



New Mexico Office of Special Education
State Plan
2024-2027



The New Mexico Office of Special Education is proud to partner with organizations that have participated in the development of the 2024-2027 state plan.



Office of the New Mexico Governor



Office of the New Mexico Lieutenant Governor



The State Legislature of New Mexico



New Mexico Public Education Department



New Mexico Early Childhood Education and Care Department



New Mexico Higher Education Department



New Mexico Developmental Disabilities Council



New Mexico Department of Health



Children, Youth, and Families Department



New Mexico Division of Vocational Rehabilitation



Office of the Special Education Ombud



Parents Reaching Out



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I. Background and Introduction

Section Takeaways:

- **Families, teachers, and school administrators:** State plan purpose and intended audience.

Through the authority of Governor Michelle Lujan Grisham (referred to as the “The Administration” in this plan), the Constitution, and the laws of New Mexico, [Executive Order 2023-062](#) was created to establish the Office of Special Education (OSE), within the Public Education Department (PED), as well as develop and annually update a state plan that establishes statewide special education standards and goals to improve outcomes for students with disabilities.



The Administration is committed to elevating special education. The newly developed OSE will engage all state agencies that serve children and youth with disabilities and will collaborate with leaders from school districts, public charter schools, state-supported schools, classroom teachers, and special education directors, to meet the requirements and intent of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004.

In the 2022-23 school year, over 16% of public school students in New Mexico were found eligible for special education services.¹ Many of these students struggle academically. For example, only 15% are proficient in early literacy and even fewer in language arts, science, and math. Dropout rates are high, and graduation rates are low. This shows an urgent need to share the data related to special education to improve the broader special education system.

This plan promotes the adoption of best practices by local education agencies (LEAs), educators, and special education leaders, and families’ understanding of these practices. The plan is focused on effective teaching and learning strategies for students with disabilities. School leadership is required to implement these best practices. The intended audience in Table 1 is encouraged to utilize this plan.

Table 1: Intended Audience for Best Practices

Intended Audience	
Families (e.g., parents, guardians, caregivers, and community leaders)	Central office staff (e.g., district leaders, content-based leaders, and school board members)
General and special education teachers	School leaders
Individualized Education Program (IEP) teams	Paraprofessionals/educational assistants
School system and instructional leadership teams	Ancillary staff (i.e., itinerant staff)

II. Engagement and Collaboration

Section Takeaways:

- **Families, teachers, and school administrators:** Who engages and collaborates with the Office of Special Education (OSE) to support students with disabilities and their families.

Parents, families, schools, educators, and the community are the building blocks for success for all children and youth. Additionally, systems supporting children and youth that include early education,



K-12 education, postsecondary education, child welfare, healthcare, and housing also play important roles in children’s and families’ success. OSE engages and collaborates with various entities, including:

1. **Executive Leadership:** Governor’s Office, Lieutenant Governor’s Office
 - Develop and oversee special education executive orders and regulations that ensure students with disabilities receive a free appropriate public education in compliance with federal and state laws and regulations.
2. **Legislature:** Legislators, legislative committees, and staff
 - Ensure New Mexico’s schools are managed, funded, and held accountable for meeting the needs of students with disabilities. Lead, support, and implement legislation, oversight activities, and education-related research in New Mexico.
3. **State leadership:** NM Early Childhood Education and Care Department (ECECD), Children, Youth, and Families Department (CYFD), Developmental Disabilities Council (DDC), Division of Vocational Rehabilitation (DVR), NM Higher Education Department (HED), NM Department of Health (DOH), Office of the Special Education Ombud
 - Establish and monitor relevant policies and programs. Provide technical assistance and resources to families, LEAs, and tribal communities to meet the needs of individuals with disabilities. Engage with community members to ensure equitable access to high-quality education, services, and resources for all students with disabilities.
4. **Local education agencies:** School districts, public charter schools, state-supported schools
 - Deliver individualized teaching, resources, supports, and accommodations to students with disabilities, in partnership with families and service providers.
5. **Tribal Partners:** Tribal partners, inclusive of Tribal Education Departments
 - Engage in collaborative opportunities to promote access to high-quality education and related resources and services for all students, especially students with disabilities.
6. **Resource Partners:** Cooperative Education Services (CES), Regional Education Cooperatives (RECs), University of New Mexico (UNM) Center for Development and Disabilities, parent training centers, parents and families, students
 - Support students with disabilities by working with school administrators and families to advocate for and provide needed services and resources that address the whole child’s needs.

Based on engagement and best practice, OSE developed the vision, mission, strategic goals, and priorities discussed in the next section. These will serve as principles that guide state-level technical assistance and supports for schools in service of students with disabilities.

III. Office of Special Education Vision, Mission, Strategic Goals, and Priorities

Section Takeaways:

- **Families, teachers, and school administrators:** The Office of Special Education (OSE) vision, mission, goals, and priorities for supporting students with disabilities and their families.

A. Vision and Mission

In the development process of the state plan, and through meaningful stakeholder engagement, OSE created its vision and mission (Figure 1).



Figure 1: OSE Vision and Mission

Vision



Every person in New Mexico, regardless of their abilities, is valued, respected, and provided with resources and opportunities to succeed through cradle, career, and life.

Mission



We achieve this vision through unwavering compassion, collaboration, and innovation by supporting school districts, charter schools, educators, families, and communities in fostering a supportive learning experience for all to thrive, learn, and achieve their full potential.

Strategic goals and priorities selected to achieve the OSE vision and mission are described in more detail below.

B. Strategic Goals

The strategic goals are woven into each component of OSE to foster opportunities for students with disabilities in New Mexico. This work is framed around the five strategic goals outlined below.



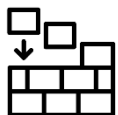
Maintain a diverse, inclusive, and highly skilled workforce: Diversity is a strength. Every individual brings talents to the table and contributes to a strong workforce of teachers, educational assistants, and other school-based staff.



Ensure student-centered options in every community: Students and their families have access to the resources needed to support their children with their individualized education program.



Ensure standards-based teaching materials and transition support through profiles, pathways, and teaching: Clear criteria are used to review and approve standards-based teaching materials for students with disabilities based on their individual profiles.



Ensure access to strong educational building blocks: Equity in education is reached by addressing systemic barriers that limit the academic, social, and emotional growth of students with disabilities, and empowering their families.



Enhance and optimize system capacity for students with disabilities: Inclusive infrastructure, comprehensive and intentional support systems and resources, effective data collection processes and data use to drive change and improve outcomes for students with disabilities.

To achieve OSE’s goals, there is a focus on the four priorities described below.



