

# CES NEWSLETTER

## April 2023



## Securing the Digital Frontier: The Crucial Role of Cybersecurity Services and Software

In today's interconnected world, where data flows freely across networks and digital transactions are the norm, the need for robust cybersecurity measures has never been more critical. From individual users to multinational corporations, everyone is vulnerable to cyber threats that can compromise sensitive information, disrupt operations, and inflict significant financial and reputational damage. In this landscape, the role of cybersecurity services and software is multi-faceted, serving as the frontline defense against a wide array of digital threats.

### Protection Against Cyber Threats

Cyber threats come in various forms, ranging from malware and ransomware to phishing attacks and data breaches. Cybersecurity services and software are designed to detect, prevent, and mitigate these threats before they can wreak havoc on digital systems. Advanced threat detection algorithms, real-time monitoring, and proactive defense mechanisms are essential components of modern cybersecurity solutions, helping organizations stay one step ahead of cybercriminals.

### Safeguarding Sensitive Data

In an era where data is often referred to as the "new oil," protecting sensitive information has become paramount. Cybersecurity services and software play a crucial role in safeguarding confidential data, whether it's personal information, financial records, or intellectual property. Encryption, access controls, and data loss prevention measures help ensure that only authorized users can access sensitive data, reducing the risk of unauthorized access or data leaks.

### Ensuring Regulatory Compliance

With the proliferation of data privacy regulations such as GDPR, CCPA, FERPA, and HIPAA, organizations face increasing pressure to comply with stringent data protection requirements. Cybersecurity services and software help organizations navigate the complex landscape of regulatory compliance by implementing security controls, conducting risk assessments, and providing audit trails to demonstrate compliance with applicable regulations. By adhering to regulatory standards, organizations can avoid costly fines and legal repercussions while fostering trust with customers and stakeholders.

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## Preserving Business Continuity

Cyberattacks have the potential to disrupt business operations, leading to downtime, financial losses, and damage to reputation. Cybersecurity services and software are instrumental in preserving business continuity by implementing disaster recovery plans, redundant systems, and incident response protocols. By proactively addressing cybersecurity risks, member organizations can minimize the impact of cyber incidents and ensure uninterrupted service delivery to customers and clients.

## CES: Your Partner in Cybersecurity

Recognizing the critical importance of cybersecurity in today's digital landscape, CES has partnered with multiple vendors to offer comprehensive cybersecurity solutions to member organizations. CES understands that cybersecurity is not a one-size-fits-all endeavor and provides tailored services and software solutions to meet the unique needs and challenges of each member organization.

Through its network of trusted vendors, CES offers a wide range of cybersecurity services, including:

- Risk assessments and vulnerability scanning to identify potential security gaps.
- Security awareness training to educate employees about cyber threats and best practices.

- Endpoint protection solutions to secure devices and endpoints against malware and other cyber threats.
- Network security solutions such as firewalls, intrusion detection systems, and secure VPNs to safeguard network infrastructure.
- Incident response and digital forensics services to mitigate the impact of cyber incidents and recover from security breaches.

By leveraging the expertise and resources of CES and its vendor partners, member organizations can enhance their cybersecurity posture, mitigate risks, and protect their digital assets from evolving cyber threats.

The need for good cybersecurity services and software cannot be overstated in today's digital age. From protecting against cyber threats and safeguarding sensitive data to ensuring regulatory compliance and preserving business continuity, cybersecurity plays a critical role in safeguarding the digital frontier. With CES and its network of trusted vendors, member organizations can access the expertise and resources needed to navigate the complex landscape of cybersecurity and empower their digital journey with confidence and resilience.

by Jared Bonami

## Order Corner

We appreciate your patronage of CES contracts and services. We know that you typically will not be in and using our Bluebook on a daily basis like we do, so we understand when you lack familiarity with some aspect of the CES ordering process. We want to be as helpful to you as possible!

The PO & Quote upload process is demonstrated by a video a <https://youtu.be/gGmtH0dlrZc>.



Wondering about the various information contained in the Bluebook, and how to find it? Here is a 5-minute video to show you your way around!

<https://youtu.be/VEGYraISMIQ>.

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

Paul Benoit  
Northern Services Manager  
Regions 1-5  
[paul@ces.org](mailto:paul@ces.org)  
575-562-2922

Jim Barentine  
Southern Services Manager  
Regions 6-8 + Magdalena, Quemado, & Socorro  
[jim@ces.org](mailto:jim@ces.org)  
575-646-5965

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

<https://youtu.be/jobvWlSoAQ4>.

Thank you.

