@ces.org

Autism FAQ from Educators:
“I’ve never worked with someone who has autism. Where do I begin?”

Regardless of your role in education, we all interact with individuals with varying needs. As 1 in approximately 30 individuals has autism spectrum disorder (ASD), the likelihood of interacting with a

person with autism is highly likely. They may be your student, a parent, friend, family member, coworker, or anyone else that you meet throughout life. When you learn that you will be blessed with a student with ASD at one point or another, your first feeling may be anxiety leading to the thought of, *“I’ve never worked with someone who has autism. Where do I begin?”*

Throughout the school year, the vast width and depth of your students’ various needs may result in you feeling unequipped or even overwhelmed with the seemingly insurmountable task that is before you. Some of your students have IEPs (Individualized Education Plans) and at least one of them may have “AUTISM” listed as their area of exceptionality. More often than not, there may be other students identified with other exceptionalities like “Developmental Delay”, “Specific Learning Disability” or “Other Health Impairment” due to an

attention deficit disorder. Some of those students indeed have autism spectrum disorder but have yet to be identified accurately at this point in their education career. There will also be general education students who display characteristics of ASD, but they have yet to be identified in the educational setting or at all.

At this point, our old “friend” Anxiety (AKA: The “Inner Critic” - Fear’s sneaky sibling who speaks negativity and spews lies in our mind) has arrived in your brain, uninvited, to hijack your emotions and shake your confidence. Your anxious Inner Critic voice screams, “*You can’t possibly address the needs of ALL these students!*” No need to fear... the ***Autism Toolbox*** is here! Consider the following FAQs (Frequently Asked Questions) that many new, somewhat experienced, and even “seasoned” educators often ask (or SHOULD BE ASKING). Before you know it, your “Inner Coach” voice will prevail, ejecting Anxiety from the driver seat, as you learn and apply tried and true tools to increase your confidence and student success!

What is Autism?

Autism is a neurological disorder and is also known as a spectrum disorder, meaning the symptoms can range from mild to severe. Common signs and symptoms include avoiding eye contact, dependency on routine, and difficulty expressing emotions. Autism is a developmental disorder that impacts the way a person perceives and communicates, often resulting in challenges with social interactions and processing information. It is also a spectrum disorder, which means it affects each person to a varying degree, ranging from mild to severe. Although there are

some common characteristics, no two individuals with autism are exactly alike. It is important to understand how the characteristics of autism affect each student. The *Organization for Autism Research (OAR)* goes on to explain that “certain underlying psychological and medical bases of the disorder affect how students process information and behave in the classroom. Finally, it is important to note that these behaviors are neurologically based and do not represent willful disobedience or noncompliance.”

How can Autism make learning difficult?

ASD can impact all areas of school life including some degree of challenges in the following areas:

- ***Academic skills***: difficulty with making logical inferences, problem solving, comprehension, writing skills, concentration and organization/executive functioning
- ***Communication and Social Interaction***: difficulties with comprehension, casual conversation skills, and understanding the subtleties of language (e.g., jokes, sarcasm, idioms, clichés).
- ***Generalization***: difficulty transferring previously learned skills to new contexts
- ***Sensory sensitivity***: extreme sensitivities to certain aspects of the classroom environment (e.g., the humming of a computer, the glow of fluorescent lighting, or the sound of turning of a page)
- ***Transitions***: need for routine and set schedules
- ***Interests***: restricted range of interests, limited to specific topics

Where do I begin?

Educate yourself! Learning about autism and about how it specifically affects your student is the first step to success. By reading this introductory article, you have already started this journey. Well done! Developing an understanding of ASD and how it impacts your students is critical. Your education about autism will evolve as your relationship with your students and their families develops and your knowledge about autism and skills in dealing with its impact on the classroom will also continue to grow. Maintaining an open attitude to learning and working closely with the parents and school team will help you (and your students) succeed in the long term. Continue your education through the resources listed below and via attending the many helpful, complimentary CES-TAP Virtual Workshops available throughout the school year (keep reading for more details)!

Whom should I talk to?

