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# CES MEMBER NEWSLETTER November 2024

## How to Protect Your Roofs and Building Envelopes This Winter – What Every Facility Manager Needs to Know

Freezing temperatures impact 70-80% of the U.S. The freeze-thaw cycle can wreak havoc on facility structures – not just in the country’s Northern, Eastern and Central regions – but in Southern and Western areas too. Facility managers nationwide can benefit from these ten essential strategies to protect roofs and building envelopes from harsh winter conditions.

### 10 Essential Strategies

1 Understand Roof and Building Envelope Vulnerabilities in Winter. A roof is not engineered to be a static entity; changes in temperature, wind force, the weight of rain and snow, and other factors require it to expand and contract. When unwanted moisture infiltrates building components, freezes, expands, and thaws, it can cause significant damage, such as cracking and spalling of roofing membranes and underlying structural stress. The building envelope can be compromised when sealants and caulking around windows, doors, and joints deteriorate, crack, or pull away from the surfaces they are meant to protect. Roof/wall connections can also have gaps and cracks that let in unwanted outside air. And because masonry can absorb water, the freeze-thaw cycle can cause cracks, flaking, or spalling and impact structural integrity.

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### 2 Inspect Before the Chill Sets In.

Before winter, begin with a thorough visual inspection of roofs for any signs of damage, such as blisters, cracks, or punctures in the roofing material. Next, look for areas where water may pool, as standing water can freeze and cause damage to the roof surface. Inspect flashing around penetrations, such as vents and chimneys, as well as seals around edges, and ensure they are intact and properly adhered. Look for loose fasteners and signs of corrosion, rust, or wear on metal roofs. Don’t forget about building envelope components such as walls, windows, and doors. Inspect them for cracks, gaps, failed caulking or other signs of wear that could lead to energy inefficiency, indoor air quality issues, or water infiltration.

3 Clean and Clear Debris. Remove any debris, such as leaves, branches, or snow that may have accumulated on roof areas. This prevents

water pooling and potential damage. Ensure that gutters, downspouts, and roof drains are free of obstructions to allow for proper water drainage. Blocked drainage systems can cause water to back up and freeze, leading to roof damage.

4 Assess and Improve Insulation. Proper insulation helps maintain energy efficiency and comfort as temperatures fluctuate. Often, moisture is hidden within insulation before leaks appear. Consider professional infrared moisture analysis to obtain a detailed thermal map of how and where hidden moisture is located.

5 Make Necessary Roof Repairs. Address issues found during your inspection. Be sure to check and seal roof seams on built up roofs, replace missing shingles on shingled roofs and address loose or missing screws, fasteners, or metal panels on metal roofs.

6 Address Building Envelope Defects. Repair any damage found during the inspection, such as using caulk or sealant to repair any cracks or gaps in the building envelope, especially around windows and doors, to prevent air leaks and improve energy efficiency. Remember that the roof/wall connection is a commonly overlooked source of unwanted air leakage and moisture intrusion.

7 Check for Moisture and Mold. Look for signs of moisture, mold, or mildew throughout your buildings, including in soffits, ceiling tiles, at roof/wall connections, in crawl spaces, around windows. Don't forget to inspect air ducts, HVAC coils, and around vents as well.

8 Don't Neglect Indoor Air Quality. Ensure your HVAC systems are functioning correctly to maintain proper ventilation and temperature control. The condition of your roofs and building envelopes can directly

impact the efficiency and safety of your HVAC system. It is critical to be aware of the system's condition and components, to perform routine cleaning and do minor repairs.

9 Consider a Protective Coating. Application of a reflective or waterproof coating can protect the roof surface from UV damage, which can make materials brittle and more susceptible to cracking in cold weather. UV damage can shorten the lifespan of built-up roofs by 10-20% if not properly protected or maintained.

10 Parking Garages and Decks Need TLC, too. Inspect the concrete surfaces for cracks, spalling (surface flaking), and other signs of damage, then fill and seal as appropriate. Make sure expansion joints are properly sealed as well. Ensure that all drains are clear of debris and verify that surfaces are sloped properly to direct water toward drains and away from the structure. Waterproof coatings or sealants can protect concrete surfaces against water and de-icing chemicals. Choose de-icing products that are effective yet less corrosive to concrete and steel and avoid using salt or chloride-based products that can accelerate damage.

--Submitted by



## Calendar of Events

- 11/1 All Saints' Day
- 11/2 All Souls' Day
- 11/3 Daylight Saving Time ends (Fall back)
- 11/5 Election Day (General Election)
- 11/6 TAP: Co-Teaching: Supporting ALL Students in the Inclusive Setting
- 11/7 TAP: AUTISM TOOLBOX SERIES: Successful Social Supports - ADOLESCENT
- 11/11 Veterans Day
- 11/12 TAP: Writing High Quality IEP Goals: Meaningful, Data Based, and Measurable
- 11/13 TAP: Unlocking the Power of Artificial Intelligence (AI) for SPED Practices & IEP Planning
- 11/13-15 LESC Interim Meeting
- 11/14 TAP: Planning Inclusive Classrooms with Universal Design for Learning (UDL)
- 11/18-22 LFC Interim Meeting
- 11/19 TAP: Gifted Identification Process: Universal Screening & Referral Systems
- 11/20 TAP: Cultivating Behavior Needs: Self-Regulation Strategies to Support Students with BIG Emotions and Challenging Behaviors
- 11/21 TAP: Defusing Anger and Teaching Alternatives.
- 11/28 Thanksgiving (CES Holiday)
- 11/29 CES Holiday
- 11/29 Presidents' Day (NM)

<i>November</i>						
S	M	T	W	T	F	S
					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	30



Have a joyous Thanksgiving season.

