



Simplify procurement.
Maximize results.

CES MEMBER NEWSLETTER September 2024

Unlocking the Power of Cooperative Purchasing for Governmental Entities in New Mexico

In today's fast-paced and budget-conscious environment, governmental entities and agencies face ever-increasing pressure to do more with less. Whether it's school districts, municipalities, counties, or state agencies, all are expected to stretch their budgets further while maintaining the highest standards of service and compliance. One powerful strategy that can help achieve these goals is cooperative purchasing. In New Mexico, the Cooperative Educational Services (CES) stands out as the only fully available cooperative, offering a comprehensive suite of services tailored to meet the unique needs of local governmental bodies. This article will explore the concept of cooperative purchasing, highlighting its significant benefits and why CES should be your go-to partner in maximizing efficiency and savings.

What is Cooperative Purchasing?

Cooperative purchasing is a procurement process where multiple organizations collaborate to purchase goods and services. Instead of each entity conducting its procurement process, they leverage the collective buying power of a cooperative group. This approach often results in significant cost savings, improved efficiency, and reduced administrative burden. Cooperative purchasing is particularly advantageous for governmental entities, which must navigate strict regulations and compliance requirements.

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The Benefits of Cooperative Purchasing

1. Cost Savings

One of the most compelling reasons to engage in cooperative purchasing is the potential for substantial cost savings. By pooling resources, governmental entities can negotiate better prices and terms than they could achieve individually. For instance, imagine a small rural school district needing to purchase new technology for its classrooms. Individually, the district may not have the bargaining power to secure the best price. However, by participating in a cooperative purchase through CES, the district benefits from the collective purchasing power of all CES members, potentially saving thousands of dollars.

Take, for example, a New Mexico county needing to purchase fleet vehicles. By purchasing through CES, the county can access pre-negotiated contracts with significant discounts, saving not only on the upfront cost of the vehicles but also on long-term maintenance and service contracts. These savings can then be redirected to other critical needs, such as infrastructure projects or community services.

2. Time Efficiency

The procurement process can be time-consuming and complex, involving multiple steps, including drafting specifications, soliciting bids, evaluating responses, and negotiating contracts. For governmental entities with limited staff and resources, this process can be overwhelming. Cooperative purchasing simplifies and accelerates the procurement process. CES, for instance, has already done the heavy lifting by negotiating contracts with vendors that meet rigorous standards. This means that when you use CES, you can skip the time-consuming bid process and move directly to procurement, freeing up your staff to focus on other priorities.

Consider a city government needing to procure office supplies for its departments. Without cooperative purchasing, the city would need to issue an RFP, review multiple vendor proposals, and negotiate terms—all of which could take months. By using CES, the city can place an order immediately through an existing contract, ensuring quick delivery of the needed supplies and minimizing disruption to city operations.

3. Compliance Assurance

For governmental entities, compliance with state and federal procurement regulations is non-negotiable. Failure to comply can result in legal challenges, financial penalties, and damage to the entity's reputation. One of the key value-added services provided by CES is the compliance check of each purchase order and vendor quote against the contract. This service ensures that all purchases meet the stringent requirements set forth by applicable laws and regulations, providing peace of mind to procurement personnel.

Imagine a public university in New Mexico needing to contract a vendor for construction services. With the myriad of regulations governing public construction projects, ensuring compliance can be daunting. However, by working with CES,

the university can rest assured that all vendor quotes and contracts have been thoroughly vetted for compliance, reducing the risk of legal issues and project delays.

4. Access to a Broad Range of Vendors and Services

Cooperative purchasing through CES provides access to a wide array of vendors and services, from construction and maintenance to technology and office supplies. This diversity allows governmental entities to meet various needs without the hassle of negotiating multiple contracts. Additionally, CES vendors are selected based on their ability to meet high standards of quality, service, and cost-effectiveness, ensuring that members receive top-notch products and services.

For example, a school district in New Mexico looking to upgrade its facilities can access a range of pre-approved vendors through CES for everything from architectural design to construction management. This not only streamlines the procurement process but also ensures that the district is working with reputable, qualified vendors who understand the unique needs of public sector projects.

Why CES Should Be Your Cooperative Purchasing Partner

CES is New Mexico's only fully available cooperative, specifically tailored to meet the needs of local governmental entities. With over 40 years of experience, CES has a deep understanding of the challenges faced by New Mexico's public sector and offers solutions designed to address those challenges effectively.

Key Features of CES:

- **Comprehensive Compliance Checks:** Every purchase order and vendor quote are meticulously reviewed to ensure compliance with all applicable laws and regulations.

- **Wide Range of Contracts:** CES offers a diverse portfolio of contracts covering a broad spectrum of goods and services, making it easier for members to find what they need.
- **Experienced Support:** CES provides expert guidance and support throughout the procurement process, helping members navigate complex decisions with confidence.
- **Local Focus:** As a New Mexico-based cooperative, CES understands the unique needs of the state's governmental entities and works closely with local vendors to support the community.

Real-World Examples of Success through CES

To illustrate the benefits of cooperative purchasing through CES, let's look at some real-world examples:

- **Energy Savings for a School District:** A school district in New Mexico needed to upgrade its HVAC systems to improve energy efficiency. By using a CES contract, the district was able to secure a top-rated vendor at a competitive price, resulting in significant energy savings and reduced operating costs.
- **Technology Upgrade for a County Government:** A county government required a major technology upgrade to improve its cybersecurity infrastructure. Through CES, the county accessed pre-negotiated contracts with leading technology providers, enabling them to implement the upgrade quickly and at a fraction of the cost of doing it independently.

Conclusion

In conclusion, cooperative purchasing offers a strategic advantage for governmental entities in New Mexico, providing cost savings, time efficiency, compliance assurance, and access to a wide range of vendors and services. By partnering

with CES, you can unlock the full potential of cooperative purchasing, ensuring that your entity operates efficiently and effectively while maximizing taxpayer dollars. Visit www.ces.org to learn more about how CES can support your procurement needs and help you achieve your organizational goals.

Below this article is a list including many of the goods and services offered through CES contracts. When you need something specific and cannot locate an appropriate vendor easily within the CES Bluebook (catalog of contracts), reach out to these regional managers for particular assistance.

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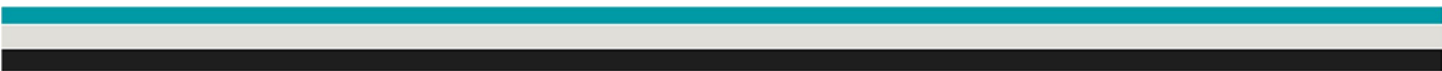
Jim Barentine, Southern Services Mgr
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CES is ready to assist your agency or organization in meeting its goals. The cooperative will act as your dedicated partner in easing many commonly encountered difficulties in procurement. If you are counting on fully compliant services, in line with New Mexico's procurement statutes, CES should be your choice.

by Jared Bomani



CES staff working behind the scenes.