IEPs are created by a multidisciplinary team of education professionals, along with the child's parents, and are tailored to the needs of the individual student. The IEP is a blueprint for everything that will happen to a child in school for the next year. Special and general education teachers, speech and language pathologists, occupational therapists, social workers, school psychologists, and families form the IEP team and meet intermittently to discuss student progress on IEP goals. ("Teacher's Corner | Organization for Autism Research") Frequent communication and close collaboration with ALL parties involved is crucial!

- ***The IEP team:*** Work together to read, interpret, implement, and tailor the IEP to the student's needs.
- ***Your student:*** Discuss with your student what they want to disclose and encourage self-advocacy.
- ***The parents:*** They are your first and best source of information about their child and autism as it manifests itself in that child's behavior and daily activities. Parents can help you anticipate certain problems, so practical accommodations can be made in advance.
- ***Your administration:*** Administrative support plays a big role in the student's academic success.
- ***Your class:*** Educate students about autism (and other needs) and explain why some students receive extra or different attention, based on their needs. Encourage students to promote expected social behaviors and encourage their peers.

What changes need to be made in my classroom?

Students with autism have unique learning styles. We can support these students by incorporating their strengths and needs when planning for instruction. This thoughtful preparation will help students with autism maximize their potential and make valuable contributions to class discussions and activities.

- ***Students with ASD are visual learners:*** Present information visually, so they may interpret its meaning.

- ***Students with ASD are literal learners:*** Expectations, instructions and feedback must be explicitly stated.
- ***Students with ASD need consistency & predictability:*** Provide well-structured, predictable classrooms and schedules, while also integrating the opportunity to develop flexible thinking, when possible.

Preparing an “autism-friendly” classroom often benefits all students and educators by creating calm and organized spaces that promote learning. For example, well-defined classroom areas that identify the purpose of that specific space help students to understand what is expected. Some ways to do this may include the following:

- Create individual work areas, free time areas, and open areas for discussion using curtains, bookcases, cabinets, and any other furniture that you have inherited/acquired.
- Keep classroom consistently organized and label where materials are located. Keep materials and schedules in one place in the classroom, to be located and referred to easily.
- Choose designated seat for student when needed (e.g., close to source of instruction or away from visual distractions such as a window or chatty classmates)
- Develop a visual schedule to break the student’s day (or a specific task) down into smaller, more manageable chunks, which increases predictability/routine, which decreases anxiety and

unexpected behavior. Teach the students how to use these schedules and change them regularly, to meet their needs.

- Lower/adapt sensory levels (e.g., sound, light, and smell) when possible.
- Identify a “home base” or “chill zone” area to escape classroom stimulation for a while

I’ve heard that students with ASD are “loners” and can’t make friends. Is that true?

Perhaps the most common myth about individuals with autism is that they do not have the ability, motivation, or desire to establish and maintain meaningful relationships with others, including friendships with peers. There is no doubt that students with autism have social deficits and communication challenges that make it more difficult for them to establish friendships than typically developing students. (“Promoting Friendship in the Classroom for Autistic Students”) It is critical for educators to expect students with ASD to make and maintain meaningful relationships with the adults and other students. Clearly stated social skills, behaviors, and objectives should be part of the IEP and assessed regularly for progress. Research shows that typically developing peers have more positive attitudes, increased understanding, and greater acceptance of students with autism when provided with clear, accurate, and straightforward information about the disorder. When educated about autism and specific strategies for how to effectively interact with students with autism, they are more likely to have frequent and positive social interactions with them.

How can I learn more about autism spectrum disorders (ASD) and how to support students with a variety of diverse educational needs?

Congratulations on embarking upon the amazing journey of learning more about how different people experience autism! Continue your quest for more information regarding ASD via the numerous resources listed below. In addition, there are many professional development opportunities covering vital education topics from a variety of experienced and passionate Technical Assistance Program (TAP) consultants to support all facets of your education journey. Register to attend any of TAP's live virtual (and complimentary 😊) workshops, view on-demand recordings via the TAP Webinar Library, and read more articles like this one here: [Technical Assistance Program \(TAP\) - Cooperative Educational Services - New Mexico](#).

