



CES NEWSLETTER

Feb 2023

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Feature Article

How to Allocate Funding for Your School's Athletics and Activities Facilities

It's Friday evening, and the game is on. The stands are filled, the smell of hotdogs is in the air, the band is playing, the team is warming up, and there are school colors everywhere. It is the place to be!

Athletics and activities play a significant role in student participation, creating incredible experiences for school communities to enjoy. But these events aren't just about having a good time. According to the National Association of Secondary School Principals, participation can bolster education institutions' success when it comes to academic performance, class behavior, individual attendance, and student and parent satisfaction.

Determining Funding for Athletics and Activities Facilities

Athletics and activities play a key role in student engagement and success. Considering

the benefits of athletics and activities in schools, districts need to provide adequate facilities. But how are school budgets determined for these facilities? It all depends on the following:

- Which athletics and activities are offered
- Expected participation levels
- School sizes
- When practices or rehearsals will be held
- Community expectations
- How many schools will use the facilities
- Whether there's funding for routine maintenance costs
- And more

Answering questions like this will help districts determine the cost of building or upgrading athletics and activities facilities.

Exploring Other Facility Costs

Districts also need to consider how much school facility maintenance will cost. This includes the price of services (such as floor or track refinishing, bleacher maintenance, sound system repairs, etc.) and products (new filters, lightbulb replacements, cleaning supplies, etc.). Having a handle on these costs early on will help you to avoid any surprises later.



Luckily, asset management companies like Brightly can help reduce school facility maintenance costs through such avenues as work order and maintenance schedule management. "Pay now, or pay more later" is a good mantra to keep in mind when considering maintenance costs, as deferred maintenance is sure to cost more in the long run.

Recouping Facility-Related Costs

When building or upgrading athletics and activities facilities, keep in mind that there are opportunities to recoup costs. To start, facility improvements can attract more visitors. This translates into more revenue from tickets, concessions, merchandise, etc. for school districts.

And with more visitors, advertising can also become a source of income. According to Bryan Nagel, regional manager of Daktronics (a scoreboard and video board manufacturer),

the average school generates \$45,000 per year in advertising revenue. Some schools even generate as much as \$400,000 per year.

With that revenue, districts can quickly pay for the equipment lease or purchase. Plus, the money generated during the remaining years of the equipment's service becomes 100% profit. Scoreboards and video boards are the best way to advertise in a school, which is why Daktronics created a program to help schools sell advertising to businesses eager to take advantage of local opportunities.

Once school districts understand the costs associated with building or upgrading athletics and activities facilities, they can then begin planning. There's no doubt that these facilities significantly impact school communities in a positive way. If districts can recoup their costs, they'll be well-equipped to turn a profit and reap the benefits of athletics and activities in schools.

Source: AEPA Blog



Order Corner

To Change Password for logging into the CES Digital Bluebook:

- a. Go to www.ces.org.
- b. Select "Bluebook" in upper right-hand corner.
- c. Select "Member Log-in" Button (Turquoise button in upper right-hand corner).
- d. Leave Username/Password lines BLANK, select "Forgot Username/Password" link (bottom right).
(Please note that "forgot password" link is also used for CHANGING your password)
- e. In "Forgot Password" screen that comes in, type in your bluebook account EMAIL address in BOTH the Username Line and the Email Line:
(Use email address under which your account was established (it may or may not be YOUR own email address).)
PLEASE DO NOT CHANGE PASSWORD IF IT IS A SHARED ACCOUNT UNLESS ALL USERS ARE MADE AWARE
- f. Select "Forgot Password" and you will receive an email at the ACCOUNT email address shortly. (Should be immediate response – Check spam/junk if it does not appear in inbox)
- g. Follow the link that you receive in the email.
 - i. Click Link
 - ii. Type in New Password TWICE
 - iii. Select "Reset Password"
- h. **IMPORTANT:** After resetting, you will get a message similar to: Password Reset – Redirecting. It is recommended that if re-directed to a new log-in screen that you CLOSE that page. Then re-open www.ces.org and select the Bluebook Link on the CES home page, again, in the upper right, and start the log-in from scratch with your new password.



