



# CES NEWSLETTER

## January 2023

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## Got Voice Mail?

“There's not anybody who really cares about using voice messaging the way I envisioned it.” According to Gordon Matthews, the inventor of voice mail, he never anticipated that his automated message system would be used to confuse and frustrate business callers. He didn't foresee how many ways businesses could devise to misuse his system.

When asked what aggravates them most about modern phone communication, the majority of people will say that it is voice mail. Pressed for details, they explain that it is the automated answering process that companies use to screen and direct calls that bugs them, not the basic messaging-taking function.

Companies are spending large sums of money to antagonize their customers and it only seems to get worse. When a person needs help with a problem and can't reach another human, the situation deteriorates rapidly. Using the numbers on your touch tone pad is fine when you want to verify your bank balance, pay a bill or have a dry newspaper delivered; but when your pipes are backing up, your new computer just crashed, or a tree just fell on your brand new SUV, call processing may not be the answer.

There are advantages to an automated system. It saves money in salaries and benefits. It prevents

old-fashioned phone tag by allowing people to leave detailed messages in their own voice with clear and correct information. Voice mail crosses all time zones so people can leave and retrieve messages at their convenience.

The disadvantages are that people can hide behind voice mail, often the prompts are confusing, working through the menu can be more time-consuming than speaking to a "live" person, and some people just don't like talking to machines.

If your company uses an automated system to process calls make sure it provides the best customer service by following these six suggestions:

1. Keep your greeting short and sweet. (No one cares that your menu options have changed. They only want to know what options they have now.)
2. List your menu options according to popular usage.
3. Tell callers how to reach another human early in the process.
4. Think twice before using voice mail for customer service issues.
5. Survey your customers from time to time to see how they feel about your voice mail system.
6. Try calling your own system occasionally and find out first hand what your customers are experiencing.



Lydia Ramsey is a business etiquette expert, professional speaker, corporate trainer and author of *MANNERS THAT SELL - ADDING THE POLISH THAT BUILDS PROFITS*.

Voice mail can be either an incredible asset to your business or an incredible pain for your customers. Don't force innocent people to spend their valuable time in your voice mail jail.

by Lydia Ramsey

## Order Corner

All too frequently, when a vendor has registered to the CES Bidder's List, they begin misrepresenting themselves as an approved "CES Vendor." While it is likely that they just fail to understand how government contract acquisition works, it can cause confusion for the CES member.

Anytime a member needs to know whether a vendor holds a current CES contract, it only requires a glance into the Bluebook to verify. Go to [www.ces.org](http://www.ces.org) and click on the 'Bluebook' link in the upper right corner. This will take you to the catalog of contracted vendors, where you can enter the vendor's name in the left search box. If they are not there under any

possible name configuration, they most likely are NOT a CES vendor with a contract.

If you feel they may have been omitted from the Bluebook by error, you may contact Lisa Romo at CES Procurement for further verification. ([lisa@ces.org](mailto:lisa@ces.org); 505-344-5470 x116)

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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/B6WS4pYnZUQ>

## Job Opportunities

- **Number of CES Ancillary Positions Open**

- **Ancillary Teacher - 2**
- **Certified Occupational Therapist Assistant - 8**
- **Diagnostician - 5**
- **Licensed Practical Nurse - 1**
- **Occupational Therapist - 15**
- **Physical Therapist - 14**
- **Psychiatrist - 4**
- **Recreational Therapist - 1**
- **Registered Nurse - 6**
- **Rehabilitation Counselor - 7**
- **School Psychologist - 4**
- **Social Worker - 7**
- **Speech Language Pathologist - 16**
- **Teacher for the Visually-Impaired - 3**

Other CES Openings:

