



# Special Education By The Numbers

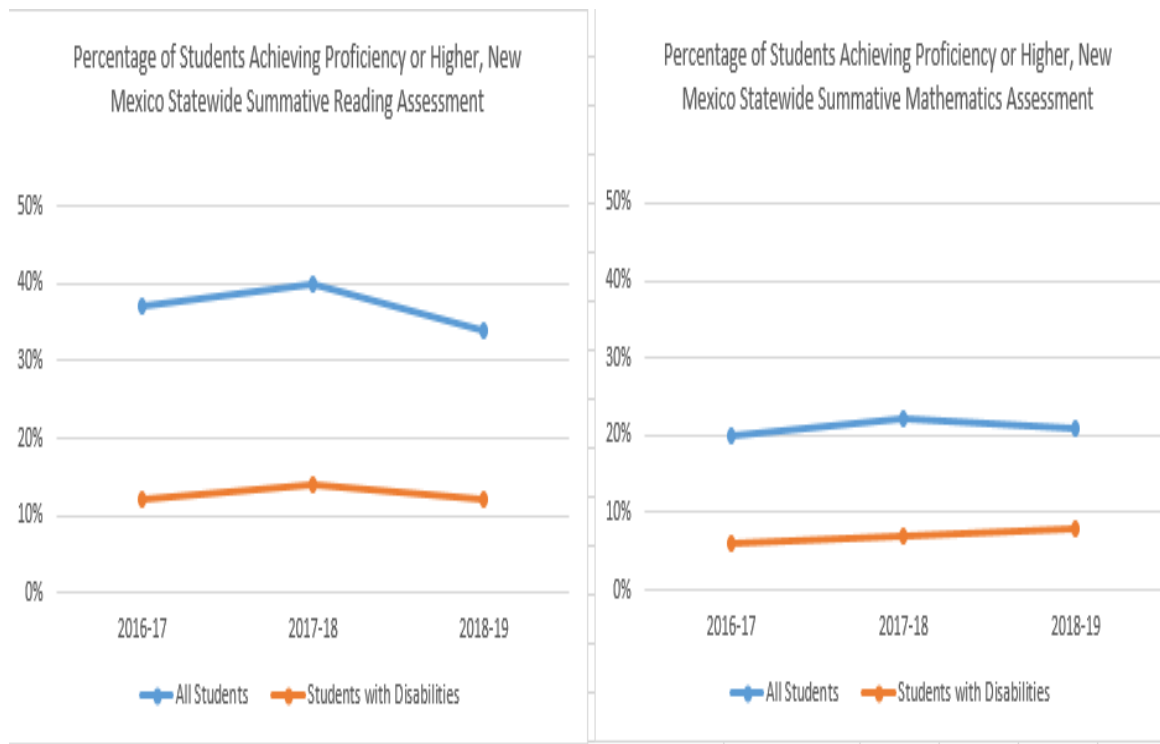


# Separated by Category as Reported

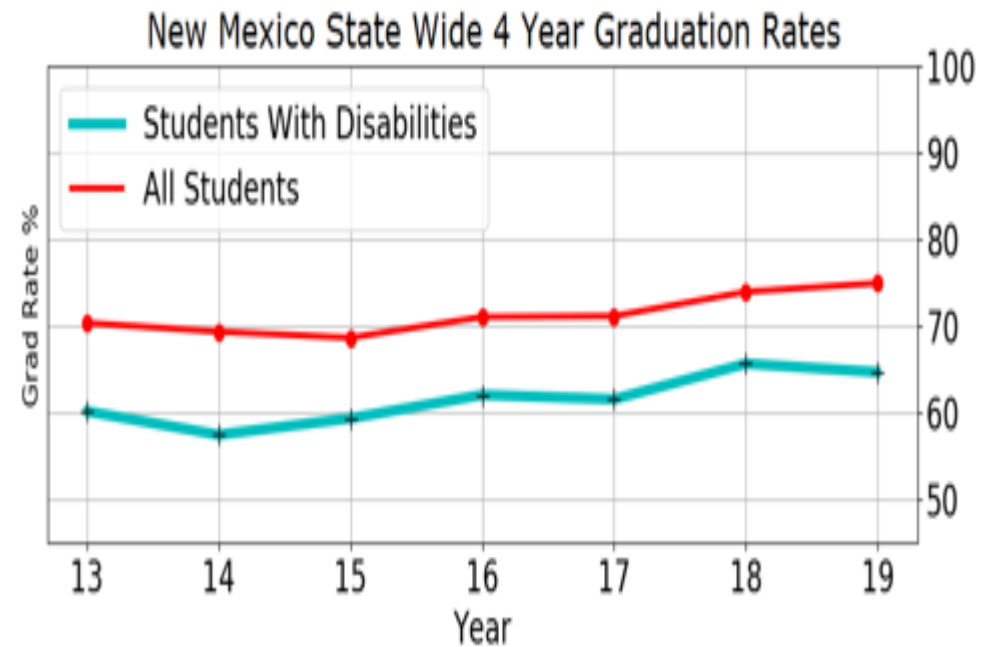
Disability Category	Total Students
Autism	4,316
Deaf-Blindness	7
Developmental Delay	5,201
Emotional Disturbance	1,974
Hearing Impairment	552
Intellectual Disability	2,462
Multiple Disabilities	821
