



Message from Executive Director ... Stephen Aguirre

With the federal mandates of No Child Left Behind, schools must ensure that all students are making adequate progress and all teachers are highly qualified. This is not an easy task due to increased accountability, funding concerns, and decreasing enrollment in area schools.

At High Plains Regional Education Cooperative (HPREC), we are working diligently to provide support and services to meet the needs of each of our eight school districts. The superintendents of these districts comprise the Board of Directors for the HPREC. The HPREC staff and I work closely with this committed group of educators to provide the highest quality education for students in the HPREC region.

Providing Effective Professional Development Opportunities

The HPREC has become a statewide leader in assisting schools in increasing student achievement and providing quality professional development. In fact, over 2,700 educators in area schools and across the state of New Mexico participated in professional development activities sponsored by HPREC during the last year. Research suggests that the most effective professional development is provided on-site and includes modeling, coaching, and feedback. Locally, HPREC has consultants working in schools providing teachers and administrators with coaching, mentoring, and technical assistance in assessment, literacy, behavior management, and effective teaching practices.

In addition to regional professional development, the HPREC sponsors an annual statewide Special Education Law Conference training over 400 educators, lawyers, and parents from across New Mexico about changes in special education laws and procedures. HPREC provides 15 FREE slots for area educators to attend the Special Education Law Conference each year. Another large conference sponsored by the HPREC is the DIBELS Summit. Last year, nationally recognized reading experts from twenty-three states attended the second annual DIBELS Summit to discuss and learn about the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

A new project for the upcoming school year is STEPS: Sustaining and Targeting Effectiveness Professional Series. Based on recent research on effective practices in education and business, Dana Stoltz Gray, HPREC Director of Programs, and Elisabeth Nixon-Peterson, HPREC Education and Program Specialist, have developed and will be piloting the professional development series in the Clayton and Alamogordo School Districts. STEPS provides schools the skills and tools to achieve and sustain school success by using school data to make decisions, set goals, and identify specific professional development to meet their district goals.

Focusing on Quality Services

Services offered by the HPREC go beyond professional development. In its fourth year, the HPREC coordinates a federally-funded Transition to Teaching Project, which provides support and grant money for educational aides, substitute teachers, recent college graduates, and mid-career professionals to become

Message From Executive Director ... Continued

licensed teachers. Currently, there are 55 participants in the program and 12 participants have graduated and have become licensed teachers, working in the HPREC region.

After a year of planning and training, most area schools will be implementing Positive Behavior Support in their schools this year. Positive Behavior Support (PBS) provides a system for schools to teach students behavioral expectations, reward students for appropriate behavior, and effectively deal with acting out students. HPREC provides training and ongoing support for schools implementing PBS. Most of the schools implementing PBS have also chosen to use S.W.I.S.[®], the School-Wide Information System. S.W.I.S.[®] allows tracking of student Office Discipline Referrals and enables administrators and PBS teams to use these data for decision-making regarding student behavior and positive student outcomes at a building level.

HPREC also provides ancillary services to local districts that they would otherwise not be able to provide services for their students with special needs. These services include speech/language therapy, occupational therapy, social work, school psychology, diagnostic, audiology, transition and physical therapy. Currently, there are 16 highly dedicated ancillary personnel working in local schools.

Technology is another area of support provided by High Plains Regional Education Cooperative #3 to local schools. High Plains Regional Education Cooperative #3 provides assistance to area educations in writing technology plans, troubleshooting technology systems, accessing technology systems, system design and implementation, sharing funding opportunities, and training teachers on how to implement technology in the classroom. Additionally, the High Plains Regional Education Cooperative #3 has installed a state of the art distance learning system and in finalizing arrangements to offer college level courses from Clovis Community College and soon, New Mexico Highlands University for Spring of 2006. All classes will take place at the High Plains Regional Education Cooperative #3 Learning Resource Center.

Cost Savings to Schools and Communities

Schools, hospitals, and government agencies are faced with increasing budget concerns. Thus, beginning this fall, business officials from counties, cities, school districts, colleges, universities and other governmental agencies are invited to gain unique and powerful purchasing strategies by joining The Cooperative Purchasing Network (TCPN), *coming soon* through HPREC. TCPN provides competitively bid contracts from more than 100 vendors, including Office Depot. Purchasing products and services through TCPN saves time and the cost of requesting competitive bids, as agencies can use the competitive contracts already bid and legally established through TCPN. In addition to New Mexico, TCPN provides competitively bid contracts to customers in Texas, Arizona, and Arkansas. Extending cooperative purchasing services to include all governmental agencies, not just educational institutions, will build the purchasing power for everyone. This opportunity is a benefit to the HPREC, our schools, and other governmental agencies.

