



Simplify procurement.  
Maximize results.

# CES MEMBER NEWSLETTER

## October 2025

### Winterizing Building A/C Systems

Practical, facility-friendly steps you can run each fall to prevent freeze damage, mold, and surprise spring repairs.

#### 1) Evaporative Cooling Systems (roof “swamp” coolers, indirect/direct units)

**Safety first:** Lock-out/tag-out electrical, use fall protection on roofs, and close the water supply before you start.

##### Step-by-step

1. **Shut off & isolate water** at the service valve feeding each unit. Tag the valve position.
2. **Drain everything:** reservoir/sump, pump, distribution lines, bleed-off, and the supply line up to (and including) the solenoid valve. Open low-point drains; crack unions if needed.
  - In freezing regions, **blow out lines with low-pressure air** (≈20–30 psi) to remove pockets.
3. **Protect backflow preventers:** drain and leave test cocks open at 45°, or remove and store per local code.
4. **Clean the interior:** remove pads; scrub scale from pan and distribution tray; rinse and dry.
  - If corrosion is an issue, apply a light **evap-pan rust inhibitor** after drying.
5. **Remove or store pads** (or install fresh in spring). Wet, mineral-loaded pads left over winter = mold and odor.
6. **Service the pump & float:** clean the impeller screen; check bearings; back off the float arm so it can't trap water.
7. **Seal the air path:** close the **barometric damper** or install a tight-fitting **winter blank-off panel** to stop cold drafts and heat loss down the duct.
8. **Cover the unit** with a breathable **evap cooler cover** (not plastic sheeting). Secure against wind; leave small vents for drying.
9. **Insulate exposed piping** and any valves that must remain in place.

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10. **Document & tag:** note which valves are closed, drains left open, and any parts removed (pads, belts). Keep a spring start-up checklist with the unit record.

### Pro tips

- If your unit has an **auto-drain kit**, still verify the pan is fully empty and the drain isn't clogged.
- Buildings that run minimal winter humidification through indirect/direct systems should **use glycol-protected loops** or keep mechanical rooms above freezing and continuously circulated.

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## 2) Refrigerated (DX/package RTUs, split systems, VRF/mini-splits, chillers & AHUs)

### Important distinction:

- **Heat pumps or RTUs that provide winter heat must stay operational.** Do **not** cover outdoor heat-pump units and **do leave power on** so **crankcase heaters** protect compressors.
- **Cooling-only condensers** (no winter use) can be fully mothballed.

### Step-by-step (adapt as applies)

1. **Electrical & control state**
  - **Heating or standby units:** leave power **ON** for crankcase heaters and control safeties; set BAS/thermostat schedules to heating mode.
  - **Cooling-only equipment:** lock-out/tag-out if you are

fully de-energizing for winter.

2. **Coils & cabinets**
  - Wash condenser/evaporator coils; straighten fins; let dry fully.
  - Inspect hail guards, panels, gaskets; replace missing screws to keep out wind-driven moisture and pests.
3. **Condensate management**
  - **Drain traps and pans** on AHUs/FCUs to prevent split traps from freezing.
  - In cold mechanical rooms, either add **trap heat**, **trap primers**, or dose traps with **non-toxic RV glycol** (never automotive).
4. **Refrigerant circuit protection**
  - Verify **crankcase heaters** draw amperage.
  - For equipment stored off, annotate the **ambient lockout** and expected spring warm-up procedure (power on  $\geq 12$ –24 hours before starting to allow oil warm-up).
5. **Filters, belts, bearings**
  - Replace or bag filters for spring.
  - Check belt tension and pulley alignment; lubricate bearings per OEM (many are sealed—don't over-grease).
6. **Economizers & outside-air paths**
  - Inspect dampers, linkages, and seals; set **minimum OA** per winter ventilation plan to avoid freezing coils or over-cooling. Test actuator function.
7. **Water-side equipment (chilled water, cooling towers, fluid coolers)**

- If any part of the **cooling loop is idle**, drain coils, strainers, and low points, or maintain a **glycol concentration** suitable for your design freeze point (verify with a refractometer).
  - For **cooling towers not used in winter**: drain basins, lines, and make-up; tilt for drainage; lock fans; protect the make-up/backflow assembly.
8. **Mini-splits/VRF outdoor units**
- Keep clearances; elevate above snow line; confirm **defrost** operation if heating.
  - **Do not cover** if they heat—covers block airflow and trap moisture.
9. **Controls/BAS**
- Apply **winter setpoints**, low-temp safeties, and alarms (freezestat checks).
  - Update sequences so chilled-water or economizer cooling can't enable unintentionally in sub-freezing weather.
10. **Final checks & documentation**
- Weatherproof penetrations and conduit entries.
  - Record what was drained, isolated, left powered, and any glycol percentages. Attach a **spring recommissioning checklist** to the work order.

### Pro tips

- If a space must stay above freezing near coils or pipes, **verify room heaters** and **door sweeps**; a single cold night can burst a condensate trap or coil.

- For packaged RTUs that heat in winter, consider **coil hail screens** and **snow baffles** where drifting occurs.
- Never wrap an operating condenser/heat pump with a tarp—use only OEM snow hoods or leave it open.

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### Quick two-line summary

- **Evaporative**: kill water → drain/clean → remove pads → seal duct → cover unit → tag everything.
- **Refrigerated**: keep heat-capable units powered for crankcase heaters → drain condensate & idle water loops or maintain glycol → clean/inspect → lock in winter controls → document for spring.

