



HPREC News

Taking Technology to the Next Level

High Plains Regional Education Cooperative (HPREC) is taking technology to a new level to improve outcomes for students, as well as provide additional support and services to schools. First, HPREC is proud to announce that they were awarded a federal earmark for the *HPREC Broadband Education Project*¹. HPREC will use the earmark to establish and build the technology infrastructure necessary to provide a solid foundation to improve professional development, educational opportunities, and economic development. Over the next year, this project will allow HPREC to create professional development activities using a variety of state-of-the-art technology-based methods, including archived live trainings, mini professional development tutorial podcasts, and web-based professional development modules that will be available on-demand through the HPREC website. As regional educators, there will be a wealth of professional development available, at no cost, for you to use at your own convenience (at school, during your PLCs, at home, and more).

Watch for these trainings to be available late winter.

Just as importantly, HPREC will use the federal earmark to purchase and configure a virtual data center. This virtual data center will store HPREC web-based professional development trainings, as well as be available to schools, hospitals, and businesses within the region and across the nation for off-site data storage, disaster recovery and restoration. This system will provide seamless backup for local school districts and others who use this service.

In addition to the *HPREC Broadband Education Project*, HPREC is in the final stages of the federally funded Transition to Teaching Project (TTT). To date, 45 TTT participants have graduated with a teaching degree and are licensed to teach. Also, through the TTT Project, HPREC has purchased the equipment to provide eleven new TTT classrooms with interactive technology.

1 Funded by a federal earmark from U.S. Department of Education, Award #U215K080311.

Which Children Qualify as Developmentally Disabled under IDEA 2004?

According to New Mexico Administrative Code, to qualify for special education under the eligibility category of Developmental Delayed, students must be age three through nine, with documented delays in development, which are at least two standard deviations, or 30 percent, below chronological age in at least one of the following

five areas: (a) receptive or expressive language, (b) cognitive abilities, (c) gross and/or fine motor functioning, (d) social or emotional development, or (e) self-help/adaptive functioning. Section 6.31.2.10 (F)(2) NMAC establishes that the use of Developmentally Delayed classification may only be used for children who **do not** qualify for special

education under any other available disability category. Thus, if the student qualifies under a different eligibility category, they would not qualify as Developmentally Disabled. For more information on special education eligibility, call the HPREC or visit: http://sde.state.nm.us/seo/technical_assistance/NMTeamManual62907.pdf.



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Teaching ALL Students to Read ... The Big Five Ideas of Reading

The National Reading Panel issued a report in 2000 that responded to a Congressional mandate to help parents, teachers, and policymakers identify key skills and methods central to reading achievement. The Panel was charged with reviewing research in reading instruction (focusing on the critical years of kindergarten through third grade) and identifying methods that consistently relate to reading success. The Panel reviewed more than 100,000 studies (Center for the Improvement of Early Reading). From this research, the Big 5 Ideas of Reading were identified and changed the way that reading would be taught in our schools.

Through the HPREC newsletter, we will provide definitions and descriptions of the research and theories behind each of the Big Ideas, share strategies on how to teach the Big Ideas, including instructional examples, and finally, give tips for parents to use at home to support student learning. This month, we are going to provide a foundation to the Big 5 Ideas in Reading. We will begin with an overview.

5 Big Ideas: An Overview

When children become good readers in the early grades, they are more likely to become better learners throughout their school years and beyond. Learning to read is hard work for some children. Fortunately, research is now available on the critical skills necessary for students to be successful, fluent readers.

Essentially, it is critical that students be systematically taught the following skills:

Phonemic Awareness: The ability to hear and manipulate sounds in words.

Alphabetic Principle: The ability to associate sounds with letters and use these sounds to form words.

Fluency with Text: The effortless, automatic ability to read words in connected text.

Vocabulary: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.

Comprehension: The complex cognitive process involving the intentional interaction between reader and text to convey meaning.