Welcome to our new HPREC staff for 2005-06, Monica Smart, School Psychologist; Stephanie Gillespie, Transition Specialist; Andrea Naranjo, Social Worker; Karen Malone, SLP; and Ruth Arrington-Hiland, SLP.

HPREC continues to be a leader in education for each of our eight school districts. We are here to support your efforts to improve student outcomes. Don't hesitate to call on us!

**The true division of humanity is between those who live in light and those who live in darkness.
Our aim must be to diminish the number of the latter and increase the number of the former.
That is why we demand education and knowledge.**

VICTOR HUGO, French Poet and Novelist

Websites You Can Use Now! By Shari Zimmer



Reading:

<http://www.readingrockets.com> (Reading strategies: researched based)

<http://reading.uoregon.edu> (Curriculum maps, strategies, research)

Language Arts:

<http://www.brainpop.com>

Math:

<http://www.brainpop.com>

<http://www.arcytech.org/java/b10blocks/instructions.html> (Base ten blocks that you can manipulate on line!)

Social Studies:

<http://www.unflags.com/nyl3x5outdis.html> (Flags)

Science:

<http://www.brainpop.com/> (Free trial period for teachers! A great site)

http://www.physics.rutgers.edu/hex/visit/lesson/lesson_links1.html (Wow!)

www.apples4theteacher.com/science (Online science interactive activities)

Lesson Plans:

<http://www.nvo.com/ecnewsletter/teacherstoolresources/> (Lesson plan template)

<http://www.lessonplansearch.com/Rubrics/> (Lesson plan search)

Technology:

<http://www.coollessons.org/coolunits.htm> (Web Quests)

<http://www.classroom.com> (Technology links)

<http://www.brainpop.com>

<http://webquest.sdsu.edu/> (Web quests)

Evaluation/Rubrics:

<http://www.interventioncentral.org> (Free tools for teachers)

<http://a4esl.org/c/qw.html> (Make your own online quizzes—free!)

http://www.jimwrightonline.com/php/chartdog_2_0/chartdog.php (Create charts)

<http://www.makeworksheets.com/> (Rubric maker)

<http://www.lauriefowler.com/rubrics.html> (This one is amazing)

State Assessments:

<http://www.ped.state.nm.us/div/acc.assess/assess/index.html> (Documents)

Project-based learning:

<http://www.coollessons.org/coolunits.htm> (Project-based learning)

(Continued on Page 4)



Websites ... continued

Curriculum Mapping:

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Curriculum+Maps/default.htm> (Curriculum mapping ideas)

<http://www.curriculumdesigners.com/> (More information about mapping)

<http://shop.ascd.org/productdisplay.cfm?productid=104011> (Buy the book)

www.curriculummapper.com/ (More mapping ideas)

Kindergarten Activities:

<http://www.avonmaitland.on.ca/~amdsbnet/kindergarten.htm> (Getting kids connected with online activities)

Teacher Resources:

<http://www.masterteacher.com> (Great teacher resources)

<http://www.teach-nology.com>

<http://www.rubistar4teachers.com>

<http://www.enchantedlearning.com>

<http://www.surveymonkey.com> (Survey Generator)

<http://www.school.discovery.com> (WOW...Check out brain-benders!)

HPREC welcomes

Shari

Zimmer

***Education and Program
Specialist***

to the HPREC Team!



Attention District Tech Folks—New BLOG!!

Take a look at the new BLOG located at www.hprectech.blogspot.com, supported by the High Plains Regional Education Cooperative #3. We are hoping to use this method to communicate amongst the technology coordinators at all of our district sites. We will be sharing information such as the best buys, issues/trends, technology implementation in the classroom, and other pertinent news. In addition, it is our hope to support the schools from the REC by sharing information and possibly orchestrating some group purchasing initiatives for hardware and software, group grant writing, sharing technology planning processes, and being a resource for all of our districts in many ways regarding technology.

This BLOG is open to posting, so please send your ideas and comments.