*By Jared Bomani*

### Sources

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- Copeland. (2017, updated 2021). Minimum time to energize the crankcase heater prior to starting the compressor. Copeland Knowledge Base. [copeland.custhelp.com](#)
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- Pacific Northwest National Laboratory. (2012). Air-side economizer operation (Building Re-tuning). U.S. Department of Energy. [buildingretuning.pnnl.gov](#)

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Trane. (2016). Installer's guide—Upflow/horizontal and downflow gas furnaces (18-CE01D1-1E-EN). Trane Technologies. [Trane](#)

U.S. Department of Energy—Building America Solution Center. (2022, December 29). Evaporative cooling systems. [Building America Solution Center](#)

The Dow Chemical Company. (2019). DOWFROST™ heat transfer fluid: Technical data sheet (Form No. 180-01314-1019).

## CALENDAR OF EVENTS

10/1 TAP: Discipline Rules and Behavioral Interventions to Prevent the Need for Discipline

10/2 National Custodial Worker Day

10/2 TAP: Autism Toolbox: Visual Schedules Demystified

10/6 NMSBA Fall Region III Meeting – Clayton

10/7 NMSBA Fall Region VII Meeting – Hondo

10/7 TAP: Classroom Management for Gifted & Advanced Learners

10/8 TAP: Mental & Behavioral Health Eligibilities

10/13 US Navy birthday

10/13 Indigenous People's Day

10/13-15 Facility Managers Workshop

10/14-17 NMASBO Boot Camp

10/15 TAP: Inclusion: Part 1

10/15-16 CES Leadership Conference

10/16 Bosses Day

10/16 TAP: Transition Planning 101: Developing Quality Transition Plans & More

10/21 TAP: Designing Successful Functional Behavior Assessments & Behavior Intervention Plans

10/22 TAP: Assistive Technology for Self-Regulation in School Environments

10/23 TAP: Structured Literacy Bridges to Practice K-5

10/28 TAP: Writing High Quality IEP Goals: Meaningful, Data Based, and Measurable

10/29 TAP: A Misunderstood Process: Student Assistance Teams (SAT) & Improving Student Outcomes

10/30 TAP: Mindfulness-Based Practices to Support Social & Emotional Learning

10/31 Halloween

October						
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	31	

## 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 will evolve as processes change and additional videos are created to support your use of CES contracts.

- [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](#)



**You spoke; we listened.  
A smarter CES process is coming this Fall – built around YOUR feedback.**

## PURCHASING NEWS

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

Sivic Solutions is now Solix Inc.

### 2) New Contract Awards:

RFP	Awardee	Contract Number
2023-20 <i>Structured Cabling Services</i> (Open-Ended RFP)	VSC Fire & Security	2023-20-C1131-ALL

### 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.

## CONSTRUCTION CORNER

The following letter was recently sent to every current member contact CES had on file who was identified as likely to be

involved in these processes during purchase of construction and trades services.

September 19, 2025

Dear Members,

This message is to clarify the responsibility for obtaining wage decisions for construction projects in the State of New Mexico.

Please be advised that it is the responsibility of the project owner (the Contracting Agency, CES Member) to request and obtain the applicable wage decision(s) from the New Mexico Department of Workforce Solutions (DWS) for all public works or publicly funded construction projects. **While DWS has previously allowed CES to perform this service on your behalf, it will no longer allow CES to do so in the future.**

Beginning October 1, 2025, it will be **your responsibility** as the project owner (Contracting Agency or CES Member) to request and obtain the required wage decision(s) from DWS. In addition to wage decisions, project owners will also be responsible for making sure all required documents are submitted, including:

- Payment and Performance Bonds
- Notification of Award
- Sub List
- Statement of Intent to Pay Prevailing Wages
- Affidavit of Wages Paid

**To help with this change, CES and DWS will host a virtual training session on October 7, 2025. You can register here:**

REGISTRATION LINK: <https://bit.ly/4gAfoPy>

For more help or training, contact DWS at 505-841-4400 or [public.works@dws.nm.gov](mailto:public.works@dws.nm.gov).

Thank you for your attention to this important matter.

Regards,



Robin Strauser  
Chief Financial Officer

### Compliance Corner

October 2025

By Cindy Soo Hoo, TAP Consultant

#### Questions and Answers: You've Given Me the Task to Answer Any Question You Ask!

**Question: Is each service provider supposed to write their own goals for a student?**

The Individuals with Disabilities Education Act (IDEA) has certain requirements for developing goals for an eligible student. The IDEA states in 34 CFR §300.320 (a) that a student's Individualized Education Program (IEP) must include:

- (2) (i) A statement of measurable annual goals, including academic and functional goals designed to—
  - (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
  - (B) Meet each of the child's other educational needs that result from the child's disability;
- (ii) For children with disabilities who take alternate assessments aligned to alternate academic achievement standards, a description of benchmarks or short-term objectives;

The New Mexico Administrative Code (NMAC) has provisions that require goals

be tied to content standards. NMAC 6.31.2.11 D states:

(1) Pursuant to the requirements of 34 CFR Sec. 300.157(a), the content standards and benchmarks from the department's standards for excellence (Chapter 29 of Title 6 of NMAC) for all children attending public schools and state-supported educational programs in New Mexico shall provide the basic performance goals and indicators for children with disabilities in the general education curriculum.

