



Simplify procurement.  
Maximize results.

# CES MEMBER NEWSLETTER

## September 2025

### Keeping Transactions Moving Smoothly: A Positive Reminder

At CES, our goal is always to help members and vendors complete transactions quickly, accurately, and in full compliance. Occasionally, CES gets perceived as the source of delays, but in reality, most slowdowns happen earlier in the process—either in the preparation of purchase orders (POs) or in the submission of vendor invoices. By paying attention to a few common details, we can work together to make sure POs are processed without delay and vendors receive their payments promptly.

#### Common Reasons for PO Processing Delays

1. **Mismatch between PO and Quote** – When quantities, charges, or items don't align, CES must pause to seek clarification. Taking a moment to double-check that both documents match before submission saves everyone valuable time.
2. **Missing documents** – If either the PO or the vendor's quote isn't included, CES can't move forward. Submitting both together ensures seamless processing.
3. **Vendor quote errors** – Quotes sometimes don't reflect the approved contract pricing or are missing required format elements. Vendors who carefully reference their CES-approved pricing lists avoid these setbacks.

- Feature Article
- Calendar of Events
- Order Corner
- Purchasing News
- Construction Corner
- Education Articles
- CES Job Opportunities
- New CES Staff
- Bulletin Board

4. **Late submission of POs** – Occasionally a PO is created but not sent to CES until much later, which can throw off timelines. Submitting promptly keeps projects and purchases on track.
5. **Incomplete details** – Contract numbers, bonding costs, or proper sales tax are sometimes left off the PO or quote. A quick review ensures these essentials are included.
6. **Workforce Solutions account is locked** – CES is able to place requests for Wage Decisions on behalf of members ordering public works projects. However, that is the only part of the Workforce Solutions process over which CES has any control. The member working alongside vendors to enter the appropriate extended details and information into the Wage Decisions software as projects progress and/or close is a huge contributor to quicker processing of new construction orders with CES.

## Common Reasons for Vendor Payment Delays

1. **Late invoicing to CES** – If a vendor doesn't invoice CES soon after delivery, payment processing naturally stalls. Timely invoicing is key.
2. **Incorrect construction payment applications** – On construction projects, partial payment applications must be filled out correctly. Errors often lead to recycling through several hands for correction, potentially adding weeks to the timeline.
3. **Improper handling of CES administrative fee** – The CES administrative fee is already built into the contract pricing and should never appear as a separate charge to members. Adding it separately creates unnecessary confusion and correction delays.

## Working Together for Success

Every transaction through CES is a three-way partnership between **members, vendors, and CES**. Each party plays an essential role, and when documents are accurate and timely, the process moves swiftly. CES stands alone as the cooperative that adds value by checking every PO and invoice for contract compliance so members can rest easy knowing their purchases are audit-ready, and vendors can count on prompt payment.

By double-checking documents, submitting promptly, and invoicing quickly, we can all enjoy the smoothest possible workflow. Together, we make the process stronger, faster, and more reliable for everyone. And saving its members time and money is CES' business!

*By Jared Bomani*



## CALENDAR OF EVENTS

9/1 – Labor Day - Holiday  
 9/4 – TAP: Classroom “Fixer-Upper” Setting your classroom up for success  
 9/9 – TAP: Navigating Gifted Identification A Comprehensive Toolkit  
 9/9 – CES Region III Meetings – Las Vegas  
 9/10 – CES LEAP – Last Day for Late Cohort Enrollment  
 9/10 – CES Region IV Meetings – Albuquerque  
 9/10 – TAP: Section 504  
 9/10 – 12 NMASBO Fall Conference  
 9/11 – TAP: A Review of Existing Evaluation Data REED and Multidisciplinary Education Team Meeting  
 9/15 – NMSBA Fall Region II Meeting – Taos  
 9/16 – NMSBA Fall Region V Meeting – Grady  
 9/16 – TAP: Compliance Reliance Special Education Regulations, Rules & Processes  
 9/16 – CES Region V Meetings – Tucumcari & Clovis  
 9/16 – 19 NMML Annual Conference  
 9/17 – Constitution Day  
 9/17 – TAP: Layer 1 is Foundational- Building Strong MLSS Process for Improving Student Outcomes  
 9/17 – CES Region VI Meetings – Carlsbad & Roswell  
 9/17 – 18 – CES Region VII Meetings – Roswell & Ruidoso  
 9/18 – Air Force Birthday  
 9/18 – TAP: Dyslexia and A Structured Literacy Approach to Teaching Reading  
 9/22 – NMSBA Fall Region VI Meeting – Carlsbad  
 9/23 – TAP: Data Collection in the Special Education Classroom  
 9/23 – CES AI Summit  
 9/23 – NMSBA Fall Region VIII Meeting – Deming  
 9/24 – TAP: Trauma-Informed Teaching Understand Behaviors Transform Learning Empower Students  
 9/25 – TAP: Early Childhood Compliance Indicators  
 9/25 – CES Region VIII Meetings – Anthony & Las Cruces  
 9/25 – 28 NM Fire Service Conference  
 9/29 – NMSBA Fall Region I Meeting – Central  
 9/30 – NMSBA Fall Region IV Meeting – Albuquerque  
 9/26 – TAP: Overview of the IEP from PLAAFP to PWN  
 9/30 – TAP: Positive Behavior Intervention & Supports (PBIS)