CES strives to provide contracts for these:

- Architects, Engineers, Infrastructure & Facility Planning Services, Surveyor Services
- Asbestos & Hazardous Material Services (Inspection, Sampling, Analysis, Evaluation, Collection, Disposal)
- Asphalt, Paving, Concrete Work
- Athletic Bleachers, Grandstands, Equipment, Structures, Lighting, Surfaces
- Auditorium & Stage Flooring, Seating, Lighting, Curtains, Dividers
- Automotive Parts, Tires, Equipment, Supplies
- Broadband Communications, E-Rate Products & Services
- Building Access & Locking Systems, Security, Alarm Systems
- Buses (Activity, Bookmobile, School), Car, SUV, Van, Trucks (Light Duty, Heavy Duty, Hybrid, Electric)
- Cleaning Supplies, Equipment, Services, Specialty Cleaning Services
- Computers, Peripheral Equipment, Maintenance (Computer, Networking)
- Construction Management, General Construction
- Consultants - Various (Including Job Order Contracting, Grant Writing)
- Copiers, Printers, Document Management
- CyberSecurity, Technology Consulting, Project Management, Maintenance
- Digital Instructional Media, Instructional Materials, Software, Services
- Disinfecting Equipment, Safety Services, PPE
- Doors, Overhead Doors, Operable Walls, Accordion Doors
- Electric Vehicles, Charging Stations, Batteries
- Electrical, Lighting
- Elevators, Escalators, Moving Walks (Passenger, Freight)
- Employee Benefits, Financial Software
- EMS Equipment, Uniforms, Vehicles
- Energy Consultants, Solar & Renewable Energy Consulting, Installation
- Facility Maintenance Software, Flooring
- Fencing, Gates
- Fleet Management, Vehicle Maintenance Services
- Food, Equipment, Supplies, POS Systems, Software Management
- Gasoline, Diesel, Fueling Services
- Geospatial Software, Aerial Imagery, Analytics
- Glass Tinting, Installation Services, Film, Glazing Supplies
- Grounds Keeping Equipment, Landscaping, Turf Management (Natural & Synthetic)
- Gun Shot Detection Equipment
- Hazardous Materials Services
- Heavy Duty Trucks, Heavy Equipment
- Indoor Courts, Playground & Recreational Equipment
- Inspection Services (Playground, Turf)
- Library Software, Services
- Lockers, Storage Systems, Shelving
- Manufactured, Modular, Portable Buildings, and Pre-Engineered Metal Buildings
- Material Handling Equipment, Conveyor & Equipment
- Mechanical/HVAC, Plumbing
- Medical Equipment, Nursing Supplies
- Moving Services, Products, Storage Containers
- Musical Instruments, Equipment (Stands, Lockers, Shelves, Storage, Uniforms)
- Nutrition Management Training
- Off Road, Low Speed, Utility Motorized Equipment
- Office, Classroom Furniture, Equipment, Supplies
- Painting, Stucco Services
- Police Car and Trucks, Body Worn Cameras, Fire Equipment
- Printing Services
- Professional Development
- Radio Communication Equipment, Services
- Robotics, Drones, Unmanned Vehicles
- Roofing

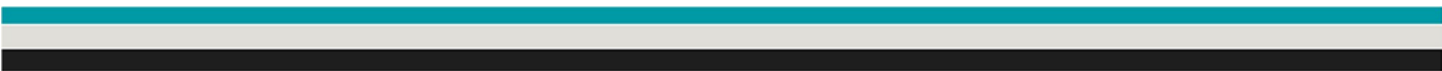
- Safety Audits, Services
- School Business Office Consulting, Management Services
- Scoreboards, Marquees
- Security and Alarm Systems
- Solar Power, Renewable Energy Consulting, Installation
- Staffing Services
- Storage Containers
- Structured Cabling
- Student Management Software, Medicaid Reporting
- Technology Consulting, Project Management, Maintenance Services
- Tools, Supplies
- Trailers
- Turf Management, Consulting (Natural & Synthetic)
- Unmanned Vehicles
- Utilities Products, Services
- Vehicle Conversion Services
- Waste Management Services

Calendar of Events

9/2 Labor Day
 9/2 VJ Day, WWII
 9/5 CES Region III Member & PE meetings (Las Vegas)
 9/10 TAP: Dyslexia and a Structured Literacy Approach to Reading
 9/10 CES Region IV Member & PE meetings (Albuquerque)
 9/11 TAP: Assistive Technology Using Tools to Enable ANy Student to Succeed in Any Lesson
 9/11 911 Remembrance Day
 9/11-12 NMPED/OSE SPED Law Conference
 9/11-13 NMASBO Fall Conference
 9/12 TAP: Positive Classroom Environments for Student Success
 9/17 CES Region VI Member meeting (Carlsbad)
 9/17 TAP: Section 504
 9/17 CES Regions VI & VII PE meeting (Roswell)
 9/17 NMSBA Fall Region V Meeting
 9/17-20 LFC Interim Meeting
 9/18 TAP: Set Up for Gifted Success Classroom and Case Management

9/18 CES Region V Member & PE meetings (Tucumcari)
 9/18 NMSBA Fall Region II Meeting
 9/18 Air Force Birthday
 9/18-20 LESC Interim Meeting
 9/19 TAP: Autism Toolbox Series: Classroom “Fixer Upper” – Setting your classroom up for success!
 9/19 CES Region VII Member meeting (Ruidoso)
 9/22 September Equinox
 9/23 NMSBA Fall Region VI Meeting
 9/24 CES Region VIII Member meeting (Sunland Park)
 9/24 TAP: Compliance Reliance A Review of Regulations, Rules and Processes Regarding Special Education
 9/24 CES Region VIII PE meeting (Las Cruces)
 9/24 NMSBA Fall Region VIII Meeting
 9/25 TAP: Conducting Functional Behavior Assessments & Designing Behavior Intervention Plans
 9/26: TAP: Solutions & Strategies to Improve Behavior & Mental Health in the Classroom

September						
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					



Procurement News

1) Contract Expirations:

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

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

- 1) Office/Classroom/Vocational Products, Services and Related
- 2) Furniture and Related.