## Job Opportunities

### JOB OPPORTUNITIES AT CES

#### Ancillary Openings:

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

#### Other CES Openings:

- Purchasing Specialist
- SITE Director
- Executive Administrative Assistant
- Professional Services Staff



Watch for CES job postings on [www.indeed.com](http://www.indeed.com).

# Procurement News

- 1) **Contract Expirations:**  
**2020-27 School & Activity Buses**
  - Roberts Truck Center of New Mexico, LLC
  - Tillery Chevrolet - GMC, Inc. DBA Tillery Bus Sales
  - Lonestar Freightliner Group, LLC dba Albuquerque Freightliner
  - Creative Bus Sales, Inc.
  
- 2) **Contract Extensions:**
  - Follet School Solutions LLC – Contract # 19-05N-C201-ALL Applications Software for Microcomputer Systems, extension through 12/4/24.
  - MeTeor Education - Contract # CES/AEPA 2022-01-AA04-ALL Furniture, extension through 2/28/25
  
- 3) **Name Changes/Change of Ownership:**
  - 2023-08-R214-ALL Highway Supply, LLC → RoadSafe Traffic Systems
  
- 4) **New Contract Awards:**

RFP	Awardee	Contract Number
2024-15 (5) School, Activity Buses and Bookmobile Category 1 – Lot 1 - School and Activity Buses	Roberts Truck Center Tillery Chevrolet – GMC, Inc Lonestar Freightliner Group LLC Phil Long Dealerships, Inc Model 1 Commercial Vehicles, Inc	2024-15-C111-ALL 2024-15-C112-ALL 2024-15-C113-ALL 2024-15-C114-ALL 2024-15-C115-ALL
2024-15 (2) School, Activity Buses and Bookmobile Category 2 – Lot 2 - Bookmobiles	Lonestar Freightliner Group LLC Model 1 Commercial Vehicles, Inc	2024-15-C121-ALL 2024-15-C122-ALL
2024-16 (3) Public Safety – Products, Services and Related Category 1 – Lot 2 – EMS Equipment, Supplies, Maintenance, Repair and Related	Kickbox Leasing, LLC Axon Enterprises AED One Stop	2024-16-C121-ALL 2024-16-C122-ALL 2024-16-C123-ALL
2024-16 (3) Public Safety – Products, Services and Related Body Work Camera Equipment, Supplies, Maintenance, Repair and Related Category 2 – Lot 1	Pro-Vision Solutions, LLC Advanced Communications & Electronics Axon Enterprises	2924-16-C211-ALL 2024-16-C212-ALL 2024-16-C213-ALL
2024-16 (3) Public Safety – Products, Services and Related Two-Way Communication K12 Radio Equipment, Supplies, Maintenance, Repair and Related Category 2 – Lot 2	Advanced Communications & Electronics Tactical Headsets Sweden AB	2924-16-C221-ALL 2024-16-C222-ALL
2024-16 (3) Public Safety – Products, Services and Related Body Work Camera Equipment, Supplies, Maintenance, Repair and Related Category 2 – Lot 1	Pro-Vision Solutions, LLC Advanced Communications & Electronics Axon Enterprises	2924-16-C211-ALL 2024-16-C212-ALL 2024-16-C213-ALL





RFP	Awardee	Contract Number
2024-16 (2) Public Safety – Products, Services and Related First Responder Uniforms, Clothing, Footwear, Gear, Equipment Supplies, Accessories and Related Category 2 – Lot 3	Dawg Police and Fire Gear, LLC Kickbox Leasing, LLC	2924-16-C231-ALL 2024-16-C232-ALL
2024-17 (2) Utilities – Products, Services, and Related Cat 1 “Water” - Lot 1 “Product”	Smith & Aguirre Construction Co., Inc Enviroworks, LLC	2024-17-C111-8 2024-17-C112-ALL
2024-17 (6) Utilities – Products, Services, and Related Cat 1 “Water” - Lot 2 “Turnkey”	Global Maven Enterprises Smith & Aguirre Construction Co., Inc L&T Services Enviroworks, LLC B&D Industries Rhoads, Co.	2024-17-C121-ALL 2024-17-C122-8 2024-27-C123-12 2024-17-C124-ALL 2024-17-C125-4 2024-17-C126-6
2024-17 (2) Utilities – Products, Services, and Related Cat 2 “Electric” - Lot 1 “Product”	Smith & Aguirre Construction Co., Inc Enviroworks, LLC	2024-17-C211-8 2024-17-C212-8
2024-17 (4) Utilities – Products, Services, and Related Cat 2 “Electric” - Lot 2 “Turnkey”	Global Maven Enterprises Smith & Aguirre Construction Co., Inc Enviroworks, LLC B&D Industries, Inc	2024-17-C221-ALL 2024-17-C222-8 2024-17-C223-ALL 2024-17-C224-4
2024-17 (2) Utilities – Products, Services, and Related Cat 3 “Gas” - Lot 1 “Product”	Smith & Aguirre Construction Co., Inc Enviroworks, LLC	2024-17-C211-8 2024-17-C212-8
2024-17 (6) Utilities – Products, Services, and Related Cat 3 “Gas” - Lot 2 “Turnkey”	Global Maven Enterprises Smith & Aguirre Construction Co., Inc AR Mechanical Enviroworks, LLC B&D Industries, Inc Rhoads, Co	2024-17-C321-ALL 2024-17-C322-8 2024-17-C323-ALL 202417--C324-All 2024-17-C325-4 2024-17-C326-6