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



# Procurement News

- 1) **Contract Extensions:** One Year Renewals:  
**19-005: (12-4-24)** Applications Software for Microcomputer Systems- Bloomboard, Cognia, Inc., Follet School Solutions, Inc., Insignia Software Corporation, Claro Consulting  
**19-006: (12-4-24)** Administrative Software - Food Service Management & Accountability Software & Hardware PCS Revenue Control Systems, Heartland Payment Systems LLC, dba Heartland School Solutions
- 2) **Name Changes/Change of Ownership:** Follet School Solutions, Inc. → Follet **Content** Solutions, Inc.
- 3) **New Contract Awards:**

| RFP   | Awardee  | Contract Number  |
|---|--|--|
| 2024-08-<br>(19-022) (exp.12/14/23)<br><b>Modular Portable Factory-Built &amp; Pre-Engineered Steel Buildings Delivery, Installation and Related (5)</b><br>Cat 1 – Lot 1 (Turnkey) | Modular Solutions, Ltd<br>Palomar Modular Buildings LLC<br>Mobilease Modular Space, Inc.<br>Spellbring Construction Inc.<br>Barracuda Construction   | 2024-08-C111-ALL<br>2024-08-C112-ALL<br>2024-08-C113-ALL<br>2024-08-C114-1<br>2024-08-C115-ALL   |
| 2024-08-<br>(19-022) (exp.12/14/23)<br><b>Modular Portable Factory-Built &amp; Pre-Engineered Steel Buildings Delivery, Installation and Related (4)</b><br>Cat 1 – Lot 2 (Turnkey) | Modular Solutions, Ltd<br>Mobilease Modular Space, Inc.<br>Mick Rich Contractors Inc.<br>Barracuda Construction  | 2024-08-121-ALL<br>2024-08-122-ALL<br>2024-08-123-ALL<br>2024-08-124-ALL   |
| 2024-09<br>(2020-02) (exp. 2/13/24)<br><b>Under \$60K - Grounds Maintenance &amp; Landscaping Services (4)</b>  | Global Maven Enterprises, LLC<br>The Garden Mart Inc.<br>Cassidy's Landscaping Inc.<br>C&R Enterprises SW, LLC   | 2024-09-C111-8<br>2024-09-C112-6<br>2024-09-C113-2<br>2024-09-C114-4   |
| 2024-10<br>(2020-03)<br>(exp. 2/13/24)<br><b>Under \$60K - Mech Elec Plumbing Maintenance (15)</b><br>Cat 1- Lot 1 (Mech Elec)<br>(Turnkey)   | Farmington Heating & Metal Co.<br>Laroc Refrigeration-Metal Division, Inc<br>Spellbring Construction Inc<br>B&D Industries, Inc.<br>Barracuda Construction<br>Four Winds Mechanical<br>Hausermann Mechanical, LLC<br>Mechanical Systems, Inc.<br>Western Mechanical Co.<br>Wizer Electric LLC.<br>Yearout Mechanical, LLC<br>Pecos Valley Construction LLC<br>Rhoads Co<br>C D Mechanical, Inc.<br>Metal Tech Inc  | 2024-10-C112-1<br>2024-10-C113-1<br>2024-10-C114-1<br>2024-10-C115-4<br>2024-10-C116-4<br>2024-10-C117-4<br>2024-10-C118-4<br>2024-10-C119-4<br>2024-10-C1110-4<br>2024-10-C1111-4<br>2024-10-C1112-4<br>2024-10-C1113-6<br>2024-10-C1114-6<br>2024-10-C1115-8<br>2024-10-C1116-8  |
| 2024-10<br>(2020-03)<br>(exp. 2/13/24)<br><b>Under \$60K - Mech Elec Plumbing Maintenance (20)</b><br>Cat 1- Lot 2 (Plumbing)<br>(Turnkey)  | QA Engineering<br>Farmington Heating & Metal Co.<br>Laroc Refrigeration-Metal Division, Inc<br>N.C.I.<br>ROSS/WES ELECTRICAL SERVICES, INC.<br>Spellbring Construction Inc<br>B&D Industries, Inc.<br>Barracuda Construction<br>Facility Solutions Group<br>Four Winds Mechanical<br>Goodmen Electrical Services<br>Mechanical Systems, Inc.<br>PLUMA, LLC<br>Red Seven Electric<br>Western Mechanical Co.<br>Wizer Electric LLC.<br>Amp Tech LLC<br>J & G Electric Co. Inc.<br>Pecos Valley Construction LLC<br>JC Electrical Services, LLC | 2024-10-C111-4<br>2024-10-C121-1<br>2024-10-C122-1<br>2024-10-C123-1<br>2024-10-C124-1<br>2024-10-C125-1<br>2024-10-C126-4<br>2024-10-C127-4<br>2024-10-C128-4<br>2024-10-C129-4<br>2024-10-C1210-4<br>2024-10-C1211-4<br>2024-10-C1212-4<br>2024-10-C1213-4<br>2024-10-C1214-4<br>2024-10-C1215-4<br>2024-10-C1216-6<br>2024-10-C1217-6<br>2024-10-C1218-6<br>2024-10-C1219-8 |