C. Priorities

The Office of Special Education (OSE) State Plan aims to make improvements by developing a system of services and special education priorities that are aligned to IDEA, the Every Student Succeeds Act (ESSA), Section 504 of the Rehabilitation Act, and relevant New Mexico special education laws. The four priorities that will support students with disabilities and their success in school include (Figure 2):

1. **Culturally Responsive Education:** Create inclusive and supportive schools that value and respect all students, including those with disabilities, understanding that the school impacts social, emotional, and academic well-being.
2. **Profiles, Pathways, and Teaching:** Provide access to high-quality teaching that meets the diverse needs, interests, and goals of every student with a disability.
3. **Professional Development:** Support growth and learning for teachers to address the needs of students with disabilities.
4. **Data-Driven Goals for Equitable Opportunities:** Use data for supports focused on continuous improvement and to inform decision-making at every level of the education system.

Figure 2: State Priorities to Support Students with Disabilities

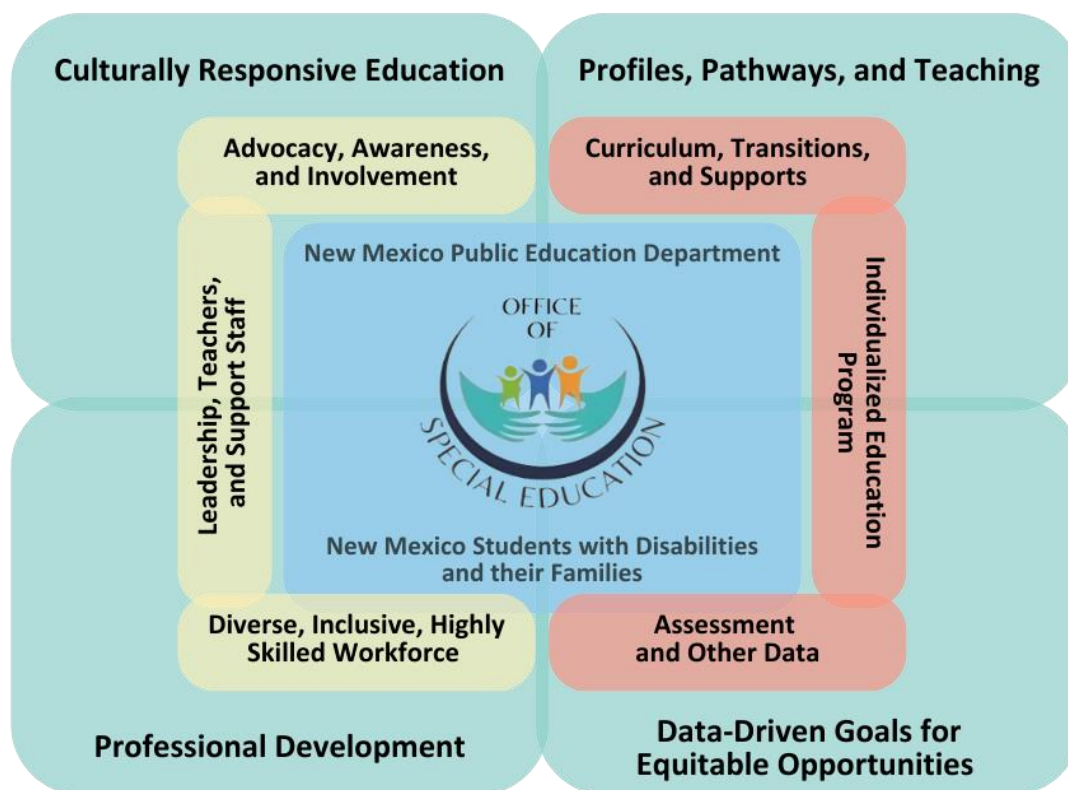


Figure 2 shows how OSE structures and priorities are aligned to the strategic goals to meet the needs of students with disabilities and their families.



Best practices will bring improvements in education, early intervention, legal protections, and social support systems, resulting in positive student outcomes (Appendix A). The following sections of the state plan focus on these components, which support the whole student.

IV. Education

Section Takeaways:

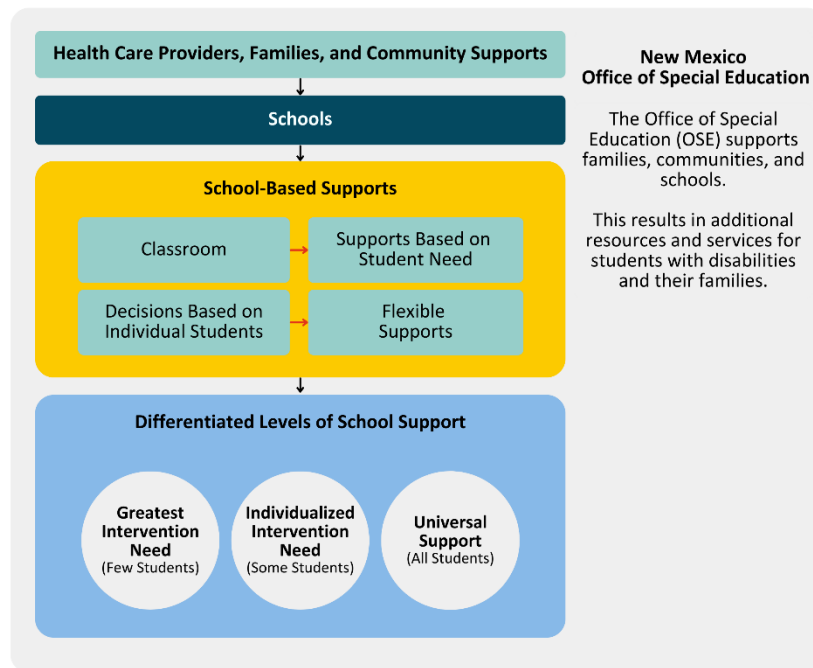
- **Families:** Types of supports and services that children may receive and best practices that teachers use in the classroom.
- **Teachers:** Access to education and types of supports and services for students with disabilities; role of educators in developing IEPs and best classroom practices.
- **School administrators:** How students with disabilities are identified, how IEPs are developed, the types of supports and services students with disabilities may receive, and best practices for teachers.

The Administration is dedicated to ensuring access to high-quality education for all students, regardless of their abilities or challenges. Every child deserves to do well in school and at a social and emotional level. This part of the plan explains how the Office of Special Education (OSE) provides specialized training and works closely with LEAs, teachers, families, and others in the community to create classrooms where every student can do their best and be part of school and community life. For more information for parents/guardians, please click [here](#).

