

# CES NEWSLETTER

## January 2023



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### Feature Article

#### An Independent Schools' Guide to Vendor Contract Management

Independent schools often contract with vendors to support the school's operations and delivery of its curriculum and programming, including transportation providers, food service, cleaning and facilities maintenance, after-school programming, and travel companies. It is wise for independent schools to carefully review and consider the following provisions of any vendor agreement:

Parties to the Agreement:

At the outset, the contract should name the entities that are entering into the contractual relationship. This would include identifying whether the vendor expects to subcontract out any of its services to another provider.

Relationship of the Parties:

To avoid potential joint and several liability under applicable employment laws, the contract should make clear that the school and its vendor are independent contracting parties and that the contract does not create a partnership, joint venture, joint employment relationship, or other principal-agent

relationship between the parties. Under certain circumstances, the school may be considered a joint employer of its vendor's employee and, accordingly, jointly, and severally liable with the vendor for violations of labor and employment laws. This September, the National Labor Relations Board issued a notice of proposed rulemaking that would significantly expand the scope of who would be considered a joint employer. Under the proposed rule, the school sets a low bar for joint employment status; accordingly, a school would be considered a joint employer of its vendor's employees if it shares or codetermines those matters governing these employees' essential terms and conditions of employment, including wages, benefits, and other compensation, work, and scheduling, hiring and discharge, discipline, workplace health and safety, supervision, assignment, and work rules. To mitigate the risk of the school being considered a joint employer of its vendors' employees, independent schools should ensure that the contract clearly identifies the vendor as the party that is responsible for determining the terms and conditions of employment for its own employees, and that the vendor agrees to indemnify the school for any liability for



violations of employment and labor laws arising from the alleged joint employer relationship. In addition, the contract should include language stating that the vendor's employees are not entitled to participate in the school's group insurance plans or other benefits that the school provides to its employees; that the vendor carries its own workers' compensation and unemployment compensation insurance covering its own employees; that the vendor is solely responsible for all employment and income taxes of its employees; and that the vendor agrees to comply with all applicable employment, income, or other tax laws in connection with its own employees.

#### Term:

The contract should clearly specify when the parties' relationship begins and ends. Is there an ability to renew the contract past the initial term? If so, the contract should set forth clear procedures for renewal. In particular, independent schools should be aware if the contract contains an autorenewal provision and, if so, whether it requires the school to take any action to convey its intent not to renew the term of the contract to prevent autorenewal.

#### Termination:

In conjunction with the term, this section should identify how the school is able to end the contractual relationship. In addition to addressing each party's right to terminate the contract for "cause," schools would also be wise to ensure that the contract contains a provision allowing the school to terminate the agreement for reasons that would not be considered for "cause," commonly done by providing a certain amount of written notice of the intent to terminate.

#### Payment Terms:

The contract should clearly indicate when payment is due, how payment must be made, and the penalties for late payment, if any.

#### Description of the Parties' Responsibilities:

The contract should establish the specific actions, activities, or services the vendor agreed to perform. Likewise, any responsibilities of the school should also be addressed in the contract.

#### Compliance with the School's Policies and Procedures:

Vendors or their employees who perform services on the school's campus should be required to comply with the school's rules, regulations, and policies that would normally apply to visitors to campus. Accordingly, the contract should provide that the school may enforce all of its rules, regulations, and policies against the vendor and/or its employees, and that the vendor agrees to comply with all such policies.

#### Background Checks for Vendor's Employees:

The school should ensure that all of the vendor's employees working on the school's campus have undergone background checks consistent with applicable law and as required by school policy. This may not be addressed in the vendor's template contract if the vendor does not regularly work with schools, but it is especially important to ensure that employees assigned to work on the school's campus have been successfully cleared to work with and/or around children.

#### Indemnification and Release of Liability:

It is important that the contract address the allocation of responsibility in the event of loss. Be sure that the contract states that the vendor is responsible for any loss incurred by the school because of the vendor's negligence or failure to perform its responsibilities. Accordingly, the contract should also state that the vendor will indemnify or cover the school for any loss the school incurs because of the vendor's provision of services to the school, including the school's reasonable



attorney's fees incurred in defending against a legal action. In support of the indemnification provision, it is imperative that the contract also provide proof of insurance to cover the vendor's provision of services to the school, including coverage for sexual abuse and molestation, and that it name the school as an additional insured.

Force Majeure:

What are the parties' obligations in the event of an act occurring outside of their control, such as fire, pandemic, hurricane, war, or other act of nature? The contract should address whether the parties' obligations are excused under these circumstances.