(2) The IEP academic goals shall align with the New Mexico content standards and benchmarks, including the expanded performance standards for students with significant cognitive disabilities, however, functional goals do not have to align with the standards and benchmarks.

(a) Beginning in the 2012-2013 school year, IEP academic goals in English language arts and mathematics for students in kindergarten through grade three shall align with the English Language Arts Common Core Standards (6.29.13 NMAC) and the Mathematics Common Core Standards (6.29.14 NMAC).

(b) Beginning in the 2013-2014 school year, IEP academic goals in English language arts and mathematics for students in grades four through 12 shall align with the English Language Arts Common Core Standards (6.29.13 NMAC) and the Mathematics Common Core Standards (6.29.14 NMAC).

(3) Unless waivers or modifications covering individual public agencies' programs have been allowed by the department or the secretary of education, the general education curriculum and the content standards

and benchmarks shall only be adapted to the extent necessary to meet the needs of individual children with disabilities as determined by IEP teams in individual cases.

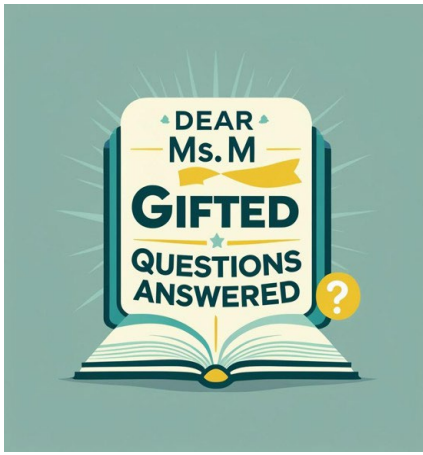
Goals should be based on a comprehensive account of the student's current present levels of performance and should be created to address the deficits the student displays. These goals should be designed to minimize the gap between where the child is currently performing and where the child is expected to be performing if he/she were not a child with a disability. At the same time, the goals should be appropriately ambitious for the student to make progress in light of the student's circumstances.

While neither the IDEA nor the NMAC specify how goals are to be written, the New Mexico Public Education Department (NMPED) has guidance on its website discussing the collaboration of several service providers in developing a common goal. This practice offers a great deal of advantages for the student, the service providers and the parent(s). Collaborative goals allow the student to practice the goal in multiple settings, perhaps leading to a generalization of skills at a faster rate. The student would be given ample opportunities to practice and then master the skill in various environments and settings. Generalization of skills would lead to more academic achievement and be an indication of mastery.

Another positive aspect would be the opportunity for all service providers to work together for a common outcome. Service providers would be able to plan for instruction together and can support the work of others. There would be opportunities to consult with one another as to how the targeted skills could be elicited during instruction. Each would be

able to incorporate the expertise of others into their own instructional practices. When monitoring the student's progress toward goals to ensure the student is on target and making appropriate progress, all providers would be able to utilize the same measurement tool(s) to determine if the student is responding appropriately to the instruction or if changes to the instruction are necessary. Data collection would be streamlined making it easier to determine progress or lack thereof. Finally, it would be less cumbersome for parents. Instead of multiple goals, the number of goals for them to be aware of would be more manageable as the goal would be directly tied to the targeted area(s). Service providers could take the opportunity to discuss with parents the manner in which each of them would be responsible for implementing the goal. For further guidance as to the expectations of developing collaborative goals, consult your own district practices and procedures. Some districts expect separate goals to be developed from each provider in order to better account for the instruction and progress monitoring of the student from each individual provider. For information regarding the development of collaborative goals, refer to the [Joint Statement on Interprofessional Collaborative Goals in School-Based Practice](#) located on the NMPED Office of Special Education website to learn about the viewpoints behind it, the process for writing the goals, examples of what the goals could look like as well as what the instruction could look like from each service provider.

*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.*



## CES - TAP Guidance Article

October 2025

Dear Ms. M: How can we, gifted educators across the state of New Mexico, serve our gifted students at the secondary level and prepare them for a successful future?

As a gifted coach and consultant, I've spent years pondering the question: How do we truly serve our gifted students in high school and prepare them for a successful future? It's a complex question, one that goes beyond simply offering more challenging classes. The journey of a gifted student is often a unique one, marked by intellectual leaps but also emotional complexities. To truly help them, we must first recognize their unique needs. Many are intellectually years ahead of their peers, a phenomenon known as asynchronous development, which can lead to social isolation and feeling like an outsider. This is compounded by the pressures they face, often leading to perfectionism and imposter syndrome—a constant fear of not being "smart enough." When a school system doesn't meet their needs, boredom and underachievement can set in, leading to frustration and disengagement. Recognizing these challenges is the first step toward building a program that truly supports them.

Our work in New Mexico has shown that a successful program is a blend of rigorous academics and deep social-emotional support. Academically, we must provide more than just the basics. We push for acceleration and advanced coursework, ensuring robust access to AP, IB, and dual-credit programs. This not only challenges them but also gives them a head start on their college careers. In the classroom, we train teachers to use differentiated instruction, allowing for independent projects and deeper dives into subjects they are passionate about. We also advocate for specialized programs and schools that can provide a community of like-minded peers, fostering a sense of belonging that is often missing. Most importantly, we connect students to the real world through mentorships and authentic learning experiences, such as internships or job shadowing. These opportunities show them the practical application of their knowledge and help them build crucial professional skills.