Other Health Impairment	5,469
Orthopedic Impairment	217
Speech/Language Impairment	9,627
Specific Learning Disability	26,358
Traumatic Brain Injury	196
Visual Impairment	217
<b>Total</b>	<b>57,417</b>

# Student Achievement in Special Education

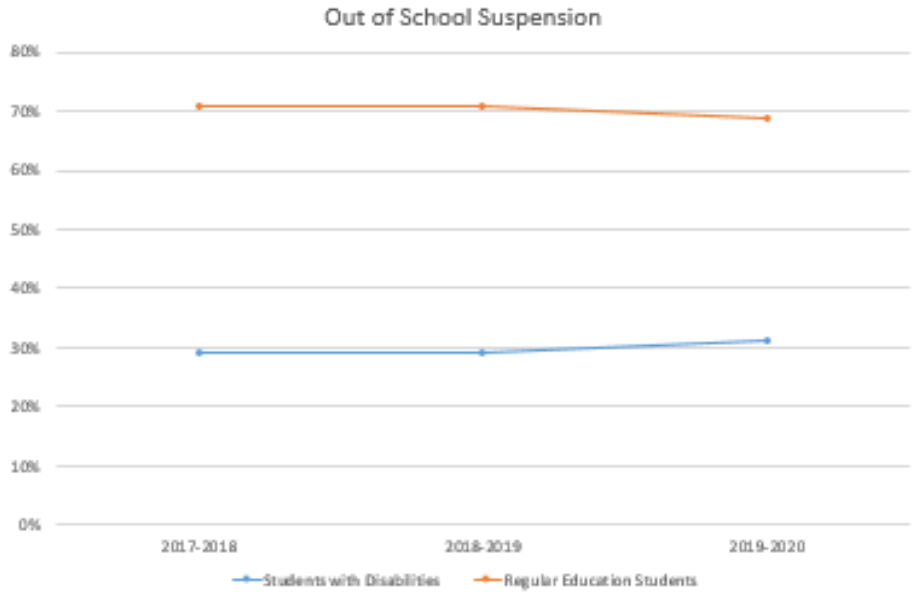
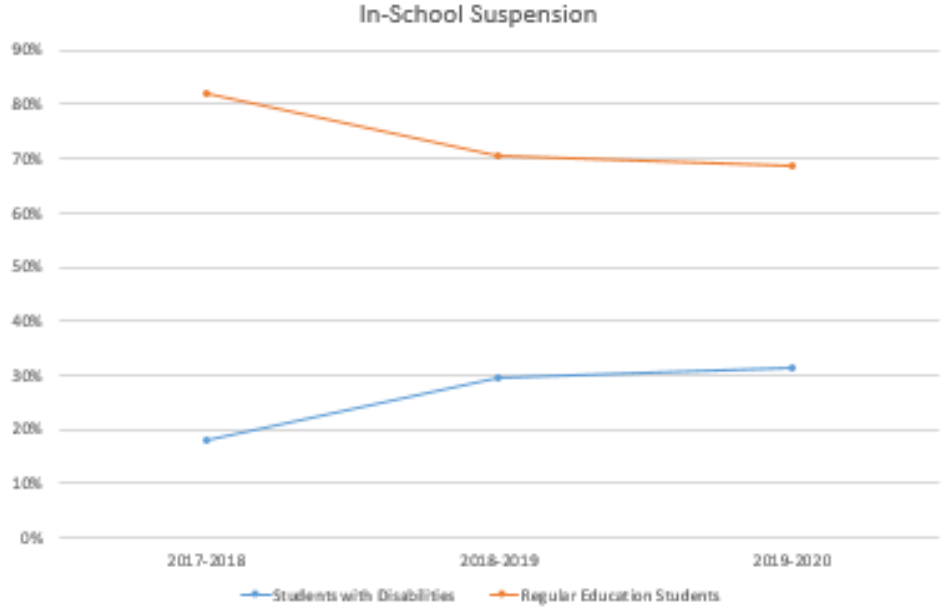
- Assessment Data Trends



