

Public Academy for Performing Arts

Governing Council

Meeting Agenda

Tuesday, September 25, 2018, 4:15pm

Public Academy for Performing Arts Campus

11800 Princess Jeanne Ave NE, Albuquerque, NM 87112, Room 2

Type of meeting: Community / Monthly

Chair: Elizabeth Roybal

Invited to Attend:

1. Mance Anderson, GC Member
2. Mark Huntzinger, GC Vice President
3. Michael Keith, GC Member
4. Phil Krehbiel, GC Member
5. Jennifer Lopez, GC Secretary
6. Michael Matsko, GC Member
7. Elizabeth Roybal, GC President

8. Sherry Allen, Staff Representative
9. Virginia Wilmerding, Staff Representative
10. Carol Torrez, Staff Representative
11. Doreen Winn, Executive Director
12. Rhonda Cordova, Business Manager
13. Fermin Gonzales, III, HS Student Council President
14. Brooke Rodriguez, MS Student Council President

Scheduled Guests:

Scheduled Absence:

1. Call to Order, Roll Call (Quorum 4/7 voting members).....Chair.....4:15 p.m.
2. Welcome and Introductions.....Chair.....4:17 p.m.
3. Approval of Agenda ACTION ITEM.....All.....4:20 p.m.
4. Approval of June Meeting Minutes ACTION ITEM.....All.....4:25 p.m.
5. Open Forum for Public Comment (Form Required).....Chair.....4:30 p.m.
6. Budget & Finance Committee Report ACTION ITEM.....Michael Matsko and Rhonda Cordova.....4:35 p.m.
 - a. Audit Committee Update
 - b. BARS ACTION ITEM
7. Executive Director's Report.....Doreen Winn.....4:45 p.m.
 - a. Facility Update
 - b. Site Visit Report
 - c. Written Report
8. Organizational Business.....Chair.....5:00 p.m.
 - a. Committee Updates
Policy Committee Report – Review for Public Comment H.4, C.16, J.8.9 ACTION ITEM, Mark Huntzinger
Website Committee – LDD Update, Michael Keith
 - b. 2018-2019 Final Council Demographics
 - c. Signatures – Checking Account, Checks
9. President's Report.....Elizabeth Roybal.....5:10 p.m.
10. Other Announcements/Discussion.....All.....5:15 p.m.
11. Adjourn.....Chair.....5:20 p.m.

Governing Council Performing Arts Committee meets following the GC meeting.

---- Statement on Open Forum for Public Comment ----

The Governing Council welcomes public comments during the "Public Comment" portion of the governing council meeting agenda. Individuals wishing to make public comments shall complete a Public Comment form and submit it to the Council President prior to the "Public Comment" section of the meeting. Individual oral presentations will be limited to 5 minutes, unless extended by the Council President.

---- Statement of Non Discrimination ----

Public Academy for Performing Arts does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services. Persons requiring special accommodations should contact the administrative office at 830-3128 Ext. 0 at least 24 hours prior to the meeting.

---- Additional Information ----

Audit Committee – Michael Matsko (Chair), Jennifer Lopez, Doreen Winn, Rhonda Cordova, Ruby Arispe, Russ Romans
Finance Committee – Michael Matsko (Chair), Phil Krehbiel, Rhonda Cordova, Doreen Winn – 7:30a.m. monthly, day of Council Meeting.
Long-Range Planning – Michael Keith (Chair), Jennifer Lopez, Doreen Winn, Naomi Montoya, Amy Lynn – Meet after GC meeting on 9/25/18.
Performing Arts Committee – Elizabeth Roybal (Chair), Mance Anderson, Michael Keith, Doreen Winn, Naomi Montoya, Joshua Vallano
Policy Review Committee – Mark Huntzinger (Chair), Doreen Winn, Jennifer Lopez, Virginia Wilmerding
Website Committee – Michael Keith (Chair), Doreen Winn, Stella Lavis, Jackie Mickey, Joshua Vallano