However, a student's success is not measured by their GPA alone. The high school years are a time of profound emotional growth, and for gifted students, this can be particularly challenging due to intense emotional and intellectual sensitivities. This is why we place a strong emphasis on social and emotional learning (SEL) support. We work to ensure that schools have counselors or gifted case managers who understand the unique anxieties and pressures these students face. We create safe spaces for them to connect with peers and learn to manage perfectionism and anxiety. Beyond emotional support, we provide personalized college and career counseling. This guidance is tailored to each student's long-term goals, helping them navigate the complex landscape of college applications, scholarships, and career paths. By focusing on both academic excellence and holistic well-being, we can empower our gifted students not just to succeed, but to truly thrive.

By 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, gifted instructional coach, and an*

*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.*

## Teacher Toolbox



### Teacher Toolbox

October 2025

By Margaret Wood, Speech-Language Pathologist and TAP Consultant  
[mwood@ces.org](mailto:mwood@ces.org)

### ***Supportive Strategies for Students with Autism:*** ***Evidence-Based Practices to Help Your Students Thrive***

The Individuals with Disabilities Education Act (IDEA) is a federal law that governs special education services, which includes 13 disability categories, one of which is autism (also known as autism spectrum disorder or “ASD”). IDEA defines autism as: “a *developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory*

*experiences*”. A more relatable definition explains autism as a developmental disorder that impacts the way a person perceives and communicates, often resulting in challenges with social interactions and processing environmental information, which we gather through our senses. Although there are common overall characteristics, no two individuals with autism are exactly alike, which is why it is referred to as a “spectrum” since each person with ASD is impacted in different ways and degrees of intensity.

Despite this wide spectrum, we have learned that most individuals with ASD experience the following difficulties to some extent with varying levels of severity:

- **IMPAIRED COMMUNICATION AND SOCIAL INTERACTIONS:** May experience difficulties with verbal and nonverbal comprehension, conversation skills, and understanding the subtleties of language (e.g. jokes, sarcasm, idioms, etc.).
- **REPETITIVE BEHAVIORS:** May engage in repetitive body movements, such as rocking back and forth or flapping their hands (or less obvious behaviors such as chewing on pencils or getting

“stuck” (perseverating) on thoughts or topics.

- **RESTRICTIVE INTERESTS AND DIFFICULTY WITH CHANGE:** May have very specific, fixated, or atypical interests (e.g. vacuum cleaners or periodic table elements) and may display anxiety when routines are disrupted.
- **SENSORY SENSITIVITIES:** May be unusually sensitive to certain aspects of the classroom environment (e.g., humming of fluorescent lighting, the smell of dry-erase markers, or the sound of a pencil scratching on a paper).

We also know that most students with autism have unique learning styles:

- Students with autism are visual learners and need the opportunity to see information to interpret its meaning.
- Students with autism are literal learners and need expectations, instructions, and feedback to be explicitly stated.
- Students with autism need consistency and predictability, so they need well-structured, predictable classrooms and schedules.

We can support these students by incorporating their strengths and accommodating their needs when planning for instruction to maximize their potential and help them make valuable contributions to class discussions and activities. Consider integrating a combination of the following evidence-based strategies into your classroom and watch your students (with and without autism) thrive!

1. **PRIMING** is an intervention that helps prepare children for an

upcoming activity or event. Many students with autism become anxious when they do not know the schedule or upcoming activities. Some repeatedly ask, “What’s next?” while others experience high levels of anxiety throughout the day. Priming provides structure and predictability for students across the spectrum. This may include exposure to academic course material or tasks before instruction, which allows students to become familiar with the material, reduce stress, and ensure that key concepts are understood in greater depth. Priming is not teaching, correcting, or testing. Priming sessions should be relaxed, encouraging and short for maximum effectiveness.

***Priming strategies may include:***

- Showing a visual schedule or list of activities in a task
- Providing an agenda or list of potential questions the day before a class discussion
- Reminding a student, “*Remember that we have one more minute of self-selection and when the timer beeps, we will line up to go to music.*”
- Practicing with new art supplies
- Explaining which concepts are most important before teaching a lesson
- Viewing a work sample/showing a finished product

2. **ACADEMIC MODIFICATIONS** are any adaptations to the content or format of an assignment to meet the specific

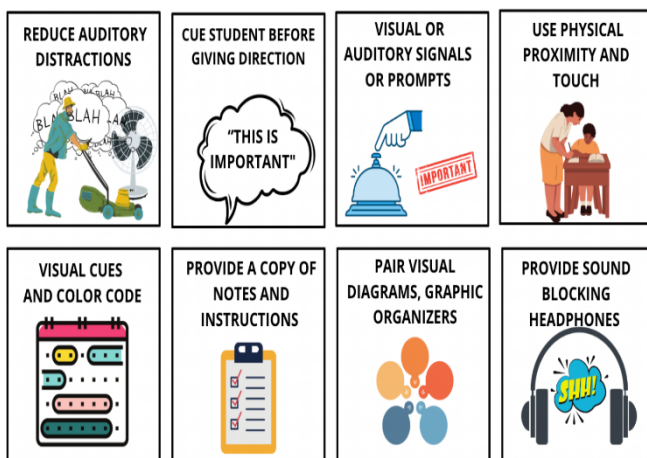
needs of a student (as documented on their Individualized Education Plan), which allow students with disabilities to complete the same tests and assignments as their nondisabled peers, but with changes in timing, formatting, setting, scheduling, response, and/or presentation. A student's accommodation needs vary from year to year (and setting to setting), so they should be regularly discussed, adjusted, and enforced as frequently as needed.