September						
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## ORDER CORNER

CES strives to make certain each and every member has a clear understanding of how each purchasing/procurement process works. If you have not viewed the brief training video on a topic, you may feel a lack of prowess in using the CES Bluebook and associated tools.

The list to the right is a linked list of videos available for your assistance. They are also included at [www.ces.org](http://www.ces.org), under Procurement >> Resources, on the Member/Vendor

Service Resources page. The list continues to grow as additional videos are created for your use.

- [What is CES?](#)
- [Member Use of the Bluebook](#)
- [What is in the Bluebook?](#)
- [Ordering Food With CES](#)
- [Choosing the Right JOC Platform for Your Needs](#)
- [Wage Rates Etcetera](#)

## PURCHASING NEWS

### 1) Name Changes/Change of Ownership:

MW Electric is now Sychar 2023-04-G2135-1

### 2) New Contract Awards:

RFP	Awardee	Contract Number
2025-08 <i>IT Professional Services</i>	Blue Team Alpha	2025-08-C1116-ALL
2025-18 <i>In-Vehicle Telematics Systems</i>	Pro-Vision Solutions LLC Motive Technologies	2025-18-C111-ALL 2025-18-C114-ALL
2025-20 <i>Fleet Management System</i>	Motive Technologies Inc	2025-20-C111-ALL
2025-27 <i>Storage Tanks for Public Utility, Emergency &amp; Operational Services</i>	Mick Rich Contractors Inc. PG Enterprises LLC Global Sales and Services LLC	2025-27-C111-ALL 2025-27-C112-ALL 2025-27-C113-ALL
2025-28 <i>Road and Landscape Products</i>	Highland Enterprises Inc. Conrad and Sons LLC PG Enterprises LLC Mountain States Constructors Inc. American Road Maintenance Inc	2025-28-C111-678 2025-28-C112-ALL 2025-28-C113-ALL 2025-28-C114-4 2025-28-C115-ALL

2025-29 <i>Career Technical Education</i>	Mycelia Foundation Paxton/Peterson LLC Pearson Education Inc DEPCO enterprises Inc AAIS Follett Content Solutions LLC School Specialty LLC Toolkit Technologies Inc RDF Enterprises Inc. Subject Technologies Inc.	2025-29-C111-ALL 2025-29-C112-ALL 2025-29-C113-ALL 2025-29-C114-ALL 2025-29-C115-ALL 2025-29-C116-ALL 2025-29-C117-ALL 2025-29-C118-ALL 2025-29-C119-ALL 2025-29-C1110-ALL
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### 3) Current & Upcoming Solicitations:

RFP #	RFP Description	Release	Due	Award
2026-01 (2023-03 exp 12/12/25)	<i>JOC - Fencing &amp; Landscaping</i>	7/14/25	8/22/25	9/15/25
2026-02 (2023-04 exp 12/12/25)	<i>JOC - (MEP) Mech./Elec./Plumbing</i>	7/14/25	8/22/25	9/15/25
2026-03 (2023-05 exp 12/12/25)	<i>JOC GC - General Construction</i>	7/14/25	8/22/25	9/15/25
2026-04 (2023-06 exp 12/12/25)	<i>JOC - Painting &amp; Stucco</i>	7/14/25	8/22/25	9/15/25
2026-05 (2023-07 exp 12/12/25)	<i>JOC - Roofing</i>	7/14/25	8/22/25	9/15/25
2026-06 (2023-08 exp 12/12/25)	<i>JOC - Paving &amp; Site Work</i>	7/14/25	8/22/25	9/15/25

\*Evaluations and award dates are tentative and subject to change.

### 4. Procurement Issues and News:

#### LD Supply eCommerce Site

- CES Procurement worked with LD Supply to implement their eCommerce site in the Bluebook, just like we did with Brady.
- Members will punch out to and buy directly from LD Supply's site.

