

Fall, 2006



# High Plains REC #3

Regional Education Cooperative for Colfax, Harding, and Union Counties

## Message from Executive Director ... Stephen Aguirre

With the increased demands of No Child Left Behind, Adequate Yearly Progress, and Three-Tiered Licensure, today's teachers are faced with a tremendous task. To many educators, the task of meeting these expectations may be daunting. Across our region, however, teachers have risen to the occasion, embraced the change, and are making significant efforts to ensure that each student is making academic and behavioral gains.

Area teachers' dedication to positive student outcomes and building school capacity is evident by the time and commitment spent in professional development activities, school reform efforts, alignment of curriculum to New Mexico Content Standards and Benchmarks, delineating Power Standards, using data to guide educational decisions, and seeking resources and assistance to ensure that curricula, strategies, and methodologies are research-based. Evidence of teachers' relentless determination to making a difference for students in northeastern New Mexico includes, but are not limited to:

1. Only 21 out of 89 school districts in New Mexico made AYP, 5 of those districts reside in region #3.
2. Within region #3, 92.67% of students graduated May 2006 (state average is 86.98%).
3. Five school districts are part of the HPREC Reading Project, establishing research-based practices and systems to increase early literacy skills of all students. Data indicates the success of this ongoing project.
4. Seven schools districts are actively implementing Positive Behavior Support projects within their schools to increase rates of appropriate behavior and establish systems for students who may be having behavioral difficulties.
5. Five school districts participated in the HPREC Math Curriculum Fair. The determination to review and decide upon the best curricula to meet the student's needs was evident with each team who attended.
6. Five school districts are increasing student outcomes by integrating technology in the classroom through the systematic and engaging use of interactive technology such as Walk n' Talk Boards or Interwrite Boards.
7. All school districts are increasing special education compliance through the use of TIEnet and professional development activities for all staff regarding IDEA 2004, Response to Intervention, and effective Student Assistance Teams.
8. Six schools are enhancing their school's capacity to improve student outcomes through creating and sustaining Professional Learning Communities with the HPREC PLC project.

High Plains Regional Education Cooperative would like to thank all educators within the region for your continued persistence to making a difference for all the students that you serve. Your endless hours, knowledge, and expertise have not gone unnoticed.



**The teacher who is indeed wise does not bid you to enter the house of his wisdom but rather leads you to the threshold of your mind. ~Kahlil Gibran**

# Accommodations vs. Modification: More than Semantics

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## ***What is the difference between an accommodation and a modification?***

Accommodations and modifications are required by both IDEA 2004 and Section 504 of the Vocational Rehabilitation Act. Many educators interchange the words accommodations and modifications. Both are considered adaptations or interventions, but there are some significant differences between them.

Accommodations and modifications are types of interventions that are made to the curriculum, instruction, assessment, or the environment that are necessary for students to be successful and participate actively in the general education classroom and school-wide activities. Accommodations are changes in how a student accesses information and demonstrates learning. That is, accommodations do not substantially change the instructional content, level, or performance criteria. For example, taking a test orally, using larger print books, tape recording lectures, and using a computer for writing are considered accommodations.

In contrast, modifications are changes in what a student is expected to learn. Modifications are made to provide opportunities for the student to participate meaningfully along with same-grade peers. Modifications include changes in instructional level, content, and/or performance criteria. Using a calculator on a math test, alternative books or materials on the same theme or topic, and questions re-worded using simpler language are examples of modifications.

## ***Are general education teachers required to provide accommodations and modifications in their classrooms?***

According to IDEA 2004, students with IEPs must be educated with non-disabled peers to the maximum extent possible using accommodation, modifications, and/or supplementary aides or services. Teachers must provide accommodations and/or modifications in the general education classroom that are necessary to allow the student to have access to the curricular content and as determined by the IEP team. Making adaptations for students with disabilities often leads teachers to differentiate instruction and use effective instructional strategies that result in positive outcomes for all students.

## ***Then, what is an intervention?***

Intervention may range from minor strategies within the general education classroom to intensive, explicit instruction for the most at-risk students. Simply stated, it is the umbrella that includes accommodations, modifications, specialized instruction, and/or behavioral interventions.

For further information on this subject, please contact your school district's special education department, High Plains Regional Education Cooperative, or NM Public Education Department.

