



NEW MEXICO
Academy for the Media Arts

4401 Central Ave NE, Albuquerque, NM 87108 | P: (505) 243-1957 F: (505) 268-1651 | www.nmmediaarts.org

?/IDEA-B / Special Education (SPED) Stakeholder Group Meeting

Meeting Agenda (30 Minutes)

Date: __April 22, 2026_____

Time: __12:00 pm_____

Location: __NMAMA/Google Meets_____

1. Principal's Opening / School Updates/?? (Principal Jones)

- Welcome
- Introductions

- Updates
 - Nutrition policy, charter amendment, prom, EOY BBQ, graduation, film festival, and last day

2. Parent Advisory Updates from President Rodriguez - NA

3. Title IV Programming

OVERVIEW

To provide funding and support for three big areas:

- **Well-rounded education:** Expanding access to subjects like the arts, STEM, and college/career counseling.
- **Safe and healthy schools:** Supporting mental health services, anti-bullying efforts, drug prevention, and positive school climates.
- **Effective use of technology:** Helping schools integrate technology for learning and digital literacy.

Overall, Title IV helps schools go beyond basic instruction to support students' **health, safety, and broader development**, so they're better prepared for success in school and life.

CURRENT PRIORITIES

- **Well-rounded education:** Expanding access to subjects like the arts, STEM, and college/career counseling.

- .20 FTE Counselor or Student Support Assistant

EVALUATION

- .20 FTE Counselor hired 10/25; 1.00 FTE Student Support Assistant hired 2/26
 - Both subsequently parted ways for personal reasons

SY 26-27 PROPOSAL

- .20 FTE Counselor or Student Support Assistant
 - To support transcript analysis, dual credit coordination, internship coordination, next step planning, and attendance coordination

Welcome & Purpose: IDEA-B (supports SE services)

- SPED program information: **Including Gifted: 46 Without Gifted: 35**

- 2026–2027 SPED programming and spending: **The available funds are approximately \$41,000, which we plan to use toward the salary of a qualified Special Education teacher. While this amount will not cover the full cost of the salary, it will supplement the total compensation, including benefits.**

4. Overview of SPED Programming

- Current services and supports: [Supports & Priorities](#)

- Instructional models and inclusion practices: [Students are served in the general education setting with support from SE Teachers and EA's.](#)

5. Current IDEA-B Application Priorities

- Summary of current funding priorities:

We propose to allocate IDEA Part B funding to support personnel costs associated with special education services, including salaries, wages, and benefits for special education teachers and support staff. This use of funds is intended to ensure the provision of **high-quality, legally compliant services** to students with disabilities, aligned with their Individualized Education Programs (IEPs). By investing in qualified staff and necessary supports, we aim to maintain appropriate staffing levels, improve service delivery, and promote positive student outcomes.

- Program Supports:

We will continue to provide related services (ancillary services) as needed, such as speech-language therapy, occupational therapy, physical therapy, counseling, and other specialized supports required to meet individual student needs. Funding will also support collaboration among service providers, ongoing progress monitoring, and necessary resources to ensure students receive appropriate and effective interventions. ms and services supported-

-Policy and Procedures: Walsh Gallegos

The New Mexico Academy for the Media Arts assures that it has conducted its annual review of its Policies and Procedures governing special education. Based on this review, the District assures that it has in effect policies and procedures that are consistent with

the State's policies and procedures, and meets each of the conditions of assistance under IDEA Part B. The District further assures that throughout the period of the grant award, the District will comply with the requirements of the IDEA Part B.

6. Evaluation of SPED Program

- Program effectiveness and student outcomes :

24-25

During the previous year, the Special Education program presented opportunities to further strengthen clarity and structure. While special education staff were actively supporting classrooms, it is unclear if a defined and consistent schedule was in place, which impacts continuity and effectiveness of services.

Additionally, it is unclear how student accommodations were communicated to general education teachers and how consistently they were implemented. Documentation practices benefit from further refinement, which supports greater consistency, improves collaboration between staff, and ensures that students' Individualized Education Programs (IEPs) are implemented with fidelity.

It is unclear how Gifted services were delivered during the previous year. .

25-26

Currently, the Special Education program operates with a structured schedule, with special education staff present in classrooms 90% or more of the instructional day, with minimal interruptions as needed. Staff have access to the full Special Education team and have received training on accommodations, including how to locate them within the

system, access grade-level accommodation summaries, and training to implement them effectively.

Following each IEP meeting, teachers review and sign off on accommodation pages to indicate awareness of current student supports. Professional development has been provided on present levels of performance and progress toward goals, including both implementation strategies and the underlying rationale for their importance.

Teachers meet with Special Education staff once per week during Kid Talks to review Special Education data, along with overall student data, to ensure appropriate supports are in place and students are accurately placed. Special Education staff work hand in hand with general education teachers throughout the day to ensure students with disabilities are supported effectively and set up for success across all learning environments, with consistent implementation of accommodations across settings.

Currently, specialized services are delivered within the general education setting with support from a special education teacher or educational assistant (EA).

Gifted services are provided by a staff member who is currently in the process of obtaining a Gifted endorsement. These services are delivered within the general education setting through enrichment opportunities that support advanced learning needs.

NWEA Data

Strengths and Areas for Growth:

Strengths:

-Inclusion: providing accommodations/modifications in the GE setting.

- Teachers know how to access and use accommodations
- Students advocate for accommodations
- SE staff is consistently providing services in all ELA & Math Classes
- GE Staff and SE Staff Collaborate Well Together
- Intervention Class Meets students needs: A lot of progress

Areas for Growth:

- Need Scientifically Proven Curriculum
- Some staff struggle with Classroom management resulting in low expectations
- A lot of SE students are not Self Starters
- Attendance
- Grading consistency
- Understanding Modification vs Accommodation and how it relates to grading eg. students on a standard graduation pathway that has accommodations, their work should be aligned to standards, with accommodations, and graded on the standards.
- Late work Policy

7. Stakeholder Input: 2026–2027 Planning

What is working well?

What improvements are needed?

Priorities for funding and services:

8. Closing & Next Steps

Summary of input and next steps

Signatures

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

IDEA-B / SPED Stakeholder Meeting Sign-In Sheet

Date: _____

Time: _____

Location: _____

Name (Print)	Role/Relationship	Email	Phone	Signature
--------------	-------------------	-------	-------	-----------

