

CES NEWSLETTER

September 2022



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Feature Article

Give Students the Experience of Making a Difference

The attraction and promise of social and emotional learning (SEL) are that it's a unifying concept for coordinating school, family, and community partnerships for drug and violence prevention, positive youth development, health promotion, character education, and service-learning. If you think about effective SEL programming, the goal is to make sure that it is integrated explicitly with academic instruction, coordinated with health promotion efforts and also connected to citizenship efforts. The goal of education is to educate knowledgeable, responsible, respectful, healthy, and caring students.

Superintendents provide four Cs to make social and emotional learning happen: fostering commitment at all levels, coherent coordination in planning and implementation, capacity to support quality programming, and continuity from year to year to ensure institutionalization.

We live in an atmosphere that is often too focused on accountability and testing. In education, we need to enlarge our thinking and

actions, not just for the future of our children, but the future of our nation. I want to make three points. First, children learn as much, if not more, from the climate and culture of the school as they do from academics. Second, we have to think about social and emotional learning as one of the core elements of the curriculum. We need to think about scope and sequence for social and emotional learning in the same way that we provide for them in basic academic programs. There is no difference between the kind of program that we should provide in math, science, social studies, or English and what we do in SEL. And third, it takes time. We believe that the most effective means of creating safe, secure, and drug-free schools for students and adults is through the integration of challenging academics with a commitment to a nurturing, caring, and civil community. The most effective schools can give young people a sense of meaning in their own lives, a sense of connection to others, an appreciation for diversity, and the ability to resolve differences. Schools can also give students the experience of making a difference to others in the world around them.

There are many pieces to the social-emotional learning puzzle. It encompasses service-learning, citizenship, character education, and performance and prevention programs. These are the values upon which our nation's schools were founded. These are the values that were



important several hundred years ago and continue to be important today. In

looking at reform and accountability, we need to remember that, in rethinking what students learn, and at what level, we also need to rethink how they learn. I believe that education works best when students are able to see a larger purpose to their actions, when they realize that what they are learning in school can be utilized to solve real problems and help others. Students gain great confidence when they see that their knowledge can have a direct and positive impact on their community and their nation.

It's so important for children to be in a safe learning environment where social and emotional needs are met - not just for children, but for all who participate in that learning environment. That includes everyone who works in or with schools. I realized from my own research and the research that others had done that there are three common themes of why people act in moral ways and take moral action in the larger environment. (1) A connected sense of self. When someone feels a deep connection to another, or just simply a connection to someone else's suffering, the kind of response we have when we hear about an earthquake in a different country, or our response to 9/11 and the pain that we knew others were experiencing. It could be environmental as well, knowing that species are dying and feeling in some way the devastation that is occurring in our environment. (2) A moral identity. This is a deep moral commitment to a code of ethics and values that are important. (3) A larger sense of meaning. One of the motivators of action is a sense that you are trying to do something larger than yourself. This is a sense, sometimes religious and sometimes secular, that you want to leave the world a little better than the way you found it. In terms of fostering a connected sense of self, we focus on the teaching of empathy and social skills. To develop a moral identity, we focus on ethics. To develop a larger sense of meaning, we focus on service. To create a caring, ethical, and engaged community means to convert what we know

about why people take action into the kinds of programs that we can provide in schools.

We know that allowing children to become sensitive observers of the feeling states of others is a critical skill in helping them develop empathy. We also have to help them understand the causes of those feelings and learn appropriate ways to respond to others' feelings and to resolve differences. First, we teach cooperation through structured activities. Second, we teach empathy through new programs. Third, we develop social values through a range of ethics-based literature that we've including in our curriculum. Fourth, we're trying to create a sense of community in the classroom. And finally, we're teaching children about helping skills through community service-learning activities.

Though these are the programs that we have selected to use, there are a whole variety of excellent programs available to schools.

There's little evidence to show that moralizing to children or giving them direct instruction in moral principles has much impact. What seems to work best is considered dialogue about moral dilemmas, practicing situations of moral conflict, and role modeling by adults. How we've transformed that into practice is by integrating social literature and dialogue about ethical dilemmas into every grade level.

Students walk away with the understanding that you are either part of the problem or part of the solution, but you can't sit on the fence. In terms of role modeling by adults, it means that we need to focus on our behavior, on how we project ourselves. We can provide strong role models while practicing situations of moral conflict or through participating in the social action of service-learning. Again, it is crucial to take service-learning to another level by having structured reflection time that includes raising ethical questions about the implications of the service experiences. And finally, it is important to have student involvement in decision making. When students become involved in decisions, they can see the ethical



dilemmas that we all face and begin to struggle with those dilemmas.