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## New Summary of Performance

IDEA 2004 creates a new requirement for students with IEPs. Since schools are not required to conduct an evaluation before terminating special education services for students due to: (a) graduation from secondary school with a regular diploma, or (b) due to exceeding the age for services, students with IEP are often left without the necessary documentation of their disability that is required to access supports and services in post-school activities, such as higher education.

Under IDEA 2004, schools must provide a "Summary of Performance" to students whose special education eligibility is terminating due to the circumstances mentioned above. This new "summary" must include information on the student's academic achievement and functional performance and include recommendations on how to assist the student in meeting his/her postsecondary goals. It is intended for this "summary" to provide specific, meaningful, and understandable information to the student, the student's family, any agency, including postsecondary schools, which may provide services to the student upon transition.

***Watch for the Summary of Performance coming soon to TIEnet!***

# What Do You Know About High Plains REC #3?

## HPREC's Mission

High Plains Regional Education Cooperative #3 (HPREC #3) is committed to the education of all students in the regional service area. We are committed to the advancement of rural education and providing resources and services to participating districts. It is our intent to be proactive in a changing world by empowering staff to acquire knowledge and skills essential to meeting the challenges of rural education in the 21st century. It is our belief that we can best meet the diverse needs of students and staff in our rural area through quality services to cooperative member districts in the areas of: professional development, technical assistance, and quality staffing.

**Our values ... start with our Board of Directors and extend through each employee of the agency:**

**Committed** to setting high expectations and making a difference for all students.

**Dedicated** to supporting school reform efforts and building effective learning communities.

**Passionate** in ensuring that our services and programs directly impact student outcomes.

**Responsive** to providing quality services to meet each school's data-based needs.

**Collaborative** in working with regional districts to provide services which would otherwise be financially impossible.

## Quick Facts about HPREC

**Founded:** 1984

**Schools:** 8 school districts comprising 27 public schools, 2 charter schools, and 1 private school

**Students:** 3,081

**Teachers and administrators:** 348

**Counties:** Colfax, Harding, and Union

**Area:** 9,712 square miles.

**Population:** 1.8 persons per square mile; the national average is 79.6 persons per square mile

**HPREC employees:** 30 full- and part-time dedicated professionals.

*The number of employees has increased over 150% since 2002.*



For up-to-date information on HPREC, visit [www.hprec.com](http://www.hprec.com)

# Welcome ... New Superintendents, Principals, & SPED Directors!

Please join us in extending a warm welcome to the following new staff members at REC #3 districts:

- Cimarron Municipal Schools ~ Moreno Valley High School ~ Dr. Damon Kathey, Principal
- Clayton Municipal Schools ~ Special Education Director, Ms. Janice Ruf  
~ Kiser Elementary ~ Tim Donnelly, Principal  
~ Amistad Charter School ~ Bruce Delaney, Principal
- Maxwell Municipal Schools ~ Superintendent, Mr. Jim Bowie  
~ Maxwell High School Principal ~ Ms. Christine Hidalgo
- Mosquero Municipal Schools ~ Superintendent, Ms. Nelda Isaacs
- Raton Public Schools ~ Special Education Director, Mr. Paul Malano,  
~ Asst. Special Education Director, Ms. Millie Strabbe  
~ Raton High School Principal ~ Mr. Michael Sparaco  
~ Raton Virtual School Principal ~ Hal Roueche  
~ All Saint's Catholic Principal ~ Robert Hanson
- Springer Municipal Schools ~ Springer Elementary Principal ~ Glenda Moore,  
~ Special Education Director, Ms. Darice Balizan

## Welcome New HPREC Staff Members!



**Jeff Robbins**

**Social Worker**

Chicago native Jeff Robbins is a welcomed addition to the social work team. You will see Jeff working with students in the Roy, Mosquero, and Raton school districts.



**Margo Thomson**

**Administrative Asst.**

Margo and her husband have moved to Raton from California. She brings a wealth of experience and knowledge to the High Plains. She is the pleasant voice you hear when calling HPREC.



**Kate Adamek**

**Social Worker**

After recently working in Alaska, Kate is pleased to be the newest member of the social work team. Kate will be providing services in Cimarron and Raton.



**Joe Autry, Ph.D.**

**School Psychologist**

Hailing from Colorado, Dr. Joe Autry brings expertise & experience while doubling the number of school psychologists available to serve students. Dr. Autry works in Raton, Clayton & Maxwell.