The Office of Special Education (OSE) wants the whole child to be taught in a way that covers everything they need. Schools receive assistance from health care providers, families, and the community with OSE’s support (Figure 3). Schools also provide services and interventions to students based on their individual needs.



Figure 3: Comprehensive Approach to Holistic Student Supports



This section has two areas of focus: (1) making sure that everyone can get an education (access); and (2) that education is excellent (quality). Both access to and quality of education are important to the success of students with disabilities.

A. Access to Education

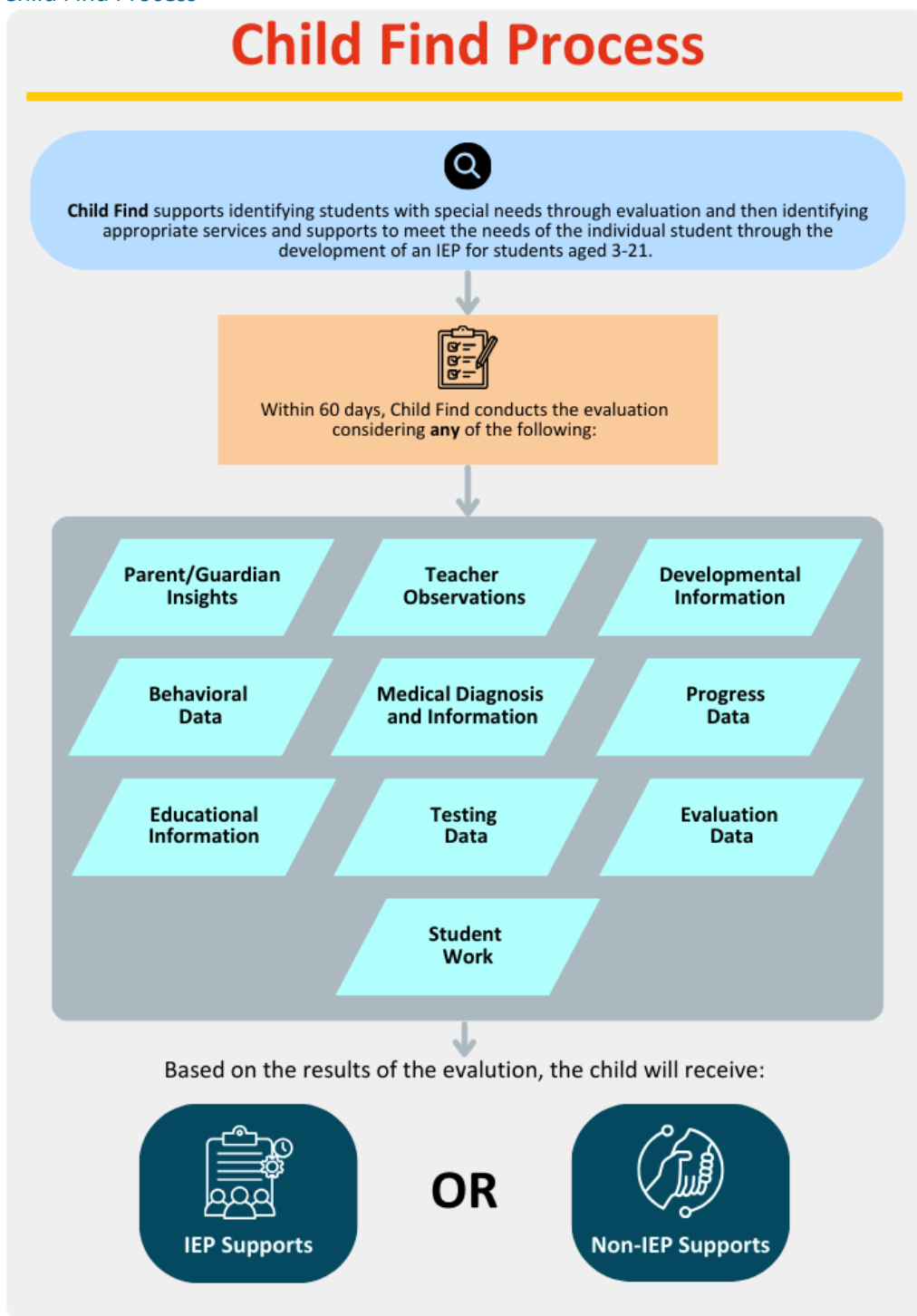
The Administration recognizes the value of inclusive education and aims to break down barriers and create opportunities for every student to thrive. Reviewing data showing the current landscape allows for the creation of targets that challenge teachers to improve outcomes for students with disabilities. By establishing targets, OSE sets a course toward meaningful progress and positive change. The commitment extends beyond meeting requirements; OSE pledges to nurture schools and classrooms where every student is successful academically, socially, and emotionally.

i. Child Find

Child Find is a crucial process designed to ensure that all children, including those with disabilities, receive what they need to thrive in school and beyond (Figure 4). Child Find is a key component of IDEA, through which states and school districts identify and evaluate children and youth with disabilities and provide services for those ages birth to 21. Child Find aims to actively determine if a child or student has developmental delays and/or disabilities. It operates on the principle that every child deserves the opportunity to reach their full potential; earlier identification and supports for students can lead to better educational outcomes. Table 1 in Appendix A includes data and targets for conducting Child Find evaluations within 60 days, as required by IDEA.



Figure 4: Child Find Process



ii. Inclusive Education Options

There are a variety of settings in which students with disabilities can be served, ranging from regular classrooms to specialized pull-out programs, and separate facilities. Each setting presents unique opportunities and challenges, and OSE aims to ensure the highest quality of education for every student



in any setting. By examining the needs of students, and the benefits and best practices associated with each setting, OSE supports families, teachers, and school-based teams to make decisions that meet the diverse needs and goals of students with disabilities.

Regardless of setting, OSE wants to highlight the importance of a welcoming environment for students with disabilities. This can be achieved through the implementation of supportive teaching models, such as those described below.

- **Collaborative teaching:** Special education teachers and paraprofessionals co-develop and co-lead lessons with general education classroom teachers, ensuring integration.
- **Sensitivity and awareness:** Through awareness campaigns and sensitivity training, students and teachers can foster strong and supportive learning environments for students with disabilities.

iii. Resource Rooms and Specialized Classrooms

Resource rooms and specialized classrooms are important parts of how schools support students with disabilities.

- **Resource rooms** give extra assistance in certain subjects or skills, with small groups and special accommodations based on individual students' needs. Students get personalized teaching, practice skills, and receive extra help while still being in regular classes.
- **Specialized classrooms**, like self-contained or pull-out rooms, are for students who need more intense support. These classrooms are set up to fit students' unique needs, whether they have specific disabilities or need additional aid in different areas.



