

CES NEWSLETTER

March 2023



Upholding Integrity in Government Procurement: The Imperative of Contract Compliance

In the intricate web of government procurement, where decisions affect the allocation of public resources, ensuring accountability and transparency is paramount. Among the multitude of tasks involved, one critical aspect that cannot be overstated is the rigorous examination of contract compliance when reviewing proposals and purchase orders. This diligent scrutiny serves as a linchpin in safeguarding against potential risks, upholding standards of fairness, and ultimately, ensuring taxpayer dollars are spent judiciously.

Contract compliance entails a thorough verification process to ensure that all terms, conditions, and stipulations outlined in the contract are adhered to by the vendor or supplier. From pricing accuracy to delivery schedules, from quality standards to regulatory requirements, every aspect must be meticulously evaluated to prevent deviations that could lead to financial losses, legal disputes, or compromised service delivery. Failure to prioritize contract compliance can have far-reaching consequences, eroding public trust and jeopardizing the integrity of the procurement process.

CONTENTS:

- ORDER CORNER
- JOB OPPORTUNITIES
- PROCUREMENT NEWS
- CALENDAR OF EVENTS
- CONSTRUCTION CORNER
- COMPLIANCE CORNER
- TEACHER TOOLBOX
- THE READING ROOM
- THE RESOURCE ROOM
- NEW STAFF
- BULLETIN BOARD
- CES STAFF CONTACTS

In the realm of government procurement, CES (Cooperative Educational Services) plays a crucial role in facilitating contract compliance. CES, a trusted entity in procurement services, stands as a beacon of integrity, offering members a pathway to streamlined procurement processes while ensuring adherence to contractual obligations. Notably, whenever a member utilizes a CES contract for their procurement needs, CES conducts a comprehensive contract compliance review on their behalf.

This invaluable service provided by CES underscores the significance of collaborative efforts in upholding the highest standards of accountability and transparency in government procurement. By leveraging CES contracts, members not only gain access to a wide array of pre-negotiated agreements with reputable vendors but also benefit from the assurance that contract compliance is meticulously monitored and upheld.

The partnership between government entities and CES exemplifies a proactive approach to mitigating risks and promoting ethical conduct in



procurement practices. CES's commitment to conducting contract compliance reviews reflects a dedication to serving the best interests of its members and the public at large. It serves as a testament to the principles of integrity, efficiency, and accountability that should underpin every facet of government procurement.

Furthermore, the involvement of CES in contract compliance reviews alleviates the burden on individual government organizations, allowing them to focus their resources and efforts on core mission objectives. This collaborative approach not only enhances efficiency but also fosters a culture of transparency and accountability across the procurement landscape.

In conclusion, the importance of checking for contract compliance in government procurement

cannot be overstated. It is not merely a procedural step but a cornerstone of responsible governance, safeguarding taxpayer dollars and ensuring that public resources are allocated judiciously. With CES spearheading its members' efforts to uphold integrity and transparency through comprehensive contract compliance reviews, government entities can navigate the complex procurement landscape with confidence, knowing that their procurement processes are held to the highest standards of accountability and transparency.

By Jared Bonami

Order Corner

Tips & Tricks to Avoid Delays With CES Purchases:

1. ALL "Traditional" and "Direct Purchase" purchase orders and associated quotes must be uploaded via the appropriate contract tab in the Bluebook. This can only be done by someone in the member organization having a registered login for "full access."
 - a. If your organization does not use Purchase Orders, a vendor quote signed and dated as "Accepted" by your purchasing officer is sufficient. Please include an explanatory note in the "Comments" section of the Bluebook PO Upload page.

The upload process is demonstrated by a video at <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:

Jim Barentine
Southern Services Manager
Regions 6-8 + Magdalena, Quemado, & Socorro
jim@ces.org
575-646-5965

Paul Benoit
Northern Services Manager
Regions 1-5
paul@ces.org
575-562-2922

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>



Job Opportunities

Ancillary Openings:

- Ancillary Teacher – 2
- Audiologist - 1
- Certified Orientation Mobility Specialist – Region 2
- Certified Orientation Mobility Specialist/TVI – 1
- Diagnostician – 1
- Diagnostician – Bilingual – 1
- Occupational Therapist – 12
- Physical Therapist – 10
- Psychologist – 1
- Recreational Therapist – 3

- Registered Nurse – 1
- School Psychologist – 7
- Social Worker – 5
- Social Worker – Regular Education - 4
- Speech/Language Pathologist – Regions 2, 4, 7, 8

Other CES Openings:

- IT Specialist
- LEAP Facilitator
- Professional Services Staff

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

Procurement News

1) Contract Expirations:

2020-27 School & Activity Buses (exp. 3/2/24)

- Roberts Truck Center of New Mexico, LLC
- Tillery Chevrolet - GMC, Inc. DBA Tillery Bus Sales
- Lonestar Freightliner Group LLC DBA Abq Freightliner
- Creative Bus Sales, Inc.