Community service learning is a teaching methodology that seeks to engage students in active civic participation through thoughtfully organized service experiences. What we've tried to do is integrate community service-learning into all classes and grade levels in a way that enhances the effectiveness of the instructional program, so it isn't just community service. It is really service learning that is tied deeply to the curriculum. We do this in a way that provides students with service-learning experiences marked by continuity, depth, and meaningfulness. We focus on empathy, ethics, and service.

We're taking the bold step of creating a democratic high school in which small groups of students, facilitated by students, will have regular opportunities to discuss school-related issues. And finally, students at every level are engaged in service-learning.

Service-learning is a wonderful means for helping students learn to solve real-world problems and gain needed academic skills at the same time. Our service-learning projects are tied to the curriculum as well as to the community and let students apply their skills as they are being learned. Students should not have to wait until they graduate to apply the knowledge gained in school. This kind of engagement creates a much more successful

learner, allowing students to simultaneously improve self-concept and academic achievement.

Teachers are expected to look for the teachable moment and impart character education through literature, history, and other discussions. We strive to provide an environment where children can have an appreciation for each other's culture and feel comfortable with their differences. The behavioral health professionals regularly sit in on classes, observing children and helping them to learn. They work with families and help to find appropriate school and community

resources to support them. They suggest strategies to teachers for more effectively helping students.

Once you have consistent rules, it is important to empower teachers to be effective classroom managers who are confident about and capable of enforcing rules. The result is that we're seeing fewer suspensions and expulsions, and administrators can deal with truly serious issues, rather than having their time taken up by meeting with students who forgot their homework or talk back to a teacher. We realized the importance of looking at the whole child and surrounding every child with an effective support system. We knew that we had to address these issues at the youngest possible age so that the problems don't get worse as children get older. We became committed to teaching conflict resolution skills to kids so that they could address problems effectively.

Leadership is an especially important concept in not only the beginnings of a program, but in sustaining it. Change is a great challenge for leaders, and it's also important to have the orientation and training of the entire learning community. Updates to the board of education are particularly important because, without a strong and supportive board, you are not likely to get the program underway. Resiliency is the mark of a good leader, and a good leader is not captivated by the negative situation. When conducting interviews with prospective teachers and administrators, we look for people who have knowledge of and experience with social and emotional learning. We ask them questions about this topic and are able to hire them to be part of the team. It's a team effort that helps to achieve this. It's also helpful to have collaboration with teacher preparation programs. It's imperative that teachers come to you with some sort of knowledge about social and emotional learning so that you can then build upon that knowledge in your professional development plans. We as educators are obligated to seek new opportunities to improve education and be innovative. Further, in our quest for accountability, let us not lose sight of the fact



we are responsible for teaching the whole child: mind, body, and heart.

High academic performance and social and emotional learning are very much connected, and only when we integrate them are we truly preparing students for this 21st century and our global society. Schools with high student achievement and morale create a culture of excellence. Be sure to use data to attract and support interest in social and emotional learning; there's lots of it, and it's exciting to discover. There's wonderful data in service-learning as well as character education. Keep your community informed and supportive. People overwhelmingly endorse social and emotional learning once they know about it. You must own a vision of what is possible and be able to articulate that vision with great intensity. There has to be so much intensity that all those who hear it will own it as well.

We distributed a survey to 625 new teachers in California to find out about their priorities for training. Academic teaching - teaching content in subjects such as math and English - was fifteenth on the list. The top concern was classroom management - how to create a safe, productive, and respectful classroom environment. The second most prominent concern was what teachers could do to help kids when there is a problem. Professional development can't be stressed enough. We need to make sure that we can give teachers evidence-based research that addresses the social and emotional learning needs of students. Teachers need to understand that SEL does not conflict with their need to reach standards and improve test scores. In fact, by paying attention to issues such as mental health, bullying, and conflict resolution, teachers will also help their students to raise test scores.

Classroom teachers frequently feel that they're out of the loop. Often, we use a train-the-trainer model, and the needed messages get diluted by the time they reach the classroom teacher. The teacher is our first line of defense. The first person who sees every single child in crisis or showing some kind of

warning sign is the teacher. So, we need to take some time as a group to find ways to get to the classroom teachers and make sure that professional development addresses their needs. What I have found out from my experience is a lot of this is about relationship issues; a lot of this is about helping students to assume increasingly responsible, respected roles in the adult society around them. A lot of this is how we help secondary victims of the violence; and a lot of this is about educational leadership and the kinds of skills that educational leaders need to be effective in today's world. We need to find educational leaders who give top-down support for bottom-up reclamation. Our education leaders are no longer managers of a facility. They have to be good listeners, role models, and team players. They must be facilitators of

learning who can address the needs of their particular site. They must make certain that the school is safe and inviting at all times, including at night and on weekends when many activities happen. We have to have a safety net developed across our schools and district so that we can continue to find ways to protect our most valuable resource, our children.