#### CES Expansion

- CES will be attending trade shows and conferences to market CES contracts and procurement services in Utah and Idaho.

- Utah Representatives are

**Peggy Green (South)**

435-327-1693

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

**Mason Goold (North)**

801-664-0742

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

- See them at the Utah Association of Counties Conference at the Davis Conference Center in Layton, September 8-10!

#### Tariff Surcharges - Update

- CES will accept Tariff Surcharges with a valid official letter of justification from the manufacturer or distributor.

## New Contract Awards – Descriptions

- **2025-18**

### **In-Vehicle Telematics Systems**

It includes AI-driven driver behavior monitoring, automated stop-arm violation detection, predictive maintenance, GPS tracking, geofencing, and cybersecurity measures to enhance fleet management and security. The proposal emphasizes compliance with federal and state regulations, cloud-based data storage, real-time surveillance, license plate recognition, and AI-powered safety features for public, student, and prisoner transport vehicles while ensuring robust technical support and system integration.

- **2025-20**

### **Fleet Management Systems**

It includes features such as real-time GPS tracking, AI-powered predictive maintenance, driver behavior monitoring, fuel management, cybersecurity protections, and compliance with federal and state regulations. The proposal emphasizes operational efficiency, cost reduction, fleet security, and environmental impact tracking while ensuring comprehensive training, software support, and seamless integration with various fleet vehicles and management systems.

- **2025-27**

### **Storage Tanks for Public Utility, Emergency & Operational Services**

CES Members can procure multiple storage tank projects through a single competitively awarded contract, covering supply, installation, and maintenance for public utility, emergency, and operational uses. Contractors will provide solutions for potable and non-potable water, fuel, chemical, thermal storage, compressed gas, and agricultural applications, meeting New Mexico licensing and federal compliance standards.

The Scope of Work (SOW) outlines responsibilities, including consultation, design, installation, startup, training, and ongoing maintenance. Price proposals must use RS Means Data for cost estimation, with provisions for pre-priced and non-pre-priced tasks. Contractors must ensure adherence to quality, safety, permitting, and bonding requirements throughout the project lifecycle.

- **2025-28**

### **Road and Landscaping Products**

Supplying of various types of Asphalt, Aggregate, Gravel, Rock, Sand, Concrete, Soil Stabilizer Products (Perma-Zine or equal), Geogrid Products and Related for use by facility maintenance, and road departments. (Product only).

- **2025-29**

### **Career & Technical Education (CTE):**

Career Technical Education (CTE) is learning, focused on gaining practical, hands-on skills and academic knowledge for specific careers, connecting students to real-world job opportunities and further education through hands-on training and industry-aligned programs. It provides students with valuable skills to enter the workforce directly or use as a foundation for college, covering diverse fields from healthcare and technology to manufacturing and business. CTE consists of hands-on learning, career focused by preparing students for specific jobs, integrated with academics by combining traditional education with technical skills making learning more engaging and relevant.

## CONSTRUCTION CORNER

### Avoid Payment Delays Double-Check Before You Submit!

Most construction payment delays occur because of small inaccuracies in the Application for Payment. Once submitted, any needed corrections must cycle back through the approval process—costing valuable time.

To help you get it right the first time, we encourage you to review our brief demonstration video, *Applying for Payment with CES*, at <https://youtu.be/7zuqe8aQ-aE>. A few extra minutes of review can make all the difference!

## EDUCATION ARTICLES

### Compliance Corner

September 2025

By Cindy Soo Hoo, TAP Consultant

#### Back to School: It's September; There's a Lot to Remember!

Now that school is back in session, it is important to keep in mind the many responsibilities case managers have for the students who are on their caseload. These responsibilities may be direct in implementation or involve oversight of others who provide the services or supports. This is often the regular education teacher but may involve others who are responsible for implementing portions of the student's Individualized Education Program (IEP). Regardless of whose responsibility it is to provide support or oversee the support, it is imperative that students receive the services and supports that were determined necessary as indicated by their IEP. Not doing so could result in a denial of the child's right to a Free Appropriate Public Education or FAPE.

In this edition of Compliance Corner, we will discuss the following typical roles and responsibilities of case managers. They include:

- Ensuring access of student information to those responsible for implementation
- Notifying staff and monitoring the implementation of accommodations/modifications
- Notifying staff and monitoring the implementation of a Behavioral Intervention Plan (BIP), as applicable

#### Access of Student Information for Those Responsible for Implementation

The Individuals with Disabilities Education Act (IDEA) contains requirements for making student information, namely the child's IEP, available to those who have a part in providing instruction or support for that student. For the student to receive the support he/she needs, it is imperative that everyone who has a hand in its implementation be aware of what the student requires. Supports may be necessary in a variety of settings. Those settings not only include the general education classroom but also non-academic and extracurricular activities.