### 5) Current & Upcoming Solicitations:

RFP #	RFP Description	Release	Due	Award
2024-18 (2020-17) (exp 6/21/2024)	<i>Specialty Cleaning and Related Services for Janitorial, HVAC/Duct, Fire/Water/Other Disaster.</i> <i>*Add 2021-16 (Disinfection) to this RFP as Lot 4 (exp. 9/9/24)</i>	3/15/24	4/15/24 noon	4/29/24
2024-19 (2020-37) (exp. 7/12/2024)	Interactive Classroom Technology	3/15/24	4/15/24 noon	4/29/24
2024-20 (2020-38) (exp. 7/12/2024)	Public Sector Administrative Software	3/15/24	4/15/24 noon	4/29/24
2024-21 New Category	MRO Building Materials, Supplies, Tools, Equipment and Related	3/15/24	4/15/24 noon	4/29/24
2024-22 (2021-03) (exp. 7/30/24)	Facility Evaluation and Consulting Services - Capital Outlay, Infrastructure, Capital Improvement Planning	3/15/24	4/15/24 noon	4/29/24



<b>2024-23</b> (2020-31A) (exp. 7/16/24)	<b>Vehicles – Car, SUV, Van, Trucks, Police Car and Related</b>	3/15/24	<b>4/15/24 noon</b>	4/29/24
<b>2024-24</b> (2020-31B) (exp. 7/16/24)	<b>Medium &amp; Heavy-Duty Trucks</b>	3/15/24	<b>4/15/24 noon</b>	4/29/24
<b>2024-25</b> (2020-31C) (exp. 7/16/24)	<b>Truck Bodies</b>	3/15/24	<b>4/15/24 noon</b>	4/29/24
<b>2024-26</b> (2020-31D) (exp. 7/16/24)	<b>Trailers</b>	3/15/24	<b>4/15/24 noon</b>	4/29/24

**Procurement Issues and News:**

**Procurement Dept. staff update:**

- Effective 1/29, Lisa Romo (new ph. ext. 129) is our new *Procurement & Contracts Specialist*.
- Effective 2/5, Dotty McKinney (dotty@ces.org, ph. ext. 116) is our new *Procurement Dept. Administrative Assistant*.
- After nearly 17 years with CES, John Tortelli's last day of service was 2/29/24.

## Calendar of Events

- |  |   |
|--|---|
| <p><b>4/1</b> April Fool's Day</p> <p><b>4/1</b> NMSBA Spring Region V Meeting - Logan</p> <p><b>4/2</b> NMSBA Spring Region I Meeting - Bloomfield</p> <p><b>4/3-6</b> NM Association for Bilingual Education Conference</p> <p><b>4/9</b> TAP – Effective Data Collection in the Special Education Classroom</p> <p><b>4/9</b> National Library Workers' Day</p> <p><b>4/10</b> NMSBA Spring Region IV Meeting – Magdalena</p> <p><b>4/10</b> TAP – The Initial Gifted IEP</p> <p><b>4/10-12</b> NM Municipal Clerks &amp; Finance Officers Association</p> <p><b>4/11</b> TAP – Transition Planning, Compliance 101 &amp; Update on New Mexico Graduation options / Graduation Requirements</p> | <p><b>4/15</b> NMSBA Spring Region III Meeting - Mora</p> <p><b>4/16</b> NMSBA Spring Region VII Meeting – Cloudcroft</p> <p><b>4/16</b> TAP – Learn Essential Social Emotional Strategies to Wrap up the School Year in a Calm Caring Manner</p> <p><b>4/18</b> TAP – EXECUTIVE FUNCTIONING SKILLS: The Brain's "Air Traffic Controller" – Tools for your students and YOU!</p> <p><b>4/22</b> National Earth Day</p> <p><b>4/23</b> TAP – Assistive Technology: Using Tools to Enable Any Student to Succeed in Any Lesson</p> <p><b>4/24</b> TAP – Making Inclusion Work: Instructional Strategies</p> <p><b>4/24</b> Administrative Professionals Day</p> |
|--|---|

<b>April 2024</b>						
SUN	MON	TUE	WED	THU	FRI	SAT
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>
<b>28</b>	<b>29</b>	<b>30</b>				



## Construction Corner

**A**s we inch closer to the end of the fiscal year, remember that CES has vendors under contract for you to select from, saving you the time of issuing an RFP or ITB. CES has hundreds of vendors available through Job Order Contracting that will fit your needs for both small or large construction, maintenance, or operational projects. For more information, please contact John King; [jking@ces.org](mailto:jking@ces.org).