***Academic Modifications may include:***

- Breaking classwork or homework assignments down into smaller components
- Providing test questions in a different format (e.g. multiple choice instead of open-ended, bullet lists instead of essays, etc.)
- Offer read-aloud instructions for tests
  - Use of speech to text or word prediction software
  - Sentence starters
  - Editing checklist

3. **HOME BASE** is a designated place where a student can go to regain control during times of high anxiety or stress, which can help a student cope with a particularly challenging situation without distracting other classmates. It is not an escape from schoolwork, but instead a sensory-neutral environment that is positive, calm, and reassuring that allows the student to “re-group” and carry on, as opposed to escalating to a level of crisis. Try some of the following home base suggestions:

- Have a place in your room where a student can take a break.
- If your classroom isn't an option, work with the student's instructional team to find another location (e.g. nurse's office, library, resource room, etc.).
- Students may need to be explicitly taught when to access home base, and how to access home base (e.g. communicating their need).
- Develop a plan for how a student will return to classroom activities.



<https://ot4adhd.com/2023/01/03/classroom-accommodations-for-adhd-what-every-teacher-needs-to-know/>











4. **VISUAL SUPPORTS** are visual items (e.g., photographs, drawings, objects, written words, lists, etc.) to communicate with a person who has difficulty understanding or using language. Visual materials that illustrate important information help to provide structure and routine, encourage independence, build confidence, improve understanding, and avoid frustration and anxiety. Visual supports can range from labels that identify the contents of a drawer or indicate where homework should be placed, to charts that help students track their progress toward completion of a particular assignment. Visuals help students attend to the most important information in each context throughout the day. Here are some additional examples of visual supports:

- Label the contents of drawers and cabinets.
- Illustrate classroom “rules”, routines, and social expectations.
- Display a daily/weekly agenda in an area of the classroom that is highly visible.
- Provide students with an individualized schedule (wall or desk mounted or a portable printed schedule taped inside their agenda or binder).

- Use graphic organizers as an alternative to typed notes or outlines.





Classroom Arrival Rules			
	Hang up backpack	<input type="checkbox"/>	<input type="checkbox"/>
	Put lunch away in cubby	<input type="checkbox"/>	<input type="checkbox"/>
	Turn in homework	<input type="checkbox"/>	<input type="checkbox"/>
	Start math worksheet	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<https://www.myboardmaker.com/Activity/336569>

FIRST	THEN
 <p>Eat lunch</p>	 <p>Playground</p>

<https://greenmtnadaptive.org/train-trainer-instructing-individuals-autistic-spectrum/>

Getting the Teacher's Attention

	Wait for the teacher to finish speaking.
	Raise your hand without waving.
	Get attention by using the expression, "Excuse me."
	Wait for the teacher to call on you.

<https://www.myboardmaker.com/Activity/65557>

5. **REINFORCEMENT** is rewarding students for behaving in ways that are productive and expected in each context, which increases the likelihood that a student will behave in the same way again. Would you show up for work if you never received a paycheck? Kids need

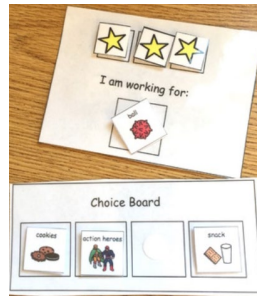
encouragement to understand which behaviors are “positive” (expected). Reinforcement is not bribery! Consider the following reinforcement tips:

- Offering verbal praise for desirable behaviors, especially those behaviors that are challenging for the student, such as talking with peers or not interrupting.
- Consider other reinforcers that might be valuable for the student, such as a homework pass or additional computer lab time.
- Reinforcement should be paired with specific feedback, so the student knows which behavior you are reinforcing (e.g. “Great job listening to the members in your group” or “I like how you used your graphic organizer during the lecture”). Genuine praise goes a LONG way!



#### SOCIAL REINFORCERS

- Smile
- Paying Attention When the Student is Talking
- Verbal Praise
- Eye Contact
- Head Nod
- Pat on the Back
- Clapping
- Handshake
- High Five
- Note or Phone Call Home



<https://theautismhelper.com/keeping-age-appropriate/>

As Ignacio Estrada once said, “If a child cannot learn the way we teach, maybe we should teach the way they learn.” Try incorporating the above essential strategies into YOUR classroom and watch your students not just survive... but THRIVE!

#### References

<https://csesa.fpg.unc.edu/professionals/understanding-autism>  
<https://researchautism.org/product/an-educators-guide-to-asd-level-1-supports/>  
<https://researchautism.org/educators/teachers-corner/#asd>

*For more helpful strategies to support your students with autism and other needs, access the complementary Technical Assistance Program (TAP), Hot Topic On Demand Library Pre-recorded Webinars at [www.cesap.org](http://www.cesap.org) or register for the next live-virtual Autism Toolbox Series workshop at [www.ces.org](http://www.ces.org).*

**The Reading Room:  
Tips and Tricks  
October 2025**

This month we will be exploring the Structured Literacy component of letter/sound(phoneme-grapheme) correspondence. According to the International Dyslexia Association's Fact Sheet on Structured Literacy:

***“Sound-Symbol (phoneme-grapheme) correspondences.*** An alphabetic writing system like English represents phonemes with graphemes. Graphemes are letters (a, s, t, etc.) and letter combinations (th, ng, oa, ew, igh, etc.) that represent phonemes in print. The basic code for written words is the system of correspondences between phonemes and graphemes. This system is often referred to as the phonics code, the alphabetic code, or the written symbol system.