## Procurement News

**1) Contract Expirations:**

**2021-13 General Office, Classroom & Vocational Supplies, Equipment, Furniture** – expired 10/27/2024.

2021-13 was resolicited on 5/20/2024, as two RFPs:

- 2024-27 Office/Classroom/Vocational Products, Services and Related
- 2024-28 Furniture and Related.

\*Current contract holders were notified of the separation and issuance of the new RFPs for their commodities and services.

**2) Contract Extensions:**

None

**3) Name Changes/Change of Ownership:**

None

**4) New Contract Awards**

None

**5) Current & Upcoming Solicitations:**

RFP #	RFP Description	Release	Due	Award
2025-02 New category	<i>Elevator, Escalator, Motorized Walkways</i>	10/11/24	11/8/24 4:00 p.m.	11/25/24
2025-03 New category	<i>Professional Services for Education *a) Career Readiness, b) Grant Writing, c) K-12 Tutoring</i>	10/11/24	11/8/24 4:00 p.m.	11/25/24

## Notes from the Business Office

To provide efficient and responsive service to both members and vendors, CES takes a team-based approach to customer support. This ensures that even if one team member is unavailable, our ability to serve you promptly remains unaffected.

CES teams are dynamic and may shift occasionally due to staff changes or special projects, but here’s the current team structure to help you connect with the right people

### Purchasing Specialist Contact Information for Purchase Orders, Direct Purchase and Member Support

Team 1 Members A through D	Maggie and Victoria - <a href="mailto:Team1@ces.org">Team1@ces.org</a> maggie@ces.org, Ext. 148 victoria@ces.org, Ext. 147
Team 2 Members E through K	Kimberly B. and Anita - <a href="mailto:Team2@ces.org">Team2@ces.org</a> kbuckner@ces.org, Ext 131 anita@ces.org, Ext 110
Team 3 Members L through P	Kara and Kim A. - <a href="mailto:Team3@ces.org">Team3@ces.org</a> kara@ces.org, Ext. 125 kalvarado@ces.org, Ext 137
Team 4 Members Q through Z	Juliena and Bertha - <a href="mailto:Team4@ces.org">Team4@ces.org</a> juliena@ces.org, Ext. 106 bertha@ces.org, Ext. 123
Lead Purchasing Specialist	Monica Myers monica@ces.org, Ext. 134

## Order Corner



CES is deeply committed to ensuring compliance with quotes and purchase orders (POs) for our members. Our goal is to maintain a spotless record, helping members achieve clean audits when they rely on CES contracts.

To support this, we establish clear contractual requirements for our Procurement Partners. While these requirements can sometimes be misunderstood, your understanding and support as a member are essential—and will ultimately benefit you.

One area where we continue to see improvement, though challenges remain, is ensuring that vendors provide correctly formatted quotes with all necessary content.

When ordering construction services under a “Gordian” or “RS Means” contract, it’s important to expect quotes in the proper format. If a vendor submits a “letterhead quote,” processing will be delayed. Our vendors are aware of these requirements, and you can help streamline the process by setting this expectation upfront with them. Together, we can ensure smooth transactions and quicker results.

**SAMPLE GORDIAN QUOTE**

**Job Order Contract**  
**Price Proposal Summary - CSI**

Date: June 27, 2022  
 Contract Number: 2020-11N-G102-56  
 Job Order Number: 220622-2-00  
 Job Order Title:  
 Contractor:  
 Proposal Value: \$431,761.12  
 Proposal Name:  
 Detailed Scope: Will be cleaning surface "existing hot mix", applying seal coat on top of existing surface some striping as well.

<b>Category - 01 - General Requirements:</b>	<b>\$27,537.72</b>
<b>Category - 32 - Exterior Improvements:</b>	<b>\$404,223.40</b>
<b>Proposal Total</b>	<b>\$431,761.12</b>

This proposal total represents the correct total for the proposal. Any discrepancy between line totals, sub-totals and the proposal total is due to rounding of the line totals and sub-totals.

**The Percent of NPP on this Proposal: 0.00%**

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**Job Order Contract**  
**Price Proposal Detail - CSI**

Date: June 27, 2022  
 Contract Number: 2020-11N-G102-56  
 Job Order Number: 220622-2-00  
 Job Order Title:  
 Contractor:  
 Proposal Value: \$431,761.12  
 Proposal Name:  
 Adjustment Factor(s) Used: 1.0000 No Adjustment, 1.2793-ANWH Reg State Wage Rates (Outside Tribal Land) > \$60,000

Req#	CSI Number	Unit	UCM	Description	Quantity	Unit Price	Factor	Total
<b>CSI - 01 - General Requirements</b>								
1	01 22 16 90 0004	EA		New Motor Vehicle Registration Tax - Varies by County				\$27,537.72
				Installation	27,537.72	\$1.000	1.0000	\$27,537.72
<b>Subtotal for CSI - 01 - General Requirements:</b>								<b>\$27,537.72</b>
<b>CSI - 32 - Exterior Improvements</b>								
2	32 01 13 61 0014	SY		100,000 SY, Type 18 Slurry Seal Asphalt Coating, Per County Specs, 20 to 30 lbs/5Y				\$387,685.12
				Installation	18,900.00	\$14.2	1.2793	\$387,685.12
3	32 17 23 10 0066	LF		Single 4" Wide Solid Line, Painted Pavement Striping For Parking Areas				\$16,027.28
				Installation	18,900.00	\$0.85	1.2793	\$16,027.28
<b>Subtotal for CSI - 32 - Exterior Improvements:</b>								<b>\$404,223.40</b>
<b>Proposal Total</b>								<b>\$431,761.12</b>

