

Individuals with Disabilities Education Act (IDEA)
State Advisory Panel Meeting IDEA Official Meeting Minutes
February 25, 2022

1. Call to Order: February 25, 2022, at 8:30 AM

2. Roll Call: All members were present.

3. Approval of previous meeting minutes & Current Agenda,

Ellis made the motion Luckasson seconded the motion. The previous meeting minutes & current agenda passed.

4. New business:

a. Updates:

NMPED/SED Update – Deborah Dominguez-Clark, Director, SED

We discussed eclipse, along with discussing COVID-19 protocols.

**ECLIPSE - Lisa Creecy, ECLIPSE Coordinator; Mary Chappell, Education Administrator
SED**

The SSIP addresses Indicator 17 of the State Performance Plan Annual Performance Report (SPP/APR), resulting from driven accountability requirements.

A yearly Federal accountability report was submitted to OSEP Submitted on February 1, 2022; unpublished report.

SIMR: Increase the reading proficiency of students with disabilities in second grade measured by statewide-standardized reading assessments I-station is the current statewide standardized reading assessment. • Three stakeholder feedback gathering events were held. Data sets from 2018-2019 and 2019-2020 were analyzed. Unofficial REC data was analyzed for the 20-21 School Year. COVID-19 impacts for future years were considered historical data of baseline 2019. The program was at 12.4% proficiency

Proficiency targets have been set at:

2020	16.5%
2021	16.5%
2022	17.0%
2023	17.6%
2024	18.6%
2025	20.1%

Updates to Implementation-Evaluation Plan.

We are focused on improving literacy outcomes for K-3 SWDs and coordinated with statewide literacy initiatives based on the Structured Literacy methodology. Internal program evaluation is done.

Significant categories of improvement were identified: data analysis, curriculum, and instruction, stakeholder engagement, and communication. Stakeholder Engagement Key Improvement Efforts. ECLIPSE program coordinators presented data and program updates to the

Respectfully submitted Kaity Ellis, AALS, BSW, LMSW, ADAC, Individuals with Disabilities Education Act (IDEA) State Advisory Panel Secretary

state IDEA Panel (including parents and advocate educators) during the 2020-21 school year. IDEA Panel members participated and were engaged in the ECLIPSE program presentation. The IDEA Panel committee met as a small group to discuss the program after the day. The ECLIPSE IDEA Panel committee feedback using the specific-measurable-attainable-relevant-time-based (SMART) goal process and the I-station data. One ECLIPSE stakeholder meeting was held from 2020-to 2021 via the Zoom online platform. Stakeholders included the ECLIPSE s Education Cooperative Executive Directors (REG'S), Special Education Directors, ECLIPSE Principals, and ECLIPSE Special Education. The NMSU Director and Regional Education Cooperative Contractors. After the meeting, stakeholders were provided with ECLIPSE program details for the s stakeholders provided verbal feedback about the ECLIPSE program. Parent engagement stakeholder meetings were held via online platforms to provide parents with direct, explicit literacy training. Once trained, parents could engage their students in fun literacy activities at home. Regional Education Cooperative (REC) contractor bags with the hands-on literacy materials to each school before the online parent training. Parent survey data following the training and results; parents were pleased with the literacy tools that could be utilized at home with their child. Since the training was online, many p their children attended the interactive family literacy event. All stakeholder groups participated in SIMR feedback meetings and feedback surveys. The external and internal ECLIPSE stakeholders needed input on the SIMR. This feedback has helped the ECLIPSE team to coalesce our five-year SIMR plans for the improvement of ten students with disabilities. An online end-of-year survey was sent to all ECLIPSE stakeholders as the 2020-2021 school year ended. The feedback from this development of an ECLIPSE strategic plan focused on short-term goals, intermediate goals, and longer-term goals.

Due Process Hearings Discussions – Debbie Poulin, General Council

Debbie Poulin, General Council, gave IDEA members an update on due process hearings. These outcomes are individualized. Don't hesitate to contact the general council for more information.

b. Sub-Committee Work -

Committees were designated. The committees are as follows 1. Community 2. IEP language update 3. The 14 indicators. Please see these reports that the secretary has received. They are attached to these minutes.

