

IDEA B Panel Committee Notes

Meeting #1: Identify Potential Problems & Ask Clarifying Questions

Friday, September 23, 2022

Committee Name: Mental, Social Emotional, & Behavioral Health Supports in Schools	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
Committee Focus: Mental Health/Trauma	
Members Present: Kaity Ellis, Amy Trevino, Rebecca Cobos, Kara Sanchez, Robert Madrid, Mary Vaughn	
Roles and Responsibilities: <ul style="list-style-type: none">• Facilitator: Rebecca Cobos• Note taker: Debra Poulin• Timekeeper: Kara Sanchez• Speaker: Robert Madrid	

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Agenda

	Agenda Items	Summary of "next right steps"	Communication to Stakeholders (if needed)
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<p>Guiding Question(s)</p>	<p>What are the problems that could be creating barriers for our students?</p> <p>What information do we need to understand the problem?</p> <p>Results from surveys (input from LEAs, parents, students, community members/partners, PED)</p>	<p>Committee will have interim meetings before next Advisory Panel meeting to discuss focus issues/information</p>	
<p>Build Background Knowledge</p>			

<p>Identify Potential Problems</p>	<p>Members discussed diverse interests/concerns that can fall under the umbrella of “mental health”. Kaity discussed importance of understanding from the perspective of a person with lived experience in the work of the committee.</p> <p>Began discussion of issues for possible focus:</p> <p>Amy - Trauma throughout state caused by Covid, transition of students from hospitals or RTCs that have highly structured programs and LEAs don't have the manpower, Huge gap between development and implementation of FBAs/BIPs and adherence to NMPED Manuals</p> <p>Kara – Services don't align from one setting to another, lack of transition and communications between entities, Cycle of trauma and retraumatization</p> <p>Kaity – Restraint and Seclusion</p>	
<p>Generate Clarifying Questions</p>		
<p>Presentation</p>	<p>Robert discussed issues that we began to identify/discuss</p>	

Meeting #2: Identify a Core Problem & Ask Clarifying Questions

Friday, November 4, 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:• Note taker:• Timekeeper:• Speaker:	

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?	Need data from PED and will then be able to identify	
Review Notes from Prior Meetings			
Build Background Knowledge	<p>Can SED provide committee with data on students in special ed that have been suspended and what is leading behavior for suspension (infraction reports) for last full year</p> <p>Can SED provide committee with data on student in special ed that have been restrained and secluded for the last year</p> <p>DP – would want to know about SEL, trauma initiatives ongoing in state before pursuing and making recommendations</p>	Committee will email SED Director and Data Manager to request information and they will let us know if it can be provided and if so, when	

<p>Identify a core problem</p>	<p>Inconsistencies in FBA/BIP development and implementation across state Lack of knowledge by some LEAs of education about PED Technical Assistance/Guidance on FBA and BIP Uniformity across districts – what is realistic and appropriate Access to services in appropriate cultural context Lack of support services in school districts LEAs saying that they cannot provide education/support needed Cultural issues need to be considered in disability culture</p>		
<p>Presentation</p>	<p>Robert summarized progress and discussion with SED about data</p>		

Meeting #3: Define the Core Problem

Friday, February 10, 2023

Committee Name: Mental Health	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: Kara Sanchez, Amy Trevino, Rebecaa Cobos, Kaity Ellis, Debra Poulin	
Roles and Responsibilities: <ul style="list-style-type: none"> ● Facilitator: Debra Poulin ● Note taker: Debra Poulin ● Timekeeper: ● Speaker: 	

Agenda

	Agenda Items	Summary of "next right steps"	Communication to Stakeholders (if needed)
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Guiding Question	What information do we need to understand the problem? Core Problems: Bias against students with Emotional Disorder and low expectations for these students, lack of appropriate education for students in therapeutic settings, Inconsistent implementation of FBA/BIP guidance		
Review Notes from Prior Meetings	Done		
Build Background Knowledge	Personal experience of state behavioral health system with no education provided, students out of acute and lack of RTCs, students on foster care		
Generate Actionable Steps to Address the Core Problem			
Finalize Proposal			
Presentation			

Meeting #4: Propose Action Steps

Thursday, April 7, 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: ● Note taker: ● 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			