### INFORMATION

- CES provides information on both Job Order Contracting platforms available, so you may select the contract that fits your needs.
- CES can assist you in finding a vendor to perform the work.
- Benefits of using Job Order Contracting:
  - CES has gone through the RFP process following all state statutes and procurement code.
  - Saves you time and money.
  - Construction projects can be “fast tracked,” keeping you on schedule.
  - JOC Contracts use “fixed” pricing.

### TIPS

- If you are going to use a CES vendor for construction, let the vendor know when you contact them so they can prepare the cost estimate in the detailed format required.
- Cost proposals submitted to you by the vendor using their letterhead and referencing a CES contract number are not in compliance and will cause a delay in issuing a CES purchase order.
- You, our member, should be selecting the JOC contract that best suits your needs; Gordian provides services through issuance of the PO on the Gordian contracts, CES contract compliance reviews only when selecting RSMMeans/JOC Core contracts.

### TRAINING

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



# Do You Have the Tools When Implementing the Discipline Rules? (Part 3 of 4)

April 2024

By Cindy Soo Hoo, TAP Consultant

### Topics Include:

In-School Suspension (ISS)

Bus Suspension

Special Circumstances

Interim Alternative Educational  
Setting (IAES)

**A**s we discussed in the last edition of Compliance Corner, the determination as to how the school district is to respond when it proposes disciplinary consequences pivots on whether such consequences will result in a change in placement. In the March edition of Compliance Corner, we discussed when a change in placement occurs. For disciplinary purposes, the Individuals with Disabilities Education Act (IDEA) 34 CFR §300.536 states:

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

- (1) The removal is for more than 10 consecutive school days; or*
- (2) The child has been subjected to a series of removals that constitute a pattern—*

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

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

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

Again, it is important to make note of the words “consecutive” as well as “or” referenced in the citation above. These scenarios are independent of one another. In other words, if one or the other applies, it will result in a change in placement for the student. As such, a Manifestation Determination Review (MDR) must take place to determine if the student's misconduct is a manifestation of his/her disability. This process will be discussed in the May edition of Compliance Corner.

Keeping the above information in mind, the question of whether in-school suspension counts toward a change in placement is often confusing and, if not careful, a district could violate a student's right to a Free Appropriate Public Education or FAPE. In-school suspension occurs when a student, who is





accused of violating the student code of conduct, is put in a separate room on the school campus for whatever specified period of time determined by the school administrator in charge of discipline.

The United States Department of Education considers in-school suspension to **not** be a change in placement provided **all** of the following provisions are in place: 71 Fed. Reg. 46,715 (2006)

- *The student is afforded the opportunity to continue to appropriately progress in the general education curriculum.*
- *The district continues to provide the services specified in the student's IEP.*
- *The student continues to participate with non-disabled students to the same extent as he does in his current placement.*

All three of the above components must be in place for the time in ISS to not count toward a change in placement. This could prove challenging to implement, especially the last provision pertaining to a student participating to the same extent he would in his current placement. In addition, school personnel must ensure the student is receiving the services as described in his/her IEP and is not placed in ISS for custodial care. For these reasons, these provisions should be used with caution. If all three provisions are in place, the time served in ISS would not count as a change in placement; thus, there would be no requirement to conduct a manifestation determination review.

While ISS can serve as a disciplinary measure, it is important to remember that if it is being utilized excessively for a student, it is the responsibility of school personnel to determine if the student's behavior is impeding

their learning or the learning of others. A student's behavior prompting excessive assignments in ISS is likely going to interrupt the instructional process for that student and will likely impede his/her learning. Administrators should be cognizant of whether the excessive assignments in ISS could result in a denial of FAPE. School districts may argue they have met the three prongs of what constitutes ISS as not counting as days of suspensions but could be negligent as to other protections afforded to students who are eligible under the IDEA. As a result, school personnel have an obligation to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior. This is typically accomplished through a Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP). For further information regarding the regulations and rules pertaining to FBAs and BIPs, please refer to the December 2023 and January 2024 editions of Compliance Corner located on the CES website at [ces.org](https://ces.org).