2) Contract Extensions:

None

3) Name Changes/Change of Ownership:

None

4) New Contract Awards:

RFP	Awardee	Contract Number
2024-27 Office Products & Related and Classroom & Vocational Products and Related Category 1- Office Products	Sewco, Inc., dba Officewise Staples Business Advantage Indoff, LLC Spectrum Paper Co., Inc. School Specialty, LLC Sparks Office Supply, Inc. Lakeshore Learning Materials, LLC Sandia Paper	2024-27-C111-3567 2024-27-C112-ALL 2024-27-C113-6 2024-27-C114-ALL 2024-27-C115-ALL 2024-27-C116-ALL 2024-27-C117-ALL 2024-27-C118-ALL
2024-27 Office Products & Related and Classroom and Vocational Products and Related Category 2 - Classroom and Vocational & Related	School Specialty, LLC Sewco, Inc., dba Officewise CLARO Consulting, LLC The OrganWise Guys, Inc. Lakeshore Learning Materials, LLC Schmoop University, Inc.	2024-27-C211-ALL 2024-27-C212-3567 2024-27-C213-ALL 2024-27-C214-ALL 2024-27-C215-ALL 2024-27-C216-ALL
2024-28 Furniture Products and Services Category 1 - Business	Beck Total Office Interiors Atmosphere Commercial Interiors School Equipment, Inc. Creative Interiors, Inc. Hertz Furniture Systems School Outfitters AK Sales & Consulting Inc. Kay-Twelve LLC Sandia Paper School Specialty LLC Blockhouse Company, Inc. Virco Inc. Spectrum Paper Co., Inc. Lakeshore Learning Materials, LLC Bluum USA, Inc. Meteor Education Sparks Office Supply, Inc. Sewco Inc dba: Officewise AmTab Manufacturing Corp.	2024-28-C111-ALL 2024-28-C112-ALL 2024-28-C113-ALL 2024-28-C114-ALL 2024-28-C115-ALL 2024-28-C116-ALL 2024-28-C117-ALL 2024-28-C118-ALL 2024-28-C119-ALL 2024-28-C1110-ALL 2024-28-C1111-ALL 2024-28-C1112-ALL 2024-28-C1113-ALL 2024-28-C1114-ALL 2024-28-C1115-ALL 2024-28-C1116-ALL 2024-28-C1117-3567 2024-28-C1118-ALL 2024-28-C1119-ALL
2024-28 Furniture Products and Services Category 2 - School	Beck Total Office Interiors Atmosphere Commercial Interiors Creative Interiors, Inc. School Equipment, Inc. School Outfitters Hertz Furniture Systems AK Sales & Consulting, Inc. School Specialty, LLC	2024-28-C211-ALL 2024-28-C212-ALL 2024-28-C213-ALL 2024-28-C214-ALL 2024-28-C215-ALL 2024-28-C216-ALL 2024-28-C217-ALL 2024-28-C218-ALL

	Sandia Paper Virco, Inc. Blockhouse Company, Inc. Kay-Twelve LLC Spectrum Paper Co, Inc. Meteor Education Lakeshore Learning Materials, LLC Bluum USA, Inc. AmTab Manufacturing Corp. Sparks Office Supply, Inc. Sewco Inc. dba: Officewise	2024-28-C219-ALL 2024-28-C2110-ALL 2024-28-C2111-ALL 2024-28-C2112-ALL 2024-28-C2113-ALL 2024-28-C2114-ALL 2024-28-C2115-ALL 2024-28-C2116-ALL 2024-28-C2117-ALL 2024-28-C2118-ALL 2024-28-C2119-3567
2024-28 Furniture – Products and Services Category 3	Beck Total Office Interiors Creative Interiors, Inc. Hertz Furniture Systems Atmosphere Commercial Interiors School Equipment, Inc. School Outfitters AK Sales & Consulting Inc School Specialty LLC Sandia Paper Kay-Twelve LLC Blockhouse Company Inc Virco Inc Spectrum Paper Co., Inc Lakeshore Learning Materials, LLC Meteor Education Bluum USA, Inc. Sparks Office Supply, Inc. AmTab Manufacturing Corp. Sewco Inc dba: Officewise	2024-28-C311-ALL 2024-28-C312-ALL 2024-28-C313-ALL 2024-28-C314-ALL 2024-28-C315-ALL 2024-28-C316-ALL 2024-28-C317-ALL 2024-28-C318-ALL 2024-28-C319-ALL 2024-28-C3110-ALL 2024-28-C3111-ALL 2024-28-C3112-ALL 2024-28-C3113-ALL 2024-28-C3114-ALL 2024-28-C3115-ALL 2024-28-C3116-ALL 2024-28-C3117-ALL 2024-28-C3118-ALL 2024-28-C3119-3567
2024-29 Fire, Security, Monitoring and Related	N.C.I. Coyote Cabling, LLC Southwest Specialty Systems, LLC J & G Electric Co., Inc. A-Com Technologies, LLC APIC Solutions, Inc. Great Western Specialty Systems, Inc. Audio Visual Integration Systems Conti Energy Control, LLC Voyageur Security, Inc. Intraworks, Inc. L.E.M. Systems Iris Group Holdings, LLC.	2024-29-C111-ALL 2024-29-C112-ALL 2024-29-C113-ALL 2024-29-C114-567 2024-29-C115-ALL 2024-29-C116-ALL 2024-29-C117-ALL 2024-29-C118-ALL 2024-29-C119-ALL 2024-29-C1110-ALL 2024-29-C1111-ALL 2024-29-C1112-1234 2024-29-C1113-ALL
2024-30 Electronic Device Repair and Related	iRepairNM Educational Device Services, LLC	2024-30-C111-ALL
2024-31 eCommerce / Online Retailer for Public Sector	Amazon.com Services LLC (in process)	2024-31-C111-ALL

Current & Upcoming Solicitations:

CES is working on the next round of AEPA bids. The legal ad was published on August 1, 2024. Award date is October 23, 2024. However, contracts won't go into effect until the spring of 2025.

AEPA Bid 025 - A Athletic Field Lighting

AEPA Bid 025 - B Hardwood & Synthetic Flooring

AEPA Bid 025 - C Copiers, MFPs, Printers

AEPA Bid 025 - D Roofing & Related Services

- AEPA Bid 025 - E Security Solutions
- AEPA Bid 025 - F Cyber Security & Training
- AEPA Bid 025 - G Portable & Modular Classrooms
- AEPA Bid 025 - H Playgrounds & Equipment

5) Procurement Issues and News:

Procurement Dept. staff update:

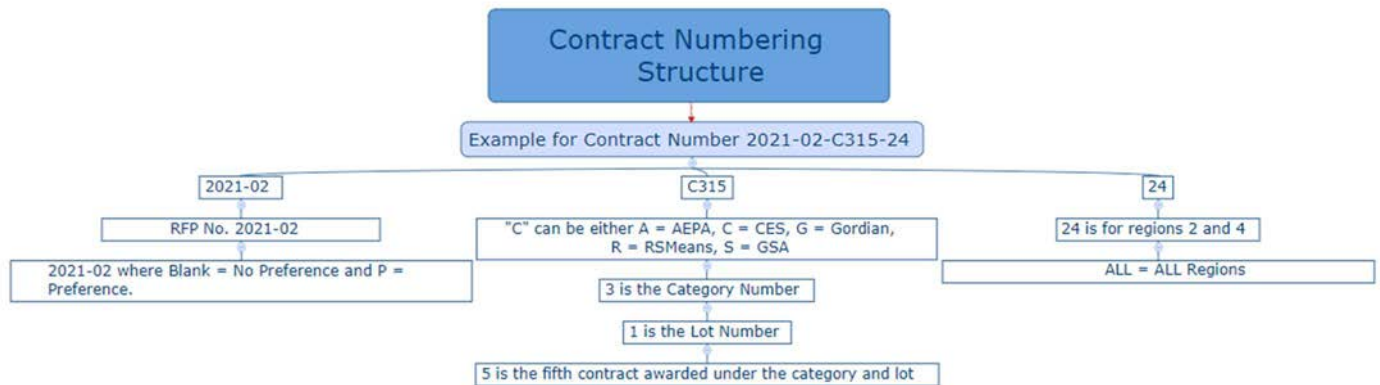
On 7/8/24, Thad Phipps joined the CES Procurement team, working alongside John King, to assist CES, Members, and Contractors with JOC Core (RS Means) and construction-related topics.