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|---|--|---|
|   | <p>Southeast Electric, Inc</p>   | <p>2024-10-C1220-8</p>  |
| <p><b>2024-11</b><br/><b>(2020-04) (exp. 2/13/24)</b><br/><b>Under 60K - Facility General Maintenance</b></p>   | <p>Spellbring Construction Inc<br/>B. Barela Enterprise<br/>Restoration by Rapid Response<br/>AAA Restoration &amp; Construction Services<br/>Barracuda Construction<br/>C&amp;R Enterprises SW, LLC<br/>Consolidated Builders of NM LLC<br/>Goodmen Electrical Services<br/>LAV Constrction, LLC<br/>Norcon of New Mexico, LLC<br/>PLUMA, LLC<br/>Wizer Electric LLC.<br/>Amp Tech LLC<br/>Pecos Valley Construction LLC<br/>Fulcrum Contracting LLC<br/>Global Maven Enterprises, LLC<br/>JC Electrical Services, LLC<br/>MANSCo (mans construction company)<br/>Nine Degrees Architecture + Design, Inc.</p>  | <p>2024-11-C111-1<br/>2024-11-C112-2<br/>2024-11-C113-2<br/>2024-11-C114-4<br/>2024-11-C115-4<br/>2024-11-C116-4<br/>2024-11-C117-4<br/>2024-11-C118-4<br/>2024-11-C119-4<br/>2024-11-C1110-4<br/>2024-11-C1111-4<br/>2024-11-C1112-4<br/>2024-11-C1113-6<br/>2024-11-C1114-6<br/>2024-11-C1115-8<br/>2024-11-C1116-8<br/>2024-11-C1117-8<br/>2024-11-C1118-8<br/>2024-11-C1119-8</p>   |
| <p><b>2024-12</b><br/><b>(2020-26)</b><br/><b>(exp. 2/13/24)</b><br/><b>Food Service Equipment and Related Services (6)</b></p>   | <p>National Restaurant Supply Co. Inc.<br/>Standard Restaurant Supply<br/>Pueblo Hotel Supply<br/>Hobart Service<br/>AP Services<br/>McComas Sales Company</p>   | <p>2024-12-C111-ALL<br/>2024-12-C112-ALL<br/>2024-12-C113-ALL<br/>2024-12-C114-ALL<br/>2024-12-C115-ALL<br/>2024-12-C116-ALL</p>  |
| <p><b>2024-13</b><br/><b>(2020-28)</b><br/><b>(exp. 2/27/24)</b><br/><b>Hazardous Waste Materials Inspection, Sampling, Analysis, Microbiological Testing and Related (g) Cat 1- Lot 1 (Testing, Sampling turnkey)</b></p>  | <p>Keers Remediation, Inc.<br/>Grancor Environmental<br/>Young Environmental Services, Inc.<br/>GWC Construction Inc.<br/>Southwest Abatement, Inc.<br/>Acme Environmental, Inc.<br/>Havona Environmental, Inc.<br/>Acme Env. Industrial Hygiene, Inc.<br/>Mooring Construction Restoration</p>  | <p>2024-11-C111-ALL<br/>2024-11-C112-ALL<br/>2024-11-C113-ALL<br/>2024-11-C114-ALL<br/>2024-11-C115-ALL<br/>2024-11-C116-ALL<br/>2024-11-C117-ALL<br/>2024-11-C118-ALL<br/>2024-11-C119-ALL</p>   |
