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**NEW MEXICO PUBLIC EDUCATION DEPARTMENT
OFFICE OF SPECIAL EDUCATION
Complaint Resolution Report
Hondo Valley Public Schools
Case No. 2425-43
May 2, 2025**

This Report requires corrective action. See pages 11-15.

On March 3, 2025, a complaint was filed with the New Mexico Public Education Department's (PED) Office of Special Education (OSE) under the federal Individuals with Disabilities Education Act (IDEA) and the implementing Federal Regulations and State Rules governing publicly funded special education programs for children with disabilities in New Mexico.¹ The OSE has investigated the complaint and issues this report pursuant to 34 C.F.R. § 300.152(a)(5) and 6.31.2.13(H)(5)(b) NMAC.

Conduct of the Complaint Investigation

The PED's complaint investigator's investigation process in this matter involved the following:

- review of the complaint and supporting documentation from complainant;
- review of the District's responses to the allegations, together with documentation submitted by the Local Education Agency at the request of the PED's independent complaint investigator;

¹ The state-level complaint procedures are set forth in the federal regulations at 34 C.F.R. §§ 300.151 to 153 and in the state rules at Subsection H of 6.31.2.13 NMAC.

- review of the District's compliance with federal IDEA regulations and state NMAC rules;
- review of District questionnaire submitted, completed, and returned on April 15, 2025;
- interview with Parent on April 16, 2025;
- individual interviews with General Education Teacher, Special Education Teacher, and Special Education Coordinator on April 23, 2025; and
- research of applicable legal authority.

Limits to the Investigation

Federal regulations and state rules limit the investigation of state complaints to violations that occurred not more than one year prior to the date the complaint is received. 34 C.F.R. § 300.153(c); 6.31.2.13(H)(2)(d) NMAC. Any allegations related to professional or ethical misconduct by an licensed educator or related service provider, or allegations related to the Americans with Disabilities Act or Section 504 of the Rehabilitation Act are not within the jurisdiction of this complaint investigation and, as a result, were not investigated.

Issues for Investigation

The following issues regarding alleged violations of the IDEA, its implementing regulations and State rules, are addressed in this report:

1. Whether the Student's individualized education program (IEP) was reviewed and revised, as appropriate, at least annually, pursuant to 34 C.F.R. § 300.324(b) and 6.31.2.11(J)(1)(e) NMAC.
2. Whether the LEA properly implemented the Student's IEP, specifically by providing specially designed instruction required by Student's IEP, pursuant to 34 C.F.R. § 300.323 and 6.31.2.11(B) NMAC.
3. Whether the LEA monitored Student's progress on annual IEP goals and provided Parent periodic reports on Student's progress, pursuant to 34 C.F.R. § 300.320(a)(2)-(3).
4. Whether the LEA's actions and/or omissions towards the Student resulted in a denial of a free appropriate public education (FAPE), in violation of 34 C.F.R. § 300.101 and 6.31.2.8 NMAC.

General Findings of Fact

1. During the 2023-24 school year, Student was in the second grade and identified as a student with a disability under the primary classification of Autism, pursuant to an evaluation that took place in September 2021.
2. The IEP in effect in the spring of 2024 is dated September 13, 2023. Relevant portions of the IEP include:
 - a. The IEP includes seven annual goals to address academics (reading, writing, math), communication/speech, motor skills, and behavior.
 - b. The following special education and related services were to be provided:
 - i. Reading: 120 minutes/week (regular education setting) provided by the regular education teacher and/or aide.
 - ii. Reading: 120 minutes/week (special education setting)
 - iii. Math: 240 minutes/week (regular education setting) provided by the regular education teacher and/or aide.
 - iv. Written Language: 120 minutes/week (regular education setting) provided by the regular education teacher and/or aide.
 - v. Written Language: 120 minutes/week (special education setting)
 - vi. Speech: 60 minutes/week (special education setting)
 - vii. Occupational Therapy (OT): 45 minutes/week (special education setting)
 - viii. Physical Therapy (PT): 60 minutes/month (special education setting)
 - ix. Counseling: 30 minutes/week (special education setting)
 - c. Progress reports were to be provided on a quarterly basis.
3. On April 25, 2024, a review of existing evaluation data (REED) was conducted. The Eligibility Determination Team (EDT) determined that additional data was needed to determine Student's continued eligibility for special education services and/or the educational needs of Student.
4. On May 6, 2024, District sent a prior written notice (PWN) requesting Parent's consent to conduct a reevaluation, as recommended in the REED. Parent provided their written consent the same day. Specifically, the following assessments were to be conducted:
5. The last day of school for the 2023-24 school year was May 23, 2024.
6. District did not attempt to schedule any reevaluation testing to take place prior to the end of the 2023-24 school year or during the summer of 2024.
7. The first day of school for the 2024-25 school year was August 5, 2024. Student was then in the third grade. The September 13, 2023 IEP was implemented and accessible to Student's teachers and providers.
8. On August 19, 2024, the consent previously obtained by Parent on May 6, 2024 was updated to include additional testing. Parent initialed next to the additional evaluations

