

CES NEWSLETTER

May 2022



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Kim Lanoy-Sandoval accepts CES "Best Education Supporter" award, April 2022

Feature Article

Life And Death Of Technology: 2022

Everything has a life cycle.

Bacteria, insects, people, civilizations, galaxies – all are born, live and pass into eternity eventually. So it goes with technologies. Some, like wheels and levers, simply evolve in an impressive millennia-long cycle. Others, like jet packs, never seem to find the popularity we expect. And many, like 8-track tapes, shine brightly (or not so brightly) for a moment and fade into obscurity.

I like to dedicate a column to this topic each year to remind us how fleeting the spotlight can be. Obsolescence is built into all of our tech, just as limited existence is the essential nature of people.

For example, classic Blackberry devices will finally die this year. Remember the "Crackberry?" – a device so addictive and omnipresent that President Obama refused to part with his Blackberry despite the security risk. Blackberry had 80 million users in 2012. Not so much anymore.

If you still have a Blackberry phone and it is not using Android software, the company will stop supporting your product today. CNN reports that "BlackBerry (BB) has been mostly out of the phone business since 2016, but over the years it continued to license its brand to phone manufacturers." A 5G Blackberry Android-driven device from OnwardMotion is listed as "arriving in 2021," so we shall see if it ever arrives. The original has passed away.

When Google/Alphabet hyped its "Moonshot" factory, one of the most publicized efforts was called Loon. The Loon project involved floating giant balloons above the earth to beam internet to areas where connectivity was most difficult to achieve. Loon was started in 2012, launched its



first public tests in 2013, and in 2020 began commercial deployment in Africa through Telkom Kenya. Last year Alphabet shut the doors on Loon, unable to find a sustainable and cost-effective business model. Alphabet also closed its business called Makani, which provided wind power from giant kites. This is a bad year for business models dependent on floating objects in the air.

In 2012, Indian executives launched Hike as an Indian answer to Facebook's WhatsApp, and Hike was valued at \$1.4 billion by 2016 with nearly 70 million users. Unfortunately, where Chinese technologists successfully operate WeChat as a local WhatsApp alternative, Hike disappeared from circulation with no formal explanation. WhatsApp has now solidified its near monopoly in India.

Apple killed its original Homepod this year, unable to compete with Amazon Echo and Google nest, although you can still buy a Homepod mini. LG stopped making mobile phones this year. Microsoft killed Windows 10X and Minecraft Earth.

Microsoft also killed Skype for business last year. I remember a Microsoft partner saying that when Microsoft wants to enter a new market, it chooses an ally, eliminates all the other blips on their radar screen until only the ally is left, and then kills that blip too. Skype may be a good example of this strategy as it has been pushed aside to make space for Microsoft Teams, soon to be dominating the world of corporate remote video calls (if not dominant there already).

All-in-all this is not a significant list considering the upheavals in the world over the past two years. Aside from Blackberry, which keeps limping on as a brand despite the death of its original proprietary operating system, no epoch-defining technology slid from this mortal coil in 2021. So where do we go from here?

The Metaverse was famously introduced into our lives last year. Will we see the first commercial glimpses of it in 2022? Mark Zuckerberg telegraphed his intended business direction when Facebook bought Oculus Rift, producer of immersive three-dimensional world-building technology. Zuckerberg clearly hoped to drive his herd into a more addictive, all-encompassing space as soon as possible. But now, with Facebook's flagship products serving an aging and decreasing population, with regulators/Congress prepared to slap down any attempt to buy sexy social media rivals that appeal to younger audiences, and with a dismal company track record of developing its own social media successor products, opening the Metaverse becomes a dire urgency for Facebook. I expect we will see some access portals to this new world in the coming year.

The Washington Post suggests that both Apple and Google may offer their own metaverse access portals this year. It will be interesting if these companies try to isolate their own technology in to separate sandboxes, or if they make a play for interoperability that will allow small companies to create content that can be played on every device. The Post speculates that a workplace metaverse may emerge soon: "As for the rest of us, our first steps into the metaverse will probably be for our jobs. The pandemic is pushing companies toward virtual reality for onboarding, training, and meetings. As consumer tech catches up, though, the metaverse will seep out of the workplace and into our everyday lives — but don't get too excited." There is likely much road to be laid between here and there.