Both resource rooms and specialized classrooms are meant to help students with disabilities do well in school, learn important skills, and grow their talents and interests, so they can reach their full potential in school.

Understanding that not all students learn the same way, OSE wants to support schools in meeting each student's needs. OSE aims to include students with disabilities in regular classes when it is right for them. Tables 2 and 3 in Appendix A show goals for students with disabilities who get their learning support in regular classrooms. Tables 4 and 5 in Appendix A show how fewer students should need support outside regular classes each year.



iv. Individualized Education Programs

The Individualized Education Programs (IEPs) are tools for ensuring that students with disabilities receive the specialized teaching and related services and supports they need to thrive in class, socially, and emotionally within the school and beyond. These personalized plans represent a collaborative effort among families/parents, teachers, specialists, and, where appropriate, the students themselves to outline specific goals, accommodations, and interventions designed to address the needs of each student. IEPs provide a framework for identifying the students' current abilities, setting goals, and determining how teachers will support students in achieving the goals. IEPs not only ensure that students with disabilities have equal access to education but also empower them to actively participate in their educational journey, build on their talents and interests, and achieve their full potential. Teams developing IEPs should ensure they implement the best practices described below.



Collaborative teaming: Involve families, teachers, and specialists who know the student to develop and revise IEPs and set goals.



Data-driven decision-making: Use the student's education data to drive decisions related to goal setting and identifying student strengths and areas for improvement.



Clear and measurable goal setting: Set achievable, measurable, and time-bound goals, which meet individual student academic, social, and behavioral needs.



Meaningful educational supports: Identify materials, supports, and teaching strategies that are best suited to meet the needs of the student.



Family engagement: Allow families to provide feedback on support and planning, share their experiences and reflections on where the student is, their progress, and support needs. This can be achieved by building relationships.



Cultural and linguistic responsiveness: Consider the cultural and linguistic backgrounds of students and families when developing goals. Provide language support for families if needed to allow for full engagement in the IEP development or revision process.



Student involvement (when applicable): Allow students to participate in the IEP process by providing feedback, sharing their preferences, and advocating for themselves and their needs.



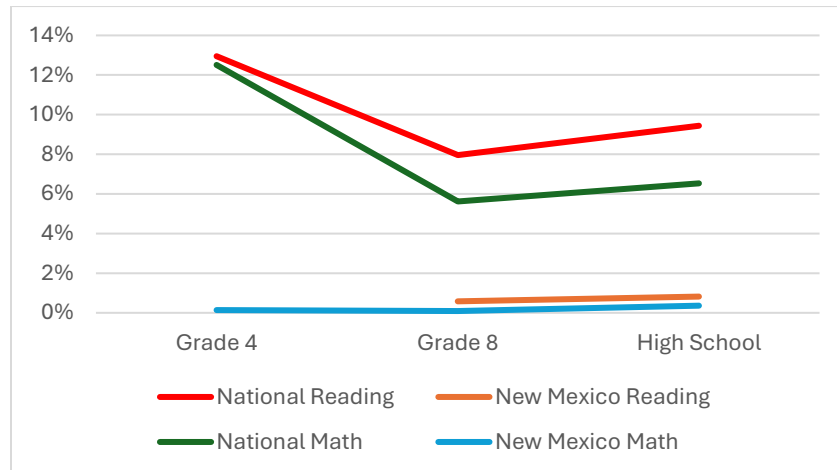
Regular review and revision: Schedule regular meetings to review and revise the IEP based on student needs and progress.



v. Outcomes

The Administration wants to make education strong for all students, including those with disabilities. OSE aims high for what students should achieve. This includes meeting goals in their IEPs, doing well on tests, graduating from high school, and getting further education or good jobs after graduation. Tables 6 through 10 in Appendix A provide an overview of targets and outcomes related to student success. Figure 5 compares student outcomes between New Mexico and other states with available data.

Figure 5: Reading and Math Student Outcome Data for SY 2020-21 based on Proficiency on the General Assessment*ⁱⁱ



**New Mexico data was missing in national reporting for grade 4 reading for this year and was left out to be consistent with the source data.*

Figure 5 shows the percentages of students with disabilities who were proficient in math and reading at their grade level on the statewide assessment.

B. Quality of Education

Based on best practices and research, OSE identified 10 primary components that support students with disabilities in being successful in school and beyond and will assist schools to address each student's needs:^{iii, iv, v, vi}

- **Specific teaching strategies:** Meets the unique needs of each individual student with or without disabilities.
- **Universal Design for Learning (UDL):** Aimed at understanding diversity, provides various ways that students can learn and show what they know; addresses students' talents and interests while challenging them to learn; and boosts learning with technology.^v
- **Multi-sensory teaching:** Engages multiple senses at a time to promote making connections and learning.
- **Assistive technology:** Equipment or software that assists people with disabilities and can be used to increase learning and participation in the classroom.
- **Positive behavior support:** Helps individuals learn how to address their behavioral challenges and build positive behaviors for long-term success.^{vi}



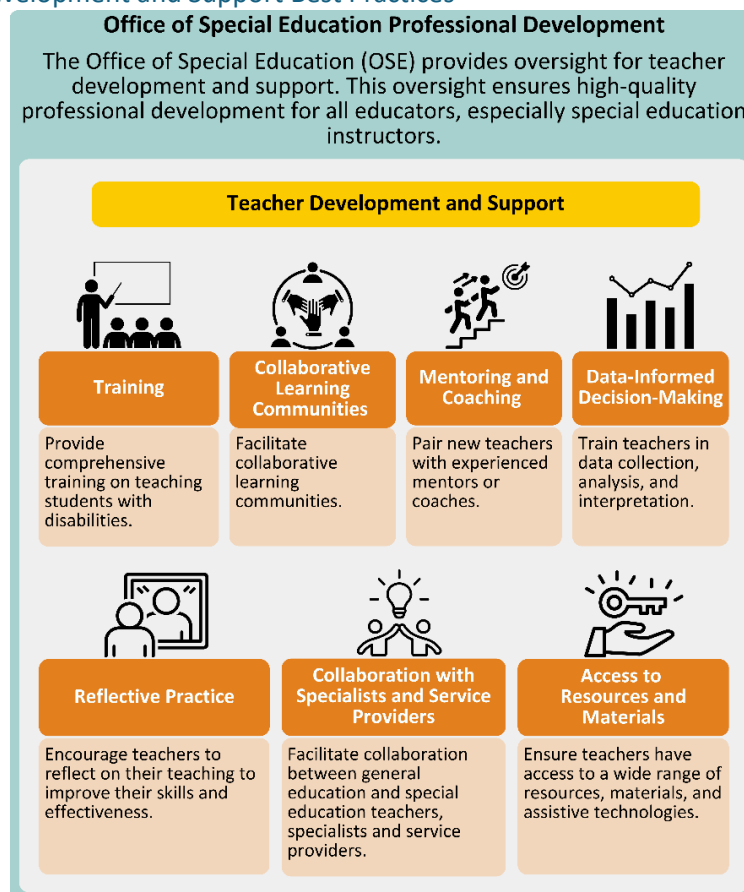
- **Peer collaboration:** Creates opportunities for students to work together and learn with and from one another, including in inclusive classrooms.
- **Additional instructional time:** Provides students who have not mastered grade-level content with additional learning opportunities.
- **Formative assessment (testing):** Reviews data from tests to identify student progress and areas for growth and additional support.
- **Culturally responsive teaching:** Acknowledges diverse student experiences, backgrounds, and perspectives through relevant content and teaching practices and views parents/families as key partners in education.
- **Rigorous instruction:** Ensures instruction maintains high expectations and is at grade level so students do not fall behind.