that were to be conducted the same day. It is unclear why the additional evaluations were added.

9. An IEP meeting was held on September 13, 2024. At the meeting, a new IEP, dated September 12, 2024 was created. The IEP is nearly identical to the September 13, 2023 IEP. The only changes noted were the following:
 - a. A statement was added that said the IEP team will meet after the presentation of the reevaluation report and establish a new annual IEP in October 2024.
 - b. A brief statement was added that stated Student had been performing at “minimum levels” with participation and being on task in reading, writing, and math.
 - c. Student’s present levels in motor skills and social/emotional were updated.
 - d. The objectives for the motor skills goal were removed.
 - e. Very minor changes were made to the social/emotional goal.
10. Attached to the September 12, 2024 IEP was a prior written notice (PWN). The PWN is nearly identical to the PWN that was attached to the September 13, 2023 IEP. The only relevant additions was the determination that Student continues to display the need for special education services.
11. Following the meeting, the September 12, 2024 IEP was implemented. However, District was unable to provide documentation verifying the IEP was made accessible to Student’s teachers and providers.
12. A meeting was held on September 25, 2024. A formal meeting invitation was not provided. At the meeting, the team discussed the results of the reevaluation and determined Student’s eligibility category. The IEP team intended to develop a new IEP but was unable to do so in the time allotted. Therefore, another meeting was scheduled for October 10, 2024.
13. A meeting was to occur on October 10, 2024. For unknown reasons, the meeting was rescheduled for October 21, 2024. The purpose of the October 21, 2024 meeting was to develop the new annual IEP.
14. The IEP meeting to develop Student’s new annual IEP was held over two days – October 21, 2024 and October 23, 2024. The new annual IEP was developed and is dated October 23, 2024. Relevant portions of the IEP include:
 - a. The IEP includes seven new annual goals to address academics (reading, writing, math), speech, motor skills, and behavior.
 - b. All the same special education and related services were to be provided with the exception of PT was to be provided on a consultative basis for 15 minutes/month in the regular education setting.
 - c. Progress reports were to be provided on a quarterly basis.
15. The PWN attached to the IEP indicates the following, in part:

- a. Student is owed 75 minutes of compensatory time for PT services.
 - b. Student is owed compensatory services for academic inclusion services. Student will receive compensatory services in 30-minute daily increments in an inclusion setting beginning October 28, 2024.
 - c. Compensatory services owed for math will be provided 30 minutes per day in an inclusion setting.
 - i. The number of compensatory math minutes owed was not specified.
 - d. Compensatory services owed for reading and writing will be provided 60 minutes per day in an inclusion setting.
 - i. The number of compensatory reading and writing minutes owed was not specified.
16. It is unclear how or when District made the October 23, 2024 IEP accessible to Student's teachers and providers.
17. Several progress reports were provided to Investigator. However, progress on old IEP goals is included under new goals and vice versa. In addition, progress is not included for every goal each quarter. Specifically, no progress was reported for the math or motor skills goals in October 2024 nor was progress reported for either of the two speech related goals in January 2025. Moreover, there is no indication the progress reports have been provided to Parent this school year.
18. Both the Special Education Teacher and General Education Teacher indicated during District interviews that the specially designed instruction delivered in the general education setting was designed by the General Education Teacher without collaboration from the Special Education Teacher. Since January 2025, an educational assistant (EA) has provided some services to Student, at the direction of the General Education Teacher.
19. District claims all services required by Student's IEP have been provided throughout the 2024-25 school year. However, District has been unable to verify all services via internal documentation. For this reason, District has offered compensatory services, as early as October 2024.
20. District created a spreadsheet that details the regular services and compensatory services provided each quarter of the school year. The spreadsheet is clear that District has not provided all required service minutes. The spreadsheet also indicates District has provided 660 minutes of compensatory services this school year, in an attempt to make up for services not able to be verified via documentation. In total, District has indicated, as of April 10, 2025, it owes an additional 71 hours of compensatory services. Specifically, the following service minutes are owed:
 - a. Reading (inclusion setting): 210 minutes
 - b. Writing (inclusion setting): 1,230 minutes

- c. Math (inclusion setting): 660 minutes
- d. Reading (special education setting): 960 minutes
- e. Writing (special education setting): 1,200 minutes

District's Failure to Cooperate with Investigation

At the start of this investigation, the District was asked to provide educational records pertaining to Student no later than March 24, 2025. Through its counsel, District provided its response to the complaint and documents on March 24, 2025. District's response to the complaint was vague in that it provided little insight into the allegations or District's stance on same.

Furthermore, upon inspection of the records provided, it was discovered that some requested documentation was not provided (e.g., PWNs, meeting notices, report card, etc.). Over the next two weeks, the Investigator had to request documents by name and date in an attempt to get additional documentation that should have originally been provided. District provided documentation, that should have been provided under the initial request for production of documents, by April 10, 2025.

On April 10, 2025, District indicated it wanted to amend its response to the complaint, including providing calculations for compensatory services, because mediation was not successful. District requested two weeks to do so, despite the quickly approaching 60-day investigation deadline. District was granted an opportunity to amend its complaint until April 15, 2025.

District provided an amended response and answers to Investigator's questionnaire on April 15, 2025. However, at the time of this writing, District has not provided the documentation it used to determine the number of compensatory services.

On April 16, 2025, Investigator requested District's availability for interviews which were to occur no later than April 22, 2025. District did not make itself available for interviews until April 23, 2025.

Pursuant to 34 C.F.R. 300.211, a district must provide the state agency with the information necessary for the state agency to carry out its duties under the IDEA.

As evidenced above, the District was not timely in providing the requested documentation needed to investigate the allegations made in the complaint. District's less than timely disclosure violates 34 C.F.R. 300.211.

This will serve as the District's notice that if any complaints are filed against the District in the future, and there appears to be an unwillingness to cooperate or untimeliness, the District will be cited and will be required to complete corrective action.

Discussion and Conclusions of Law

Issue No. 1

Whether the Student's individualized education program (IEP) was reviewed and revised, as appropriate, at least annually, pursuant to 34 C.F.R. § 300.324(b) and 6.31.2.11(J)(1)(e) NMAC.

Districts are required to conduct meetings periodically to review IEPs of students with disabilities. At minimum, a meeting must be held annually to review and revise the IEP of each student with a disability. 34 C.F.R. § 300.324(b).

On September 13, 2023, an IEP meeting was held and an IEP was developed for Student. To meet the requirements of the IDEA, District was required to review Student's IEP no later than September 12, 2024.

A meeting was held on April 25, 2024. However, the meeting was only used to determine if a reevaluation was necessary; Student's IEP was not reviewed.

Another meeting was held on September 13, 2024. There is no evidence that Student's IEP was reviewed during this meeting. Instead, the then-current IEP was "renewed" in order to afford the District more time to conduct the reevaluation. On October 23, 2024, a new annual IEP was developed – 41 calendar days after it should have been.