Public Academy for Performing Arts

Draft Governing Council Meeting Minutes August 28, 2018

Date: 8/28/2018	Location: PAPA Room 2
Governing Council Meeting	
Time: 4:23 to 5:31	Facilitator: Elizabeth Roybal
Invitees in Attendance: Elizabeth Roybal (voting member), Mark Huntzinger (voting member), Michael Keith (voting member), Jennifer Lopez (voting member), Phil Krehbiel, Mance Anderson (at 4:25), Virginia Wilmerding, Carol Torrez, Sherry Allen, Doreen Winn, Rhonda Cordova, Fermin Gonzales, III, (HS Student Council President), Brooke Rodriguez, (MS Student Council President)	
Not in Attendance: Michael Matsko	
Guests in Attendance: Julie Gorena (student), Su Hudson (teacher), Naomi Elizabeth Montoya (teacher), Kahlil Simpson, (teacher), Melanie Chavez, (Assistant Director), Samantha Molineaux, (parent), Misti Oracion, (parent) Ozz and Angel Snoddy, (parents), Cheyanne Snoddy, (student), Santana Gonzales, (student)	
Discussion	Resource
1. Call to Order at 4:23 pm/ Roll Call, 6 voting members present	Elizabeth Roybal
2. Welcome and Introductions of all GC members present, as well as several parents and students who were observing the meeting prior to the Open House.	Elizabeth Roybal
3. Approval of Agenda <ul style="list-style-type: none"> Motion to approve the agenda was made by Michael Keith, seconded by Phil Krehbiel, approved 6-0 	Elizabeth Roybal
4. Approval of Prior Meeting Minutes <ul style="list-style-type: none"> Motion to approve the agenda with the correction of changing Item 4 from "Approval of June" minutes to "Approval of July minutes" was made by Phil Krehbiel, seconded by Mark Huntzinger and approved 6-0. 	Elizabeth Roybal
5. Public Comment - none	
6. Budget and Finance Report <ul style="list-style-type: none"> The Finance Committee Meeting was held at 3:30 with Mark Huntzinger, Rhonda Cordova, Phil Krehbiel, and Doreen Winn present. The bank register report, bank reconciliation, journal entries, and the detailed expenditure report through July 2018 were reviewed. 6a Audit Committee Report: None 6b BARS <ul style="list-style-type: none"> 0002-I an increase of \$48,389 from instructional to operational 0003-I an increase of \$7,849 to instructional materials from carryover balance from FY 2018 0004-D a decrease of \$9,559 reduced by re-allocation of estimated carryover balance 0005-IB an increase of \$106,373 for the estimated initial budget for the activities account 0006-I an increase of \$7,309 for the carryover balance for Medicaid 	Rhonda Cordova