The correspondences between letters and speech sounds in English are more complex and variable than some languages such as Spanish or Italian. Nevertheless, the correspondences can be explained and taught through systematic, explicit, cumulative instruction that may take several years to complete.”

Knowing letter names and sounds is a very strong predictor of student success in learning to read. Knowing the letter names and shapes helps them to remember and learn the sounds as well.

“Not knowing letter names is related to children’s difficulty in learning letter sounds and in recognizing words. Children cannot understand and apply the alphabetic principle (understanding that there are systematic and predictable relationships between written letters and spoken sounds) until they can recognize and name a number of letters.” (Reading Rockets - The Alphabetic Principle)

Students must be directly taught these letter/sound correspondences and depending on the severity of their dyslexia, these must be practiced consistently on a daily basis until mastered to automaticity. We know that our struggling readers need much more practice to master these tasks to be automatic with them.

Here are some tips and tricks to get you started.

### Using Sound Deck Cards

Always have students say the letter name - keyword - sound ( b - bat - /b/)

There is some difference of opinion as to whether or not students need to know letter names.

Have a sound card deck available to show the students when doing these drills.

### Letter Sound Instructional Video

[Letter Name: Letter/Keyword/Sound - YouTube](#)

### Letter Sound Keyword Cards

<https://drive.google.com/file/d/1XOIiZQHhKFT3l-Z8ZlwxG9SeCpR0szfQ/view>

### Letter naming Fluency Chart

<https://drive.google.com/file/d/101Lt...>

**Florida Center for Reading Research - Activities for Kindergarten and First Grade** (Scroll down to Phonics: Letter-Sound Correspondences)

<https://fcrr.org/student-center-activities/kindergarten-and-first-grade>

**Florida Center for Reading Research - Activities for Second and Third Grade**  
(Scroll down to Phonics: Letter-Sound Correspondences)

<https://fcrr.org/student-center-activities/second-and-third-grade>

**Florida Center for Reading Research - Activities for Fourth and Fifth Grade**  
(Scroll down to Advanced Phonics)

<https://fcrr.org/student-center-activities/fourth-and-fifth-grade>

**Teaching Sound-Symbol Correspondences - The Literacy Brain**

<https://theliteracybrain.com/category/letter-sound-correspondences/>

**University of Florida Literacy Institute - Instructional Activities / Phoneme Grapheme Correspondences**

<https://ufli.education.ufl.edu/resources/teaching-resources/instructional-activities/phoneme-grapheme-correspondences/>

**Fun Activities for Sound-Symbol Correspondences for Younger Students - Florida Center for Reading Research**  
**Brown Bag It**

[https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/k1\\_phonics/k1\\_letter\\_sound\\_correspondence/k1\\_p012\\_brown\\_bag\\_it.pdf](https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_letter_sound_correspondence/k1_p012_brown_bag_it.pdf)

## Medial Phoneme Spin

[https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/k1\\_phonics/k1\\_letter\\_sound\\_correspondence/k1\\_p023\\_medial\\_phoneme\\_spin.pdf](https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_letter_sound_correspondence/k1_p023_medial_phoneme_spin.pdf)

## Letter Sound Bingo

[https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/k1\\_phonics/k1\\_letter\\_sound\\_correspondence/k1\\_p022\\_letter\\_sound\\_bingo.pdf](https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_letter_sound_correspondence/k1_p022_letter_sound_bingo.pdf)

Remember, many of these activities can be modified for your students depending on age and severity.

For questions, please contact:

**Chris Fox** - [cfox@ces.org](mailto:cfox@ces.org), **Jessica Powell** - [jpowell@ces.org](mailto:jpowell@ces.org)

## Resources

- Florida Center for Reading Research
- University of Florida Literacy Institute
- International Dyslexia Association, Just the Facts
- Gaab Lab Next Steps in Reading Instruction
- The Literacy Brain
- Reading Rockets – The Alphabetic Principle



# LEAP Program Impact Report

## COHORT 7

The LEAP program is a transformative initiative for New Mexico teacher preparation. This report analyzes Cohort 7's reach, composition, and impact across school districts, strengthening the teaching workforce by supporting new educators through strategic partnerships.