Student's triennial reevaluation was due at the end of September 2024. See 34 C.F.R. § 300.303(b). While the IDEA regulations and State rules are not explicit regarding the timeline to complete a reevaluation following receipt of parental consent, guidance released by NMPED states "Public agencies may not unreasonably delay an early reevaluation if a parent's consent to reevaluate has already been obtained." *Questions and Answers Regarding Amendments to 6.31.2.10 NMAC* (September 1, 2023). Here, Parents provided their written consent for the reevaluation on May 6, 2024. Even though summer break was to begin in less than three weeks, it was an unreasonable delay to wait 136 calendar days to conduct the reevaluation after receiving parental consent for same. District's delay in conducting the evaluation impacted its ability to review and revise Student's IEP by the annual due date.

District failed to conduct a timely annual review of Student's IEP. District also failed to timely revise Student's IEP; such revision was necessary, as indicated by a revised IEP issuing in October, 2024. The untimely inaction and actions of District are a violation of 34 C.F.R. § 300.324(b).

While not noticed in the Acknowledgment Letter for this matter, District also failed to timely complete Student's triennial reevaluation which caused, in part, its failure to review Student's IEP timely. This is contrary to 34 C.F.R. § 300.303(b)(2).

As to Issue No. 1, the District is cited, and Corrective Action is required.

Issue No. 2

Whether the LEA properly implemented the Student's IEP, specifically by providing specially designed instruction required by Student's IEP, pursuant to 34 C.F.R. § 300.323 and 6.31.2.11(B) NMAC.

The IDEA seeks to ensure that all children with disabilities receive a FAPE through individually designed special education and related services pursuant to an IEP. 34 C.F.R. § 300.17. The IEP is "the centerpiece of the statute's education delivery system for disabled children . . . [and] the means by which special education and related services are 'tailored to the unique needs' of a particular child." *Endrew F. ex rel. Joseph F. v. Douglas Cty. Sch. Dist. RE-1*, 137 S. Ct. 988, 994 (2017) (quoting *Honig v. Doe*, 484 U.S. 305, 311 (1988); *Bd. of Ed. v. Rowley*, 458 U.S. 176, 181 (1982)). A student's IEP must be implemented in its entirety. 34 C.F.R. § 300.323(c)(2).

A school district must ensure that "as soon as possible following the development of the IEP, special education and related services are made available to a child in accordance with the child's IEP." *Id.* See also 6.31.2.11(B)(1) NMAC. To satisfy this obligation, each teacher and related services provider must be informed of "his or her specific responsibilities related to implementing the child's IEP," as well as the specific "accommodations, modifications, and supports that must be provided for the child in accordance with the IEP." 34 C.F.R. § 300.323(d).

Specially designed instruction involves adapting the content, methodology, or delivery of instruction to address a student's unique needs and to ensure access to the general curriculum. 34 C.F.R. § 300.39.

Paraprofessionals who are appropriately trained and supervised may be used to assist in provision of special education and related services. 6.31.2.9(B)(9)(a) NMAC.

Here, there is sufficient evidence that the September 2023 IEP implemented at the very beginning of the 2024-25 school year was made accessible to Student's teachers and services providers. However, it is unclear if the subsequent IEPs were made accessible.

Nonetheless, while District has not expressly stated Student was not provided all special education services required by Student's IEP, District has admitted that it cannot verify that all services were provided, and, thus, has offered compensatory services.

There is sufficient evidence, including District's own spreadsheet, that not all academic special education services have been provided to Student during the 2024-25 school year. For this reason, District is in violation of 34 C.F.R. § 300.323 and 6.31.2.11(B) NMAC.

Of concern, the General Education Teacher has had no collaboration with the Special Education Teacher regarding Student's specially designed instruction in the inclusion setting. The IDEA emphasizes the importance of collaboration between general education and special education when developing and implementing an IEP. District must ensure collaboration is occurring. As noted above, other professionals are allowed to *assist* in the provision of special education to children with disabilities. 6.31.2.9(B)(9)(a) NMAC. There is no indication that the General Education Teacher or paraprofessional is assisting the special education teacher in providing specially designed instruction to Student in the inclusion setting. Rather, the special education teacher has not been involved in the development or delivery of the specially designed instruction in the inclusion setting, in violation of State rules. For this reason, all inclusion services District claims have been provided will not count as specially designed instruction. The compensatory services required in the corrective action plan will reflect same.