2) Contract Extensions:

- New Image Construction: 2020-04NC102-3 & 2020-04NC103-3
- MW Electric: 2020-03B-C202-1

3) Name Changes/Change of Ownership:

- 2023-08-R214-ALL Highway Supply, LLC → RoadSafe Traffic Systems.

4) New Contract Awards: None

5) Current & Upcoming Solicitations:

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

6) Procurement Dept. staff update:

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



Calendar of Events

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3/1 Read Across America Day</p> <p>3/6 TAP: Accommodations: Removing Barriers for Learning in Inclusive Settings</p> <p>3/6 Deadline for Governor's Action on Legislative Bills</p> <p>3/7 TAP: Student Anger: Defusing the Moment and Teaching Alternatives</p> <p>3/10 Daylight Saving Time Starts</p> <p>3/12 TAP: Using Culturally Linguistically Responsive Instruction to Engage Every Student</p> <p>3/12-16 NMAA Basketball Championships</p> <p>3/13 TAP: Gifted Programming Options for Elementary, Middle, and High School</p> <p>3/14 TAP – Educators Resources for Individuals with Autism Spectrum Disorders (& Other Needs): Challenging Behaviors Toolkit</p> <p>3/17 St. Patrick's Day</p> <p>3/19 NMSSA Executive Council Dinner and Meeting</p> | <p>3/19 TAP: The Wonderful World of Words: Vocabulary Instruction Strategies</p> <p>3/19 NMSBA Spring Region II Meeting – Los Alamos</p> <p>3/20 TAP – Empower Digital Awareness in the School Setting Develop a Cyberbully Prevention Program: Part 2</p> <p>3/20 March Equinox (First Day of Spring)</p> <p>3/20-22 NMASBO/PED Spring Budget Workshop - Albuquerque</p> <p>3/21 TAP – Updates to New Mexico's Special Education Evaluation, Eligibility and Response Timelines</p> <p>3/21 NMSSA Meeting</p> <p>3/21 NMSSA and NMCEL Combined Luncheon</p> <p>3/25 NMSBA Spring Region VI Meeting - Roswell</p> <p>3/26 NMSBA Spring Region VIII Meeting - Cobre</p> <p>3/29 Good Friday</p> <p>3/31 Easter Sunday</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<h1>March 2023</h1>						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	9	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



Construction Corner

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. For more information, please contact John King; jking@ces.org

INFORMATION

- CES provides support and assistance in identifying projects and brainstorming options.
- CES can assist you in finding a vendor to perform the work.
- CES has architects and engineers available to you for design.
- 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, contract compliance reviews only when selecting RS Means/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 14th, 2024**
 - **Tuesday, September 17th, 2024**
 - **Wednesday, November 13th, 2024**



Do You Have the Tools When Implementing the Discipline Rules? (Part 1 of 4)

March 2024

By Cindy Soo Hoo, TAP Consultant

Topics Include:

Change in Placement
Pattern of Removals
"10-Day Rule"
When Services Are Required

Being aware of the discipline process and the protections for students who are eligible under the Individuals with Disabilities Education Act (IDEA) can appear daunting. There are numerous regulations and considerations not only to keep in mind but also apply. In this second edition of a four-part series, we will be exploring several aspects of the discipline process including what constitutes a change in placement, what is a pattern of removals and when services that are prescribed in a student's Individualized Education Program (IEP) must be implemented. These concepts are important to understand when disciplining a student for a violation of the student code of conduct.

It is important to note that special protections exist for students who are eligible under Section 504 of the Rehabilitation Act and those not yet eligible under the IDEA but for whom there was a suspicion of a disability prior to the violation of the student code of conduct. For the purposes of this article, the focus will remain on those who have been found eligible under the IDEA.

When disciplining a student who is eligible under the IDEA, one must determine if the proposed disciplinary action will constitute what is referred to as a change in placement. Perhaps an appropriate place to start is to define what a placement is.

As discussed in a previous Compliance Corner edition, IDEA discusses a placement in 34 CFR §300.316 in the following manner:

In determining the educational placement of a child with a disability, including a preschool child with a disability, each public agency must ensure that—

(a) The placement decision—

(1) Is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and
(2) Is made in conformity with the LRE provisions of this subpart, including §§300.114 through 300.118;

(b) The child's placement—

(1) Is determined at least annually;
(2) Is based on the child's IEP; and
(3) Is as close as possible to the child's home;

(c) Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled;

(d) In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs; and

(e) A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

IDEA requires school districts to have available a continuum of alternative placements. This continuum offers options for IEP Teams to consider when determining the extent to which the student needs to be removed from the regular education setting. In determining the placement for an



eligible student, IEP Team members consider, among other information, the child's strengths, areas of need, and the necessary supports the child requires. This decision takes into consideration the intensity of the required services and supports as well as the amount of specialized instruction needed.

There are several instances in which a child's placement may be changed. A change in placement may occur if the student requires a more intensive setting, a less intensive setting or the student is graduating from high school, to name a few examples. In addition to these examples, there are instances where the removal of the student may constitute a change in placement due to disciplinary actions. There are several scenarios where this may be the case. IDEA defines a change in placement due to disciplinary actions in 34 CFR §300.536 as:

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.*

It is important to take 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.

