

# Foundations for the new director –

an overview of  
regulatory  
requirements



# Introductions

Dr. Melvina Edmister-  
Ruidoso Municipal  
Schools

Taryn Fogle-  
Hatch Valley Public  
Schools

Special Thanks to Christa Kulidge for previously creating **A New Director's Survival Guide** document which helped us to jump start this presentation

# Purpose

- Support new Special Education Directors in New Mexico
- Align responsibilities with PED and OSE expectations
- Provide a year-long compliance and planning roadmap

# Core Responsibilities



- Student data integrity
- IDEA and NM compliance
- Staffing and caseload oversight
- IEP and Evaluation compliance, along with OSE audits (Ind. 13, IEP, fiscal and more)
- Budget and MOE monitoring
- Collaboration with district and state partners

# NM Systems and Oversight

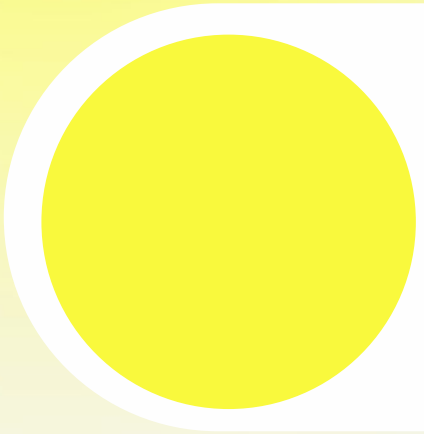
- NOVA as OSE's source of truth
- TEAM Manual and Procedural Safeguards
- Differentiated monitoring and indicators

# KEY Partnerships to make

- CFO / Business Manager
- NOVA Coordinator
- Transportation Director
- OSE Education Administrator
- Regional Education Cooperative (REC)
- NM CASE (networking with other directors and more)
- Attending OSE and PED trainings to learn about expectations and meet and find other directors to use when you need to phone a “friend”



# Budget Essentials

- 
- IDEA must supplement, not supplant
  - Monitor spending trends throughout the year
  - Maintain MOE
  - Plan BARs strategically

# Beginning of School Year Priorities

- Join NM CASE and REC listservs
- Review district and OSE guidance
- Prepare onboarding and training
- Review end-of-year data trends



# Part C to B - Early Childhood

## Timelines

- Notifications quarterly on schedule in local MOU
- Referral to the LEA: 60 days prior to transition conference
- Transition Conference: At least 90 days prior to 3rd birthday
- Initial Comprehensive Evaluation for Part B: Within 60 days of parent consent
- Eligibility determination meeting: Prior to the child's third birthday
- IEP developed and implemented: No later than child's third birthday

# SPP/APR Indicators

## Overview- Part 1

- Indicator 1: Graduate with a Regular Diploma
- Indicator 2: Dropout
- Indicator 3: Statewide Assessment
- Indicator 4: Suspensions and Expulsions
- Indicator 5: School Age Least Restrictive Environment
- Indicator 6: Preschool Least Restrictive Environment
- Indicator 7: Preschool Outcomes
  - 7A. Positive social-emotional skills
  - 7B. Acquisition and use of knowledge and skills
  - 7C. Use of appropriate behaviors to meet their needs

# **SPP/APR Indicators Overview- Continued**

- Indicator 8: Parent Involvement
- Indicator 9: Disproportionality (Child w/Disability)
- Indicator 10: Disproportionality (by Specific Disability Category)
- Indicator 11: Child Find (Students Evaluation within 60-Day Timeline)
- Indicator 12: Part C to B Transition
- Indicator 13: Secondary Transition
- Indicator 14: Post School Outcomes

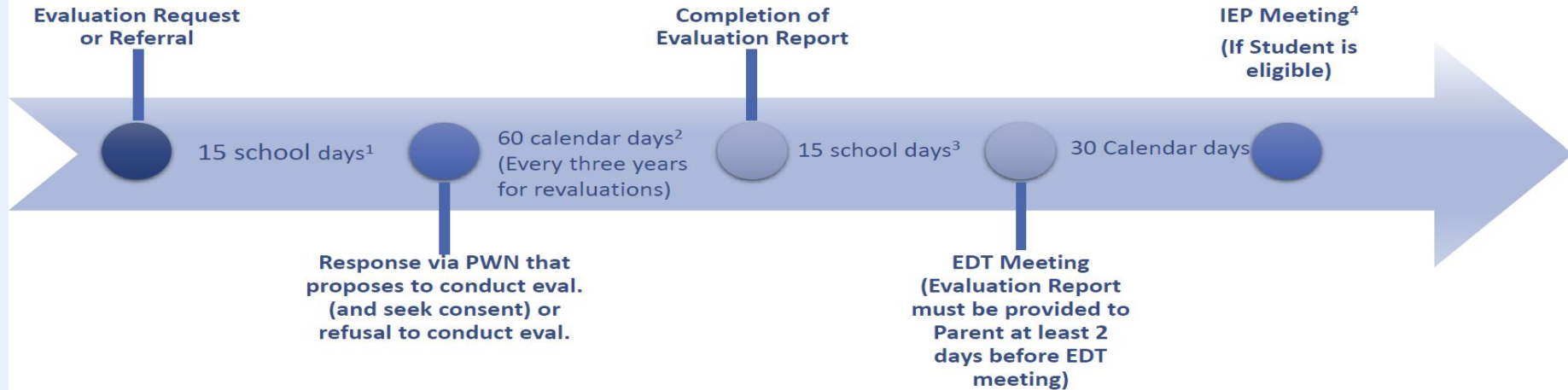
# **SPP/APR Indicators Overview- Continued**