The Office of Special Education (OSE) will focus on all four of the identified priorities (Section III.C.) to: (1) help teachers, paraprofessionals, and special education specialists successfully implement these best practices to deliver a high-quality education to students with disabilities; and (2) provide technical assistance to LEAs in the areas described below.

i. Teacher Development and Support

It is important to use best practices in teacher learning and support to ensure teachers create strong learning opportunities and meet the needs of students with disabilities (Figure 6).

Figure 6: Teacher Development and Support Best Practices



By using the best practices above, teachers will be better equipped to create inclusive and supportive classrooms where all students, including those with disabilities, are successful.

In addition to using best practices, PED supports OSE's approach to building a strong and well-qualified workforce. The Leading Educators through Alternative Pathways (LEAP) initiative is a joint effort between OSE and CES to help address special education teacher needs throughout the state. LEAP teachers receive training in special education, even if they intend to teach in general education, so all teachers are prepared to teach in all settings and serve all students. LEAP has increased the number and quality of new teachers entering with a special education license and improved outcomes for all New Mexico students. Specifically, impacts of the program to date include:

- LEAP candidates to date have a 100% pass rate on the Praxis special education licensure exam.
- In 2023, LEAP licensed 221 New Mexico teachers in special education (including dual licenses).

In 2021, LEAP partnered with PED and the May Center, which supports students with learning differences, to expand dyslexia expertise throughout the state. The goal is to continue these efforts at a rate of 15 dyslexia practitioners per year across New Mexico.



ii. Technical Assistance to LEAs

OSE is committed to providing high-quality technical assistance to LEAs, including:

- Ensuring clear communication on expectations, reporting requirements, and timelines.
- Implementing a needs assessment to better understand LEA needs, gaps in knowledge and experience, including data collection, and areas for improvement based on historical data and reporting.
- Developing tailored service plans based on the needs assessment and historical data.
- Supporting ongoing learning opportunities with LEA leaders to ensure effective leadership of schools aimed at improving outcomes for students with disabilities.
- Sharing resources among LEAs to highlight LEAs that are utilizing promising strategies, promote collaboration across LEAs, and improve communication.

School leader learning must be nurtured. All school leaders should understand special education, and OSE will contribute by:

- Identifying and collaboratively addressing the technical assistance and training needs of school districts, charter schools, and public post-secondary education institutions.
- Regularly seeking feedback from technical assistance recipients and training participants.

iii. Assistive Technology

Assistive technology is a helpful tool that can increase the capabilities of students with disabilities and foster their academic growth. Assistive technologies can range from simple devices, like pencil grips or



magnifiers, to complex computer software and communication devices. Utilization of assistive technology promotes:

- Accessibility of communication, information, and activities
- Independence
- Quality of life through engagement in education and activities

Assistive technology is critical in promoting equity, accessibility, and inclusion for students with disabilities, enabling them to overcome barriers and participate fully in education. Identifying appropriate assistive technology to meet the needs of students with disabilities is essential, as well as ensuring that schools and LEAs provide training and support for teachers to effectively use assistive technology tools in the classroom.

iv. Transition Planning

Transition planning is vital for children with disabilities receiving early intervention services (IDEA Part C) to enter the public school system or access free and appropriate education (IDEA Part B), as well as those who are exiting and moving on to achieve personal goals and aspirations related to postsecondary education, vocational (job) training, or employment opportunities. Planning and goal setting help set students up for education and long-term success. Tables 11 through 13 in Appendix A provide targets for successful transitions.

The Office of Special Education (OSE) and ECECD cooperated to move the IDEA Part B-619 Coordinator position from PED to ECECD. This position enables transitions from early intervention (Part C) to school age supports (Part B) specifically. While the IDEA Part-B-619 Coordinator position is now under ECECD, there is strong collaboration and engagement from OSE, including in the hiring process. The IDEA Part B-619 Coordinator will work closely with OSE in monitoring the state plan, as well as establishing targets for students with disabilities.

In particular, career and technical education is a benefit to students with disabilities. Transition planning, required by IDEA, is a formal process to assist young people with deciding on their best course of action after high school and how to best navigate through high school to arrive at that goal. To support the transition, OSE started implementing the following improvement strategies:

- A project in partnership with DVR and the Central Region Educational Cooperative (CREC) to provide individually customized pre-employment transition services to students with disabilities.
- Implementing transition plans by age 14 in alignment with New Mexico law and ahead of the federal requirement of age 16.

Additional opportunities for students with disabilities include:

- [Project SEARCH](#), a workforce identification and training program for young adults with intellectual or developmental disabilities.
- An agreement between PED, DVR, and REC resulting from the federal Workforce Improvement Act to provide Pre-Employment Transition Services (Pre-ETS) for students with disabilities under IDEA. These Pre-ETS address the academic and non-academic needs of students with disabilities as they prepare for college, training, career, and independent living.