Upcoming Professional Development Activities



Mapping Your Math Curricula (K-12)

Don't miss out on this hands-on workshop designed for school-based teams to map and align their mathematics curricula with New Mexico's Standards and Benchmarks. All participants are asked to bring the materials used for mathematics instruction at their school, including texts and supporting materials.

Presenter: Dr. Melville "Mel" Morgan, Ph.D.
Date: Friday, September 16, 2005, 8:30 am — 4:00 pm
Location: HPREC Learning Resource Center, 144 South 1st in Raton
Audience: Teachers, TTT Participants, Paraprofessionals, and Administrators

Got Math?

Join us for an exciting Mathematics Manipulative Workshop! We'll be exploring concepts involving the use of Cuisenaire Rods, Geo-boards, Base ten blocks, Color tiles, Unifix Cubes, Attribute Blocks, Two color counters, and Digi-blocks. We will also peruse various books used in teaching mathematics concepts through the use of literature.

Presenter: Shari Zimmer
Date: November 5, 2005, 9:00 am — 3:30 pm
Location: HPREC Learning Resource Center, 144 South 1st in Raton
Audience: Teachers K-5, TTT Participants, Paraprofessionals, and Administrators

Under Construction

This hands-on, collaborative learning opportunity will provide educators with a research background on fluency, vocabulary, and comprehension. With this knowledge, participants will learn and apply hands-on activities and strategies that embed these essential skills in the content area.

Presenter: Elisabeth Nixon-Peterson
Date: TBA, 9:00 am — 3:30 pm
Location: HPREC Learning Resource Center, 144 South 1st in Raton
Audience: Teachers K-5, TTT Participants, Paraprofessionals, and Administrators

More Than Just Filling Out Forms...Making Your S.A.T. Work For You!

Designed for schools that are developing, implementing, expanding, or revising their student referral and intervention process, this training is an opportunity to team-build, develop new skills, and boost morale. Most importantly, it is a comprehensive model for assisting students to succeed in school by providing them with necessary and appropriate support services.

Presenter: Shari Zimmer and Dana Stoltz Gray
Date: Saturday, September 24, 2005, 8:00 am — 11:00 am
Location: Springer High School, Springer, New Mexico
Audience: Teachers K-12, TTT Participants, Paraprofessionals, and Administrators

Computer 101

Do you ever wish you could use your computer more effectively and manage all of your files and information more efficiently? If you have, then this is the class for you! Learn all the computer basics and more! This interactive, hands-on class will answer all of your pressing questions.

Presenter: Shari Zimmer and Paul Romero
Date: TBA, 9:00 am — 3:00 pm
Location: HPREC Learning Resource Center, 144 South 1st in Raton
Audience: Teachers, TTT Participants, Paraprofessionals, and Administrators

What Is A School Psychologist? By Monica Smart, Ed.S.

Greetings! My name is Monica Smart, Ed.S. and I look forward to my new position as the school psychologist with High Plains Regional Education Cooperative, serving schools in Region 3. So what exactly is a school psychologist? Good question! Let's begin with the "basics." A school psychologist is a person licensed to provide "school psychology" services in an educational setting. These services include (but are not limited to) participation in the IEP process, parent consultation, in-service, and intervention. There are three levels of licensure available in the State of New Mexico, with Level 3A reserved for individuals who have completed the highest level of educational training, including extensive practicum experience combined with a period of internship. New Mexico also requires that applicants for licensure pass the School Psychology specialty section on the National Teacher's Examination (NTE) within the first year of being granted provisional licensure.

A school psychologist obtains training and expertise across several specific areas, which include: psycho educational assessment, applied behavior analysis, consultation, intervention, and counseling. School psychologists are also well versed in school law, special education eligibility requirements, and relevant state and federal regulations.

The assessment piece refers to specific diagnostic testing that is necessary for determination of special education eligibility. In this capacity, the school psychologist looks very much like an educational diagnostician. Student evaluations typically include a cognitive measure to estimate intelligence, achievement tests to determine present levels of functioning, and various measures of cognitive processing ability. Examples might include tests that pinpoint cognitive function such as memory, processing speed, and/or phonemic awareness. Other elements to a student's evaluation, depending on the referral question(s), may also include a behavioral/emotional assessment (sometimes called a psychological evaluation), classroom observations, in-depth records review, and collaboration with other disciplines through speech/language therapists, occupational therapists, physical therapists, and/or social worker.

