RATON PUBLIC SCHOOLS

Handbook of Special Education Procedures

Updated May 2021

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| SUBPART A—GENERAL | | |
| **PURPOSES AND APPLICABILITY** | | |
|  | **6.31.2.14 NMAC. RULES OF CONSTRUCTION:**  A. U.S. department of education interpretations. The U.S. department of education’s (USDE) interpretations of the provisions of 34 CFR Part 300 as set forth in its Analysis of Comments and Changes to Part 300 at 71 Federal Register 46547-46753 (August 14, 2006), and other interpretations that are published or announced by the USDE in the federal register are recognized as the federal government’s official positions regarding the requirements of IDEA. Such interpretations shall be followed by the department to the extent that they do not conflict with express provisions of IDEA or case law from the federal courts.  B. Uniform Statute and Rule Construction Act. The Uniform Statute and Rule Construction Act, Sections 12-2A-1 through 12-2A-20 §applies to the  interpretation of 6.31.2 NMAC except to the extent that these rules incorporate permissible variations  under the New Mexico version of the Uniform  Statute and Rule Construction Act. References in 6.31.2 NMAC to state or federal laws, rules are  intended to incorporate future amendments unless a provision in these rules is irreconcilable with a future amendment under the standards of the Uniform  Statute and Rule Construction Act.  C. Conflicts with state or federal laws or rules.. If any state law, or a state rule adopted by the department or a federal law or regulation grants greater rights to an individual or public agency than these rules provide, the provision(s) granting greater rights shall control to the extent necessary to avoid a conflict. | RATON PUBLIC SCHOOLS Board Policy along with this Handbook of Procedures constitute the Policies and Procedures of RATON PUBLIC SCHOOLS which are  designed to be consistent with the State policies and procedures developed pursuant to the IDEA.  The NMPED also provides guidance to local educational agencies in implementing the IDEA. To the extent that the NMPED’s guidance is consistent with the IDEA and does not impose a requirement that is not otherwise imposed by the IDEA without the specific notice required under 34 C.F.R. §300.299(a)(2), RATON PUBLIC SCHOOLS will follow the guidance of the NMPED.  RATON PUBLIC SCHOOLS Special Education Handbook of Procedures is not be for the purpose of creating a requirement that is not otherwise imposed by the IDEA (and its implementing federal regulations, state statutes and rules) and shall not be construed to create a higher standard. This Handbook of Procedures developed by the Superintendent or at the  Superintendent’s direction shall be posted on RATON PUBLIC SCHOOLS’s website. RATON PUBLIC SCHOOLS Special Education Handbook of Procedures should be interpreted consistent with the IDEA.  RATON PUBLIC SCHOOLS Special Education Handbook of Procedures is reviewed and updated, as needed, on at least an annual basis. RATON PUBLIC SCHOOLS will make timely changes to policies and procedures in response to IDEA amendments, regulatory or rule changes, changes to State policy, or new legal interpretation as are necessary to bring RATON PUBLIC SCHOOLS into compliance with the requirements of IDEA. |

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| § 300.1 Purposes. |  |  |
| The purposes of this part are—  (a) To ensure that all children with disabilities have available to them a free appropriate public  education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education,  employment, and independent living;  (b) To ensure that the rights of children with disabilities and their parents are protected;  (c) To assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities; and  (d) To assess and ensure the effectiveness of efforts to educate children with disabilities.  (Authority: 20 U.S.C. 1400(d)) | **6.31.2.2 NMAC. SCOPE:**  The requirements of these rules are binding on each New Mexico public agency that has direct or delegated authority to provide special education and related services, regardless of whether that public agency is receiving funds under the Individuals with Disabilities Education Improvement Act of 2004 and regardless of whether it provides special education and related services directly, by contract or through other arrangements such as referrals by the public agency to private schools or facilities. Each public agency is responsible for ensuring that all rights and protections under these rules are afforded to children referred to or placed in private schools or facilities including residential treatment centers, day treatment centers, hospitals, or mental health institutions by that public agency.  **6.31.2.6 NMAC. OBJECTIVE:**  The following rule is promulgated to assist New Mexico public agencies in appropriately identifying and providing educational services for children with disabilities and gifted children. The purposes of this rule are to ensure that all children with disabilities have available a free appropriate public education which includes special education and related services to meet their unique needs; to ensure that the rights of children with disabilities and gifted children and their parents are protected; to assist public agencies to provide for the education of all children with disabilities and gifted children; and to evaluate and ensure the effectiveness of efforts to educate those children. | RATON PUBLIC SCHOOLS maintains systems to ensure that all children with disabilities residing in the District, including children with disabilities attending non-public schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and provided a free appropriate public education (FAPE).  RATON PUBLIC SCHOOLS maintains systems to ensure that children with disabilities and their parents are afforded the procedural safeguards required under the IDEA (and its implementing federal regulations, state statutes and rules) including with respect to the confidentiality of records and personally identifiable information. |

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| § 300.2 Applicability of this part to State and local agencies. |  |  |
| (a) *States.* This part applies to each State that *receives* payments under Part B of the Act, as *defined* in § | **6.31.2.11 NMAC. EDUCATIONAL SERVICES FOR** | In New Mexico, there are two state-supported educational programs that were created for the express |

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| 300.4.  (b) Public *agencies within the State.* The provisions of this part—  (1) Apply to all political subdivisions of the State that are involved in the education of children  with disabilities, including:  (i) The State educational agency (SEA).  (ii) Local educational agencies (LEAs),  educational service agencies (ESAs), and  public charter schools that are not  otherwise included as LEAs or ESAs and  are not a school of an LEA or ESA.  (iii) Other State agencies and schools (such as  Departments of Mental Health and  Welfare and State schools for children  with deafness or children with blindness).  (iv) State and local juvenile and adult  correctional facilities; and  (2) Are binding on each public agency in the State that provides special education and related  services to children with disabilities,  regardless of whether that agency is receiving  funds under Part B of the Act.  (c) *Private schools and facilities.* Each public agency in the State is responsible for ensuring that the  rights and protections under Part B of the Act are given to children with disabilities*—*  (1) Referred to or placed in private schools  and facilities by that public agency; or  (2) Placed in private schools by their parents  under the provisions of §300.148.  (Authority: 20 U.S.C. 1412) | **CHILDREN WITH DISABILITIES:**  J. Children in state-supported educational programs. (1) Children placed or referred by other public agencies.  (a) Applicability. The rules in this Paragraph (1) of Subsection J of 6.31.2.11 NMAC apply to  children with disabilities who are being  considered for placement in a state-supported  educational program or facility by another  public agency as a means of providing special  education and related services.  (b) Responsibility. Each public agency shall ensure that a child with a disability who is being  considered for placement in a state-supported  educational program by another public agency  has all the rights of a related services:  (i) in conformance with an IEP;  (ii) at no cost to the child’s parents; and  (iii) at a school or facility that is accredited by  the department or licensed by the New  Mexico department of health.  (c) Service delivery. With informed parent consent pursuant to 34 CFR Sec. 300.300 and  Subsection F of 6.31.2.13 NMAC, and pursuant  to the procedures in 34 CFR Sec. 300.304 and  Subsection D of 6.31.2.10 NMAC, the state  supported program may conduct such additional  evaluations and gather such additional  information as it considers necessary to assist  the IEP team in making the placement decision.  The referring public agency and the receiving  state-supported educational program shall be  jointly responsible for developing IEPs and  ensuring that the child receives a free  appropriate public education.  (d) Joint IEPs and interagency agreements.  Responsibility for services for children placed  in or referred to state-supported educational  programs shall be defined by a jointly agreed | purpose of meeting the needs of students with disabilities in the State.  The New Mexico School for the Blind and Visually Impaired (NMSBVI) is a specialized school which provides residential, academic, support, early childhood programs, summer camps and outreach services to the blind and visually impaired students of New Mexico. NMSBVI is an entirely special education school. Today, the main campus is still located on the original site in Alamogordo with an Early Childhood Program and Outreach Program housed in Albuquerque, New Mexico.  More information is available on the NMSBVI website.  With a long history of serving children and youth who are deaf or hard of hearing, the New Mexico School for the Deaf (NMSD) offers the following programs to the state:  ■ Preschools and kindergartens - comprehensive and stimulating learning environments for young children  ■ Academics - grades 1 through 12, which encompass traditional and elective subjects with a special emphasis on language and literacy  development  ■ Student Life - a wide range of residential, educational and recreational after-school activities, such as athletics, clubs and life skills development  ■ Step\*Hi - statewide, family-centered, early intervention services for babies, toddlers and young children  ■ Outreach - statewide information and educational support to public schools serving children and youth who are deaf or hard of hearing  ■ Summer Program - a place where NMSD and non NMSD students who are deaf or hard of hearing, and in grades 3 – 12, come together in fun,  adventurous, academic and non-academic ways |

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|  | upon IEP or other written agreement between  the referring public agency and the state  supported program.  (e) Annual review. At least annually, the referring public agency, the state-supported educational  program and the parent shall jointly review the  child’s IEP and revise it as the joint IEP team  deems appropriate.  (2) Children enrolled in state-supported educational programs by parents or other public authorities. A state-supported educational program that accepts a child with a disability at the request of a parent or upon the request or order of a noneducational public authority, and without inviting the public agency that has primary responsibility for serving the child to participate in the IEP process, assumes all  responsibility for ensuring the provision of FAPE. The child’s LEA or another public agency with  educational jurisdiction may agree to share the  responsibility pursuant to a joint IEP or other written agreement between the state-supported program, the other agency and, if appropriate, the parent.  K. Children at the New Mexico School for the Deaf (NMSD).  (1) NMSD is a state educational agency established to provide educational services to persons who are 21 years of age or younger on the first day of school, who are deaf or hard of hearing, and who may  have one or more other disabilities. The school  serves as a special school on the continuum of  placement options. The school serves students who require specialized or intensive educational  services or services related to hearing impairment or deafness. NMSD provides a variety of services to the students and school districts around the  state, including outreach, consultation, and training services. NMSD also provides comprehensive  services on a day or residential basis. The  comprehensive day and residential programs are | More information is available on the NMSD website. New Mexico School for the Deaf |

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|  | not intended to serve students whose needs are  appropriately addressed in a group home or  hospital setting or in a residential treatment  facility.  (2) To be eligible to receive free services from NMSD, a student shall be deaf or hearing impaired as  determined by an audiological evaluation and be a resident of New Mexico.  (3) The student’s resident school district shall conduct child find, pursuant to 34 CFR Sec. 300.111 and  Subsection A of 6.31.2.10 NMAC.  (4) In addition to the requirements of identification, evaluations, and eligibility determinations of  students with disabilities pursuant to 6.31.2.10  NMAC and 34 CFR Secs. 300.100 through  300.230 and 300.300 through 300.328, if a  student’s resident school district finds, has reason to know, or receives documentation that a student is deaf, has a hearing impairment, or is deafblind, the following criteria shall apply  (a) the resident school district shall convene the  initial IEP team meeting;  (b) the IEP team shall include members specified in Paragraph (11) of Subsection B of 6.31.2.7  NMAC, including staff from the NMSD if  invited by the parent or the resident school  district pursuant 34 CFR Sec. 300.321(a)(6);  (c) the resident school district shall provide the  parents of the student with information on the  continuum of alternative placements, including  the alternative placements listed in the  definition of special education under 34 CFR  Sec. 300.39 (instruction in regular classrooms,  special classes, special schools, home  instruction, and instruction in hospitals and  institutions); and supplementary services, such  as resource room or itinerant instruction, to be  provided in conjunction with regular class  placement; |  |

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|  | (d) in addition to the requirements of Subsection B of 6.31.2.11 NMAC, the IEP team shall be  tasked with:  (i) determining if the student has a hearing  disability, which impacts the student’s ability  to access education, ability to develop  language or communication, social emotional  development, and/or overall development;  and  (ii) determining the student’s placement in the  least restrictive environment, in compliance  with 34 CFR Secs. 300.114 through 300.120  and Subsection C of 6.31.2.11 NMAC, which  for the student may be an environment  specifically designed for deaf and hard of  hearing children, and whether this is the most  appropriate setting in providing educational  services and supports to meet the student’s  IEP.  (e) the student’s placement, whether in the resident school district, NMSD, or other educational  entity, is the entity that shall have full  responsibility for FAPE and all services defined  in the student’s IEP unless the resident school  district and NMSD agree to share services,  responsibilities, and costs pursuant to 34 CFR  Sec. 300.103; and  (f) the composition of the IEP team after a student’s placement and service determinations shall:  (i) include a representative from the resident  school district at the request of the parent,  NMSD, or the resident school district if the  final placement for the student is at NMSD;  and  (ii) include a representative from NMSD at the  request of the parent, the resident school  district, or NMSD if the final placement for  the student is at the resident school district or  other educational entity. |  |

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|  | L. Children at the New Mexico school for the blind and visually impaired (NMSBVI).  (1) NMSBVI is a state educational agency established to provide educational services for students who  are 21 years of age or younger on the first day of  school and who have a diagnosed visual  impairment and who may have one or more other disabilities. The school serves as a special school on the continuum of placement options. The  school serves students who require specialized or intensive educational services or services related  to the visual impairment or blindness and those  who need extensive training related to the  expanded core curriculum for blind and visually  impaired students. NMSBVI provides a variety  of services to the students and school districts  around the state, including outreach, consultation, and training services. NMSBVI also provides  comprehensive services on a day or residential  basis. The comprehensive day and residential  programs are not intended to serve students  whose needs are appropriately addressed in a  group home or hospital setting or in a residential  treatment facility.  (2) To be eligible to receive free services from the NMSBVI, a student shall have a visual  impairment or blindness as determined by a  medical eye exam and be a resident of New  Mexico.  (3) The student’s resident school district shall conduct child find, pursuant to 34 CFR Sec. 300.111 and  Subsection A of 6.31.2.10 NMAC.  (4) In addition to the requirements of identification, evaluations, and eligibility determinations of  students with disabilities pursuant to 6.31.2.10  NMAC and 34 CFR Secs. 300.100 through  300.230 and 300.300 through 300.328, if a  student’s resident school district finds, has reason to know, or receives documentation that a student is blind, has a visual impairment, or is deafblind, |  |