**SAMPLE JOC-CORE (RS MEANS) QUOTE**

**GORDIAN Job Order Contracting Core**

Price Proposal - Cooperative Educational Services - JOC General Contract 2021

This proposal was prepared exclusively for Cooperative Educational Services

Job Number: 0102  
 Job Name:  
 Contractor:  
 Date Created: 01/13/2022  
 Last Update: 01/13/2022  
 Proposal Value: \$14,850.00

Construction Procurement Category: Year 2022 Quarter 2 - LAB CRUCES, NM

**Summary By Division**

Division	Line Total
01 General Requirements	\$919.61
10 Specifications	\$6,812.52
31 Earthwork	\$2,811.50
32 Exterior Improvements	\$4,706.46

**Non-Priced Items**

Item Name	Division	QTY	Unit Price	Factor	Line Total
Tax	01 General Requirements	1.00000	\$919.61	1.0000	\$919.61
Demolition of Livestock Corral	10 Specifications	72.00000	\$97.50	1.2875	\$8,479.26
Installation of Livestock Corral	10 Specifications	72.00000	\$65.89	1.2875	\$5,928.27

**Detailed Price Proposal**

SI #	Division	Line Item #	Unit	UCM	Description	Line Total
1	General Requirements	Non-Priced	EA	Tax		\$919.61
						<b>\$919.61</b>
						<b>\$919.61</b>
2	Specifications	Non-Priced	EA	Demolition of Livestock Corral		\$8,479.26
						<b>\$8,479.26</b>

CES provides exceptional support for construction projects, especially in areas involving RS Means purchases, where guidance may be needed. Our dedicated support team is available at no cost to help members navigate the complexities of RS Means orders and construction procurement through CES.

If you need assistance or have questions, don't hesitate to reach out—CES is here to help you succeed. For personalized support with RS Means orders or any construction-related procurement, please contact:

**Regions 1, 2, 3, & 4**  
**John King**  
CES Construction Analyst  
[jking@ces.org](mailto:jking@ces.org)  
505.344.5470 x150

**Regions 5, 6, 7, & 8**  
**Thad Phipps**  
CES Construction Analyst  
[thad@ces.org](mailto:thad@ces.org)  
505.344.5470 x154

## Construction Corner

### TRAINING

- CES provides quarterly member and vendor training on CES Job Order Contracting processes. We truly appreciate the time taken by those who have been attending! The better we understand how the process works, and the more opportunities we have for Q&A conversations, the easier the process becomes for all involved.
- New and updated information will be presented in upcoming training courses. Be “in the know!” 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 and sign-in link.
  - **Wednesday, November 13<sup>th</sup>, 2024**

If you have not been receiving the invitation emails for the quarterly trainings, please contact John King or Thad Phipps to request the notifications.

### ASSISTANCE

- **John King**, Construction Analyst  
Serving primarily Northern NM  
Email: [jking@ces.org](mailto:jking@ces.org)  
Phone: 505-344-5470 Ext 150
- **Thad Phipps**, Construction Analyst  
Serving primarily Southern NM  
Email: [thad@ces.org](mailto:thad@ces.org)  
Phone: 505-344-5470 Ext 154

### **Compliance Corner**

**November 2024**

**By Cindy Soo Hoo, TAP Consultant**

### **The IEP: Both a Product and a Process- Tips for Making It a Success! (Part 2 of 3- Conducting the IEP)**

In the first edition of this three-part series, we discussed what steps could be taken prior to conducting an Individualized Education Program (IEP) meeting. These tasks could contribute to a meeting that may run more smoothly, resulting in less opportunities for last-minute surprises. Doing your homework ahead of time can assist you and the other members of the team in conducting a meeting in an environment that is conducive to working together because the meeting is organized, and participants are well prepared.

#### **People:**

The person designated to facilitate the meeting has an important and often challenging task ahead of them. The Merriam-Webster Dictionary defines a facilitator as: *someone or something that helps bring about an outcome by providing indirect assistance, guidance, or supervision*. Contemplating this definition, it is clear this person plays a pivotal role while being unobtrusive. Not

an easy task. Considerations should be given to the following:

- Is this person perceived as neutral to not favor one party or the other? This may be difficult, especially when the facilitator is an employee of the Local Education Agency (LEA). It may be difficult to portray an objective atmosphere while creating a culture of collaboration and trust.
- Is this person able to keep the participants focused and, if needed, bring the participants back together when dialogue goes off track? At times, participants can change the dialogue toward other matters. Bringing the conversation back to the agenda item(s) is crucial in keeping the meeting flowing.
- Is this person able to ensure that everyone has a voice and has the opportunity to share their ideas, opinions and concerns? There are times when someone might dominate the conversation or vice versa; there may be times when someone is hesitant to speak up. Recognizing this allows for all team members to participate in the development of the IEP.
- Are they able to ask clarifying questions or rephrase what is said to be able to get to the heart of what someone is expressing? This is sometimes difficult to do so as not to appear as though you are



challenging the speaker's opinions, possibly resulting in a defensive response.