If the proposed disciplinary action will result in a change in placement, school teams must conduct

a Manifestation Determination Review (MDR) within ten school days of the decision to remove the student. The MDR process will be discussed in great detail in the fourth and final edition of this four-part series. Concepts regarding information to consider, who should be at the table as well as the ramifications regarding the decisions made during the meeting will be discussed.

Each instructional year, students who are eligible under the IDEA can be removed from the educational setting due to disciplinary reasons for a total of ten (10) instructional school days without being provided any instruction so long as students in regular education are not provided instruction during the same number of days of suspension. 34 CFR §300.530(d)(3) states:

A public agency is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who is similarly removed.

However, any subsequent removals must be accompanied by the services that are prescribed in the student's IEP. 34 CFR §300.530(b)(2) states:

After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the public agency must provide services to the extent required under [paragraph \(d\)](#) of this section.

In sum, special considerations must be given when imposing a disciplinary action for a student who is eligible under the IDEA. Prior to imposing a disciplinary action, administrators need to analyze the situation. Is the proposed removal for more than 10 **consecutive** school days? If yes, then it's a change in placement. Has the student already been removed for 10 **cumulative** school days **and** the proposed removals constitute a **pattern of removals**? If yes, then it's a change in placement. As a result, a Manifestation Determination Review, which will be discussed in detail at a later date, must be conducted.



Join me for the next edition of Compliance Corner when we will discuss the provisions involving In-School-Suspension (ISS) as well as what violations of the student code of conduct would involve Special Circumstances resulting in a placement in an Interim Alternative Educational Setting (IAES).

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

March 2024



Students Supporting Students: Peer-Mediated Instruction and Intervention

The saying “*It takes a village to raise a child*” can easily be adapted to “*It takes a village to educate a student with autism*”. When we consider this “village”, our mind immediately conjures up the typical educational team members (depending on your district’s resources), often consisting of special and general education teachers, paraprofessionals (education assistants), speech-language pathologists (SLP), occupational therapists (OT), and social workers. Anyone in the educational setting who has worked with a student with autism spectrum disorder (ASD) will tell you that this “village” also extends to other critical staff, such as the school nurse, administrators, members of the front office, cafeteria, and custodial staff – all of which frequently interact with students with ASD and can also positively impact these students by modeling expected behavior and providing them with communication and social interaction opportunities. Wait a minute... Haven’t we neglected to consider a crucial majority of individuals at school? Peers comprise most of the population in the school setting, yet we frequently underestimate their abilities and underutilize their skills, as well as their desire to understand and support peers with challenges.

We know that learners with ASD struggle with social impairments and often have limited opportunities to engage in meaningful social interactions with other children without disabilities. Children do not interact the same way with one another when an adult is present; therefore, the autistic child can be excluded from naturally occurring interactions which can inhibit an oftentimes already stunted social repertoire. The National Professional Development Center on ASD states, “*Peer Mediated Instruction and Intervention (PMII) involves systematically teaching peers without disabilities ways of engaging learners with ASD in positive and meaningful social interactions. PMII meets the evidence-based practice criteria with 15 single case design studies. The practice has been effective for preschoolers (3-5 years) to high school-age learners (15-22) with ASD. PMII can be used effectively to address social, communication, joint attention, play, school-readiness, and academic skills.*” Like any intervention, PMII will not work for every child in every circumstance. However, it has been proven to work for many children with ASD and is one of the best researched interventions for children with ASD. PMII increases the frequency that learners with ASD will interact with peers without disabilities. Peers often demonstrate

increased levels of tolerance, awareness, and acceptance of differences through this process.

Peer Mediated Instruction and Intervention involves a group of specific interventions that address social skills of learners with ASD by training and utilizing neurotypical peers to support peers with ASD, such as:

Integrated Play Groups: An experienced adult guides typical peers and children with ASD in a structured and supportive environment through activities purposefully chosen to encourage interaction. The role of the adult is to establish a consistent schedule, coach the peers through play sessions, and encourage the children on the autism spectrum to stay engaged using cues that the child is familiar with.

Peer Buddy and Peer Tutors: Typically developing peers are assigned to be a "tutor" or "buddy" to a specific child with ASD in their class. The typically developing peer is trained to keep a close eye on their buddy; talking to them, playing with them, and staying by their side. This strategy hopes to create opportunities for natural interactions between children with ASD and their typical peer that encourage incidental learning about social behaviors.

Group-Oriented Contingency: Unlike a buddy or tutor system, this strategy involves training an entire classroom of children on some social skill behaviors and techniques in hopes of promoting supportive behaviors among all the students in a classroom with one or more children with ASD. This option can be useful when teachers have limited additional personnel but would like to provide encouragement for the social growth of a student with ASD.

Peer Networks: A group of peers is trained to form a social "network" to provide support for children with ASD in their classroom. Peer network members may learn things such as the communication system used by the child with ASD, how to initiate and maintain conversations, and how to help provide instructions.

Pivotal Response Training (PRT): Adults can intervene by using role-play to train peers to

engage in specific behaviors with children with ASD such as: taking turns, providing narration for play activities, encouraging conversation, and modeling appropriate social behaviors.