Governing Law:

The governing law reflects the jurisdiction that will interpret and enforce the contract. Ideally, the school should ensure that disputes arising out of the vendor contract will be governed by the state in which the school is located.

*by Caryn G. Pass , Grace Lee , Janice P. Gregerson and Ashley E. Sykes  
Venable LLP*

[https://www.mondaq.com/unitedstates/education/1256226/an-independent-schools39-guide-to-vendor-contract-management?email\\_access=on](https://www.mondaq.com/unitedstates/education/1256226/an-independent-schools39-guide-to-vendor-contract-management?email_access=on)



## Order Corner

In working toward some additions to the CES eProcurement software, the programming company introduced some bugs to the existing software. CES appreciates your patient work with us until those are ironed out of the system.

For example, if you are logged into the Bluebook and preparing to upload a PO and Quote, yet you discover that the vendor is no longer in the Bluebook – Don't panic! We have discovered that a few have disappeared while still holding a valid, unexpired contract. Simply contact your CES Regional Manager (Paul/Jim) and get their assistance tracking down the problem and solution.

CES is still receiving reports from some who get an error message when trying to log into the Bluebook. 99% of the time, these errors are caused by miscommunication between CES eProcurement software and the member's Browser software. Following these steps resolves the situation:

1. EVERY time you go to the Bluebook to login, begin by opening a NEW browser tab or window
2. Go to [www.ces.org](http://www.ces.org) (the homepage)
3. Click on BLUEBOOK in the upper right corner
4. Click on LOGIN on the Bluebook page

**Note:** There cannot be any shortcuts taken. For instance, if you try to Bookmark/Favorite the Bluebook and return via that shortcut, you're very likely going to see the error.

**Note2:** If you must use 'Forgot Password' to reset your password, the software associated with the link you receive in your email will take you back to the login form. At that point, if logging in produces an error message, try the four steps listed above.

If you're unfamiliar with the Bluebook or the PO uploading process, take 6-7 minutes and view the demonstration video at <https://youtu.be/gGmtH0dlrZc>. That small investment of review time can save you a lot of frustration.



# Procurement News

## 1) Contract Expirations:

RFP #	RFP Name	Expiration Date
2020-05 through 2020-11	Job Order Contracting: Painting & Stucco, Landscaping, Fencing, Mechanical, Electrical, Plumbing, General Construction, Roofing, Paving & Site Work.	December 12, 2022

## 2) Contract Extensions:

19-22N	Pre-Engineered Metal Buildings Including Site Preparation, Delivery, Installation, & Setup • Classic Industries • Mich Rich Contractors, Inc. • Mobilease Modular Space, Inc. • Modular Solutions, Ltd. • Palomar Modular Buildings, LLC • Richardson & Richardson, Inc.	December 14, 2023 (1 year renewal)
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## 3) New Contract Awards:

**Awards sent, awaiting signatures:** Job Order Contracting 2023-03 through 2023-08  
*These contracts will appear in the Bluebook as they are received signed from vendors.*

- The CES Contract Administrative Fee is built-in the contractor's Adjustment Factor for both Gordian and RS Means (JOC Core) platforms. \*A proposal should never have a separate line item for "CES fee". The ONLY exception is when a member REQUESTS that the vendor separate the CES fee out due to project funding source. However, the CES fee does not become an "add-on" but, if separated out, should show a corresponding reduction in the remainder of the quote.
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## 4) Current & Upcoming Solicitations:

RFP #	RFP Description	Release	Due	Award
2023-02	Indoor and Outdoor Athletic, Recreational + Auditorium Lighting Systems - <i>Rigging, Fixtures, Equipment, Installation, Maintenance, and Repair</i>	1/16/23	2/17/23	3/8/23
2023-11	Indoor / Outdoor Scoreboards, Marquees, Message Boards, Street and Building Signage	1/16/23	2/17/23	3/8/23
2023-12	Solar Power Consulting, Design, Engineering, Installation and Related	1/16/23	2/17/23	3/8/23



## Calendar of Events

1/1 New Year's Day  
 1/9 Nominations due for Presidential Awards for Excellence in Math and Science Teaching  
 1/10-11 Supts' School Budget Workshop  
 1/11-12 PED's CTE Application Workshop  
 1/18 TAP: How to Teach Emotional Self-Awareness and Self-Management Skills in the Classroom  
 1/19 TAP - Sensory Self-Regulation Supports: Part 1

1/21 School Choice Fair  
 1/24 TAP - Skills Training in the Classroom: A Cognitive Model for Emotional Health  
 1/25 TAP - Learning Strategies to Improve Memory, Attention, Organization and Other Executive Function Skills  
 1/26 TAP - Sensory Self-Regulation Supports: Part 2  
 1/31 TAP - Comprehension: The End Goal of Reading

JANUARY 2023						
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				

Happy New Year!