# Upcoming Professional Development Activities



## Seeing the Forest Through the Trees ~ HPREC

Presenter: Shari Zimmer & Dana Stoltz Gray  
Date: Friday, November 10, 2006 8:30—11:30 AND  
Friday, January 12, 2007 8:30— 3:30  
Location: 11/10 @ Springer & 01/12 @HPREC Training Center  
Audience: SPED directors, SPED teachers, GENED teachers, SPED secretaries, & Ancillary staff.



During this hands-on workshop, participants will learn the step-by-step processes from the Student Assistance Team to making eligibility decisions and writing legally correct IEPs. Participants will leave with a clear understanding of IDEA 2004 regulations, which forms to use when, how to complete forms to avoid due process hearings, and how to find the forms within TIE.net. Participants will leave with a step-by-step guide to guide them through the “special education jungle”.

## Reading Project ~ HPREC

Presenter: Elisabeth Nixon-Petersen & Dana Stoltz Gray  
Date: Friday, December 8, 2006 9:00—3:00, Tuesday, January 23, 2007 8:30—3:30  
Tuesday, May 1, 2007 9:00—3:00  
Location: HPREC Training Center  
Audience: REC#3 reading coaches, reading teachers, building administrators

As a continuation of the HPREC Reading Project, this year we aim to build capacity and sustainability through the role of the “**Reading Coach**”. Through collaborative Professional Learning Communities, participants will work together to identify the role of the Reading Coach in today’s changing school environment referring the standards provided by the International Reading Association, and by reading and discussing the work of Dr. Jan Hasbrouck and Dr. Carolyn Denton in their book: *\*The Reading Coach: A How-To Manual For Success*.

## Professional Learning Communities ~ HPREC

Presenter: Elisabeth Nixon-Petersen  
Date: Friday, December 8, 2006, Friday, February 9, 2007 & Friday, May 4, 2007 9:00—3:00  
Location: HPREC Training Center  
Audience: Site-based teams (*formerly of PBS, LRE, and Transition*), 3-5 members

There is growing consensus among educational researchers that school personnel must develop their capacity to function as Professional Learning Communities (PLCs) if schools are to become significantly more effective in meeting the increasing demands placed upon them. Educators in PLCs embrace the notion that the fundamental purpose of school is learning, not teaching—an enormous distinction. In this year-long training, school-based teams will learn to implement PLCs in their schools.

## Second Step ~ HPREC

Presenter: Dana Stoltz Gray & Mary Lloyd  
Date: Friday, February 23, 2007 9:00—3:00  
Location: HPREC Training Center  
Audience: General education teachers, special education teachers, and support staff.

Second Step, developed by the Committee for Children, is a research-based curriculum designed for kindergarten through 8<sup>th</sup> grade students. Research indicates that specifically teaching students empathy, impulse control, problem solving, and anger management will significantly lead to positive behavioral outcomes for all students. This easy to teach, whole-class curricula includes an instructional scope and sequence, teaching scripts, role plays, activities, parent notes, and more. Participants will learn how to effectively use Second Step and will leave with a set of curriculum to use immediately in their classroom.

# What's up with 504?

Across the nation, region, and local districts there are numerous misunderstandings about the role of a 504 plan in the educational setting. Many, refer to the 504 as an alternative way to receive additional help if a child didn't qualify for special education services. In the educational arena, with IDEA 2004, we must be very cautious in our decisions for implementing a 504 and make sure the student does qualify under Section 504 guidelines.

First, we want to establish that 504 plans are only to be implemented if a child's disability limits them to gain equal access and benefit from school programs and services. There are three criteria that must be met for a child to be eligible for a 504 plan:

## Specifically, the child must have ...

1. **A physical or mental impairment** (has a history of having a physical or mental impairment).
2. **That substantially limits one or more major life activities,** and
3. **Impacts their ability to access the program.**

Major life activities include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning.

Students with a 504 plan should have the same access (both physical and academic) to the public school services, programs, and activities as non-disabled students.

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## “What's the 411 with TIEnet?”



### Dear Tammy TIEnet ...

“I am so frustrated with the garbled information printing across the bottom of my documents from TieNet! I simply **can't take it** any longer. If you don't help me I might do something I'll regret to my computer.”

HELP! Signed, **Frustrated Fran!**

### Dear Frustrated Fran:

I understand your dilemma ... Fortunately you have me to assist you in cleaning up that mess! Oh, lucky you ... Simply follow the steps below and you'll be on your way to a much happier “printing documents” experience!