When problematic social or adaptive behaviors specific to learning are of concern, the school psychologist may be asked to complete a Functional Behavior Assessment (FBA). FBA's require that one define given behaviors, collect baseline data to determine behavioral frequency, and identify specific antecedents or triggers that appear to "come before" behaviors of concern. In addition, behavioral consequences are also studied in order to learn what works as reinforcement (both positive and negative) in maintaining a student's behavioral pattern. The end result of any good FBA is a working Behavior Intervention Plan (i.e., BIP). A BIP simply defines target behaviors and outlines a specific course of response to relevant student behavior. BIP's may be written to increase or decrease behaviors, depending on the area of concern. BIP's are *works in progress*, in that they are continually revised in response to student need.

Consultation may best be characterized as a "brainstorm session." During consultation time, information is shared and advisement may be provided specific to a particular student concern or may be more broad-based (i.e. "Do you have any ideas on how to successfully mainstream an elementary aged, high-functioning autistic student?"). Consultation may be formal (scheduled meeting format) or informal (questions in the hallway or after school). Regardless of the setting, consultation is the actual time spent with teachers, other school staff, parents, etc., where information is exchanged about topics relevant to education and learning.

The intervention training a school psychologist has is often utilized in the school setting when developing alternative educational strategies for students having difficulty. Many times, school psychologists are called to serve on the Student Assistance Team (SAT) as these groups hold the primary responsibility for tracking a student's response to intervention prior to initiating a formal special education evaluation request. In some schools, the assigned psychologist may provide direct counseling/therapy services to an assigned caseload of special education students. Here, a student's behavioral/emotional goals and objectives area addressed in a systematic therapeutic approach.

At the end of the day, a school psychologist has usually worn many different hats – maybe crisis intervention in the morning, IEP's for lunch, and assessment during the afternoon. In addition to any of the above listed activities, we may also find time to create/promote positive learning environments school-wide, which positively impacts both special and regular education students.



APPLAUSE! APPLAUSE! APPLAUSE!

Welcome to our new teachers: Ray Churchman, counselor; Charlotte Quigley, fifth grade; Pauline Segura, Special Education; Lydia Webster, Business and English; and Dee Culbert, Math. Thanks go out to Kathy Owensby, sixth grade, who was invited to participate with a team of teacher-evaluators for the NMPED to decide which Science publishers had materials most closely matching the NM Standards and Benchmarks so they might be included on the NM State Adoption list for 05-06.

~ **Jayne Burchard, Superintendent**
Des Moines Municipal Schools

Thanks and Applause to all the Clayton Municipal Schools maintenance staff for all of their efforts this summer!

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

Congratulations to Cimarron Elementary School, Cimarron Middle School, Eagle Nest Elementary School, and Cimarron High School for earning AYP!

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

Many, many thanks to Cindy Trujillo, Jerry Trujillo, and Robert Cruz for all the hard work and long hours spent getting our school ready for students in the midst of construction. We would not have been ready without you!!

~ **Dr. Kaye Peery, Superintendent, Maxwell Municipal Schools**

Congratulations to the students and staff of Springer Municipal Schools for making AYP for the 2004-2005 school year. This accomplishment is due to the dedication of our students, staff, and parents aspiring for a common goal--to do what is best for students!

Applause to the young men from Des Moines for making the commitment to play football with our Springer Team. A big thank you also goes to Ms. Burchard and the Des Moines School Board for approving this Co-op Football Program.

~ **Zita Lopez, Superintendent**
Springer Municipal Schools

I would like to thank the teachers here at Roy for their dedication and hard work. Our school continues to make AYP because of their commitment to education and the young people in our district. There is a special *thank you* to the ancillary staff that comes to us from different locations across the state and southern Colorado. These folks are a tremendous asset to our school. They spend many hours in a vehicle just to get to us. Your sacrifices and your dedication is truly appreciated.

The office staff at the REC#3 is truly a special group of highly trained professionals. Our school could not survive without the services that REC#3 provides. The people that work there are polite and understanding.

Thank you for making my job a little easier

~ **Rick Hazen, Superintendent**
Roy Municipal Schools

Thanks to all the teachers, administrators and staff of the HPREC school districts who are so dedicated to all students! We appreciate all you do to make the schools a great learning environment for all children. We are here to support you and we salute all your efforts on behalf of students ...THANKS!