# Transition Services

January 2023

By Cindy Soo Hoo, TAP Consultant

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If asked what the most desired outcome is for educating children, one may receive a variety of answers. Some may say it's to:

- prepare students to compete in a global marketplace,
- prepare students to be skilled workers,
- teach students to become critical thinkers or
- teach students to become independent and self-sufficient.

No doubt, everyone would agree that preparing students for post-secondary experiences requires a lot of attention, oversight and coordination. For students with disabilities, this is especially true given the areas in which members of the Individualized Education Program (IEP) Team must address when determining the post-secondary needs of students. IEP Team members, including the student and their parents, determine the plan by which the student will work toward their post-secondary goals. This would include goals for future education, employment and independent living, if appropriate.

Addressing a student's transition needs is required under the Individuals with Disabilities Education Act (IDEA). ([34 CFR §300.43](#)) Transition services are defined as:

*(a) Transition services means a coordinated set of activities for a child with a disability that -*

*(1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;*

*(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes -*

*(i) Instruction;*

*(ii) Related services;*

*(iii) Community experiences;*

*(iv) The development of employment and other post-school adult living objectives; and*

*(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.*

*(b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.*

While IDEA requires school districts to address these needs no later than the first IEP to be in effect when the student turns sixteen (16), the state of New Mexico requires IEP Teams to



address these issues no later than the IEP to be in effect when the student turns fourteen (14).

*“When developing an IEP for students in New Mexico who are or will be 14 or older during the year the IEP will be implemented, the vision statement should be reflected in and incorporate the student’s goals for appropriate measurable post-secondary goals”. (New Mexico Public Education Department Technical Assistance Manual: Developing Quality IEPs, October 2011, p. 32)*

The focus of the IEP from this point on, unless determined to be necessary at an earlier age, is to address the post-secondary needs of students. Information included in the IEP begins with information in the Student Profile section of the IEP detailing the strengths and areas of need of the student. Information obtained here would originate from age-appropriate transition assessments as well as other data such as results from state and district-wide assessments and any other evaluations. IEP Teams would discuss the student’s academic and functional strengths as well as needs as they pertain to employment, community participation, recreation and leisure, post-secondary training and learning as well as daily/independent living, as appropriate.

The Present Levels of Academic Achievement and Functional Performance (PLAAFP) section of the IEP would detail the student’s present levels related to the student’s academic and functional skills. Information may be provided by the student, parent(s), teachers, related service providers or any other IEP Team member or from any other sources of data. Transition services for students with disabilities may be considered special education if provided as individually designed instruction aligned with the state standards. It may be considered as a related service if it is required to assist a student with a disability to benefit from special education.

In addition to the Student Profile and PLAAFP sections of the IEP, team members must develop appropriate and measurable goals that are designed to focus on post-secondary outcomes for the student. Measurable post school goals refer to goals the student wants to achieve after graduating from high school and are based on age-appropriate transition assessments. These assessments are in the areas of training, education, employment and independent living skills, as appropriate. While the goals are geared toward post-secondary activities, the goals must be measurable while the student is still in high school.

According to IDEA (34 CFR §300.320), IEP Teams are required to develop:

*(b)(1) ) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and*

*(2) The transition services (including courses of study) needed to assist the child in reaching those goals.*

In New Mexico, students ages 14 and older must be invited to participate in their own IEPs. School personnel should take steps to ensure that students have been invited to attend. It is recommended that a separate invitation be provided directly to the student. Ultimately, it is the decision of the parent as to whether the student will be in attendance unless the student has reached the age of majority, which is the age of 18 in the state of New Mexico, or the parent has retained guardianship of the student. If the student does not attend their IEP, school personnel must take steps to ensure the student’s preferences and interests are considered. Each annual review thereafter, but not less than one year prior to the student reaching the age of majority, the IEP must include a discussion of the rights that will





transfer when the student turns 18 and, if appropriate, a discussion regarding the parents' plans to obtain guardianship prior to the student reaching the age of majority. In addition to the requirements listed above for a student whose IEP will be in effect when the student turns 14, NMAC 6.30.2.10(J)(g)(b)(iv) states:

*At the end of the eighth grade, each student's IEP must contain a proposed individual program of study for grades 9-12. The program of study must identify by name all course options the student may take and must reflect the student's long-range post-secondary goals. This program of study must be reviewed on an annual basis and adjusted to address the student's interests, preferences and needs...*

This IEP also begins the process of connecting with outside agencies that will provide assistance, recommendations and support regarding the transition needs of the student from high school to post-school activities. School personnel are responsible for inviting such agencies, and parental consent is required beforehand. The student's educational team is responsible for ensuring that a student is linked to, and will receive, needed post-school supports, services, or programs.

Beginning the year the student reaches the age of 14 and each annual review thereafter, the IEP Team must discuss not only transition needs but also the options to a regular high school diploma as well as the requirements for graduation under each option. IEP Teams are to discuss whether the student is to pursue their diploma through a standard, modified or ability option. Decisions regarding the appropriate option to a diploma should be based on the student's needs as well as the impact of their disability. The discussion should include the differences among the

various options, the course requirements for each and the course of study necessary to graduate under the designated option.

In New Mexico, students who are eligible for special education services are entitled to a Free Appropriate Public Education (FAPE) through the age of 21, provided the student has not been awarded a diploma regardless of the option to the diploma. If a student turns 22 during the school year, the student is permitted to complete the school year and continue receiving special education and related services. If the student turns 22 prior to the first day of the school year, the student is no longer eligible to receive special education and related services.

Any student whose eligibility terminates due to graduation from high school with a regular diploma or due to reaching their twenty-second birthday, the school district shall provide the student with a summary of their academic achievement and functional performance (SOP), which shall include recommendations on how to assist the student in meeting their post-secondary goals. The SOP must be completed during the final year of the student's programming, include the most updated information regarding the student and be shared with the student.

While your IEP forms or other documents may provide areas in which to indicate compliance with requirements such as informing parents regarding the transfer of rights due to the student reaching the age of majority, inviting the student and outside agencies to attend the IEP, etc., it is recommended to include this information in the Prior Written Notice (PWN). Including documentation in the PWN would provide additional assurances that required processes were followed.

Should you need additional information or guidance, please consult the [Developing Quality IEPs, A Technical Manual](#) located on the New Mexico Public Education Department website. Appendix B, pages 106 and 107, offer a transition planning checklist to assist school districts in following requirements involving



transition services. In addition, the Public Education Department is in the process of making changes to practices involving transition services. Stay tuned for additional information.

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

- Adaptive Physical Educator – Region 4
- Audiologist – Regions 1, 3, 4
- Certified Occupational Therapy Assistant – Regions 2, 4
- Certified Orientation Mobility Specialist – Regions 4, 8
- Diagnostician – Regions 1, 2, 6, 8
- Occupational Therapist – Regions 1, 2, 3, 4, 7
- Physical Therapist – Regions 1, 2, 3, 4
- Registered Nurse – Regions 1, 2, 3, 4
- School Psychologist – Regions 2, 4, 7, 8
- Social Worker – Regions 2, 4
- Speech/Language Pathologist – Regions 1, 2, 4, 6, 8

### Other CES Openings

- Purchasing Specialist

## New Staff



My name is Maggie Furlano, CES' newest Purchasing Specialist. I previously worked for a manufacturing company in Albuquerque as a Buyer for 3 years. In my spare time I enjoy riding my horses, aerial arts and reading. I am excited to be here at CES.





## The Reading Room: Tips and Tricks - MORPHOLOGY

This month in the Reading Room, we will be focusing on Morphology, a very important part of structured literacy. Simply put, morphology is the teaching of word parts for both decoding purposes and meaning. A morpheme is the smallest unit of meaning. Some words have only one morpheme (e.g., jump, maple, tiger) while many others are made up of two or more morphemes.

For instance, the word cats contains two morphemes:

1. "cat" tells us about the animal
2. the suffix "-s" tells us about how many of that animal

Therefore, adding prefixes and suffixes—both of which are examples of morphemes—can alter a word's meaning. Together, prefixes and suffixes are known as affixes.

Morphology instruction improves decoding, helps with vocabulary development, and boosts comprehension. Leaving out morphology when teaching Structured Literacy can be detrimental to the progress of

the student. Even though children come to school having already acquired production of

some common affixed and inflected word forms, students can benefit from understanding how their language works. Those who struggle with linguistic awareness are especially in need of explicit, systematic, and direct instruction with many practice opportunities.