By Megan Wilson

Article Source:

https://EzineArticles.com/expert/Megan_Wilson/2827789



Order Corner

As of August 1st, ALL Direct and Traditional Purchase Orders are uploaded via the appropriate linked button in the CES Bluebook. Sometimes, miscommunication between the browser software and the Bluebook software introduces an "I don't recognize you" error during login. To avoid that error:

1. Always start from a fresh (unused) browser tab.
2. Go to www.ces.org.
3. Click on 'Bluebook' link at top right.
4. Login.

If you do this EVERY time you need to login, you should not encounter the error.

Multiple Bluebook/PO trainings were held via Zoom, but you may not have had an opportunity to attend. A six-minute video demonstrating the process is available for viewing at <https://youtu.be/gGmtH0dlrZc>.

With any additional questions you may have about the process, feel free to contact your CES Regional Manager, Paul Benoit or Jim Barentine. (Contacts are on the last page of the newsletter).



Procurement News

- 1) Contract Expirations: None
- 2) Contract Renewals: None
- 3) Name Changes/Change of Ownership: None
- 4) New Contract Awards:

RFP	Awardee	Contract #
2022-10 Heavy Equipment	Sierra Machinery, Inc. 4 Rivers Equipment LLC DVL Group, Inc. Wagner Equipment Co.	2022-10-C101-678 2022-10-C102-ALL 2022-10-C103-ALL 2022-10-C104-ALL
2022-16: Technology Services	AT&T HOLMANS USA Dry Fly Enterprises dba NUBE Advanced Network Management, Inc Spectrum Imaging Technologies, Inc 22nd Century Technologies, Inc.	2022-16-C111-ALL 2022-16-C112-ALL 2022-16-C113-ALL 2022-16-C114-ALL 2022-16-C115-ALL 2022-16-C116-ALL
2022-18: Doors, Locks, Operable Walls, Keys, Locksets, Access Control Systems Lot 1: Commercial Entry Doors and Frames – Wood, Steel, Acrylic Modified Polyester, Integrated Door Systems, Accordion Doors/Operable Walls	Security Hardware Solutions, LLC DH Pace Company, Inc. dba Overhead Door Company of Albuquerque, Santa Fe, and Four Corners	2022-18-C111-ALL 2022-18-C112-ALL
2022-18: Doors, Locks, Operable Walls, Keys, Locksets, Access Control Systems Lot 2: Door Locks, Keys, Locksets, Access Control Systems	DH Pace Company, Inc. dba Overhead Door Company of Albuquerque, Santa Fe, and Four Corners Conti Energy Control LLC Security Hardware Solutions, LLC	2022-18-C121-ALL 2022-18-C122-ALL 2022-18-C123-ALL
2022-19: Energy Consulting; Facility Upgrades Lot 1: Energy Consulting, Assessments, Audits and Energy Studies	Mountain Vector Energy LLC Conti Energy Control	2022-19-C111-ALL 2022-19-C112-ALL
2022-19: Energy Consulting; Facility Upgrades Lot 2: Facility, Building, System Replacements, Upgrades & Retrofits	Conti Energy Control	2022-19-C211-ALL



5) Current & Upcoming Solicitations:

RFP #	RFP Description	Release	Due	Award
2023-01	<i>Design Professional (A/E)</i>	07/18/22	08/19/22	09/08/22
2023-03	<i>Job Order Contracting (JOC) Landscaping, Fencing</i>	8/29	9/30	12/12/22
2023-04	<i>Job Order Contracting (JOC) Mech./Elec./Plumbing (MEP)</i>	8/29	9/30	12/12/22
2023-05	<i>Job Order Contracting (JOC) General Constructing</i>	8/29	9/30	12/12/22
2023-06	<i>Job Order Contracting (JOC) Painting & Stucco</i>	8/29	9/30	12/12/22
2023-07	<i>Job Order Contracting (JOC) Roofing</i>	8/29	9/30	12/12/22
2023-08	<i>Job Order Contracting (JOC) Paving + Site Work</i>	8/29	9/30	12/12/22
2023-09 A&B	<i>AEPA BID 023 023-A Maintenance, Repair, And Operations; 023-B Custodial Supplies and Equipment; 023-C Office Catalog; 023-D School & Instructional Supplies; and 023-G Athletic Equipment & Supplies AEPA RFP 023 023-E Technology Buyback and 023-F Audio Visual Integration</i>	8/3	9/13	TBD
2023-10	<i>Professional Development & Specialized Training</i>	8/15	9/9	TBD