~ **HPREC #3 Staff**

Congratulations to each S.W.I.S.® team at our schools for completing their trainings and committing time and resources to collecting student data and using it for decision-making that will make their schools an even better place for students to learn and grow.

~ **S.W.I.S. Trainers**
Petra Bertola and Mary Lloyd

Why Did YOU Become A Teacher...

"The main reason I became a teacher is that I like being the first one to introduce kids to words and music and books and people and numbers and concepts and ideas that they have never heard about or thought about before. I like being the first one to tell them about Long John Silver and negative numbers and Beethoven and alliteration and "Oh, What a Beautiful Morning" and similes and right angles and Ebenezer Scrooge ... Just think about what you know today! You read. You write. You work with numbers. You solve problems. We take all these things for granted. But, of course, you haven't always read. You haven't always known how to write. You weren't born knowing how to subtract 199 from 600. *Someone showed you.* There was a moment when you moved from not knowing to knowing, from not understanding to understanding. *That's why I became a teacher.*"

Excerpted from [32 Third Graders and One Class Bunny: Life Lessons From Teaching](#) by Phillip Done

NEW!! HPREC Resource Lending Library



High Plains REC #3 would like to offer area educators the chance to use the many resources available in our office in Raton. Listed below are just some of the materials available for checkout to our area schools' staff or Transition To Teaching participants.

- Harry Wong's *"The Effective Teacher"* video series
- *"Math Through Children's Literature"*
- *"Science Through Children's Literature"*
- The *"Tough Kid"* video series
- *"Developing an Effective School Response Team"*
- *"Problem-Solving Experiences in Math"*
- *"Seven Steps to Homework Success"*
- *"How to Excel at Verbal Intervention"*
- *"Non-violent Crisis Intervention for the Educator"*
 - *"Disruptive Adolescents"*
 - *"Fights At School"*
 - *"Reading, Writing, and Weapons"*

These and more great materials are ready to solve your classroom dilemmas, encourage your professional development, or just help make your educational journey more interesting. Come see us today!

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
Hollie Fish, Program Assistant
Esther Torrez, Human Resources
Christine Montoya, Admin. Assistant
Bob Anglin, Reading Specialist
Petra Bertola, Behavior Specialist
Midge Graham, 3-Tier Consultant/TTT Advisor
Carmen Valerio, Custodian



HPREC

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Rick Hazen, Roy—**Chairman**
Zita Lopez, Springer—**Vice-Chairman**
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Dr. Annette Johnson, Cimarron
Jaynee Burchard, Des Moines
Dr. Kaye Perry, Maxwell
Tim McCoy, Mosquero
Bill Walz, Raton

**"As your island of
knowledge grows, so
does your shoreline of
wonder."
Anonymous**



News! We are in the process of putting together a Technology Summit. We already have a generous underwriter for the meals! Plan B-Networks is a partner, as well as other notables like N-Corp, VIX Communications, and, of course High Plains REC #3. All the partners will be presenting on the latest in educational technology and e-rate tips. Following is a list of potential tracks available at the summit:

- Technology Planning (Paul Romero, HPREC)
- E-Rate and Technology Funding (Plan-B Networks and N-Corp)
- Technology in the Classroom (Shari Zimmer, HPREC)
- Data Driven Decision Making (Dana Stoltz Gray, HPREC)
- New Innovations in Technology (Plan-B Networks)
- Connections/Sharing (All attending schools)
- Distance Education Technology (VIX)

Of course our number goal is to get the technology coordinators at our schools to begin to network amongst each other. In my travels, I have found that we all are concerned about the same issues:

- Funding
- Licensing
- "Time" (lack of it)
- Maintenance

It is our hope that this time could be spent sharing ideas, helping one another, and just having a great time! We are excited about the possibilities!

Mouse Problems By Mary Lloyd

No, our topic this issue is not a review of mouse traps, mouse poison or other such items ... we will leave that to the county extension folks. Let's take a look at your computer mouse ... a simple little fellow but very important to the everyday workings of your computer. Keeping your mouse clean and in good working condition will save you time, frustration and potential system problems. All you need to proceed with this exercise is a can of compressed air, some electronics grade contact cleaner, rubbing alcohol, and about 10 minutes of your time.