Further, PED is evaluating graduation options for students with disabilities with aid from the [National Technical Assistance Center on Transition: The Collaborative](#), a technical assistance center co-funded by the U.S. Department of Education’s Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA). Any graduation pathway determined by the IEP qualifies students to earn a New Mexico Diploma of Excellence. Providing a standardized diploma supports an inclusive environment for students with disabilities.

v. Family Engagement



Family engagement is a key piece in supporting students with disabilities, not only in the development of the IEP but also through regular conversations and sharing of progress, as well as the identification of areas of focus that families may be able to support. Parents/families are crucial partners with teachers to share information about students’ talents and interests, life events that may affect educational progress, and feedback on academic and behavioral improvements. Additionally, research highlights that when families are welcome and valued at the school, it is the first step in equitable student outcomes for students with disabilities.^{vii, viii, ix} Research also shows that trust in school staff, how they get information, share information, show flexibility, and demonstrate understanding regarding communication and

collaborative efforts support learning and success.^{vi, vii} For these reasons, PED developed a dedicated Parent Liaison position to promote building relationships between parents/families and LEAs. The Parent Liaison supports students and families that have special education questions and addresses concerns by working directly with parents/families and LEAs.

Annually, OSE administers a parent survey as part of the state requirements for IDEA Part B. The purpose of the survey is to determine the percentage of parents with a student receiving special education services who report that schools support parent/family involvement as a means of improving services and results for students with disabilities. Table 14 in Appendix A reflects the SY 2022-23 target and outcome and SY 2027-28 future target based on the parent/family survey.

V. Early Intervention

Section Takeaways:

- **Families:** Early intervention available to children ages birth to 3 who have been identified as having a developmental delay and/or disability.
- **Teachers and school administrators:** Special education supports and services for children ages birth to 3 who may have received services and may not yet be in the school system. Expectations for children transitioning from receiving Part C to Part B services in schools.

Early intervention is an entry point for children with disabilities and/or developmental delays who are identified as having special needs prior to their third birthday. Addressing delays in children’s development or learning as soon as possible helps them grow and do better in school. Early intervention includes checking and testing children early on, giving them help that fits their needs, involving families, and supporting children in places where they naturally learn, like at home or in child care (daycare). It



also means linking children to services like speech therapy or physical therapy, keeping track of how they are doing, and planning for when they move from one program to another. Services for early intervention under IDEA Part C are managed by ECECD. They also help children move smoothly from Part C to Part B of IDEA when they get older through the IDEA Part B-619 Coordinator.

Early intervention offers different kinds of help for children with disabilities and/or developmental delays from birth to age 3. The goal is to provide services in places where children are already learning and growing. Table 15 in Appendix A shows the goals for giving these services in natural learning environments. Table 16 in Appendix A has goals for how well children aged birth to 3 are doing based on their Individualized Family Service Plans.

Family engagement for children aged birth to 3 is just as important as it is for school-age children with disabilities and developmental delays. As such, family engagement should be meaningful and provide clear support and expectations for children with disabilities. Table 17 in Appendix A provides targets for families in terms of their experiences with early intervention services.

VI. Legal Protections

Section Takeaways:

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|--|
| <ul style="list-style-type: none"> • Families: Legal protections for students with disabilities and their families to ensure that students thrive in school and beyond. |
| <ul style="list-style-type: none"> • Teachers and school administrators: Legal protections for students with disabilities and their families; implementation of procedural safeguards. |

Legal protection for students with disabilities is crucial for ensuring equal access to education and to schools where every student can reach their maximum potential and participate fully in society. These laws not only protect the rights of students with disabilities but also promote diversity, equity, and accessibility in education. Families should know their rights as they pertain to their children. Information on laws, rules, and guidance can be found on the Office of Special Education (OSE) [webpage](#). The [NM special education procedural safeguards for students and their families](#) document, which explains student and family rights, is an important resource available to the community as well. In addition to the legal protections articulated on the website and below, PED and OSE are working to define what expulsion and exclusion mean and best practices and expectations related to expulsion and exclusion.

A. Anti-discrimination

It is important to call out the work that PED has done to protect students with disabilities from discrimination, including safeguards and supports that are addressed through PED initiatives and protections under Section 504. Section 504 of the Rehabilitation Act of 1973 ensures free appropriate public education and prohibits discrimination based on disability, including requiring that school districts implement procedures and take steps to ensure that a student with a disability under Section 504 receives equal educational opportunities. Additional information on rights and procedural protections under Section 504 can be found [here](#).

In addition to implementing Section 504, PED developed an Anti-Racism Anti Oppression (ARAO) Portal. The ARAO Portal is a statewide hotline to report incidents of racism and racial discrimination against anyone within New Mexico schools. The goal of the ARAO Portal is to help create a safe and healthy

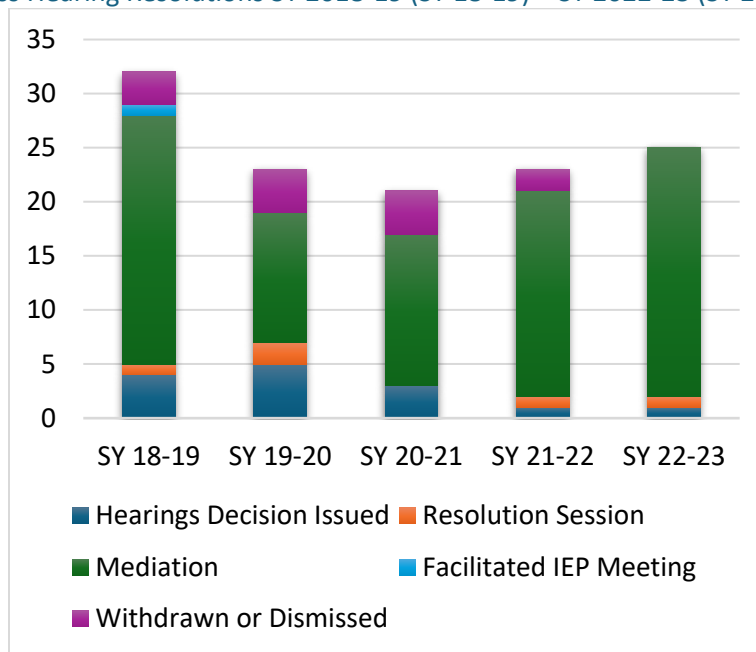


school environment where students, staff, and families can effectively work together. The portal fulfills the requirements of the New Mexico Black Education Act. Every school should have hotline information and links to reports displayed on their websites.

B. Dispute Resolution Procedures

Students with disabilities and their families may request a dispute resolution hearing and submit a complaint if services and supports are not meeting student needs. The process for submitting a dispute resolution hearing request can be found on the OSE [webpage](#). Figure 7 shows the due process hearing resolutions from SY 2018-19 through SY 2022-23. Table 18 in Appendix A shows targets and outcome related to due process complaints. Table 19 in Appendix A shows targets and outcome related to mediation requests.