Calendar of Events

- 9/1 TAP: Managing Behaviors for Student Success
- 9/2 VJ Day, WWII
- 9/2 TAP: Resilience and Healing in Our Schools: Trauma Informed Social Emotional Learning
- 9/5 Labor Day
- 9/7 CES Region V Meeting - Tucumcari
- 9/8 International Literacy Day
- 9/9 TAP: Compliance Reliance: A Review of Rules, Regulations and Processes Regarding Special Education
- 9/11 Patriot Day
- 9/12 CES Region VI Meeting - Artesia
- 9/13 TAP: Writing Functional Behavior Assessments & Behavior Intervention Plans
- 9/14 TAP: Dyslexia Screeners: Why They are Important and How to Make Them Work For You
- 9/14 NMSBA Fall Region II Meeting - Chama
- 9/15 First Day of National Hispanic Heritage Month
- 9/16 TAP: Data Collection for Behavior Solutions
- 9/17 U.S. Citizenship Day
- 9/17 U.S. Constitution Day
- 9/17 NM NBCT Network Annual Conference for Excellence in Teaching
- 9/18 U.S. Air Force Birthday
- 9/19 CES Regions VII & VIII Meeting – Las Cruces
- 9/19 TAP: The Framework for Increasing Learning Behaviors and Decreasing Challenging Behaviors
- 9/20 NMSBA Fall Region V Meeting - Logan
- 9/21 TAP: Section 504
- 9/22 Autumn Equinox
- 9/22-25 NMML – NM Fire Service Conference
- 9/23 TAP: ASD Toolbox Series: Educating Students with Autism Spectrum Disorders – The Basics & Beyond
- 9/26 NMSBA Fall Region VI Meeting – Lake Arthur
- 9/26-30 NMML – New & Future Police Chief Training
- 9/27 NMSBA Fall Region VIII Meeting - Lordsburg
- 9/28-30 NMASBO Fall Conference
- 9/29&30 TAP: Facilitating and Developing Compliant IEPs

SEPTEMBER 2022

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



Avoid a Serious Gaffe by Developing a Comprehensive PLAAFP

September 2022

By Cindy Soo Hoo, TAP Consultant

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Federal regulations and State rule require several components in an IEP, one of which is the Present Levels of Academic Achievement and Functional Performance (PLAAFP) of the child.

The Individuals with Disabilities Education Act (IDEA) provides a definition for an Individualized Education Program (IEP) and determines what must be addressed. Among other components, the following must be included:

34 CFR §300.320 (a)(1) A statement of the child's present levels of academic achievement and functional performance, including-

- (i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or*
- (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;*

The PLAAFP (also known as Present Levels or Present Levels of Performance) should include information that is current, relevant, specific,

objective, and measurable. (*Technical Assistance Manual: Developing Quality IEPs, pg. 36, NM PED, October 2011*)

Information that is current would include recent data that pertains to the child's current performance. This could involve any assessments, evaluations, observations, unit tests, attendance, etc. Information that is relevant relates to the scope and sequence of the curriculum and what the student is expected to learn based on his/her grade level. Specific refers to information that is as precise as can be and allows the parent or educator the ability to determine the child's strengths as well as areas of growth. Information that is objective is free from bias and is based on multiple sources. These can include formal observations, work samples, input from providers and/or parents, etc. Measurable documentation could include evaluations, formal assessments, curriculum-based assessments, test scores and any other data that can be quantified. All data would include academic areas such as reading, written language and/or math as well as functional areas such as percentage of times homework assignments are turned in, the level of participation during class time or the number of absences a student has accumulated.

Regardless of what is being measured, data should come from a variety of sources, as appropriate, and be available to the IEP Team in such a way as to allow members to develop an IEP so the child may be involved in and make progress in the general education curriculum.

(34 CFR §300.320(a)(2)(i) This information determines the unique needs of the child, what services the child requires to address those



needs and what the child is expected to accomplish as a result of those services. Without quantifiable data, the IEP Team would have a difficult time determining the goals the student should be working toward as well as the services he/she needs.