Most mouse problems, at least the electronic type, can be taken care of with some physical cleaning and/or adjustments to the mouse software. *You* may be squeaky clean but your mouse will still manage to pick up significant amounts of dirt, dust, hair ... you name it ... in everyday cyber-travels. Classic symptoms of a dirty mouse are jerky, sputtering pointer behavior or a pointer that will *only* travel up or down, left or right. Perform the following steps on a regular basis and you will be rewarded with a very well-behaved mouse.

- Completely shut down your computer.
- Remove the ball from your mouse. Here is how to do this: turn the little guy upside down and find the ring that holds the ball in place. Notice the arrows? Turn them to release the ball. Turn the mouse back over and let the ball fall out. Wash it thoroughly in warm water and mild soap, then let it air dry or use a lint-free cloth to wipe it dry.
- Blow the dust out of the mouse body. Use the can of compressed air, we wouldn't want you to get light-headed from this!
- Look at the inside of the mouse and notice the system of three rollers. These are notorious for collecting gunk and thus slowing down the little mouse. If the gunk build-up seems extreme, take a toothpick or paperclip and scrap it off. You could also use a cotton swab, dipped in rubbing alcohol. **Continued on Pg 10**



Mouse Problems ... Continued From Page 9

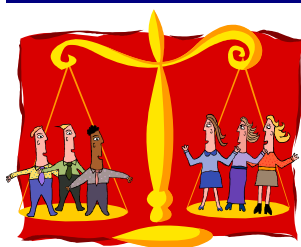
- Reassemble the mouse, boot your computer and see if things don't work better.

A couple of other common problems to look at when your mouse doesn't seem to be itself are a worn or dirty mouse pad, static buildup on the pad, or normal system usage. A worn or dirty mouse pad can be cleaned in warm, soapy water or replaced for a relatively small fee. Solving the static buildup involves spraying down carpeting and upholstery with fabric softener *or* just buying a little more expensive mouse—cheap mice are susceptible to static. Normal system usage merely means that when you run several programs at once, it takes a minute for things to process so your mouse *appears* to be slow in responding. Solving this is a matter of running fewer programs at once or up-grading your system with a faster processor or more memory ... don't blame the poor little mouse! (Note: banging the mouse on the desk *does little* to make it work better.)

Another common mouse problem is rough clicking or double-clicks that result in quadruple-clicks. The inner workings of your mouse could be the cause. To take care of this, shut down your computer and unplug the mouse. Take it apart as you did in the cleaning exercise and spray a little electronics grade cleaner onto the contacts and switches inside the mouse. As you spray, depress each of the buttons several times to work the cleaner in. That should do it ... hook it back up and you are ready to work!

Damage to your mouse cable or connect points can occur from occasional tugging, yanking or dropping of the poor little guy. If the pointer appears on the screen but does not go anywhere or moves erratically, check your cable and connection points. Shut down your computer and take a look at the cable, make sure it is not damaged, kinked, or frayed. If the connector is not securely plugged into the back of the computer, it would work better if you tightened the connection. If you notice bent, broken or worn prongs...you need a new mouse.

Look for more techie information in the next installment of Tech Corner...happy computing!



7th Annual

Special Education Law Conference: What Every Educator Needs to Know

Melinda Baird, Esq.

Wyndham Albuquerque Airport Hotel
Albuquerque, New Mexico
October 17-18, 2005

Lodging A block of rooms will be available at the Wyndham Albuquerque Airport Hotel at \$79 per night. To make reservations call the Wyndham at 505-843-7000 and inform them that you will be attending the High Plains Special Education Law Conference. **Participants are responsible for all lodging arrangements and costs.**

Credit One semester college credit (graduate or undergraduate) is available through New Mexico Highlands University at \$95.

Registration Registrations will be accepted until September 30, 2005. Registrations will be \$225. All cancellations must be made by September 30, 2005. Cancellations received after September 30, 2005 will not be refunded (this includes "no shows"). Substitute registrations *will be accepted*. Please call 505-445-7090 regarding substitutions or for more information.

Group Registration A discount will be provided for a **group of educators** from the same district. Registration for five educators from one district will be \$1,000. Registration must be paid in full to qualify for the discount.

For More Information and a Brochure, Call HPREC #3
at (505) 445-7090.

What New in Special Education ... It Effects Us All!

By Dana Stoltz Gray

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) was signed into law on December 3, 2004. Most provisions of the law took effect on July 1, 2005. Although the federal regulations have not been approved, nor New Mexico Policies and Procedures adopted, there are new changes under IDEA 2004 that districts need to be aware of, including:

Complaints: A new provision requires that a complaint must be limited to a violation that occurred **not more than 2 years** before the date the parent or school district knew or should have known about the alleged action.