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|  | the following criteria shall apply:  (a) the resident school district shall convene the  initial IEP team meeting;  (b) the IEP team shall include members specified in Paragraph (11) of Subsection B of 6.31.2.7  NMAC, including staff from NMSBVI if  invited by the parent or the resident school  district pursuant 34 CFR Sec. 300.321(a)(6);  (c) the resident school district shall provide the  parents of the student with information on the  continuum of alternative placements,  including the alternative placements listed in  the definition of special education under 34  CFR Sec. 300.39 (instruction in regular  classrooms, special classes, special schools,  home instruction, and instruction in hospitals  and institutions); and supplementary services,  such as resource room or itinerant instruction,  to be provided in conjunction with regular  class placement;  (d) in addition to the requirements of Subsection B of 6.31.2.11 NMAC, the IEP team shall be  tasked with:  (i) determining if the student has a visual  disability, which impacts the student’s  ability to access education, ability to  develop language or communication,  social emotional development, and/or  overall development; and  (ii) determining the student’s placement in the  least restrictive environment, in  compliance with 34 CFR Secs. 300.114  through 300.120 and Subsection C of  6.31.2.11 NMAC, which for the student  may be an environment specifically  designed for blind or visually impaired  children, and whether this is the most  appropriate setting in providing  educational services and supports to |  |

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|  | meet the student’s IEP.  (e) the student’s placement, whether in the resident school district, NMSBVI, or other educational  entity, is the entity that shall have full  responsibility for FAPE and all services  defined in the student’s IEP unless the resident  school district and NMSBVI agree to share  services, responsibilities, and costs pursuant to  34 CFR Sec. 300.103; and  (f) the composition of the IEP team after a student’s placement and service determinations shall:  (i) include a representative from the resident  school district at the request of the parent,  NMSBVI, or the resident school district if  the final placement for the student is at  NMSBVI; and  (ii) include a representative from NMSBVI at  the request of the parent, the resident  school district, or NMSBVI if the final  placement for the student is at the resident  school district or other educational entity.  M. Children in detention and correctional facilities.  (1) If a child with a disability is placed in a juvenile or adult detention or correctional facility, the facility shall provide the child with FAPE after the facility learns that the child had been eligible for special  education and related services in the last educational placement prior to incarceration or otherwise  determines that the child is eligible.  …  (5) A state-supported educational program that serves a juvenile or adult detention or correctional facility shall be responsible for ensuring that FAPE is  provided to eligible children in that facility.  (6) The local school district in which a detention or correctional facility is located (that is not served by a state-supported educational program) shall be |  |

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|  | responsible for ensuring that FAPE is made available to eligible children in that facility. A child’s LEA of residence or another public agency with educational jurisdiction may agree to share the responsibility  pursuant to a written agreement between or among the public agencies involved.  …  N. Children in private schools or facilities.  …  (6) If not otherwise governed by this rule, the  department will determine which school district is responsible for the cost of educating a qualified  student in need of special education who has been placed in a private school or facility outside the  qualified student’s resident school district in  accordance with the following procedures.  (a) The receiving school district shall notify the SED of the department in writing no later than  thirty (30) days after the receiving school  district receives notice of the placement. The  notice, as described on the department’s  website, shall include: name of student, date of  birth of student, date of placement, information  regarding the qualified student’s resident school  district, documentation of placement, including  student’s IEP, cost of placement, and any other  information deemed relevant by the SED . The  receiving school district shall provide a copy of  the notice to the school district identified as the  student’s resident school district.  (b) The school district identified as the student’s resident school district may provide any  additional information it deems relevant. Such  additional information shall be provided no  later than 15 days after the resident school  district receives its copy of the notice described  in Subparagraph (a) of this paragraph.  (c) No later than 60 days after its receipt of the |  |

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|  | notice described in Subparagraph (a) of this  paragraph, the SED will issue its determination  as to which school district is responsible for the  cost of educating the student, together with the  amount of any reasonable reimbursement owed  to the receiving school district. The SED may  extend the 60 day timeline for good cause. |  |

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| Definitions Used in This Part | | |
|  | **6.31.2.7 NMAC DEFINITIONS:**  A. Terms defined by federal laws and rules. All terms defined in the following federal laws and rules and any other federally defined terms that are incorporated there by reference are incorporated here for purposes of these rules.  (1) The federal Individuals with Disabilities Education Improvement Act of 2004 (IDEA), 20 USCSec.1400 et seq..  (2) The IDEA rules,34 CFR Parts 300 and 301 \.  (3) Pursuant to the paperwork reduction provisions of IDEA 20 USC Sec. 1408, all definitions, with the exception of those found in Subsection B of  6.31.2.7NMAC, contained in IDEA Parts 300 and 301 at 34 CFR Secs. 300.1 through 300.45, will be adopted by reference.  **NMSA 1978, § 22-5-4.12.Use of restraint and seclusion;** | RATON PUBLIC SCHOOLS utilizes the definitions in the IDEA, its implementing federal regulations, state statutes and rules. RATON PUBLIC SCHOOLS, by reference in these procedures, and through staff development (as appropriate), shall ensure that personnel are knowledgeable regarding these definitions, and the standards and criteria established through these definitions. |
| **techniques; requirements**  …  I. For the purposes of this section:  (1) "first responder" means a person based outside of a school who functions within the emergency medical services system and who is dispatched to a school to provide initial emergency aid;  (2) "mechanical restraint" means the use of any device |  |

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**Comment [LG1]:** Need to look this up 03-9-21

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|  | or material attached or adjacent to the student's body that restricts freedom of movement or normal access to any portion of the student's body and that the  student cannot easily remove, but "mechanical  restraint" does not include mechanical supports or protective devices; 6.11.2.7 NMAC (P)(2020);  (3) "physical restraint" means the use of physical force without the use of any device or material that  restricts the free movement of all or a portion of a student's body, but "physical restraint" does not  include physical escort; 6.11.2.7 NMAC (R)(2020);  (4) "restraint" when not otherwise modified means mechanical or physical restraint; 6.11.2.7 NMAC (V)(2020));  and  (5) "seclusion" means the involuntary confinement of a student alone in a room from which egress is  prevented. "Seclusion" does not mean the use of a voluntary behavior management technique, including a timeout location, as part of a student's education plan, individual safety plan, behavioral plan or  individualized education program that involves the student's separation from a larger group for purposes of calming." (6.11.2.7.NMAC (X)(2020)) |  |

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| § 300.4 Act. |  |  |
| *Act* means the Individuals with Disabilities Education Act, as amended.  (Authority: 20 U.S.C. 1400(a)) | **6.31.2.7.NMAC DEFINITIONS:** B. The following terms shall have the following meanings for purposes of these rules. …(12) “Individuals with Disabilities Education Improvement Act” or “IDEA” means the federal Individuals with Disabilities Education  Improvement Act of 2004, 20 USC Secs. 1401 et seq., including future amendments. . |  |

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| § 300.5 Assistive technology device. |  |  |
| *Assistive technology device* means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.  (Authority: 20 U.S.C. 1401(1)) |  | The definition of *assistive technology device* does not list specific devices, nor would it be practical or possible to include an exhaustive list of assistive technology devices. However, medical devices that are surgically implanted, including those used for breathing, nutrition, and other bodily functions, are excluded from the definition of an *assistive technology device* in section 602(1)(B) of the Act. The exclusion applicable to a medical device that is surgically implanted includes both the implanted component of the device, as well as its external components. (See 71 Fed. Reg. 46547 (August 14, 2006)) |

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| § 300.6 Assistive technology service. |  |  |
| *Assistive technology service* means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes—  (a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child‘s customary environment;  (b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by  children with disabilities;  (c) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing  assistive technology devices;  (d) Coordinating and using other therapies,  interventions, or services with assistive technology devices, such as those associated with existing  education and rehabilitation plans and programs;  (e) Training or technical assistance for a child with a disability or, if appropriate, that child‘s family; and |  |  |

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| (f) Training or technical assistance for professionals (including individuals providing education or  rehabilitation services), employers, or other  individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child.  (Authority: 20 U.S.C. 1401(2)) |  |  |
| **“CFR”.** (Not defined in federal regulations; see New Mexico Rules). | **6.31.2.7 NMAC. DEFINITIONS:**  B. The following terms shall have the following meanings for purposes of these rules.  (1) **“CFR”** means the code of federal regulations, including future amendments. |  |

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| § 300.7 Charter school. |  |  |
| *Charter school* has the meaning given the term in section 4310(2) of the Elementary and Secondary Education Act of 1965, as amended, 20 U.S.C. 6301 *et seq.* (ESEA).  (Authority: 20 U.S.C. 7221i(2)) |  |  |

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| § 300.8 Child with a disability. |  |  |
| (a) *General.*  (1) *Child with a disability* means a child  evaluated in accordance with §§ 300.304  through 300.311 as having mental  retardation, a hearing impairment (including  deafness), a speech or language impairment,  a visual impairment (including blindness), a  serious emotional disturbance (referred to in  this part as “emotional disturbance”), an | **6.31.2.7 NMAC. DEFINITIONS:**  B. The following terms shall have the following meanings for purposes of these rules.  …  (2) **“Child with a disability”** means a child who meets all requirements of 34 CFR Sec. 300.8 and :  (a) is age three through 21 or who will turn age | The NMPED has issued a guidance document titled, New Mexico Technical Evaluation and Assistance Manual: Determining Eligibility for IDEA Part B Special Education Services (, December 2017), available through the NMPED website.  For each eligibility category, the Initial Evaluation section in the NM TEAM (December 2017) outlines the assessments, observations, and data that RATON PUBLIC SCHOOLS expects the evaluation team to |

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| orthopedic impairment, autism, traumatic  brain injury, another health impairment, a  specific learning disability, deaf-blindness,  or multiple disabilities, and who, by reason  thereof, needs special education and related  services.  (2)  (i) Subject to paragraph (a)(2)(ii) of this  section, if it is determined, through an  appropriate evaluation under §§ 300.304  through 300.311, that a child has one of  the disabilities identified in paragraph  (a)(1) of this section, but only needs a  related service and not special education,  the child is not a child with a disability  under this part.  (ii) If, consistent with § 300.39(a)(2), the  related service required by the child is  considered special education rather than a  related service under State standards, the  child would be determined to be a child  with a disability under paragraph (a)(1) of  this section.  (b) *Children aged three through nine experiencing developmental delays. Child with a disability* for children aged three through nine (or any subset of that age range, including ages three through five), may, subject to the conditions described in  §300.111(b), include a child—  (1) Who is experiencing developmental  delays, as defined by the State and as  measured by appropriate diagnostic  instruments and procedures, in one or  more of the following areas: Physical  development, cognitive development,  communication development, social or  emotional development, or adaptive  development; and  (2) Who, by reason thereof, needs special | threeat any time during the school year;  (b) has been evaluated in accordance with 34 CFR Secs. 300.304-300.311 and any additional  requirements of these or other department rules  and standards and as having one or more of the  disabilities specified in 34 CFR Sec. 300.8  including an intellectual disability; a hearing  impairment including deafness, a speech or  language impairment; a visual impairment  including blindness,;emotional disturbance;  orthopedic impairment; autism; traumatic brain  injury; other health impairment; a specific  learning disability; deaf-blindness; or being  developmentally delayed as defined in  paragraph (4)of Section B of 6.31.2.7  NMAC;(correct citation 6.31.2.7 (B)(3)) ; and  who has not received a high school diploma;  and  (c) at the discretion of each local educational  agency and subject to the additional  requirements of Paragraph (2) of Subsection F  of 6.31.2.10 NMAC, may include a child age  three through nine; who is evaluated as being  developmentally delayed and who, because of  that condition, needs special education and  related services.  **6.31.2.7 NMAC. DEFINITIONS:**  B. The following terms shall have the following meanings for purposes of these rules.  …  (3) **“Developmentally delayed”** means a child age three through nine or who will turn age three at any time during the school year: with documented delays in development which are at least two standard  deviations below the mean on a standardized test  instrument or 30 per cent below chronological age; and who in the professional judgment of the IEP  team and one or more qualified evaluators needs | gather throughout the initial evaluation process. This section includes: Highly Recommended Components and Potential Additional Components. The Highly Recommended Components are those components that RATON PUBLIC SCHOOLS considers most critical for making an eligibility determination under a specific eligibility category. The Potential Additional Components are those that evaluation teams will most commonly identify as other areas of need for a particular child when considering a specific category. However, RATON PUBLIC SCHOOLS reminds evaluation teams that these two lists are not all-inclusive. Each evaluation is unique and should reflect the specific child’s needs as identified by the evaluation team. In addition, RATON PUBLIC SCHOOLS reminds evaluation teams that in some cases, standardized measures may not provide the most accurate representation of a child’s abilities or there may not be an appropriate standardized measure for the area being assessed. In these cases, evaluation teams may find that it is necessary to use alternative methods to obtain the data that they need. RATON PUBLIC SCHOOLS expect these decisions and their underlying rationale to be clearly documented. With rare exception, RATON PUBLIC SCHOOLS expects the evaluation team to include all of the elements outlined under Highly Recommended Components and to also consider the Potential Additional Components, as appropriate for each individual child. RATON PUBLIC SCHOOLS expects a team to document any deviation from these guidelines. (See NM TEAM, December2017)  The report prepared by the group of qualified professionals will address whether the child meets or, in the case of a reevaluation, continues to meet the specific eligibility criteria for the disability or disabilities being evaluated and whether, by reason of the disability or disabilities, the child needs or continues to need special education and related services. Upon completion of the evaluation, the group of qualified professionals and the parent (“the Eligibility Determination Team”) will determine whether the child is eligible for special education services under the IDEA.  The NM TEAM (December 2017) contains Initial and |