Public Academy for Performing Arts

Draft Governing Council Meeting Minutes August 28, 2018

<ul style="list-style-type: none"> • 0007-I an increase of \$969 for the carryover balance for the CNM Foundation • 0008-I an increase of \$5,319 for the carryover balance for HB33 • 0009-I an increase of \$20, 298 for the carryover balance for tax allocation <p>Mark Huntzinger made the motion to approve all the above BARS, Michael Keith seconded the motion, approved 6-0</p>	
<p>7. Executive Director's Report</p> <ul style="list-style-type: none"> • 7a School Grade Review: • Ms. Chavez shared the newly released school report card. PAPA earned an A. Scores in the categories of "Current Standing", "School Improvement", and "Growth of Higher Performing" all increased. Methods of remediating the "Growth of Lower Performing" students was discussed. She also shared that our graduation rate of 92% is one of the highest in the city. • 7b Out of State Travel: Ms. Montoya and Ms. Hudson requested to take thirty-five students within the Contemporary Dance Ensemble and HS Film Classes to Seattle, Washington to the National Film Festival for Talented Youth October 24-28. They requested \$19,352 which will be funded from previously raised monies from their activity fund and monies raised by students attending the trip. Mark Huntzinger made the motion to approve the trip and it was seconded by Mance Anderson and passed 6-0. • Kahlil Simpson requested \$1074 to attend the Literacy Research Conference in Indian Wells, California November 28-30. He has also been chosen to present at this conference. Title II funds can be used for this endeavor. Phil Krehbiel made a motion to approve this trip with Mance Anderson making the second. The trip was approved. 6-0. • 7c Facility Update: The construction of our new facility will take place in 3 phases. Phase 0 or the "pre-phase" is set to begin this Fall during which time the improvements for the utilities for the entire new campus will be initiated on the south side of the campus. A Bond election will be held in February which will determine the scope of Phase 1. Hopefully, the Bond will pass and our construction dollars can all be awarded to one contractor. Phase 1 consists of a 2-story classroom wing full of specialized dance/arts classrooms, as well as science classrooms being built. If the Bond election in February goes well, groundbreaking for Phase 1 could occur Spring 2019. During Phase 2 our current building will be razed, but that project is not currently funded. An Administration Building will be built during Phase 3 and that is not funded at this point. • 7d Written Report was provided • Representatives from PED are coming on August 31, 2018 to congratulate us and help us celebrate our "A"! • We are at full capacity at 420 students. We have a strong contingency of middle schoolers! 	<p>Doreen Winn, Melanie Chavez</p> <p>Su Hudson Naomi Elizabeth Montoya</p> <p>Kahlil Simpson</p> <p>Mark Huntzinger</p> <p>Doreen Winn</p>

Public Academy for Performing Arts
Draft Governing Council Meeting Minutes August 28, 2018

<ul style="list-style-type: none"> • 8a Committee Reports <ul style="list-style-type: none"> • Policy Committee –At our next Policy Committee Meeting we will discuss RIF, T&E, and the new graduation requirements. Expect a report next month. • 2018-2019 Council Updates: Committee assignments were reaffirmed. • Signatures-checks: none 			Michael Huntzinger Elizabeth Roybal
8. President's Report: none			Elizabeth Roybal
9. Other Announcements/Discussion			Elizabeth Roybal
10. Adjourn 5:31 pm			
Next scheduled meeting September 25, 2018 at 4:15 pm			
Status			Action Item
		Resource	Due Date

v1

FY2019
Transaction Type: Actuals

Posted Status	Attachments	Transaction Number	Origin	Transaction Date	Transaction Comment	Transaction Recorded Date
True		0 00043323	J/E	08/31/2018	Void prior year checks # 11038, 11058, 11077, 11088, 11136 and 11140; Temp Transaction Number T0043552	09/06/2018
True		0 00043503	J/E	08/10/2018	Bank Card Fee	09/24/2018
True		0 00043504	J/E	09/24/2018	Client Analysis Fee August 2018	09/24/2018
True		0 00043505	J/E	09/24/2018	Reverse Transaction = 00043504; Client Analysis Fee August 2018; Temp Transaction Number T0043734; Incorrect Date	09/24/2018
True		0 00043506	J/E	08/13/2018	Reverse Transaction = 00043505; Reverse Transaction = 00043504; Client Analysis Fee August 2018; Correct Date	09/24/2018
True		0 00043519	J/E	08/02/2018	Return of fraudulent check from FY2018	09/24/2018

Finance Meeting on August 25, 2018

John L. Roberts 9/25/18

Robert Chiles

John L. Roberts 9/25/18

Packet Includes:

- *Journal Entries Listed Above
- *Bank Register Report for August 2018
- *Bank Reconciliation August 31, 2018
- *Detailed Revenue & Expenditure Report as of 08/24/18

Budget Report as of September 24, 2018

OPERATIONAL

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>	<u>% to Budget</u>
\$2,824,606.00	(\$532,523.94)	(\$2,346,437.13)	(\$54,355.07)	-2%
			<u>\$48,389.00</u> BAR 0002-I	
			(\$5,966.07)	