The New Mexico Public Education Department (NM PED) provides the following guidance to reiterate the provisions in IDEA:

“To record the Present Levels, the IEP team should develop statements that give a specific account of the student’s skills, knowledge, behaviors, or other areas that are to be addressed in the IEP. The Present Levels should also indicate problems that interfere with the student’s education and detail the needs of the student so that all participants (including any outside service providers) have an accurate picture of the student.” (Technical Assistance Manual: Developing Quality IEPs, pg. 36, NM PED, October 2011)

Including progress regarding previous IEP goals and identifying supports that have proved successful allows the IEP Team to examine how the student has progressed and determine if those goals and supports should continue. It permits implementors of the IEP to continue those strategies and supports that are likely going to allow the student to continue benefitting from his/her services.

Additionally, IDEA 34 CFR §300.324(a) states: In developing each child’s IEP, the IEP Team must consider-

- (i) The strengths of the child.*
- (ii) The concerns of the parents for enhancing the education of their child;*
- (iii) The results of the initial or most recent evaluation of the child; and*

- (iv) The academic, developmental, and functional needs of the child.*

With the above information in mind, let’s examine two distinct present levels of academic achievement and functional performance for a student in fifth grade:

Jackie is reading at below grade level. Her most recent curriculum-based measurement testing showed that she is reading 108 words per minute. Jackie scored a 32 on the Developmental Reading Assessment. Her Lexile level is 550.

The above PLAAFP is very vague. The reader would not know the grade level at which Jackie is currently reading nor would one necessarily know if reading 108 words per minute was on target for her grade level. In addition, one would not necessarily know if 32 on the DRA and a Lexile score of 550 are on target for her grade level as well.

Conversely, let’s examine a more concise PLAAFP:

Jackie has made progress since her latest IEP using knowledge of phonetic patterns to decode words. She recognizes words with short vowels in consonant-vowel-consonant words such as “pit” and “top” with 80 percent accuracy. She sometimes struggles to decode words containing consonant blends with short vowels such as “stop” and words with r-controlled vowels, such as “farm” (she has 60 percent accuracy). Her most recent curriculum-based measurement testing showed she reads 108 words per minute, which is at the 60th percentile on local norms. She scored a 32 on the Developmental Reading Assessment, which places her at the third-grade level.



Her Lexile level was 550, a grade level of 3.0.

In the above PLAAFP, members of the IEP Team have available to them her areas of strength (recognizing short vowel c-v-c words) but also areas to be addressed (words with consonant blends with short vowels). The IEP Team also has information as to how she compares with her classmates in terms of grade-level expectations. In addition, members have information as to the strategies that have been proven effective (using knowledge of phonetic patterns). The IEP Team would be in a better position to develop appropriate goals and determine the appropriate services for Jackie.

In conclusion, providing a concise PLAAFP provides the IEP Team with a baseline, not only for initial IEPs but for every subsequent IEP thereafter, allowing the IEP Team members to determine appropriate goals and ways in which to monitor progress. This, in turn, allows members to consider the unique needs of a student, resulting in a more likelihood of the student progressing. Anything short of a concise PLAAFP could result in the student being denied a Free Appropriate Public Education (FAPE).

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 school or district.

**PLAAFP =
Present Levels of Academic
Achievement and Functional
Performance**



Job Opportunities

Ancillary Positions Open

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

Other CES Openings

- None

New Staff



Jason Broadwell is CES' newest Purchasing Specialist with the EANS Program. Jason is originally from Tampa, FL and relocated to Albuquerque in May of 2021. He completed his B.S. in Justice Studies from the University of Maine at Augusta in May of 2022. Jason brings with him to CES multiple years of experience in customer service and project coordination.

Reading Room



Welcome to the Reading Room, CES' monthly tips and tricks article to help you improve your student's reading through providing information,

resources, and materials about the various components of Structured Literacy and the Science of Reading.

This month we will be exploring the component of phonological awareness.

Phonological awareness is a crucial skill for the acquisition of reading. It is commonly the fundamental weakness found in struggling readers. In fact, all students can benefit from phonological awareness activities, particularly in the early grades. Older students who are struggling readers can benefit from strengthening these skills as well. The activities for older students must be presented in an age-appropriate way.

What is PA? It is the ability to hear individual words in sentences, the ability to hear individual syllables in words, and the ability to hear individual sounds in syllables and words. These skills are hierarchical in nature beginning at the word level moving to the sound level (phonemic awareness which is the most difficult). PA begins with rhyming activities and moves up the hierarchy of difficulty to adding, deleting, and substituting phonemes in words and syllables.

Example Activities to address phonological awareness from the simplest to the most difficult:

Rhyme Providing

Teacher - Say chip.

Teacher - What word rhymes with chip?