Procurement News

1) Current & Upcoming Solicitations:

| RFP # | RFP Description | Release | Due | Award |
|---------|---|---------|---------|------------|
| 2023-02 | Indoor and Outdoor Athletic, Recreational + Auditorium Lighting Systems - <i>Rigging, Fixtures, Equipment, Install, Maint., and Repair</i> (combining RFPs 19-014 & 19-015) | 1/17/23 | 2/17/23 | 3/8/23 |
| 2023-11 | Indoor / Outdoor Scoreboards, <i>Marquees, Message Boards, Street and Building Signage</i> | 1/17/23 | 2/17/23 | 3/8/23 |
| 2023-12 | Solar Power <i>Consulting, Design, Engineering, Installation and Related</i> | 1/17/23 | 2/17/23 | 3/8/23 |
| 2023-13 | Association of Educational Purchasing Agencies (AEPA) 023.5-B Playground & Recreational Equipment | 1/16/23 | 2/28/23 | Up to AEPA |

New Strategic Partnership - AT&T

- After 14 months of conversations, planning, an RFP, and a long negotiation of T/Cs between CES & AT&T Procurement Departments and attorneys on both sides, on Feb. 6, 2023, CES signed a landmark 10-year agreement between CES and AT&T Global Business to provide technology products and services to CES members and P.E.s inside/outside of NM (West of Missouri).
- No consumer products (phones, tablets, cell service) apply; this is for products and services in the areas of cybersecurity, secured managed networks, secured wireless networks, bundle products & services for schools, access points for buses (schools, cities), etc.
- It will be a new account for CES and its members, consequently, we can expect a bit of a learning curve for both parties. POs will be under the Direct Purchase procurement model.

CES saves its members TIME and MONEY!



Calendar of Events

- | | |
|--|--|
| <p>3/1 TAP: Social Emotional Learning (SEL) Strategies to Enhance Staff Student Mental Health</p> <p>3/2 Read Across America Day (Dr. Seuss' Birthday)</p> <p>3/3 PCSNM: Governing Council Training via Live, Integrated Zoom with Kelly Callahan</p> <p>3/3 TAP: Educators Resources for Individuals with ASD and other Disabilities – Part 1</p> <p>3/7 TAP: Students Are Stressed and Angry: How to Avoid Conflicts and Power Struggles</p> <p>3/8 TAP: Social Emotional Learning Series (SEL) Engagement versus Compliance</p> <p>3/9 TAP: Educators Resources for Individuals with Autism Spectrum Disorders & Other Disabilities: Supporting-Social-Skills-Adolescent Version Part 2</p> | <p>3/12 Daylight Saving Time starts (Spring forward)</p> <p>3/17 St. Patrick's Day</p> <p>3/18 Legislative Session Ends</p> <p>3/20 March Equinox</p> <p>3/21 NMSBA Spring Region V Meeting – Tucumcari</p> <p>3/22 NMSBA Spring Region II Meeting - Espanola</p> <p>3/27 NMSBA Spring Region VI Meeting - Loving</p> <p>3/28 NMSBA Spring Region VIII Meeting – Silver</p> <p>3/28 TAP: The Wonderful World of Words: Vocabulary Instruction Strategies</p> <p>3/29 National Vietnam War Veterans Day</p> <p>3/29 TAP: Accommodations: Removing Barriers to Learning in the Inclusive Setting</p> |
|--|--|

| MARCH 2023 | | | | | | |
|------------|-----|-----|-----|-----|-----|-----|
| 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 | 30 | 31 | | |



Special Factors: Don't Let Them Become a Distractor

March 2023

By Cindy Soo Hoo, TAP Consultant

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When determining the needs of students who are eligible for special education services, members of the Individualized Education Program (IEP) Team must consider five areas of possible concerns and need. This section of the IEP is called Consideration of Special Factors. It requires the IEP Team members to determine whether the student possesses a condition by which specific supports and/or services may be necessary. The Individuals with Disabilities Education Act (IDEA) states:

34 CFR §300.324

(a)(2) 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;*
- (ii) *In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;*
- (iii) *In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;*
- (iv) *Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and*
- (v) *Consider whether the child needs assistive technology devices and services.*

Regarding behavior, the IEP Team should discuss whether the student exhibits behavior that impedes his or her learning or that of others. If the answer to that question is in the affirmative, the IEP Team should consider additional factors that may result in necessary



supports and services for the student. The IEP Team should determine if behavioral interventions, strategies, and accommodations are necessary to address the behavioral concerns. Are there supports in place to aid the student regarding the learning environment, instructional strategies, instructional materials, etc.? IEP Teams should also determine if goals (with objectives and benchmarks, as applicable) are necessary. Is there a need to develop appropriate goals that focus on remediating unwanted behavior(s)? If yes, developing a Functional Behavioral Assessment (FBA) would be an appropriate course of action to determine the motivation behind the behavior. As a result of the FBA, would the student require a Behavior Intervention Plan (BIP)? This plan could be instrumental in teaching and reinforcing behaviors that are of a wanted nature while addressing the needs of the students that were the cause of the unwanted behaviors in the first place. As an example, the student now receives attention (something the student was craving) for a behavior that is considered a positive replacement for the behavior the student was previously exhibiting in order to get attention.