As to Issue No. 2, the District is cited, and Corrective Action is required.

Issue No. 3

Whether the LEA monitored Student's progress on annual IEP goals and provided Parent periodic reports on Student's progress, pursuant to 34 C.F.R. § 300.320(a)(2)-(3).

An IEP must include a description of when periodic reports on progress will be provided. 34 C.F.R. § 300.320(a)(3)(ii).

Both of the IEPs subject of this complaint require progress reports be provided on a quarterly basis. Progress reports were generated but there is no indication the reports were provided to Parent during the 2024-25 school year. Moreover, progress was not reported for every goal each quarter, as required by the IEP. Therefore, District is in violation of 34 C.F.R. § 300.320(a)(3)(ii).

As to Issue No. 3, the District is cited, and Corrective Action is required.

Issue No. 4

Whether the LEA's actions and/or omissions towards the Student resulted in a denial of a free appropriate public education (FAPE), in violation of 34 C.F.R. § 300.101 and 6.31.2.8 NMAC.

FAPE must be made available to all children with disabilities. 34 C.F.R. § 300.101; 6.31.2.8 NMAC. School districts must provide FAPE for each student who resides within the school district's educational jurisdiction. 6.31.2.8(A) NMAC. Violations of the IDEA may be based on either substantive or procedural violations. A procedural violation constitutes a denial of FAPE if it: (1) impedes the child's right to FAPE; (2) significantly impedes the parent's opportunity to participate in the decision-making process regarding the provision of FAPE; or (3) causes a deprivation of educational benefit. 34 C.F.R. § 300.513(a)(2). A substantive legal standard for determining whether a district offered a student FAPE is whether the IEP was reasonably calculated to enable the child to make progress appropriate in light of their circumstances. *Endrew F. ex rel. Joseph F. v. Douglas Cty. Sch. Dist. RE-1*, 580 U.S. 386, 399 (2017).

A parent's right to participate in the development of their child's educational program requires that they be regularly informed of progress toward IEP goals. *See M.C. v. Antelope Valley Union High Sch. Dist.*, 858 F.3d 1189, 1198 (Ninth Cir. 2017), *cert. denied*, 138 S. Ct. 556 (2017).

The failure to implement an IEP can result in a denial of a FAPE. 34 C.F.R. § 300.17. However, not every deviation from the IEP results in a denial of FAPE. *See I.Z.M. v. Rosemount-Apple Valley-Eagan Pub. Schs.*, 70 IDELR 86 (8th Cir. 2017). Only material implementation failures qualify as a denial of FAPE. *See e.g., Van Duyn v. Baker Sch. Dist. 5J*, 47 IDELR 182 (9th Cir. 2007), *reprinted as amended*, 107 LRP 51958, 502 F.3d 811 (9th Cir. 2007). "A material failure occurs when there is more than a minor discrepancy between the services a school provides to a disabled child and the services required by the child's IEP." *Id.*

District's failure to review and revise Student's IEP annually is a procedural violation. The procedural violation did not impede Student's right to FAPE, parent's opportunity to participate in the decision-making process, or cause a deprivation of educational benefits. Thus, there was no denial of FAPE.

On the other hand, District's failure to provide progress reports to Parent does result in a denial of FAPE because it has impeded Parent's opportunity to meaningfully participate.

Finally, District's failure to provide all special education services, as required by Student's IEPs, was a material implementation failure that results in a denial of FAPE.

As to Issue No. 4, the District is cited, and Corrective Action is required.

Summary of Citations

IDEA/State Rule Provisions Violated	Description of Violation
34 C.F.R. § 300.324(b)	District failed to review and revise the IEP at least annually.
34 C.F.R. § 300.323 6.31.2.11(B) NMAC 6.31.2.9(B)(9)(a) NMAC	District failed to implement Student's IEPs.
34 C.F.R. § 300.320(a)(3)(ii)	District failed to provide Parent progress reports, in accordance with Student's IEPs.
34 C.F.R. § 300.101 6.31.2.8 NMAC	District's actions and/or omissions towards the Student resulted in a denial of a FAPE to the Student.