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| education and related services.  (c) Definitions of disability terms. The *terms* used in this definition of a child with a disability are  defined as follows:  (1)  (i) Autism means a developmental  disability significantly affecting  verbal and nonverbal  communication and social  interaction, generally evident before  age three, that adversely affects a  child‘s educational performance.  Other characteristics often associated  with autism are engagement in  repetitive activities and stereotyped  movements, resistance to  environmental change or change in  daily routines, and unusual  responses to sensory experiences.  (ii) Autism does not apply if a child‘s  educational performance is adversely  affected primarily because the child  has an emotional disturbance, as  defined in paragraph (c)(4) of this  section.  (iii) A child who manifests the  characteristics of autism after age  three could be identified as having  autism if the criteria in paragraph  (c)(1)(i) of this section are satisfied.  (2) *Deaf-blindness* means concomitant  hearing and visual impairments, the  combination of which causes such severe  communication and other developmental  and educational needs that they cannot be  accommodated in special education  programs solely for children with  deafness or children with blindness.  (3) *Deafness* means a hearing impairment that | special education and related services in at least one of the following areas: communication development, cognitive development, physical development, social or emotional development or adaptive development. Use of the developmentally delayed option by  individual local educational agencies is subject to the further requirements of Paragraph 2 of Subsection F of 6.31.2.10 NMAC. Local educational agencies shalluse appropriate diagnostic instruments and  procedures to ensure that the child qualifies as a  child with a developmental delay in accordance with the definition in this paragraph.  **6.31.2.7 NMAC. DEFINITIONS:**  B. The following terms shall have the following meanings for purposes of these rules.  …  (4) **“Dual discrepancy”** means the child does not achieve adequately for the child's age or to meet  grade-level standards established in New Mexico standards for excellence 6.29.1 through 6.29.17  NMAC and  (a) does not make sufficient progress to meet age or grade-level standards; or  (b) exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative  to age, grade level standards or intellectual  development.  (5) **"Dyslexia"** means a condition of neurological origin that is characterized by difficulty with accurate or fluent word recognition and by poor spelling and  decoding abilities, which characteristics typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of  effective classroom instruction and may result in  problems in reading comprehension and reduced  reading experience that may impede the growth of vocabulary and background knowledge. | Reevaluation Eligibility Determination Forms at the end of each disability category section to guide the Eligibility Determination Team in making an eligibility determination under each of the disability categories. RATON PUBLIC SCHOOLS’s Eligibility  Determination Team will consider and utilize, as appropriate, the information within these forms including the series of questions. (See NM TEAM, December 2017)  Developmental Delay  RATON PUBLIC SCHOOLS does use the term developmental delay (DD). An initial evaluation for DD may include (highly recommended): for preschool-aged children, reviewing existing screening data and/or any previously conducted evaluation data and for school aged children, reviewing and considering complete SAT file documentation and existing evaluation data; gathering and analyzing developmental/educational, medical, family, and social history, including an interview with the parent(s)/guardian(s); completing direct observations across multiple settings and times; administering and analyzing assessment of  developmental skills in areas of suspected disability, including one or more of the following: motor skills assessment, assessment of cognitive abilities, speech/language/communication assessment, social/emotional assessment, adaptive behavior information, including the areas of conceptual, social, and practical skills; conducting an assessment of pre academic skills and/or academic achievement skills; completing multiple direct observations across both structured and unstructured settings and at various times; and when an evaluation in any area is unable to be completed using standardized measures, using alternative methods of obtaining data to gather information about the child’s present levels of performance. A child with a disability who only needs a related service and not special education is not eligible under IDEA, and is not eligible to receive related services. (See NM TEAM, December 2017) for potential additional components and reevaluation |

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| is so severe that the child is impaired in  processing linguistic information through  hearing, with or without amplification that  adversely affects a child‘s educational  performance.  (4)  (i) *Emotional disturbance* means a  condition exhibiting one or more of  the following characteristics over a  long period of time and to a marked  degree that adversely affects a  child‘s educational performance:  (A) An inability to learn that cannot  be explained by intellectual,  sensory, or health factors.  (B) An inability to build or  maintain satisfactory  interpersonal relationships with  peers and teachers.  (C) Inappropriate types of behavior  or feelings under normal  circumstances.  (D) A general pervasive mood of  unhappiness or depression.  (E) A tendency to develop physical  symptoms or fears associated  with personal or school  problems.  (ii) Emotional disturbance includes  schizophrenia. The term does not  apply to children who are socially  maladjusted, unless it is determined  that they have an emotional  disturbance under paragraph (c)(4)(i)  of this section.  (5) *Hearing impairment* means an impairment  in hearing, whether permanent or  fluctuating, that adversely affects a | **6.31.2.7 NMAC. DEFINITIONS:**  B. The following terms shall have the following meanings for purposes of these rules.  …  (20)  …  (b) Speech-language pathology services shall meet the following standards to be considered special  education:  (i) the service is provided to a child who has  received appropriate tier Iuniversal  screening under Subsection D of 6.29.1.9  NMAC[Correct citation 6.29.1.9 (E)] as it  may be amended from time to time, before  being properly evaluated under 34 CFR  Secs. 300.301-300.306 and Subsection D  of 6.31.2.10 NMAC;  (ii) the IEP team that makes the eligibility  determination finds that the child has a  communication disorder, such as  stuttering, impaired articulation, a  language impairment, or a voice  impairment, that adversely affects a child's  educational performance;  (iii) the speech language pathology service  consists of specially designed instruction  that is provided to enable the child to have  access to the general curriculum and meet  the educational standards of the public  agency that apply to all children; and  (iv) the service is provided at no cost to the  parents under a properly developed IEP  that meets the requirements of Subsection  B of 6.31.2.11 NMAC. | guidance.)  RATON PUBLIC SCHOOLS recognizes the NMPED guidance with the September 24, 2020 Memorandum: Clarification of special education and related services in New Mexico related to the eligibility category of Developmental Delay (DD), (2020) RATON PUBLIC SCHOOLS, by reference in these procedures, and through staff development (as appropriate), shall inform appropriate personnel of this guidance document.  Autism  In New Mexico, an operational definition of autism has been developed using a medical model from the Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM-5), with Autism Spectrum Disorder classified under the autism eligibility category for purposes of determining eligibility under Individuals with Disabilities Education Act (IDEA). This broad DSM-5 category and criteria provides valuable descriptive information for evaluators as they attempt to address autism in school settings. However, it is not necessary for an EDT to determine that the child meets the DSM-5 criteria in order to be found eligible for special education and related services under the eligibility category of autism. In addition, RATON PUBLIC SCHOOLS expects the evaluation team to be mindful of the fact that they are making an educational, not a medical, determination and that children must also demonstrate a need for special education services in order to be eligible for services under the eligibility category of autism under IDEA (2004). (See NM TEAM, December 2017)  An initial evaluation for autism may include (highly recommended): for preschool-aged children, reviewing existing screening data and/or any previously conducted evaluation data and for school-aged children, reviewing and considering complete SAT file documentation and existing evaluation data; gathering and analyzing developmental/educational, medical, family, and social history, including an interview with the  parent(s)/guardian(s); completing direct observations |

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| child‘s educational performance but that  is not included under the definition of  deafness in this section.  (6) *Int e ll e c t ual di s abi li ty* means  significantly subaverage general  intellectual functioning, existing  concurrently with deficits in adaptive  behavior and manifested during the  developmental period, that adversely  affects a child‘s educational performance  (7) *Multiple disabilities* means concomitant  impairments (such as mental retardation  blindness or mental retardation  orthopedic impairment), the combination  of which causes such severe educational  needs that they cannot be accommodated  in special education programs solely for  one of the impairments. Multiple  disabilities does not include deaf  blindness.  (8) *Orthopedic impairment* means a severe  orthopedic impairment that adversely  affects a child‘s educational performance.  The term includes impairments caused by  a congenital anomaly, impairments  caused by disease (e.g., poliomyelitis,  bone tuberculosis), and impairments from  other causes (e.g., cerebral palsy,  amputations, and fractures or burns that  cause contractures).  (9) *Other health impairment* means having  limited strength, vitality, or alertness,  including a heightened alertness to  environmental stimuli, that results in  limited alertness with respect to the  educational environment, that—  (i) Is due to chronic or acute health  problems such as asthma, attention  deficit disorder or attention deficit  hyperactivity disorder, diabetes, | **NMSA 1978, § 22-13-32 (2019): INTERVENTION FOR STUDENTS DISPLAYING CHARACTERISTICS OF DYSLEXIA.**  A. Within the course of the 2019-2020 and 2020-2021 school years and in each subsequent school year, all first grade students shall be screened for dyslexia.  B. A student whose dyslexia screening demonstrates characteristics of dyslexia and who is having  difficulty learning to read, write, spell, understand spoken language or express thoughts clearly shall receive appropriate classroom interventions or be referred to a student assistance team.  C. In accordance with department response to intervention procedures, guidelines and policies, each school district or charter school shall provide timely,  appropriate, systematic, scientific, evidence-based interventions prescribed by the student assistance team, with progress monitoring to determine the  student's response or lack of response.  D. A parent of a student referred to a student assistance team shall be informed of the parent's right to request an initial special education evaluation at any time during the school district's or charter school's  implementation of the interventions prescribed by the student assistance team. If the school district or charter school agrees that the student may have a disability, the student assistance team shall refer the child for an evaluation. The student shall be evaluated within sixty days of receiving the parental consent for an initial evaluation. If the school district or charter school  refuses the parent's request for an initial evaluation, the school district or charter school shall provide written notice of the refusal to the parent, including notice of the parent's right to challenge the school district's or charter school's decision as provided in state and federal law and rules  E. Within the course of the 2019-2020 and 2020-2021 school years, every school district and charter school | across multiple settings; conducting an assessment of cognitive abilities; completing a systematic review of individual academic achievement performance including formal and informal measures; administering an individual academic achievement assessment in the area(s) of suspected need and for which instruction and intervention have been documented; conducting an adaptive behavior assessment including information in the areas of conceptual, social and practical skills; conducting a speech/language/communication assessment; conducting a sensory processing and motor skills assessment; conducting a social/emotional assessment; gathering autism specific information through the use of an autism instrument; completing a transition assessment, including a vocational evaluation (as appropriate); and when an evaluation in any area is unable to be completed using standardized measures, using alternative methods of obtaining data to gather information about the child’s present levels of performance. (See NM TEAM, December2017 for potential additional components and reevaluation guidance.)  Deaf-Blindness  An initial evaluation for deaf-blindness may include (highly recommended): for preschool-aged children, reviewing existing screening data and/or any previously conducted evaluation data and for school-aged children, reviewing and considering complete SAT file documentation and existing evaluation data; gathering and analyzing developmental/educational, medical, family, and social history, including an interview with the parent(s)/guardian(s); obtaining a current, comprehensive audiological evaluation by a licensed audiologist to determine degree and type of hearing loss, including the assessment of hearing levels (both aided and unaided) and the functional use of hearing; obtaining an eye examination conducted by a licensed eye specialist, such as an ophthalmologist or an optometrist, to determine the presence of an eye condition; completing a functional vision evaluation coordinated by a licensed Teacher(s) of Students with Blindness/Visual Impairment; conducting a |

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| epilepsy, a heart condition,  hemophilia, lead poisoning,  leukemia, nephritis, rheumatic fever,  sickle cell anemia, and Tourette  syndrome; and  (ii) Adversely affects a child‘s  educational performance.  (10) Specific learning disability—  (i) *General.* Specific learning disability  means a disorder in one or more of  the basic psychological processes  involved in understanding or in using  language, spoken or written, that  may manifest itself in the imperfect  ability to listen, think, speak, read,  write, spell, or to do mathematical  calculations, including conditions  such as perceptual disabilities, brain  injury, minimal brain dysfunction,  dyslexia, and developmental aphasia.  *(ii) Disorders not included.* Specific  learning disability does not include  learning problems that are primarily  the result of visual, hearing, or motor  disabilities, of mental retardation, of  emotional disturbance, or of  environmental, cultural, or economic  disadvantage.  (11) *Speech or language impairment* means a  communication disorder, such as  stuttering, impaired articulation, a  language impairment, or a voice  impairment, that adversely affects a  child‘s educational performance.  (12) *Traumatic brain injury* means an  acquired injury to the brain caused by an  external physical force, resulting in total  or partial functional disability or  psychosocial impairment, or both, that | shall develop and implement a literacy professional development plan that includes a detailed framework for structured literacy training by a licensed and accredited or credentialed teacher preparation provider for all elementary school teachers and for training in evidence-based reading intervention for reading  interventionists and special education teachers working with students demonstrating characteristics of dyslexia or diagnosed with dyslexia. The plan shall continue to  be implemented each school year and may be updated as necessary. The department shall provide lists of recommended teacher professional development materials and opportunities for teachers and school administrators regarding evidence-based reading instruction for students at risk for reading failure and displaying the characteristics of dyslexia.  F. School districts and charter schools shall train school administrators and teachers who teach reading to  implement appropriate evidence-based reading  interventions. School districts and charter schools shall train special education teachers to provide structured literacy training for students who are identified with dyslexia as a specific learning disability and who are eligible for special education services.  G. The department shall provide technical assistance for special education diagnosticians and other special education professionals regarding the formal special education evaluation of students suspected of having a specific learning disability, such as dyslexia.  H. The department shall adopt rules, standards and guidelines necessary to implement this section. | speech/language/communication assessment; obtaining a learning media assessment conducted by a licensed Teacher(s) of Students with Blindness/Visual Impairment; completing direct observations across multiple settings; completing a systematic review of individual academic achievement, including formal and informal measures; completing a transition assessment, including a functional vocational evaluation (as appropriate); and when an evaluation in any area is unable to be completed using standardized measures, using alternative methods of obtaining data to gather information about the child’s present levels of performance. The eye examination written report (see NM TEAM, December 2017, Appendix B) must include the diagnosis of the eye condition, visual acuity, and recommendations in regard to using prescription lenses. (See NM TEAM, December 2017 for potential additional components and reevaluation guidance.)  Hearing Impairment including Deafness  An initial evaluation for hearing impairment including deafness may include (highly recommended): for preschool-aged children, reviewing existing screening data and/or any previously conducted evaluation data and for school-aged children, reviewing and considering complete SAT file documentation and existing evaluation data; gathering and analyzing  developmental/educational, medical, family, and social history, including an interview with the  parent(s)/guardian(s); obtaining a current,  comprehensive audiological evaluation by a licensed audiologist to determine degree and type of hearing loss, including the assessment of hearing levels (aided and unaided) and the functional use of hearing; conducting a speech/language/communication assessment; completing a systematic review of individual academic achievement, including formal and informal measures; administering an individual academic achievement assessment in the area(s) of suspected need and for which instruction and intervention have been documented; completing multiple direct observations across both structured and unstructured settings and various times; conducting a transition assessment, |