When teaching morphology, it is important to remember to explain the meaning of the morpheme and share information about its origin. Have the students look at a list of several words that use the target morphemes and pronounce them orally. Have them underline or highlight the target morpheme in a list of printed words. Read sentences that use the target words, make an educated guess about the word's meaning, and then read or hear a formal or student friendly definition. Practice saying and writing the target words using various formats every chance you get.

The following are activities that could be used with your students.

### [Sample Lesson](#)

Skill: Segmenting Base Words and Suffixes

Format: Whole Class Instruction

Objective: The students will separate inflections and simple suffixes from base words.

Target Words: sail, play, might

Required Resources: none

Activity: *Say this word after me. "sailing". Now let's separate the suffix from the base word. sailing = sail + ing*

- playful = play + ful
- mighty = might + y
- mightier = might + i(y) + er

## Sample Lesson

Activity: Listen for root words and suffixes. Explain if the ending is inflectional or derivational.

- *boys*: (l) ending changes the number of boys
- *gladness*: (D) ending changes an adjective to a noun
- *pointless*: (D) ending changes noun to adjective
- *excitement*: (D) ending changes verb to noun
- *babies*: (l) ending changes number of babies

## Sample Lesson

Skill: Demonstrating Morphological Awareness

Format: Whole Class Instruction

Objective: The students will generate a base word or an inflected / derived word in a sentence.

Required Resources: paper, pencil, activity sheet

Activity: Complete a cloze activity in which the student is asked to generate a suitable inflected or derived word when given a root or base word. Responses can be given orally or in writing.

- Spect: A person who watches a spectacle is a \_\_\_\_\_. (spectator)

Activity: Complete a cloze activity in which the student is given a derived form of a word and is asked to generate the base or root form in a sentence. Responses can be given orally or in writing.

- Manuscript: Our drama coach will read the \_\_\_\_\_ that we wrote. (script)

## Using Morpheme Matrices

Free PowerPoint with morphological activities: Sequential or Standalone Lessons for Assembling Common Prefixes, Latin Roots, Greek Forms, and Suffixes

[https://atlasabe.org/wp-content/uploads/2019/04/Morpheme\\_Matrices-rev072120.pdf](https://atlasabe.org/wp-content/uploads/2019/04/Morpheme_Matrices-rev072120.pdf)

The following are resources that could be used with your students.

Activities to Develop Morphological Awareness

<https://www.scholarlyelite.com/post/activities-to-develop-morphological-awareness>

Teaching Morphology to Improve Literacy

[https://www.uwo.ca/fhs/lwm/teaching/dld2\\_2017\\_18/Zeh\\_Morphological-Awareness.pdf](https://www.uwo.ca/fhs/lwm/teaching/dld2_2017_18/Zeh_Morphological-Awareness.pdf)

How to Make Morphology Instruction Multisensory

<https://www.thedyslexiaclassroom.com/blog/how-to-make-morphology-instruction-multisensory>

For questions, please contact:

Chris Fox - [cfox@ces.org](mailto:cfox@ces.org), Jessica Powell - [jpowell@ces.org](mailto:jpowell@ces.org)



## E-Rate News

The FCC released two documents on product and service eligibility the first week of December. One was the final version of the Eligible Services List (“ESL”) for FY 2023 ([DA 22-1313](#)) that, as expected, was virtually unchanged from the FY 2022 ESL and last summer’s initial draft. The only minor change was a parenthetical reference to the eligibility of Category 1 fixed wireless. The ESL Order specifically declined to address:

- The eligibility of advanced or next-generation firewalls and other network security devices.

- Wi-Fi services for school buses (noting that a Declaratory Ruling on that subject is still in circulation).

More importantly, while not including network security devices in the FY 2023 ESL, the FCC did issue a Public Notice ([DA 22-1315](#)) formally requesting public comment on the use of E-rate funds for advanced or next-generation firewalls and other network security devices. This is the first time that the FCC has addressed — and in a seemingly positive manner — the eligibility of cybersecurity products and services.