An educator who never stops learning will produce students who will follow suit and amaze you in countless ways!

Promoting Friendship in the Classroom for Autistic Students,
<https://researchautism.org/blog/promoting-friendship-in-the-classroom-for-autistic-students/>.

Resources and References

<https://cesea.fpg.unc.edu/professionals/supporting-communication>
<https://researchautism.org/>
<https://researchautism.org/educators/teachers-corner/#1637599019657-f8c72b18-51a0>
<https://researchautism.org/product/an-educators-guide-to-autism/>

Teaching Tips...for the classroom

By Barbara Piper, M.A.

Which is it...Accommodation or Modification?

When educators create adjustments or interventions to the learning environment, it is often for either Individual Education Plans (IEP) for students with special needs **or** for students who qualify for Section 504 plans to support student success. Generally, the intervention is either an **accommodation** or a **modification** of some sort. It is important to know the

difference between an accommodation and a modification. **They are NOT the same!!** This article will help you understand the differences between these two types of interventions.

Let's start with a definition of each:

An **accommodation** is an adjustment to instruction (including the instructional/academic environment, social-emotional environment, sensory environment, or the physical environment of the classroom/school) and/or how the

student accesses and demonstrates their learning. Accommodations **DO NOT** fundamentally change or alter the curriculum content, standards, expectations, nor generally grading. Accommodations address how students access curriculum, demonstrate their learning, and identify ways for students to successfully participate in the general education curriculum and setting.

Accommodations may be used in formal assessments such as state-wide assessments. These types of accommodations usually relate to scheduling of, presentation of, setting for the assessment, and/or response mode by student. Accommodations used for assessments should be techniques that are already in use by the student in the classroom.

A **modification** is an adjustment that **DOES** fundamentally change or alter the content being taught and reduces learning or performance expectations along with standards and grading. Modifications are made to provide the student meaningful and productive learning experiences based on individual needs and abilities. Most frequently, you will find modifications written to address students with moderate to severe disabilities who may spend some time in inclusive settings but are not expected to interact in the general education curriculum in the same way as general education students. Also, for students with moderate to severe disabilities who are educated in more self-contained special education classroom settings.

Some examples:

Accommodations: These **DO NOT** alter the curriculum content, standards, or expectations.

- A student with ADHD receives interim deadlines for assignments, with projects broken into smaller chunks that are turned in weekly before the final deadline.
- A student with a hearing loss receives a copy of notes ahead of class.
- A student with behavior and attention issues takes tests in a separate classroom with less noise and fewer distractions.

Modifications: These **DO** alter curricular content, standards and expectations and are designed to give individual students with special needs a meaningful learning experience.

- A student is expected to master only 3 of 10 concepts in science unit.
- A student works on addition and subtraction while class works on multiplication and division.
- A student is assigned shorter written assignments.
- A student answers fewer questions on an exam or given fewer choices on a quiz.
- A student works on a socialization goal of being in a small group interaction but is not required to perform the same tasks as the rest of the students in the group.

Reminders:

Accommodations and modifications can be used in the general education settings for different purposes.

Accommodations and modifications are NOT the same thing as IEP goals. Accommodations and modifications support the student achieving the IEP goals or Section 504 plan outcomes.

Be aware of use of language! You will find the term “modification” or “modify” used in educational literature and written on educational forms when “accommodation” or “accommodate” is what is meant. Be clear when you talk about, respond to, or write adjustments/changes/interventions



**The Reading Room:
Reading & the Brain
April 2026**

We are going to explore the fascinating and complex processes of what our brain does when we read. For skilled readers, it seems simple. We look at the text, “read” it and understand what it’s telling us, all of this happening in a nanosecond. If any of you have ever worked with struggling readers, you have experienced the heartbreaking challenges these individuals face every day. These processes in the brain are anything but

as to whether it is an accommodation or a modification.

Key to the effective implementation of either an accommodation or modification is understanding by all school personnel who work with the student, i.e., understanding what the accommodation or modification strategy is and exactly how it is to be implemented!

