

CES NEWSLETTER

August 2022



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Feature Article

Looking forward to another great year in 2022-2023!

Welcome back to another school year I hope all of you had an opportunity to take some time off this summer and enjoy time with your family. This has been a busy summer at CES we've added staff in the business office, the LEAP program, and the Leadership program is under new management with LeAnne Gandy now serving as its manager.

CES also has new members on our CES Executive Committee, Elisa Begueria represents Region VI, Johnna Bruhn represents Region III, Kevin Summers represents Region I, and Dr. Matt Goodlaw is representing PED. The President's position will now transition over to Brian Snider, Jal Superintendent, replacing LeAnne Gandy that retired with the Lovington Municipal School District. The nominations sub-committee will begin searching for someone to recommend for the President-Elect's position at the October Board meeting. CES will begin holding our annual regional meetings during late August into September. CES regional meetings are required by CES policy We'll be joined at our regional meetings

this year by staff from POM's and Associates, PSFA and LeAnne Gandy CES Leadership manager. POM's staff will address new programs they plan to offer this year including training on how to manage the marijuana legislation. PSFA will address new funding available to school districts and the distribution of those funds. LeAnne Gandy will speak to the programs being offered through Leadership, the October Leadership Conference featuring Dr. Doug Reeves, Dr. Tod Whitaker, Secretary Steinhaus, and will also have nine breakout sessions.

CES continues to enhance the business office operations associated with Direct Purchase. We have begun the process of improving the traditional purchasing process offered through CES. Paul Benoit and Jim Barentine continue to hold trainings on these enhancements.

CES received permission from our Executive Committee to re-institute our member service credits. We will be determining how much each district will receive based on prior year expenditures through CES. These member service credit certificates will be issued during our CES regional meetings. The Certificates may be applied toward any purchase made through CES during the 2022-2023 school year.

I want to thank you for continuing to use CES, your purchasing cooperative owned by you, the school districts of New Mexico. If you need

any service we may be able to provide please don't hesitate to reach out to me or any of our staff.



David Chavez, Executive Director, CES

Order Corner

Enhancements to the CES Digital Bluebook & Purchasing: Overview + Q & A with Jim and Paul

WHO SHOULD ATTEND?

Business and Purchasing Specialists
Department Managers & Clerks
Chief Executive Officers
PLUS, *Anyone* in an organization responsible for procurement-related tasks

WHEN CAN I ATTEND:

Remaining Training Session on the following date:
Thursday, August 18 @ 2:00 pm

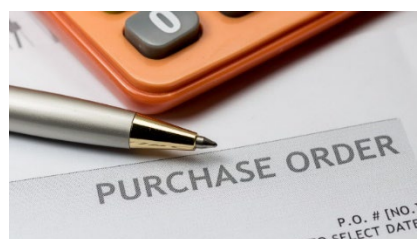
WHERE:

Enhancements to the CES Digital Bluebook & Purchasing: Overview + Q & A with Jim and Paul
Join Zoom Meeting
<https://ces-org.zoom.us/j/3208743721?pwd=K2VscUVjakp4WGpLVjRuNDQ5ekhFZz09>
Meeting ID: 320 874 3721
Passcode: 123456

FOLLOWUP ASSISTANCE AVAILABLE FROM:

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Paul M. Benoit
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Procurement News

1) Contract Expirations:

2019-02 Doors, Locks, Keys, Locksets, Access Control Systems and Related
 2019-010 Facility, Building, System Replacements, Upgrades and Retrofits
 2019-011 Energy Consulting, Audits and Feasibility Studies

2) Contract Renewals: None

3) Name Changes/Change of Ownership:

Professional Document Systems → TerraLogic

4) New Contract Awards:

RFP	Awardee	Contract #
2022-09: Bulk Fuel – Gasoline, E85, Diesel, Biodiesel, Aviation and Related	Petroleum Traders	2022-09-C111-ALL
2022-10: Heavy Equipment, Parts, Accessories, Leasing and Related Services	TBD	TBD
2022-11: Material Handling Equipment and Related Products and Services	Medley Equipment Albuquerque Forklift	2022-11-C111-ALL 2022-11-C112-ALL
2022-15: Above Ground Fuel Storage Tanks, Fuel Dispensing Pumps, Sales, Installation, Maintenance, Repair and Related	Eaton Sales & Service LLC Petroleum Traders	2022-15-C111-ALL 2022-15-C211-ALL