5. Public Comment

From Robert Madrid to Everyone 08:31 AM

Robert Madrid - 505.629.3389 work cell / 505.991.1794 personal

From Vonnie Sachse to Everyone 08:51 AM

Hi Lori! Nice to see you!!!!

I miss working with you!!! But I hope this is a much better fit. Not sure how much longer I'll work with MiVia. It's been bad!

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From Mary Chappell, NMPED SED to Everyone 09:52 AM

<https://docs.google.com/presentation/d/1wesrYrN54JyyLUknd5zY7vjFLhaScMldZ4w5bFP1O5E/present>

From evillanueva to Everyone 10:12 AM

When I started college

From Candice Forgue to Everyone 10:12 AM

Baking with my Grandma

From Lisa Blue to Everyone 10:12 AM

when I had a son with special needs

From Robert Madrid to Everyone 10:13 AM

1st grade, my teacher helped me improve my reading skills

From Cammie Leplatt UDL Coach to Everyone 10:13 AM

Learning the star patterns in 3rd grade by looking at the stars at night with the class

From Mary Chappell, NMPED SED to Everyone 10:14 AM

I get motivated when I can apply what I'm learning to my life or work.

From Rebecca Brodeur to Everyone 10:16 AM

when an admired person in the school told me I was gifted in other areas like memorization and could use that to learn when I was dyslexic, I was still going to learn many things; I just had to do differently!!!!

From Jenn Donelli -PRO to Everyone 10:19 AM

This tool was a game-changer for my daughter. ❤️

From Rebecca Brodeur to Everyone at 10:20 AM

My son uses co-writer and snap-n-read and has made much progress in his social world and academics. It allows him to be functional in the world, such as ordering his meal in a restaurant. These tools were game changers for my children. His teachers are less frustrated and spend more time teaching than figuring out what he intends to say.

From Robert Madrid to Everyone 10:21 AM

How can the districts apply for these tools? Is there a cost associated with these tools?

From Gabby to Everyone 10:22 AM

I would like to sign up to speak when the public input session occurs.

From Maria Jaramillo, CREC (REC5), to Everyone at 10:22 AM

Hi Robert! No. There will not be a cost as the grant will pay for it...CREC will be putting out an application beginning next semester. You will receive the info as well at NMCD. Thanks!!!

From Robert Madrid to Everyone 10:23 AM

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AWESOME

From Rebecca Brodeur to Everyone 10:24 AM

Some schools already have these programs in their district already-they need resources and training on how best to use the programs...

From Cammie Leplatt UDL Coach to Everyone 10:30 AM

Cammie LePlatt: cleplatt@crecnm.org

jmenicucci@crecnm.org

Candice Forgue: cforgue@crecnm.org

From Candice Forgue to Everyone 10:32 AM

Jane Menicucci: jmenicucci@crecnm.org

From Candice Forgue to Everyone 10:38 AM

UDL Website: <https://sites.google.com/crecnm.com/nmudl/home>

From Catherine Quick to Everyone 10:39 AM

I can hear it well.

From Ruth Luckasson to Everyone 10:43 AM

I apologize, but I need to step away for another meeting. I will try to come back. Thank you. Ruth

From evillanueva to Everyone 10:47 AM

Self-advocacy

From Deborah Dominguez-Clark SED to Everyone 10:49 AM

If you would like to speak during public comment, please sign up in the chat. Public comment is from 1:10-to 1:25

Or you can send a message to Crystal for a public comment sign-up. Thank you.

From Elvira Dennison to Everyone at 10:51 AM

I'm having internet connection issues

From Gabby to Everyone 11:12 AM

I would like to sign up for public comment Gabrielle Heisey

From Catherine Quick to Everyone 11:13 AM

Robert, I did not hear my name, but I am here.