- Indicator 15: Resolution Sessions
- Indicator 16: Mediation
- Indicator 17: State Systematic Improvement Plan (SSIP)

# Evaluation Timelines



## Evaluation & Eligibility Timeline



1 If request for evaluation is received within 15 school days before a school break lasting 14 calendar days, then the public agency shall respond no later than 30 calendar days from the date of the request.

2 Child is not produced for evaluation or child enrolls in another LEA and the other LEA is making sufficient progress towards completing evaluation.

3 If the evaluation report is completed during a break of at least 14 calendar days, then the public agency is required to hold an EDT and IEP meeting within 15 school days after the students return to school.

4 Special education and related services shall be made available as soon as possible after the initial IEP meeting

# First 40 days (2nd week of October)



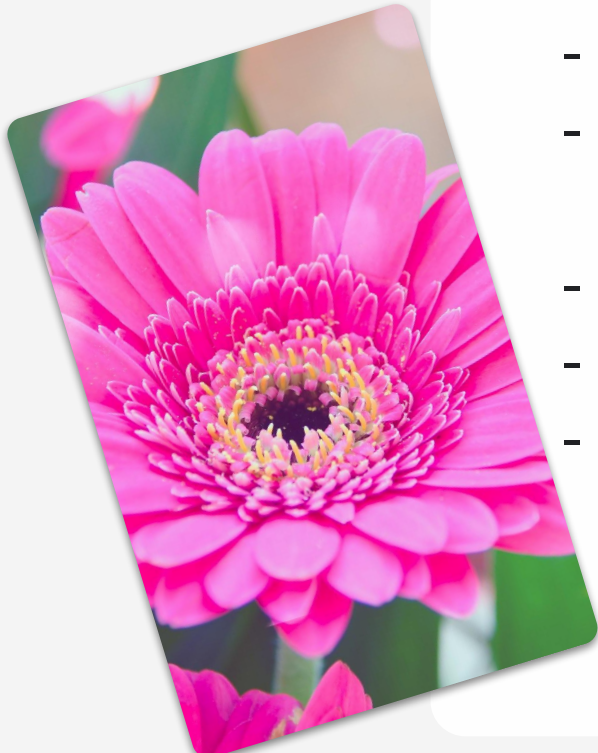
- Review seniors and graduation pathways
- Verify 40-day count and service levels
- Process transfers promptly
- Complete caseload waivers when required
- FTE reporting- especially for Ancillary providers

# **Second 40 days (80 day reporting- typically December 1st)**

- Monitor annual IEPs and reevaluations
- Continue staff training
- Ensure clean NOVA data
- Prepare Indicator 13 files for audit and submit when requested
- Complete/Submit Indicator 14 surveys



# Third 40 days (120 day reporting- mid February)



- Begin next year budget planning
- Review student and staffing projections, share with administrators
- Monitor MOE and spending trends
- Prepare Excess Costs
- Prepare for RFP publication (as needed)



# End of Year

- Finalize and validate data
- Analyze trends for future planning
- Prepare for fall systems and training
- Finalize projections, staffing and FTEs for upcoming year
- Senior Summary of Performances



# Keys to Success

- Know your timelines
- Know your data
- Document decisions
- Communicate early and often
- Build strong partnerships
- Find “friends” to run ideas and questions by



# Thank you

## Questions? Contact



**Dr. Melvina  
Edmister**

Dr. Melvina Edmister-  
[edmisterm@ruidososchools.org](mailto:edmisterm@ruidososchools.org) - Phone:  
575-630-7015

Taryn Fogle- [tfogle@hatchschools.net](mailto:tfogle@hatchschools.net) -  
Phone: 575-642-6120



**Taryn Fogle**