Amazon Business (A.B.) – Coming Soon!

CES will offer the lowest administrative fee of all A.B. partner Group Purchasing Organizations (GPOs) → all NM agencies should want placed under our new CES umbrella with A.B. in order to get 1) a little better pricing, 2) a little more in using agencies' rebate checks.

- While the other GPOs that have an agreement with A.B., per their RFPs have 4 - 5 categories, our CES contract incorporates 24 main categories so our using members can buy just about anything from A.B.
- A.B. has best in class reporting and marketing, making it easy for both CES and its members to do business.
- Currently negotiating Terms & Conditions.
- Procurement method: Punchout (“Shop Vendor Portal” button in Bluebook), much like Staples, CDW, etc.

Composition of CES Contract Number



*CES Procurement awards contracts, by default, without “Preference”. In very few cases, you may see a “P” for preference in the composition of the contract #.

Notes from Business Office

With very few exceptions, all your POs will be uploaded to CES via the applicable contract-specific button found in the CES Bluebook. Even for “Direct Purchase” POs, our contracts with the vendors require that approval come from our office, as we check your PO and the vendor’s quote for possible issues of compliance that could otherwise cause your organization to have problems related to the purchase.

We’ve significantly improved our PO processing speed over the past few years. Now, most traditional POs are processed within 2-3 days, and nearly all direct POs are processed within about one day.

We understand that even these short delays can be a slight inconvenience, but they allow us to provide thorough compliance checks and additional services that add real value—services you won't

find with out-of-state cooperatives. We appreciate your patience and cooperation as we work to keep

your procurement running smoothly. Thank you for your continued support!

Order Corner

CES' website has changed! If you're looking for information or functionality that isn't readily noticeable, feel free to call your CES Regional Manager for assistance.

If you would like to know who currently holds a

CES contract, and for what, our catalog of contracts (the Bluebook) is accessible **via the 'Login' link** at the top of our homepage, www.ces.org. If a login is needed to access further details regarding each contract, please contact your CES Regional Manager for assistance in setting up that login.

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Construction Corner

TRAINING

- CES provides quarterly member training on the use of JOC. New and updated information will be presented. 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.
 - Tuesday, September 17th, 2024
 - Wednesday, November 13th, 2024

ASSISTANCE

- **John King**, Construction Analyst
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- **Thad Phipps**, Construction Analyst
Serving primarily Southern NM
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Compliance Corner

September 2024

By Cindy Soo Hoo, TAP Consultant

Don't Be Late When It's Time to Evaluate!

The duty to evaluate a child whom you suspect may be a child with a disability has always been an affirmative one for Local Education Agencies (LEAs). In other words, school districts have the obligation of pursuing an evaluation when a suspicion of a disability exists. School personnel do not have to be certain that a student will be found eligible; there just needs to be a suspicion that one may exist. The request for an evaluation may originate from a parent of the child or from the school district. Regardless of the origin, there are responsibilities on the part of the school district to act accordingly.

The Individuals with Disabilities Education Act (IDEA) (34 CFR §300.111) requires school districts to have in effect policies and procedures to ensure that-

(a)(1) All children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located and evaluated...

Child Find must also include-

(c)(1) children who are suspected of being a child with a disability and in need of special education, even though they are advancing from grade to grade; and

(c)(2) highly mobile children, including migrant children.

While regulations within IDEA provide timelines for when consent for an evaluation has been obtained and the requirement of when that evaluation is to be completed, it does not provide a timeline pertaining to the initiation of an evaluation following a request for such. However, rules within the New Mexico Administrative Code (NMAC) were created to address this and became effective on July 1, 2023. In addition, other timelines were created that are not defined

specifically in the Individuals with Disabilities Education Act. These new timelines and expectations will be discussed in detail here.

As stated above, prior to July 1, 2023, no timelines existed regarding the initiation of the evaluation process from when a request for an evaluation was made to when consent was to have been obtained from the parent. As a result, referrals for evaluations could linger for quite some time before the evaluator would seek consent for an evaluation resulting in significant delays for evaluating children. The new timelines address that concern.

Should a parent or district personnel suspect the presence of a disability, school personnel now have 15 school days to respond. This response includes obtaining consent to evaluate from the parent, providing the parent with a Prior Written Notice (PWN) detailing the proposal for an evaluation as well as a copy of their procedural safeguards, known as [SPECIAL EDUCATION PROCEDURAL SAFEGUARDS FOR STUDENTS WITH DISABILITIES AND THEIR FAMILIES REQUIRED UNDER IDEA PART B](#). There are allowances within that timeline to account for interruptions in the instructional process due to school breaks, etc. Should a school district reject the parent's request for an evaluation, the district would still be responsible for providing the parent with a Prior Written Notice of refusal and a copy of their procedural safeguards but would not seek consent from the parent.

NMAC: 6.31.10 D (3) states: The public agency shall respond to a parental request for initial evaluation or reevaluation to the public agency no later than 15 school days from the receipt of the request. If a parent request for an evaluation or reevaluation is received within 15 school days before the start of a scheduled period in which student attendance is not required for at least 14 calendar days, the public agency shall respond no later than 30 calendar days from the date of the request.

In addition to the new timeline for responding to the request for an evaluation, the New Mexico Administrative Code makes it clear the request can be made in writing or orally and identifies the personnel to be involved should a parent make a request of the school district to evaluate her child.

NMAC: 6.31.2.10 D (2) states: The request for initial evaluation or reevaluation by a parent may be made in writing or orally to any licensed personnel of the school in which the student attends. A parental request for a full and

individual evaluation shall be forwarded or communicated to the school or district special education director or a school or district administrator as soon as possible after it is received.

According to the New Mexico Administrative Code (6.68.2.7(E)), licensed personnel are those who possess a license issued by the New Mexico Public Education Department (NMPED) authorizing a person to:

- *teach*
- *supervise an instructional program*
- *counsel*
- *provide special instructional services*
- *coach*
- *provide health care*
- *administer medication*
- *perform medical procedures or*
- *administer in the public schools of the state*

What that process looks like in each individual district may vary. At a minimum, should a request for an evaluation be made by a parent or the public agency, the school district must ensure a process is in place for responding based on the timelines delineated in the New Mexico Administrative Code.

Another new timeline that school districts must adhere to involves the timeframe in which parents are to receive a copy of their child's diagnostic report as well as the timeframe in which the district must schedule the meeting to determine if the child is eligible for services. According to the amended rules, parents must receive a copy of their child's diagnostic report no later than two calendar days prior to the Eligibility Determination Team (EDT) meeting. (See NMAC 6.31.2.10 G (4)) This allows parents to become familiar with the content of the report so they are fully informed of the information and can participate fully in the decision-making process. School districts should be mindful of school breaks to ensure adherence to this timeline. A single day in which schools are not in session prior to the Eligibility Determination Team meeting can cause non-compliance with this requirement.