- Is this person a good problem-solver? Can they think on their feet when situations arise? Are they able to generate different options to address the situation? Sometimes, there are multiple options to consider. This person could help the team members generate and analyze options to find the appropriate solution(s).
- Are they comfortable with high emotions? Sometimes, meetings can be contentious, especially when there is a difference of ideas and opinions. It is important this person can stay calm and continue to direct the meeting while at the same time providing a trusting and comfortable atmosphere for others.

**Process:**

Right from the start, setting a positive tone for the meeting is crucial. This may be difficult, especially when there has been conflict leading up to the meeting. Welcoming everyone, especially the parent(s) and any individuals they may have brought with them can create an environment where people are willing to work together as partners.

Letting everyone know the purpose of the meeting and reminding them of the time

that has been allocated for the meeting gives everyone a framework from which they can gauge their contributions. While a specific amount of time may have been set aside for the meeting, it is important for people to understand that additional

time can be scheduled should the meeting need to be continued at a later date.

Prior to beginning the development of the IEP, the facilitator may wish to obtain the participant's signatures. This may be advantageous should there not be enough time to complete the meeting. It can also be advantageous should the meeting become contentious. Informing members their signature denotes participation in the meeting rather than an agreement of its contents could possibly prevent the refusal to sign. The New Mexico Administrative Code (NMAC) states the following regarding the participant's signatures:

*6.31.2.11(B)(3) Except as provided in 34 CFR Sec. 300.324(a)(4), each IEP shall include the signature and position of each member of the IEP team and other participants in the IEP meeting to document their attendance.*

It is sometimes necessary to define the expectations of the participants when it pertains to their actions in the meeting. Providing and adhering to norms can assist in facilitating a well-run meeting where participants respect one another's opinions. These norms might be posted where everyone can see them and reviewed at each meeting or put at each participant's place setting. Some examples of norms might include:

- Start and end on time.
- Follow the agenda.
- Participate fully.
- Respect other's opinions.
- Maintain confidentiality.



An example of placing norms at the participant's place setting comes in the form of a tent with the norms facing the individual participant and the person's name to be visible on the other side of the tent for the other participants to see. The sheet can be laminated, which would allow for members to write their names and relationships to the student on the designated side. The link below gives an example of what it could look like. You might choose different norms to be displayed.

[https://cooperativeeducation-my.sharepoint.com/personal/csoohoo\\_ces\\_org/Documents/Desktop/Facilitation%20and%20Development%20of%20IEPs/Facilitate%20and%20Develop%202023-2024/Facilitate%20and%20Develop%20February%202024/Effective%20Facilitation%20Skills/Name-Title%20and%20Norms%20Tent.pdf](https://cooperativeeducation-my.sharepoint.com/personal/csoohoo_ces_org/Documents/Desktop/Facilitation%20and%20Development%20of%20IEPs/Facilitate%20and%20Develop%202023-2024/Facilitate%20and%20Develop%20February%202024/Effective%20Facilitation%20Skills/Name-Title%20and%20Norms%20Tent.pdf)

Posting and following an agenda will assist you in keeping your meeting on track. The agenda should follow the components of the IEP to indicate the portion of the meeting that is being addressed. It will assist people in gauging their participation and can assist in budgeting the remaining time that is allocated.

**Problem:**

There are times when a break might need to be taken due to the climate of the room or even stopped when emotions are running too high. Recognizing when a break is needed or when a meeting needs to be ended and rescheduled because consensus cannot be reached is a special

skill. It would be important for the facilitator to maintain a positive attitude in order to encourage the participants to be willing to reconvene the meeting to resolve the issues.

**Conclusion:**

As you can see, facilitating meetings requires specific skills and tasks of the facilitator. Consideration needs to be given to certain characteristics and attributes so the meetings can run as smoothly as possible, even in contentious situations. Meetings that run smoothly help to build and maintain positive relationships among all parties. Members see that everyone is committed to developing a comprehensive and appropriate IEP, resulting in positive student outcomes.

*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.*



**DEAR MS. M**

Gifted Education Questions Answered

**Dear Ms. M,**

**What are some effective ways our school districts provide gifted education supports to empower our secondary gifted education students in New Mexico?**

As students grow in their educational journeys, it is crucial to provide specialized support for gifted and talented individuals. Many school districts across the New Mexico and the United States are adopting innovative strategies to nurture the unique abilities of gifted secondary students. These approaches not only challenge gifted learners, but also enrich their overall educational experience.

One of the key strategies employed by schools is differentiated curriculum and instruction. Teachers are trained to create learning experiences that cater to the diverse needs of all students, including gifted learners. This means providing opportunities for gifted students to engage with material at their own pace and depth. Techniques such as flexible grouping, tiered assignments, and compacted curricula allow gifted students to explore subjects more thoroughly while ensuring that every student has access to the essential

content. My school district is piloting a partnership with ASU Digital Prep Academy that allows the secondary education students to curriculum compact and accelerate.

To further challenge gifted students, many school systems are expanding access to advanced courses. These include honors classes, Advanced Placement (AP) courses, International Baccalaureate (IB) programs, and dual enrollment opportunities. Enrolling in these rigorous classes not only stimulates gifted learners but also allows them to earn college credits while still in high school. These advanced offerings prepare them for future academic success and personal growth. Some districts have developed specialized programs designed specifically for gifted secondary students. These can take the form of magnet schools, STEM-focused academies, or other specialized high schools. Such immersive environments are tailored to foster

intellectual growth and provide gifted students with the chance to learn alongside peers who share their interests and abilities. This peer interaction can enhance their learning experiences and encourage collaborative projects.

