



SAN LUIS VALLEY BOCES

March 2022 Newsletter

Special Education Director Message

Stacey Holland

The school psychologists, as well as administrators, at BOCES have access to Special Ed Connection. This resource is a web resource for answers to your special education questions. This online access helps us get the latest news and guidance in the areas of Section 504, Early Childhood, Behavior & Discipline, Inclusion, and Lawsuits & Rulings. I am sharing this with you so you know where I am getting this information.

In a new report, Matt Zalaznick and Sarah Flier, wrote about the struggles for students in a full day of school after the pandemic. Many students don't know how to do school for an entire day, expressing a lot of low stamina. Many 5-year-olds are telling teachers "No", which is not typical.

According to the article, there has been a 53% increase in students being referred to the principal's office for behavior compared to two years ago.

"Third- and fourth-graders are struggling to come into the buildings," Flier says. "These are things I haven't seen before, and I think it's a result of kids constantly not knowing what's going to happen."

The behavioral disruptions largely result from anxiety over the pandemic's constant disruptions and restrictions on community-building activities, such as schoolwide meetings, holiday sing-alongs, and peer buddy programs for the oldest and youngest students.

Last year, COVID restrictions on the playground prevented students from interacting with students outside their grade. "All that lost social time has really chipped away at their enjoyment of school," Flier says.

The article urges administrators to resist the urge to focus too heavily on academic recovery because teachers also need time to rebuild trusting relationships with students.

SLV School Districts have done a remarkable job of keeping students in school, however, anytime that a classroom is quarantined, we are starting again at getting the groove of a full day back.

Becoming a servant leader in your classroom better ensures that educators and parents collaborate in helping students redirect their behavior. Invite parents and students to meetings with educators when behavioral issues arise. These crucial conversations are not just intentional, but also important. Throughout the process, it is also important to give students a voice by asking questions rather than just punishing or scolding them.

Asking questions such as, tell me how that behavior is working for you? Ask them what they see happening each time they make that choice and whether it leads to positive or negative consequences?

This can lead students to start thinking about how they can change the situation. It's also essential to identify the sources of a student's distress. Find out if a teacher may need to slow down or if a student is afraid to ask questions, that is how to be servant leader -- asking students what they need rather than be reactive or punitive.

Important Dates

March 8	SAC Meeting	April 18	Office Closed
March 9	Board Meeting	May 10	SAC Meeting
March 11	Staff Dev / Work Day	May 13	Staff Dev / Work Day
March 21-25	Spring Break	May 18	Board Meeting
April 8	Staff Dev / Work Day	May 25	End of 155 days worked
April 12	SAC Meeting	May 30	Office Closed
		May 31	End of 159 days worked

SSN Team Attends Conference

Bill Metz SSN team attending the 33rd annual Courage to Risk conference at the Broadmoor in Colorado Springs. CTR conference is to provide quality educational experiences to parents, students, teachers, and community members; to provide networking experiences for participants; to motivate those working with students with diverse learning needs.

Kelsey- I loved the conference! I loved that they had people with disabilities as speakers to help us better understand different disabilities and how to best support them in the classroom. I really enjoyed Christian Moore's session where he talked about his rough childhood and how his wife has helped him be so successful. I love how he shared about "Why Try" and how he has developed the program to help struggling students better succeed with their problems and learn to work through it in a positive way!