INSTRUCTIONAL MATERIALS

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$20,783.22	(\$3,644.62)	(\$2,064.09)	\$15,074.51

Food Services

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$121,849.03	(\$21,062.43)	(\$99,359.25)	\$1,427.35
			(\$2,957.57) <i>Actual Cash Balance</i>

Activities

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$0.00	(\$19,916.74)	(\$24,865.63)	(\$44,782.37)
			<u>\$106,373.32</u> BAR 0012-I
			\$61,590.95

IDEA B

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$63,383.00	(\$12,720.09)	(\$63,364.04)	(\$12,701.13)

Title III

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$260.00	\$0.00	\$0.00	\$260.00

Teacher/Principal Training

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$20,852.00	(\$2,179.43)	(\$4,559.00)	\$14,113.57

Medicaid

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$14,309.30	(\$327.10)	(\$401.68)	\$13,580.52

CNM

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$269.43	\$0.00	(\$4,091.56)	(\$3,822.13)

FFV Grant

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$5,000.00	\$0.00	\$0.00	\$5,000.00

HB33

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$255,755.46	(\$5,516.73)	(\$244,946.27)	\$5,292.46

SB9 State Match

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$0.00	\$0.00	\$0.00	\$0.00

SB9 Tax Allocation

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$143,929.41	(\$12,492.48)	(\$16,169.45)	\$115,267.48

Must submit backup for all BARs,
except transfers of funds for SEG or
direct grants

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 Don Gaspar Santa Fe, NM 87501-2786
Budget Adjustment Request

Doc. ID: 001-047-1819-0010-I

Fund Type: Flowthrough

Adjustment Type: Increase

Fiscal Year: 2018-2019

Entity Name: Public Academy for Performing Arts

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Rhonda Cordova, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-604-5056

Email: rhondacordova1000@outlook.com

FLOWTHROUGH ONLY

Budget Period: 07/01/2018

To: 06/30/2019

A. Approved Carryover:

B. Total Current Year Allocation:

D. Total Funding Available:

Revenue 27103.0000.41924 \$4,568

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
27103 2009 Dual Credit Instructional Materials/ HB2	1000 Instruction	56112 Other Textbooks	1010 Regular Education (K- 12) Programs	0000 No Job Class		\$4,568	\$4,568	
					Sub Total	\$4,568		
					Indirect Cost			
					DOC. TOTAL	\$4,568		

Justification:

Award Letter

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

Approvals by Digital Signature

Name

Role

Date

Rhonda Cordova

Business Manager

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Must submit backup for all BARs,
except transfers of funds for SEG or
direct grants

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 Don Gaspar Santa Fe, NM 87501-2786
Budget Adjustment Request

Doc. ID: 001-047-1819-0011-I
Fund Type: General Fund / Capital
Outlay / Debt Service
Adjustment Type: Increase

Fiscal Year: 2018-2019
Adjustment Changes Intent/Scope of Program Yes or No?: No
Total Approved Budget (Flowthrough):

Entity Name: Public Academy for Performing Arts
Contact: Rhonda Cordova, Business Manager
Phone: 505-604-5056
Email: rhondacordova1000@outlook.com

FLOWTHROUGH ONLY	
Budget Period: Jul 1 2018 12:00AM	To: Jun 30 2019 12:00AM
A. Approved Carryover:	
B. Total Current Year Allocation:	
D. Total Funding Available:	

Revenue 11000.0000.11111 \$48,389

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
11000 Operational	1000 Instruction	55915 Other Contract Services	1010 Regular Education (K-12) Programs	0000 No Job Class	\$8,000	\$38,000	\$46,000	
11000 Operational	2100 Support Services-Students	55915 Other Contract Services	0000 No Program	0000 No Job Class		\$10,389	\$10,389	
Sub Total						\$48,389		
Indirect Cost								
DOC. TOTAL						\$48,389		

Justification:

Add'l Carryover Balance (Recreation of BAR 0002-I)