Peer Initiation Training: This intervention involves training peers specifically on techniques for initiating interactions with children with ASD such as offering to share, requesting assistance, and strategies for gaining the child's attention.

Consider the following ways to encourage "students supporting students" in your setting:

- Educate peers, establish learning teams or circles of friends to build a supportive community. If you leave it up to the class to pick groups/partners, students with special needs are often chosen last, causing unnecessary humiliation.
- Identify compassionate, dependable peers who model strong social skills to pair the student with (not always the students who have the highest grades).
- Teach, practice, and give feedback to the selected peers so that they can effectively help teach the identified student the targeted skill.
- Provide peers with strategies for eliciting communication or other targeted objectives but be careful not to turn the peer into a teacher. Strive to keep peer interactions as natural as possible.
- During group activities, define the student's role and responsibilities within the group. Assign a role or help him mediate with peers as to what he should do (for example, 'Sallie is the note taker today.') Rotate roles to build flexibility and broaden skills.
- Ask peers to help in supporting transition time. In elementary classrooms, teachers can ask all students to move from place to place with a partner. In middle and high school classrooms, students might choose a peer to walk with during passing period.



- ▶ Pair students with autism spectrum disorder with peers while attending special school events such as school assemblies and clubs.
- ▶ Encourage peer volunteers at the middle and high school level to support their partner by keeping him/her on task with gentle reminders.
- ▶ Support is a two-way street! Assist students with autism in supporting their classmates

by utilizing their strengths to build relationships with peers. For example, a student with ASD who excels in computers can teach his/her classmates how to use a computer.

Teaching students how to support one another's needs through patient understanding is a critical role that should be shared by every educator. This worthy investment will positively impact students with and without disabilities in your classroom today – and throughout their lives!

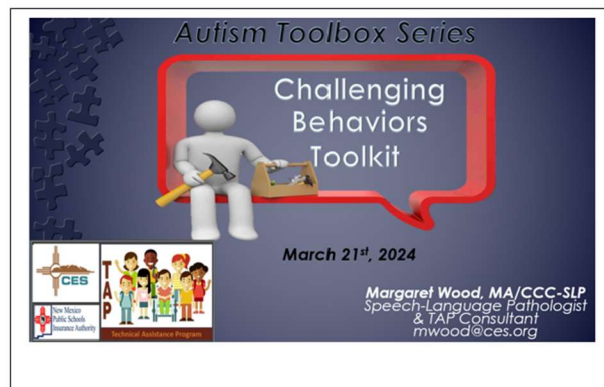
References

“Peer-Mediated Instruction and Intervention.” *National Professional Development Center on ASD*, 2015, pp. 1–30. *Autism Focused Intervention Resources & Modules*

https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/PMII_EBP_Brief_Packet.pdf.

<https://www.iidc.indiana.edu/irca/articles/incorporating-typical-peers-into-the-social-learning-of-children-with-autism-spectrum-disorders.html>

For more helpful strategies to support your students with autism and other needs, access the complementary *Technical Assistance Program (TAP)*, *Hot Topic On Demand Library Pre-recorded Webinars* at www.cestap.org or register for the next *live-virtual Autism Toolbox Series workshop* on 3/21/24: *ASD Toolbox: Challenging Behaviors Toolkit* at www.ces.org.



A promotional banner for the "2024 SPRING BUDGET WORKSHOP". It features the New Mexico state seal and logo, the text "NEW MEXICO Public Education Department", and "Registration Opens Tuesday, February 6". The event details are "When: March 20-22" and "Where: Sandia Resort & Casino in ABQ". Contact information includes the website "www.nmasbo.org" and phone number "505-923-3283". The banner includes navigation arrows and images of Sandia Resort buildings and a waterfall.



The Reading Room: Tips and Tricks

The Importance of Vocabulary: Part 3

This month's Reading Room Article finds us in Part 3 of our vocabulary series. In this article, we will be taking a closer look at defining the words that we teach. Unfortunately, there are many flaws with the more common ways we teach vocabulary. Usually, students are provided dictionary definitions and asked to create a sentence or answer questions about the target word, but there are problems with this very narrow approach to teaching vocabulary. You have to admit, dictionaries haven't really changed since the early 1800s. Definitions in a dictionary must be short and concise because of space restrictions. Plus, dictionary definitions are usually NOT helpful because there are several things that get in the way of understanding word meanings. Let's look at some ways dictionaries actually hinder vocabulary development.

Weak Differentiation

The definition does not differentiate how the target word is different from other similar words.

- Dictionary definition: **Conspicuous - easily seen**

How does this differ from the general domain of the word visible? Unless it is dark or you have vision problems, most things are easily seen. Conspicuous is not just easy to see, it actually "pops" out at you because of a particular attribute.

Vague Language

Provides little information

- Dictionary Definition: **Typical - being a type**

What type? Type of What? Students might not make enough sense of the definition to develop an idea of what typical means.

There is a More Likely Interpretation

This is when a definition uses familiar words in unfamiliar ways.