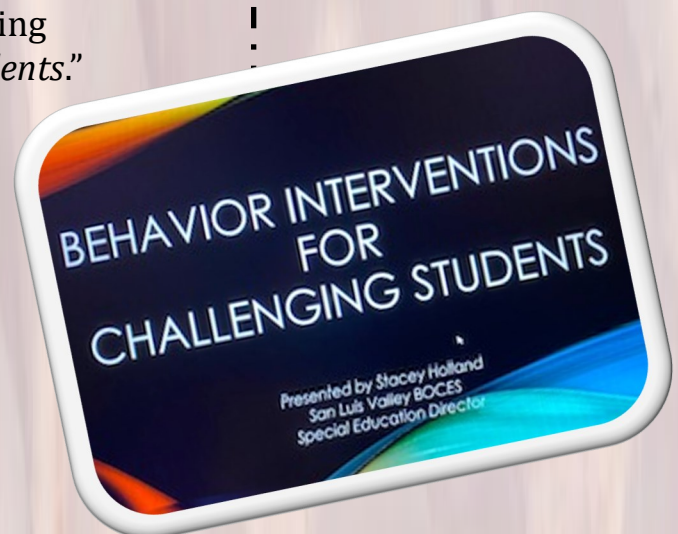
Erline- I liked the session that we attended where the high school students talked about their disabilities and experiences in school. It gives us a better idea on how to better support our students. I learned a lot about all of the disabilities that the speakers all had and what they have accomplished, even with their disabilities. I enjoyed everything about the conference!

Charlene- I thoroughly enjoyed it! But I especially liked the Candyland session with the station that had the punch out cups. They put tissue paper over the cups in a cardboard box so kids would punch through the tissue paper to pull out their work. It is so versatile you can use it for any academic subject. All of it was a great learning experience!

Julie- Being a new para, I learned about different disabilities and how they affect different people. It was interesting learning different things that you can teach in the classroom with behavior challenges. It was overall a great learning experience for me!

Courage to Risk

San Luis Valley BOCES Special Education Director, Stacey Holland presented at the 2022 Collaborative Conference on Special Education January 20-21, 2022. Presenting "Behavior Intervention for Challenging Students."





Star Employees



January - Eileen Green

Eileen has been a BOCES para for over five years. She cares deeply for the children she works with and is always willing to work where she is needed. She is flexible, dependable and trustworthy. She has had to move to different schools throughout her time with BOCES and has always done so with a willing attitude. Her commitment to the students of the BOCES is admirable.



January - Jessica Silva

Jessica works very hard. She is always willing to make accommodations if needed and is very aware of what is happening in the room! She holds the students accountable and readily gives positive praise! She is reliable, responsible, and extremely caring! She is an essential part of the classroom team!



February - Tonita Lopez

Tonita has been a vital part of the AHS SSN program. Enduring tough challenges that life has given her, she has continued to put the students first. She gives 110% in all she does which is reflected by the outcomes seen in the students that she serves. We appreciate her amazing attitude and even more amazing work ethic!



February - Larry Ross

As Larry serves throughout school communities, his kind spirit and demeanor lends to the great respect that they all have for him. He truly has the daily goal to do the very best for all kids and is able to advocate for those who need it most. We appreciate his leadership in situations that are challenging. Thank you for all you do!