| <p><b>2024-13</b><br/><b>(2020-28)</b><br/><b>(exp. 2/27/24)</b><br/><b>Hazardous Waste Materials Removal &amp; Disposal of Asbestos, Hazardous and/or Contaminated Materials, Construction Services, Remediation, Restoration and Related Services (10) Cat 1 – Lot 2 (Abatement, remediation)</b></p> | <p>Keers Remediation, Inc.<br/>Southwest Abatement, Inc.<br/>Grancor Environmental<br/>Young Environmental Services, Inc.<br/>Spray System of Arizona, Inc.<br/>GWC Construction Inc.<br/>SHC<br/>AAA Restoration &amp; Const. Serv. Inc.<br/>Mooring Construction Restoration<br/>Restoration by Rapid Response</p>   | <p>2024-13-C121-ALL<br/>2024-13-C122-ALL<br/>2024-13-C123-ALL<br/>2024-13-C124-ALL<br/>2024-13-C125-ALL<br/>2024-13-C126-ALL<br/>2024-13-C127-ALL<br/>2024-13-C128-ALL<br/>2024-13-C129-ALL<br/>2024-13-C1210-ALL</p>   |
| <p><b>2024-14</b><br/><b>(2020-25)</b><br/><b>(exp. 4/19/24)</b><br/><b>IT and Related, Products and Services (32)</b></p>  | <p>Poweron Technology Services<br/>Millennium Communications Corp.<br/>Converged Networks<br/>Lightspeed Technologies, Inc.<br/>Document Solutions Inc.<br/>CounterTrade Products Inc.<br/>D &amp; D Automation &amp; Electric<br/>Access Communications Group, LLC<br/>Rising Sun Technologies Electrical LLC<br/>Harmonix Technologies, Inc.<br/>Ardham Technologies, Inc.<br/>Safari Micro Inc<br/>ITConnect, Inc<br/>N.C.I.<br/>CamNet, Inc.<br/>IT Works LLC<br/>Dry Fly Enterprises Inc<br/>Systems MD, LLC<br/>Trafera Holdings, LLC<br/>Crumbacher Business Systems Inc<br/>ConvergeOne, Inc.<br/>TIG Technology Integration Group<br/>ABRAZO Technologies LLC<br/>PVT Networks Inc<br/>Abba Technologies, Inc<br/>Cinga Technologies, LLC</p> | <p>2024-14-C111-ALL<br/>2024-14-C112-ALL<br/>2024-14-C113-ALL<br/>2024-14-C114-ALL<br/>2024-14-C115-ALL<br/>2024-14-C116-ALL<br/>2024-14-C117-ALL<br/>2024-14-C118-ALL<br/>2024-14-C119-ALL<br/>2024-14-C1110-ALL<br/>2024-14-C1111-ALL<br/>2024-14-C1112-ALL<br/>2024-14-C1113-ALL<br/>2024-14-C1114-ALL<br/>2024-14-C1115-ALL<br/>2024-14-C1116-ALL<br/>2024-14-C1117-ALL<br/>2024-14-C1118-ALL<br/>2024-14-C1119-ALL<br/>2024-14-C1120-24<br/>2024-14-C1121-ALL<br/>2024-14-C1122-ALL<br/>2024-14-C1123-ALL<br/>2024-14-C1124-67<br/>2024-14-C1125-ALL<br/>2024-14-C1126-ALL</p> |