To access their services, a student may require special transportation. That student's Individualized Education Program (IEP) Team would have determined if special transportation services were necessary for the student to receive a FAPE. Should the student exhibit unwanted behaviors on the school bus for which the student is restricted from riding the bus, that period of time would be considered a suspension unless the district is providing some alternative means of transportation. To ensure that services delineated in a student's IEP are at no cost to the parent(s), many school districts have paid parents to transport their child during these days of bus suspension.

IDEA defines a school day in 34 CFR §300.11(c)(1) "as any day, including a partial day that children are in attendance at school for instructional purposes". It is important to note that according to the New Mexico Public



Education Department, any portion of a school day in which a student is suspended (out-of-school suspension), would count toward the "10-Day Rule", which was discussed in the previous edition of Compliance Corner. In other words, even if the student is suspended for some time in the afternoon prior to the conclusion of the school day, that portion of the day would count as a full day of suspension.

Similarly, if a student is being "sent home" due to behavior, it counts as a day of suspension. Consequently, administrators must use caution when imposing this disciplinary action. Rather than sending students home, it would be imperative for the school staff to address the behavior by whatever means necessary. This could include specifically teaching the desired behaviors, developing a goal for the student to address the behavior, conducting an FBA/BIP as appropriate, and/or meeting with the parent(s) and the student to name a few examples.

At times, a student's behavior is so dangerous that it might include the possession of a weapon, possession of drugs or inflicting serious bodily injury upon another person. In such cases, the school has options to keep the campus safe for students and staff. These instances are called Special Circumstances and can result in a student being placed in an Interim Alternative Educational Setting (IAES). IDEA defines Special Circumstances in 34 CFR §300.530(g) as:

*Special circumstances. School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child—*

*(1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA;*

*(2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or*

*(3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.*

As a result, the student may be placed in an IAES, even if the student's behavior is a manifestation of his/her disability. Should the behavior be a manifestation of the student's disability, the IAES placement can be **up to 45** school days. This does not mean it is an automatic 45 school days. Some students may require the entire 45 school days; others may require less. School personnel, along with parents, should determine on an individual basis the amount of time needed to provide supports for bringing the student back to his/her former placement and the supports needed to keep the campus safe. This would require the district to conduct or modify an FBA/BIP, as applicable.

If the student's behavior is **not** a manifestation of the student's disability, the student may be disciplined commensurate with students without disabilities. Students could serve the imposed disciplinary consequence in IAES for longer than the 45 school days so long as the imposed suspension would not be longer than a suspension period for a student without disabilities. In this case, school personnel would determine whether an FBA/BIP would be warranted to address the behavior, so it does not recur.

Regardless of the disciplinary action being considered, school districts must continue to involve the parents/guardians during the discipline process. Keeping close communication with parents over the course



of the school year may result in less or no disciplinary actions needed. Involving them and soliciting their input can prove invaluable regarding their child's behavior and ultimate success at school.

For further information and guidance regarding the discipline process involving eligible students, I recommend you consult the technical assistance manual, [Student Discipline: A Technical Assistance Manual For Students with Disabilities](#), located on the New Mexico Public Education Department website at <https://webnew.ped.state.nm.us>.

Join me for the next edition of Compliance Corner when we will discuss the provisions involving Manifestation Determination Reviews. We will talk about the timeline regarding when parents must be contacted, when the meeting must be held, what information should be considered when answering the required questions, and what the ramifications are depending on the decision.

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

## Teacher Toolbox

### Teacher Toolbox



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



### Creating Quality Individualized Education Plans:

#### *IEP Considerations for Students with Autism Spectrum Disorders*

An Individualized Education Plan (IEP) is a program tailored to meet the individual needs of students with disabilities and 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.

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 ensure that the IEP is truly customized to fit the specific needs of the student.
- ❖ Each consideration needs to be addressed in the IEP, but every strategy will not necessarily need to be implemented. Discussion regarding each consideration 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 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.

- ❖ 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.