Following the conclusion of the evaluation process, the EDT must be scheduled within 15 school days, unless the school district is facing a break in instruction for a duration of at least 14 calendar days. In this situation, the due date will be extended.

NMAC 6.31.2.10 J (1). Upon completing the full and individual evaluation and written evaluation report, the public agency shall convene a meeting of the eligibility determination team, which shall include the

parent and a group of qualified professionals, within 15 school days to determine whether the child is a child with a disability and requires special education and related services, as defined in 34 CFR Sec. 300.8 and Paragraph (2) of Subsection B of 6.31.2.7 NMAC. If an individual evaluation is completed during a scheduled period in which student attendance is not required for at least 14 calendar days, the public agency shall convene both a meeting of the eligibility determination team and (if the child is determined eligible) a meeting of the IEP team to develop or revise the child's IEP no later than 15 school days from the first day when student attendance resumes.

Finally, new requirements exist for those students who are evaluated for a possible specific learning disability eligibility. Prior to July 1, 2023, school districts could exercise professional judgment for a student in grades 4th-12th in terms of utilizing the dual discrepancy vs. the severe discrepancy model. As of July 1, 2023, all students, regardless of grade level, are to be evaluated utilizing the dual discrepancy model. (See NMAC 6.31.2.10 K (3)) These changes came about due to the concerns the use of a severe discrepancy model led to either an over-identification or under-identification of children. In addition, there were concerns the severe discrepancy model was not appropriate or as accurate for students whose first language is not English. These changes should be reflected in the [New Mexico Technical Evaluation and Assessment Manual \(NM TEAM\)](#) at some point in the near future.

No doubt, the new timelines and expectations provide challenges for school districts. However, the purpose of these new timelines is to evaluate students in a timely manner so students who are eligible can receive the services and supports they need. Failing to timely evaluate a student when there is a suspicion of a disability or there should have been a suspicion of a disability could result in the denial of a free appropriate public education (FAPE).

For further information and a visual display of the new timelines, a link is included here: <https://webnew.ped.state.nm.us/wp-content/uploads/2023/03/Evaluation-and-Eligibility-Determination-Rule-Final.pdf>

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 is a talent pool in gifted education?

In August, I took a team of three gifted teachers and case managers to the Talent And Potential Assessment System (TAPAS) alternative gifted identification protocol training in Albuquerque, New Mexico. In a room full of thirty gifted and special education educators, administrators, directors, and diagnosticians – a common question kept coming up throughout the three-day training – “what is a gifted talent pool and what does it look like in our New Mexico classrooms?”

The talent pool is defined in the New Mexico Gifted Technical Assistance Manual (2023) as “a group of students who demonstrate an advanced ability in a particular area, but do not at this time, meet the criteria for gifted identification...students within the talent pool should receive appropriate programming options and interventions to address strength and potential growth areas.” New Mexico is not the only state that has gifted talent pools! Colorado, Pennsylvania, Indiana, and Kentucky all have systems for creating, developing, and identifying the gifts and talents of students.

What does this look like in New Mexico’s districts, school sites, and classrooms? Central Consolidated School District’s “talent pool” includes kindergarten through eleventh-grade students. Talent pool students are being serviced in various ways across ages, school levels, and school locations. Examples of differentiated learning consist of elementary gifted “pull-out” classes, elementary enrichment “push-in” into regular education classes for enrichment layers, middle and high school Enrichment Seminar classes with cross-curricular curriculum, and National Association for Gifted Children (NAGC) teaching and learning standards. These students are also encouraged to participate in activities and

specialized electives like coding and robotics, after-school clubs, academic competitions, and field trips.

My goal for my school district is to have my gifted teachers at each school site work collaboratively with regular education teachers and Professional Learning Communities (PLCs) to analyze data from interim and state testing to identify students in the top twenty percent of their classes that may have *potential* in growing talents and abilities. In a post-COVID world, educators and administration have been focusing on reversing the learning loss and deficits of students in the classroom. Although extremely important, it has left our top 20% of students disengaged, bored, frustrated, and uninspired in the regular education classroom setting. These students are being “identified” as a talent pool, and gifted education teachers are working with both the talent pool and gifted-identified students together in many different types of education settings.

The creation of a talent pool allows for the protection of these proficient and advanced students' rights to a differentiated curriculum using gifted pull-out and push-in techniques to service extension and enrichment in a Layer 3B Multi-Layered Support System at all levels of education. For talent pool development to be successful in your school district, it may require regular education teacher and administrator professional development to understand this is an educational need, not a “reward,” breaking the common practice of keeping students from enrichment opportunities due to behavior, not turning in their work, or low test scores. Gifted pull-out and enrichment programs are an educational intervention for students – a need for gifted students and talent pool students equally.

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.





September 2024

How do you bring the calm to the chaos and bring the calm to your classroom? What can you do when behaviors occur that challenge the calm and create a feeling of chaos?

Start from within to Start from a Good Place

Time and again, research has shown the power of positive thinking, the value of a growth mindset, AND the relationship between teachers' expectations and a student's success. As educators, there is an absolute need for us to reflect on our thinking, on our bias, on our beliefs, and on our own social emotional skills. We start with an understanding that our mindset matters, what we believe and model through our behavior, matters. What we communicate through our actions and body language matters. What we think about our students and their abilities matters. If we can start from within and reflect on our own beliefs, values, mindset, and behaviors then we can be one step closer to starting from a good place.

Tools and Strategies for Self-Reflection

- [Mindfulness for Teachers video](#)
- [Compassion Satisfaction and Compassion Fatigue PROOOL](#)
- [CASEL Personal SEL Reflection](#)
- [Growth Mindset Survey](#)

Practice Empathy

Practicing empathy and empathic listening creates the space for prevention, regulation, and therefore learning. How we respond to a student's behavior can either escalate or de-escalate the situation. We know that adult responses that model calm and practice empathy are more likely to de-escalate or even prevent behavior. Seeking to understand what needs are not being met, or getting curious, not furious is the first step in being empathic, allowing you to get to the root of the behavior and help a student meet their needs and build social emotional skills. Practicing empathy allows you to build trust and to be better able to work through difficult emotions towards co-regulation and regulation, which

means towards a student being ready to learn. What does empathy look like? It is us as teachers, getting to the students' eye level, in respectful proximity and with body language that communicates respect and provides felt safety. It is using language that is responsive, validating, and affirming of the students' feelings if not their behavior.

Here is a [great resource](#) for modeling empathy and providing sentence stems to clarify, actively listen, and affirm or validate a student.

