



# SAN LUIS VALLEY BOCES

April 2022 Newsletter

## *Executive Director Message*

*Dr. Jacque Phillips*

Spring is a great time for BOCES!

The annual Outstanding Educator of the Year recognition dinner is happening on April 20th. Each of the 14 School Districts in the Valley nominate a candidate and the big winner is announced on the 20th. The BOCES nominee is our amazing School Psychologist, Karla Stockley.

The Special Education Advisory Committee (SEAC) is going strong and will meet again on April 19th at BOCES at 5:30 (dinner will be served). Stacey Holland, Special Education Director, and I, will be sharing information about IEPs, as requested by parents at the meeting last month with CDE/ARC.

The Transition Program for 18-21 year old students with disabilities is piloted and will be up and running in the fall.

BOCES is also running ESY (Extended School Year) which is Summer School for students with disabilities and their non-disabled peers. This will run for 4 weeks with each week having a focus including Gardening, Cooking, Community Helpers and more! Stacey Holland will be sharing details soon.

We continue to thrive with professional development and legal compliance.

If you have any concerns, we are available 24/7 to support you and your students. Thank you to Team BOCES and the people that help us to help kids! It is an honor to serve SLV BOCES.

## **Congratulations!**

*Karla Stockley*

**SLV BOCES 2021-2022**

**Educator of the Year**



Karla will be representing BOCES at the 2021-2022 San Luis Valley Educator of the Year banquet on April 20th at the Ski Hi Complex in Monte Vista. Congratulations Karla and good luck!

## *Important Dates*

April 8	Staff Dev / Work Day
April 12	SAC Meeting
April 18	Office Closed
April 19	SEAC—Alamosa
April 20	Educator of the Year Dinner
May 10	SAC Meeting
May 13	Staff Dev / Work Day
May 18	Board Meeting
May 25	End of 155 days worked
May 30	Office Closed
May 31	End of 159 days worked



# Science Day 2022



Michelle Sisneros, SSN Teacher

Science day was amazing! It was so awesome to see our k-5 and High school SSN students learning together doing fun Science activities! Some of the high school students jumped right in and helped with tables while others wanted to DO the activities themselves! Big thank you to Amiel and Celia for sharing your students with us for this time! It truly made my day and the kids had so much fun! Thank you to our admin team for allowing us these opportunities to do these kinds of fun learning days!



## 2021-2022

### San Luis Valley Educator of the Year Nominees

Educator of the Year will be announced on April 20, 2022.



Creede School District - **Ms. Michele Crispell**



Center School District - **Ms. Alex Magness**



Centennial School District - **Ms. Amber Garcia**



Monte Vista School District - **Ms. Loree Harvey**



Mt. Valley School District - **Ms. Beth Schroeder**



Moffat School District - **Ms. Kayla Murphy**



Sanford School District - **Ms. Javonna Miller**



Alamosa School District - **Ms. Sarah Ramirez**



Sierra Grande School District - **Ms. DeAnna Rivera**



Sangre de Cristo - **Mr. Shane Osterhout**



South Conejos School District - **Ms. Laura Judd**



Sargent School District - **Mr. James Holmes**



North Conejos School District - **Ms. Deborah Cruz**



SLV BOCES - **Ms. Karla Pabinquit-Stockely**

# Educating Gifted and Talented Students

## How Can Teachers Meet the Needs of Gifted Students with Autism Spectrum Disorder (ASD)?

In today's inclusive classroom, teachers must meet a wide range of instructional and social-emotional needs, whether they teach 30 students in an elementary classroom or 150 students in secondary school. The classroom teacher tries his/her best to differentiate, but the differences among students make that difficult to accomplish, and the recognition of student differences usually increases over time. Autism Spectrum Disorder (ASD) is being diagnosed at increasing rates. Currently autism affects about 1 in every 88 children overall,

and 1 out of 54 boys (Centers for Disease Control and Prevention, 2012).