Gifted and Talented

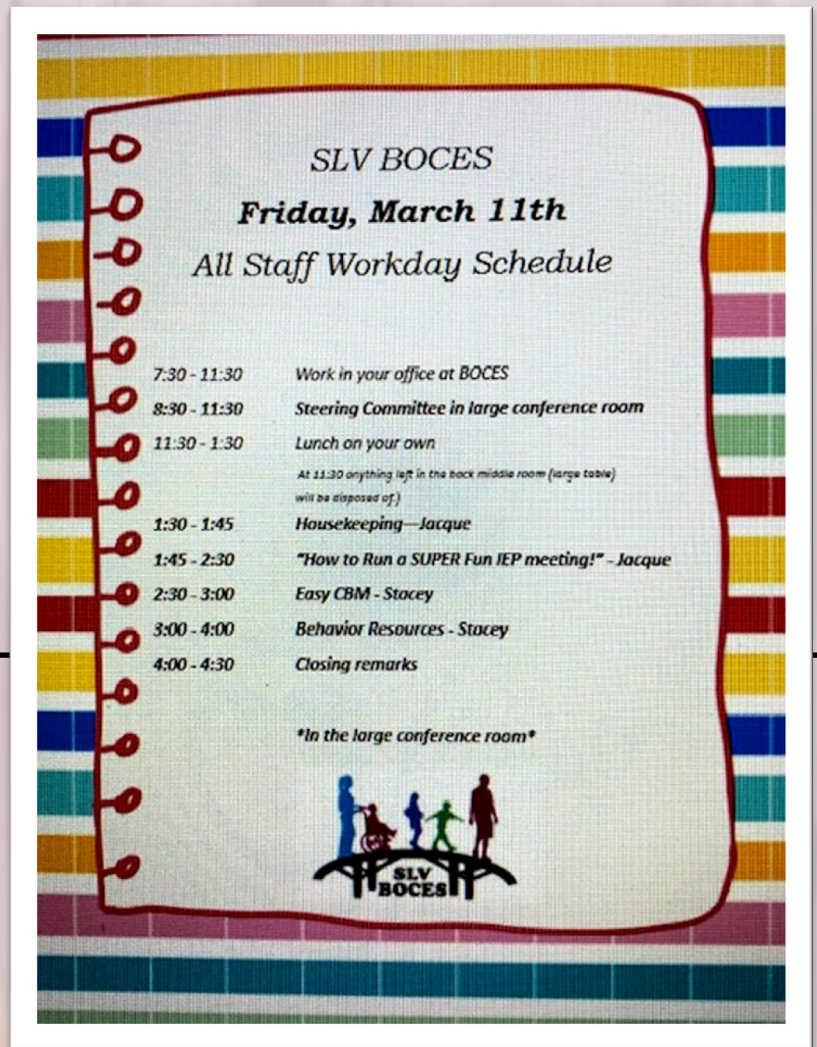
SLV BOCES defines gifted students as persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so outstanding that they require special provisions to meet their educational needs. Outstanding talents are present in students from all cultural groups, across all economic strata, and in diverse areas of human endeavor. Children under five who qualify may also be served. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas:

- general intellectual ability
- specific academic aptitude
- creative, productive thinking
- leadership abilities
- visual arts, performing arts, musical or psychomotor abilities



SLV BOCES strives for representation of gifted and talented students from all groups in the local population. The districts consider the impact of poverty, ethnic/cultural diversity, multiple exceptionalities, rural demographics, and gender in the identification process.

Each district in the San Luis Valley offers gifted programming for identified gifted students and talent pool students. Please contact the Gifted District Coordinator(s) or Cheryl Franklin-Rohr; SLV BOCES GT Coordinator for more information.



Paraprofessional position at the Gingerbread House in Alamosa. Hours are Monday through Thursday, 8:15 – 11:15 and 2:30 - 3:30. Salary range is \$15.12 - \$23.12 per hour depending on experience. Interested applicants must hold a high school diploma.

Preschool Paraprofessional position at the Sangre de Cristo Preschool. Hours are Monday through Thursday, 1:00 – 4:00. Salary range is \$15.12 - \$23.12 per hour. Interested applicants must hold a high school diploma.

Preschool Paraprofessional position at the Little Treasures Preschool in La Jara. Hours are Tuesday through Thursday, 8:00 am – noon. Salary range is \$15.12 - \$23.12 per hour. Interested applicants must hold a high school diploma.

Preschool Paraprofessional position at the Del Norte Head Start. Hours are Monday through Thursday, 8:30 - 2:30. Salary range is \$15.12 - \$23.12 per hour. Interested applicants must hold a high school diploma.

Occupational Therapist and Physical Therapist. Interested applicants should hold a valid Colorado Special Services License or be eligible for a Temporary Educator Eligibility (TEE).

Teacher for the deaf and hard of hearing. Interested applicants should hold a valid Colorado Teacher License with a license for Special Education Specialist: Deaf and Hard of Hearing or be eligible for a Temporary Educator Eligibility (TEE).

Applications can be found at SLVBOCES.org, at BOCES or click below.

[Certified](#)—Providers, teachers

[Classified](#)—Paraprofessionals, support staff