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

Approvals by Digital Signature

<u>Name</u>	<u>Role</u>	<u>Date</u>
Rhonda Cordova	Business Manager	9/24/2018 3:46:05 PM

Must submit backup for all BARs,
except transfers of funds for SEG or
direct grants

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 Don Gaspar Santa Fe, NM 87501-2786
Budget Adjustment Request

Doc. ID: 001-047-1819-0012-IB

Fund Type: General Fund / Capital
Outlay / Debt Service

Adjustment Type: Initial Budget

Fiscal Year: 2018-2019

Entity Name: Public Academy for Performing Arts

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Rhonda Cordova, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-604-5056

Email: rhondacordova1000@outlook.com

FLOWTHROUGH ONLY

Budget Period: Jul 1 2018 12:00AM

To: Jun 30 2019 12:00AM

A. Approved Carryover:

B. Total Current Year Allocation:

D. Total Funding Available:

Revenue 23000.0000.11111 \$106,373

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
23000 Non-Instructional Support	1000 Instruction	56118 General Supplies and Materials	1010 Regular Education (K-12) Programs	0000 No Job Class		\$106,373	\$106,373	
Sub Total						\$106,373		
Indirect Cost								
DOC. TOTAL						\$106,373		

Justification:

Carryover Balance (Recreate BAR 0005-IB) Please review adjusting Journal Entries (FY2017 audit)

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

Approvals by Digital Signature

Name

Rhonda Cordova

Role

Business Manager

Date

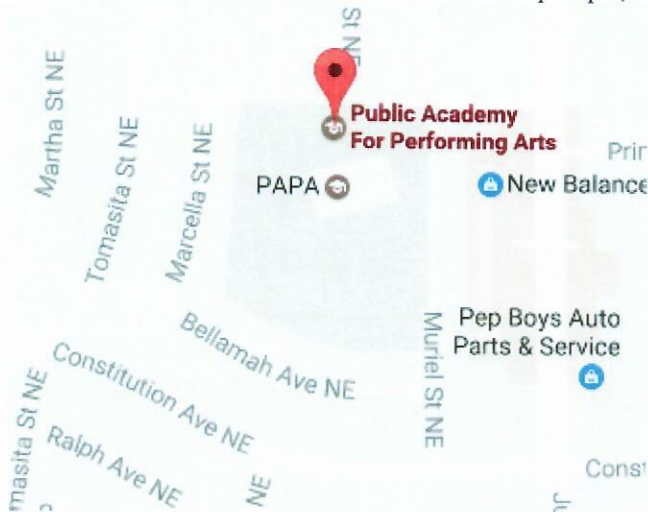
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Albuquerque Public Schools
Charter School Office

Public Academy for Performing Arts
2017-18 Site Visit

Location

- 11800 Princess Jeanne Ave. NE, Albuquerque, NM 87112



School Leadership

- Doreen Winn, Director
- Governing Board Members:
 - Joshua Vallano, President
 - Mark Huntzinger, Secretary
 - Sherry Allen, Faculty Representative
 - Merry Dudley, Community Member
 - Mike Keith, Parent
 - Virginia Wilmerding, Faculty Representative
 - Liz Roybal, Parent
 - Student members
 - Middle School Student Council President
 - High School Student Council President

Mission/Vision

- Mission: The Public Academy for Performing Arts is a public charter school that integrates a rigorous college preparatory curriculum with the performing arts and prepares students to pursue their passions and talents.
- Vision: The Public Academy for Performing Arts will be a small, supportive educational community where students achieve high academic standards and pursue excellence in the performing arts.

History

- Originally Chartered by the APS in 2000
- Renewed by APS in 2014.

