

Charting the Path Forward:

Strengthening Special Education Systems Across New Mexico

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Office of Special Education (OSE)

*Presentation for Winter Director Academy
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1. Review and understand the Office of Special Education Bill
1. Discuss actionable items from the Martinez/ Yazzie Action Plan





Office of Special Education Bill



Have You Ever...?

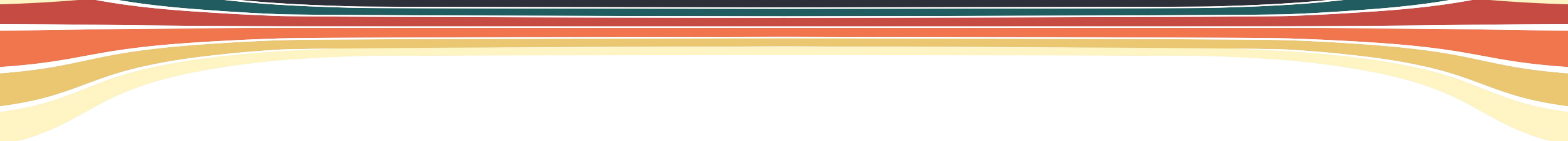
Office of Special Education Edition



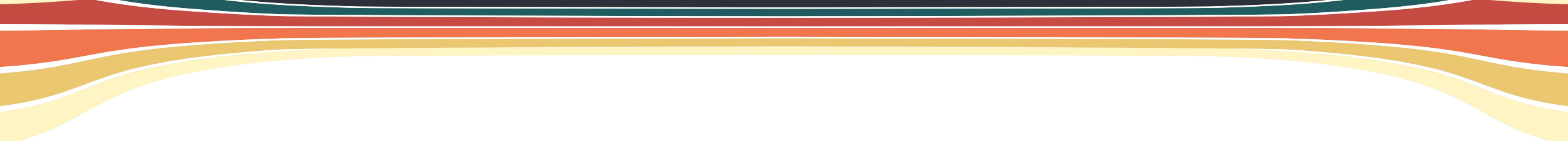
***Have you ever worked with a parent who
was unsure what was actually in their
child's IEP?***



***Have you ever wanted State monitoring
to feel more like support and less like a
“gotcha”?***



***Have you ever had an educator say,
"That's not my job, they're in special
education."***



***Have you ever spent unnecessary time
combing through a transfer IEP from
another district simply because critical
information wasn't easy to find?***

OSE Bill

Creation of the Office of Special Education (OSE) and Deputy Secretary

- Codifies OSE within the Public Education Department, led by a Deputy Secretary for Special Education, to:
 - Elevate special education to a cabinet-level position.
 - Ensure that the needs, rights, and services of students with disabilities are consistently represented in all cabinet-level planning, decision-making, and cross-agency initiatives.
 - Reinforce the state's obligation to enforce and comply with the Individuals with Disabilities Education Act (IDEA).

OSE Bill

Statewide Individualized Education Program (IEP)

- Ensures statewide training and technical assistance are consistent and effective.
- Improves monitoring and accountability.
- Enhances clarity, accessibility, and transparency for families.
- Supports smoother transitions for students, ensuring uninterrupted services.



Your voice matters...



Getting to Know the Martinez/Yazzie Action Plan

Purpose of the Martinez/Yazzie Action Plan

The **Martinez/Yazzie Action Plan** is New Mexico's formal response to the court ruling that the state failed to meet its constitutional obligation to provide a uniform and sufficient education, particularly for Native American students, English learners, students with disabilities, and students experiencing poverty.

The action plan addresses **four core areas** required by the court:

- Equitable Access to:
 - **High Quality Instruction**
 - **Well-Prepared, Culturally, and Linguistically Responsive Educators**
 - **Academic, Social, Well-Being, and Behavioral Services**
 - **Effective Funding, Support, and Accountability**

Each core area has **sequenced, statewide actions** associated with it.