Student - flip, clip, dip, etc.

Rhyme Categorization

Teacher - Holds up three pictures on individual index cards.

Teacher - has student name each one (hat, gate, hook).

Teacher - Holds up a picture of a book. What is this?

Student- book.

Teacher- Which picture rhymes with book?

Student - hook.

Sound Providing

Teacher - Say bread.

Student - bed.

Teacher - What sound do you hear at the beginning of bread? /b/.

Teacher - What is the last sound you hear in the word bed?

Student - /d/.

Teacher - What is the middle sound (vowel sound) you hear in the word bed?

Student - /e/.

Blending

Compound Words

Teacher - Say cup, say cake. What word do you have when you put them together?

Student - cupcake

Syllables

Teacher - Say pub, say lic. Put them together and what word do you have?

Student - public

Phonemes

Teacher - Say /sh/, /o/, /p/. Put them together and what word do you have?

Student – shop

Segmentation – Counting

Sentences

Teacher - Repeat this sentence. The big brown dog ran. How many words are in this sentence?

Student – 5

Syllables

Teacher - Say fantastic. How many syllables are in the word fantastic?

Student – 3

Phonemes

Teacher - Say clamp. How many sounds are in the word clamp?

Student – 5

Segmentation – Deletion

Compound Words

Teacher - Say baseball. Say baseball again but don't say base.

Student – ball

Syllables

Teacher - Say pumpkin. Say pumpkin again but don't say kin.

Student – pump

Phonemes

Teacher - Say slip. Say slip again but don't say /l/.

Student – sip

Segmentation – Substitution

Syllables

Teacher - Say football. Say football again but instead of foot say base.

Student – baseball

Phonemes

Teacher - Say clip. Say clip again but instead of /k/, say /s/.

Student - slip (initial)

Teacher - Say not. Say not again but instead of /t/, say /b/.

Student - nob (final)

Teacher - Say red. Say red again but instead of /e/, say /i/.

Student - rid (medial)

In addition to these activities here are some resources some of which are free and some of which you might want to purchase.

University of Florida Literacy Institute Virtual Teaching Hub - free resources.
<https://ufl.edu/education/ufl.edu/resources/teaching-resources/instructional-activities/phonemic-awareness/>

Heggerty Phonemic Awareness Pre K

Heggerty Phonemic Awareness K

Primary - Grades 1 & 1

Primary Extension - Grades 3, 4, 5

Bridge the Gap - for all learners (especially good older students who have phonemic awareness deficits)

www.heggerty.org

Equipped for Reading Success - David Kilpatrick. Incredible resource for PA activities as well as orthographic mapping activities and many others.

For questions, please contact:

Chris Fox - cfox@ces.org

Jessica Powell - jpowell@ces.org



Bulletin Board



TAP WORKSHOPS COMING IN OCTOBER

- 10/3- SEL Series: Building Connection & Community, Creating a Safe Learning Environment through Social Emotional Learning
- 10/5- Accommodations: Removing Barriers to Learning in the Inclusive Setting
- 10/7- Transition 101
- 10/12- Guiding Principles for Understanding Student Behavior
- 10/14- Visual Strategies for Individuals with Autism Spectrum Disorders & Other Disabilities, Part 1
- 10/19- Teaching Calm All Day Long, Part 1
- 10/20- Programming for Students with an Emotional Disturbance
- 10/21- Antecedent Strategies
- 10/24- Dyslexia and a Structured Literacy Approach to Teaching Reading
- 10/26- AM: Special Education Discipline Rules; PM: Behavior Interventions to prevent the Need for Discipline

Complimentary TAP workshops fill quickly. Register ASAP if you are interested in attending! TAP fliers with registration links will be available mid-September at www.ces.org under 'Announcements.'

TAP services include workshops (full- or half-day) on requested topics, site visits, file/program reviews, classroom observations, pre-recorded webinars (available on the CES website), and direct consultation via the TAP hotline (505-985-8454 or lgarcia@ces.org). Complimentary workshops are provided throughout the year, virtually and in Albuquerque and regionally. Professional service quotes can be provided for topic or service requests specific to your district.

If your district is interested in a TAP Professional Service, please contact Loretta Garcia, TAP Coordinator, lgarcia@ces.org or TAP Hotline, 505-985-8454.

Contact

Amanda Hall

505-344-5470 ext. 127

amanda@ces.org

When

Registration Opens Monday, August 15th at 7:00 pm

The Conference Begins:

Monday October 17, 2022 at 8:00 AM MDT

-to-

Wednesday October 19, 2022 at 12:00 PM MDT

Where

Embassy Suites
1000 Woodward Place Northeast
Albuquerque, NM 87102 , 800-362-2779

Embassy Suites is offering rooms .