Regarding discipline, IEP Teams need to consider whether the student will follow the school-wide discipline plan consistent with any other student. If not, will the student be disciplined according to his/her modifications determined by the IEP Team? If so, they must be described as measurable goals and objectives (as applicable) in the IEP. If a BIP was developed to address the student's behavior, the BIP must be included in the IEP.

For a student whose primary language is not English, supports and services need to be identified to address the student's language differences. What strategies are necessary to focus on language acquisition in order for the student to be able to read, write, speak, and understand the English language? Identifying

the instructional strategies in each of these areas will provide a plan for how students will acquire the necessary skills.

Students who have a visual impairment (including Blindness) or a Hearing Impairment (including Deafness) will demonstrate a wide range of needs depending on the severity of their disability. Children with a Visual Impairment, including Blindness, means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. (34 CFR §300.8)(c)(13)) IEP Teams must determine the instructional implications and strategies for these students. For further information, consult Appendix B-1: ADDENDUM FOR BRAILLE INSTRUCTION from Developing Quality IEPs, A Technical Assistance Manual (New Mexico Public Education Department, October 2011).

For a child who has a Hearing Impairment, including Deafness, IDEA defines this as a hearing impairment so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance. (34 CFR §300.8)(c)(5)) IEP Teams are instructed to consider the communication needs of the child, the child's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode (34 CFR 300.324 (a) (2) (iv)). For further information, consult Appendix B-3: Addendum for Students who are Deaf or Hard of Hearing Communication Considerations from Developing Quality IEPs, A Technical Assistance Manual (New Mexico Public Education Department, October 2011).

Finally, IDEA requires all IEP Teams to determine whether a student may require



assistive technology (AT) devices and/or services. This usually begins with an evaluation. Once determined by the IEP Team that a student is in need of such, IEP Teams consider what type of device and/or service would assist the student in accessing the curriculum. This might range from less involved equipment such as a pencil grip to more involved equipment such as an augmentative communication device. In some instances, instruction in using the device for both the student and the instructors may be required.

All of these areas are required for IEP Teams to consider when developing an IEP. Services

and supports, as needed, are essential when determining how the student may access the curriculum and make progress. Determining and then providing the necessary supports and services will increase the likelihood of the student making appropriate progress.

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.

Job Opportunities

Ancillary Positions Open

- Adaptive Physical Educator – Region 4
- Audiologist – Region 4
- Certified Occupational Therapy Assistant – Regions 2, 4
- Certified Orientation Mobility Specialist – Regions 4, 8
- Diagnostician – Regions 2, 4, 6, 8
- Occupational Therapist – Regions 1, 2, 3, 4, 7
- Physical Therapist – Regions 1, 2, 4, 6
- Registered Nurse – Regions 1, 2, 3, 4
- School Psychologist – Regions 2, 4, 8
- Social Worker – Regions 2, 4, 8
- Social Worker (Regular Education) – Region 2
- Speech/Language Pathologist – Regions 1, 2, 4, 6, 8

Other CES Openings

- Purchasing Specialist
- LEAP Coach (2)



The Reading Room: Tips and Tricks - SEMANTICS



This month in the Reading Room, we will be focusing on semantics, which is the branch of linguistics concerned with how meaning is constructed and communicated in

written or spoken language. Vocabulary development requires students' knowledge of the meaning of individual words and other aspects of semantics such as synonyms (words with the same or almost the same meaning), antonyms (words with opposite meanings, and polysemous words (words with multiple meanings). Semantics also includes the ability to understand the meaning of words in different contexts in addition to the knowledge of the meaning of relationships between words.

Many words have very similar meanings and it is important to be able to distinguish subtle differences between them. For example, 'hot' and 'fiery' are similar in meaning (synonyms) but 'fiery' implies a stronger human reaction to a situation than 'hot.' It is also important for students to know the opposite meanings of words (antonyms). For example, 'hot' and 'cold' would be considered opposite in meaning. Words that have more than one meaning (homonyms) can also be confusing. For example, 'watch' could mean observing (a verb) or could refer to a timepiece worn on the wrist (a noun).

It is important that children are able to make subtle distinctions between the meanings of words and their use in various contexts. Working on understanding the meanings of

words will help a child in their general schooling and improve their reading, spelling and comprehension. If they cannot retain an understanding of the learning of new vocabulary, they will have difficulty understanding new concepts and ideas. This will also affect their ability to express their own ideas.