- Graduation Rate Trends



# In School and Out of School Suspension Trends



# Special Education Review

- Lack of support from general education teachers
- Timely initial evaluations when students are referred for testing
- The need to recruit special education teachers from colleges and universities
- Working with students who have behavioral concerns, i.e. lack of positive behavioral supports and seclusion and restraint concerns
- Better communication with parents from the school and district

# Takeaways

- **Urgent action** is needed to better support students with disabilities
- Students with disabilities remain **systematically well behind** their peers in achievement and graduation
- Immediate need to **create a framework to improve and optimize teaching and learning** for general education teachers, special education teachers, and support staff supporting inclusive practices
- Increased training within the **Multi-Layered System of Supports (MLSS)**
- **Continued investment** at the state and local level with **intensive support programs for special education teachers** who are entering and currently in the field
- Need to improve systems that **support parental concerns**

# Opportunities for Enhanced Services

**Accountability &  
Oversight**

**Parent and Family  
Support**

**Building Educator  
Capacity**

**Comms and  
Engagement**

**Compliance &  
Procedures**

**Interagency  
Collaboration**



# Special Education Strategic Planning









# Special Education Working Group

- Bring experience, expertise, and passion for high quality special education services together
- Leverage collective wisdom of the group
- Create a strong advisory empowered to create positive change

# Special Education Working Group Actions

- Immediate actions
  - Stronger parent supports and advocacy
  - Increased professional development
  - Improved data and reporting
- Medium- and Long-term actions
  - Transformative positive change for students with disabilities

# Theory of Action

Actions/Inputs		Outputs		Goals/Impact
Professional learning opportunities for special education and general education teachers Ongoing monitoring Support for transitions		SWD correctly identified, in a timely manner, and placed in least restrictive environment; improved instruction for SWD		Improved educational outcomes for SWD
Parent liaison hired Parent “button” on website (in progress) Infographic for parents Parent learning opportunities		More information provided by PED to parents about special education issues, strategies and rights.		Families of SWD feel supported and know their rights
Instructional coaching and professional learning opportunities Technical support		Implementation of positive behavior support		Improved educator effectiveness for SWD

# Current PED Special Education Initiatives



# IDEA Indicators Part B

1. Graduation
2. Dropout
3. Assessments
4. Suspension/Expulsion
5. Least Restrictive
6. Preschool Least Restrictive Environment
7. Preschool Outcomes
8. Parent Involvement
9. Disproportionate Due to Inappropriate ID
10. Disproportionate Representation Disability Category
11. Evaluation/Timelines
12. Preschool/Transition
13. Secondary/Transition
14. Post-school outcomes
15. Resolution sessions
16. Mediation
17. State Systemic Improvement Plan (RDA)

# Accountability and Monitoring

- Collect and analyze IDEA Indicator data
  - Technical assistance provided for districts that require intensive support based on the indicators
- Expand the Stay in School Initiative for future employment
- Monitoring and track all corrective action plans
- Track all due process complaints and publicly post on website
- Technical evaluation and assessment trainings statewide for evaluators
- Trainings for targeted districts to develop better IEPs
- Annual Performance Review