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|  | GC VIDEO<br>Advanced Network Management, Inc<br>Nodo Tech LLC<br>Advanced Communications and Electronics<br>Jive Communications, Inc.<br>Granite Telecommunications, LLC | 2024-14-C1127-ALL<br>2024-14-C1128-ALL<br>2024-14-C1129-ALL<br>2024-14-C1130-ALL<br>2024-14-C1131-ALL<br>2024-14-C1132-ALL |
|--|--|--|

#### 4) Current & Upcoming Solicitations:

| RFP #  | RFP Description  | Release | Pre-Prop. | Due    | Award   |
|--|--|---------|-----------|--------|---------|
| 2024-15<br>(2020-27)<br><i>(exp. 3/2/2024)</i> | <i>School &amp; Activity Buses</i>                     | 1/12/24 | 1/17/24   | 2/9/24 | 2/23/24 |
| 2024-16<br>new category                        | <i>Public Safety – Products, Services, and Related</i> | 1/12/24 | 1/17/24   | 2/9/24 | 2/23/24 |
| 2024-17<br>new category                        | <i>Utilities – Products, Services, and Related</i>     | 1/12/24 | 1/17/24   | 2/9/24 | 2/23/24 |

#### 5) Procurement Issues and News:

##### Under \$60K -vs- JOC: how do they differ?

- We have awarded contracts for 3 RFPs for our Under \$60K program (see above).
- What is it, why *Under \$60K*? Region specific; to assist small contractors provide services to their local public bodies in their own region. Business & Economic development; graduate to JOC.
- Procurement method: Traditional
- For cost compliance review: Line item (no Adjustment. Factors); P&P bonds apply; not for use with Wage Rates. Can only provide services in its own region; some latitude given if providing services near boundaries of adjacent regions.

##### John King: JOC Core (RS Means) Training with Members and Vendors:

- Any non-prepriced items need to be reviewed to verify that they are not available in the Construction Task Catalog
  - John assists with this task.
- Receiving more complaints from vendors for slow payments.
  - Historically, due to the contractors not providing documents needed to process POs and/or payments.

##### Procurement Partners – Updates to BlueBook

- Lisa sent an email to all vendors to update/add logo, W-9, update pricing if needed, and add Certificate of Liability Insurance.
- Sent Architecture & Engineering vendors separate email for 2024 hourly rates on December 6, 2023, in response to the Business Office staff comments of having seen a pattern of lack of updated price list, CES Procurement is sending emails periodically to all contract-holders, not only asking them for updated pricing, but also for updates on:
  - Points Of Contact (names, phone #s, emails)
  - Updates to their vendor profiles in eProcurement
  - Updates to their company descriptions of services for members to identify products & services they offer
  - missing logos
  - W-9s & Certificates of Insurance



# Calendar of Events

- 1/1 New Year's Day
- 1/9 NM Municipal League Newly Elected Officials Orientation
- 1/15 Martin Luther King Jr. Day
- 1/16 Noon – NM Legislative Session Begins
- 1/16-18 NM Counties Legislative Conference
- 1/17 TAP – Inclusion Creating Opportunities for Students with Special Needs to Learn Alongside Their Non-Disabled Peers
- 1/18 TAP – A Deep Dive into the NAGC Standards and the 2023 New Mexico Gifted Technical Assistance Manual
- 1/18-19 NM School Personnel Association Conference
- 1/23 TAP – Functional Communication Strategies for the Classroom Teacher
- 1/24 TAP – Relationships and MLSS
- 1/25 TAP – ASD Toolbox Series Educating Students with Autism Spectrum Disorders: The Basics and Beyond
- 1/30 TAP: Social Emotional Learning in the Classroom Learn Self-Awareness and Self-Management Skills
- 1/31 TAP – Co-Teaching Supporting ALL Students in the Inclusive Setting
- 1/31 Deadline for NM Legislative Bill Introductions

| <h2>January 2023</h2> |     |     |     |     |     |     |
|-----------------------|-----|-----|-----|-----|-----|-----|
| SUN                   | MON | TUE | WED | THU | FRI | SAT |
|                       | 1   | 2   | 3   | 4   | 5   | 6   |
| 7                     | 8   | 9   | 10  | 11  | 12  | 13  |
| 14                    | 15  | 16  | 17  | 18  | 19  | 20  |
| 21                    | 22  | 23  | 24  | 25  | 26  | 27  |
| 28                    | 29  | 31  | 31  |     |     |     |