Learning about and from your students

As you put in the effort to build relationships and community in your classroom you deposit into a bank that builds connections, trust, and capacity. Rita Pearson says, "Kids don't learn from people they don't like." While the goal is not to be a friend to your students, the goal is to create a sense of belonging, safety, and trust so that together you can have the capacity to work through tough days and tough emotions and come out ready to learn. What do those deposits in that "connection bank" look like? Those deposits look like consistency, predictability, active listening, positive language, having fun with students, creating safe spaces, getting to know them, asking about their lives, their interests, helping them find their strengths, and giving them opportunities for voice and growth.

An Ounce of Prevention

Being able to bring calm often means being prepared for moments of chaos and therefore preventing chaos. Being prepared can look like a lot of different things, whether being prepared with language or being prepared by adjusting the environment or being prepared by having some tools or strategies in place. Here are some great strategies for avoiding power struggles and preventing chaos.

1. **Use Positive Reinforcement** – use behavior specific praise or other positive "rewards" to reinforce the behavior that you want to see happening. A good ratio of positive reinforcement to every correction is 5:1.
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?
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, perhaps 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 behavior of 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.



The Reading Room: Tips and Tricks Multisensory Centers for Reading and Writing September 2024

Welcome back to SCHOOL! We are back and ready to start the new school year off with another edition of *The Reading Room: Tips and Tricks*. This month's Reading Room Article focuses on how to do multisensory centers for reading and writing in the classroom.

Tips for centers - Keep this in mind...

- If you don't have a set routine, centers won't work.
- You must have "talkers" and listeners," so you must set guidelines for what that looks like in your classroom.
- Don't create center work that is at the students' frustration level. Behavior problems usually occur if the students feels that they cannot complete the task.

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.

Remember that you are the adult in the room and that you can choose to bring calm, or you can add to the chaos. It is our behavior and our actions that can make all the difference for students. Take the time to self-reflect, to get to know your students, and to build your skill set and you will start from a good place.

- You must adapt the center to fit the needs of your students. One size does NOT fit all, and it's ok to change.

Reading Centers

Read Aloud – Builds world knowledge and vocabulary knowledge

Choose a new story or one that you have already been reading and make sure the story or section of the story fits your time frame. The students will just LISTEN to the story. Later they can be asked questions about the story in a comprehension center.

Question and Answer Time – Builds Comprehension

This can be oral or written; however, you must give the students specific tasks. It can be anything from simple to complex questions about the story (either expository or narrative) that you have been reading. You MUST adapt this center to meet your objectives.

Round Reading – Builds fluency

This center can be as big or as small as you like. Divide students into two groups and choose the "student of the day" to keep time. Have the first group sit in chairs and the second group stand in front of them. Choose a story that you have already been reading or one that you feel your students can read independently. Have the students who are standing read to the students who are sitting for one minute. The students who are sitting must track in their books with their finger. As soon as the timer goes off, have the students move to the next person seated and read for one minute. Do this until everyone standing has rotated around the seated

students. Swap and have the seated student stand and read. Follow the same procedure.

Story Centers

Story Cubes / Blank Dice - Builds Problem Solving Skills and Literacy Development

- Draw simple pictures on each side of the cube. Roll the cubes. Pick a starting point (picture) for your story. Begin with "Once upon a time..." and make up a story that somehow links together all the images.
- Think of a theme. (Example: The Beach) The students then roll the cubes and try to tell a story that relates back to the title or theme.
- Divide the cubes among players. Starting with one player and continuing in a circle, take turns rolling the cubes and adding to the story based on the face up images.

Story Retelling - Builds Memory and Comprehension

The teacher reads a story to the class and asks comprehension questions. The teacher then models the retelling of the story using the drawing from the board or story retelling cards. (Teachers can print pictures from internet or draw on index cards.) Students break into groups and use the story retelling cards as prompts for retelling the story. Each student takes a turn.

Grammar and Writing Centers

Grammar Dice

- Using blank dice, write different parts of speech such as nouns, verbs, adjectives, conjunctions, etc. on different sides of the dice and then have students identify the part of speech they roll.
- Write the actual word "noun," "pronoun," etc., on the dice and have students come up with a word that fits in the category he or she rolls.
- Write nouns, verbs, adjectives, articles on the dice (don't forget an ending punctuation on one of the dice). Then have students roll and see if they can create a sentence using the words they rolled. You can even use more dice and add subjects, predicates, and conjunctions to have students create compound sentences.

Putting sentences together

Choose a color for each part of speech. For example: Article/red, Noun/yellow, Verb/orange, Adjective/blue,

Conjunction/brown, Adverb/purple. Give the students blank outlines of color-coded sentences patterns. Put the corresponding sentences (broken down into words) in envelopes. Have the students match the word with the color and put the sentences together on the outline.

Spelling Centers

Trace and Copy

Trace and copy spelling words on different materials. Examples: Screens if you are safe (put paper over a screen and have students trace on the bumpy surface). Sand, salt, or paint if you are adventurous.

Play-Doh or Pipe Cleaners

Again, for the adventurous! Have students mold the Play-Doh or bend pipe cleaners into the shapes of letters and spell words that they have been working with or words on a spelling list.

Grab-Bag Spelling

Put plastic letters into a grab-bag. Students pull a letter and without looking at it, put it behind their back and try to guess the letter by its shape. If students get it right, they keep the letter. The first person to spell a word or a spelling list word, depending on your objectives, wins.

Vocabulary Centers

Vocabulary Concentration

Select five to ten vocabulary words. Print each word and definition on separate index cards. Shuffle the cards and place them face down. Take turns turning up two cards at a time. If the word and definition match, the player keeps the pair. If they do not, the cards are replaced face down, and the next player takes a turn. At the end, the player with the most pairs wins.

Rhyming Go Fish

Select around 20 words, depending on your group size, shuffle, and deal 3-5 cards to each player. Place the rest of the deck face down. Players take turns asking each other for a card that rhymes with one that is held in their hand. If opponents have a matching card, they have to give it over, and the first player takes another turn. If the opponent does not have a match, he or she says, "Go Fish" and the player draws from the remaining deck of cards. The next player takes a turn. Each time a player has a match, he or she reads the words, and puts down the pair, face up. Continue the game until the cards are all used up. At the end, the player with the most pairs wins.

Note: This game can be adapted to use with older students or more advanced readers. Variations can include vocabulary practice, synonyms, antonyms, homonyms (cent/scent), or contractions (can't/cannot).

Vocabulary Headbands (fashioned after Spin Master Games' Headbanz™)

Write vocabulary words on index cards. Deal out one card, facedown, to each participant. The player then sticks a card to their head (using double sided tape). Make sure the students do not look at the card. All other players must be able to see the card. Set a timer (teacher chooses an appropriate time) and have one student ask each of the players a question that will help him figure out the word. The teacher may provide question cards or a vocabulary sheet to help provide examples of the types of questions that can be asked.

For Example:

- Am I around someone or something? Do I encircle something?
- Do I copy over lines of something?
- Do I move in a continuous curve or motion?
- Am I a formal occasion like a birthday or an anniversary?
- Am I a deep valley with steep sides like a gorge?

If the student guesses the word before the timer runs out, the student gets a point, and the next player begins.