- Dictionary Definition: **Devious - straying from the right course; not straightforward**

Students might interpret the definition with a very literal meaning. The student might think that devious has to do with crooked walking or getting

lost. For example, "The boy was devious on his bike." - not the meaning intended.

Multiple Pieces of Information

These definitions offer no guidance in how information should be combined and used.

- Dictionary Definition: **Exotic - foreign; strange; not native**

How would students use this information to derive meaning? What if something is strange but not foreign? Does it have to be both? The concept of exotic needs to be that when something is exotic, it may be strange, unusual, or special because it comes from a different or distant place.

So, what does this word really mean?

To promote student learning of a word, introduce new vocabulary by explaining a word's meaning rather than providing a definition for the word.

Student Friendly Definitions

Giving a definition is not easy even if we know what the word means. Therefore, there are two things to remember when giving student friendly definitions.

- Capture the essence of the word and how it is typically used
- Explain the meaning in everyday language

When developing definitions, try to use learner's dictionaries developed specifically for students learning English as a second language. These dictionaries can be useful to all students, and they provide explanations for words in more accessible language than traditional definitions. For example: Defiant - If you are defiant, you show aggression or independence by refusing to obey someone or by refusing to behave in the expected way.

There are many things to consider when developing vocabulary. Make word meanings explicit and clear. Develop student-friendly explanations for discussing word meanings. Get students actively involved with thinking about and using the meanings in the right away. Realize that full understanding and appropriate use of new

words develops gradually, but a strong start is essential to allowing those processes to occur

Activities to Teach Vocabulary

Examples / Non-Examples

Present descriptions of situations and ask students to respond as to whether or not it illustrates the target word. Students should always be ready to explain "Why?"

- If I say something that sounds precarious, say "Precarious." If not, don't say anything.

- Walking over a rickety bridge that spans a deep canyon
- Exploring a new school building.
- Standing on a tall ladder on one foot

Word Associations

Ask students to come up with an association. It can be a person, a movie, or a common experience for the target word. They have to explain the connection they made.

<i>Word</i>	<i>Association</i>	<i>Reason / Explanation</i>
Eloquent	President Kennedy	Kennedy was an excellent speaker, and people still talk about his speeches.
Pervasive	Computer viruses	Viruses seem to be all over the place, and you always have to be on the watch for them.
Fidelity	Having the same best friend all your life	You are always faithful to that person.

Generating Situation, Contexts, and Examples

The questions below require developing situations across various contexts.

- What might a *clever* dog learn to do when its owner comes home?
- What would a *splendid* day for ducks look like?
- Why is eating leftovers a *frugal* thing to do?
- Why might you *examine* an apple you found on the street?

- A *compassionate* lawyer might act as an *advocate* for someone who is in need and otherwise could not afford a lawyer.

Writing

As students move into upper grades, vocabulary instruction should include having them use their words in writing.

- Provide students with sentence frames or stems, and ask them to complete them.
 - The King was *miserable* because...
 - The queen was *calm* because...
 - The child was *perplexed* because...

Word Relationships

Have students to describe how two vocabulary words might be connected or related.

Conscientious / haphazard -

- Someone who is *conscientious* would not do things in a *haphazard* way.

Returning to the Story Context

Reinforce the connection between understanding vocabulary and understanding story ideas.

- In his epilogue, Christopher Paul Curtis wrote: "In the Northern, Eastern, and Western states, African Americans often faced *discrimination*, but it was not as extreme and pervasive as in the South" (p. 207).

Compassionate / advocate -



- What did he mean?
- Find examples of discrimination mentioned in the novel.

Puzzles and Activities

Provide clues for vocabulary words. Clues should narrow the range of possible responses.

- **Spectator, reliable, or relinquish**
 1. A lot of people would not actually see this person.
 2. It's someone who just watches.
 3. The word has nine letters and starts with an s.

Helpful Resources

Collins COBUILD English Language Dictionary (Sinclair, 1987). Free online version

Longman (Delacroix et al., 2007)

Onelook.com - brings definitions from dozens of dictionaries to you.

Resources & Activities

Bringing Words to Life, by Isabel Beck

Vocabulary.com

For questions, please contact:

Chris Fox - cfox@ces.org

Jessica Powell - jpowell@ces.org

The Resource Room

Creating Safety in the Classroom

March 2024

By Rene Rohrer, TAP Consultant & LEAP Coach

rrohler@ces.org

Creating Safety in the Classroom

Many of the current issues in special education center around the concept of safety in school. As educators in classrooms today, we are striving to keep ourselves and the students in our charge safe and able to access a free and appropriate education in the least restrictive environment. Everything from shelter in place drills to mediating conflict to teaching social emotional skills are a part of our day on top of teaching academics. Working in more restrictive settings or with students that have more intensive behavior needs can make learning how to create safety for ourselves and our students an absolute necessity.

Creating Safety for Ourselves

- Know yourself!