Required Actions and Deadlines

By May 16, 2025, the District's Special Education Director must assure the OSE in writing that the District will implement the provisions of this Corrective Action Plan (CAP). The OSE requests that the District submit all documentation of the completed corrective actions to the individual below, who is assigned to monitor the District's progress with the Corrective Action Plan and to be its point of contact about this complaint from here forward:

Ms. Yaling Hedrick
Corrective Action Plan Monitor
Office of Special Education
New Mexico Public Education Department
300 Don Gaspar Avenue
Santa Fe, NM 87501
Telephone: (505) 795-2571
Yaling.Hedrick@ped.nm.gov

The file on this complaint will remain open pending the PED's satisfaction that the required elements of this Corrective Action Plan are accomplished within the deadlines stated. The District is advised that the OSE will retain jurisdiction over the complaint until it is officially closed by this agency and that failure to comply with the plan may result in further consequences from the OSE.

Each step in this Corrective Action Plan is subject to and must be carried out in compliance with the procedural requirements of the IDEA 2004 and the implementing federal regulations and State rules. Each step also must be carried out within the timelines in the Corrective Action Plan. If a brief extension of time for the steps in the Corrective Action Plan is needed, a request in

writing should be submitted to the Corrective Action Plan Monitor. The request should include the case number, the date for the proposed extension, and the reason for the extension. The OSE will notify the parties of any extension granted.

Please carefully read the entire CAP before beginning implementation. One or more steps may require action(s) in overlapping timeframes. All corrective action must be completed no later than December 31, 2025, and reported to the OSE no later than January 14, 2026. All documentation submitted to the OSE to demonstrate compliance with the CAP must be clearly labeled to indicate the state complaint case number and step number.

Corrective Action Plan

Step No.	<u>Actions Required by District</u>	<u>Complete Actions By</u>	<u>Documents Required to be Submitted to PED OSE</u>	<u>Document Due Date</u>
1.	As described above, the District will submit a written assurance to the PED Corrective Action Plan Monitor that it will abide by the provisions of this Corrective Action Plan (CAP).	May 16, 2025	Written Assurance Letter/Email	May 16, 2025
2.	The District Special Education Director and the school principal shall meet virtually with the PED OSE Education Administrator assigned to the District and the OSE CAP Monitor and the District's Educational Assistant to review the Complaint Resolution Report, the Corrective Action Plan, and any other measures that the District plans to take to ensure that the violations are corrected and do not recur. The District Director has the discretion to include other District or school administrators or personnel in this meeting. The District Director shall be responsible for arranging this virtual meeting with OSE.	May 23, 2025	Notes from meeting prepared by District	May 23, 2025
3.	The District Special Education Director will meet with the case managers and Student's special education teachers and related service providers to review the Complaint Resolution Report to ensure that those persons understand the complaint, the violations that were found, and the corrective action that will be taken to address the violations.	August 15, 2025	Notes from meeting prepared by District	August 22, 2025

Step No.	<u>Actions Required by District</u>	<u>Complete Actions By</u>	<u>Documents Required to be Submitted to PED OSE</u>	<u>Document Due Date</u>
4.	The District shall convene an IEP meeting for Student. The meeting shall address, at minimum, the plan for compensatory education required by Step 5.	May 30, 2025	Prior Written Notice containing plan for compensatory services	7 days after the IEP meeting is held
5.	<p>The District shall provide the following compensatory education:</p> <ol style="list-style-type: none"> 1) 65.5 hours in reading 2) 68.5 hours in writing 3) 99 hours in math 4) 75 minutes of physical therapy, if not previously provided <p>These compensatory services are above and beyond the regular services required by Student's IEP. The schedule for compensatory services shall be developed in collaboration with the Parent and can include provisions of services in the summer months.</p> <p>Please note, the compensatory education required is not separated by setting (i.e., inclusion v. special education setting). When providing the compensatory services, Student's least restrictive environment shall not be changed.</p> <p>If the District, due to staffing or other limitations, is unable to provide the needed IEP and compensatory services as outlined in Student's IEP and the compensatory services plan, the District is required to contract with a private provider to ensure those services are provided.</p>	May 1, 2026	Documentation of delivery/provision of compensatory education services, including logs of services recorded in the PED-approved Excel spreadsheet log provided by the OSE CAP monitor.	Monthly from date of compensatory services plan until the compensatory education hours are completed