“The term autism actually refers to an entire spectrum of neurodevelopmental disorders characterized by social impairments, communication difficulties, and restricted, repetitive and stereotyped patterns of behavior” (Armstrong, 2012). However, there are many positive attributes associated with ASD that overlap with gifted characteristics. If teachers can integrate these strengths while providing accommodations to address concerns, gifted students with ASD can be successful in the classroom. The following chart indicates characteristics of gifted students and gifted students with ASD. Teachers can use this information to plan for success.

	Gifted	Gifted with ASD	Classroom Instructional Strategies
<b>Memory</b>	Excellent memory and comprehension	Excellent rote memory; relatively poor comprehension	Because of literal interpretation of text, comprehension skills, like inferencing, may be more difficult to understand
<b>Interests</b>	Highly focused and may be broad	Highly focused and tend to be narrow	Provide opportunities for independent study that replaces work, instead of additional work
<b>Vocabulary</b>	Usually sophisticated	Usually sophisticated, but may be specific to interest area	Is better in concrete topics, especially math and science; provide direct instruction to improve vocabulary in other content areas
<b>Humor</b>	Often unusual or quirky; engages in socially reciprocal humor	Often unusual or quirky; able to engage in wordplay but unable to understand humor that requires social give-and-take	Use small group instruction, like lunch bunch, to help students understand the hidden meanings behind words
<b>Reaction to Change</b>	Generally flexible but may be less so with particular issues such as perfectionism, fairness, or social injustice	Uncomfortable with change; rigid in thought and behavior	Anticipate situations where change is going to occur and pre-teach options for student
<b>Social</b>	May prefer a small circle of friends	Is often socially isolated due to lack of social skills and empathy	Provide social situations that draw on their strengths, i.e., game and STEM clubs
<b>Insight</b>	Aware of the feelings and needs of others and of how others see them	Oblivious to the feelings and needs of others and of how others see them	Use social stories and Hidden Curriculum to help students understand others
<b>Maturity</b>	Often above age-level	Often below age-level	Group with students of like interests so that students can manage social conversations

The chart above is based on information from the following sources:

The Belin-Blank International Center for Gifted Education and Talent Development at the University of Iowa

Lovecky, D. (2004). *Different minds: Gifted children With ADHD, Asperger syndrome and other learning deficits*. London, UK : Jessica Kingsley Publishers.

Neihart, M. (2000). Gifted children with Asperger's syndrome. *Gifted Child Quarterly*, 44, 222-230.

Webb, J., et al. (2005). *The misdiagnosis and dual diagnoses of gifted children and adults: ADHD, bipolar, OCD, Asperger's, depression, and other disorders*. Scottsdale, AZ: Great Potential Press.

### References and related resources:

----- Understanding your twice-exceptional student (2011). *The Spotlight on 2e Series*. Winfield, IL: Glen Ellyn Media.



Tausha Chavez— Speech/  
Language Pathologist



Andy McKim  
Early Childhood  
Special Education Teacher

Alyssa Vargas, ECSE Para - Center Preschool

Emily Romero, COMPASS Coordinator

Jacqueline Knorr - Para - Sangre de Cristo Preschool

Kellie Barley, ECSE Para - Gingerbread House



Kathy Jaquez, Speech/OT Para



**.5 Special Education/.5 Child Find Coordinator.** Interested applicants shall possess the necessary license required by the Colorado Department of Education or be endorsed in the appropriate areas accepted by the Colorado Department of Education in lieu of such license, an M.A. degree in Special Education or related field required, and a minimum of five years of service delivery experience in a special education field. Administrative or supervisory experience preferred.

**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

**Full time Speech Language Therapist.** Interested applicants should hold a valid Colorado Special Services License or be eligible for a Temporary Educator Eligibility (TEE).

**Special Education Teachers** for the 2022-2023 school year. Interested applicants should hold a valid Colorado Teacher License with a Special Education Endorsement or be eligible for a Temporary Educator Eligibility (TEE).

**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](http://SLVBOCES.org) , at BOCES or click below.

[Certified](#)—Providers, teachers

[Classified](#)—Paraprofessionals, support staff