Entering the classroom requires the ability to maintain your composure and make multiple

decisions a minute, often in stressful situations. The first step in being able to manage a classroom is being able to manage your own emotions and actions. It is helpful to take the time to reflect on the situations or behaviors that add stress or that can be triggering for you and to identify responses that support de-escalation for both you and your students. What scenarios do you consider stressful? What could you do to prepare or prevent these scenarios? What do you communicate with your body language, your voice level, and the language you choose? How do you interact with your environment, students, other adults when those scenarios arise? How are you using your position or proximity to mitigate risk? What are your strengths and limitations around being able to respond to stressful scenarios or crisis situations? Engaging in self-reflection around these questions and specific to your classroom and students can help you to build the social emotional skills needed for self-management, regulation, and de-escalation. A powerful practice that supports this



self-awareness and the building of skills and the capacity to respond productively is the practice of mindfulness and as a result self-care. Knowing yourself and being prepared with that knowledge to manage your classroom can keep you and your students safe.

- **Know your students!**

Practicing empathic listening in the quest to understand more about who your students are and what they are communicating with their behavior is essential in maintaining safety. Our students tell us so much about themselves throughout the school day through their words and more often through their behavior. How do you go about learning their preferences, interests, strengths, limitations, needs, and wants? Are you able to identify the behaviors that indicate whether they are feeling anxiety? Do you know what causes them anxiety and what strategies, responses, and language can help them regulate and feel safe? Behavior does not often come out of nowhere, there are signs or indications that a student is becoming agitated. Those signs are often just a change in baseline behavior and may be very subtle, but they are there. Did a student sigh, start to pace, start to hum, or make noises? What is their body language telling you? Seeking to understand and be aware of those indicators can serve as a warning and help you keep yourself and others safe.

- **Know your surroundings!**

It is also important to be aware of your environment and any dangers or mitigating factors that might need to be adjusted to prevent high risk situations. Are you aware of the exits in the room? Is your movement or students' movement hindered by furniture? How can you use the arrangement of the room to deter serious risk? Are there items that present a significant risk, such as scissors or laptops, or items that cause issues because they are highly reinforcing for a student? How can you limit access to those items to prevent and protect those in the room? What pathways exist in the room and how do you arrange those to support safety for all students? Do you have handy the visuals and tools needed for de-escalation? Are those supports, such as a schedule, a first then, or a contingency map visible and accessible as a source of prevention and in case of a crisis? Are there

routines or procedures that you can put into place that can support prevention and increase safety?

- **Prepare for prevention.**

The proverb, "an ounce of prevention is worth a pound of cure" proves true about safety in the classroom. It is much easier to put things in place that stop something from happening in the first place, than it is to repair the damage after it has happened. That damage can be physical or emotional and destructive. How can we prepare for the prevention of that damage? When we consider this regarding behavior, we look at what antecedent strategies and interventions can be put into place to help prevent behavior or escalation. Antecedent strategies are often directly linked to the function of the behavior and help to alleviate anxiety around a demand, or provide attention preemptively, or even alter the environment in a way which removes the need for the behavior. What is the student attempting to communicate with the problem behavior? Are they avoiding a demand? Do they have anxiety because they perceive threats? Are they seeking attention or connection in a moment? Is there a sensory stimulus that is causing anxiety or agitation? What can you put into place that can meet that need and increase the likelihood that the behavior will occur?

- **Work as a team.**

Having the support and empathy of other adults in the classroom is invaluable. Working as a team to understand and know your students, to know each other, to develop and implement interventions and plans, and to provide support is essential in schools today, especially when working with students with intensive needs. How will you set aside time to communicate and debrief or reflect? How do you communicate during a crisis? What interventions, language, and tools will you implement together and is everyone on the same page with that implementation? How and when do you ask for help? What is the role of each of you in prevention or de-escalation? How can you communicate in a way that supports dignity and the dignity of risk for your students? How will you foster that teamwork to support safety, trust, and respect in your classroom?



Creating "Felt" Safety for Students

For a student to be prepared to learn, there must be a sense of "felt" safety devoid of perceived threat. Perceived threats can come from many sources, and understanding your students' needs is key in supporting safety. "Felt" safety merely expands the concept of safety beyond purely physical safety, but also looks at emotional safety, which in turn is a part of regulation. We know that students must be regulated to be ready to learn. How do we create that "felt safety"?

- Provide Consistency and Predictability

We provide consistency and predictability through teaching expectations, using consistent procedures and routines, using schedules and instructional tools with visual supports, and being consistent and predictable in our reactions. Are your expectations clear and concise and do you teach, model, practice, and reinforce those expectations regularly? Are students able to navigate through routines and procedures with ease and order? Do students know what is happening, when, where, how, and even why? Do you use visuals to support communication of expectations, routines, and content? Have you attempted timers to support the predictability aspect in your schedule? Are you consistent with your responses to all students? Do students know how to ask questions, ask for help, or ask for what they need in your classroom?

- Provide Empathy

Another wonderful way to build relationships and trust with students is to demonstrate empathy. Often students just want to be heard, to have their needs validated, and to know that you care. Taking the time to listen to what they are communicating and seeking to understand what they need can prevent situations from escalating. Do you have common phrases and language that you use to show that you have heard your students? How do you help them meet their needs or help them to use prosocial communication to ask? Do they have access to the tools and language that they need to communicate their needs and wants? How do you honor and support those requests?