# Parent and Family Support

- Options for concerns or complaints that are no cost to the families through the Alternative Dispute Resolution (ADR) process
- Parent liaison
- Partner with Parents Reaching Out (PRO) and Education for Parents of Indian Children with Special Needs (EPICS) to provide establish a Parent Training Information Center for the state
- Autism portal and trainings for parents of students with autism





# Building Educator Capacity

- Provide coaches for students with behaviors concerns and autism for every district
- Provide behavior trainings and strategies for districts
- Hold monthly director meetings and annual special education director conferences for professional development
- Collaborate with agencies for licensure including: LEAP, Preschool, CNM (SETT)
- Partners with preschool coaches

# Interagency Collaboration

- ECECD - support students with disabilities in all settings and support with the districts
- DDPC
- Medicaid in the Schools
- Higher Education
- Department of Health
- CYFD
- Corrections
- State supported schools
- Commission for the Blind
- UNM/CDD
- RECs
- Train community partners (HeadStart)

# Communication

- Special Education Directors and Parent Training Information Centers (PTIC)
- Program reviews
- Website upgraded
- Community of practice calls
- All guidance documents are on the website

# Impact of PED Special Education Initiatives

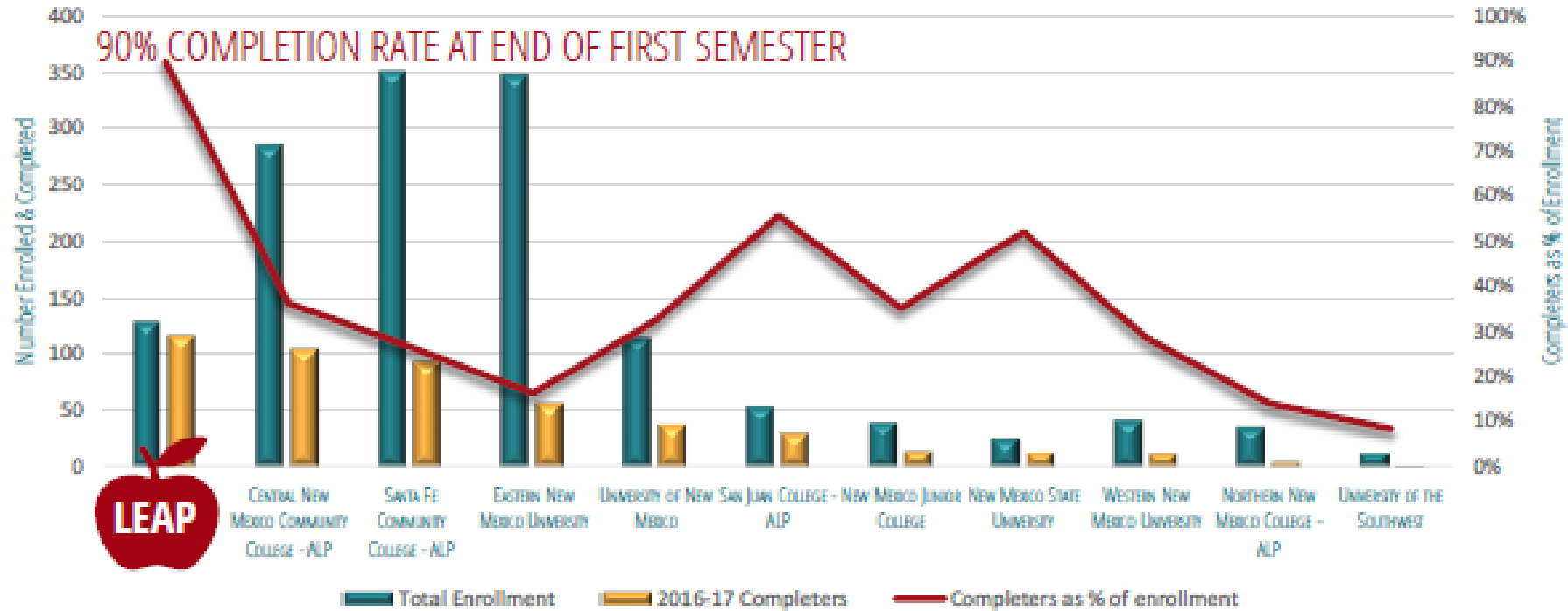
## Stay In School Initiative:

- In SY18-19, 50 SWD were identified as dropouts and with this program of cross training, 50 returned to school and graduated
- There were greater opportunities for school-to-work programs for SWD
- Increased attendance monitoring
- Attendance, behavior and grades were monitored and support was provided to students in these areas (transition specialist)
- Cross training with truancy support, counselors, and all school staff



# Special Education Teachers

## COMPLETERS AS A PERCENTAGE OF ENROLLMENT



\*NOTE: COMPLETER DATA PROVIDED BY THE U.S. DEPARTMENT OF EDUCATION TITLE II REPORTING ACT, 2018. MOST RECENT DATA AVAILABLE IS FOR THE 2016-17 ACADEMIC YEAR. LEAP DATA IS CURRENT YEAR, BASED ON COMPLETION OF FIRST SEMESTER PROGRAM REQUIREMENTS.

# Special Education During COVID-19



# School Reentry

- Each district/charter has a plan to deliver Special Education services

## Delivering Services:



### Point #1

COVID-19 has **NOT** changed students' rights for special education services



### Point #2

Model of delivering service will look different from state to state, city to city and county to county



### Point #3

COVID has changed how the general education systems operates

- Changes require school systems to determine **HOW** they will maintain LRE for each student in the context of how they are operating

# 5:1 participation and those still at home

## **How will appropriate instruction be provided for students in special education that have significant difficulty actively participating remotely?**

- The 5:1 guidance was offered to the districts as an opportunity to work with students on an IEP. It is a local decision.
- Student Engagement in learning opportunities in person or through distance education when content and instruction is student-centered, accessible, and relevant.
- Instruction should be student-centered, accessible, relevant whether in person or online
- Students may need additional supports to continue developing self-management and self-regulation skills. When providing education outside traditional in-person classroom settings, staff may need to use technology tools that allow them to check in with students in creative ways or provide multiple opportunities for engagement.



# Special Education During COVID-19 Guidance

Special education guidance documents are posted on the PED website

<https://webnew.ped.state.nm.us/reentry-district-and-school-guidance/>

## Special Education Services

### REENTRY GUIDANCE



The health and safety of students, parents/guardians, and school personnel remain top priorities when considering school reentry for students. It is critical that student learning takes place in a safe environment. It is also important that students, families, and staff feel safe.

The New Mexico Public Education Department (NMPED) acknowledges the challenges that COVID-19 has made on our schools. The NMPED also recognizes that some families of students with disabilities will have concerns about the health and safety of their children and that some parents may choose not to have students participate in in-person learning. However, communication with school staff and parents of students with special education needs about learning during the COVID-19 pandemic is critical because mutual decisions may be made for remote learning to continue. The following are questions and answers concerning remote learning and special education needs that may help foster clear communication for all concerned.



### Questions and Answers

**Q1. What is the obligation of the schools under Individuals with Disabilities Education Act (IDEA) in transitioning students back to school buildings?**

**A1.** Under the IDEA, the schools are responsible for providing a student with a Free Appropriate Public Education (FAPE). During this period of extended school closure and re-opening, the FAPE obligation includes:

1. Reviewing the appropriateness of the Individualized Educational Program (IEP) in effect when a change in service delivery model occurs or when student progress monitoring indicates a lack of progress; and
2. Addressing the need for compensatory education and/or recovery services if there is a loss of FAPE. Depending on the process adopted by the schools to re-open school buildings, these responsibilities may need to be revisited multiple times.

As a reminder, evaluations must continue. This is a student-centered process, driven by data and with the goal of continued learning for the student.

**Q2. What are compensatory education and/or recovery services?**

**A2.** Compensatory education is a remedy available under the IDEA for a denial of FAPE. Compensatory education services are traditionally awarded when schools have failed to meet their legal obligations.

In contrast, the impact of the school closure on the student's progress due to COVID-19 presents a different challenge because all students in the state were experiencing a different educational program regardless of disability.

NMPED recognizes that during this period of extended school closure and heightened health and safety needs, schools may not have been able to provide some specially designed instruction, related services, and supplementary aids and supports provided to students before the school closures. Although this may have occurred through

# Thank you!

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