Beyond the classroom, school districts are investing in extracurricular activities that complement the academic experience of gifted learners. Opportunities such as academic competition teams, leadership development initiatives, and enrichment clubs allow gifted students to dive deeper into subjects like engineering, entrepreneurship, or creative writing. These activities not only promote academic growth but also help build essential life skills, such as teamwork and problem-solving.

To promote the social-emotional well-being of gifted learners, many schools offer individualized support through gifted education teachers, counselors, and social workers. This support can include counseling services, mentorship programs, and specialized courses focused on managing stress and perfectionism. Recognizing that gifted students may face unique challenges, schools aim to provide a holistic approach to their development.

By implementing these comprehensive strategies, school districts are empowering gifted secondary students to achieve their full potential. Through differentiated learning, advanced coursework, specialized programs, extracurricular enrichment, and individualized support, educators are fostering the next generation of innovators, leaders, and change-makers. Supporting gifted learners ensures that they can thrive academically and personally, paving the way for a brighter future for all.

If you are looking for different ideas and models of gifted education for secondary education students, please check out the following programs across the United States:

1. **Renzulli Academy.** Hartford Public Schools, Connecticut.  
<https://www.hartfordschools.org/o/Renzulli>
2. **Fairfax County Public Schools Gifted & Talented Program.** Fairfax County Public Schools, Virginia.  
<https://www.fcps.edu/academics/academic-overview/advanced-academic-programs>
3. **Talented and Gifted (TAG) Program.** Portland Public Schools, Oregon.  
<https://www.pps.net/TAG>

### **Kate Morris, MEd Gifted Education**

*Kate Morris is CES's Gifted TAP Consultant. She has been in gifted education for 10 years as a gifted educator and gifted instructional coach. She works for Central Consolidated School District in northwest New Mexico serving gifted and talented students in CCSD's Gifted, Talented, and Creative Program.*



### **From Chaos to Calm**

**By Rene Rohrer, M.A.  
LEAP Facilitator & TAP  
Consultant**

[rrohler@ces.org](mailto:rrohler@ces.org)

### **Avoiding Power Struggles**

The classroom is filled with a thousand moving parts. As teachers we deal with

conflicts, decisions, feelings, schedules, expectations, and interactions, all while being responsible for creating a safe, secure, and positive learning environment. It can be difficult to avoid ultimatums or power struggles when we are reactive. One huge way that we can work to bring calm to chaos is to focus on being proactive and preventive.

### **Engagement Over Compliance**

When we can let go of the need for students to “comply” with our demands, our expectations, and our directions and instead we can work to “engage” students in the learning, we can move towards a safe, secure, and positive learning environment. As teachers, we are often told to build relationships, and that that will “fix” the dynamic of a chaotic classroom. Building relationships is the key, but what does building relationships mean and look like? It means building trust. We build trust through consistency, predictability, and by following through and honoring the agreements we make throughout the day. A large part of being able to do those things is to develop a mindset that understands that “control” and “compliance” are not the prize, but instead “connection” and “engagement.” We cannot truly force another human, no matter how tiny they are, to do what they do not want to do. Our job as educators is to enlist engagement, create connections and relevance, and honor voice and agreements.

### **Being Careful in our Communication**

Being aware of and able to manage our own communication is key in creating connections and building trust. We communicate through our body language, our tone, and the words we use. What are

you communicating in the moments that you feel stressed or anxious? What do your posture, your facial expression, or your gestures communicate to your students in moments of chaos and how are you bringing calm as the adult in the room? What tone are you using when you are giving directions or moving students through their day? What is the volume of your voice or how fast are you speaking? What energy are you bringing and what are you saying?

### **Get Curious Not Furious**

It can help to manage our own thoughts, feelings, and actions in situations that could lead to power struggles. One of the best ways to enter those situations with a mindset that allows for calm, allows you to disengage from power struggles, and move forward is to not take the behavior of the student personally or get angry, but instead take a moment, take a breath, and seek to understand what the student is trying to communicate.

This [video](#) from former educator and speaker Brian Mendler is a great and funny reminder of how we can be adults in the room.

### **Strategies to Avoid Power Struggles**

1. **Use Positive Phrasing** – When setting limits or giving redirection, flip the phrasing into a positive frame of what can happen if the demand or task is achieved rather than what will happen if it does not. For example, a teacher can say to a student wandering the room “If you don’t return to your seat, I can’t help you” but what does the student most likely hear? I can’t help you. However, if the teacher

flips that into “I can help you if you return to your seat.” This gives the student the power to make a choice and the accountability for the consequences. This allows the teacher to remove themselves as the dealer of consequences, but instead just delivering the facts. This can take away the ability of anyone to get into a “power struggle” because the power is in the student’s hands and the consequences are just facts, not arbitrary or up for argument.

2. **Use Controlled Choices** - Allow the student to take part in the decision-making process by offering choices limited by you as the teacher. For example, do you want to do math on the whiteboard or this graph paper? Do you want to work on your reading in the beanbag or under your desk? Using controlled choices, that the teacher is comfortable in honoring, gives the student choices, saves face, and does not eliminate the actual demand. It can provide voice, give space, and build trust.
3. **Accept Approximations** – Recognize and reinforce any attempts to engage in the desired behavior or approximations towards that behavior. For example, if the demand is to complete a worksheet, I recognize the student’s effort when they sit at their desk with pencil in hand. How can I recognize and reinforce that effort to shape towards the work completion?