5) Current & Upcoming Solicitations:

RFP #	RFP Description	Release	Due	Award
2022-16 New Category	<i>Technology Services</i>	06/13/22	07/15/22	08/01/22
2022-18	<i>Cat 1: Doors, Accordion Doors & Operable Walls Cat 2: Doors, Locks, Keys, Locksets, Access Control Systems and Related (Access security)</i>	06/13/22	07/15/22	08/01/22
2022-19	<i>Cat 1: Energy Consulting, Audits and Feasibility Studies, Professional Engineering and Related Cat 2: Facility, Building, System Replacements, Upgrades and Retrofits</i>	06/13/22	07/15/22	08/01/22
2023-01	<i>Design Professional (A/E)</i>	07/18/22	08/19/22	09/08/22



RFP #	RFP Description	Tentative Release	Tentative Due	Tentative Awards
2023-02	Job Order Contracting (JOC) Landscaping	8/1	9/9	12/12/22
2023-03	Job Order Contracting (JOC) Fencing	8/1	9/9	12/12/22
2023-04	Job Order Contracting (JOC) Mech./Elec./Plumbing (MEP)	8/1	9/9	12/12/22
2023-05	Job Order Contracting (JOC) General Contractor	8/1	9/9	12/12/22
2023-06	Job Order Contracting (JOC) Painting & Stucco	8/1	9/9	12/12/22
2023-07	Job Order Contracting (JOC) Roofing	8/1	9/9	12/12/22
2023-08	Job Order Contracting (JOC) Paving & Site Work	8/1	9/9	12/12/22

6) Procurement Issues and News:

Student Information Systems (SIS) >> Edupoint, PowerSchool, Tyler Technologies >> These have all become "Traditional Purchases"

Calendar of Events

- 8/4 Coast Guard Birthday
- 8/14 V-J Day
- 8/19 National Aviation Day
- 8/21 National Senior Citizens Day
- 8/31 65th Annual NMML Conference

AUGUST 2022						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



Don't Get in a Bind by Ignoring Child Find

August 2022

By Cindy Soo Hoo, TAP Consultant
csoohoo@ces.org

School districts across the country have an affirmative duty to locate, identify and evaluate students who are suspected of having a disability. The Individuals with Disabilities Education Act (IDEA) (34 CFR §300.111) requires school districts to have in effect policies and procedures to ensure that-

(a)(1) All children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located and evaluated...

Child Find must also include-

(c)(1) children who are suspected of being a child with a disability and in need of special education, even though they are advancing from grade to grade; and

(c)(2) highly mobile children, including migrant children

Across New Mexico, there are activities in place to assist schools and parents in providing evidence-based interventions for students who are not achieving satisfactorily in academics and/or behavior. These activities are included in the Multi-Layered System of Supports (MLSS), a comprehensive framework

providing students with additional supports while receiving robust core instruction and universal supports. MLSS allows for early detection of concerns and monitors the student's responses to targeted interventions. It replaces what is considered the "wait to fail" model, the RtI Framework from 2014. Student progress data is monitored for grade-level standards and provides teachers the ability to use their professional judgment to make data-informed decisions regarding the students in their classrooms. The MLSS model is a more stream-lined framework that removes barriers, including the unnecessary burden of additional paperwork, forms and meetings in order to make decisions regarding layered interventions. Students move more freely among the three levels of interventions based on data.

However, it is important to note that a parent may request an evaluation at any time while these interventions are being implemented. Regardless of where a student is in this intervention process, a school should timely move forward with the evaluation if there is a suspicion of a disability. Whether the school agrees or rejects the parent's request, a Prior Written Notice must be provided to the parent. IDEA 34 CFR §300.503 states the following:

(a)Written notice... must be given to the parents of a child with a disability a reasonable time before the public agency-

(a)(1) Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or

(a)(2) Refuses to initiate or change the identification, evaluation, or educational



placement of the child or the provision of FAPE to the child.