# Construction Corner

The Construction Corner is appearing only for the second time in the Newsletter and contains tips and information on Job Order Contracting. If you are considering the use of CES JOC for your maintenance, operational or capital projects, CES has vendors available to perform the scope of your project whether large or small. CES has gone through the RFP procurement process for you, following State statutes and State procurement code, saving time and taxpayer dollars. For more information, please contact John King at [jking@ces.org](mailto:jking@ces.org).

## INFORMATION

- Job Order Contracting has two contracts to select from: Gordian or RSMMeans.
- Gordian includes complete member services:
  - Attend site visits/joint scope meetings.
  - Work with members and contractors to develop the scope of work.
  - Assist the selected contractor in developing the cost proposal.
  - Review cost proposals for scope of work accuracy and contract compliance.
  - Liaison between members and contractors.
  - 6% Gordian Fee for managed services provided with the Gordian program included in the vendor adjustment factor.
  - 1.25% CES Fee included in the vendor adjustment factor.

➤ RSMMeans includes limited member services:

- Contractor driven platform.
- Contractors create and submit cost proposals directly to the Member.
- CES reviews the cost proposal for contract compliance.
- 1.25% CES Fee included in the vendor adjustment factor.
- Gordian offers cost proposal review for a managed services fee of 3%.

## TIPS

- If you are going to use a CES vendor, 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.

## TRAINING

- CES is providing 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, February 13th, 2024
  - Tuesday, May 14th, 2024
  - Tuesday, September 17th, 2024
  - Wednesday, November 13th, 2024



# Addressing Student Behavior: What's the Key? Perhaps, it's an FBA and BIP. (Part 2 of 2)

January 2024

By Cindy Soo Hoo, TAP Consultant

In last month's edition, we talked about the uptick of behavioral concerns expressed by educators in school districts across the country. These increased incidents impact the learning process in classrooms and other educational environments. The disruptions result in classroom teachers spending more time on disciplining students rather than instruction.

Philosophical views on how to address student misconduct have differed in the last several years. One such philosophical approach is restorative practices. It is an approach that focuses on students being viewed as separate from their behaviors while still taking responsibility for their actions. Opponents of restorative practices are placing blame on this approach as to the increase in school violence because they believe the accountability of student behavior does not go far enough.

Regardless of the philosophical approach being endorsed by individual school districts, the Individuals with Disabilities Education Act (IDEA) has certain requirements when behavior impedes the learning of the student or that of others.

*34 CFR §300.324(a)(2)(i)*

*Consideration of special factors. The IEP Team must -*

- (i) *In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;*

This is usually accomplished through the development of a Functional Behavioral Assessment (FBA), and if warranted, a Behavioral Intervention Plan (BIP). The BIP is based on the outcome of an FBA and outlines the strategies and techniques used in addressing a student's non-compliant behavior. The plan is developed by the parent(s) and a group of professionals who know the student or are experienced in behavioral techniques. It focuses on teaching behaviors that are more acceptable, also known as replacement behaviors, and provides strategies so the unwanted behavior does not recur.

Although the IDEA does not endorse any specific strategy for addressing the non-compliant behaviors, the New Mexico Public Education Department expects school personnel to develop a Behavioral Intervention Plan. See [Addressing Student Behavior, A Guide for All Educators](https://webnew.ped.state.nm.us/wp-content/uploads/2018/03/Addressing-Student-Behavior-7.30.19.pdf) (<https://webnew.ped.state.nm.us/wp-content/uploads/2018/03/Addressing-Student-Behavior-7.30.19.pdf>). Quite simply, there is an expectation that both an FBA and a BIP, if warranted, be utilized by school districts across the state.





p. 9 states: When behavior impedes the learning of the student or that of others, IEP teams must consider the use of positive behavior interventions and supports, and other strategies to address that behavior. A BIP that is integrated into the IEP is the strategy to address behavior.