From Rebecca Cobos to Everyone at 11:16 AM

Awesome Dana!!

From Kaity Ellis to Everyone at 11:25 AM

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Committees are as follows 1. Community 2. IEP language update 3. The 14 indicators. Would you please let the chair know what committee you are assigned to in a personal chat? You can also let me know. Thank you.

From Elvira Dennison to Everyone at 11:29 AM

I have a staff meeting I g now I will follow up through email, sorry

From Rebecca Cobos to Everyone 12:03 PM

I'm in the indicator 14 committee

From Kim Lanoy-Sandoval to Everyone at 12:05 PM

Kim@ces.org

From evillanueva to Everyone 12:09 PM

I apologize but will have to leave the meeting

From Mary Chappell, NMPED SED to Everyone 12:22 PM

Committee 1: <https://docs.google.com/document/d/1m-BEVRrZyZzY9f1JW74WQtLmv1oycDrnCQj8HanPGM/edit#heading=h.re8sktmyvwom>
Committee

2: <https://docs.google.com/document/d/1od0A1wikj72uXk32o1975VnnlAid6MalclyKtXwgsVw/edit#heading=h.v4yl40a32y04>

Committee 3:

<https://docs.google.com/document/d/1jmZuQZrU0ySjldaxDsOCgvBjQZxqjJxkIP2botu001o/edit#heading=h.z5j5thcz1dvvu>

From Gabby to Everyone 12:24 PM

Are each of the breakouts also recorded?

From Deborah Dominguez-Clark SED to Everyone 12:24 PM

No breakouts are not recorded.

From Deborah Dominguez-Clark SED to Me (Direct Message) 12:32 PM

Lisa Blue - IEP Lang. / Rebecca Cobos - Ind. 17 / Jennifer Donelli - IEP Lang. / Kaitlin Ellis - IEP Lang. / Robert Madrid - Community / Dana Malone - Community / Catherine Quick - IEP Lang. / Vonnie Sachse - IEP Lang. / Elisa Villanueva - Community

From Robert Madrid to Everyone 12:59 PM

Lisa Blue - IEP Lang. / Rebecca Cobos - Ind. 17 / Jennifer Donelli - IEP Lang. / Kaitlin Ellis - IEP Lang. / Robert Madrid - Community / Dana Malone - Community / Catherine Quick - IEP Lang. / Vonnie Sachse - IEP Lang. / Elisa Villanueva – Community

From Mary Chappell, NMPED SED to Everyone 01:02 PM

Committee 1 community: <https://docs.google.com/document/d/1m-BEVRrZyZzY9f1JW74WQtLmv1oycDrnCQj8HanPGM/edit#heading=h.re8sktmyvwom>

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From Dana Malone to Everyone 01:08 PM

got to go

From Robert Madrid to Me (Direct Message) 01:10 PM

6. Adjourn: The meeting was adjourned at 12:45 PM on February 25, 2022.

IDEA B Panel Committee Notes

Meeting #1: Identify Potential Problems & Ask Clarifying Questions

Friday, December 10, 2021

Committee Focus: IEP Development	Committee Norms: <ul style="list-style-type: none"> We speak to and respect each other as professionals We value each other's contributions and roles We acknowledge and embrace the strengths of team members We commit to intentional collaboration during the exploration of any new initiative We commit to problem-solving by asking clarifying questions, being patient, confirming understanding, and communicating to appropriate others
Members Present: Jenn Donelli, Lisa Blue, Catherine Quick, Vonnie Sachse, Kaity Ellis	
Roles and Responsibilities: <ul style="list-style-type: none"> Facilitator: Catherine Note taker: Lisa and Catherine Timekeeper: Vonnie Speaker: Lisa Blue 	