Apple's AirTags have been around for a while, but their applications are increasing. Some of these applications are problematic. For example, car theft and stalking have been made much



simpler with a tiny effective tracking device. The New York Times reports "In recent months, people have posted on TikTok, Reddit and Twitter about finding AirTags on their cars and in their belongings. There is growing concern that the devices may be abetting a new form of stalking, which privacy groups predicted could happen when Apple introduced the devices in April." The tags are dropped in purses and bags, stuck on cars, and

placed in clothing pockets of third parties. Apple has tried to address these issues by notifying iPhone holders of an unknown tracking device nearby. So, for better or worse, 2022 could be the year of Tile and AirTags.

Better drones, household robots, and a new generation of virtual reality glasses could all make an impact on our technology lives in the upcoming year. Robot technology keeps improving, but until they develop a light touch with opposable thumbs, I don't expect household usage to explode. This also may be the year of the Smart Mirror that can raise your beauty and fashion game while you check out the results. The Capstone Smart Mirror will also look up directions while you get dressed for your date, tell you how late you are, and psych you up with your favorite music.

Apparently, every year is the year of crypto and blockchain if you listen to the hype masters – and those who have financial interest in bringing more money to the technology. They have started running very expensive sports ads to drive more gullible investors into this essentially unregulated market. NFTs may turn out to become more than just speculative investments (like nearly every crypto trend), but I won't hold my breath for it to happen.

Tech died this year. New tech rises from the ashes. And through all of it, we will be here to discuss how these trends affect your business and change the law. Stick with us.

by Theodore F. Claypoole

https://www.mondaq.com/unitedstates/fin-tech/1172022/life-and-death-of-technology-2022?email_access=on



Tip of the Month

Practice Mindfulness

You don't need to be a yogi to be mindful. At its core, the practice of mindfulness is about cultivating inner reserves of mental resilience and fortitude and conquering the daily chaos of our lives.

Through guided meditations, exercise and body scans, mindful practice can offer the following benefits:

- Increased clarity and concentration
- Resilience to challenges
- Mental fortitude and confidence
- Healthier, happier mindset

Mindfulness is clarity, and clarity is one of the most important aspects of mental fortitude.

Within the workplace, mindfulness can help team members overcome obstacles both personal and within the team. When the pressure is on, mindful staff are better able to handle the stress of change, and when the going gets tough, the mindful staff member rises to the challenge.



Procurement News

- 1) Contract Expirations: None
- 2) Contract Renewals:
Malloy Storage (1-year)
- 3) Name Changes:
Engi Services to Conti Corp
Dude Solutions to Brightly Software
Cardinal Sports to Game One

4) New Contract Awards:

2022-05- <i>Apple Branded Devices and Related Products and Services</i>	Holmans	2022-05-C111-ALL
2022-06- <i>Vehicle Electric Charging Stations Equipment, Installation, and Parts</i>	Allied Electric Inc. – ALL B&D Industries, Inc. – ALL Carver Electric Company, Inc. – ALL Eaton Sales & Service LLC – ALL Los Ebanistas, Inc. – ALL MANS Construction Co. – ALL Osceola Inc – ALL Positive Energy Solar – ALL PPC Solar (Paradise Power Co, Inc) – ALL Ross/Wes Electrical Services, Inc. – 12 Wizer Electric LLC. – ALL	TBD

5) Current & Upcoming Solicitations

RFP #	RFP Description	Release	Due	Awards
2022-13	<i>Comprehensive Assistance, Training & Educational Resources & Services</i>	Currently in Evaluation Stage		
2022-14	<i>IT Consulting, Project Management, and related Professional Services</i>	Currently in Evaluation Stage		
2022-09	<i>Fuel – Gasoline, E85, Diesel, Biodiesel, and related</i>	04/18/22	5/20/22	05/26/22
2022-15	<i>Above Ground Fuel Storage Tanks, Fuel Dispensing Pumps, Sales, Installation, Maintenance, Repair and Related</i>	04/18/22	5/20/22	05/26/22
2022-10	<i>Heavy Equipment, Parts, Accessories, Leasing and Related</i>	04/18/22	5/20/22	05/26/22
2022-11	<i>Material Handling Equipment and Related Products and Services</i>	04/18/22	5/20/22	05/26/22

6) Other Procurement News:

Tyler Technologies purchases will return to 'Traditional' method, effective immediately