67

Districts with  
LEAPsters

145

School Sites

201

C7 Total Candidates

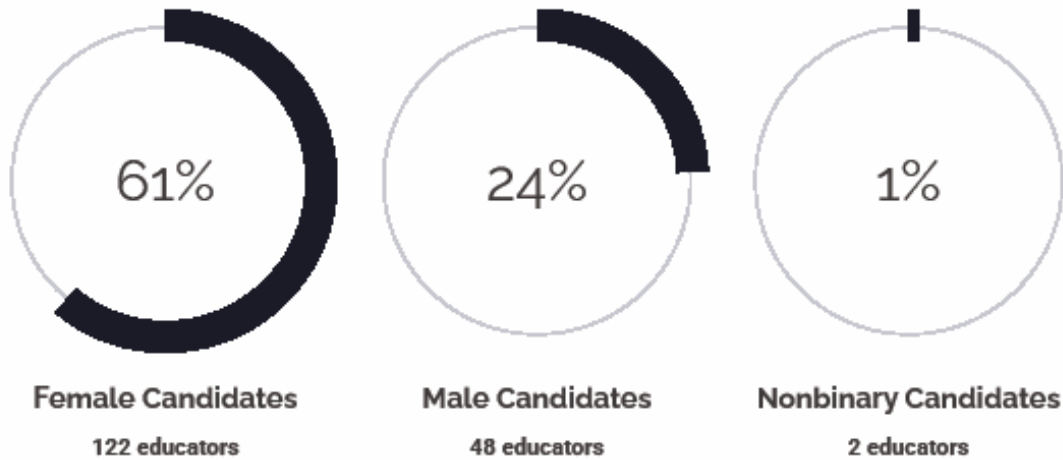
This report highlights the LEAP program's significant statewide reach, impacting numerous districts and school sites by fostering a robust pipeline of new educators. Through strategic partnerships and 1:1 coaching LEAP addresses critical staffing needs and supports professional development across New Mexico.

The program operates in a crucial context, as New Mexico continues to grapple with a persistent teacher shortage (New Mexico Public Education Department, 2023). LEAP's initiatives are designed to mitigate these challenges, ensuring that every student has access to qualified and supported teachers (Council for the Accreditation of Educator Preparation, 2022).





# Candidate Demographics and Enrollment Pathways



LEAP Cohort 7's demographics reveal a diverse group of educators, with 61% identifying as female, 24% as male, and 1% as nonbinary, reflecting both traditional patterns and growing inclusivity within the teaching profession.

<p><b>Elementary Education</b></p> <p>85 candidates (42%) are pursuing pathways in early childhood and elementary teaching, addressing foundational learning needs.</p>	<p><b>Secondary Education</b></p> <p>65 candidates (32%) are focused on secondary-level subjects, preparing to teach middle and high school students across various disciplines.</p>
<p><b>Special Education</b></p> <p>30 candidates (15%) are dedicated to special education, providing crucial support for students with diverse learning requirements.</p>	<p><b>Bilingual Education</b></p> <p>21 candidates (10%) are specializing in bilingual education, essential for serving New Mexico's diverse linguistic student population.</p>

# Top Enrollment Districts Starting C7

## 1 Rio Rancho Public Schools

17 candidates, demonstrating exceptional commitment to educator development and leadership development across special education settings

## 2 Roswell Independent Schools

17 candidates, showcasing strong district support for professional growth and learning

## 3 Las Cruces Public Schools

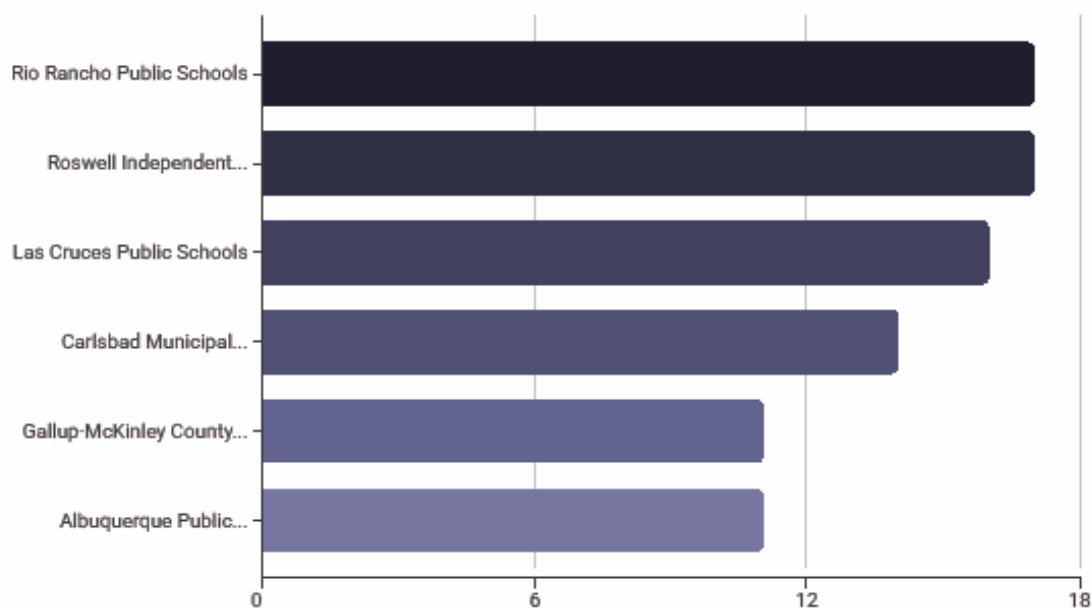
16 candidates, investing in educator excellence and student outcomes

## 4 Carlsbad Municipal Schools

14 candidates, committed to rural teacher retention strategies

## 5 Gallup-McKinley County Schools & Albuquerque Public Schools

11 candidates each, representing diverse urban and rural perspectives.