Accommodations & Modifications are NOT the same!

simple and anything but instantaneous. I have to admit that I am totally captivated by what our brains can do, particularly when it comes to reading. In this article, we will be looking at what areas of the brain are involved in reading and how they integrate with one another. The evidence is very strong and overwhelmingly clear. Because of all this brain research, we know what to do to help our struggling readers learn to read.

We know so much about reading and the brain because of the amount of research conducted in the last 30 plus years using fMRIs (Functional MRIs) that show us in real time, the areas of the brain that are activated during the task of reading. One of the pioneers in this type of brain research is Dr. Sally Shaywitz who is a professor at Yale Medical School. She has written over three hundred and fifty

scientific articles and chapters as well as a very well received book, “Overcoming Dyslexia”. She and her husband, Dr. Bennett Shaywitz co-founded *The Yale Center for Dyslexia and Creativity*. Her early fMRI research compared the brain scans of skilled readers to those of struggling readers, and the findings were quite remarkable. What they showed was that skilled readers use several areas in the left hemisphere of the brain that work in conjunction with each other using neural pathways called white matter tracts. In contrast, the struggling readers' brains showed much less activation in those areas as well as weaker white matter tracts, thus causing them to be much less efficient and unable to connect to these essential areas. Dr. Shaywitz found that the primary underlying difficulty was weakness in the phonological processor where we hear and manipulate sounds and, in many cases, orthographic mapping.

Keep in mind that our brains are not hardwired to read. We are not born knowing how to read. We are hardwired to speak and understand spoken language. Reading the written word is a relatively new skill that has developed in the human brain. The Sumerian Language is the oldest written language in existence. First attested about 3100 BCE in southern Mesopotamia, it flourished during the 3rd millennium BCE. Modern Humans have been around about 200,000 years and our early ancestors, about six million years. Our brains had to adapt to learn this new skill.

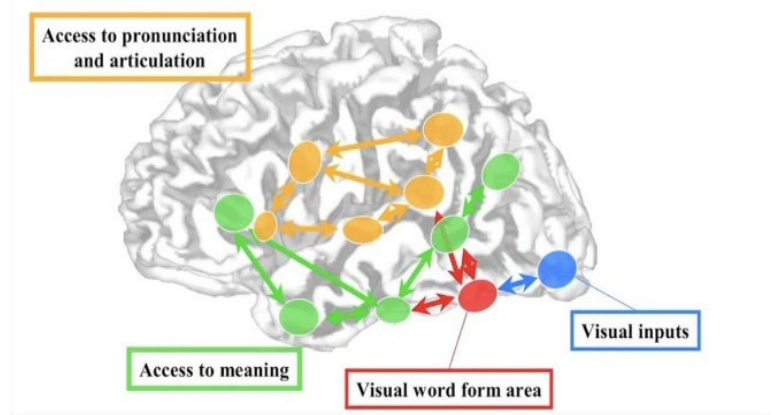
Enter French neuroscientist, Dr. Stanislas Dehaene, who is the director of *NeuroSpin*, a research center in France which now has

the largest fMRI magnet in the world. His work has been centered around how the brain reads as well as how the brain learns and he has written books on both of these subjects.

Dr. Dehaene explains that we use the same areas in the left hemisphere of the brain, that we use to understand spoken language and to recognize faces, to read the written word. He calls this neuro recycling. We access words and text visually, but from there, that input travels to the brain’s “letterbox” or visual word form area. This area is called the fusiform gyrus (gyrus refers to a ridge or fold between two clefts of cerebral matter). This is where orthographic mapping occurs and where we map familiar sound strings onto the letters and words. Once the words are mapped, they will be stored permanently. There is another part of the brain called the primary auditory cortex, which is where we process auditory input, including sounds. The angular supramarginal gyri helps us to manipulate the sounds. Meaning is attached in the inferior frontal gyrus. All these processes work together instantaneously so that we are non-conscious of them. The image below is of the left hemisphere of the brain.