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| adversely affects a child‘s educational  performance. Traumatic brain injury  applies to open or closed head injuries  resulting in impairments in one or more  areas, such as cognition; language;  memory; attention; reasoning; abstract  thinking; judgment; problem-solving;  sensory, perceptual, and motor abilities;  psychosocial behavior; physical  functions; information processing; and  speech. Traumatic brain injury does not  apply to brain injuries that are congenital  or degenerative, or to brain injuries  induced by birth trauma.  (13) *Visual impairment including blindness*  means an impairment in vision that, even  with correction, adversely affects a  child‘s educational performance. The  term includes both partial sight and  blindness.  (Authority: 20 U.S.C. 1401(3); 1401(30)) |  | including a vocational evaluation (as appropriate); and when an evaluation in any area is unable to be completed using standardized measures, using alternative methods of obtaining data to gather information about the child’s present levels of performance. (See NM TEAM, December 2017 for potential additional components and reevaluation guidance.)  Emotional Disturbance  RATON PUBLIC SCHOOLS expects that the initial eligibility determination under the category of emotional disturbance include the participation of a New Mexico licensed psychologist (clinical or school). (See NM TEAM, December 2017)  With respect to the criterion that the student manifest one or more characteristics of emotional disturbance over a long period of time, “a long period of time” is a range of from two to nine months, assuming preliminary interventions have been implemented and proven ineffective during that period. (See OSEP Letter to Anonymous, 213 IDELR 247 (1989))  With respect to the criterion that the student manifest one or more characteristics of emotional disturbance to a “marked degree,” this generally refers to the frequency, duration, or intensity of a student’s emotionally disturbed behavior in comparison to the behavior of peers, and can be indicative of either degree or acuity or pervasiveness. (See OSEP Letter to Anonymous, 213 IDELR 247 (1989))  With respect to the criterion that the emotional disturbance adversely affects educational performance, RATON PUBLIC SCHOOLS expects the EDT to determine educational performance on an individual basis including non-academic as well as academic standards as determined by standardized measures. (See OSEP Letter to Lybarger 1990))  An initial evaluation for emotional disturbance may include (highly recommended): for preschool-aged children, reviewing existing screening data and/or any |

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|  |  | previously conducted evaluation data and for school aged children, reviewing and considering complete SAT file documentation and existing evaluation data; gathering and analyzing developmental/educational, medical, family, and social history, including an interview with the parent(s)/guardian(s); completing multiple direct observations across both structured and unstructured settings and various times; completing a systematic review of individual academic achievement performance including formal and informal measures; administering an individual academic achievement assessment in the area(s) of suspected disability and for which instruction and intervention has been  documented; conducting or reviewing and updating a functional behavioral assessment; conducting or obtaining a psychological evaluation consistent with the area(s) of suspected disability; using rating scales /checklists to collect data about frequency and intensity of behaviors (internalizing or externalizing); completing a transition assessment, including a vocational evaluation (as appropriate); and when an evaluation in any area is unable to be completed using standardized measures, using alternative methods of obtaining data to gather information about the child’s present levels of performance. (See NM TEAM, December 2017 for potential additional components and reevaluation guidance.)  Intellectual Disability  An initial evaluation for intellectual disability may include (highly recommended): for preschool-aged children, reviewing existing screening data and/or any previously conducted evaluation data and for school aged children, reviewing and considering complete SAT file documentation and existing evaluation data; gathering and analyzing developmental/educational, medical, family, and social history, including an interview with the parent(s)/guardian(s); completing multiple direct observations across both structured and unstructured settings and various times; conducting an assessment of cognitive abilities; obtaining adaptive behavior information including the areas of conceptual, social, and practical skills; documenting manifestation |

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|  |  | of the disability before the age of 18; completing a systematic review of individual academic achievement, including formal and informal measures; administering an individual academic achievement assessment in the areas of suspected disability and for which instruction and intervention have been documented; conducting a speech/language/communication evaluation; conducting a transition assessment, including a vocational evaluation, as appropriate; and when an evaluation in any area is unable to be completed using standardized measures, using alternative methods of obtaining data to gather information about the child’s present levels of performance. (See NM TEAM, December 2017 for potential additional components and reevaluation guidance.)  Multiple Disabilities  RATON PUBLIC SCHOOLS expects that the highly recommended and potential additional components of an initial evaluation be determined by the evaluation team based upon the concomitant disabilities and the guidance provided in the NM TEAM that is specific to those areas of suspected disability and need for special education. (See NM TEAM, December 2017 for reevaluation guidance.)  Orthopedic Impairment  An initial evaluation for orthopedic impairment may include (highly recommended): for preschool-aged children, reviewing existing screening data and/or any previously conducted evaluation data and for school aged children, reviewing and considering complete SAT file documentation and existing evaluation data; gathering and analyzing developmental/educational, medical, family, and social history, including an interview with the parent(s)/guardian(s); documenting medical diagnosis of a chronic orthopedic impairment (See NM TEAM, December 2017, Appendix B); completing multiple direct observations across both structured and unstructured settings and various times; conducting a motor skills assessment by a licensed occupational therapist, licensed physical therapist, or |

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|  |  | both; completing a systematic review of individual academic achievement, including formal and informal measures; administering an individual academic achievement assessment in the area(s) of suspected disability and for which instruction and intervention have been documented; conducting a transition assessment, including a vocational evaluation (as appropriate); and when an evaluation in any area is unable to be completed using standardized measures, using alternative methods of obtaining data to gather information about the child’s present levels of performance. (See NM TEAM, December 2017 for potential additional components and reevaluation guidance.)  Other Health Impairment  The list of acute or chronic health conditions in the definition of other health impairment is not exhaustive, but rather provides examples of problems that children have that could make them eligible for special education and related services under the category of other health impairment. (See 71 Fed. Reg. 46550 (August 14, 2006))  IDEA does not necessarily require a school district to conduct a medical evaluation for the purpose of determining whether a child has ADD/ADHD. If RATON PUBLIC SCHOOLS believes that a medical evaluation by a licensed physician is needed as part of the evaluation to determine whether a child suspected of having ADD/ADHD meets the eligibility criteria of the OHI category, or any other disability category under the IDEA, RATON PUBLIC SCHOOLS will ensure that this evaluation is conducted at no cost to the parents. (See OSEP Letter to Williams (March 14, 1994))  If RATON PUBLIC SCHOOLS believes that there are other effective methods for determining whether a child suspected of having ADD/ADHD meets the eligibility requirements of the OHI category, then it is permissible for RATON PUBLIC SCHOOLS to use qualified personnel other than a licensed physician to conduct the evaluation as long as all of the protections in evaluation |

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|  |  | procedures are met. (See OSEP Letter to Williams (March 14, 1994))  An initial evaluation for other health impairment may include (highly recommended): for preschool-aged children, reviewing existing screening data and/or any previously conducted evaluation data and for school aged children, reviewing and considering complete SAT file documentation and existing evaluation data; gathering and analyzing developmental/educational, medical, family, and social history, including an interview with the parent(s)/guardian(s); obtaining documentation from a licensed physician or other qualified health professional, licensed to determine such conditions, that includes a diagnosis of a chronic or acute physical, physiological, or neurological impairment that results in limited strength, vitality, and/or alertness; completing an analysis of individual academic achievement, including formal and informal measures; administering an individual academic achievement assessment in the areas of suspected disability and for which instruction and intervention have been documented; completing direct observations across multiple settings, both structured and  unstructured and at various times; if the referral concern being considered is attention, focus, and/or  hyperactivity, obtaining behavior rating scales/checklists to collect data about the frequency and intensity of behaviors of concern (internalizing and externalizing), multiple time-sampled classroom observations, and a functional behavioral assessment; conducting a transition assessment, including a vocational evaluation (as appropriate); and when an evaluation in any area is unable to be completed using standardized measures, using alternative methods of obtaining data to gather information about the child’s present levels of performance. (See NM TEAM, December 2017 for potential additional components and reevaluation guidance.)  Specific Learning Disability  RATON PUBLIC SCHOOLS recognizes it must use the State criteria when determining whether a child has a |

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|  |  | Specific Learning Disability. In the specific learning disability category, RATON PUBLIC SCHOOLS expects that evaluation teams adhere to NM TEAM (December 2017) when evaluating a student for a suspected learning disability, as a means of ensuring compliance with State criteria. (See OSEP Letter to Massanari (September 24, 2007); see also OSEP Letter to Zirkel (August 15, 2007).  An initial evaluation for a specific learning disability may include (highly recommended): for school aged children, reviewing and considering complete SAT file documentation and existing evaluation data; gathering and analyzing developmental/educational, medical, family, and social history, including an interview with the parent(s)/guardian(s); completing direct observations across multiple settings, both structured and  unstructured and at various times; analyzing observation completed in the child’s learning environments including the general classroom setting, either through the SAT process or as part of the initial evaluation process (the observation must be completed in all areas of difficulty); conducting a comprehensive assessment of cognitive abilities, including verbal and nonverbal skills; gathering and analyzing informal individual academic achievement data, including benchmark testing, progress monitoring, curriculum-based measures, running records, work samples, and criterion referenced testing; gathering and analyzing formal individual academic achievement data in the area of suspected disability, including basic reading skills, reading fluency, reading comprehension, math, written expression, oral expression, and/or listening  comprehension; conducting an assessment of cognitive processing skills in the areas related to the suspected area(s) of disability; conducting a transition assessment, including a vocational evaluation (as appropriate); and when an evaluation in any area is unable to be completed using standardized measures, using alternative methods of obtaining data to gather information about the child’s present levels of performance. (See NM TEAM, December 2017 for potential additional components and reevaluation |

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|  |  | guidance.)  RATON PUBLIC SCHOOLS, Shall screen all first grade students for dyslexia. Should the students screening demonstrate characteristics of dyslexia and is having difficulty learning to read, write, spell, understand spoken language or express thoughts clearly RATON PUBLIC SCHOOLS shall provide the student appropriate classroom interventions or be referred to a Student assistance team (SAT). (See NMSA 1978, § 22- 13-32).  RATON PUBLIC SCHOOLS, by reference in these procedures, and through staff development (as appropriate), shall inform appropriate personnel of the District’s literacy professional development plan (applicable to all elementary school teachers, reading interventionists and special education teachers working with students demonstrating characteristics of dyslexia or diagnosed with dyslexia) implementing NMSA 1978, § 22-13-32 to ensure students receive evidence-based reading instruction.  RATON PUBLIC SCHOOLS uses the NMPED manual, Dyslexia Handbook: A Guide to Teaching ALL Students to Read through Structured Literacy (2020), and New Mexico Technical Evaluation and Assessment Manual: Identification of Dyslexia Supplemental Narrative and Worksheet (2020), as its guiding documents in implementing the student intervention and Dyslexia Identification. RATON PUBLIC SCHOOLS, by reference in these procedures, and through staff development (as appropriate), shall inform appropriate personnel of this guidance document.  Speech-Language Impairment  An initial evaluation for a speech-language impairment (speech disorder) may include(highly recommended) : for preschool-aged children, reviewing existing screening data and/or any previously conducted evaluation data and for school-aged children, reviewing and considering complete SAT file; gathering and |

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|  |  | analyzing developmental/educational, medical, family, and social history, including an interview with the parent(s)/guardian(s); conducting a functional communication assessment; assessing intelligibility of speech; administering an oral mechanism/oral motor exam; completing an analysis of a spontaneous speech sample with a focus on areas of concern; conducting a transition assessment, including a vocational evaluation (as indicated); and when an evaluation in any area is unable to be completed using standardized measures, using alternative methods of obtaining data to gather information about the child’s present levels of performance. In addition to the components listed above, the evaluation of articulation may include (highly recommended): assessing stimulability; and completing standardized and/or non-standardized inventory(ies) of speech sounds/phonological processes. In addition to the components listed above, the evaluation of voice may include (highly recommended): completing measures of and/or qualitative descriptions of quality, resonance, pitch, and volume. In addition to the components listed above, the evaluation of fluency may include (highly recommended): completing observations of oral, laryngeal, and respiratory behaviors; and completing a qualitative description of non-measurable aspects of fluency (i.e., coping behaviors, such as circumlocution, starter devices, postponement tactics, or attempts to disguise stuttering and emotional reactions). (See NM TEAM, December 2017 for potential additional components and reevaluation guidance.)  An initial evaluation for a speech-language impairment (language disorder) may include (highly recommended): for preschool-aged children, reviewing existing screening data and/or any previously conducted evaluation data and for school-aged children, reviewing and considering complete SAT file; gathering and analyzing developmental/educational, medical, family, and social history, including an interview with the parent(s)/guardian(s); conducting a functional communication assessment; administering standardized and non-standardized assessments of receptive and expressive language in the areas of content (semantics), |

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|  |  | form (morphology and syntax), and use (pragmatics); completing a systematic review of individual academic achievement, including formal and informal measures; conducting a transition assessment, including a vocational evaluation (as appropriate); and when an evaluation in any area is unable to be completed using standardized measures, using alternative methods of obtaining data to gather information about the child’s present levels of performance. (See NM TEAM, December 2017 for potential additional components and reevaluation guidance.)  Traumatic Brain Injury  An initial evaluation for traumatic brain injury may include (highly recommended): for preschool-aged children, reviewing existing screening data and/or any previously conducted evaluation data and for school aged children, reviewing and considering complete SAT file documentation and existing evaluation data; gathering and analyzing developmental/educational, medical, family, and social history, including an interview with the parent(s)/guardian(s); obtaining medical or historical documentation of a TBI, including premorbid functioning, if available; conducting a speech/language/communication assessment; conducting an assessment of cognitive abilities; completing a systematic review of individual academic achievement, including formal and informal measures; administering an individual academic achievement assessment in the area(s) of suspected disability for which instruction and intervention have been documented; conducting a sensory processing and motor skills assessment; obtaining adaptive behavior information in the areas of conceptual, social, and practical skills; completing multiple direct observations across both structured and unstructured settings and at various times; conducting a transition assessment, including a vocational evaluation (as appropriate); and when an evaluation in any area is unable to be completed using standardized measures, using alternative methods of obtaining data to gather information about the child’s present levels of performance. Specific to this eligibility category, it is vital to obtain any pre-injury information that may be |