This chart visualizes the strong engagement from New Mexico's school districts in supporting educator development through the LEAP program. It highlights key partners who are actively investing in their

# Program Retention and Partnership Impact

Throughout the cohort 3-phase application, 21 candidates were removed or released from the program since early application, representing approximately 10% of the initial enrollment. This attrition rate reflects the program's commitment to high standards and participant success and reflects the ebb and flow of the early year in NM classrooms. Notably, LEAP's 82% retention rate significantly outperforms national averages, where approximately 50% of new teachers leave the profession within their first five years (National Center for Education Statistics, 2023).

Research shows that robust professional development programs can improve teacher retention by 15-25% (Darling-Hammond et al., 2017). Furthermore, mentored and coached teachers are twice as likely to stay in the profession, highlighting the critical role of structured support (Ingersoll & Strong, 2011). These findings underscore the effectiveness of the LEAP program's design and support mechanisms.

## Key District Partners in Educator Development

Adjustments and releases occur due to career changes, relocation, personal circumstances, or alignment issues. The LEAP team works with districts and individuals to ensure professional and supportive transitions and our focus has shifted, after our application window, to retention.

These changes are integral to professional development programs, providing valuable data for continuous improvement. Entrance interviews and feedback refine program design and support structures for future cohorts. The low attrition rate, combined with strong district partnerships, demonstrates the program's effectiveness in selecting committed candidates and providing adequate support. This data informs recruitment strategies and partnership engagement for subsequent cohorts.

# Gratitude and Looking Forward

*A huge thank you to our incredible HR personnel across NM, CES personnel far and wide, CES leadership, site and district leaders, coaches, and all of our valued partners who champion, support, and mentor LEAPsters statewide!*

The remarkable success of LEAP Cohort 7 embodies the collective commitment of education professionals across New Mexico. Each stakeholder plays a crucial role in transforming teacher and student educational experiences.

HR personnel ensure seamless onboarding, CES leadership provides strategic vision, site leaders create supportive environments, and coaches offer personalized guidance for professional growth.

This collaboration empowers teachers to grow, thrive, and make lasting impacts. Our network creates a multiplier effect: each supported teacher impacts hundreds of students, amplifying our collective influence on New Mexico's educational future.

As we celebrate Cohort 7's achievements, we look forward to continued partnerships. Together, we are building a stronger, more effective teaching workforce that will benefit New Mexico students for generations.

## JOB OPPORTUNITIES AT CES

### Ancillary Openings:

- Ancillary Teacher – Regions 1, 4
- Audiologist – Regions 1, 2, 4
- Behavior Management Specialist – Region 4
- Diagnostician – Regions 3, 4, 6, 7
- Diagnostician (Bilingual) – Region 4
- Licensed Practical Nurse – Regions 2, 3, 4
- Physical Therapist – Regions 2, 3, 4
- Registered Nurse – Regions 1, 4
- School Psychologist – Regions 2, 3, 4
- Social Worker – Regions 2, 4
- Social Worker (regular ed) – Region 4
- Speech/Language Pathologist – Regions 3, 4, 8

### Other CES Openings:

- Professional Services Staff



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



## 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](#)

**CES** Simplify procurement.  
Maximize results.

## 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).

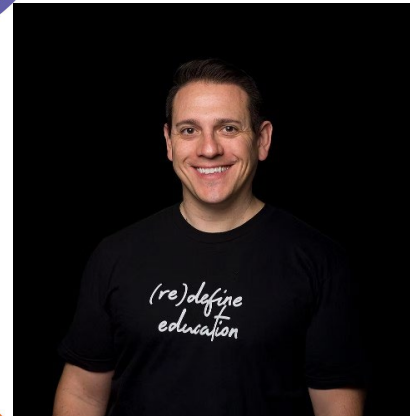
Keynote speaker Dr. Kevin Fleming brings over 20 years of experience in career education, having served as a business faculty member, instructional dean, and college vice president.

### 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



***Coming this way to you this Fall –  
Your accessible dashboard!***





## 2025 ANNUAL PCSNM CONFERENCE

### ***Theme: Igniting Impact: The Power of Storytelling***

Inviting charter educators, leaders, governing board members, and advocates to delve into the art and science of crafting compelling stories that resonate with diverse audiences. The stories from this year's presenters will equip participants with strategies and insights to leverage their own storytelling that will drive charter advocacy and support, engage stakeholders, build stronger school communities, and highlight school success and impact.

**December 10-12, 2025**

**Hyatt Regency Tamaya Resort – Santa Ana Pueblo, NM**

**Day 1 – Wednesday, Dec 10 | 3:30 PM – 6:30 PM**

Pre-Conference Activities for Charter Leaders Only

**Day 2 – Thursday, Dec 11 | 7:00 AM – 6:30 PM**

Sessions available for all New Mexico public charter school stakeholders (Governing Board Members, School Leadership and Staff, Advocates); Charter Excellence Awards Reception.

**Day 3 – Friday, Dec 12 | 7:00 AM – 3:30 PM**

Sessions available for all New Mexico public school charter stakeholders (Governing Board Members, School Leadership and Staff, Advocates)

*A more detailed agenda will be shared with registrants closer to the event.*

**[REGISTER HERE](#)**

**Registration Deadline: November 14, 2025**

**PCSNM's Group Rate Booking Link for Tamaya:**

<https://www.hyatt.com/en-US/group-booking/TAMAY/G-PC25>

**Room Block Cutoff Date:** Room reservations must be made **before November 25, 2025** to receive the discounted group rate.

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