*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](http://www.cestap.org) or register for the last live-virtual Autism Toolbox Series workshop of this school year on 4/18/24: **EXECUTIVE FUNCTIONING SKILLS: The brain's "Air Traffic Controller" - Tools for your students and YOU!** at [www.ces.org](http://www.ces.org).*



## References

<https://webnew.ped.state.nm.us/bureaus/special-education/asd/>

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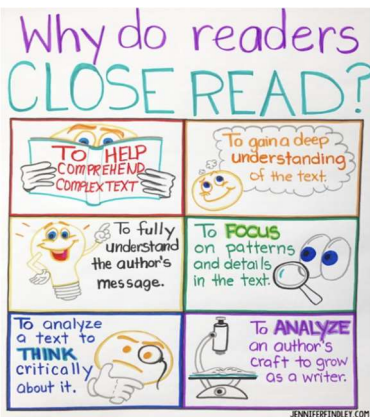
<file:///C:/Users/marni/Documents/1-21-23%20Backup%20before%20coffee%20spill%20repair/TAP/UNM%20article%2011-Considerations.pdf>

# The Reading Room: Tips and Tricks



By Chris Fox & Jessica Powell

This month we will be looking at a technique called Close Reading. Close reading is a process/strategy to approach text for deeper comprehension, to get students from a literal to an inferential understanding of the text. Close reading involves multiple readings of the same text for different purposes. Not only does it get students engaged with a text, but it also gives students, who might struggle with reading, multiple opportunities for practice.



<https://jenniferfindley.com/close-reading-tips-and-strategies-for-upper-elementary>

## First Read

Questioning by the teacher should guide students to find the most important points and key details within the text and cite the evidence from the text. The purpose of the first read is to find out what is happening in the text. Students read for general understanding of the text, and we can think of this read as observation of the text.

Example questions for students to think about during this read:

- What is the main idea here?
- Is this fiction or nonfiction?
- Who are the characters?
- What is the setting?
- Is there a lesson or purpose?
- What is literally happening?

## Close Reading: A Deep Dive Approach to Comprehensive Text

**Annotation\*:** Students can highlight unknown words, circle confusing phrases, or write questions in the margin of a text selection. \* You may have to do explicit instruction on annotation.

🔍 Annotating Text - Reading with Purpose  
Social studies is INFORMATIONAL TEXT! You READ, WRITE, LISTEN, DISCUSS, and VIEW it!

What does "annotating" mean? Annotating means you write symbols to show that you are thinking about the text while you are reading. Annotating helps you become a more skillful reader and thinker. Use these symbols to annotate the text in this workbook.

💡 When you see the lightbulb icon, that's a reminder to annotate the text!

*	Main Idea
✓	I Understand
?	I Don't Understand
!	I'm Surprised
—	Key Word or Detail
○	Unknown Word
∞	Making Connections <small>text-to-self, text-to-text, or text-to-world connections</small>
🗨️	Your words in the margins Show Your Thinking

<https://www.teacherspayteachers.com/Product/Annotating-Text-Reading-with-a-Purpose-Anchor-Chart-5178550>

## Second Read

Questioning by the teacher should guide students to look at the structure of the text and how it works. Students determine why the author wrote it in the manner he/she did and then cite evidence from the text to support their thinking. During this read, students begin to interpret the author's intent, language, and style to determine what the deeper purpose of the text might be.

Author's Craft: (see below)

- Narrative Elements
- Literary Devices
- Use of Language
- Text Features
- Text Structure
- Additional Considerations: Mood, Imagery, Point of View

## Authors' Craft

### Narrative Elements

**Setting**-environment where story takes place, historical, geographical location, weather, social conditions

Foreshadowing-indicating what may come at a later time

Characterization-the way in which information is conveyed about the characters, directly or indirectly

### Literary Devices

Alliteration-figure of speech in which several words begin with the same sound

Ex.- **Peter Piper picked a peck of pickled peppers.**

Allusion-writer or speaker refers to a person, event, thing in history, or a work of art or literature

Ex.- **"Four score and seven years ago our forefathers brought forth on this continent, a new nation..."**

Analogy-similarity between like features of two things, on which a comparison may be based

Ex.- **I am going to be toast when I get home.**

Idiom-an everyday saying that doesn't mean what the words say

Ex.- **A drop in the bucket**

Irony-disagreement or incongruity between what is said and what is understood, or what is expected and what occurs

Ex.- **an aerobics instructor that arrives for class with a Big Mac and cigarette in her hand**

Metaphor-figure of speech that makes a direct comparison between two unlike things without using, as, like, than, or resembles

Ex.- **"all the world's a stage"**

Parallel Structure-repetition of the same pattern of words or phrases within a sentence

Ex.- **Martin Luther King's "I have a Dream" speech**

Personification-figure of speech that gives human qualities to objects, animals, or ideas

Ex.-**The first rays of morning tiptoed through the meadow.**

Simile-figure of speech that makes a comparison between two unlike things using the words, like, as, than, or resembles

Ex.-**busy as a bee; happy as a clam**

### Use of Language

*Word choice*

*Figurative language*-alliteration, allusion, irony, metaphor, parallel structure, personification, idiom

*Syntax*

*Language appropriate for author's purpose:* to explain, entertain, persuade or inform

### Text Features

*Punctuation*

*Capitalization*

*Appearance*

### Text Structure

*Cause and Effect*

*Chronological*

*Compare and Contrast*

*Order of Importance*

*Problem and Solution*

*Sequence/Process Writing*

*Spatial/Descriptive*

### Things to think about:

- *Mood* (serious, mysterious, funny, magical, fantasy, scary, argumentative)
- *Imagery*
- *Point of View*-first person narrator-main character who tells story, third person narrator - one who tells the story but is not part of it

### Third Read

Teacher questioning guides students to think about what the text means to them. How does the story relate to other stories they've read or how does it relate to their own lives? Students cite evidence from the text to support their answers.