There are times when a Behavioral Intervention Plan is required. IDEA requires a BIP to be conducted if the removal of the student is due to disciplinary reasons and there is a determination that the student's behavior was a manifestation of his/her disability:

34 CFR §300.530(f)(1)(i)(ii) states:

*Determination that behavior was a manifestation. If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must—*

*(1) Either—*

*(i) Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred and implement a behavioral intervention plan for the child; or*

*(ii) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior;*

While there are provisions within IDEA that compel educators to act when the behavior of a student impacts his/her learning or the learning of others, it is important to remember

that addressing that behavior benefits the student and others as instruction is less likely to be impacted when non-compliant behaviors are not present. Functional Behavioral Assessments help identify the reason the student is exhibiting unwanted behaviors. If the student is unable to perform the targeted behavior, desirable behaviors are taught and reinforced. This would be analogous to teaching a student to read. The lack of reading skills or the inconsistency in performing those skills would be modeled, taught, and reinforced. Addressing deficits involving behavior is no different.

When developing an IEP for a student, it is crucial that IEP Teams consider and address all aspects of a child's unique needs. If behavior is impeding that child's learning or the learning of others, IEP Teams are required to address that behavior. In doing so, IEP Teams are helping to meet its substantive standard of providing a free appropriate public education (FAPE) for that student.

In this article, the second of a two-part series, we discussed the requirements of a Behavioral Intervention Plan from a compliance perspective. For more information regarding the development of a BIP as well as an FBA, I welcome you to visit the [Cooperative Educational Services](#) website. There are trainings available that contain strategies for addressing behaviors that violate the student code of conduct as well as techniques for providing an educational environment that is conducive to learning.

*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  
[mwood@ces.org](mailto:mwood@ces.org)

## *Self-Regulation & More in 2024: January Jumpstart!*

Oh, how you longed for Winter Break! Binging on holiday snacks and Netflix, staying up WAY past your bedtime, and not setting an alarm for two glorious weeks was exactly what you needed after that first semester. Alas, all good things must come to an end... right? Not necessarily! The new year brings fresh opportunities to foster healthy habits that will bring increased productivity, positive behaviors, and harmony to your classroom culture. Although returning to school in January is not easy, re-establishing a routine after returning from Winter Break is absolutely the antidote for the back-to-school blues (for both your students AND you)!

Each of us has our own way in which we modulate or control our sensory systems. A person who is able to modulate well is someone who notices the sensory stimuli coming in, filters out unimportant information and their emotions, and behaviors reflect appropriate responses to the situation or environment. A sensory or "brain break" is just a break from seated learning activities or sedentary activities. For children with sensory needs, this is often referred to as a sensory diet or sensory break. It is a time for them to gain the sensory input they need in their bodies to stay alert, on task, and focused. For children or adults with modulation disorders such as Autism Spectrum Disorder (ASD), Attention Deficit Disorder (ADD/ADHD), or Sensory Processing Disorder (SPD) have difficulty regulating the sensory input they are

receiving, which is why sensory breaks are SO important for them. For students with Individualized Education Plans (IEPs), check to see if they receive Occupational Therapy (OT) as a service, and consult with the OT to determine your student's unique sensory needs and goals.

Sensory breaks are a way for any child, whether they have sensory needs or not, to reset, decompress, and get the blood flowing back into their brains. Incorporating "sensory snacks" into your daily classroom routine is an excellent way to increase your students' quality and quantity of attention to task, while decreasing challenging behaviors. "Sensory snacks", may include classroom accommodations and modifications like fidgets, active seating options, oral sensory options, and built-in classroom movement activities.