- Communicate Respect

We can also support that feeling of safety by being intentional and aware of how and what we communicate. The body language we use, our tone, our voice level, and the words we use, can all help prevent a behavior and support de-escalation. A fantastic way to approach language with students that need a perceived level of autonomy as a part of their perceived safety, is to use declarative language. Using choice throughout the day in our instruction and in the completion of demands communicates respect and offers a segue into "felt safety." What body language do you portray? What is the tone of your language and communication? How do you respond to students so that they might retain dignity and autonomy? How do you push yourself to use choice across the instructional day? How do you reflect on the battles you pick and how you react?

New Staff



Hello, my name is Julianna DeVizio. I am a new Purchasing Specialist here at CES! I was born in New York but have lived here in New Mexico for the majority of my life. I love to travel and go on little adventures with my boyfriend, our dog, and our families! I am so grateful and excited to be here and start this new journey with everyone.



Bulletin Board



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!





Leading Educators through Alternative Pathways

Alternative Licensure Program for Teachers



Take a LEAP. Become a Teacher. Make a Difference.

Visit CESLEAP.org for applicant requirements.

Engage in relevant coursework aligned to daily instruction.

Become a community builder for New Mexico kids.

✓ APTITUDE-DRIVEN

✓ AFFORDABLE

✓ APPLICABLE

✓ ACHIEVABLE

Applicant Portal
CESLEAP.org

Contact:
Alexis Esslinger
alexis@ces.org

You can soar when you LEAP!

Qualified Candidates

- Bachelor's degree.
- School district recommendation with intent-to-hire as a teacher-of-record.
- Completed PED background check.

LEAP Curriculum and Supports

- Instruction includes monthly face-to-face weekend sessions and self-paced on-line modules (270 hours).
- Candidates are required to attend an In-Person pre-service institute the week of July 18-20 (8:30 am-4 pm).
- Monthly professional development held in designated regions (Saturday 9am-4 pm/1 x month).

GEN ED and SPED Licensure

- Candidates will receive instruction in both areas and are able to apply for both a General (Elementary K-8 or Secondary 6-12) AND Special Education License (candidate must be teacher-of-record to apply for each license).
- Curriculum includes PED required reading coursework.



**Leading Educators through
Alternative Pathways**
Alternative Licensure Program for Teachers



Program Costs

Semester One: July - December.....\$1500.00
 Semester Two: January - June.....\$1500.00

Tuition Total for 2024-2025 School Year...\$3000.00

Plus

Application Fee.....\$50
 Estimated Book Cost.....\$350.00

Any candidate costs associated with travel for Summer Pre-Service Institute and regional meetings

Monthly Training.....\$ (lodging, meals, gas, etc.)

The Application Process Requires:

- \$50 Application Fee Signed
- Application Transcripts (unofficial)
- Resume
- Reference Letters x2
- District Intent to Hire Letter
- Written Letter of Interest
- Interview with LEAP Coach

WWW.CESLEAP.ORG



WWW.CESLEAP.ORG

Cohort 6 of leap will include a 4-month application window.

**Application Opens:
March 15th**

**Application Closes:
July 15th**

Requirements for C6 Candidacy

To be considered for C6, candidates must possess an earned BA degree and upload a variety of documents, including official transcripts, a resume, two letters of recommendation, an intent to hire letter from a district/site, and submit a \$40 application fee. All materials must be submitted through our webpage at <http://cesleap.org> during the application period. Candidates are also required to attend an interview.

**Processing:
July 15 - July 30**

**Late Hire:
August 1 - August 30**

What is Late Hire?

From August 1st - 30th, LEAP will consider Late Hire candidates who meet the qualifications through the online application system though they may already be teaching. Their mandatory Pre-Service is **In-Person** and scheduled for September 4th - 6th, these candidates will be required to obtain substitutes for full attendance at each day of Late Hire Pre-Service.

Please note that LEAP will only accept enrollments until **225 candidates** have been accepted within C6 LEAP program.



LEAP MISSION



CES LEAP is committed to developing quality educators while demonstrating compassion and holding high expectations for culturally responsive teaching and learning across the state of New Mexico. LEAP uses evidence-based strategies to train, coach, and inspire teachers to engage students in ways that make them feel important, cared for, and valued.

Portrait of a LEAP Graduate

LEAP VISION



LEAP envisions that all teachers possess fundamental teaching abilities, become proficient implementing special education best practices, and take ownership of applying research-supported reading strategies to diverse learners. The curriculum is designed to be standards-based, evidence-based, assessment-based, and student-centered. This innovative approach to teacher preparation is augmented by mentoring and a year of in-person coaching by **experts in the field**, enabling candidates to engage thoughtfully and effectively across a network and across the state.

LEAP Teacher Prep Framework

GOALS



Our approach is built on a robust foundation that prioritizes structured literacy to facilitate reading acquisition and facilitated in-person professional development throughout the cohort year. We collaborate with NMPED & CES TAP to offer special education instruction and promote dual-licensure within LEAP. Our network engages local experts to foster cultural responsiveness and promote social emotional learning. We further strengthen our teaching framework by partnering with CES SITE, school districts, and charters for mentorship programs and we connect collaboration statewide, including with NISN-NACA, USW, WNMU, The May Center, NMPED, FFE, and NMUDL, among others.