1. Hit *Save Done Editing* once you are ready to print a document
2. Go to the very top of your screen to “*File*” and click on *Page Setup*
3. In the footer box, you will need the following: **&b&d** in order for the computer to print a document that has the web address omitted. You can see how beautiful it looks by going to “*File*” *Print Preview* ... see, no mess!

If you would like to have the address back for anything else you create, not in the TieNet program ... you have to go back to the footer box and you'll need the following: **&u&b&d** ... in order to see the web address listed.

Tootaloo! Signed, **Tammy TIEnet**



# APPLAUSE! APPLAUSE! APPLAUSE!

I want to offer applause for the following people:

All the HPREC staff for always being there to help with any project, for the great trainings, and for their outstanding attitude. Everyone at the REC is so upbeat and positive! They make our jobs much easier!

My teaching staff at Clayton. They put in so much time and effort to help our kids ... they are super!! And, applause to all the staff at Clayton for getting through all the construction and still having school every day.

All the people in my office. They do a great job of overcoming my ignorance and keeping me out of trouble. No one realizes how much extra time they put in or that the school simply would not function without them! Thanks!

My Administrative staff for all the extra time they put in doing all the little things that make a school work efficiently. Also for covering for me when I have to be in Santa Fe or at other out of town meetings. Thanks guys!

Sherry Lambert for efforts in making our technology work.

HPREC technology staff for getting my office network upgraded and working.

All the Superintendents in our REC area. Without the network we have developed, none of us would be as strong. Thanks for being there to answer questions, help with problems, and sometimes just listen to my ranting. We are all better together!!

**~Jack Wiley, Superintendent  
Clayton Municipal Schools**

We want to applaud everyone at Mosquero Municipal Schools! We started out a new school year with Mrs. Nelda Isaacs, our new Superintendent, at the helm. We all welcome Mrs. Christina Vigil, our new 2<sup>nd</sup> and 3<sup>rd</sup> grade teacher. We're excited to have Mrs. Lyn Ray back on staff teaching high school courses. We support Mr. Tom Mitchell, our new Business Manager. All the faculty work very hard to educate our students, and we are all eager to make AYP again this year. All our support staff helps keep our school operating efficiently. Also, a big "thank you" to all the REC ancillary people who travel so far to come here to help our children. We want to thank our school board members for their dedication toward making

this a super school in this region. Our students are why we are all here, and we are very proud of them. Most of all, we want to thank the parents for all their help and support. So, as you can see, we want to applaud everyone for all their efforts—we're all working together to make this a great school year!

**~Carolyn Mayer, Special Education Director  
Mosquero Schools**

I would like to thank all the business managers, STARS coordinators, test coordinators, Superintendents, and Principals in our area schools for their hard work. These people are putting huge amounts of overtime trying to meet state test mandates that are completely unattainable. These folks are spending 12-16 hours a day to provide the state with data so that our schools will have a budget for next year. Schools cannot perform without them. Students from our schools need to thank them from time to time so that they know they are appreciated.

**~Rick Hazen  
Roy Municipal Schools**

Thank you High Plains REC Staff, for your courteous, highly-skilled, and superior service to the Cimarron school district.

**~ Dr. Annette Johnson  
Cimarron Municipal Schools**

**If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job.**

**~Donald D. Quinn**

# Special Education Law Conference 2007

This year's 8th Annual Special Education Law Conference, *What Every Educator Needs to Know*, was held at the Albuquerque Embassy Suites Hotel. The conference was held September 12<sup>th</sup> and 13<sup>th</sup> and was presented by Melinda Baird, Attorney at Law. Over 250 educators from across the state attended the conference sponsored annually by the High Plains REC #3. Conference attendees received *The Year in Review 2005-2006* and *IDEA 2004 and the 2006 Regulations: How Will the New Law and Regs Affect You?*; which is a comprehensive workbook of information regarding the regulations and the law that also included additional legal insight and practical compliance tips from Ms. Baird.

The release of the new federal regulations implementing IDEA 2004 has been anxiously anticipated since December of 2004. Attendees of the conference learned what these new regulations mean for local school districts, how they change existing law, and what legal issues will likely arise from their implementation. In addition, attendees heard an overview of what the courts are saying about special education, and Ms. Baird's own predictions and observations about the Special Education case law of the future.