4. **Use a First/Then** – Chunk the desired task into smaller chunks and reinforce completion with access to a reinforcement following a less preferred activity. For example. First complete either number 3 or 7 and then you can have 2 minutes in the teacher chair. This helps make demands manageable and feasible for the student and gives more timely or immediate reinforcement, making it more likely that the task will get done. The teacher can build on this small success and help the student to increase the time spent on tasks, the number of problems completed, or the stamina for an activity.

5. **Reframe the Request** - Put a positive or creative spin on the original demand. For example, beat the clock, make it a game, use declarative language, or scatter tasks around the room to be discovered rather than given as a demand. This [article](#) by PDA Society has great explanations on common strategies to support refusal. This takes the concept of power or control off the table and helps build trust and ownership.

## Resources

- “Using Curiosity as a Way to Defuse Power Struggles.”* Edutopia.  
<https://www.edutopia.org/article/a-voiding-power-struggles-middle-school>
- “Avoiding Power Struggles.”* PBIS World.  
<https://www.pbisworld.com/tier-1/a-void-power-struggles/>

*“5 Ways to Avoid Power Struggles.”*  
*Autism Classroom Resources.*  
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# Teacher Toolbox November 2024

By Margaret Wood, Speech-Language

## Teacher Toolbox



Pathologist and TAP Consultant  
[mwood@ces.org](mailto:mwood@ces.org)



## Handling Holidays: Successful Strategies for Staff and Students

Most of us look forward to the holiday season with excitement and anticipation of sweater weather, timeless traditions, fun with friends and family, and taking a

welcome break from our regular routine. However, the impending holidays and school breaks fill others with dread and anxiety. While some may be experiencing grief from previous holiday trauma, such as the death of a loved one or financial stressors with impending gift-giving, others may be dreading this time of year for very different reasons.

Many individuals thrive on structure and routine, such as those with autism spectrum disorders (ASD). If you have spent any amount of time in a school setting during this time of year, you know that the weeks leading up to school breaks are filled with chaos and many disruptions to the daily routine. Keep in mind, this is also true in your students' homes. Many families' routines are also different this time of year, as they try to navigate holiday parties and other special events, which may be fun for some siblings and stress-inducing for others. Some parents may schedule their family vacations around these weeks, while other families stay closer to home and try to stay as close to routine as possible. The combination of these school and home changes tend to kick schedules to the curb, which invokes excitement for some and extreme stress for others.

For a person with autism, routine and consistency are key. However, this can be difficult to uphold when a natural breakdown of routine and structure occurs in the month leading up to winter break. School days are frequently filled with holiday projects, performances, and parties. Some of which are planned, while

others are (not always pleasant) "surprises," which increases anxiety for students who thrive on following the same routine. We tend to rush around frantically, trying to squeeze in the necessary curriculum among the fun, yet frenzied, festivities, leading us to "hurry" our students to finish faster, frequently triggering the "fight, flight, freeze" center of students with ASD or other challenges.

In addition, these students often experience moments of sensory over stimulation during this time, in response to what some of us consider enjoyable sounds, such as holiday music blaring, bells ringing, and students singing, shouting, and laughing.

Since anxiety is the root of challenging behaviors, heeding the adage "an ounce of prevention is worth more than a pound of cure," is an appropriate reminder to prepare for the upcoming harried holiday happenings and school breaks accordingly. The hustle and bustle may be a natural part of the holidays, but individuals with ASD tend to perceive crowds differently than others. Keep in mind how your student has handled being in crowded and noisy settings in the past (e.g., the cafeteria, school assemblies, field trips, etc.). Planning, communication, and routine are the cornerstones, which can help us plan ahead and minimize disruptions.

It is important to ask yourself:

- What is usually the first sign that they are experiencing sensory overload?



- How will I manage a meltdown or shutdown if one occurs?

### 1. Choose Events Wisely

- Remember that all students do not have to participate in every activity to enjoy this season.
- Attending and watching from a distance is sometimes more comfortable and enjoyable for some students. Avoid cajoling or coercing a student to participate against their will.
- Consider attending events that may be engaging but not overwhelming, paying specific attention to the following:
  - Number and proximity of people/the crowd in a given location.
  - Noise level, temperature, length, and complexity of the activity
  - When necessary, avoid specific locations and events that aren't worth the risk of distressing your student if you are aware of any specific sensory aversions or phobias (e.g., fingerpainting, tasting new foods, or meeting/interacting with "Santa").

### 2. Visual Schedules

- Attempt to maintain as many routines as possible (e.g., start of

the school day, order of curriculum, snack/lunch, end of day, etc.).

- Continue to use the current visual schedule format that the student is already familiar with (e.g., removable Velcro daily schedule, first/then, checklist, or close the flap).
- Point out new activities in the schedule to your student the week and/or day before and throughout the day the activity before the activity will occur.
- Prepare a "Change of plans" or "Something different" icon for unexpected moments (e.g., assembly is cancelled, a special holiday snack is shared by classmates, inclement weather results in indoor recess, etc.).
- Create a "new routine" Task Analysis schedule, to break down the steps of a new task into smaller chunks to provide clear directions.