The goal of all children reading proficiently and imaginatively at grade level by the end of third grade is well within our grasp. With determination, vigor, and reliance on validated research, the goal of all children reading by the end of third grade can be reached.

Bibliography

Big Ideas in Beginning Reading. Retrieved October 7, 2008, from University of Oregon: <http://reading.uoregon.edu/index.php>

Center for the Improvement of Early Reading. National Reading Panel Publications. Retrieved October 7, 2008, from Nation Reading Panel: <http://www.nifl.gov/partnershipforreading/publications/Cierra.pdf>



You Are Making a Difference

Only 31.8% of schools in New Mexico made AYP.

However, 85.19% of the schools within the HPREC region made AYP.

Did you Know?

Almost 3,000 educators participated in HPREC sponsored professional development activities during this 2007-08 school year.

HPREC provided 101 professional development workshops, trainings, and professional development activities during the 2007-08 school year.



Special Education Question of the Month: Re-Evaluation

As a new addition to our newsletter, each month we will address an issue in Special Education. This month's question is, **"Do we have to do a comprehensive evaluation during a three-year re-evaluation?"**

At least every three years or when conditions warrant, each student with an IEP must be considered for a re-evaluation to determine:

- Does the student continue to meet eligibility criteria for a specific disability under IDEA 2004, and
- Does the student continue to need special education and related services.

What Is the Process?

The school must notify the student's parents that it intends to reevaluate the student.

The Multidisciplinary Team (MDT) and other qualified professionals meet and look at existing data on the student. This includes evaluation and information provided by the parents, portfolios, current classroom-based assessments and observations, and the observations of teachers and related service providers. Based on the review of the existing data and input from the parents, the MDT identifies what additional data, if any, are needed.

It might not be necessary to conduct a comprehensive re-evaluation every three years. If the MDT determines that no additional evaluation data are needed, then the school must notify the parents of that determination, the reasons for the decision, and their

right to request an evaluation if the student has a disability.

All eligibility decisions must be documented on the Prior Written Notice and the Re-Evaluation worksheets.

Re-evaluation: Step-By-Step Guide

Here is the step-by-step process to ensure that a re-evaluation is in compliance with state and federal regulations.

1. The school needs to conduct a re-evaluation for the student at least every three years.
2. An MDT meeting is conducted to determine the scope of the evaluation by determining what, if any, assessment and data need to be collected to determine whether the student continues to be eligible and in need for special education and related services. These decisions must be documented on the Prior Written Notice. During this meeting, the MDT will make one of three decisions:
 - There is enough current information/data to determine that the student continues to be eligible and in need of special education services,
 - Additional information needs to be collected to determine continued eligibility, however, a comprehensive evaluation is not necessary, or
 - A comprehensive evaluation is needed to determine continued eligibility for special education services.
3. The re-evaluation process does not necessarily require the administration of formal standardized testing. The same tests administered for initial eligibility do not have to be given, but all areas of initial evaluation should be examined.
4. The re-evaluation must address all the areas of suspected disabilities.
5. Written consent for assessment is required before the re-evaluation is conducted.
6. Following completion of the re-evaluation process, a team meeting is held, including the parents, to determine eligibility. Data and assessment information used to make the eligibility decision must be documented on the Re-evaluation Worksheets.
7. Parents will be notified and involved with the re-evaluation, eligibility, and placement decisions.
8. If the current IEP is no longer appropriate based on the evaluation results, an IEP meeting will be conducted to share those results.

Bibliography

New Mexico Public Education Department. *NMPED Technical Evaluation and Assessment Manual (NMTEAM)*. Retrieved October 7, 2008, from New Mexico Public Education Department: http://sde.state.nm.us/seo/technical_assistance/NMTeamManual62907.pdf

Mountain Plains Regional Resource Center (2004). *Special Education Re-evaluation Procedure, Individuals with Disabilities Act (IDEA) Legal Requirements, Practical Applications. A Technical Assistance Paper*. Utah, Mountain Plains Regional Resource Center.