Calendar of Events

- 5/1 May Day
- 5/3 National Teacher Appreciation Day
- 5/5 Cinco de Mayo
- 5/5 TAP Workshop – All About Emotional Self-Regulation
- 5/6 National Nurses Day
- 5/6 Military Spouses Appreciation Day
- 5/8 VE (Victory in Europe) Day, WWII
- 5/8 Mother's Day
- 5/10 TAP Workshop – Review and Renew: High Points of this Year's Top Strategies Supporting SEL
- 5/11 TAP Workshop – Transitioning to Summer: Behavior Strategies to Help Your Students and Their Parents
- 5/12 TAP Workshop – Compliance Reliance: A Review of the Rules, Regulations and Processes Regarding Special Education
- 5/17 NMML Grant Writing Webinar
- 5/30 Memorial Day

MAY 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				



The Order Corner

There are several member organizations that continue to have difficulty with logging in to the Bluebook. The most common cause of the problems is that browser software and Bluebook software do not communicate well during the login process.

The most sure solution to this problem is:

- Always begin the process by opening a fresh tab or window in your browser.
- Go to www.ces.org. You MAY bookmark this page for convenience.
- Click on the 'Bluebook' link in the upper right corner. This opens the Bluebook – PLEASE DO NOT BOOKMARK this page.
- Click on 'Member Login' in the upper right corner. Enter your registered email address and password. When you have logged in successfully, a welcome message will display in this location of the page.
- When you have finished using the site for the day, remember to log out.



Compliance Corner

May 2022

By Cindy Soo Hoo, TAP Consultant

Questions and Answers: Do you have a burning question? Let me see if I have an answer.

1) How many goals are required in an IEP?

IDEA 34 CFR §300.320 states: IEPs must include:

(2)(i) A statement of measurable annual goals, including academic and functional goals designed to—

(A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and

(B) Meet each of the child's other educational needs that result from the child's disability;

(ii) For children with disabilities who take alternate assessments aligned to alternate academic achievement standards, a description of benchmarks or short-term objectives;

While IDEA does not state definitively how many goals are required, it does indicate that both academic and functional goals must be included. It would be inappropriate for the IDEA to mandate the number of goals required as goals should be individualized to meet the unique needs of students. IEP Teams should determine what goals are appropriate in order to address the deficits identified by evaluations, data and any other sources of information so as to enable a student to progress in the general education curriculum. It would be highly questionable as to whether only one goal would be able to fully address a student's needs.

Other than being measurable, IDEA does not state how goals should be written. That being said, IEP Teams should, after identifying areas of deficits, write goals that are individualized, relevant, attainable and specific.

In sum, the number of goals will vary and will depend on the unique needs of the individual student. With both academic and functional goals being required, there would likely be at least two goals included.

2) Can you clarify who the required members of the IEP Team are and which position(s) can be duplicated with someone who is already a required member?

IDEA 34 CFR §300.321 states:

(a) General. The public agency must ensure that the IEP Team for each child with a disability includes—

(1) The parents of the child;



(2) Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);

(3) Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;

(4) A representative of the public agency who -

(i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

(ii) Is knowledgeable about the general education curriculum; and

(iii) Is knowledgeable about the availability of resources of the public agency.

(5) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in paragraphs (a)(2) through (a)(6) of this section;

(6) At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and

(7) Whenever appropriate, the child with a disability.

Members depicted in numbers two, three and four are personnel of the public agency. Member number five is not specified as such but allows for members (a)(2) through (a)(6) to serve in this capacity. This would include a child's regular education teacher, special education teacher, the representative of the agency or any other individual who has knowledge or special expertise about the child. At a minimum, there should be three members of the public agency at an IEP meeting.

3) With cases of Covid-19 decreasing and following the NM PED's closure and subsequent reopening of schools, is it still permissible to conduct IEPs virtually?

IDEA 34 CFR §300.322 states:

(a) Public agency responsibility—general. Each public agency must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including—

(1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and

(2) Scheduling the meeting at a mutually agreed on time and place.

IDEA 34 CFR §300.322 states:

(c) Other methods to ensure parent participation. If neither parent can attend an IEP Team meeting, the public agency must use other methods to ensure parent participation, including



individual or conference telephone calls, consistent with § 300.328 (related to alternative means of meeting participation).