IDEA 34 CFR §300.323 (d) states the following:

- *Accessibility Of Child's IEP To Teachers and Others. Each Public Agency Must Ensure That—*
  - *(1) The Child's IEP is Accessible to Each Regular Education Teacher, Special Education Teacher, Related Services Provider, and any other Service Provider who is Responsible for its Implementation; and*
  - *(2) Each Teacher and Provider Described in [Paragraph \(D\)\(1\)](#) of This Section is Informed of—*
    - *(i) His or Her Specific Responsibilities Related to Implementing the Child's IEP; and*
    - *(ii) The Specific Accommodations, Modifications, and Supports that Must be Provided for the Child in Accordance with the IEP.*

#### Notifying Staff and Monitoring the Implementation of Accommodations/Modifications

The terms accommodation and modification are often used interchangeably but differ in definition. Both are meant to address deficits that students with disabilities exhibit. However, one helps to level the playing field while the other changes the playing field. Accommodations are typically less intrusive and are meant to bring a student with a disability to the same starting point as a non-disabled student. Modifications are more involved and typically provide support for students who have more intensive needs.

Accommodations can be defined as any technique that alters the academic setting or environment in some way but does not change the content of required work. They allow the student to obtain access to the instruction or assessment. The environment, presentation of materials and how the student is expected to respond may be altered. Yet, none of these changes the expectation of what the student is to learn. Considerations need to be given as to what might become a barrier to the student being able to access or participate in the instruction or assessment. Examples might include providing the student preferential seating, frequent breaks or allowing the student to demonstrate mastery with a different presentation mode.

Modifications can be defined as any technique that alters the work required in such a way that it differs in substance from the work required of other students. This might include reducing the number of problems a student is to solve, changing how a student will be graded to assess his/her mastery of the content or utilizing different instructional materials.

The discussion regarding whether a child may need accommodation and/or a modification occurs at every IEP meeting. IEP Team members determine whether a child may need them to participate in and have access to the general education curriculum. Discussions also center around whether certain accommodations are necessary for the child to participate in state and district-mandated testing.

34 CFR §300.320 (6)(i) states:

*A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and*



*districtwide assessments consistent with section 612(a)(16) of the Act; and...*

Notifying staff and monitoring the implementation of a Behavioral Intervention Plan (BIP), as applicable

Over the last several years, behavioral incidents have increased across schools in the United States. These increased incidents impact the learning process in classrooms and other educational environments. Both the IDEA and the New Mexico Administrative Code (NMAC) have requirements for when a Behavioral Intervention Plan (BIP) is required. Both require school districts to provide positive behavioral supports and interventions when a child's behavior impedes their learning or the learning of others. While the IDEA specifically references the BIP as it pertains to the discipline process, the NMAC goes further in terms of expectations.

The NMAC 6.31.2.11 F (1) states:

*Behavioral planning in the IEP. Pursuant to 34 CFR Sec. 324(a)(2)(i), the IEP team for a child with a disability whose behavior impedes his or her learning or that of others shall consider, if appropriate, strategies to address that behavior, including the development of behavioral goals and objectives and the use of positive behavioral interventions, strategies, and supports to be used in pursuit of those goals and objectives. Public agencies are strongly encouraged to conduct functional behavioral assessments (FBAs) and integrate behavioral intervention plans (BIPs) into the IEPs for students who exhibit problem behaviors well before the behaviors result in proposed disciplinary*

*actions for which FBAs and BIPs are required under the federal rules.*

It may be necessary for the person with extensive knowledge of the documents to be available to provide consultation and answer any questions others may have regarding their role in providing support or services. Having everyone on the same page regarding what the child needs will likely result in the student making appropriate progress.

Some school districts choose to provide a paper copy of the accommodations/modifications page(s) as well as the BIP for others who are responsible for providing the support but may not have convenient access to the electronic version of the IEP. In doing so, it allows for easy access to the document. This becomes even more consequential should there be a substitute teacher in the classroom. Having the document available for him/her would increase the likelihood of the supports being implemented.

Finally, some school districts require all of those who implement portions of the IEP to sign a document indicating their receipt and understanding of what their specific expectations are. Those who are responsible for implementing portions of the IEP such as accommodations and modifications or a behavioral intervention plan now have accountability as to their responsibilities in the instruction of that student.