**"Education is not the answer to the question.
Education is the means to answer all questions."**

William Allin

Response to Intervention

Response to Intervention (RtI) is a multi-tier approach to the early identification and support of students with learning and behavior needs.

The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to

instruction. RtI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data (National Center for Learning Disabilities, Inc., 2008).

In New Mexico, the RtI framework consists of a three-tier, problem-solving model that uses a set of increasingly intensive academic and/or behavioral supports based on the data resulting from progress monitoring of student's response to the intervention. Schools use a three-tier approach to match students with an appropriate level of instruction and/or intervention.

In Tier I, all students receive appropriate, standards-based instruction including any grade-

level or school-wide interventions, as well as monitoring and screening for potential problems. Tier I interventions are provided in the general education classroom.

In Tier II, students who have not responded significantly to Tier I are referred to the school's Student Assistance Team and receive an individual intervention plan. This plan typically includes more intense instruction, individually or in a small group, within general education and support services.

In Tier III, a student qualifies for special education services and receives specially-designed instruction and related services through an Individualized Education Program.

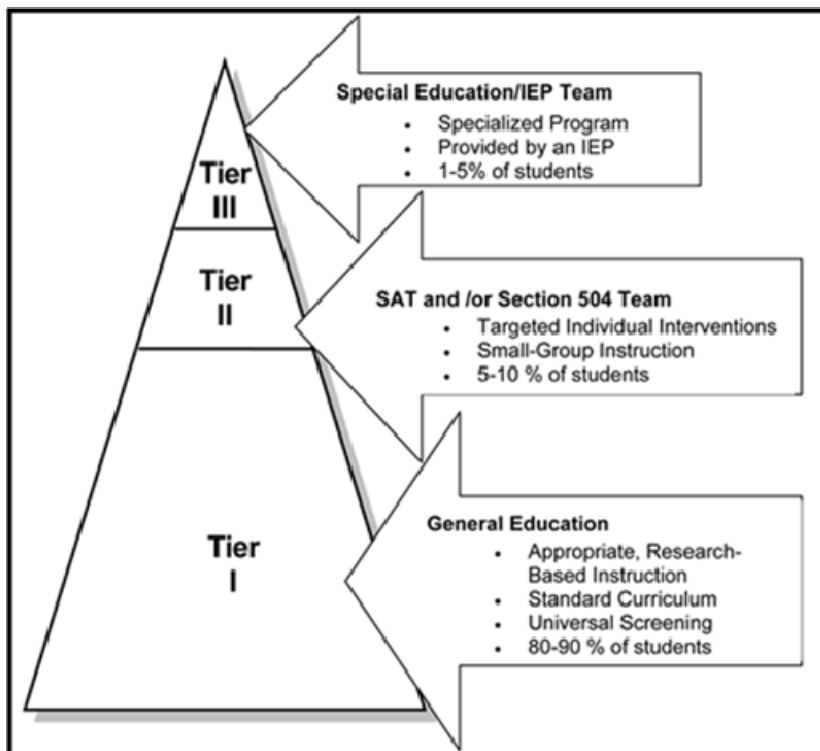
In all tiers, a student is progress monitored to see if the instruction and/or intervention are effective (New Mexico Public Education Department).

For more information on RtI, call HPREC or visit the *RtI Action* website at <http://www.rtinetwork.org/> or the NMPED RtI website at <http://www.ped.state.nm.us/RtI/index.html>.

Bibliography

National Center for Learning Disabilities, Inc. (2008). *What is RtI?* Retrieved October 7, 2008 from *RtI Action Network*: <http://www.rtinetwork.org/Learn/What/ar/WhatisRtI>

New Mexico Public Education Department. (n.d.). *NMPED Response to Intervention*. Retrieved October 7, 2008, from New Mexico Public Education Department: <http://www.ped.state.nm.us/RtI/factsheet.html>



What is the Role of the School Psychologist and How Can They Help You?