Ex.

- *What did the story mean to you? What does it say about how to live your life?*
- *Are there any lessons to be learned here?*

Students should also evaluate the text during this read and connect it in a continuum of other texts read.

Ex.

- *Do you know other stories like this?*
- *Which one do you like best? Why?*
- *How did the author make his/her point of view?*

### Resources:

Close Reading PDF

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/close-reading.pdf>

We are Teachers: Guide to Close Reading

<https://www.weareteachers.com/strategies-for-close-reading/>

[Common Core Literacy Close Reading Strategies with Informational Text](#)

'Close Reading' Explained by Tim Shanahan

For questions, please contact:

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## Creating Safety in the Classroom

April 2024

By Rene Rohrer, TAP Consultant & LEAP Coach  
rrohrrer@ces.org

### Secondary Transition Planning: Self-Determination and Quality of Life

Graduation for our Seniors is just around the corner and with it comes the hopes and plans of going to post-secondary school or finding a job or living independently. It is no different for our students with exceptionalities, our students that have an Individualized Education Plan (IEP). They too have goals, hopes, fears, and dreams of what life can bring on the other side of graduation. Transition planning is essential for the successful transition from K-12 education into adulthood. Under the Individuals with Disabilities Education Act (IDEA), states and school districts must make a free and appropriate education (FAPE) available to all eligible students with disabilities. In addition, each student that is eligible must be provided FAPE in the least restrictive environment (LRE), and to the maximum extent appropriate, must be educated with their peers that do not have disabilities. These FAPE and LRE requirements apply equally to the delivery of transition services within the IEP.

The IEP, developed under the IDEA and New Mexico statute, must address transition service requirements beginning no later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP team, and must be updated annually thereafter. The transition service requirements dictate that the IEP must include:

- 1) appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and

- 2) the transition services (including courses of study) needed to assist the student with reaching those goals.

The intent is to support students with disabilities, through an appropriate IEP development and transition plan and delivery of services, to access their post-secondary goals around education, employment, independent living, and ultimately quality of life. Successful transition planning fosters self-determination, self-advocacy, and an understanding of the student's vision of quality of life. Essential components of successful transition planning include the following:

- 1) Person-Centered Planning
- 2) Appropriate Assessments
- 3) Consideration of Domains and More
- 4) Identification of Services and Resources

### Person-Centered Planning

Person-Centered Planning is a process that is built on the premise that the student is at the center of and included in the development of the IEP and the transition planning. The planning centers on the students' interests, preferences, strengths, and needs. The process should involve a team, including the family, of people that know the student well. It should be guided with a person first perspective and with the objective of developing a truly individualized strength-based plan. A common protocol for facilitating this process is MAPS or Making Action Plans. It involves bringing relevant people together to look at the student's story and visually map out an action plan with and for that student. Participating in person-centered planning fosters self-determination and advocacy skills. It creates the space to discover and bring forward the strengths and voice of the student. Person-centered planning can begin at any age that the student can be included in the conversation and is a great way to guide transition planning within an IEP. It is also a great way to support families through difficult conversations and to address some common issues like the grief and fears that can be associated with intensive needs, and the steps such as applying for the DD waiver, and transfer of rights at age of majority. For





more information and resources on how to implement MAPS or other person-centered processes visit [Inclusion.com. https://inclusion.com/path-maps-and-person-centered-planning/maps\\_planning/](https://inclusion.com/path-maps-and-person-centered-planning/maps_planning/)

### **Appropriate Assessments**

It is a requirement through IDEA that transition planning and services be based on appropriate assessments. There are many different types of assessment across multiple post-school outcome areas within transition planning, such as post-secondary education, employment, independent living, community participation, and social relationships. There are formal and informal assessments, each with their relevant purposes, but ultimately it is imperative to use multiple sources. Using person-centered planning, skill inventories, interviews, or other available resources can support an understanding of the student and support the student's self-determination. The earlier you can incorporate assessment in these areas into the conversation and development of the IEP, the more you will support the understanding of the student's story and goals. For more information on transition assessments, visit the following websites.