***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.***



## TAP Guidance Article

### September 2025

*Dear Ms. M,*  
*Why do gifted teachers often face opposition and pushback from their colleagues & community?*

#### A New School Year and a Shared Purpose

As we begin a new academic year, we're all driven by the same core mission: to provide every single student in New Mexico with the best possible education. This mission unites us, but it's no secret that it can also lead to challenges. When it comes to gifted education, we sometimes encounter skepticism and even outright opposition from our colleagues and the public. So, why does this pushback exist, and what can we, as New Mexico gifted educators, do to address it?

The reasons are complex, but they often come from a place of misunderstanding and valid concerns. We can break down the resistance into

three main areas: the perception of elitism, issues of equity and access, and the practical challenges faced by classroom teachers.

#### The Elitism Myth: "Why Give Gifts to the Gifted?"

The biggest misconception about gifted education is that it's an "elite" program for students who are already destined to succeed. This line of thinking suggests that gifted programs take resources away from students who need them more, creating an unfair advantage for a privileged few. Public opinion polls often reveal this sentiment, with people wondering, "Why give gifts to the gifted?"

This view misunderstands the fundamental nature of giftedness. Gifted students are not just "smart." They have unique and intense learning needs that, if left unaddressed, can lead to academic underachievement, behavioral issues, and social-emotional struggles. They need differentiated instruction just as much as a student with a learning disability requires a specialized plan. Providing services for them isn't about creating an elite class; it's about meeting a real, documented educational need.

## **The Equity Challenge: A Problem We Must Own**

A more challenging and valid criticism centers on equity and access. For decades, gifted programs have faced justified accusations of not being representative of the diverse student population they serve. Far too often, students from low-income backgrounds, Native American communities, students who are twice exceptional and have special education needs, and Hispanic families are under-identified and underrepresented in gifted programs.

This isn't just a perception; it's a documented problem. Identification methods that rely solely on standardized tests or teacher referrals can inadvertently create barriers. This leads to a public and teacher sentiment that gifted programs are perpetuating systemic inequalities rather than addressing them. As a state, we have a responsibility to address this head-on by using multiple, culturally relevant criteria for identification and by actively searching for giftedness in all our students, especially those from underserved populations.

### **Practical Challenges in the Classroom**

Finally, we need to acknowledge the reality faced by our general education teachers. When a school or district has limited resources, a gifted

pull-out program can feel like it's pulling students out of the classroom just as the teacher is working on a crucial lesson. Teachers often feel unsupported in their efforts to differentiate for their highest-ability students while also managing the vast range of needs in their diverse classrooms.

We can't expect a single teacher to be an expert in every learning challenge, from dyslexia to giftedness. The pushback often comes from a place of feeling overwhelmed and under-resourced. The solution isn't to dismantle gifted programs but to build a stronger bridge between them and general education. This means more collaboration, training, and shared resources so that all teachers feel equipped and empowered to serve every learner in their classroom, whether they are in the gifted program or not.

### **Moving Forward, Together**

The pushback against gifted education isn't a sign that it's a failed concept. Instead, it's a powerful call for change—a demand for programs that are more equitable, more integrated, and more clearly understood by everyone in our community. By focusing on identification reform, teacher collaboration, and public advocacy, we can transform skepticism into support. This new school year is our chance to build those bridges and ensure that

every student's gifts, no matter where they come from or what they look like, are nurtured to their fullest potential.

**Kate Morris, MEd Gifted Education**

*Kate Morris is CES's Gifted TAP Consultant. She has been in gifted education for 11 years as a gifted educator a gifted instructional coach, and a educator for 16 years. She works for the Central Consolidated School District in northwest New Mexico & Navajo Nation, serving gifted and talented students in CCSD's Gifted, Talented, and Creative Program.*

## **The Reading Room: Tips and Tricks September 2025**



Welcome back to the Reading Room, CES' monthly tips and tricks article to help you improve your students' reading through providing information, resources, and materials about the various components of Structured Literacy and the Science of Reading. We have decided to get back to some basics and start this year off with 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 bed.  
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://ufli.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](http://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](mailto:cfox@ces.org), Jessica Powell - [jpowell@ces.org](mailto:jpowell@ces.org)

# Teacher Toolbox



## Teacher Toolbox

**September 2025**

By Margaret Wood, Speech-Language  
Pathologist and TAP Consultant  
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Setting student spaces up for  
success!

*Creating Calm and Clearly Defined  
Classrooms*

Now that the first day of school has passed, your schedule is up and running, and you are starting to get an idea of what your students' needs are, you can tackle your classroom setup! Wait... what? Did I hear you say, "But I already set up my classroom!!!" That's okay... it's not "Demo

Day"! There's no need to grab your sledgehammer and start over. Just consider the following points as you ask yourself, "Is my classroom designed to foster calmness or chaos?"