For questions, please contact:

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Teacher Toolbox



September 2024

By Margaret Wood, Speech-Language Pathologist and TAP Consultant mwood@ces.org

Autism FAQ from Teachers:

"I've never had a student with Autism in my class. Where do I begin?"

After a (hopefully restful) summer break, school is back in swing, and you have returned to your classroom filled with the hope of a spectacular school year. As the back-to-school glow subsides, you begin to notice the vast width and depth of your students' various needs and you may feel unequipped or even overwhelmed with the task that is before you. Some of your students have IEPs (Individualized Education Plans) and at least one of them has "AUTISM" listed as their area of exceptionality (with several others exhibiting symptoms of ASD, but no diagnosis). Our old "friend" Anxiety (AKA: The "Inner Critic" - Fear's sneaky sibling who speaks negativity and lies in our mind) has arrived uninvited to hijack your emotions and shake your confidence. Your anxious Inner Critic voice screams, "You can't possibly address

the needs of ALL these students!" No need to fear... the **Autism Toolbox** is here! Consider the following FAQs (Frequently Asked Questions) that many new, somewhat experienced, and even "seasoned" educators often ask (or SHOULD BE ASKING). Before you know it, your "Inner Coach" voice will prevail, ejecting Anxiety from the driver seat, as you learn and apply tried and true tools to increase your confidence and student success!

What is Autism?

Autism is a neurological disorder and is also known as a spectrum disorder, meaning the symptoms can range from mild to severe. Common signs and symptoms include avoiding eye contact, dependency on routine, and difficulty expressing emotions. Autism is a developmental disorder that impacts the way a person perceives and communicates, often resulting in challenges with social interactions and processing information. It is also a spectrum disorder, which means it affects each person to a varying degree, ranging from mild to severe. Although there are some common characteristics, no two individuals with autism are exactly alike. It is important to understand how the characteristics of autism affect each student. The *Organization for Autism Research (OAR)* goes on to explain that "certain underlying psychological and medical bases of the disorder affect how students process information and behave in the classroom.

Finally, it is important to note that these behaviors are neurologically based and do not represent willful disobedience or noncompliance.”

How can Autism make learning difficult?

ASD can impact all areas of school life including some degree of challenges in the following areas:

- **Academic skills:** difficulty with making logical inferences, problem solving, comprehension, writing skills, concentration and organization/executive functioning
- **Communication and Social Interaction:** difficulties with comprehension, casual conversation skills, and understanding the subtleties of language (e.g. jokes, sarcasm, idioms, clichés).
- **Generalization:** difficulty transferring previously learned skills to new contexts
- **Sensory sensitivity:** extreme sensitivities to certain aspects of the classroom environment (e.g., the humming of a computer, the glow of fluorescent lighting, or the sound of turning of a page)
- **Transitions:** need for routine and set schedules
- **Interests:** restricted range of interests, limited to specific topics

Where do I begin?

Educate yourself! Learning about autism and about how it specifically affects your student is the first step to success. By reading this introductory article, you have already started this journey. Well done! Developing an understanding of ASD and how it impacts your students is critical. Your education about autism will evolve as your relationship with your students and their families develops and your knowledge about autism and skills in dealing with its impact on the classroom will also continue to grow. Maintaining an open attitude to learning and working closely with the parents and school team will help you (and your students) succeed in the long term. (“Teacher’s Corner | Organization for Autism Research”) Continue your education through the resources listed below and via attending the many helpful, complimentary CES-TAP Virtual Workshops available throughout the school year (keep reading for more details)!

Whom should I talk to?

IEPs are created by a multidisciplinary team of education professionals, along with the child’s parents, and are tailored to the needs of the individual student.

The IEP is a blueprint for everything that will happen to a child in school for the next year. Special and general education teachers, speech and language pathologists, occupational therapists, social workers, school psychologists, and families form the IEP team and meet intermittently to discuss student progress on IEP goals. Frequent communication and close collaboration with ALL involved parties is crucial!

- **The IEP team:** Work together to read, interpret, implement, and tailor the IEP to the student’s needs.
- **Your student:** Discuss with your student what they want to disclose and encourage self-advocacy.
- **The parents:** They are your first and best source of information about their child and autism as it manifests itself in that child’s behavior and daily activities. Parents can help you anticipate certain problems, so practical accommodations can be made in advance.
- **Your administration:** Administrative support plays a big role in the student’s academic success. (“Autism in the Schoolhouse”)
- **Your class:** Educate students about autism (and other needs) and explain why some students receive extra or different attention, based on their needs. Encourage students to promote expected social behaviors and encourage their peers.

What changes need to be made in my classroom?

Students with autism have unique learning styles. We can support these students by incorporating their strengths and needs when planning for instruction. This thoughtful preparation will help students with autism maximize their potential and make valuable contributions to class discussions and activities.

Students with ASD are visual learners: Present information visually, so they may interpret its meaning.

Students with ASD are literal learners: Expectations, instructions and feedback must be explicitly stated.

Students with ASD need consistency & predictability: Provide well-structured, predictable classrooms and schedules, while also integrating the opportunity to develop flexible thinking, when possible.

Preparing an “autism-friendly” classroom often benefits all students and educators by creating calm and

organized spaces that promote learning. For example, well-defined classroom areas that identify the purpose of that specific space help students to understand what is expected. Some ways to do this may include the following:

- Create individual work areas, free time areas, and open areas for discussion using curtains, bookcases, cabinets, and any other furniture that you have inherited/acquired.
- Keep classroom consistently organized and label where materials are located. Keep materials and schedules in one place in the classroom, to be located and referred to easily.
- Choose designated seat for student when needed (e.g., close to source of instruction or away from visual distractions such as a window or chatty classmates)
- Develop a visual schedule to break the student's day (or a specific task) down into smaller, more manageable chunks, which increases predictability/routine, which decreases anxiety and unexpected behavior. Teach the students how to use these schedules and change them regularly, to meet their needs.
- Lower/adapt sensory levels (e.g., sound, light, and smell) when possible.
- Identify a "home base" or "chill zone" area to escape classroom stimulation for a while.

I've heard that students with ASD are "loners" and can't make friends. Is that true?

Perhaps the most common myth about individuals with autism is that they do not have the ability, motivation, or desire to establish and maintain meaningful relationships with others, including friendships with peers. There is no doubt that students with autism have social deficits and communication challenges that make it more difficult for them to establish friendships than typically developing students. However, with appropriate assistance, students with ASD can engage with peers and establish mutually enjoyable and lasting interpersonal relationships. It is critical for educators to expect students with ASD to make and maintain meaningful relationships with the adults and other students. Clearly stated social skills, behaviors, and objectives should be part of the IEP

and assessed regularly for progress. Research shows that typically developing peers have more positive attitudes, increased understanding, and greater acceptance of students with autism when provided with clear, accurate, and straightforward information about the disorder. When educated about autism and specific strategies for how to effectively interact with students with autism, they are more likely to have frequent and positive social interactions with them.

How can I learn more about autism spectrum disorders (ASD) and how to support students with a variety of diverse educational needs?