Consent for Services: Schools must obtain informed parental consent before providing special education and related services to a child. Should a parent refuse to consent to the provision of services, the school district may not use procedures such as mediation and due process in order to provide services.

Individualized Education Programs (IEPs)

- IEPs must contain measurable annual goals and a description of how the child's progress toward meeting those goals will be measured and reported, such as quarterly reports to parents.
- Special education and related services and supplementary aids and services must be based on peer-reviewed research to the extent practicable.
- Additional new provisions encourage districts to consolidate IEP meetings with reevaluation meetings and to use alternative means of meeting participation when conducting IEP team meetings, such as conference calls and video conferences.
- Changes to IEPs in effect can be made without convening the IEP team if both the school district and parent agree. **Be careful to document.**

IEP Team Attendance: A member of the IEP team can be excused from attending the IEP meeting, in whole or in part, if the parent and school district agree that attendance is not necessary because:

- The member's area of curriculum or related services is not being modified or discussed, or
- Because the member has submitted input to the team in writing.

Such agreements must be in writing.

Notice of Procedural Safeguards

Schools must distribute a copy of the procedural safeguards:

- Once per year,
- Upon initial referral or request for evaluation,
- Upon filing of a complaint, and
- Upon request by a parent.

Special Rule for Eligibility: Expanded provision precludes schools from finding a child to be a child with a disability if the determinant factor for such determination is **lack of appropriate instruction in reading**, including in the essential components of reading instruction as defined in No Child Left Behind.

Specific Learning Disabilities: A new provision releases schools from the current regulatory requirement that a child must show a severe discrepancy between achievement and intellectual ability in order to be determined to have a specific learning disability.

Additionally, schools may begin to use a process that determines if the child responds to scientific,

research-based intervention as a part of the evaluation procedures as defined in IDEA.

Summary of Performance: A new provision requires schools to provide a **summary of a child's academic achievement and functional performance** upon the termination of services. Such a summary must include recommendations on how to assist the child in meeting the child's postsecondary goals.

Timeframe for Evaluation: A new provision requires that an initial evaluation be completed within 60 days of receiving parental consent for the evaluation, unless the state has established a timeframe within which the evaluation procedure must be completed.

Transferring From One School District to Another: New provisions direct school districts to provide services to students with IEPs who transfer into a new school, including services comparable to those described in the previously held IEP.

The new school must take steps to promptly obtain the child's records for the previous school and the previous school must take steps to promptly respond to such requests.

For students who did not have an IEP in effect, but for whom an evaluation had begun, districts are required to promptly complete the evaluation.

Interim Settings: School personnel may place student in interim alternative setting if the student violates the "code of student conduct":

School personnel may suspend a child with a disability **up to 10 days**;

- If the school determines that the student's behavior was NOT a manifestation of the student's disability and suspends the student **for more than 10 days**, they may utilize the same procedures as with non-disabled students, but they must continue to provide the student with a free appropriate education (FAPE).
- If the school district suspends a student with a disability for more than 10 days, regardless of the severity of the student's misconduct (i.e., violation of a code of conduct vs. possession of a weapon), the school must continue to provide the child FAPE.
- The child will participate in the general education curriculum, make progress on the IEP goals, and receive a functional behavioral assessment, behavioral intervention services and modifications to prevent the behavior from occurring.

Functional Behavioral Assessment (FBA) and Behavior Intervention Plans (BIP): If the student's behavior was a manifestation of the disability, the IEP team shall conduct a Functional Behavioral Assessment (assuming one has not been complete previously) and implement a Behavioral Intervention Plan.

If a BIP was developed previously, it should be modified to address the student's behavior.

45-Day Suspension: Dangerous Weapons, Drugs, and Serious Bodily Injury: If the student engages in behavior that involves dangerous weapons, illegal drugs, or serious bodily injury, the student may be suspended for 45 school days even if the behavior was a manifestation of the disability. The student is still entitled to FAPE.

Adapted from: National Center for Learning Disabilities, *IDEA 2004. Brief Summary of Changes and New Provisions* Retrieved August 14, 2005 from <http://www.ld.org/advocacy/NCLDsummaryIDEA04.cfm>

Learning is ...



great!!