Regardless of students' ages or ability levels, mindful classroom setup can increase skill acquisition and independence while simultaneously lowering stress and anxiety. Research has consistently shown that students in organized and structured classrooms demonstrate more on-task behavior and higher academic achievement. Establishing a supportive classroom environment for all students is an important component to consider when planning and implementing instruction, especially for students with autism spectrum disorders (ASD). Whether students are served in general education settings, self-contained settings, or any combination of locations, an organized classroom is key.

Individuals with ASD often have impaired concentration, sensory processing differences, and the need for "sameness", which can make the educational environment especially challenging. Participation may be limited due to a student not understanding what is expected of him/her in a specific area of the classroom or during an instructional activity. An organized classroom with defined areas and spaces decreases anxiety and increases predictability, which leads to decreased challenging behaviors and increased positive outcomes. The TEACCH method, which stands for the Treatment and Education

of Autistic and Communication Handicapped Children method, was specifically developed for children with autism spectrum disorder at the University of North Carolina by Dr. Eric Schopler in 1972 (<https://teacch.com/>). The TEACCH method relies on the core principles of visual learning, sometimes called Structured Teaching: the organization of the physical environment, a predictable sequence of activities, visual schedules, routines and flexibility, work/activity systems, and visually structured activities (check out this video example <https://youtu.be/vkymZzmg4jw>).

Structured teaching develops teaching strategies and changes the environment to make the world more meaningful for all students, especially for students with unique needs. These structures can be utilized at all developmental levels and do not limit the curriculum. The calm, predictable and familiar environment reduces the potential for anxiety and challenging behaviors. Examine your current classroom space and consider the following questions:

1. ***Have I created physical and visual boundaries to define my classroom areas and expectations?***

Kara Hume from the Indiana Resource Center for Autism explains, "Segmenting the environment helps clarify the expectations. Once students are taught expected behaviors for each space in the classroom, the distinct areas become powerful cues for



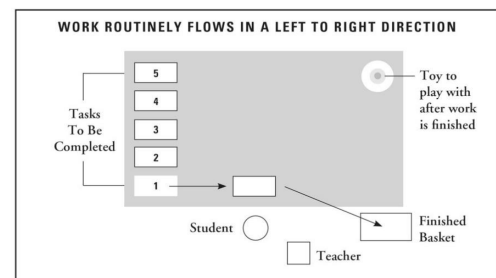
appropriate behavior.” Providing physical and visual boundaries to students provides them with the following critical information: where each area begins/ends, where they should be for each activity, and what activity will be occurring in that area at that time. For example, colored placemats on a table may signal the current activity is snack time, but when the placemats are replaced with a bin of crayons, it indicates that it is now the art center. Likewise, a tabletop study carrel (e.g., a trifold cardboard) may be used to indicate that this student is to complete tasks independently. It is removed when the teacher is providing instruction or the student is working with a group. When taught and routinely expected and reinforced, these visual boundaries are designed to exaggerate the cues about the classroom spaces and expectations, which promotes routine, order, and a calm atmosphere for all students.

## 2. Have I minimized auditory and visual distractions?

Let’s face it... some classrooms look like “Teachers Pay Teachers” or Lakeshore have vomited all over the walls! Too many objects and pictures plastered on every surface can serve as visual distractions for children who lack the underlying abilities to filter out “unnecessary” visual information. When too much sensory information is presented (auditory, visual, etc.), some students’ processing may slow down, or if overloaded, may stop completely. Teachers may consider reducing the amount of stimuli in the classroom or may decide to hang the information out of the field of vision of the most distractible students (i.e., behind the students, in a center area that doesn’t require as much attention or focus). Putting all extraneous materials and supplies out of sight (e.g., in cabinets, boxes, drawers or folders) and covering open shelves or computer screens with fabric or paper may help students focus on relevant information, increasing their attention to the task at hand.

## 3. Have I created effective work systems for students with more significant needs?

Consider placing a work system for some students to use during independent work time. It is a systematic and organized presentation of tasks and materials that visually communicates at least four pieces of information to the student: The tasks/steps the student is supposed to do, how many tasks/steps there are to be completed, how the student knows he/she is finished, and what to do when they are finished. Work systems are most effective when used consistently during independent work time each day and are designed to match the student’s developmental level, strengths, needs, and interests. Tasks used in independent work areas are related to the student’s individual goals and objectives, reflect previously mastered skills, and are rotated frequently to increase engagement and task endurance/completion.