The role of the school psychologists is to help students succeed academically, socially, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments for all students that strengthen connections between home and school. School psychologists work to find the best solution for each student and situation; they use different strategies to address student needs, and to improve school and district-wide support systems.

In addition to conducting evaluations, school psychologists may work with students individually and in groups. They also are available to work with

teachers and parents regarding effective teaching and learning strategies, techniques to manage behavior at home and in the classroom, working with students with disabilities or with special talents, and setting up systems to prevent and manage crises.

In addition, most school psychologists provide the following services.

Consultation: Working with teachers, parents, and administrators to find effective solutions to learning and behavior problems.

Evaluation: Evaluating students to determine eligibility for special services.

Intervention: Working directly with children and their families resolve behavior and/or social emotional issues that interfere with school performance.

Prevention: Designing programs for children at risk of failing at school, as well as developing programs to make schools safer and more effective learning environments.

There are two full-time school psychologists on the HPREC ancillary team: Teresa Quiroga and Angela Poole. They may be contacted through HPREC at 575-445-7090 for more information.

Source: National Association of School Psychologists publications.

Upcoming Trainings at HPREC

Crisis Prevention Intervention

Date: Friday, November 7, 2008

Time: 8:30 am — 3:30 pm

Location: HPREC Training Center, 101 North 2nd in Raton

IDEA 2004: Up Close About Disciplining Students With IEPs

Date: Thursday, November 13, 2008

Time: 8:30 am — 11:00 am

Location: HPREC Training Center, 101 North 2nd in Raton

Phonics Blitz Decoding Survey

Date: Friday, November 14, 2008

Time: 8:30 am — 3:30 pm

Location: HPREC Training Center, 101 North 2nd in Raton

For more information on HPREC Professional Development Activities, visit: www.hprec.com



***“Teachers open the door, but you must enter by yourself.”
Chinese Proverb***





101 North Second Street
Raton, New Mexico 87740
www.hprec.com
575-445-7090
575-445-7663

We're on the Web:
hprec.com



High Plains Regional Education Cooperative
Dedicated to educational excellence

The mission of High Plains Regional Education Cooperative (HPREC) is to research and implement sound educational practices in order to be responsive to client needs. We do this by engaging in research-based practices, developing relationships, and implementing systems to transform education. We do this so that all our clients are successful.

We Want to Hear From You ... Is there a topic you would like to hear about or an issue you would like us to address? A question that has you stumped? If so, please email us and let us know ... we will do our best to accommodate your request.

Applause! Applause!

Jack Wiley, Superintendent, Clayton ~ Kudos to:

- The building principals for their efforts with SAT and working so hard together to make each school the best it can be! Thanks for all their help with the reams of paperwork, reports, forms and plans that seem to “bog down” schools today.
- Teachers for spending a good bit of their summer at school creating lessons for interactive white boards and going the extra mile to care about and to meet needs of students.
- Custodial/ Maintenance staff for all their efforts in getting and keeping buildings and facilities clean and functional!
- All the staff in the central office for everything they do to make the Superintendent look capable!
- And certainly big applause to the parents in our district for all their support and help with sponsorships fundraisers etc.
- Thanks to all of you!

Zita Lopez, Superintendent, Springer ~ I want to give kudos to the elementary staff of Forrester Building and Wilferth Building for working so diligently with their students and making AYP for the 07-08 school year. Good Job Folks!!

Thank You to Amadeo Soto and his Web Design class for their great work on the Springer Schools website.

Special Thanks to all Staff and Support Staff at Springer Schools. Thanks for all your time and effort, I commend you all on your performance. From, Nino Esquibel SHS Principal

R. Stephen Aguirre, Executive Director, HPREC

Dana Stoltz Gray, Director of Programs, HPREC ~ We would like to express our sincerest *thank you* to Representative Tom Udall for his ongoing support and dedication in assisting HPREC in being awarded the federal earmark for the *HPREC Broadband Education Project*. *Thank you, Representative Udall, for your dedication to the rural schools in New Mexico and improving outcomes for all students.*