CES LEAP

VALUES



Our candidates undergo over 270 hours of comprehensive curriculum covering foundational teaching, special education preparation, and literacy instruction. They are characterized by their perseverance, engagement, leadership qualities within their schools and communities, and ultimately, their achievement - these core values have a significant impact on transforming educational opportunities for students across the state of New Mexico.

LEAP Relationship Map

Delores Lujan
LEAP Administrative Assistant
Email: delores@ces.org
Office: (505) 344-5470 Ext. 144



CES is
NEW MEXICO True

Alexis Esslinger, EdS
LEAP Director
Cooperative Educational Services

10601 Research Rd. SE Albuquerque, NM 87123
(505) 344-5470 x139 | www.cesleap.org
Email: alexis@ces.org

CES Contacts

Jim Barentine
Southern Services Manager
Email: jim@ces.org
Phone: 575.646.5965

Kelly Bassham
Financial Specialist (AP)
Email: kelly@ces.org
Phone: Ext 135

Paul Benoit
Northern Services Manager, REAP
Email: paul@ces.org
Phone: 575.562.2922
Fax: 575.562.2523

Kimberly Buckner
Purchasing Specialist
Email: kbuckner@ces.org
Phone: Ext 131

Joanna Calderon
Executive Admin Assistant
Email: joanna@ces.org
Phone: Ext 127

David Chavez
Executive Director
Email: dchavez@ces.org
Phone: Ext 109

Juliena DeVizio
Purchasing Specialist
Email: juliena@ces.org
Phone: Ext 106

Alexis Esslinger
LEAP Coordinator
Email: alexis@ces.org
Phone: Ext 139

Gino Evans
Purchasing Specialist
Email: gino@ces.org
Phone: Ext 137

Maggie Furlano
Purchasing Specialist
Email: maggie@ces.org
Phone: Ext. 148

LeAnne Gandy
Ldrship Development Prog Coord
Email: leanne@ces.org
Phone: 575-704-9904

Loretta Garcia
TAP Coordinator
Email: lgarcia@ces.org
Phone: 505.985.8454

Aaron Gonzales
Media Specialist
Email: aaron@ces.org

Abigail Hansen
Business Office Admin Assistant
Email: abigail@ces.org
Phone: Ext 145

Bryan Hardy
Purchasing Specialist
Email: bryan@ces.org
Phone Ext 110

Norma Henderson
Finance Manager
Email: norma@ces.org
Phone: Ext 104

John King
Procurement & Member Analyst
Email: jking@ces.org
Phone: Ext 150

Delores Lujan
LEAP Admin Assistant
Email: delores@ces.org
Phone: Ext 144

Richard Martinez
Procurement & Contract Specialist
Email: richard@ces.org
Phone: Ext 128

Dotty McKinney
Procurement Admin Assistant
Email: dotty@ces.org
Phone: Ext 116

Margaret Mikelson
Finance Specialist
Email: margaret@ces.org
Phone: Ext 126

Angelica Monclova
Office Assistant/Receptionist
Email: angelica@ces.org
Phone: Ext 101

Monica Myers
Lead Purchasing Specialist
Email: monica@ces.org
Phone: Ext 134

Bertha Ochoa
Purchasing Specialist (EANS)
Email: bertha@ces.org
Phone: Ext 123

Lianne Pierce
Director of Ancillary Services
Email: lianne@ces.org
Phone: Ext 103

Bridget Rivera
Finance Specialist (AR)
Email: bridget@ces.org
Phone: Ext 122

Lisa Romo
Procurement & Contract Specialist
Email: lisa@ces.org
Phone: Ext 129

Gustavo Rossell
Procurement Manager
Email: gustavo@ces.org
Phone: Ext 117

Elena Salazar
SITE Coordinator
Email: elena@ces.org
Phone: Ext 136

Teresa Salazar
Chief Operations Officer
Email: teresa@ces.org
Phone: Ext 149

Angelina Sandoval
Ancillary Admin Assistant
Email: angelina@ces.org
Phone: Ext 119

Kara Scheib
Purchasing Specialist
Email: kara@ces.org
Phone: Ext 125

Kelley Scheib
Financial Specialist (Payroll)
Email: kelley@ces.org
Phone: Ext 107

Brad Schroeder
IT Manager
Email: brad@ces.org
Phone: Ext 114

Robin Strauser
Chief Financial Officer
Email: robin@ces.org
Phone: Ext 108

Yvonne Tabet
Human Resources Specialist
Email: yvonne@ces.org
Phone: Ext 113

Joe Valencia
Procurement & Contract Specialist
Email: joe@ces.org
Phone: Ext 124

Victoria Webb
Purchasing Specialist
Email: victoria@ces.org
Phone: Ext 147

Valerie Yoakum
Ancillary Admin Assistant
Email: valerie@ces.org
Phone: Ext 111