Figure 7: Due Process Hearing Resolutions SY 2018-19 (SY 18-19) – SY 2022-23 (SY 22-23)



VII. Social Support Systems

Section Takeaways:

- **Families:** Supports that may be available to students with disabilities and their families in school and beyond. Wraparound services and resources that can be provided as needed, if needed.
- **Teachers and schools:** Connections that teachers and schools can make to support students with disabilities and their families.

In addition to common social support systems, a special education state ombud was created to provide support for families through the [Special Education Ombud Act](#) that was signed into law on April 4, 2021. The ombud is charged with helping families who have questions and needs regarding special education and related services. The ombud provides warm handoffs for families who need assistance beyond that the ombud can provide directly. Several state organizations, as well as community-based organizations,



provide support for families with family members with disabilities, contributing to the overall landscape of resources for families with students with disabilities.

A. Community Inclusion



Community inclusion for students with disabilities and their families is a valuable consideration for schools when developing community partnerships. Providing access to a community of people creates a supportive environment where every student can thrive, contribute, and participate in society. Community inclusion allows for active participation and acceptance of individuals with disabilities within all aspects of community life. Schools should consider the following types of inclusion strategies as they work towards creating an inclusive community:

- **Supporting or promoting support groups for families:** Developing or communicating existing community support groups for families with students with disabilities helps families connect with one another and find care amongst an understanding community.
- **Identifying community inclusion programs:** Identifying local programs that promote the inclusion of individuals with disabilities in activities and services allows for both students and families to deepen their connections in the community.
 - An example of this is Best Buddies, which is available in several middle schools, high schools, universities, and beyond. These programs pair individuals with developmental delays and disabilities with those without, to foster social interactions, confidence and self-esteem building, and opportunities to explore shared interests.
- **Promoting/participating in disability awareness campaigns:** Several disability awareness campaigns occur throughout the year, either on a day or during a month, and include awareness of disabilities (e.g., low vision, accessibility, Autism, cerebral palsy).

B. Vocational (Job) Support

Vocational (job) support for individuals with disabilities contributes to long-term personal and financial success. In New Mexico, DVR is committed to ensuring every New Mexican with a disability achieves their employment goals and thrives in their communities. Financial and vocational (job) support services for individuals with disabilities are critical and meet the holistic needs of individuals with disabilities. DVR achieves this in a variety of ways, including: ^x

- | | |
|--|--|
| ● Career guidance and counseling | ● Assistive technology |
| ● Résumé development | ● Vocational (job) training |
| ● Job search and placement assistance | ● Occupational licensure, tools, and other equipment |
| ● Transition-to-work services for high school students | |



- Post-secondary education assistance
- Supported employment services
- Assistance with developing small business plans
- Interpreter services

VIII. Monitoring and Evaluation

Section Takeaways:

<ul style="list-style-type: none"> • Families: Types of monitoring and reporting that happen at the state level related to students with disabilities.
<ul style="list-style-type: none"> • Teachers: Importance of data entry and tracking as reporting happens at multiple levels (e.g., student, school, LEA).
<ul style="list-style-type: none"> • School administrators: Expectations on how the state monitors services and supports for students with disabilities and differences based on monitoring type.

This plan will only be successful if data is collected and used to drive informed decision-making that leads to improvement at every level, thereby promoting long-term system change. The Office of Special Education (OSE) will do this through regular data collection and reporting as well as capacity building in data collection for LEAs.

A. Data Collection

Data collection is tied to the IDEA Part B and Part C. Data is collected through surveys for federal and state reporting purposes. OSE is working on data collection improvements, as well as additional surveys on quality of education, safety for students with disabilities, and more. Data is collected and reported on an annual basis, and OSE will collaborate with stakeholders to refine data collection processes and tools. There are three tiers for monitoring that OSE uses for IDEA Part B:

1. **Onsite monitoring:** This tier involves in-person visits to schools within each LEA to conduct reviews of special education programs, practices, and services. During these visits, the OSE monitoring team holds interviews, observes classrooms, and reviews documentation related to special education services.
2. **Desktop monitoring:** Desktop monitoring involves remote reviews of documentation and data submitted by each LEA. The OSE team analyzes IEPs, test data, and other relevant documents to assess compliance with federal and state regulations and identify areas for improvement.
3. **Self-monitoring:** In this tier, LEAs are responsible for conducting their own internal monitoring activities and submitting reports to OSE. This approach encourages LEAs to take ownership of their special education programs and practices while providing them with guidance and support from OSE as needed.

B. Annual Reporting and Assessment

Based on this plan, data will be reported annually and publicly available for consumption. OSE will identify areas of strength and improvement and update the plan based on data and lessons learned. This plan and annual review of data will support OSE in making resource allocation decisions in subsequent years.



IX. Conclusion

The Administration, along with other New Mexico agencies and community-based programs, is committed to providing high-quality education and experiences to support individuals with disabilities in schools and beyond. The Administration, with Office of Special Education (OSE) leadership, will continually work with stakeholders, families, and communities to improve and strengthen existing services and outcomes for individuals with disabilities.

A. Commitment to Continued Improvement

Commitment to continuous improvement is at the core of OSE's approach. OSE recognizes that education and educational needs are always changing and is dedicated to staying responsive and proactive in meeting the diverse needs of students with disabilities. Through ongoing reflection, data analysis, training, and stakeholder engagement, OSE strives to improve practices, develop innovative solutions, and improve outcomes for all learners. OSE's commitment to continuous improvement ensures that students participate in education in ways that meet their needs, allowing every student to succeed.

B. Call to Action for Ongoing Stakeholder Engagement

The Office of Special Education (OSE) is dedicated to supporting student success from birth and through life. OSE will continually engage with stakeholders to improve outcomes for individuals with disabilities. This will be done through collaboration with other units of PED, state agencies, public post-secondary education institutions, and other key stakeholders. These efforts will focus on the following:ⁱ

- Addressing the needs of students with disabilities in all education activities, programs, and policies.
- Prioritizing and expanding services for individuals with disabilities from birth to adulthood.
- Ensuring timely and comprehensive screenings for students with disabilities and those who are suspected of having a disability.
- Reducing restraint, seclusion, and disciplinary actions for students with disabilities, including removal from the classroom.
- Ensuring all students with disabilities in the care of the state receive free and appropriate public education.



Appendix A: Data Tables

Note: The SY 2022-23 data is the most recent data available as data is collected annually during the fall/winter for the previous year. Included data is based on what the federal government requires states to report under IDEA.