Step No.	<u>Actions Required by District</u>	<u>Complete Actions By</u>	<u>Documents Required to be Submitted to PED OSE</u>	<u>Document Due Date</u>
6.	<p>The District shall arrange training for school staff (including special education teachers, special education administrators, and related service personnel) to be provided by a person independent of the District with expertise in special education who was not involved in responding to this complaint and is approved by the PED.</p> <p>The training shall address the following special education topics:</p> <ol style="list-style-type: none"> 1. Evaluation timeliness; 2. Annual IEP requirements; and 3. Implementation of the IEP, including the provision of services; and documenting services <p>The training required above may be part of in-service training for all teachers on dates the District has already set aside, if desired.</p>	August 29, 2025	<p>Submission of proposed trainer and trainer's resume and proposed presentation for NMPED approval.</p> <p>Confirmation of the date of the training.</p> <p>Confirmation of attendees at the training and plan for addressing the provision of training to those staff not in attendance.</p>	<p>July 11, 2025</p> <p>August 1, 2025</p> <p>September 5, 2025</p>

This report constitutes the New Mexico Public Education Department's final decision regarding this complaint. If you have any questions about this report, please contact the Corrective Action Plan Monitor.

Investigated by:

/s/ Emily Adams

Emily Adams, Esq.

Complaint Investigator

Reviewed by:

/s/ Natalie Campbell

Natalie Campbell

Chief Counsel, Special Education

Reviewed and approved by:

DocuSigned by:

Dr. Tyre D. Jenkins
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Deputy Director, Office of Special Education

Certificate Of Completion

Envelope Id: 55B3AAB0-E786-42AF-9A3A-C0A3600B217E	Status: Completed
Subject: Complete with Docusign: Need Sig draft 4.30.25 C2425-43.docx	
Source Envelope:	
Document Pages: 16	Signatures: 1
Certificate Pages: 1	Initials: 0
AutoNav: Enabled	Envelope Originator:
Envelopeld Stamping: Enabled	Natalie Campbell
Time Zone: (UTC-07:00) Mountain Time (US & Canada)	natalie.campbell@ped.nm.gov
	IP Address: 10.103.81.137

Record Tracking

Status: Original	Holder: Natalie Campbell	Location: DocuSign
5/1/2025 1:20:18 PM	natalie.campbell@ped.nm.gov	
Security Appliance Status: Connected	Pool: StateLocal	
Storage Appliance Status: Connected	Pool: Public Education Department	Location: Docusign

Signer Events

Signer Events	Signature	Timestamp
Tyre Jenkins		Sent: 5/1/2025 1:21:09 PM
tyre.jenkins@ped.nm.gov		Viewed: 5/1/2025 1:21:40 PM
Deputy Director of OSE		Signed: 5/1/2025 1:21:58 PM
Security Level: Email, Account Authentication (None)		Freeform Signing
	Signature Adoption: Pre-selected Style	
	Using IP Address: 107.127.21.5	

Electronic Record and Signature Disclosure:
Not Offered via Docusign

In Person Signer Events

Signature

Timestamp

Editor Delivery Events

Status

Timestamp

Agent Delivery Events

Status

Timestamp

Intermediary Delivery Events

Status

Timestamp

Certified Delivery Events

Status

Timestamp

Carbon Copy Events

Status

Timestamp

Witness Events

Signature

Timestamp

Notary Events

Signature

Timestamp

Envelope Summary Events

Status

Timestamps

Envelope Sent	Hashed/Encrypted	5/1/2025 1:21:09 PM
Certified Delivered	Security Checked	5/1/2025 1:21:40 PM
Signing Complete	Security Checked	5/1/2025 1:21:58 PM
Completed	Security Checked	5/1/2025 1:21:58 PM

Payment Events

Status

Timestamps