Turn KNOWLEDGE to KNOW-HOW



2022 FACILITY MANAGERS WORKSHOP



Cooperative Educational Services Invites You to Turn Knowledge to Know- How at the 37th Annual Facility Managers Workshop

Register online through October 7th: \$200 per person. Groups of 4 or more \$175 per person. *After October 7th Walk up registrations ONLY. Walk up registration: \$225 per person. Please bring a PO.*

Topics for this Conference are:*OSHA 10 Certification Classes*

Module 2 - Energy - No registration needed; sign up in the classroom! Module 2 will run from 8:00 am-11:30 am on Monday

Module 3 -Env. Health & Safety - No registration needed; sign up in classroom! Module 3 will run from 1:30pm- 5pm Monday and continue 8:00-9:30am on Tuesday

Playground Inspection, Roof Inspection, and HVAC, which includes an offsite field trip

Fire Suppression, Turf Maintenance, Gym Floor Maintenance, Sprinkler Controls and Heads, Duct Solutions, and Lighting Controls

How to Protect the Building Envelope and Asbestos Regulations Compliance

To Register:

<http://events.constantcontact.com/register/event?llr=h8pf7rkab&oeidk=a07ej6k1z2rd43908f8>



October 17-18, Embassy Suites, ABQ

Superintendent Leadership Conference

Cooperative Educational Services

505-344-5470 | info@ces.org

Breakout Sessions

Monday, Oct. 17, 1:30pm-3:00pm

- Strategic Planning with Travis Dempsey
- Establishing a Culture of Academic Success with Dr. Sue Cleveland
- Special Education Compliance with Cindy SooHoo

Monday Oct. 17, 3:30pm- 5:00pm

- Strategic Planning with Travis Dempsey
- Special Education Continuum of Supports with Sondra Adams and Christina Velasquez
- Management and Leadership, When to Manage and When to Lead with Will Hawkins

Tuesday Oct. 18, 10:30am-12:00pm

- Dealing with the Media with Dr. Arsenio Romero
- Board and Superintendent Relationships with Dr. Kim Mizell
- Stabilizing a System for Growth to Occur with Dr. Gerry Washburn

DR. DOUGLAS REEVES

General Session
speaker, Monday
October 17, 2022

Dr. Douglas Reeves is the author of more than 40 books and more than 100 articles on leadership and education. He has twice been named to the Harvard University Distinguished Authors Series and was named the Brock International Laureate for his contributions to education. His career of work in professional learning led to the Contribution to the Field Award from the US National Staff Development Council, now Learning Forward. He was also named the William Walker Scholar by the Australian Council of Educational Leaders. His recent books include Deep Change Leadership, Achieving Equity and Excellence, From Leading to Succeeding, and Fearless Schools. Doug is the founder of Creative Leadership Solutions, with the mission to improve educational opportunities for students throughout the world using creative solutions for leadership, policy, teaching, and learning. Through this he has worked across more than 40 countries.

DR. TODD WHITAKER

General session
speaker, Tuesday
October 18, 2022

Recognized as a leading presenter in the field of education, his message about the importance of teaching has resonated with hundreds of thousands of educators around the world. Todd is a professor of educational leadership at the University of Missouri and professor emeritus at Indiana State University. He has spent his life pursuing his love of education by researching and studying effective teachers and principals.

One of the nation's leading authorities on staff motivation, teacher leadership, and principal effectiveness, Todd has written over 60 books including the national best seller, What Great Teachers Do Differently. Other titles include Dealing With Difficult Teachers, Ten-Minute Inservice, Your First Year, What Great Principals Do Differently, Motivating & Inspiring Teachers, and Dealing With Difficult Parents.

DR KURT STEINHAUS

Secretary of Education, New
Mexico Public Education
Department

Closing session speaker,
Tuesday, October 18, 2022

Kurt Steinhaus was born in Los Alamos, New Mexico, and has dedicated his career to education and advocating for the diverse population of New Mexico students. Dr. Steinhaus currently serves as Secretary of Education (Designate) for New Mexico. His bachelor's degree is in music education. He has two masters' degrees, a Master of Arts in Music, and a more recent Master of Science in Educational Technology from the University of Oregon. His Doctorate, from the University of New Mexico, is in Educational Leadership and Organizational Learning.

His prior appointment was Superintendent of the Los Alamos Public Schools. He has also served as director of student programs, education, workforce development, scholarships, and community giving at Los Alamos National Laboratory. Dr. Steinhaus has also served as New Mexico Deputy Secretary of Education, PreK Czar and Education Policy Advisory for Governor Bill Richardson.