Congratulations for beginning the amazing journey of learning more about autism! Continue your quest for more information regarding ASD via the numerous resources listed below. In addition, there are many professional development opportunities available at www.ces.org regarding many vital education topics from a variety of experienced and passionate TAP consultants to support all facets of your education journey. Join us for the upcoming live-virtual workshop "Autism Toolbox Series: Classroom Fixer Upper" on 9/19/24 where we will explore ways to increase positive behavior and academic outcomes by: maximizing the physical space, dividing your classroom into functional areas, utilizing classroom furniture effectively, sensory strategy considerations, classroom setup "Quick Tips", and much more - to create a calm classroom that will benefit your students and YOU! Register to attend any of TAP's live virtual (and complimentary 😊) workshops here: <https://www.ces.org/september-2024-25-technical-assistance-program-updates-and-offerings/> and/or view on-demand recordings via the TAP Webinar Library here: www.cestap.org.

An educator who never stops learning will produce students who will follow suit and amaze you in countless ways!



Resources and References

- <https://ces.fpg.unc.edu/professionals/supporting-communication>
- <https://researchautism.org/>
- <https://researchautism.org/educators/teachers-corner/#1637599019657-f8c72b18-51a0>
- <https://researchautism.org/product/and-educators-guide-to-autism/>



Technical Assistance Program (TAP) 2024-25

Providing Quality Training & Technical Assistance on Special Education Topics Empowering Educators through Quality Professional Development & Consultation Services

TAP was developed in 2015, funded by NMPSIA in collaboration with CES. The goal of decreasing Special Education litigation across the state was the premise in establishing TAP services / support.

TAP Professional Development (PD) is a valuable complimentary resource for special / general educators, ancillary staff & administrators.

TAP consists of 20 Consultants specializing in a variety of highly technical, litigious, and requested topics to include: Accommodations, Attention Deficit Disorder, Autism, Behavior, Compliance, Co-teaching, Data Collection, Discipline, English Language Learners in the Diverse Classroom, Executive Functioning Skills, FBA's & BIP's, Instructional Strategies, Gifted Education, IEP Development & Writing, Inclusion, Multi-Layered System of Support (MLSS), Re-evaluation & SAT process, Section 504, Self-Regulation Strategies, Social Emotional Learning (SEL), Structured Literacy, Transition Planning & Services, Universal Design Strategies and more.....

TAP Consultants keep up with current legal changes and trends in Special Education as well as guidance from NMPED / "Individuals with Disabilities Education Act" (IDEA).

TAP Services:

- Virtual & live monthly interactive presentations via ZOOM
- "TAP Hot Topic on Demand Webinar Library," direct link, cestap.org
- Regional workshops
- Phone & email consultations
- 5 Monthly Guidance Articles: "Compliance Corner", "Reading Room", "Teacher Toolbox-Autism Resources", "From Chaos to Calm", "Dear Ms. M: Gifted Questions Answered"
- Monthly Special Education Compliance PD presentations for CES Leadership Program
- Specialized presentations upon request for staff / district PD
- File & program review
- Direct consultation for programing or student related concerns
- Assistance with NMPED Corrective Action Plans, Due Process and OCR Complaints

Loretta Garcia

TAP DIRECTOR

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~

For additional information regarding TAP services, contact:

JOB OPPORTUNITIES AT CES

Ancillary Openings (beginning to roll in):

- Adaptive Physical Educator – Region 4
- Audiologist – Regions 2, 4
- Behavior Management Specialist – Region 4
- Certified Occupational Therapist Assistant – Regions 1, 2
- Certified Orientation Mobility Specialist – Region 4
- Certified Orientation Mobility Specialist/TVI – Region 1
- Diagnostician – Regions 2, 4
- Occupational Therapist – Regions 1, 3, 4
- Physical Therapist – Regions 1, 2, 3, 4, 8
- Physical Therapist w/ Doctorate – Region 4
- Psychologist – Region 4
- Recreational Therapist – Region 4
- Registered Nurse – Region 4
- School Psychologist – Regions 3, 4, 7
- Social Worker – Regions 1, 2, 4
- Speech/Language Pathologist – Regions 2, 3, 4, 7
- Teacher for the Visually Impaired – Region 1



Other CES Openings:

- Office Receptionist
- Administrative Assistant, Procurement Department
- Multimedia Content Creator
- Professional Services Staff

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

Bulletin Board

LEAP COHORT 6

LATE HIRE for LEAP!

Cohort 6 Preservice is July 18-20, 2024 (regionally, throughout NM)...

- **Late Hire** Application window for C6 is July 15th - September 11th
- **Late Hire** Preservice is September 16-18th 2024 @ CES in Albuquerque

**Approval for C6 Late Hire is required. Late Hire C6 preservice is held at CES in Albuquerque only, 3 days of coverage required by district and travel support suggested.*

www.ceslean.org

The poster features a blue and purple gradient background. At the top, it says 'LEAP COHORT 6' in large white letters. Below that is a white banner with 'LATE HIRE for LEAP!' in blue. There are two chili pepper icons on either side of the banner. Below the banner, there are three bullet points. The first is partially cut off. The second and third are 'Late Hire' Application window for C6 is July 15th - September 11th and 'Late Hire' Preservice is September 16-18th 2024 @ CES in Albuquerque. At the bottom, there is a note in italics and the website 'www.ceslean.org'.

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2024
LEADERSHIP
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NEW DATES

OCT 15TH-16TH

08 - 04
AM PM

Elevating Education in NM: Leading the
Way to Excellence!"



Philip B. Warrick, EdD, is an author and presenter and has worked globally in the areas of school leadership, instruction, collaborative practices, and grading.



Jan K. Hoegh has been an educator for over 35 years. She has served as a classroom teacher, building leader, professional development specialist, high school assistant principal, curriculum coordinator, and assistant director of statewide assessment.

Join NM educators and leaders from around the state for this two-day, action-packed learning experience aimed at empowering New Mexico's education to a superior level of excellence. Bring your team of 4 or more with the 5th ticket free.

\$ 250 per person

🍴 Lunch provided

REGISTER NOW

📧 Questions?
Katie at Katie@ces.org

📍 Embassy Suites Hotel
1000 Woodward Place NE
ABQ, NM 87102



2024 FACILITY MANAGERS WORKSHOP

LEARN - DO - ACHIEVE



39th Annual

Facility Managers Workshop October 14 - 16th

Embassy Suites Hotel - 1000 Woodward Place NE, Albuquerque NM 87102

Breakout sessions:

- Roof Maintenance
- Athletics
- Boilers
- Irrigation
- Asbestos
- State Fire Marshall

Module 2 POMS 5 Hours

- OSHA Lock out, tag out
- Electrical Systems
- Lighting and Lighting controls
- Electronic Systems
- Energy Management

Module 3 POMS 5 Hours

- HVAC indoor air quality
- Life safety building codes
- Asbestos
- Regulatory compliance

MARGARITAVILLE

Join us for a party in paradise Monday evening October 14th! Enjoy dinner, drinks, games and awesome prizes.



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REGISTER
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