## School Bus News

### [EPA for Clean School Bus Program Rebates.](#)

The Bipartisan Infrastructure Law of 2021 authorizes EPA to offer rebates to replace existing school buses with clean and zero-emission (ZE) models to reduce harmful emissions from older, dirtier buses. EPA announced on September 29, 2022 it would nearly double the funding awarded for clean school buses this year following high demand from school districts across the United States that applied for the 2022 Clean School Bus (CSB) Rebates. This is the first round of funding from the EPA Clean School Bus Program, which President Biden’s Bipartisan Infrastructure Law created with a historic \$5 billion investment for low- and zero-emission school buses over the next five years. The rebate application period closed in August with an outstanding response from school districts seeking to purchase electric and low-emission school buses across the country. EPA received around 2,000 applications requesting nearly \$4 billion for over 12,000 buses. The applicant pool includes submissions from all 50 states, Washington

D.C., Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, and federally recognized Tribes. The 2022 rebate program will fund approximately 2,500 school bus replacements. Here is a link to the Awarded Clean School Bus Program Rebates –

<https://www.epa.gov/cleanschoolbus/awarded-clean-school-bus-program-rebates>

The amount of funding that will be disbursed after a school district submits their Payment Request Form may be lower than these maximum amounts because the funds to be disbursed are based on actual bus and charging infrastructure costs, as supported by purchase orders. Applicants are notified of selection via email from [cleanschoolbus@epa.gov](mailto:cleanschoolbus@epa.gov) and must refer to that email notification for their official award details.

Note: EPA will be providing an additional \$1 billion in funding will be available for fiscal year 2023.



CES School Bus Contract Holders that can supply Electric School Buses:

- Lonestar Freightliner Group LLC - Thomas - 2020-27B-C103-ALL
- Roberts Truck Center - International - 2020-27-C101-ALL
- Tillery Chevrolet - GMC, Inc. - Blue Bird - 2020-27B-C102-ALL

CES Contract Holders that can supply EV Charging System:

1. Los Ebanistas, Inc. - 2022-06-C111-ALL
2. Positive Energy Solar - 2022-06-C112-ALL

3. MANS Construction Co. - 2022-06-C113-ALL
4. Carver Electric Company, Inc. - 2022-06-C114-ALL
5. Allied Electric Inc. - 2022-06-C115-ALL
6. Osceola Inc - 2022-06-C116-ALL
7. Eaton Sales & Service LLC - 2022-06-C117-ALL
8. PPC Solar (Paradise Power Company, Inc) - 2022-06-C118-ALL
9. Wizer Electric LLC. - 2022-06-C119-ALL
10. ROSS/WES ELECTRICAL SERVICES, INC. - 2022-06-C1110-ALL
11. B&D Industries, Inc. - 2022-06-C1111-ALL
12. National Car Charging LLC - 2022-06-C1112-ALL

## Bulletin Board



January 21, 2023 @ 11:00 am - 2:00 pm MST

### 2023 School Choice Fair

**Albuquerque Convention Center, Ballroom C** 401 2nd St. NW, Ballroom C, Albuquerque, NM

Celebrating National School Choice Week, Public Charter Schools of NM hosts a FREE School Choice Fair offering families the opportunity to get a head-start on school searches for the 2023-2024 school year. Come learn about the unique and diverse schools in your area! Free public charter schools, cyber academies, private schools, and college preparatory schools will be on site ready to engage and answer your questions. The family-friendly event will include entertainment for children, including a DJ booth, face painting, photo booth, snacks, and balloon art!

Free





***Want a better understanding of New Mexico school budgets?  
This is the workshop for you! This two day workshop will benefit superintendents  
with three or less years of school budgeting experience, however, all levels of  
experience are welcome to attend.***

**TOPICS:**

- Job Descriptions for Business Staff
- Departments/Functions of Business Department
- Federal and State Aid to Schools
- Financing Capital Projects and Department Management
- Construction of the School District Budget
- Managing the Budget
- Investments
- Managing Ancillary Services
- Risk Management
- Working with Visions for Superintendents

**PRESENTERS:**

D'rese Sutherland  
Joe Guillen  
Martica Casillas  
Gustavo Rossell  
Elena Gallegos  
Superintendent Panel

**WHEN:** January 10 & 11, 2023

**TIME:**  
Day 1 - 8-5  
Day 2 - 8-4

**LOCATION:** CES 10601 Research Rd SE Albuquerque, NM 87123

**REGISTRATION FEE:** \$125.00

VISIT [CES.ORG](http://CES.ORG)

**REFRESHMENTS & LUNCH INCLUDED BOTH DAYS**

**For more information contact Joanna Calderon or David Chavez at  
505-344-5470**



**CES & NMSSA  
Proudly Presents:  
*Understanding New  
Mexico Schools  
Budget Workshop***



# CES Contacts

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