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|  |  | available. This would include information regarding functioning at school, home, and in the community. (See NM TEAM, December 2017 for potential additional components and reevaluation guidance.)  Visual Impairment  An initial evaluation for visual impairment may include (highly recommended): for preschool-aged children, reviewing existing screening data and/or any previously conducted evaluation data and for school-aged children, reviewing and considering complete SAT file documentation and existing evaluation data; gathering and analyzing developmental/educational, medical, family, and social history, including an interview with the parent(s)/guardian(s); obtaining an eye examination (within one year) conducted by a licensed eye specialist such as an ophthalmologist or optometrist to determine the presence of an eye condition; conducting a functional vision evaluation by a licensed Teacher(s) of Students with Blindness/Visual Impairment or a certified orientation and mobility specialist; conducting a learning media assessment by a licensed Teacher(s) of Students with Blindness/Visual Impairment; completing multiple direct observations across both structured and unstructured settings and at various times; completing a systematic review of individual academic achievement, including formal and informal measures; administering an individual academic achievement assessment in the area(s) of suspected need and for which instruction and intervention have been documented; completing a transition assessment, including a vocational evaluation (as appropriate); and when an evaluation in any area is unable to be completed using standardized measures, using alternative methods of obtaining data to gather information about the child’s present levels of performance. The eye examination written report (see NM TEAM, December 2017, Appendix B) must include the diagnosis of the eye condition, visual acuity, and recommendations in regard to using prescription lenses. (See NM TEAM, December2017 for potential additional components and reevaluation guidance.) |

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| § 300.9 Consent. |  |  |
| *Consent* means that—  (a) The parent has been fully informed of all  information relevant to the activity for which  consent is sought, in his or her native language, or other mode of communication;  (b) The parent understands and agrees in writing to the carrying out of the activity for which his or her  consent is sought, and the consent describes that activity and lists the records (if any) that will be  released and to whom; and  (c)  (1) The parent understands that the granting of  consent is voluntary on the part of the parent  and may be revoked at any time.  (2) If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an  action that has occurred after the consent was  given and before the consent was revoked).  (3) If the parent revokes consent in writing for their child‘s receipt of special education  services after the child is initially provided  special education and related services, the  public agency is not required to amend the  child‘s education records to remove any  references to the child‘s receipt of special  education and related services because of the  revocation of consent.  (Authority: 20 U.S.C. 1414(a)(1)(D)) | **6.31.2.13 NMAC. ADDITIONAL RIGHTS OF PARENTS, STUDENTS AND PUBLIC AGENCIES:**  E. Communications in understandable language. Pursuant to 34 CFR Secs. 300.9(a), 300.322(e), 300.503(c) and 300.504(d), each public agency shall communicate with parents in understandable language, including the parent’s native language or other mode of  communication, unless it is clearly not feasible to do so, if necessary for understanding, in IEP meetings, in written notices and in obtaining consent where consent is required. | RATON PUBLIC SCHOOLS understands that the definition of consent requires a parent to be fully informed of all information relevant to the activity for which consent is sought. RATON PUBLIC SCHOOLS further understands that the definition also requires a parent to agree in writing to an activity for which consent is sought. Therefore, whenever consent is used in the regulations, RATON PUBLIC SCHOOLS will ensure that the consent is both informed and in writing. (See 71 Fed. Reg. 46551 (August 14, 2006)) |

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| § 300.11 Day; business day; school day. |  |  |
| (a) *Day* means calendar day unless otherwise indicated as business day or school day.  (b) *Business day* means Monday through Friday, except for Federal and State holidays (unless holidays are specifically included in the designation of business day, as in § 300.148(d)(1)(ii)).  (c)  (1) *School day* means any day, including a partial day that children are in attendance at school  for instructional purposes.  (2) *School day* has the same meaning for all  children in school, including children with and  without disabilities.  (Authority: 20 U.S.C. 1221e–3) |  |  |

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| § 300.12 Educational service agency. |  |  |
| *Educational service agency* means—  (a) A regional public multiservice agency—  (1) Authorized by State law to develop, manage, and provide services or programs to LEAs;  (2) Recognized as an administrative agency for purposes of the provision of special education  and related services provided within public  elementary schools and secondary schools of  the State; |  |  |

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| (b) Includes any other public institution or agency having administrative control and direction over a public elementary school or secondary school; and  (c) Includes entities that meet the definition of  intermediate educational unit in section 602(23) of the Act as in effect prior to June 4, 1997.  (Authority: 20 U.S.C. 1401(5)) |  |  |

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| § 300.13 Elementary school. |  |  |
| *Elementary school* means a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law.  (Authority: 20 U.S.C. 1401(6)) |  |  |

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| § 300.14 Equipment. |  |  |
| *Equipment* means—  (a) Machinery, utilities, and built-in equipment, and any necessary enclosures or structures to house the  machinery, utilities, or equipment; and  (b) All other items necessary for the functioning of a particular facility as a facility for the provision of educational services, including items such as  instructional equipment and necessary furniture; printed, published and audio-visual instructional materials; telecommunications, sensory, and other technological aids and devices; and books, |  |  |

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| periodicals, documents, and other related materials. (Authority: 20 U.S.C. 1401(7)) |  |  |

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| § 300.15 Evaluation. |  |  |
| *Evaluation* means procedures used in accordance with §§ 300.304 through 300.311 to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.  (Authority: 20 U.S.C. 1414(a) (c)) |  | RATON PUBLIC SCHOOLS will ensure that a child suspected of having one of the enumerated disabilities under the IDEA and needing special education services will be evaluated by a group of qualified professionals. The evaluation will be at no cost to the parent, including any educationally necessary evaluation conducted by a licensed physician to determine the child’s medically related disability that results in the child’s need for special education and related services. |

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| § 300.16 Excess costs. |  |  |
| *Excess costs* means those costs that are in excess of the average annual per-student expenditure in an LEA during the preceding school year for an elementary school or secondary school student, as may be appropriate, and that must be computed after deducting—  (a) Amounts received—  (1) Under Part B of the Act;  (2) Under Part A of title I of the ESEA; and  (3) Under Parts A of title III of the ESEA and;  (b) Any State or local funds expended for programs that would qualify for assistance under any of the parts described in paragraph (a) of this section, but excluding any amounts for capital outlay or debt service. (*See* Appendix A to part 300 for an  example of how excess costs must be calculated.) |  |  |

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| (Authority: 20 U.S.C. 1401(8)) |  |  |

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| § 300.17 Free appropriate public education. |  |  |
| *Free appropriate public education* or *FAPE* means special education and related services that—  (a) Are provided at public expense, under public supervision and direction, and without charge;  (b) Meet the standards of the SEA, including the requirements of this part;  (c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and  (d) Are provided in conformity with an individualized education program (IEP) that meets the  requirements of §§ 300.320 through 300.324.  (Authority: 20 U.S.C. 1401(9)) | **6.31.2.7 NMAC. DEFINITIONS:**  B. The following terms shall have the following meanings for purposes of these rules.  …  (7) A **“free appropriate public education (FAPE)”** means special education and related services which meet all requirements of 34 CFR Sec. 300.17 and which, pursuant to 34 CFR Sec. 300.17(b), meet all applicable department rules and standards, including but not limited to these rules; the New Mexico  standards for excellence; and department rules  governing school personnel preparation, licensure and performance;, student rights and responsibilities; and student transportation.  **6.29.1.7 NMAC. DEFINITIONS:**  .R "Free appropriate public education (FAPE)" means special education and related services that are provided at public expense, under public supervision and  direction without charge, which meet the standards of the department in providing appropriate preschool, elementary or secondary education in New Mexico; and which are provided in conformity with an  individualized education program (IEP) that meets the requirements of 34 CFR, Sections 300.320 through 300.324. |  |

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| **General education curriculum.** (Not defined in federal regulations; see New Mexico Rules). | **6.31.2.7 NMAC. DEFINITIONS:**  B. The following terms shall have the following meanings for purposes of these rules.  …  (8) The **“general education curriculum”** pursuant to 34 CFR Sec. 300.320, means the same curriculum that a public agency offers for nondisabled children. For New Mexico public agencies whose non-special education programs are subject to department rules, the general curriculum includes the content  standards, benchmarks and all other applicable  requirements of the New Mexico standards for  excellence and any other department rules defining curricular requirements. |  |

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| § 300.19 Homeless children. |  |  |
| *Homeless children* has the meaning given the term *homeless children and youths* in section 725 (42 U.S.C. 11434a) of the McKinney-Vento Homeless Assistance Act, as amended, 42 U.S.C. 11431 *et seq.*  (Authority: 20 U.S.C. 1401(11)) |  | RATON PUBLIC SCHOOLS will utilize the following definition from the McKinney-Vento Homeless Assistance Act.  The term "homeless children and youths” –  (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302(a)(1) of this title); and  (B) includes –  (i) children and youths who are sharing the housing of other persons due to loss of  housing, economic hardship, or a similar  reason; are living in motels, hotels, trailer |

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|  |  | parks, or camping grounds due to the lack of alternative accommodations; are living in  emergency or transitional shelters; are  abandoned in hospitals; or are awaiting foster care placement;  (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human  beings (within the meaning of section  11302(a)(2)(C) of this title);  (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings,  substandard housing, bus or train stations, or similar settings; and  (iv) migratory children (as such term is defined in section 6399 of Title 20) who qualify as  homeless for the purposes of this part because the children are living in circumstances  described in clauses (i) through (iii).  (42 U.S.C. § 11434a) |

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| § 300.20 Include. |  |  |
| *Include* means that the items named are not all of the possible items that are covered, whether like or unlike the ones named.  (Authority: 20 U.S.C. 1221e–3) |  |  |

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| § 300.21 Indian and Indian tribe. |  |  |
| (a) *Indian* means an individual who is a member of an |  |  |

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| Indian  (b) *Indian tribe* means any Federal or State Indian tribe, band, rancheria, pueblo, colony, or  community, including any Alaska Native village or regional village corporation (as defined in or  established under the Alaska Native Claims  Settlement Act, 43 U.S.C. 1601 *et seq.*).  (c) Nothing in this definition is intended to indicate that the Secretary of the Interior is required to provide services or funding to a State Indian tribe that is not listed in the **Federal Register** list of Indian entities recognized as eligible to receive services from the United States, published pursuant to Section 104 of the Federally Recognized Indian Tribe List Act of 1994, 25 U.S.C. 479a–1.  (Authority: 20 U.S.C. 1401(12) and (13)) |  |  |

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| § 300.22 Individualized education program. |  |  |
| *Individualized education program* or IEP means a written statement for a child with a disability that is developed, reviewed, and revised in accordance with §§ 300.320 through 300.324.  (Authority: 20 U.S.C. 1401(14)) | **6.31.2.7 NMAC. DEFINITIONS:**  B. The following terms shall have the following meanings for purposes of these rules.  …  (10) **“Individualized education program”** or “IEP” means a written statement for a child with a  disability that is developed, reviewed, and revised in accordance with 34 CFR Secs. 300.320 through  300.324;  **6.29.1.7 NMAC. DEFINITIONS:**  X "Individualized education program (IEP)" means a written statement for a child with a disability that is developed, reviewed and revised in accordance with 34 CFR, Secs.300.320 through 300.324. |  |

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| § 300.23 Individualized education program team. |  |  |
| *Individualized education program team* or *IEP Team* means a group of individuals described in § 300.321 that is responsible for developing, reviewing, or revising an IEP for a child with a disability.  (Authority: 20 U.S.C. 1414(d)(1)(B)) | **6.29.1.7 NMAC. DEFINITIONS:**  (B)  …  (11) “IEP team” means, pursuant to 34 CFR Sec. 300.321, the public agency shall ensure that the IEP team for each child with a disability includes:  (a) the parents of the child;  (b) not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);  (c) not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;  (d) 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;  (e) an individual who can interpret the instructional implications of evaluation results, who may be a  member of the team described in Subparagraphs (b) through (e) of Paragraph (11) of Subsection B of  6.31.2.7 NMAC;  (f) at the discretion of the parent or public agency, other individuals who have knowledge or special  expertise regarding the child, including related  services personnel as appropriate; and |  |

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|  | (g) whenever appropriate, the child with a disability. |  |

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| § 300.24 Individualized family service plan. |  |  |
| *Individualized family service plan* or *IFSP* has the meaning given the term in section 636 of the Act.  (Authority: 20 U.S.C. 1401(15)) |  | RATON PUBLIC SCHOOLS understands that an IFSP must contain:  (1) a statement of the infant’s or toddler’s present levels of physical development, cognitive  development, communication development, social or emotional development, and adaptive  development, based on objective criteria;  (2) a statement of the family’s resources, priorities, and concerns relating to enhancing the development of the family’s infant or toddler with a disability;  (3) a statement of the measurable results or outcomes expected to be achieved for the infant or toddler and the family, including pre-literacy and language skills, as developmentally appropriate for the child, and the criteria, procedures, and timelines used to determine the degree to which progress toward achieving the results or outcomes is being made and whether modifications or revisions of the results or outcomes or services are necessary;  (4) a statement of specific early intervention services based on peer-reviewed research, to the extent practicable, necessary to meet the unique needs of the infant or toddler and the family, including the frequency, intensity, and method of delivering services;  (5) a statement of the natural environments in which early intervention services will appropriately be provided, including a justification of the extent, if any, to which the services will not be provided in a natural environment;  (6) the projected dates for initiation of services and the anticipated length, duration, and frequency of the services;  (7) the identification of the service coordinator from the profession most immediately relevant to the |

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|  |  | infant’s or toddler’s or family’s needs (or who is otherwise qualified to carry out all applicable responsibilities under this subchapter) who will be responsible for the implementation of the plan and coordination with other agencies and persons, including transition services; and  (8) the steps to be taken to support the transition of the toddler with a disability to preschool or other appropriate services.  (20 U.S.C. § 1436) |