Ms. Baird has a private practice in Jacksboro, Tennessee and has worked in the field of special education law since 1985. She exclusively represents school systems in special education matters pursuant to the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and related laws. Ms. Baird formerly served as an attorney in the Office of Special Education Programs for the Tennessee Department of Education and as Associate Publisher for Education and Disability Publications for LRP Publications. In addition to her frequent national, state, and local presentations, Ms. Baird has produced a monthly audiotope update on special education law for nine years and has written and produced a series of videotapes on the implementation of the laws governing the provision of special education and related services. Ms. Baird is a member of the Special Education School Attorneys Advisory Council, and a contributing author to Special Education Law and Practice, published by LRP Publications.

**To accomplish great things we must not only act,  
but also dream; not only plan, but also believe. ~ Anatole France**

## HPREC Staff

R. Stephen Aguirre, Executive Director  
Dana Stoltz Gray, Director of Programs  
Paul Romero, Educational Technologist  
Elisabeth Nixon-Peterson, Ed./Program Specialist  
Shari Zimmer, Ed./Program Specialist  
Mary Lloyd, Program Coordinator  
Lisa Gonzales, Business Manager  
Rachael Padilla, Program Assistant  
Esther Torrez, Human Resources  
Margo Thomson, Administrative Assistant  
Midge Graham, 3-Tier Consultant/TTT Advisor  
Michael Johnson, Technology Support  
Carmen Valerio, Custodian

## HPREC

### Board of Directors

Rick Hazen, Roy—**Chairman**  
Zita Lopez, Springer—**Vice-Chairman**  
Jack Wiley, Clayton—**Secretary**  
Dr. Annette Johnson, Cimarron  
Jaynee Burchard, Des Moines  
Jim Bowie, Maxwell  
Nelda Isaacs, Mosquero  
Bill Walz, Raton



# Present Levels of Performance

## Present Levels of Academic Achievement and Functional Performance: What are Essential Components?

Present Levels of Academic Achievement and Functional Performance (PLAAFP) provide a foundation that drives the student's Individualized Education Program (IEP). The PLAAFP presents a snapshot of the student's academic achievement and where appropriate, functional performance. It is essential that PLAAFP are:

**Current:** recent, data-driven, observation, evaluation

**Relevant:** relates to impact of disability on education

**Specific:** precise

**Objective:** unbiased, formal, involved stakeholders

**Measurable:** quantifiable

The PLAAFP should accurately describe the student's performance in all areas of education that are affected by the student's disability. Likewise, each area of identified educational need identified in the PLAAFP must be addressed in at least one other section of the IEP: annual goals, supplementary aids/services/supports, special education programs and services, or secondary transition services.

When writing a PLAAFP statement(s), the IEP teams should include these three elements: (a) a narrative summary of the baseline data, (b) a statement of how the disability impacts the student's involvement/progress in the general education curriculum, and (c) a description of area(s) of educational need.



## HPREC 2006 Transition Team

The High Plains REC #3 2006 Transition Team attended the New Mexico Summer Transition Institute in Ruidoso in June, 2006. The Transition Team spent many hours crafting a Transition Plan for Region 3 schools to use in improving outcomes for students with disabilities as they transition from school to the world of work, higher education, military service or other opportunities. The focus of the institute was *Improving Postsecondary Education & Employment Outcomes through Interagency Connections*.

2006 Transition Team members include: Lana Dellinger, Clayton; Lou Martinez, Raton; Anita Wright, Cimarron; JoAnne Jackson, Springer; Mary Lloyd, HPREC, Stephanie Gillespie, HPREC; Lori Herron, Raton, Marla Newkirk, Des Moines; Janice Ruf, Clayton, Cecelia Glasman, Springer; and David Castillo, Raton. If you have any questions regarding transition for students, regular education or special education, please feel free to contact HPREC Transition Specialist, Stephanie Gillespie or any team member.



# Professional Learning Communities

Professional Learning Communities utilize the best in educational technology to provide teachers with a combination of online, job embedded, and on-site professional development. The model is built on the premise that experience, knowledge, and expertise of teachers and administrators can be powerful resources in school improvement if educators focus on the right issues, learn how to work together collaboratively, and assess their efforts on the basis of tangible results (DuFour, R. (2005) Professional Learning Communities: An Overview).

No program, no curriculum, no policy, no textbook can compensate for ineffective practice. Therefore, the key to improving schools and sustaining that improvement is developing the **capacity of teachers and principals to function as a professional learning community**, a school in which people:

- Work together collaboratively
- Engage in continuous improvement processes
- Learn from one another
- Commit to getting better results—forever

## Why Professional Learning Communities?

There is growing consensus among educational researchers that **school personnel** must develop their capacity to function as Professional Learning Communities (PLCs) if schools are to become significantly more effective in meeting the increasing demands placed upon them.