Agenda

	Agenda Items	Summary of "next right steps"	Communication to Stakeholders (if needed)
Guiding Question(s)	What are the problems that could be creating barriers for our students? What information do we need to understand the problem?		
Build Background Knowledge	The language is too complicated for all participants. Understand the need for legalese but still need to be understood. The flow of the IEPs does not help decision-making. A need to understand the roles of each	Is the survey statewide and on a website to provide continuous feedback? Closes on the 17th. Have a visual representation/organizational chart within the IEP to clarify all roles and what each person does. Utilize a feedback protocol. Take into account that disability is a human condition within all parts of life.	Already a survey which closes on the 17th.

	member and how decisions are made. Parents do not always understand their importance.		
Identify Potential Problems	<p>Approach as child deficits, and parents/child feel defeated.</p> <p>The child and parent might not be empowered to give input.</p> <p>Flow</p> <p>Understanding</p> <p>Visual clarity</p>	<p>Approach child strengths and use strengths to move skill attainment forward.</p> <p>Allow more student-led IEPs.</p> <p>Be sure the child is in the meeting to help direct the conversation toward more positive conversations.</p>	
Generate Clarifying Questions		Share questions with SED so they can research answers to questions.	
Presentation		Committee proposed a meeting outside the IDEA Panel to continue the work and invite PRO, EPICS, and Disability Rights NM.	

Meeting #2: Identify a Core Problem

Friday, February 25, 2022

Committee Name: IEP Development	Committee Norms: <ul style="list-style-type: none"> • We speak to and respect each other as professionals • We value each other's contributions and roles • We acknowledge and embrace the strengths of team members • We commit to intentional collaboration during the exploration of any new initiative • We commit to problem-solving by asking clarifying questions, being patient, confirming understanding, and communicating to appropriate others
Members Present:	
Roles and Responsibilities: <ul style="list-style-type: none"> • Facilitator: Kaity • Note taker: Catherine 	

<ul style="list-style-type: none"> • Timekeeper: Mary • Speaker: Kaity 	
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Agenda

	Agenda Items	Summary of "next right steps"	Communication to Stakeholders (if needed)
Guiding Question	What is one issue we can focus on that seems to be at the core of the problem?		
Review Notes from Prior Meetings	We did not meet in the interim of the IDEA Panel meeting today.	Strongly encouraged to meet before the next IDEA Panel.	
Build Background Knowledge	<p>Parents have difficulty obtaining an evaluation for their child. A parent needs support. What are the ways a parent obtains support? The parent struggles to find resources and feels it has been worse since the pandemic.</p> <p>Student developed IEPs</p> <p>When adding resources for the IEP, technical manuals, and education to empower parent participation. PED website is hard to navigate for persons with disabilities that use assistive technologies/devices. Accessibility for parents and students</p>	<p>Do we have parent contact resources: PRO, SED, EPICS, etc.?</p> <p>Creation of video explaining procedural safeguards Create a flyer of resources</p> <p>This committee meets again in March/April. Lisa is taking that on. Thank you.</p>	How well are all our agencies aligned? How well can we get resources to tribal communities? AS community committee members: there is a need to communicate to SED the needs. Who is on an IEP team, whom to contact, and where are the procedural safeguards. Maybe create a video of procedural safeguards with close-captioned and audio descriptions of photos and languages.
Identify a core problem	Accessibility Resources		

Presentation			
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Meeting #3: Propose Action Steps

Friday, April 29, 2022

Committee Name:	Committee Norms: <ul style="list-style-type: none"> We speak to and respect each other as professionals We value each other's contributions and roles We acknowledge and embrace the strengths of team members We commit to intentional collaboration during the exploration of any new initiative We commit to problem-solving by asking clarifying questions, being patient, confirming understanding, and communicating to appropriate others
Members Present:	
Roles and Responsibilities: <ul style="list-style-type: none"> Facilitator: Notetaker: Timekeeper: Speaker: 	

Agenda

	Agenda Items	Summary of "next right steps"	Communication to Stakeholders (if needed)
Guiding Question	What steps does NMPED SED need to take to address the core problem?		
Review Notes from Prior Meetings			
Build Background Knowledge			
Generate Actionable Steps to Address the Core Problem			
Finalize Proposal			
Presentation			