IDEA 34 CFR §300.328 states:

When conducting IEP Team meetings and placement meetings pursuant to this subpart, and subpart E of this part, and carrying out administrative matters under section 615 of the Act (such as scheduling, exchange of witness lists, and status conferences), the parent of a child with a disability and a public agency may agree to use alternative means of meeting participation, such as video conferences and conference calls.

Parents are essential partners between home and school. IDEA recognizes the important and essential roles parents play in helping to develop, review and/or revise their child's IEP. They have pertinent information about how their child learns and can provide valuable input in their child's education. Schools should make reasonable efforts to involve parents so they may participate meaningfully in the education of their children.

4) Do all of the goals, including those involving related service providers, for a student receiving transition services have to be transition related?

IDEA 34 CFR §300.320 states:

(b) Beginning not later than the first IEP to be in effect when the child turns 16 or younger, if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include---

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

In New Mexico, the development of post-secondary goals begins with the first IEP to be in effect for students aged 14 or younger, if determined appropriate by the IEP Team.

(NMAC 6.31.2.11(G)(3))

These post-secondary goals, based on the interests, strengths and assessments of the student, focus on what the student hopes to achieve following graduation. They assist teachers and service providers in preparing students for future education, employment and, if appropriate, independent living.

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.

Thank you for submitting questions. I hope others will benefit from the discussions. Should you have any questions about these topics or any other topic involving special education, I invite you to contact either Loretta Garcia, TAP Coordinator, at lgarcia@ces.org or Lianne Pierce, Director of Ancillary Services, at lianne@ces.org respectively.



Job Opportunities at CES

Ancillary Opportunities at CES

Adaptive Physical Educator – Region 2

Audiologist – Region 2

Certified Occupational Therapist Assistant – Region 4

Certified Orientation Mobility Specialist – Regions 2, 4

Certified Orientation Mobility Specialist/TVI – Regions 1, 2

Diagnostician – Regions 4, 6, 8

Occupational Therapist – Regions 2, 3, 4, 8

Physical Therapist – Regions 2, 3, 4

Psychologist – Regions 3, 4

Registered Nurse – Regions 1, 2, 4, 8

School Psychologist – Regions 1, 2, 3, 4, 7

Social Worker – Regions 2, 4

Speech/Language Pathologist – Regions 1, 2, 4, 7, 8

Teacher for the Visually-Impaired – Region 4

Other Opportunities at CES

Leadership Development Program Coordinator

Purchasing Specialist – EANS Program

Professional Services Staff positions (e.g.s., consultants, interims)





**We're
OPEN**
7 A.M.–5 P.M.
MONDAY–FRIDAY

**Have questions? The PED Licensure
Bureau is open for walk-ins!**

Jerry Apodaca Building • 300 Don Gaspar Avenue
Santa Fe, NM 87501

**NEW MEXICO SCHOOL BOARDS ASSOCIATION
Forty-Third Annual School Law Conference
Embassy Suites Hotel
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June 2-4, 2022





(TAP), Hot Topic On Demand Library Pre-recorded Webinars

www.cestap.org

Over 40 pre-recorded webinars, covering a variety of special education topics, are available for viewing at the time that best suits personnel!

Loretta Garcia
 TAP Coordinator
 TAP Hotline: 505-985-8454
lgarcia@ces.org



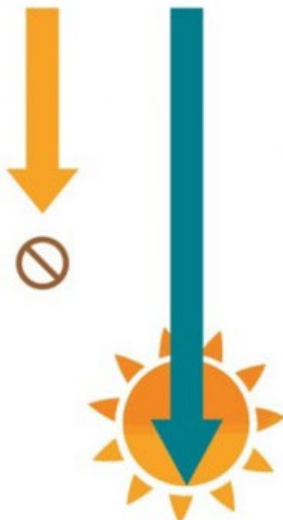
Cooperative Educational Services (CES SITE)

- 10601 Research Rd SE
Albuquerque, NM 87123
- 505.344.5470
- elena@ces.org

SITE (School Improvement Technical Expertise) Training is designed to assist school districts in developing and implementing their own pathway of professional development. Through facilitation, training, modeling, and coaching, schools will feel more supported to deliver quality instruction and boost student achievement.

How is SITE different?