<https://www.shoebtasks.com/teacch>

- Work bins or task baskets are set up with a schedule that tells the worker what to do first and next
- Visual at the end indicating what to do when finished

There are many more classroom considerations that may decrease challenging behaviors and increase positive outcomes. If you’d like to hear more about this topic, register for the Autism Toolbox Series: “Classroom Fixer Upper” presentation coming up on Thursday, September 4<sup>th</sup>, 2025, for an in-depth workshop

that will explore many additional ways to achieve a calm and effective learning environment, by utilizing the current resources you have. In the meantime, remember to implement classroom changes slowly, explain them to students thoroughly, and reinforce the new routines frequently. Over time, you will see a few small changes can produce many positive results!

Click link to register:

<https://ces.org/wp-content/uploads/2025/07/Classroom-Fixer-Upper-Setting-your-classroom-up-for-success-Margaret-Wood-9.4.25.pdf>

## References

Hume, K. (2007). Clean Up Your Act! Creating an Organized Classroom Environment for Students on the Spectrum. *The Reporter* 13(1), 15-18.

<https://www.autismparentingmagazine.com/asd-teacch-method-works/>

<https://teacch.com/>



## JOB OPPORTUNITIES AT CES

### Ancillary Openings:

- Ancillary Teacher – Region 1
- Audiologist – Regions 1, 2, 4
- Behavior Management Specialist – Region 4
- Diagnostician – Regions 4, 6
- Diagnostician (Bilingual) – Regions 2, 3, 4
- Physical Therapist – Regions 2, 3, 4
- Recreational Therapist – Region 4
- Registered Nurse – Regions 1, 4
- Rehabilitation Counselor – Region 4
- School Psychologist – Regions 2, 4
- Social Worker – Regions 1, 2, 4
- Social Worker (regular ed) – Region 4
- Speech/Language Pathologist – Regions 2, 3, 4, 8

### Other CES Openings:

- Professional Services Staff

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



## NEW CES STAFF



Hello, I am Mason Goold. I am extremely excited to join UAC/ CES as the Utah Regional Manager- North. Prior to joining UAC/ CES, I worked for Salt Lake City in their purchasing and contracts management division, where I managed procurements for the City's 3 airports. I have also worked in government procurement and contracts management in the private sector. I hold a Master of Public Administration from the University of Utah. I am a lifelong Utahn and enjoy all Utah has to offer. In my free time, I enjoy cycling and spending time with my wife and two boys.



I am Jane Hogland, the new Professional Development Programs Admin Assistant, working with LeAnne Gandy. I will also be working to support CES social media. A proud Native New Mexican, I bring years of service in education and public support. My career began as a bus driver with Rio Rancho Schools. I transitioned into roles as an Educational Assistant and later as an Administrative Assistant. Each position strengthened my skills. My last position was as an Executive Assistant, providing high-level support with precision and integrity. Throughout my journey, I've learned how to keep the main thing the main thing—staying focused on what truly matters. I am passionate about supporting leadership.



My name is Rocio Hernandez, and I was raised in Soledad, California, before moving to Albuquerque about a year ago with my family. I have three wonderful children -Alexis, Nathan and Sophia. I was recently hired as a Temp Administrative Assistant for the CES LEAP and SITE Programs after working 15 years in the same role for a school district in California. As a family, we are enjoying New Mexico's culture, scenery, and food while continuing to build our lives here in New Mexico.

Continued on next page ...





Peggy Green is the new Regional Manager of Southern Utah for CES, bringing dedication and vision to her leadership. Based in Cedar City, she has a strong track record of empowering local initiatives and fostering regional partnerships. Peggy is known for her collaborative approach, strategic thinking, and ability to inspire teams toward excellence. She has been married to Dennis Green for 23 years and they share their home with six beloved rescue dogs. Together, they share a deep love of music and support local musicians and venues. In her free time, Peggy enjoys true crime podcasts, reading biographies of fascinating people and baking.

## BULLETIN BOARD

### New Mexico Pre K-12 Principal Conference & CES LEADERSHIP SYMPOSIUM



**OCTOBER  
15-16 2025**

EMBASSY SUITES, ALBUQUERQUE NM

Mark your calendars for the 2025 Leadership Conference!

This year, CES and our state principal associations are joining forces to host a combined conference bringing district and school leaders together for high-quality professional development.

This unique learning opportunity will feature presentations from outstanding New Mexico school district programs that are leading the way in Career & Technical Education (CTE).

Keynote speaker Dr. Kevin Fleming brings over 20 years of experience in career education, having served as a business faculty member, instructional dean, and college vice president.