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| § 300.25 Infant or toddler with a disability. |  |  |
| *Infant or toddler with a disability*—  (a) Means an individual under three years of age who needs early intervention services because the  individual—  (1) Is experiencing developmental delays, as  measured by appropriate diagnostic  instruments and procedures in one or more of  the areas of cognitive development, physical  development, communication development,  social or emotional development, and adaptive  development; or  (2) Has a diagnosed physical or mental condition that has a high probability of resulting in  developmental delay; and  (b) May also include, at a State‘s discretion— (1) At-risk infants and toddlers; and  (2) Children with disabilities who are eligible for services under section 619 and who previously  received services under Part C of the Act until  such children enter, or are eligible under State  law to enter, kindergarten or elementary  school, as appropriate, provided that any  programs under Part C of the Act serving such |  |  |

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| children shall include—  (i) An educational component that promotes  school readiness and incorporates pre  literacy, language, and numeracy skills;  and  (ii) A written notification to parents of their  rights and responsibilities in determining  whether their child will continue to  receive services under Part C of the Act  or participate in preschool programs  under section 619.  (Authority: 20 U.S.C. 1401(16) and 1432(5)) |  |  |

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| § 300.26 Institution of higher education. |  |  |
| *Institution of higher education*—  (a) Has the meaning given the term in section 101 of the Higher Education Act of 1965, as amended, 20 U.S.C. 1021 *et seq.* (HEA); and  (b) Also includes any community college receiving funds from the Secretary of the Interior under the Tribally Controlled Community College or  University Assistance Act of 1978, 25 U.S.C. 1801, *et seq.*  (Authority: 20 U.S.C. 1401(17)) |  |  |

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| § 300.27 Limited English proficient. |  |  |
| *Limited English proficient* has the meaning given the term in English Learner in section 8101of the ESEA. |  | RATON PUBLIC SCHOOLS understands the term “English learner” , when used with respect to an |

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| (Authority: 20 U.S.C. 1401(18)) |  | individual, to mean an individual:  (A) who is aged 3 through 21;  (B) who is enrolled or preparing to enroll in an elementary school or secondary school;  (C)  (i) who was not born in the United States or whose native language is a language other  than English;  (ii)  (I) who is a Native American or Alaska  Native, or a native resident of the  outlying areas; and  (II) who comes from an environment where a language other than English has had a  significant impact on the individual's  level of English language proficiency; or  (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and  (D) whose difficulties in speaking, reading, writing, or understanding the English language may be  sufficient to deny the individual--  (i) the ability to meet the State's proficient level of achievement on State assessments described in section 6311(b)(3) of the [Elementary and  Secondary Education Act];  (ii) the ability to successfully achieve in  classrooms where the language of instruction is English; or  (iii) the opportunity to participate fully in society. (20 U.S.C. 7801 §) |

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| § 300.28 Local educational agency. |  |  |
| (a) *General. Local educational agency* or *LEA* means a public board of education or other public authority legally constituted within a State for either  administrative control or direction of, or to perform a service function for, public elementary or  secondary schools in a city, county, township,  school district, or other political subdivision of a State, or for a combination of school districts or  counties as are recognized in a State as an  administrative agency for its public elementary  schools or secondary schools.  (b) Educational service agencies and other public institutions or agencies. The term includes—  (1) An educational service agency, as defined in § 300.12; and  (2) Any other public institution or agency having administrative control and direction of a public  elementary school or secondary school,  including a public nonprofit charter school that  is established as an LEA under State law.  (c) *BIA funded schools.* The term includes an  elementary school or secondary school funded by the Bureau of Indian Affairs, and not subject to the jurisdiction of any SEA other than the Bureau of Indian Affairs, but only to the extent that the  inclusion makes the school eligible for programs for which specific eligibility is not provided to the  school in another provision of law and the school does not have a student population that is smaller than the student population of the LEA receiving assistance under the Act with the smallest student  population.  (Authority: 20 U.S.C. 1401(19)) | **6.31.2.7 NMAC. DEFINITIONS:**  B. The following terms shall have the following meanings for purposes of these rules.  …  (9) **“LEA”** means a local educational agency as defined in 34 CFR Sec. 300.28.  **6.29.1.7 NMAC. DEFINITIONS:**  Z "Local educational agency (LEA)" means a local educational agency as defined in 34 CFR Sec. 300.28. The LEA may be a public school district, a state  chartered charter school or a state educational institution. | RATON PUBLIC SCHOOLS recognizes that it is a local educational agency (LEA) under the IDEA. |

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| § 300.29 Native language. |  |  |
| (a) *Native language*, when used with respect to an individual who is limited English proficient, means the following:  (1) The language normally used by that individual, or, in the case of a child, the language  normally used by the parents of the child,  except as provided in paragraph (a)(2) of this  section.  (2) In all direct contact with a child (including  evaluation of the child), the language normally  used by the child in the home or learning  environment.  (b) For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the  individual (such as sign language, Braille, or oral communication).  (Authority: 20 U.S.C. 1401(20)) |  |  |

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| NMAC. |  |  |
| (Not defined in federal regulations; see New Mexico Rules). | **6.31.2.7 NMAC. DEFINITIONS:**  B. The following terms shall have the following meanings for purposes of these rules.  …  (13) **“NMAC”** means the New Mexico administrative |  |

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|  | code, including future amendments. |  |

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| NMSA 1978. |  |  |
| (Not defined in federal regulations; see New Mexico Rules). | **6.31.2.7 NMAC. DEFINITIONS:**  B. The following terms shall have the following meanings for purposes of these rules.  …  (14) **“NMSA 1978”** means the 1978 Compilation of New Mexico Statutes Annotated, including future amendments. |  |

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| § 300.30 Parent. |  |  |
| (a) *Parent* means—  (1) A biological or adoptive parent of a child;  (2) A foster parent, unless State law, regulations, or contractual obligations with a State or local  entity prohibit a foster parent from acting as a  parent;  (3) A guardian generally authorized to act as the child‘s parent, or authorized to make  educational decisions for the child (but not the  State if the child is a ward of the State);  (4) An individual acting in the place of a  biological or adoptive parent (including a  grandparent, stepparent, or other relative) with  whom the child lives, or an individual who is  legally responsible for the child‘s welfare; or  (5) A surrogate parent who has been appointed in | **6.31.2.7 NMAC. DEFINITIONS:**  B. The following terms shall have the following meanings for purposes of these rules.  …  (15) **“Parent”** includes, in addition to the persons specified in 34 CFR Sec. 300.30, a child with a  disability who has reached age 18 and for whom  there is no court-appointed general guardian, limited guardian or other court-appointed person who has legal custody or has otherwise been authorized by a court to make educational decisions on the child’s behalf as provided in Subsection K of 6.31.2.13  NMAC. Pursuant to 34 CFR Sec. 300.519 and  department policy, a foster parent of a child with a disability may act as a parent under Part B of the  IDEA if: (i) the foster parent or the state children, youth and families department (CYFD) provides  appropriate documentation to establish that CYFD | RATON PUBLIC SCHOOLS understands the phrase “attempting to act as a parent” generally to refer to situations in which an individual attempts to assume the responsibilities of a parent under the IDEA. An individual may “attempt to act as a parent” under the IDEA in many situations; for example, if an individual provides consent for an evaluation or reevaluation, or attends an IEP Team meeting as the child’s parent. (See 71 Fed. Reg. 46567 (August 14, 2004)) |

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| accordance with § 300.519 or section 639(a)(5)  of the Act.  (b)  (1) Except as provided in paragraph (b)(2) of this section, the biological or adoptive parent, when  attempting to act as the parent under this part  and when more than one party is qualified  under paragraph (a) of this section to act as a  parent, must be presumed to be the parent for  purposes of this section unless the biological or  adoptive parent does not have legal authority  to make educational decisions for the child.  (2) If a judicial decree or order identifies a  specific person or persons under paragraphs  (a)(1) through (4) of this section to act as the  “parent” of a child or to make educational  decisions on behalf of a child, then such person  or persons shall be determined to be the  “parent‘” for purposes of this section.  (Authority: 20 U.S.C. 1401(23)) | has legal custody and has designated the person in question as the child’s foster parent; and (ii) the  foster parent is willing to make the educational  decisions required of parents under the IDEA; and has no interest that would conflict with the interests of the child. A foster parent who does not qualify under the above requirements but who meets all  requirements for a surrogate parent under 34 CFR Sec. 300.519 may be appointed as a surrogate if the public agency responsible for making the  appointment deems such action appropriate. |  |

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| § 300.31 Parent training and information center. |  |  |
| *Parent training and information center* means a center assisted under sections 671 or 672 of the Act.  (Authority: 20 U.S.C. 1401(25)) |  |  |

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| § 300.32 Personally identifiable. |  |  |
| *Personally identifiable* means information that contains— (a) The name of the child, the child‘s parent, or other |  |  |

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| family member;  (b) The address of the child;  (c) A personal identifier, such as the child‘s social security number or student number; or  (d) A list of personal characteristics or other  information that would make it possible to identify the child with reasonable certainty.  (Authority: 20 U.S.C. 1415(a)) |  |  |

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| § 300.33 Public agency. |  |  |
| *Public agency* includes the SEA, LEAs, ESAs, nonprofit public charter schools that are not otherwise included as LEAs or ESAs and are not a school of an LEA or ESA, and any other political subdivisions of the State that are responsible for providing education to children with disabilities.  (Authority: 20 U.S.C. 1412(a)(11)) | **6.31.2.7 NMAC. DEFINITIONS:**  B. The following terms shall have the following meanings for purposes of these rules.  …  (6) The **“educational jurisdiction”** of a public agency includes the geographic area, age range and all  facilities including residential treatment centers, day treatment centers, hospitals, mental health  institutions, juvenile justice facilities, state supported schools, or programs within which the public  agency is obligated under state laws, rules, or by  enforceable agreements including joint powers  agreements (JPAs) or memoranda of understanding (MOUs) to provide educational services for children with disabilities. In situations such as transitions,  transfers and special placements, the educational  jurisdiction of two or more public agencies may  overlap and result in a shared obligation to ensure that a particular child receives all the services to  which the child is entitled. |  |

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|  | …  (21) A **“state-supported educational program”** means a publicly funded program that:  (a) provides special education and related services to children with disabilities who come within  the program’s educational jurisdiction;  (b) is operated by, or under contractual  arrangements for, a state school, state  educational institution, other state institution,  state hospital or state agency; and  (c) is primarily funded through direct legislative appropriations or other direct state support to a  public agency other than a local school district. |  |
| **“Puente para los ninos fund”** (Not defined in federal regulations; see New Mexico Rules). | **6.31.2.7 NMAC. DEFINITIONS:**  B. The following terms shall have the following meanings for purposes of these rules.  …  (17) **“Puente para los ninos fund”** means a risk pool fund in New Mexico to support high cost students with disabilities identified by LEAs pursuant to 34 CFR Sec. 300.704(c)(3)(i). |  |

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| § 300.34 Related services. |  |  |
| (a) *General. Related services* means transportation and such developmental, corrective, and other  supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and  audiology services, interpreting services,  psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including  rehabilitation counseling, orientation and mobility |  | RATON PUBLIC SCHOOLS understands that the list of related services in the IDEA is not exhaustive and may include other developmental, corrective, or supportive services if they are required to assist a child with a disability to benefit from special education. (See 71 Fed. Reg. 46569 (August 14, 2006)) |

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| services, and medical services for diagnostic or  evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent  counseling and training.  (b) *Exception; services that apply to children with surgically implanted devices, including cochlear implants.*  (1) Related services do not include a medical  device that is surgically implanted, the  optimization of that device‘s functioning (e.g.,  mapping), maintenance of that device, or the  replacement of that device.  (2) Nothing in paragraph (b)(1) of this section—  (i) Limits the right of a child with a  surgically implanted device (e.g., cochlear  implant) to receive related services (as  listed in paragraph (a) of this section) that  are determined by the IEP Team to be  necessary for the child to receive FAPE.  (ii) Limits the responsibility of a public  agency to appropriately monitor and  maintain medical devices that are needed  to maintain the health and safety of the  child, including breathing, nutrition, or  operation of other bodily functions, while  the child is transported to and from  school or is at school; or  (iii) Prevents the routine checking of an  external component of a surgically  implanted device to make sure it is  functioning properly, as required in  §300.113(b).  (c) *Individual related services terms defined.* The terms used in this definition are defined as follows:  (1) *Audiology* includes—  (i) Identification of children with hearing |  |  |

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| loss;  (ii) Determination of the range, nature, and  degree of hearing loss, including referral  for medical or other professional attention  for the habilitation of hearing;  (iii) Provision of habilitative activities, such as  language habilitation, auditory training,  speech reading (lip-reading), hearing  evaluation, and speech conservation;  (iv) Creation and administration of programs  for prevention of hearing loss;  (v) Counseling and guidance of children,  parents, and teachers regarding hearing  loss; and  (vi) Determination of children‘s needs for  group and individual amplification,  selecting and fitting an appropriate aid,  and evaluating the effectiveness of  amplification.  (2) *Counseling services* means services provided by qualified social workers, psychologists,  guidance counselors, or other qualified  personnel.  (3) *Early identification and assessment of*  *disabilities in children* means the  implementation of a formal plan for identifying  a disability as early as possible in a child‘s life.  (4) *Interpreting services* includes—  (i) The following, when used with respect to  children who are deaf or hard of hearing:  Oral transliteration services, cued  language transliteration services, sign  language transliteration and interpreting  services, and transcription services, such  as communication access real-time  translation (CART), C-Print, and  TypeWell; and |  |  |

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| (ii) Special interpreting services for children  who are deaf-blind.  (5) *Medical services* means services provided by a licensed physician to determine a child‘s  medically related disability that results in the  child‘s need for special education and related  services.  (6) *Occupational therapy*—  (i) Means services provided by a qualified  occupational therapist; and  (ii) Includes—  (A) Improving, developing, or restoring  functions impaired or lost through  illness, injury, or deprivation;  (B) Improving ability to perform tasks  for independent functioning if  functions are impaired or lost; and  (C) Preventing, through early  intervention, initial or further  impairment or loss of function.  (7) Orientation *and mobility services*—  (i) Means services provided to blind or  visually impaired children by qualified  personnel to enable those students to  attain systematic orientation to and safe  movement within their environments in  school, home, and community; and  (ii) Includes teaching children the following,  as appropriate:  (A) Spatial and environmental concepts  and use of information received by  the senses (such as sound,  temperature and vibrations) to  establish, maintain, or regain  orientation and line of travel (e.g.,  using sound at a traffic light to cross |  |  |