IDEA B Panel Committee Notes

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Committee #1 Focus: Meeting the Whole Child/Student's Needs in school and community.	Committee Norms: <ul style="list-style-type: none"> • We speak to and respect each other as professionals • We value each other's contributions and roles • We acknowledge and embrace the strengths of team members • We commit to intentional collaboration during the exploration of any new initiative • We commit to problem-solving by asking clarifying questions, being patient, confirming understanding, and communicating to appropriate others
Members Present: Dana, Robert, Rebecca	
Roles and Responsibilities: <ul style="list-style-type: none"> • Facilitator: • Notetaker: • Timekeeper: • Speaker: 	

Agenda

	Agenda Items	Summary of "next right steps"	Communication to Stakeholders (if needed)
Guiding Question(s)	<p>What are the problems that could be creating barriers for our students?</p> <ul style="list-style-type: none"> • Don't know who to go to or where to go to for services for mental health and other needs • Access to the internet • Access to services (transportation, lack of community resources) <p>What information do we need to understand the problem?</p> <p>Results from surveys (input from LEAs, parents, students,</p>	<p>-Statewide survey to identify student's needs/needs assessment - Is this part of the school climate survey? Includes regional needs</p> <p>-Identify additional resources in the education that can support student's needs in school and community (childcare, FIT, Pre-K, mental health, health, dental, behavioral, health, housing, food, guidance from school counselors, Other federal programs such as MV, FC, Mirant, Expectant</p>	<p>Local LEAs (admin, Sp Ed, Migrant, homeless, T1, community providers, PED/Sp Ed and other Title Programs, Equity leadership teams/councils at PED/LEAs, PED IT</p>

	community members/partners, PED)	and Parenting youth - who to go to Create a resources page on the PED website	
Build Background Knowledge	Surveys for different populations		
Identify Potential Problems	Survey		
Generate Clarifying Questions	IDEA Advisory Panel	Share questions with SED so they can research answers to questions.	
Presentation			

Meeting #2: Identify a Core Problem
Friday, February 25, 2022

Committee Name: Committee #1 Focus: Meeting the Whole Child/Student's Needs, both in school and in the community.	Committee Norms: <ul style="list-style-type: none"> We speak to and respect each other as professionals We value each other's contributions and roles We acknowledge and embrace the strengths of team members We commit to intentional collaboration during the exploration of any new initiative We commit to problem-solving by asking clarifying questions, being patient, confirming understanding, and communicating to appropriate others
Members Present: Robert, Rebecca, Shannon	
Roles and Responsibilities: <ul style="list-style-type: none"> Facilitator: All members Note taker: Rebecca Timekeeper: Robert Speaker: Shannon 	

Agenda

	Agenda Items	Summary of "next right steps"	Communication to Stakeholders (if needed)
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Guiding Question	What is one issue we can focus on that seems to be at the core of the problem?		
Review Notes from Prior Meetings			
Build Background Knowledge			
Identify a core problem.	Access to resources, transition liaison, COVID effects	Transition web page, one-stop place, phone numbers, direct links, transition person in the school setting. Make priority transition resource person in schools.	More family and staff friendly one-stop, bring back state transition team person, services, and resources link on the website. Input from stakeholders
Presentation			

Meeting #3: Propose Action Steps
Friday, April 29, 2022

Committee Name:	Committee Norms: <ul style="list-style-type: none"> • We speak to and respect each other as professionals • We value each other's contributions and roles • We acknowledge and embrace the strengths of team members • We commit to intentional collaboration during the exploration of any new initiative • We commit to problem-solving by asking clarifying questions, being patient, confirming understanding, and communicating to appropriate others
Members Present:	
Roles and Responsibilities: <ul style="list-style-type: none"> • Facilitator: • Notetaker: • Timekeeper: • Speaker: 	

Agenda

	Agenda Items	Summary of "next right steps"	Communication to Stakeholders (if needed)
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Review Notes from Prior Meetings			
Build Background Knowledge			
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Finalize Proposal			
Presentation			