### 3. Sooth Sensory Systems

- Provide calming sensory items for students who might become overwhelmed by the new experiences they encounter in the schedule, such as:
- Hand fidgets, stress balls, bubbles, etc. that may provide soothing distraction during moments of sensory overload.
- Noise-canceling headphones to muffle the excessive crowd noise.
- A festive brimmed hat or pair of shades can help to cut the glare of bright or blinking lights while

helping the student feel like a part of the celebrations.

- 

**Winter Break**

We have school on most Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays. Those days are called weekdays.	week
Sometimes the schedule changes and we do not go to school, like on a weekend or when there is a holiday.	chan
We do not have school during Winter Break. Some people celebrate Christmas or other holidays, like Kwanza or Hanukkah, during Winter Break.	no sch
We can know that we do not go to school during Winter Break by looking at the calendar.	sch
We do not have school on the days that say "no school."	no sch
We will go back to school after break. We can look at the calendar to see what day we go back to school.	sch
Our teachers and friends will be happy to see us again!	frien

Riddle, Kristi.

<https://www.pinterest.com/pin/social-narratives--481955597597898194/>

- Have an exit strategy. Know the quickest ways to the exit and away from the crowds in case your student cannot tolerate the situation.
- Keep the student's favorite snack on hand for moments when new foods are introduced, and food options are completely unfamiliar. Some students become stressed due to texture and taste aversions, so we need to model flexibility by not insisting that they "just try it" during a class cooking activity or a holiday potluck party.

#### 4. Support Social Situations

- Create social stories to familiarize your student with who and what to expect during an unfamiliar or infrequently occurring activity (e.g., school assemblies/performances, snow days, and the upcoming days off from school).



<https://28nineteen.com/disciples-must-dare-to-be-different/>

- A social story is a short story with pictures and simple text, which helps a student understand and prepare for a particular social situation.
- When possible, allow students to create the story together as a class, so everyone will benefit. Write the story in first person, from the students' perspectives.
- Print, read together daily, and send home for students to read again at home independently and/or with parents to prepare them for the upcoming activities and changes.
- Consider attending the next CES-TAP live virtual complimentary workshop *Autism Toolbox Series: School Social Supports* on Thursday November 7, 2024, for many more helpful tools to increase your students' social and communication functioning. See below for details!

In closing, to foster flexible thinking in our students, we must ourselves learn and model flexibility:

- ✓ Take a deep breath.
- ✓ Remind yourself that some things are outside of your control.
- ✓ Change your plan when needed.
- ✓ Accept the change with a happy heart.

No matter how dedicated we are to ensuring this season goes smoothly, there will be difficult moments. Acceptance of that fact is the first step to navigating the obstacles and handling the holidays. Not every moment is going to be picture-perfect and there are sure to be some bumps in the road. When the going gets tough, remember to think flexibly and

apply these evidence-based tools from your *Autism Toolbox* to avoid meltdowns and mayhem (for both students AND staff)! Implementing the above strategies will foster calm composure for students

**Resources and References:**

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## CES NEW EMPLOYEES



Passionate about education, Michelle Padilla has dedicated her life to ensure ALL students receive the best educational experiences possible. She recently retired from Bernalillo Public schools, where she held many roles including teacher, instructional coach and Curriculum and Instruction Director. She enjoys working with highly educated leaders. She has a wonderful husband and three amazing children. CES LEAP welcomes Michelle as a LEAP Coach.



Lauren Butcher has experience working with teachers in dual-language settings and STEM classrooms. She currently works as an education project manager at Explora, faculty at CNM, and Project GLAD trainer with Dual Language Education of New Mexico. CES LEAP welcomes Lauren as a LEAP Coach.

# JOB OPPORTUNITIES AT CES

## Ancillary Openings:

- Adaptive Physical Educator – Region 4
- Audiologist – Region 2
- Behavior Management Specialist – Region 4
- Certified Occupational Therapist Assistant – Regions 1, 4
- Certified Orientation Mobility Specialist – Region 4
- Certified Orientation Mobility Specialist/TVI – Region 4
- Diagnostician (bilingual) – Region 2
- Occupational Therapist – Regions 2, 3, 4
- Physical Therapist – Regions 1, 2, 3, 4, 8
- Recreational Therapist – Region 4
- Registered Nurse – Region 4
- School Psychologist – Regions 4, 7
- Social Worker – Regions 1, 2, 4, 7
- Speech/Language Pathologist – Regions 1, 2, 3, 4, 7

## Other CES Openings:

- Professional Services Staff
- Purchasing Specialist



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

## Bulletin Board

### 2024 NMSBA Annual Convention

December 12-14, 2024

Embassy Suites Hotel, Albuquerque, NM



The New Mexico School Boards Association will conduct its 2024 Annual Convention December 12-14, 2024. The Convention begins Thursday afternoon, December 12 with Newly Elected Training as well as Veteran Board Member Training and our Board of Directors Meeting. On Friday morning, December 13 attendees will listen to several informative keynote speakers; attend the Annual Recognition Awards Luncheon and participate in the Annual Delegate Assembly to adopt legislative priorities and elect state officers. The Convention will continue on Saturday, December 14 with several breakout sessions on important school governance and public education topics.