Educators in PLCs embrace the notion that the fundamental purpose of school is learning, not teaching—an enormous distinction. Through the PLC, educators examine the practices and procedures of their schools to ensure alignment with this fundamental purpose of learning for all students, and they maintain an unrelenting focus on student learning.

Collaboratively educators develop a shared sense of the school they hope to become to better fulfill the purpose of learning for all, articulating the collective commitments they are prepared to make to move the school toward their shared vision. They establish specific, measurable goals to serve as targets and timelines on their journey. This shared understanding of mission, vision, values, and goals represents the very foundation of a PLC and is embedded in the hearts and minds of people throughout the school.

(DuFour, R. (2005) Professional Learning Communities: An Overview)

As an ongoing commitment to meeting the needs of educators, the HPREC is proud to announce that they are the **second** educational agency in the country to purchase the site license of “*The Essential PLC Collection*” from Solution Tree (formerly National Education Service). Join us for the year long professional development series to explore the role of Professional Learning Communities in your school beginning **October 13<sup>th</sup> 2006**. Call Rachael Padilla 505.445.7090 for further information.

We can't become what we need to  
be by remaining what we are.

~ Oprah Winfrey



# Random Moment Samples

High Plains REC serves as a third party Medicaid billing agent for seven of our eight school districts. The funding received through this Medicaid billing goes **directly to each school district** to be used for Medicaid related spending at the district level. In order to receive the Medicaid reimbursement funds, **Random Moment Samples** are mandated by the State of New Mexico and must be completed by various school personnel.

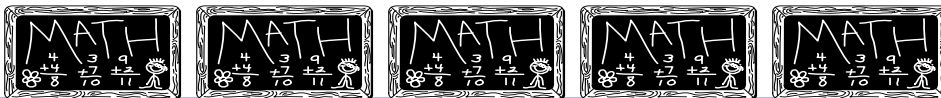
The Random Moment Sample (RMS) is mailed to each school district by the HPREC. If you are designated to complete the Random Moment Sample, you will receive a memorandum that explains the RMS and a **RED ENVELOPE** that contains the RMS paperwork. It is very important to your school district's continued Medicaid funding that the RMS is completed on the exact date and time indicated on the form. Equally important is the fact that the RMS must be returned to HPREC as soon as possible after completion. If you have any questions regarding the Random Moment Sample, please feel free to call the HPREC office and ask for Margo.

## SPED Directors' Meeting ~ Nov 16th

The first SPED Director's meeting will be held on Nov. 16<sup>th</sup> from 8:30 – 11:30. A continental breakfast will be provided. Topics for the meeting will include:

1. New changes in TIEnet
2. Running Ad Hoc reports in TIEnet
3. Transition Services
4. Child Find
5. Medicaid Update
6. Early childhood transition services
7. Special education process ... a clarification and step-by-step guide
8. And More ...

Do not miss this time to ask questions, get answers, etc. Please RSVP that you will be attending this meeting by email to [dgray@hprec.com](mailto:dgray@hprec.com) on or before Nov. 10<sup>th</sup> or you may call HPREC at 445-7090.



## Math Curriculum Fair a Huge Success!!

The recent High Plains REC #3 Math Curriculum Fair attracted many educators throughout the HPREC region to view math curriculum from numerous publishers and visit with the representatives. The curriculum is available at the HPREC office for viewing or checkout by any math educators or administrators throughout November. If you are interested, please call or stop by our office anytime Monday through Friday, 8:00 ~ 5:00.

## HPREC Ancillary Staff

2006-07

### Audiology

*Ernie Haecker*

### Certified Occupational Therapist Assistants

*Kathy Pohl*

*Caryn Swagerty*

*Deborah Swagerty*

### Occupational Therapist

*Martie Lockwood*

### Physical Therapist

*Vicky Wilson*

### School Psychologist

*Monica Smart*

*Dr. Joe Autry*

### Social Workers

*Ginny Allen*

*Petra Bertola*

*Andrea Naranjo*

*Jeff Robbins*

*Kate Adamek*

### Speech Therapists

*Keely Aragon*

*Kris Bohn*

*Danny Cummings*

*Sally Van Lanen*

*Ann Walton*

### Transition Counselor

*Stephanie Gillespie*



## High Plains Regional Education Cooperative #3

R. Stephen Aguirre

*Executive Director*

Dana Stoltz Gray PhD

*Director of Programs*

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