



Española Public Schools
Striving for Excellence

Greetings from Student Services Department

Welcome Back

Welcome back! We hope you had a restful summer. We are happy to be here and serve our amazing students and staff of the Espanola Public Schools. If you need any assistance, please contact us. Our contact information is listed on the sidebar. We hope you have an amazing school year.

Social Emotional Learning

As we welcome students back, please be aware of their social-emotional learning. Social-emotional learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Well-implemented SEL programs positively affect students' success in school. Studies show that social-emotional skills—such as problem-solving, self-regulation, impulse control, and empathy—help improve academics, reduce negative social behaviors like bullying, and create positive classroom climates. Utilize online resources to help find more information on social-emotional learning.

Accommodations and Modifications

Our classroom teachers make accommodations and modifications for students based on their individual IEP need. An accommodation changes *how* a student learns the material. A modification changes *what* a student is taught or expected to learn.

Important Dates to Remember:

- August 10-First day of school for odd grades
- August 11-First day of school for even grades
- August 10-14 NMPreK Homevisits
- August 15-PreK Family Orientation-1st day of school for PreK
- August 25-No School-Professional Development

Mission and Vision

Mission

The mission of the Española Public Schools Student Services Department, in collaboration with parents/guardians, is united in a common commitment to ensure all students have access to an educational curriculum with rigorous expectations and standards.

Vision

Our vision is to provide all students with the necessary needs to expand their potential and prepare them to be productive and responsible members of the community.



"I hear, and I forget. I see, and I remember. I do, and I understand." - Chinese Proverb

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Picture Writing

This school year our Special Education teachers will be participating in Picture Writing. **Picturing Writing: Fostering Literacy Through Art®** and **Image-Making Within The Writing Process®** are two innovative approaches to teaching writing and fostering literacy designed to meet the needs of a wide range of learners. Developed by Beth Olshansky, these evidence-based models use quality picture books and simple, captivating art techniques to teach the art of writing. Immersed in a rigorous creative process during Artists/Writers Workshop, students create their own quality picture books aligned with grade-level standards and curriculum. They learn to read like a writer and see like an artist. Picturing Writing allows students to enter the reading/writing process from a position of strength and enthusiasm. It provides an enticing, alternative pathway into writing for English Learners and others who struggle with reading and writing.

Professional Development dates will be forthcoming.

NM PreK

NM PreK hours have gone up to 1080 for this upcoming school year. There are also Performance Measures we have to meet such as: PreK programs must achieve and maintain 95% of funded enrollment within the first 30 days of program instruction. PreK programs must provide a minimum of 90 hours of family engagement and education activities annually. PreK programs must demonstrate support of families to ensure their child attends regularly (at least 85% of time). PreK programs must ensure each PreK participant has current health screenings completed within 90 days from the date of enrollment. PreK programs must ensure each PreK participant has a current developmental screening completed within 45 days from the date of enrollment. PreK personnel must complete observations of each child's progress in all developmental areas and in multiple settings using approved PreK Observational Assessment Tools to evaluate the effect of the PreK instruction on the child's development and learning. Children must be assessed a minimum of three times during each awarded school year. PreK personnel must meet degree requirements as outlined in the New Mexico PreK Performance Standards, or be enrolled in 6-credits in a college degree program that will lead to meeting the required degree requirements. PreK programs must adhere to all foundations of quality elements outlined in the ECECD New Mexico PreK Performance Standards.

The Multi-Layered System of Supports (MLSS)

If your child is having difficulty in the classroom or you suspect your child may have a disability, please contact your child's teacher and school counselor. They will be able to provide multi-layered system of supports. The Multi-Layered System of Supports (MLSS) is New Mexico's comprehensive overhaul of the Response to Intervention (RtI) that improves support systems by removing administrative barriers to providing timely evidence-based supports and focuses on holistic student success through robust family partnerships. Driven by student progress data for grade-level standards, the MLSS works to empower educators with a comprehensive system to make evidence based-decisions that are fluid, timely and meaningful. MLSS works to champion accelerated learning practices and school systems/policies that support the implementation of high-dosage tutoring opportunities that meet the individual needs of students while also ensuring students continue to have access to robust core instruction and universal supports. The MLSS provides holistic intervention framework that guides educators, those closest to the student, to intervene quickly when students need additional supports. The MLSS framework reflects the supports that the classroom teacher, school, family, health and wellness staff offer toward readying students to experience academic and behavioral success in school resulting in students being ready for success.