For those interested in exhibitor or sponsorship opportunities, please contact Carolyn Mole, Finance Director. For those interested in presenting information or workshops please contact Lorraine Vigil, Program Director. [www.nmsba.org](http://www.nmsba.org)

## CES CONTACTS

Mohamed Al-Hussaini  
Procurement & Contract  
Specialist  
Email: [mohamed@ces.org](mailto:mohamed@ces.org)  
Phone: Ext 128

Kim Alvarado  
Purchasing Specialist  
Email: [kalvarado@ces.org](mailto:kalvarado@ces.org)  
Phone: Ext 137

Jim Barentine  
Southern Services Manager, Media  
Email: [jim@ces.org](mailto:jim@ces.org)  
Phone: 575.646.5965

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

Mathew Bayhan  
IT Specialist  
Email: [mathew@ces.org](mailto:mathew@ces.org)  
Phone: Ext 152

Paul Benoit  
Northern Services Manager, REAP  
Email: [paul@ces.org](mailto:paul@ces.org)  
Phone: 575.562.2922

Kimberly Buckner  
Purchasing Specialist  
Email: [kbuckner@ces.org](mailto:kbuckner@ces.org)  
Phone: Ext 131

David Chavez  
Executive Director  
Email: [dchavez@ces.org](mailto:dchavez@ces.org)  
Phone: Ext 109

Juliena DeVizio  
Purchasing Specialist  
Email: [juliena@ces.org](mailto:juliena@ces.org)  
Phone: Ext 106

Katie Effert  
Executive Admin Assistant  
Email: [katie@ces.org](mailto:katie@ces.org)  
Phone: Ext 127

Alexis Esslinger  
LEAP Director  
Email: [alexis@ces.org](mailto:alexis@ces.org)  
Phone: Ext 139

Maggie Furlano  
Purchasing Specialist  
Email: [maggie@ces.org](mailto:maggie@ces.org)  
Phone: Ext. 148

Ilene Gallegos  
Finance Specialist (AR)  
Email: [ilene@ces.org](mailto:ilene@ces.org)  
Phone: Ext 122

LeAnne Gandy  
Leadership Development Program  
Director  
Email: [leanne@ces.org](mailto:leanne@ces.org)  
Phone: 575-704-9904

Loretta Garcia  
TAP Director  
Email: [lgarcia@ces.org](mailto:lgarcia@ces.org)  
Phone: 505.985.8454

Abigail Hansen  
Business Office Admin  
Assistant  
Email: [abigail@ces.org](mailto:abigail@ces.org)  
Phone: Ext 145

Norma Henderson  
Finance Manager  
Email: [norma@ces.org](mailto:norma@ces.org)  
Phone: Ext 104

John King  
Construction Analyst (N)  
Email: [jking@ces.org](mailto:jking@ces.org)  
Phone: Ext 150

Delores Lujan  
LEAP Admin Assistant  
Email: [delores@ces.org](mailto:delores@ces.org)  
Phone: Ext 144

Margaret Mikelson  
Finance Specialist  
Email: [margaret@ces.org](mailto:margaret@ces.org)  
Phone: Ext 126

Monica Myers  
Lead Purchasing Specialist  
Email: [monica@ces.org](mailto:monica@ces.org)  
Phone: Ext 134

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

Thad Phipps  
Construction Analyst (S)  
Email: [thad@ces.org](mailto:thad@ces.org)  
Phone: Ext 154

Lianne Pierce  
Director of Ancillary Services  
Email: [lianne@ces.org](mailto:lianne@ces.org)  
Phone: Ext 103

Jeanne Rayburn  
Office Assistant/Receptionist  
Email: [jeanne@ces.org](mailto:jeanne@ces.org)  
Phone: Ext 101

Lisa Romo  
Procurement & Contract  
Specialist  
Email: [lisa@ces.org](mailto:lisa@ces.org)  
Phone: Ext 129

Gustavo Rossell  
Procurement Director  
Email: [gustavo@ces.org](mailto:gustavo@ces.org)  
Phone: Ext 117

Kim Mizell  
SITE Director  
Email: [kmizell@ces.org](mailto:kmizell@ces.org)  
Phone: Ext 136

Teresa Salazar  
Chief Operations Officer  
Email: [teresa@ces.org](mailto:teresa@ces.org)  
Phone: Ext 149

Angelina Sandoval  
Ancillary Admin Assistant  
Email: [angelina@ces.org](mailto:angelina@ces.org)  
Phone: Ext 119

Kara Scheib  
Purchasing Specialist  
Email: [kara@ces.org](mailto:kara@ces.org)  
Phone: Ext 125

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

Brad Schroeder  
IT Director  
Email: [brad@ces.org](mailto:brad@ces.org)  
Phone: Ext 114

Robin Strauser  
Chief Financial Officer  
Email: [robin@ces.org](mailto:robin@ces.org)  
Phone: Ext 108

Tara Summers  
Leadership Admin Assistant,  
Media Assistant  
Email: [tara@ces.org](mailto:tara@ces.org)  
Phone:

Yvonne Tabet  
Human Resources Specialist  
Email: [yvonne@ces.org](mailto:yvonne@ces.org)  
Phone: Ext 113

Angela Valadez  
Procurement Admin Assistant  
Email: [avaladez@ces.org](mailto:avaladez@ces.org)  
Phone: Ext 116

Anita Valencia  
Purchasing Specialist  
Email: [anita@ces.org](mailto:anita@ces.org)  
Phone: Ext 110

Joe Valencia  
Procurement & Contract  
Specialist  
Email: [joe@ces.org](mailto:joe@ces.org)  
Phone: Ext 124

Victoria Webb  
Purchasing Specialist  
Email: [victoria@ces.org](mailto:victoria@ces.org)  
Phone: Ext 147

Valerie Yoakum  
Ancillary Admin Assistant  
Email: [valerie@ces.org](mailto:valerie@ces.org)  
Phone: Ext 111