#### Conference Highlights

- 75-minute presentations from leading districts
- Interactive sessions and student showcases
- Networking with industry and education leaders



**KATIE EFFERT**  
505-344-5470 ext. 127  
katie@ces.org





## Facility Managers Workshop 2025

Join us for an exciting informative 2-day conference all about Facility Maintenance October 13-15, 2025. We will be offering modules 2 & 3 for the Master Certificate program. There will be two field trips – one on Monday and one on Tuesday – covering Playground/Roof Maintenance/House Keeping.

Other breakout sessions: include:

Roof	Asbestos
Maintenance	Pesticides
Athletics	State Fire
Boilers	Marshall
Irrigation	

**SEE SCHEDULE LINK AT THE BOTTOM OF THE PAGE**

[Embassy Suites by Hilton Albuquerque](#)  
[1000 Woodward Pl NE, Albuquerque, NM 87102](#)

Oct 13, 2025 08:30am - Oct 15, 2025 10:00am  
Add to [Google](#) · [Outlook Web](#) · [Outlook Mobile](#) · [Yahoo](#) · [iCal](#)

**REGISTER**

\$50.00 - \$225.00

[2025 SCHEDULE](#)



Simplify procurement.  
Maximize results.

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## LEAP **Late Hire** Process: Cohort 7

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### Timeline

- **Apply beginning July 23rd** — Open until filled (spots limited!)
    - **Application Window Closes** — September 10th!
- 

 **Why Apply Early?** Enrollment closes **once capacity is reached**.

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### Program Highlights

- Applications will only be accepted using the CES LEAP website [www.cesleap.org](http://www.cesleap.org)
  - A successful interview & PD sessions (held on Aug. 9 or Aug. 16<sup>th</sup> – 8 a.m. – 4:30 p.m.) may not be missed
  - Late Hire accepts and prepares teachers for immediate classroom placement
  - Late Hire is for qualified individuals seeking licensure who possess a *Letter of Intent* or a teaching *Contract* at the time of application, only
- 

### How to Apply

1. Visit [www.cesleap.org](http://www.cesleap.org) to complete the online application
  2. Upload transcripts, resume, and recent professional references
  3. Receive confirmation from CES LEAP and an interview time
- 

### Who Should Apply

Career-changers, recent grads, and professionals ready to make an impact and a difference in New Mexico classrooms who have a full time teaching position this year at a New Mexico school, charter or educational site.

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Visit [www.cesleap.org](http://www.cesleap.org) or email Tim Flores at [tflores@ces.org](mailto:tflores@ces.org)

# Momentum: Principal Mastery Series

Facilitated by: Evan Edwards and Michele McWilliams



**Empowering Leaders. Building Capacity. Leading for Impact**

Momentum is a year-long, high-impact learning experience designed for principals and building leaders at every stage of their journey. Through monthly virtual sessions and individualized executive coaching, participants engage in relevant, actionable leadership development that supports personal growth and school transformation.

## What You'll Experience:


- 40+ hours of professional learning through monthly collaborative sessions
- 10 hours of personalized executive coaching to deepen reflection and growth
- A supportive network of peers, thought partners, and expert facilitators
- Preparation for 2025-2026, your best school year ever! 😊

## Topics Include:

- Leading with Purpose & Presence
- Discipline and Restorative Practices with Students and Employees
- Navigating Difficult Conversations with Confidence
- Creating a Culture of High Expectations & Belonging: Equity for All
- Using Data for Impactful Instructional Leadership
- Talent Management & Staff Development
- Leadership Wellness & Sustainability
- Systems Thinking for School Improvement
- Roundtables: Real Talk with Real Leaders

## Who Should Attend?

Principals, assistant principals, and campus leaders who are ready to:

-  Expand their leadership toolkit
-  Network and collaborate with other leaders
-  Embrace new practices for school improvement
-  Receive targeted, individualized support for personal leadership growth

**Cost: \$2,000 per participant**



## Leadership is a journey!

*Momentum helps you move forward, build confidence, and lead with vision.*

### Dates:

**Virtual from 8:30am - 11:00am**

August 26, 2025  
September 30, 2025  
October 28, 2025  
November 18, 2025  
December 9, 2025  
January 27, 2026  
February 24, 2026  
March 17, 2026  
April 21, 2026  
May 12, 2026

Register today!

Click [HERE](#) or Scan the QR CODE below.



Procurement | Ancillary | Professional Services | NMREAP

[www.ces.org](http://www.ces.org)

Have questions? Email us at [Leadershipdevelopment@ces.org](mailto:Leadershipdevelopment@ces.org)



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