Council for Exceptional Children Handout [http://project10.info/files/trans\\_fact\\_sheet\\_1.pdf](http://project10.info/files/trans_fact_sheet_1.pdf)

Edutopia article "Effective Transition Assessment for Students with Disabilities" <https://www.edutopia.org/article/effective-transition-assessment-students-disabilities/>

"Age Appropriate Transition Assessment Guide" NSTTAC [https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020/age\\_app\\_trans\\_assess.pdf](https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020/age_app_trans_assess.pdf)

### **Consideration of Domains and More**

Transition planning identifies three main domains: post-secondary education or training, employment, and independent living. Within and beyond those domains, if we take an ecological perspective or holistic view, we consider additional skills and

areas. Transition planning involves assessing a student's interests, preferences, strengths, and needs towards the outcome of quality of life. In addition to post-secondary education, employment, and independent living skills, we consider community participation, recreation and leisure, social emotional skills and social relationships. These are considered to support the understanding of and planning for a student's post-secondary outcomes, for self-determination, and for quality of life.

### **Identification of Services and Resources**

Transition planning is complicated and involved. For every consideration, there are a variety of resources and community services or partnerships. It is helpful to build your knowledge of the resources available in the community around your school. An essential agency to invite to the IEP when appropriate is the local Vocational Rehabilitation. It is also important to research the procedures and services connected to the DD waiver. Being able to make connections to a student's strengths, needs, interests, and preferences is often based on the knowledge and connection to a resource in the school, district, or community. It is a good idea to start your research with the local division of vocational rehabilitation, local parent information or advocacy centers, and any transition or 18-21 programs that might exist within your district. Work to gain an understanding of what resources, agencies, groups, and services are available in the student's community so that you can make those connections and build them into the plan for action. There can be quite long waiting lists for the DD waiver and other services, so supporting the family and student through the steps to access those services can be quite important. Person-centered planning is a great way to open these conversations and to support the IEP development and compliance.

Some additional resources are listed below:

NM PED Technical Manuals on Developing Quality IEPs and Graduation Guidance <https://webnew.ped.state.nm.us/bureaus/special-education/technical-manuals/>

NMDVR <https://www.dvr.state.nm.us/>



Family Guide to Transition Planning  
<https://osepartnership.org/pd/T225-Family-Guide%20to-Transition-Planning-508.pdf>

Center for Parent Information and Resources  
<https://www.parentcenterhub.org/transitionadult/#>

NM Parents Reaching Out  
<https://parentsreachingout.org/>

Department of Education and Rehabilitative Services "A Transition Guide: To Post-Secondary Education and Employment for Students and Youth with Disabilities"  
<https://sites.ed.gov/idea/files/postsecondary-transition-guide-august-2020.pdf>

## New Staff





Hello, my name is Mathew Bayhan. My role at CES is IT Specialist. I currently have a bachelor's degree in Information Communication Technology and am pursuing my master's degree in Cybersecurity and Business Analytics. Outside the office, I enjoy the gym and live music.

## Bulletin Board


### CES Leadership Conference

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



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



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



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







Save The Date for 2024 NMCEL Summer Conference

**July 14 – 18, 2024**

Embassy Suites ~ Albuquerque

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

Superintendent **Cornhole** Tournament!

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

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

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





# LEAP COHORT 6 APPLICATION PROCESS

## 2024-2025



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

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

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

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

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

For additional information, contact Delores at [505-344-5470](tel:505-344-5470) x144.

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

**Pay \$50 Application Fee**

**Receive Letter of Acceptance with a Link to Moodle**



\* These are scored items





## JUNE 3RD AND 4TH

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

## MARRIOTT UPTOWN ABQ

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

## BOOK HOTEL HERE



KEYNOTE: "TOMORROW  
GLASSES"

MATT MILLER

AUTHOR : "AI FOR EDUCATORS"



REGISTRATION IN APRIL PD

\*a method for arranging carpooling will be offered

## Aspiring Superintendents Academy (ASA)

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

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

What will I learn?

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

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

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

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

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

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

### ***Qualifying Criteria — Applicant must:***

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

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



**SAVE THE DATE**

# CES ALUMNI PROFESSIONAL DEVELOPMENT CONFERENCE

**JUNE 13 - 14 | ABQ, NM**

@ Crowne Plaza Albuquerque | 1901 University Blvd NE

## LEAP ALUMNI SOCIAL

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

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

Keynote Speaker - Dr. Sharroky Hollie

### Breakout Session Themes

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

[CLICK HERE TO REGISTER](#)

**FREE to CES LEAP and ALD Alumni -  
Zero Registration Fee!**

Some meals provided



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