The brain architecture for reading

Learning to read consists in:
- creating an **invariant visual representation** of written words
- **connecting it** to brain areas coding for **speech sounds** and **meaning**



As I mentioned before, all these areas are connected by white matter tracts. Remember that in struggling readers all these areas do not activate, and the white matter tracts are not as strong as in skilled readers. The good news is that with proper instruction, brain activation can be changed and neural pathways can be strengthened.

The overwhelming majority of top notch world researchers agree that Structured Literacy, based on the Science of Reading, is the way to teach students who struggle with reading, students who have been diagnosed with Dyslexia, and most would also agree that this kind of instruction benefits all students.

Resources:

Eyes on Reading: Dr. Stanislas Dehaene with Emily Hanford:
https://youtu.be/_4NWaTw36i8?si=yFHsC_lNhBFUAZ5N

How We Learn to Read:
<https://youtu.be/LhILoStzOTM?si=KUKo9rRjg0MjZXEO>

At a Loss for Words: What's Wrong with How Schools Teach Reading:
<https://www.apmreports.org/episode/2023/03/30/rerelease-at-a-loss-for-words>

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<https://planetwordmuseum.org>

Emily Hanford. (2018). *Hard words: Why aren't kids being taught to read?* American Public Media.
<https://www.apmreports.org/episode/2018/09/10/hard-words>

For questions, please contact:
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Some beautiful New Mexico poppies.

Photo taken by Jim Barentine.

JOB OPPORTUNITIES AT CES

Ancillary Openings:

- Ancillary Teacher - Region 1
- Behavior Management Specialist - Region 4
- Diagnostician- Regions 2, 3
- 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

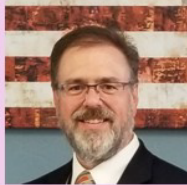
Other CES Openings:

- Professional Services Staff



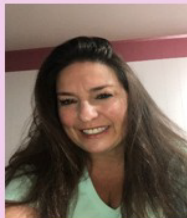
Watch for CES job postings on www.indeed.com.

NEW CES STAFF



Hi, I'm Steve Brown, and I recently joined CES as a Regional Manager for Idaho. I'm based in Pocatello, where I served seven years on the Pocatello City Council and then as Bannock County Commission Chair. While on the commission, I championed the creation of Bannock County's first dedicated procurement position and served on the GemPlan and ICRMP boards, two cooperative programs where Idaho counties pool resources for better value. I also spent nearly five years as the SBA's District

Director for Alaska, overseeing federal contracting compliance and statewide outreach. I took this role because I've seen firsthand how cooperative purchasing saves local governments time and money, and I want to help every entity in Idaho take advantage of it. I look forward to connecting with you.



Hello, everyone. My name is Julie Ponce. I am extremely excited to join the team at CES. I believe my 30 years of banking experience, partnered with my purchasing background, will be a great asset in this new role.

My passion in my personal time is spending time with my four children, gardening, and horses. I am grateful for this opportunity and look forward to meeting everyone.



Hi. I am Misty Wade, and I am excited to be **transitioning** from the Purchasing Specialist Team to the LEAP Team. I am grateful for the experience, support, and collaboration I've had while working with the Purchasing Team. I look forward to this new opportunity and to continue to work with many of you in my new role as the LEAP Administrative Assistant.

BULLETIN BOARD

Now Charging at CES!

CES has added ChargePoint EV chargers for our members. While visiting or attending meetings, you can charge your electric vehicle for up to 4 hours free. Just stop by the reception desk to request an RFID card and plug in while you're here. We're happy to help keep you charged!



Fall 2026 Enrollment - ALD Program

Enrollment opens May 1st! The application link will go live on this date. Please keep an eye on our website at www.ces.org/leadership-development for updates and access to the application.

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

2

3 Acceptance Letters Emailed June 18th - 22nd

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>





SPECIAL EDUCATION CAPACITY PATHWAY

DISTRICT NEED

Amid persistent Special Education (SPED) staffing shortages districts are working to strengthen building-level expertise, elevate instructional quality, and develop sustainable leadership capacity.