If refusing a parental request to evaluate, school staff must be resolute in their decision that there is no suspicion of a disability. It is important to note the threshold is low, and schools would likely benefit by erring on the side of caution when refusing to evaluate. It is also important to note that delaying or refusing to evaluate a student based on the incompleteness of or involvement in evidence-based interventions is not an acceptable reason to reject that evaluation.

Many school personnel make the mistake of believing the intervention process must be completed prior to conducting an evaluation. This is simply not true. The Office of Special Education and Rehabilitative Services (OSERS) under the United States Department of Education (USDOE) issued a memo (A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA)) to all school districts in January 2011 stating the following:

"It is critical that this identification occur in a timely manner and that no procedures or practices result in delaying or denying this identification. It has come to the attention of the Office of Special

Education Programs (OSEP) that, in some instances, local educational agencies (LEAs) may be using Response to Intervention (RTI) strategies to delay or deny a timely initial evaluation for children suspected of having a disability. States and LEAs have an obligation to ensure that evaluations of children suspected of having a disability are not delayed or denied because of implementation of an RTI strategy."

Failing to timely evaluate a student when there is a suspicion of a disability or there should have been a suspicion of a disability could result in the denial of a free appropriate public education (FAPE). This, in turn, could result in requiring schools to provide compensatory educational services or tuition reimbursement beginning from the time the evaluation was requested or the staff should have suspected the presence of a disability. It would behoove the school staff to begin the evaluation process while continuing to provide targeted, evidence-based interventions in conjunction with robust core instruction.

The information included herein is not intended to provide legal advice. Should you need legal advice or guidance on any issue involving special education, please contact the appropriate person for your district.

Job Opportunities

Ancillary Positions Open

There are numerous positions open. At this time, the office staff is working to finalize assignments based upon continuously incoming requests from schools. You can expect to see a detailed list again in the September newsletter. Meanwhile, if you have interest or questions, feel free to call the CES Ancillary Department at 505-344-5470.

Other CES Openings

- Deputy Director
- Purchasing Specialist



New Staff



LeAnne Gandy, the new Coordinator of Professional Development Programs, is the former Superintendent of Lovington Municipal Schools. During her career, she has served as a teacher, administrator, and education consultant. LeAnne prioritizes professional learning and is passionate about supporting leaders and educators as they strive to provide optimal learning opportunities for students.

Reading Room

Introducing the “Reading Room: Tips and



Tricks” with Chris Fox and Jessica Powell-TAP Consultants.

CES / TAP is excited to announce a monthly article called “Reading Room: Tips and Tricks”, which will provide resources and information to address specific topics within the Science of Reading & Structured Literacy domains. Chris and Jessica have over 40 years of combined experience in the field of education and specifically, in the area of reading instruction for both students and teachers. Each month we will feature a topic area and present some tips and tricks to use with your students. If you have specific questions, we would be more than happy to answer them. Just email us.

Our first “Reading Room: Tips and Tricks” will appear in the September issue of the CES Newsletter. Here are a few of the topics we will be addressing this Fall.

1. Phonemic Awareness
2. Letter/Sound Correspondence
3. Setting Up a Student Vocabulary Notebook



Bulletin Board



Technical Assistance Program (TAP) 2022-23

Providing Quality Training & Technical Assistance on Special Education Topics

Empowering Educators through Quality Professional Development & Consultation Services

TAP was developed in 2015, funded by NMPSIA in collaboration with CES in an effort to decrease Special Education litigation across the state. TAP Consultants specialize in a variety of highly requested topics: autism, behavior management / interventions, reading strategies, transition planning, self-regulation, re-evaluations, discipline, IEP writing, compliance / IDEA, specific learning disabilities, applied behavior analysis, etc. The demand for a wider range of topics to meet the needs of general educators serving students with disabilities has increase substantially. Expanded topics to include: Co-teaching & Inclusion, 504 Plans, Social Emotional Learning, Accommodations, Classroom Management, Student Engaged Learning, Structured Literacy, etc. Consultants are available to provide specialized consultation services and trainings.