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| the street);  (B) To use the long cane or a service  animal to supplement visual travel  skills or as a tool for safely  negotiating the environment for  children with no available travel  vision;  (C) To understand and use remaining  vision and distance low vision aids;  and  (D) Other concepts, techniques, and  tools.  (8)  (i) *Parent counseling and training* means  assisting parents in understanding the  special needs of their child;  (ii) Providing parents with information about  child development; and  (iii) Helping parents to acquire the necessary  skills that will allow them to support the  implementation of their child‘s IEP or  IFSP.  (9) *Physical therapy* means services provided by a qualified physical therapist.  (10) *Psychological services* includes—  (i) Administering psychological and  educational tests, and other assessment  procedures;  (ii) Interpreting assessment results;  (iii) Obtaining, integrating, and interpreting  information about child behavior and  conditions relating to learning;  (iv) Consulting with other staff members in  planning school programs to meet the  special educational needs of children as |  |  |

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| indicated by psychological tests,  interviews, direct observation, and  behavioral evaluations;  (v) Planning and managing a program of  psychological services, including  psychological counseling for children and  parents; and  (vi) Assisting in developing positive  behavioral intervention strategies.  (11) *Recreation* includes—  (i) Assessment of leisure function;  (ii) Therapeutic recreation services;  (iii) Recreation programs in schools and  community agencies; and  (iv) Leisure education.  (12) *Rehabilitation counseling services* means  services provided by qualified personnel in  individual or group sessions that focus  specifically on career development,  employment preparation, achieving  independence, and integration in the workplace  and community of a student with a disability.  The term also includes vocational  rehabilitation services provided to a student  with a disability by vocational rehabilitation  programs funded under the Rehabilitation Act  of 1973, as amended, 29 U.S.C. 701 *et seq.*  (13) *School health services and school nurse*  *services* means health services that are  designed to enable a child with a disability to  receive FAPE as described in the child‘s IEP.  School nurse services are services provided by  a qualified school nurse. School health services  are services that may be provided by either a  qualified school nurse or other qualified  person. |  |  |

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| (14) *Social work services in schools* includes—  (i) Preparing a social or developmental  history on a child with a disability;  (ii) Group and individual counseling with the  child and family;  (iii) Working in partnership with parents and  others on those problems in a child‘s  living situation (home, school, and  community) that affect the child‘s  adjustment in school;  (iv) Mobilizing school and community  resources to enable the child to learn as  effectively as possible in his or her  educational program; and  (v) Assisting in developing positive  behavioral intervention strategies.  (15) *Speech-language pathology services*  includes—  (i) Identification of children with speech or  language impairments;  (ii) Diagnosis and appraisal of specific speech  or language impairments;  (iii) Referral for medical or other professional  attention necessary for the habilitation of  speech or language impairments;  (iv) P rovision of speech and language  services for the habilitation or prevention  of communicative impairments; and  (v) Counseling and guidance of parents,  children, and teachers regarding speech  and language impairments.  (16) *Transportation* includes—  (i) Travel to and from school and between  schools;  (ii) Travel in and around school buildings; |  |  |

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| and  (iii)Specialized equipment (such as special or  adapted buses, lifts, and ramps), if  required to provide special transportation  for a child with a disability.  (Authority: 20 U.S.C. 1401(26)) |  |  |
| **“SAT”** (Not defined in federal regulations; see New Mexico Rules). | **6.29.1.7 NMAC. DEFINITIONS:**  AI. “Student assistance team (SAT)” means a school-based group of people whose purpose is to provide additional educational support to students experiencing difficulties preventing them from benefiting from general  education.  **6.31.2.7 NMAC. DEFINITIONS:**  B. The following terms shall have the following meanings for purposes of these rules.  …  (18) **“SAT”** means the student assistance team, which is a school-based group of people whose purpose is to provide additional educational support to students who are experiencing difficulties that are preventing them from benefiting from general education. |  |

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| § 300.36 Secondary school. |  |  |
| *Secondary school* means a nonprofit institutional day or residential school, including a public secondary charter school that provides secondary education, as determined under State law, except that it does not include any education beyond grade 12.  (Authority: 20 U.S.C. 1401(27)) |  |  |
| § 300.37 Services plan. |  |  |
| *Services plan* means a written statement that describes the special education and related services the LEA will provide to a parentally- placed child with a disability enrolled in a private school who has been designated to receive services, including the location of the services and any transportation necessary, consistent with §  300.132, and is developed and implemented in accordance with §§300.137 through 300.139.  (Authority: 20 U.S.C. 1412(a)(10)(A)) |  |  |

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| § 300.38 Secretary. |  |  |
| *Secretary* means the Secretary of Education.  (Authority: 20 U.S.C. 1401(28)) |  |  |

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| § 300.39 Special education. |  |  |
| (a) *General*.  (1) *Special education* means specially designed instruction, at no cost to the parents, to meet  the unique needs of a child with a disability,  including—  (i) Instruction conducted in the classroom, in  the home, in hospitals and institutions,  and in other settings; and  (ii) Instruction in physical education.  (2) *Special education* includes each of the  following, if the services otherwise meet the  requirements of paragraph (a)(1) of this  section—  (i) Speech-language pathology services, or  any other related service, if the service is  considered special education rather than a  related service under State standards;  (ii) Travel training; and  (iii) Vocational education.  (b) *Individual special education terms defined.* The terms in this definition are defined as follows:  (1) *At no cost* means that all specially-designed instruction is provided without charge, but  does not preclude incidental fees that are  normally charged to nondisabled students or  their parents as a part of the regular education  program.  (2) *Physical education* means—  (i) The development of—  (A) Physical and motor fitness;  (B) Fundamental motor skills and  patterns; and | **6.31.2.7 NMAC. DEFINITIONS:**  B. The following terms shall have the following meanings for purposes of these rules.  …  (20) **“Special education”** means specially designed instruction, at no cost to the parents, to meet the  unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education.  (a) As authorized by 34 CFR Sec. 300.8(a)(2)(ii) and 300.39(a)(2)(i), “special education” in New  Mexico may include speech-language pathology  services.  (b) Speech-language pathology services shallmeet the following standards to be considered special  education:  (i) the service is provided to a child who has  received appropriate tier I universal  screening under Subsection D of 6.29.1.9  NMAC [Correct citation 6.29.1.9 (E)  NMAC] as it may be amended from time  to time, before being properly evaluated  under 34 CFR Secs. 300.301through  300.306 and Subsection D of 6.31.2.10  NMAC;  (ii) the IEP team that makes the eligibility  determination finds that the child has a  communication disorder, such as  stuttering, impaired articulation, a  language impairment, or a voice  impairment, that adversely affects a child's  educational performance;  (iii) the speech language pathology service  consists of specially designed instruction  that is provided to enable the child to have |  |

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| (C) Skills in aquatics, dance, and  individual and group games and  sports (including intramural and  lifetime sports); and  (ii) Includes special physical education,  adapted physical education, movement  education, and motor development.  (3) *Specially designed instruction* means adapting, as appropriate to the needs of an eligible child  under this part, the content, methodology, or  delivery of instruction—  (i) To address the unique needs of the child  that result from the child‘s disability; and  (ii) To ensure access of the child to the  general curriculum, so that the child can  meet the educational standards within the  jurisdiction of the public agency that  apply to all children.  (4) *Travel training* means providing instruction, as appropriate, to children with significant  cognitive disabilities, and any other children  with disabilities who require this instruction, to  enable them to—  (i) Develop an awareness of the environment  in which they live; and  (ii) Learn the skills necessary to move  effectively and safely from place to place  within that environment (e.g., in school,  in the home, at work, and in the  community).  (5) *Vocational education* means organized  educational programs that are directly related  to the preparation of individuals for paid or  unpaid employment, or for additional  preparation for a career not requiring a  baccalaureate or advanced degree. | access to the general curriculum and meet  the educational standards of the public  agency that apply to all children; and  (iv) the service is provided at no cost to the  parents under a properly developed IEP  that meets the requirements of Subsection  B of 6.31.2.11 NMAC.  (c) If all of the standards are met, the service shall be considered as special education rather than a  related service.  (d) Student/staff caseloads for special education shall meet the requirements of Paragraphs (1)  and (2) of Subsection H of 6.29.1.9 NMAC.  **6.29.1.11 NMAC. PROGRAM REQUIREMENTS:**  F. Special education. Special education is specially designed instruction that is provided at no cost to parents to meet the unique needs of a student with a disability, as defined in the IDEA regulations (34 CFR Part 300 and state special education regulations (6.31.2 NMAC). Special education programs shall:  (1) provide specially-designed instruction in career and technical education and travel training for students whose IEPs require such services;  (2) provide instruction to students placed on homebound services as per their IEP; and  (3) provide instruction in state-supported educational programs, hospitals, institutions and other settings. As set forth in the state special education regulations at Paragraph (15) of Subsection C of 6.31.2.7  NMAC, [Correct citation is 6.31.2.7 (B)(20)  NMAC], special education may include speech  language pathology services consisting of specially designed instruction that is provided to enable a  student with a disability, as recognized under IDEA, to have access to the general curriculum and to meet the educational standards of the public agency that |  |

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| (Authority: 20 U.S.C. 1401(29)) | apply to all children;  (4) provide instruction, in accordance with Section 22- 13-1 (D) NMSA 1978, for the unique needs of gifted and talented students;  (5) be assessed as part of the EPSS process; and  (6) support the local curriculum and EPSS.  **6.29.1.7 NMAC. DEFINITIONS:**  I "Caseload" means the total number of students receiving special education and speech-only services as special education, for whom a special education teacher or speech language pathologist has responsibility for developing and monitoring the students' IEPs.  "Caseload" may also mean the number of students for which individual support services staff members are responsible.  …  L"Class load" means the number of students for whom a teacher structures activities at a given time.  **6.29.1.9 NMAC. PROCEDURAL REQUIREMENTS:**  H. Class loads. Class loads shall be in compliance with the most current class load requirements in Section 22- 10A-20 NMSA 1978 and Section 22-5-15 NMSA 1978.  …  (5) Students receiving special education services integrated into a regular classroom for any part of the day shall be counted in the calculation of class load averages. Students receiving special education  services not integrated into the regular classroom  shall not be counted in the calculation of class load averages. Only classroom teachers charged with  responsibility for the regular classroom instructional program shall be counted in determining average  class loads. In elementary schools offering only one grade level, average class loads may be calculated by |  |

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|  | averaging appropriate grade levels between schools in the school district.  **6.29.1.9 NMAC. PROCEDURAL REQUIREMENTS:** I. Student/staff caseloads in gifted and special education.  (1) The student/staff caseload shall not exceed 35:1 for a special education teacher and 60:1 for a speech  language pathologist for special education services or speech-only services, in which properly licensed special education teachers or speech-language  pathologists travel from class to class or school to school, providing services to students with  disabilities whose individualized education programs (IEPs) require a minimal amount of special  education. (A minimal amount of special education services shall not exceed 10 percent of the school day/week.)  (2) The student/staff caseload shall not exceed 24:1 for a special education teacher and 35:1 for a speech  language pathologist for special education services or speech-only services which properly-licensed  special education teachers or speech-language  pathologists provide to students with disabilities  whose IEPs require a moderate amount of special education. (A moderate amount of special education services shall be less than 50 percent of the school day.)  (3) The student/staff caseload shall not exceed 15:1 for special education services in which properly licensed special education teachers provide services to  students with disabilities whose IEPs require an  extensive amount of special education for a portion of the school day as appropriate to implement the plan. (An extensive amount of special education  services shall be provided 50 percent or more of the school day.)  (4) The student/staff caseload shall not exceed 8:1 for special education services in which a properly  licensed professional provides services to students |  |

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|  | with disabilities whose IEPs require a maximum  amount of special education. (A maximum amount of special education services shall be provided in an amount approaching a full school day.)  (5) The student/adult caseload shall not exceed 4:1 for center-based special education services in which one of the adults in the program is a properly licensed professional providing three- and four-year old  children with the amount of special education needed to implement each child's IEP.  (6) The student/adult caseload shall not exceed 2:1 for center-based special education services in which  three- and four-year old children have profound  educational needs.  (7) Adequate student/staff caseloads shall be provided to appropriately address needs identified in the IEPs. Paraprofessionals and assistants who are  appropriately trained and supervised in accordance with applicable department licensure rules or written department policy may be used to assist in the  provision of special education and related services to students with disabilities under Part B of IDEA.  (8) If the student/staff caseload ratio exceeds the standards provided above, a request for waiver shall be submitted to the department for review and  approval by the secretary. |  |

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| § 300.40 State. |  |  |
| *State* means each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, and each of the outlying areas.  (Authority: 20 U.S.C. 1401(31)) |  |  |

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| § 300.41 State educational agency. |  |  |
| *State educational agency* or *SEA* means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary schools and secondary schools, or, if there is no such officer or agency,  an officer or agency designated by the Governor or by State law.  (Authority: 20 U.S.C. 1401(32)) | **6.31.2.7 NMAC. DEFINITIONS:**  B. The following terms shall have the following meanings for purposes of these rules.  …  …  (19) **“SED”** means the special education division of the department. |  |

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| § 300.42 Supplementary aids and services. |  |  |
| *Supplementary aids and services* means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in  extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §§ 300.114 through 300.116.  (Authority: 20 U.S.C. 1401(33)) |  |  |

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| § 300.43 Transition services. |  |  |
| (a) *Transition services* means a coordinated set of activities for a child with a disability that—  (1) Is designed to be within a results-oriented  process, that is focused on improving the  academic and functional achievement of the | **6.29.1.7 NMAC. DEFINITIONS:**  AK. "Transition plan" means a coordinated set of activities for a student with a disability, which specifies special education and related services designed to meet a | The definition of transition is written broadly to include a range of services, including vocational and career training that are needed to meet the individual needs of a child with a disability. RATON PUBLIC SCHOOLS expects that IEP Teams will make decisions regarding transition services on the basis of the child’s individual |