2022 CES REGIONAL MEETINGS

Regional Representative Name	Region	Date	Hybrid/Virtual/F2F	Physical Address
Kevin Summers adsummke@aztec.k12.nm.us	Region I - Aztec	8/22/2022	F2F	1118 W Aztec Blvd Aztec, NM 87410
Felix Garcia garcia_f@jmsd.k12.nm.us	Region II- Jemez Mountain	8/24/2022	Hybrid	1903 NM-96 Gallina, NM 87017
Johnna Bruhn superintendent@mosquero.net	Region III- Mosquero	8/29/2022	F2F	43 McNeil Ave Mosquero, NM 87733
Teresa Salazar teresa.salazar@mesd.us	Region IV- Moriarty/Edgewood	8/31/2022	F2F	2422 U.S. Rt. 66 Moriarty, NM 87035
Aaron McKinney a.mckinney@tucumcarischools.com	Region V- Tucumcari	9/7/2022	F2F	700 West Amarosa Tucumcari, NM 88401
Elisa Begueria elisa.begueria@la-panthers.org	Region VI- Lake Arthur	9/12/2022	F2F- Hosted by Artesia. Supt James Phipps tphipps@bulldogs.org	301 Bulldog Blvd Artesia, NM 88210
Tana Daugherty & Loren Cushman tana.daugherty@cmsbears.org lrcushman@animask12.net	Regions VII & VIII- Cloudcroft & Animas	9/19/2022	F2F- Hosted by Las Cruces Supt Dr. Ralph Ramos rrosos@lcp.net EA Maggie Rey mrey@lcp.net	505 S. Main St. Ste.249 Las Cruces, NM 88001

**NM NBCT NETWORK
21ST ANNUAL CONFERENCE
FOR EXCELLENCE IN TEACHING**

"FIND THE JOY IN TEACHING AGAIN"

**SEPTEMBER
17, 2022
ABQ**



NATIONAL BOARD
Network™

New Mexico
NBCT Network





NEW AND FUTURE POLICE CHIEF TRAINING

Presented by

The New Mexico Association of Chiefs of Police

September 26th through the 30th

Hosted by the Farmington Police Department

This course will be instructed by law enforcement leaders, managers, and experts from throughout the State of New Mexico. The goal of this course is to develop future police chiefs and prepare them for the role of executive leadership.

TOPICS INCLUDE:

- Leadership in Law Enforcement
- Budgeting
- Resumes and Cover Letters
- IA and the Disciplinary Process
- Police, PIO & Social Media
- Liability as a Police Chief
- The Police Chief Hiring Process
- Project Management
- Leading Organizational Change
- Recruiting and Hiring
- Policy Development
- The Police Chief Lobbyist
- Leading Civilians
- Mitigating Risk and Lawsuits

WHO SHOULD ATTEND?

Chiefs of Police, Sheriffs, Deputy Chiefs, Undersheriffs, and other law enforcement command staff as part of their career development.

LOCATION

Farmington Civic Center
Training Room C
200 West Arrington Street
Farmington, NM 87401

LODGING

Fairfield by Marriott
2850 East Main Street
Farmington, NM 87402
Room Rate: \$96.00

<https://www.marriott.com/event-reservations/reservation-link.mi?id=1655481054525&key=GRP&app=resvlink>

REGISTRATION FEES

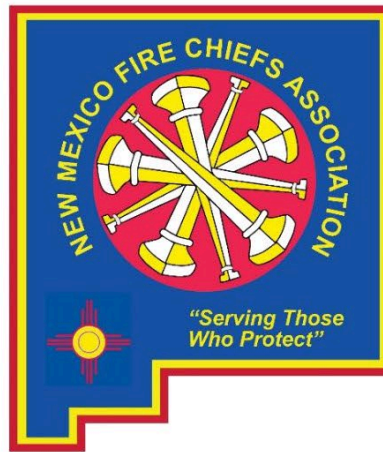
Early Rate: \$250.00 *prior to September 9th*
Late/On-Site Rate: \$275.00 *after September 9th*

REGISTRATION

You must register online for this training and will need login credentials to do so. If you were previously issued login credentials, those are still valid. For username & password, contact Jackie at jportillo@nmml.org or (800) 432-2036 ext. 518.

2022 NEW MEXICO FIRE SERVICE CONFERENCE

Co-Sponsored by:



**September 22nd – 25th
Ruidoso Convention Center
Ruidoso, New Mexico**

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