Research has consistently shown that incorporating physical activity into your curriculum amplifies learning while having a powerful effect on retention and engagement for all students. For example, when researchers asked 8-year-olds to mimic the words they were learning in another language by using their hands and bodies to act out the word's meaning—by spreading their arms and pretending to fly while they learned the German word for airplane, for example—the students were **73 percent more likely to recall them**, even two months later.

Consider the following ideas from teachers who have experienced tremendous benefits from pairing movement with curriculum:

- Toss a beach ball or Koosh ball around to reinforce math facts or vocabulary recall.
- Jumping Jack Spelling Words - This is a whole-class exercise drill that gets the brain and the heart moving!
- Ask students to stand while working for five minutes (even during whole group instruction or group work)
- Have students draw and label vocabulary on paper, white boards, or with chalk outside on the pavement (e.g., parts of the human heart, the water cycle, cell parts, etc.)
- For lessons on matter and particle movement, teach students to “act like solids, liquids, or gases,” and then switch it up as in Simon Says until all students speed up, slow down, or vibrate in order to represent how matter moves.

Movement breaks are a short (3-4 minute) movement opportunity or a break from seated learning, which is incorporated into the classroom. Students may stop working on the task at hand or perform the movement activities as part of a transition activity. As a result of the movement break, students are able to “shift gears” and relax, breathe, and refocus after expending attention or concentration on a task or problem. A short brain/movement break, especially those which get the whole body moving in a rapid, cardiovascular activity increases breathing rate and the oxygen in a child's bloodstream. This may increase concentration and capability to focus on a learning task. Varying the type (and length) of a break can significantly improve sensory and emotional self-regulation, such as:

**Physical Brain Breaks-** include physical and sometimes vigorous movement activity. These activities might include Yoga, jumping jacks, running in place, dancing, or other

motor tasks. These types of physical breaks can promote increased cardiovascular capabilities and increased oxygen as described above, making them a great tool in learning.

**Breathing Brain Breaks-** These exercises include deep breathing and visualization. These types of breathing breaks can be great for mental health, including as a mental break that allows for the student to “re-group” and re-center themselves in the task at hand. Breathing activities might include gentle stretches, rolling the neck, raising the arms above the head, or shaking out the hands when standing.

**Mental Brain Breaks-** These mental breaks involve a break from a task requiring a lot of concentration and “switching gears” to a low concentration type of task, such as playing a game, answering trivia questions, or telling jokes.

We know the use of both brain breaks and movement breaks in an integrated manner in our daily routines is an effective tool for attention, mental health, cognitive function, stress management, and well-being. So, what are we waiting for? Let's start the new year off by supporting our students' (and our own) self-regulation by sneaking in these daily sensory snacks and brain/movement breaks and reap the many benefits.

*Consider registering for the complementary upcoming Autism Toolbox Series topics at [www.ces.org](http://www.ces.org) for more great tips and strategies to support your students with ASD and other areas of need.*

**ASD Toolbox: Educating Students with Autism - Basics & Beyond** will be presented on **1/25/24** for those who need a review of autism foundations, as well as a wide variety of evidence-based strategies, tools, tips, and tricks to increase communication, social, academic, and behavioral success and to promote independence (appropriate for students of all ages and developmental levels).



For more information about the topic of today's article, register to attend the **ASD Toolbox: Sensory Self-Regulation in the Educational Setting PART 1**

will be presented on **2/21/24** and PART 2 on **2/29/24**.



#### References

- <https://www.edutopia.org/article/more-dozen-ways-build-movement-learning/>
- <https://harkla.co/blogs/special-needs/sensory-breaks-classroom>
- <https://www.theottoolbox.com/brain-breaks/>
- <https://www.understood.org/en/articles/classroom-accommodations-for-sensory-processing-challenges>
- <https://youtu.be/TzxL6YEBI6c> (Classroom Sensory)

## Bulletin Board

A bulletin board graphic with a light blue background and a yellow wavy banner at the top. On the right side of the banner is a sunburst design with several colored rays (green, brown, yellow, purple, orange). The text is centered and reads:

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