CES LEAP SOLUTION

LEAP offers a sustainable solution by leveraging experienced educators already serving within district schools onto teams needing support and leadership and by driving change around Special Education licensure in our schools. Providing a differentiated pathway that allows districts to support current Level 2 and Level 3 licensed teachers in adding Special Education PK-12 NM licensure.

HOW DISTRICTS IMPLEMENT THE PATHWAY

Districts hand-select effective general educators with a Level 2 or 3 license to participate in our LEAP C8 cohort. Participants transition into Special Education site-based roles at the year start remaining anchored in district schools to further grow and support a pathway of district GYO.

DISTRICT IMPACT

CES LEAP develops building-level SPED expertise and instructional leadership within districts, strengthening and stabilizing SPED teams. The pathway refreshes the skills and instructional toolboxes of experienced educators while building internal capacity and improving continuity of services for students with disabilities.

A strategic approach for districts to enable experienced Level 2 and 3 licensed educators to obtain Special Education NM licensure.

What sets CES LEAP SpEC apart?

- Differentiated to recognize and capitalize on educator experience
- Action Research Plan replaces traditional licensure portfolio and aligns to site-based needs
**Candidates must pass Praxis*
- Coaching and coursework are calibrated to build and connect special education experience and knowledge with an educators prior expertise.

FOR DISTRICT PARTNERSHIP DISCUSSIONS, CONTACT: ALEXIS ESSLINGER | ALEXIS@CES.ORG

LEDR SESSION

WITH SUPERINTENDENT RENEE RUSS

Topic: Leadership Points to
Ponder: How to not Drown in
the River

4/16/2026

3:30pm-5:30pm

[Register Here](#)



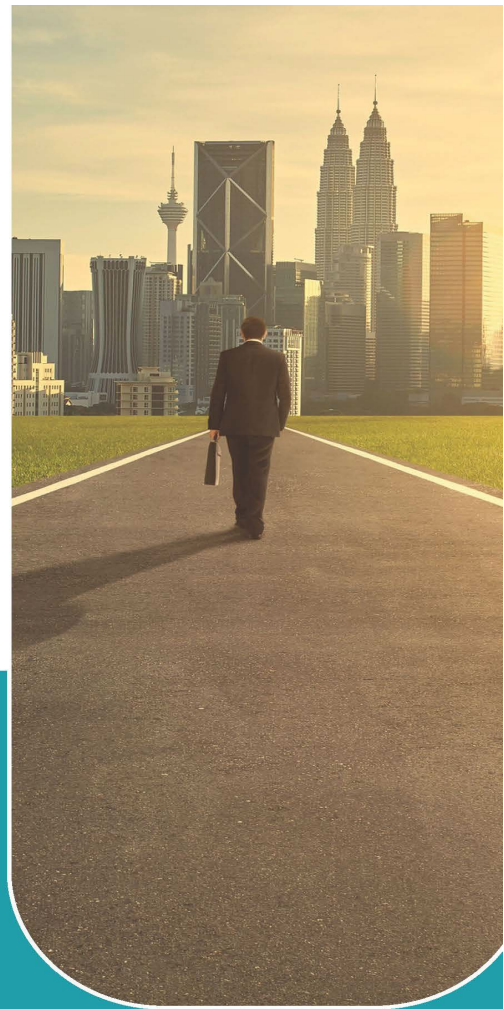
CEIS+
LEDR



LEDR SESSION

With Evan Edwards

Topic: Promoting the Best You 3
Interviewing and Resume
Building



► Date & Time:

04/30/2026

3:30PM-5:30PM



REGISTER HERE!

2026 School Law Conference

June 4-6, [2026](#)

Albuquerque, NM



The New Mexico School Boards Association and the Cuddy and McCarthy Law Firm will host the 47th Annual School Law Conference for school board members, superintendents and school personnel. The conference features presentations on the latest legal issues facing public education and includes numerous breakout sessions to assist new and veteran school board members, administrators and educators.

For those interested in exhibitor or sponsorship opportunities, please contact Carolyn Mole, Finance Director, cmole@nmsba.org. For those interested in presenting information or workshops please contact Elizabeth Egelhoff, Program Director, elizab@nmsba.org.

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