How was the Martinez/Yazzie Action Plan Developed



Over 1,000 in-person participants, 400+ virtual participants, 1,200+ surveys, and 450+ public comments informed the draft.



Engagement included students, families, educators, tribal leaders, community organizations, and advocates statewide.



Feedback themes shaped the final sequence of actions.

Connecting OSE's Work to the Martinez/Yazzie Action Plan

Critical Need 1: Equitable Access to High Quality Instruction

Core Issue #1: High-Quality Instruction and Curricula

Core Issue #2: Multilingual and Multicultural Education

Core Issue #3: Opportunity to Learn

Critical Need 1: Sequenced 3-Year Action Plan

Goal 1.1: Districts and schools statewide provide culturally and linguistically responsive education through culturally relevant curricula, instructional programs, and student assessment from preschool through secondary school.

Goal 1.2: Every community has access to high-quality programming that leads to biliteracy, including in heritage and native languages.



Goal 1.3: Students with disabilities receive a high-quality, inclusive education with sufficient supports.

Goal 1.4: Students with disabilities, English Learners, Native American students, and economically disadvantaged students and their families have equitable access to opportunities outside of traditional academic experiences.

Goal 1.3: Students with disabilities receive a high-quality, inclusive education with sufficient supports.

Goal Summary

- Focuses on ensuring that students with disabilities receive a high-quality, inclusive education with the supports they need to succeed.

Statewide Actions:

- Codifying and strengthening OSE
- Consistent high-quality IEP practices
- Expanded behavioral supports and reduced exclusionary practices
- Stronger supports for Native American students and English Language Learners with disabilities
- Improve transition planning, interagency coordination, and postsecondary pathways

Goal 1.3: Students with disabilities receive a high-quality, inclusive education with sufficient supports.

Goal 1.3: Students with disabilities receive a high-quality, inclusive education with sufficient supports.

Community perspectives: The community shared that students with disabilities lack the same access to activities and resources that their peers do. Stakeholders expressed the need for more inclusive settings and better transition support, especially for postsecondary students.

Progress to build on: 2019 through present	Year 1: Immediate actions through June 30, 2026	Year 2: July 1, 2026 through June 30, 2027	Year 3: July 1, 2027 through June 30, 2028
Office of Special Education <ul style="list-style-type: none">✓ The Office of Special Education (OSE) was established within the PED.✓ PED and ECECD collaborated to develop shared responsibilities in the administration and monitoring of preschool special education services.	Office of Special Education <p>1.3a. Pass legislation to create a Special Education Act, codifying the OSE to ensure students with disabilities are prioritized in education policy decisions and to guarantee uniform supports and accountability for students with disabilities across every district.</p> <p>Expand training, technical assistance, monitoring, and enforcement of corrective action plans for compliance with IDEA, including timely identification and evaluation of students with disabilities, adequate provision of services, reduction of restraint and seclusion and disciplinary removals, parent participation</p>	Office of Special Education <p>1.3a. PED will expand statewide monitoring, data, and accountability systems for consistent compliance with IDEA and to improve the quality of special education services across all districts and charter schools.</p> <p>Under the leadership of the OSE, align professional development, funding decisions, and technical assistance to promote statewide coherence, equitable implementation, and improved outcomes for students with disabilities.</p>	Office of Special Education <p>1.3a. Continue Year 2 actions.</p> <p>Responsible: PED, ECECD, HED, DVR</p> <p>Student Group Served: Students with Disabilities</p>

Martinez/Yazzie Action Plan: Timeline and Next Steps

Build Statewide Infrastructure and Capacity

Winter 2025 - Spring 2026



Implement Year 2 Actions

July 1, 2026 - June 30, 2027



Launch Year 1 Actions

Immediate - June 30, 2026



Begin Reporting on Year 1 Metrics

Spring - Summer 2026





Thank you for your leadership and engagement. I look forward to continuing this work together.