TAP Complimentary Services

- Virtual & live interactive presentations
- “TAP Hot Topic on Demand Webinar Library”, direct link, cestap.org
- Regional workshops
- Phone & email consultations
- Monthly article / newsletter, “Compliance Corner” & “Reading Room” Tips and Q & A

TAP Services Provided Under Professional Service Agreement via CES

- Specialized presentations needed for staff professional development
- File & program reviews
- Classroom observations / formal feedback
- Direct consultation regarding programing, staff or student related concerns
- Assistance with Corrective Action Plans, NMPED and OCR Complaints

For additional informational information regarding TAP services contact:
Loretta Garcia, TAP Coordinator
lgarcia@ces.org,
TAP Hotline, 505-985-8454



Cooperative Educational Services

10601 Research Rd SE, Albuquerque NM 87123 (505-344-5470)

First Year Superintendents Academy (FYSA)

CES has designed this year-long academy to focus on strategic, relevant content alongside powerful interactions and networking opportunities with educational and legislative leaders across the state. High-intensity executive coaching and quarterly learning opportunities will further support new superintendents throughout their first year as they support students in their district.

First Year Principals Academy (FYPA)

FYPA provides a year of ongoing learning, support, and coaching. Targeted professional learning designed specifically for new campus administrators begins with an intensive summer workshop designed to fine-tune leadership skills, strategic planning, and preparation for the school year. Monthly learning sessions, check-in meetings, and one-on-one coaching will ensure high levels of support throughout the first year of principalship.

Requirements: First-Third Year in Principal position; Superintendent's recommendation

Aspiring Superintendents Academy (ASA)

The ASA program provides a full year of rich experiences for learners who aspire to ready themselves for Superintendent responsibilities. Designed to be intensive, thorough, and focused on building skills to prepare future leaders, monthly seminars and assignments equip participants well for their professional growth and aspirations in a highly supportive environment

Requirements: 3 or more years of Administrative experience; Superintendent's recommendation

Administrators Leadership Development (ALD) Program

The ALD program is a year-long PED-approved opportunity for current outstanding NM educators to acquire their 3B Administrative License. Focused learning designed for building leadership, instructional knowledge, communication skills, and other significant skills will prepare participants to become strong and valued district educational leaders.

Requirements: MA Degree; 2B Instructor License; Superintendent's recommendation

Leadership Series

Monthly learning opportunities for leaders across the state will focus on critical topics designed to enhance educational practice. All leaders, or aspiring leaders, are welcome to participate in the learning.

Board Leadership Development (BLD)

This opportunity provides leadership training to new and experienced Board members across New Mexico. Sessions are designed strategically to strengthen educational outcomes across all school districts.

CES Leadership Development Programs

For assistance, please contact:
LeAnne Gandy
505-344-5470 x146
leanne@ces.org

✔APTITUDE-DRIVEN

✔AFFORDABLE

✔APPLICABLE

✔ACHIEVABLE

*Applicant
Portal-*
CESLEAP.org

Contact:
Ali Nava
ali@ces.org



NEW MEXICO'S SUPERIOR PROGRAM FOR ALTERNATIVELY LICENSED TEACHERS



TAP WORKSHOPS COMING IN SEPTEMBER

- 9/1 Managing Behaviors for Student Success
- 9/2 Resilience and Healing in our Schools
- 9/9 Rules, Regulations and Processes Regarding Special Education
- 9/13 FBAs and BIPs
- 9/14 Dylexia Screeners
- 9/16 Data Collection for Behavior Solutions
- 9/19 The Framework for Increasing Learning Behaviors and Decreasing Challenging Behaviors
- 9/21 Section 504
- 9/23 Educating Students with ASD
- 9/29 Facilitating and Developing Compliant IEPs

Complimentary TAP workshops fill quickly. Register ASAP if you are interested in attending! TAP fliers with registration links can be found at ces.org under "Announcements."

TAP services include workshops (full- or half-day) on requested topics, site visits, file/program reviews, classroom observations, pre-recorded webinars (available on the CES website), and direct consultation via the TAP hotline (505-985-8454 or lgarcia@ces.org). Complimentary workshops are provided throughout the year, in Albuquerque and regionally. Professional service quotes can be provided for topic or service requests specific to your district.

If your district is interested in a TAP Professional Service please contact Loretta Garcia, TAP Coordinator, lgarcia@ces.org or TAP Hotline, 505-985-8454.

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