Typical PD S.I.T.E PD



TRAINING COMPONENTS	OUTCOMES <small>(% of participants who demonstrate knowledge, demonstrate new skills in a training setting, and use new skills in classroom)</small>		
	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
...+ Demonstration in Training	30%	20%	0%
...+ Practice & Feedback in Training	60%	60%	5%
...+ Coaching in Classroom	95%	95%	95%

Fixsen & Blasé, 2010



CES



SCAN ME



***New Mexico's Statewide* Teacher Preparation Program for Professionals Seeking an Alternative Licensure Pathway- cesleap.org**

State PPSC Board and NMPED Approved:

- ✓ K-8 Elementary
- ✓ 6-12 Secondary
- ✓ PreK-12 Special Education
- ✓ Dual Licensure

LEADERSHIP

ENGAGEMENT

ACHIEVEMENT

PERSEVERANCE



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



CES Contacts

Jim Barentine
Southern Services Manager
Email: jim@ces.org
Phone: 575.646.5965
Fax: 866.877.0629

Kelly Bassham
Financial Specialist (AP)
Email: kelly@ces.org
Phone: Ext 135

Paul Benoit
Northern Services Manager, REAP
Email: paul@ces.org
Phone: 575.562.2922
Fax: 575.562.2523

Meena Chamberlain
Purchasing Specialist
Email: meena@ces.org
Phone: Ext 125

David Chavez
Executive Director
Email: dchavez@ces.org
Phone: Ext 109

Elizabeth Diaz
Purchasing Specialist
Email: ediaz@ces.org
Phone: Ext 115

Gino Evans
Purchasing Specialist
Email: gino@ces.org
Phone: Ext 137

Michael Floyd
Purchasing Specialist
Email: michael@ces.org
Phone: Ext 131

Loretta Garcia
TAP Coordinator
Email: lgarcia@ces.org
Phone: 505.985.8454

Aaron Gonzales
Media Specialist
Email: aaron@ces.org

Evan Grasser
Leadership Program Co-Coordinator
Email: evan@ces.org
Phone: 806.341.2699

Amanda Hall
Executive Admin Assistant
Email: amanda@ces.org
Phone: Ext 127

Abigail Hansen
Receptionist
Email: abigail@ces.org
Phone: Ext 101

Rhonda Hinsen
Purchasing Specialist
Email: rhonda@ces.org
Phone: Ext 106

Kim Lanoy-Sandoval
SITE Senior Trainer, LEAP Coord.
Email: kim@ces.org
Phone: Ext 139

Nancy Roy
Purchasing Specialist
Email: nancy@ces.org
Phone: Ext 104

Tanya Marquez
Business Specialist
Email: tanya@ces.org
Phone: Ext 144

Margaret Mikelson
Purchasing Specialist
Email: margaret@ces.org
Phone: Ext 126

Anthony Montañó
Finance Manager
Email: anthony@ces.org
Phone: Ext 128

Monica Myers
Purchasing Specialist
Email: monica@ces.org
Phone: Ext 134

Bertha Ochoa
Purchasing Specialist (EANS)
Email: bertha@ces.org
Phone: Ext 123

Lianne Pierce
Director of Ancillary Services
Email: lianne@ces.org
Phone: Ext 103

Gloria Rendon
Leadership Program Co-Coordinator
Email: grendon@ces.org
Phone: 505.690.4699

Bridget Rivera
Finance Specialist (AR)
Email: bridget@ces.org
Phone: Ext 122

Lisa Romo
Procurement Admin Assistant
Email: lromo@ces.org
Phone: Ext 116

Gustavo Rossell
Procurement Manager
Email: gustavo@ces.org
Phone: Ext 117

Elena Salazar
SITE /Professional Dev. Coord.
Email: elena@ces.org
Phone: Ext 136

Angelina Sandoval
Ancillary Admin Assistant
Email: angelina@ces.org
Phone: Ext 119

Kelley Scheib
Financial Specialist (Payroll)
Email: kelly@ces.org
Phone: Ext 107

Brad Schroeder
IT Manager
Email: brad@ces.org
Phone: Ext 114

Robin Strauser
Deputy Executive Director
Email: robin@ces.org
Phone: Ext 108

Yvonne Tabet
Human Resources Specialist
Email: yvonne@ces.org
Phone: Ext 113

John Tortelli
Procurement & Contract Specialist
Email: john@ces.org
Phone: Ext 129

Joe Valencia
Procurement & Contract Specialist
Email: joe@ces.org
Phone: Ext 124

Valerie Yoakum
Ancillary Admin Assistant
Email: valerie@ces.org
Phone: Ext 111