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| child with a disability to facilitate the child‘s  movement from school to post-school  activities, including postsecondary education,  vocational education, integrated employment  (including supported employment), continuing  and adult education, adult services,  independent living, or community  participation;  (2) Is based on the individual child‘s needs, taking into account the child‘s strengths, preferences,  and interests; and includes—  (i) Instruction;  (ii) Related services;  (iii) Community experiences;  (iv) The development of employment and  other post- school adult living objectives;  and  (v) If appropriate, acquisition of daily living  skills and provision of a functional  vocational evaluation.  (b) *Transition services* for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.  (Authority: 20 U.S.C. 1401(34)) | student's unique needs and to prepare the student for future education, employment and independent living. The use of individualized educational program (IEP) transition planning, graduation planning and post secondary transitions is described in Subparagraph (a) of Paragraph (13) of Subsection J of 6.29.1.9 NMAC. [Correct citation is 6.29.1.9 (K)(13)(a) NMAC] | needs, taking into account the child’s strengths, preferences, and interests. As with all special education and related services, the student’s IEP Team determines the transition services that are needed to provide a FAPE to a child with a disability based on the needs of the child, and not on the disability category or severity of the disability. (See 71 Fed. Reg. 46579 (August 14, 2006)) |

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| § 300.44 Universal design. |  |  |
| *Universal design* has the meaning given the term in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002. |  |  |

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| (Authority: 20 U.S.C. 1401(35)) |  |  |
| **“USC”** (Not defined in federal regulations; see New Mexico Rules). | **6.31.2.7 NMAC. DEFINITIONS:**  B. The following terms shall have the following meanings for purposes of these rules.  …  (22) **“USC”** means the United States code, including future amendments. |  |

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| § 300.45 Ward of the State. |  |  |
| (a) *General.* Subject to paragraph (b) of this section, *ward of the State* means a child who, as determined by the State where the child resides, is—  (1) A foster child;  (2) A ward of the State; or  (3) In the custody of a public child welfare  agency.  (b) *Exception.* Ward of the State does not include a foster child who has a foster parent who meets the definition of a *parent* in § 300.30.  (Authority: 20 U.S.C. 1401(36)) |  |  |
|  | **6.31.2.7 NMAC. DEFINITIONS:**  E. The definitions in Subsection E of 6.31.2.7 NMAC apply only to Subsection I of 6.31.2.13 NMAC  (1) "Expedited hearing" means a hearing that is available on request by a parent or a public agency under 34 CFR Sec. 300.532(c) and is subject to the requirements of 34 CFR Sec. 300.532(c). |  |

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|  | (2) "Gifted services" means services to gifted children as defined in Subsection A of 6.31.2.12 NMAC.  (3) "Transmit" means to mail, send by electronic mail (email) or telecopier (facsimile machine), or hand deliver a written notice or other document and obtain written proof of delivery by one of the following  means:  (a) an email system's confirmation of a completed transmission to an email address that is shown  to be valid for the individual to whom the  transmission was sent;  (b) a telecopier machine's confirmation of a  completed transmission to a number which is  shown to be valid for the individual to whom  the transmission was sent;  (c) a receipt from a commercial or government carrier showing to whom the article was  delivered and the date of delivery;  (d) a written receipt signed by the secretary of  education or designee showing to whom the  article was hand-delivered and the date  delivered; or  (e) a final decision to any party not represented by counsel for a due process hearing by the U.S.  postal service, certified mail, return receipt  requested, showing to whom the articles was  delivered and the date of delivery. |  |
|  | **6.31.2.7 NMAC. DEFINITIONS:**  F. The definitions in Subsection F of 6.31.2.7 NMAC apply only to Subsection B of 6.31.2.9 NMAC and Subsection L of 6.31.2.11 NMAC (correct citation 6.31.2.11 (N) NMAC):  (1) "Qualified student" means, pursuant to Paragraph (1) of Subsection A of Section 22-13-8 NMSA 1978, a public school student who:  (a) has not graduated from high school; |  |

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|  | (b) is regularly enrolled in one-half or more of the minimum course requirements approved by the  department for public school students; and  (c) in terms of age:  (i) is at least five years of age prior to 12:01  a.m. on September 1 of the school year or  will be five years of age prior to 12:01 a.m.  on September 1 of the school year if the  student is enrolled in a public school  extended-year kindergarten program that  begins prior to the start of the regular  school year;  (ii) is at least three years of age at any time  during the school year and is receiving  special education pursuant to rules of the  department; or  (iii) has not reached the student's 22nd birthday  on the first day of the school year and is  receiving special education in accordance  with federal law.  (2) "School-age person" means, pursuant to Paragraph (2) of Subsection A of Section 22-13-8 NMSA 1978, a person who is not a qualified student but who  meets the federal requirements for special education and who:  (a) will be at least three years old at any time  during the school year;  (b) is not more than twenty-one years of age; and  (c) has not received a high school diploma or its equivalent.  **NMSA 1978, 22-1-2 Definitions.- - as used in the Public School Code:**  **- - -**  O. “school-age person” means a person who is at least five years of age prior to 12:01 a.m. on September 1 of the school year, who has not received a high school diploma or its equivalent and who has not reached the person’s twenty second birthday on the first day of the school year and meets |  |

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|  | other criteria provided in the Public School Finance Act. |  |

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| SUBPART B—STATE ELIGIBILITY | | |
| **GENERAL** | | |
| § 300.100 Eligibility for assistance. |  |  |
| A State is eligible for assistance under Part B of the Act for a fiscal year if the State submits a plan that provides assurances to the Secretary that the State has in effect policies and procedures to ensure that the State meets the conditions in §§ 300.101 through 300.176.  (Authority: 20 U.S.C. 1412(a) |  |  |

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| FAPE Requirements | | |
| § 300.101 Free appropriate public education (FAPE). |  |  |
| (a) *General.* A free appropriate public education must be available to all children residing in the State  between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in §  300.530(d).  (b) FAPE for children beginning at age 3.  (1) Each State must ensure that—  (i) The obligation to make FAPE  available to each eligible child  residing in the State begins no later  than the child‘s third birthday; and  (ii) An IEP or an IFSP is in effect for the  child by that date, in accordance with | **6.31.2.8 NMAC. RIGHT TO A FREE APPROPRIATE PUBLIC EDUCATION (FAPE):**  A. All children with disabilities aged three through 21 or who will turn three at any time during the school year who reside in New Mexico, including children with disabilities who have been suspended or expelled from school, have the right to a FAPE that is made available by one or more public agencies in compliance with all applicable requirements of 34 CFR Secs. 300.101 and 300.120 and these or other department rules and  standards. Children with disabilities who are enrolled in private schools have the rights provided by 34 CFR Secs. 300.129-300.148 and Subsection L of 6.31.2.11 NMAC (correct citation 6.31.2.11 (N) NMAC). |  |

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| § 300.323(b).  (2) If a child‘s third birthday occurs during the summer, the child‘s IEP Team shall determine  the date when services under the IEP or IFSP  will begin.  (c) *Children advancing from grade to grade.*  (1) Each State must ensure that FAPE is available to any individual child with a disability who  needs special education and related services,  even though the child has not failed or been  retained in a course or grade, and is advancing  from grade to grade.  (2) The determination that a child described in paragraph (a) of this section is eligible  under this part, must be made on an  individual basis by the group responsible  within the child‘s LEA for making  eligibility determinations.  (Authority: 20 U.S.C. 1412(a)(1)(A)) | B. Only children who meet the criteria in these rules may be included in calculating special education program units for state funding and counted as eligible children for federal flow-through funds under Part B of IDEA.  **6.31.2.11 EDUCATIONAL SERVICES FOR CHILDREN WITH DISABILITIES:**  A. Preschool programs for children aged 3 through 5.  (1) Each public agency shall ensure that a free  appropriate public education is available for each preschool child with a disability within its  educational jurisdiction no later than the child’s third birthday and that an individualized education  program (IEP) under Part B or an individual family services plan (IFSP) under Part C of IDEA is in  effect by that date in compliance with 34 CFR Secs. 300.101, 300.124 and 300.323(b).  (2) Eligibility to enroll in Part B preschool program. If a child turns three at any time during the school year and is determined to be eligible under Part B, the  child may enroll in a Part B preschool program when the child turns three if the parent so chooses, whether or not the child has previously been receiving Part C services.  (3) To ensure effective transitioning from IDEA Part C programs to IDEA Part B programs, each public  agency shall conduct a full and individual initial  comprehensive evaluation, at no cost to the parent, and in compliance with requirements of 34 CFR  Secs. 300.300, 300.301, 300.302, 300.304 and  300.305 and other department rules and standards before the initial provision of Part B special  education and related services to a child with a  disability. |  |

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|  | (a) The initial comprehensive evaluation process shall be conducted in all areas of suspected  disability.  (b) The Part B eligibility determination team shall review current assessments and shall determine  the additional data and assessments needed for  the comprehensive evaluation. Current  assessments are defined as assessments, other  than medical assessments, conducted no more  than six months prior to the date of the meeting  of the Part B eligibility determination team.  (c) The Part B eligibility determination team shall consider educationally relevant medical  assessments as part of the review of existing  evaluation data. The determination of eligibility  may not be made solely on the basis of medical  assessments. If the team considers medical  assessments conducted more than six months  prior to the date of the meeting, the team shall  document the appropriateness of considering  such medical assessments.  **6.31.2.11 NMAC. EDUCATIONAL SERVICES FOR CHILDREN WITH DISABILITIES:**  **A.** Preschool programs for children aged 3 through 5. …  (5) In particular:  …  (h) In compliance with 34 CFR Sec. 300.101(b)(2), if a child’s birthday occurs during the summer,  the child’s IEP team shall determine the date  when services under the IEP or IFSP will begin.  Each public agency shall engage in appropriate  planning with the Part C lead agency so that the  eligible child will be prepared to receive Part B  special education and related services when the  IEP team determines that the services under the  IEP or IFSP will begin. |  |

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| § 300.102 Limitation—exception to FAPE for certain ages. |  |  |
| (a) *General.* The obligation to make FAPE available to all children with disabilities does not apply with  respect to the following:  (1) Children aged 3, 4, 5, 18, 19, 20, or 21 in a  State to the extent that its application to those  children would be inconsistent with State law  or practice, or the order of any court,  respecting the provision of public education to  children of those ages.  (2)  (i) Children aged 18 through 21 to the extent  that State law does not require that special  education and related services under Part  B of the Act be provided to students with  disabilities who, in the last educational  placement prior to their incarceration in  an adult correctional facility—  (A) Were not actually identified as being  a child with a disability under §  300.8; and  (B) Did not have an IEP under Part B of  the Act.  (ii) The exception in paragraph (a)(2)(i) of  this section does not apply to children  with disabilities, aged 18 through 21,  who—  (A) Had been identified as a child with a  disability under § 300.8 and had  received services in accordance with  an IEP, but who left school prior to  their incarceration; or | **6.31.2.11 NMAC. EDUCATIONAL SERVICES FOR CHILDREN WITH DISABILITIES:**  G. Graduation planning and post-secondary transitions.  …  (6) Students eligible for special education services are entitled to a FAPE through age 21. If a student turns 22 during the school year, that student shall be  allowed to complete the school year and shall  continue to receive special education and related  services during that school year. If the student turns 22 prior to the first day of the school year, the  student is no longer eligible to receive special  education and related services.  **6.29.1.9 NMAC. PROCEDURAL REQUIREMENTS:** K. Graduation requirements.  (13) Graduation requirements for issuance of a  conditional certificate of transition for students with an IEP. The development of a program of study and the granting of a diploma, or use of a conditional  certificate of transition in the form of a continuing or transition individualized educational program (IEP) for students receiving special education services,  includes the following governing principles:  …  (o) Students eligible for special education services are entitled to a FAPE through age 21. If a  student turns 22 during the school year, the  student shall be allowed to complete the school  year. If a student becomes 22 prior to the first | RATON PUBLIC SCHOOLS recognizes that children with disabilities who have not graduated with a regular high school diploma still have an entitlement to a FAPE until the child reaches the age at which eligibility ceases under the age requirements within the State. (See 71 Fed. Reg. 46580 (August 14, 2006)) |

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| (B) Did not have an IEP in their last  educational setting, but who had  actually been identified as a child  with a disability under § 300.8.  (3)  (i) Children with disabilities who have  graduated from high school with a regular  high school diploma.  (ii) The exception in paragraph (a)(3)(i) of  this section does not apply to children  who have graduated from high school but  have not been awarded a regular high  school diploma.  (iii) Graduation from high school with a  regular high school diploma constitutes a  change in placement, requiring written  prior notice in accordance with §300.503.  (iv) As used in paragraphs (a)(3)(i) through  (a)(3)(iii) of this section, the term *regular*  *high school diploma* means the standard  high school diploma awarded to the  preponderance of student in the State that  is fully aligned with State standard, or a  higher diploma, except that a regular high  school diploma shall not be aligned to the  alternate academic achievement standards  described in section 111(b)(1)(E) of the  ESEA. A regular high school diploma  does not include a recognized equivalent  of a diploma, such as a general  equivalency diploma, certificate of  completion, certificate of attendance or  similar lesser credential. (4) Children  with disabilities who are eligible under  subpart H of this part, but who receive  early intervention services under Part C of  the Act.  (b) *Documents relating to exceptions.* The State must assure that the information it has provided to the | day of the school year, the student is no longer  eligible to receive special education services.  (p) The receipt of a diploma terminates the service eligibility of students with special education  needs.  (q) All diplomas awarded by a school district or charter school shall be identical in appearance,  content and effect, except that symbols or  notations may be added to individual students'  diplomas to reflect official school honors or  awards earned by students. |  |

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| Secretary regarding the exceptions in paragraph (a) of this section, as required by §300.700 (for  purposes of making grants to States under this part), is current and accurate.  (Authority: 20 U.S.C. 1412(a)(1)(B)–(C)) |  |  |

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| Other FAPE Requirements | | |
| § 300.103 FAPE—methods and payments. |  |  |

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