Children with difficulties with semantic details may exhibit

- difficulty with word classification
- difficulty developing more than a literal understanding of a text
- a poor short-term auditory memory
- a need to be given time to process information
- kinesthetic strengths, learning better through using concrete materials and practical experiences
- visual strengths, enjoying learning through using visual materials (charts, maps, videos, demonstrations)

The following are activities that could be used with your students.

- Comparative questions – (Example: 'Is the red ball bigger than the blue ball?')
- Opposites – using everyday objects (Example: thin/fat pencils, old/new shoes)
- Sorting – both real and pictorial items into simple given categories (Example: items we can eat, items we use for writing and drawing).



- Classification – ask pupils to sort both real and pictorial items into groups, using their own criteria.
- Bingo – simple pictorial categories (establish that each student understands the category on their bingo board before they begin the game)
- Odd one out – ask the pupils to identify the items that should not be in a specific category and give reasons why.
- Which room? – ask the students to match pictures of objects to specific rooms in the house and give reasons for their choice of rooms
- Where am I? – one student chooses a place in the classroom to stand or sit and asks 'Where am I?' The other pupils have to use a range of prepositions to describe the pupil's position – (Example: 'You are in front of the teacher's desk.', 'You are next to the whiteboard.')
- Comparisons – activities in math (finding objects that are shorter than, longer than).
- Concept opposites – introduce concept vocabulary within different areas of the curriculum, using visual/concrete materials (Example: hard/soft, full/empty, heavy/light, sweet/sour, rough/smooth).
- Homophone pairs – using pictures and words (Example: see/sea, meet/meat).
- Compound word dominoes – (Example: bed//room, to//day, for//get, pan//cake)
- Compound picture pairs – match pictures that form a compound word (Example: foot/ball, butter/fly)
- Word families – collect words that belong to the same category (Example: vegetables, fruit, clothing)

Taken from A-Z of Special Needs for Every Teacher by Jacquie Buttriss and Ann Callander

The following are resources that could be used with your students.

Semantic Feature Analysis from Reading Rockets

https://www.readingrockets.org/strategies/semantic_feature_analysis#:~:text=The%20semantic%20feature%20analysis%20strategy,enhances%20comprehension%20and%20vocabulary%20skills.

Connecting Word Meanings Through Semantic Mapping from Reading Rockets

<https://www.readingrockets.org/article/connecting-word-meanings-through-semantic-mapping>

Teacher Ideas to Help a Child with Semantic Language Difficulties from Classroom

<https://www.theclassroom.com/oral-language-development-reading-6395103.html>

How to Use Semantic Maps for Teaching Vocabulary from Vocabulary Luau

<https://vocabularyluau.com/how-to-use-semantic-maps-for-teaching-vocabulary/>

Semantics in the Classroom from Linguistics for Teachers of ELLs

<https://linguisticsforteachersofells.weebly.com/semantics-in-the-classroom.html>

For questions, please contact:

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New Staff



My name is Veronica Orozco. I'm a new Purchasing Specialist at CES. I worked in the banking industry for the past 10 years but am excited to have started a new career here at CES. In my free time I enjoy painting, reading, and writing, as well as spending time with family and friends. I'm looking forward to continued growth and success at CES!



I am Alexis Esslinger, and I'm thrilled to be joining the Leap Coaches and Leapsters from around our state in our collective work to build local capacity for our partner sites and regional areas as teachers and leaders in buildings for New Mexican children. I was born in Albuquerque, raised in Farmington, attended Farmington Schools and then Eastern New Mexico University and eventually George Washington University in Washington, D.C. I have been a teacher, department chair, administrator, site specialist and professor - both for Farmington Schools as well as San Juan College - and most recently, Director of Teacher Education and Early Childhood Education. It's my honor to join CES in the preparation of teachers.

Bulletin Board



Applications OPEN NOW for Cohort 5!
(2023 - 2024)

Visit CESLEAP.org

New Mexico Summer Enrichment Internship Program

The College and Career Readiness Bureau (CCRB) of the New Mexico Public Education Department (PED) launched the *Summer Enrichment Internship Program* in the summer of 2021 and 2022. The federal government initially committed more than \$9.89 million for the program as part of pandemic relief efforts with funding to cover the cost of summer internships for New Mexico high school students in 2021 and 2022.

The Goal:

to provide high school students and at-risk youth with the opportunity to participate in high-quality internships (20 hours per week for 6 weeks or more) with government agencies and community organizations, including county, tribal, and/or municipal placements.



Are You Ready for Summer 2023?

Contact PED Program Manager Marc Duske marc.duske@ped.nm.gov



NMASBO

NEW MEXICO ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

April 11–13, 2023

Spring Budget Workshop

Sandia Resort & Casino Albuquerque, NM

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