Table 1: Child Find Evaluation Completion within 60 Days

School Year	Target	Outcome
2022-23	100%	99%
2027-28	100%	-

Table 2: Student Learning Environment (age 3-5) in Preschool – SY 2022-23 Target and Outcome and SY 2027-28 Target

Learning Environment	SY 2022-23 Target	SY 2022-23 Outcome	SY 2027-28 Target
Attending early childhood program and receiving majority of services in program	54%	46%	62%

Table 3: Student Learning Environment Majority in Regular Class Setting (age 5-21 years) – SY 2022-23 Target and Outcome and SY 2027-28 Target

Learning Environment	SY 2022-23 Target	SY 2022-23 Outcome	SY 2027-28 Target
80% or more of day in regular class	52%	53%	54%

Table 4: Student Learning Environment Outside of Regular Program (age 3-5) in Preschool – SY 2022-23 Targets and Outcomes and SY 2027-28 Targets

Learning Environment	SY 2022-23 Target	SY 2022-23 Outcome	SY 2027-28 Target
Separate special education class, school, or residential facility	31%	32%	25%
Receiving services in the home	23%	0.3%	13%

Table 5: Student Learning Environment Majority Outside Regular Class Setting (age 5-21 years) – SY 2022-23 Targets and Outcomes and SY 2027-28 Targets

Learning Environment	SY 2022-23 Target	SY 2022-23 Outcome	SY 2027-28 Target
Less than 40% of day in regular class	15%	16%	12%
Separate schools, residential facilities, or homebound/hospital placements	0.35%	1%	0.32%



Table 6: Outcomes for Preschool Children (ages 3-5 years) – SY 2022-23 Targets and Outcomes and SY 2027-28 Targets

Outcome	SY 2022-23 Target	SY 2022-23 Outcome	SY 2027-28 Target
Improved positive social-emotional skills functioning	71%	73%	76%
Improved acquisition and use of knowledge and skills functioning	71%	73%	76%
Improved use of appropriate behaviors to meet their needs	71%	73%	75%

Table 7: Proficiency for Students with IEPs on Grade Level Assessments – SY 2022-23 Targets and Outcomes and SY 2027-28 Targets

Subject	Grade	SY 2022-23 Target	SY 2022-23 Outcome	SY 2027-28 Target
Reading	Grade 4	9%	13%	12%
	Grade 8	8%	11%	12%
	High School	4%	8%	7%
Math	Grade 4	7%	8%	9%
	Grade 8	4%	3%	6%
	High School	3%	2%	5%

Table 8: LEA Discrepancy Rates Related to Suspension and Expulsion Rates for Students with Disabilities – SY 2022-23 Target and Outcome and SY 2027-28 Target

School Year	Target	Outcome
2022-23	12%	12%
2027-28	12%	-

Table 9: Drop Out Rate for Students with Disabilities – SY 2022-23 Target and Outcome and SY 2027-28 Target

School Year	Target	Outcome
2022-23	21%	28%
2027-28	18%	-

Table 10: Graduation Rates for Students with Disabilities – SY 2022-23 Target and Outcome and SY 2027-28 Target

School Year	Target	Outcome
2022-23	76%	72%
2027-28	83%	-



Table 11: Transition from IDEA Part C to B –
SY 2022-23 Target and Outcome and SY 2027-28 Target

Outcome	SY 2022-23 Target	SY 2022-23 Outcome	SY 2027-28 Target
% eligible (by age 3) and have an IEP by third birthday	100%	95%	100%

Table 12: Students Aged 16 and up with Postsecondary Goals –
SY 2022-23 Target and Outcome and SY 2027-28 Target

School Year	Target	Outcome
2022-23	100%	95%
2027-28	100%	-

Table 13: Post School Outcomes (within one year of leaving high school) –
SY 2022-23 Targets and Outcomes and SY 2027-28 Targets

Outcome	SY 2022-23 Target	SY 2022-23 Outcome	SY 2027-28 Target
Enrolled in higher education	63%	32%	66%
Competitively employed	20%	46%	23%

Table 14: Percentage of Parents Reporting Family Engagement Facilitated Improved Services –
SY 2022-23 Target and Outcome and SY 2027-28 Target

School Year	Target	Outcome
2022-23	83%	83%
2027-28	85%	-

Table 15: Natural Learning Environment – SY 2022-23 Target and SY 2027-28 Target

School Year	Target	Outcome
2022-23*	96%	-
2027-28	98%	-

*SY 2022-23 is not yet available.

Table 16: At-Risk Infants and Toddlers Outcome Data – SY 2022-23 Targets and SY 2027-28 Targets

Outcome	SY 2022-23 Target	SY 2022-23 Outcome*	SY 2027-28 Target
Improved positive social-emotional skills functioning	74%	-	76%
Within age expectations by age 3 or exit for social and emotional skills	64%	-	66%
Improved acquisition and use of knowledge and skills functioning	78%	-	80%
Within age expectations by age 3 or exit for acquisition and use of knowledge and skills	64%	-	66%



Outcome	SY 2022-23 Target	SY 2022-23 Outcome*	SY 2027-28 Target
Improved use of appropriate behaviors to meet their needs	78%	-	81%
Within age expectations by age 3 or exit for use of appropriate behaviors to meet their needs	64%	-	66%

*SY 2022-23 is not yet available.

Table 17: Family Engagement in Early Intervention – SY 2022-23 Targets and SY 2027-28 Targets

Outcome	SY 2022-23 Target	SY 2022-23 Outcome*	SY 2027-28 Target
Families report early intervention helped them know their rights	97%	-	98%
Families report early intervention helped effectively communicate children’s needs	98%	-	99%
Families report early intervention helped children develop and learn	98%	-	99%

*SY 2022-23 is not yet available.

Table 18: Due Process Complaints Leading to Resolution Agreements – SY 2022-23 Target and Outcome and SY 2027-28 Target

Outcome	SY 2022-23 Target	SY 2022-23 Outcome	SY 2027-28 Target
Due process complaints (% of complaints that went to resolution and those resolved)	55-70%	100%	55-70%

Table 19: Mediation Requests Leading to Mitigation Agreements – SY 2022-23 Target and Outcome and SY 2027-28 Target

Outcome	SY 2022-23 Target	SY 2022-23 Outcome	SY 2027-28 Target
% of mediation requests that ended in mediation agreements	70-80%	78%	70-80%

ⁱ Executive Order No. 2023-062, page 1 (2023). [Executive-Order-2023-062.pdf \(state.nm.us\)](https://www.state.nm.us/leg/legdocs/ExecOrder/2023-062.pdf).

ⁱⁱ National Center on Educational Outcomes (2023). [Publication | NCEO](#).

ⁱⁱⁱ Sciubba JD. Securing rights in the twenty-first century: a comparison of the disability and older persons’ rights conventions. *J Hum Rights*. 2016;15:533–549.

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