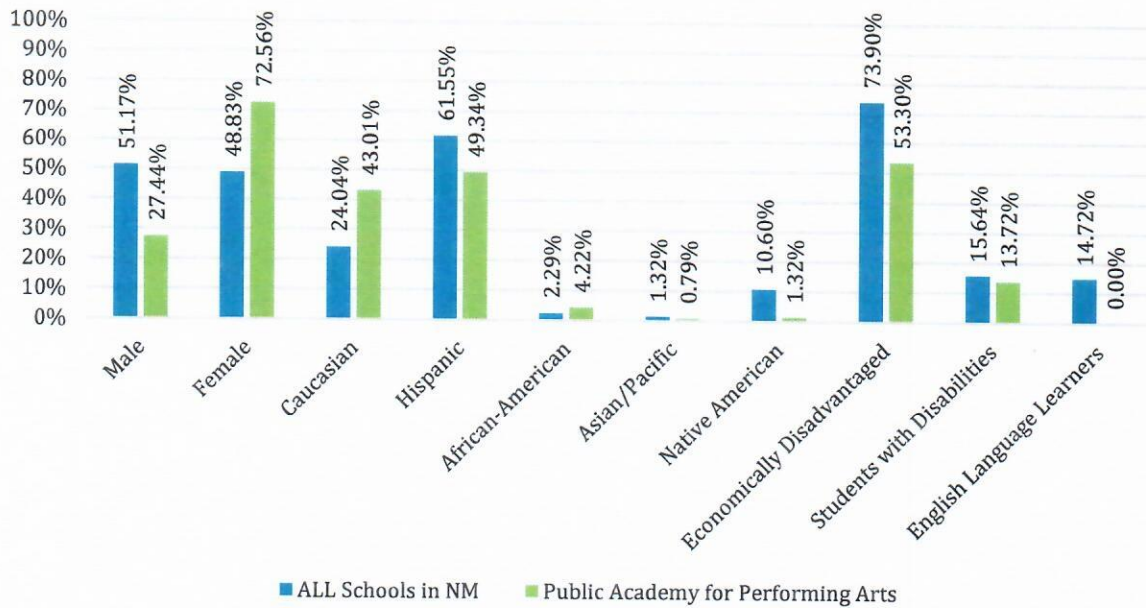
Albuquerque Public Schools
Charter School Office

Public Academy for Performing Arts
2017-18 Site Visit

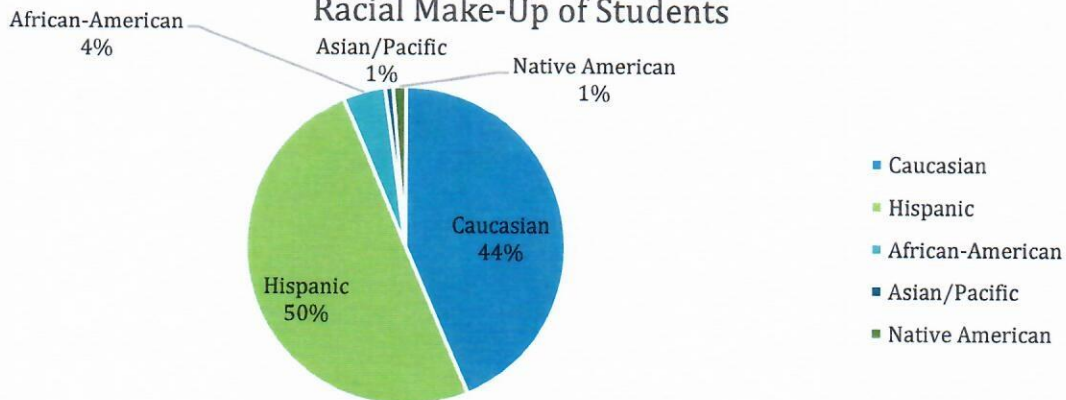
Demographics

- The school currently has 379 students enrolled during the end of year report.

**Demographics - Public Adacemy for Performing Arts
Compared to All Schools in New Mexico**



**Public Academy for Performing Arts
Racial Make-Up of Students**



Albuquerque Public Schools
Charter School Office

Public Academy for Performing Arts
2017-18 Site Visit

Academic Performance

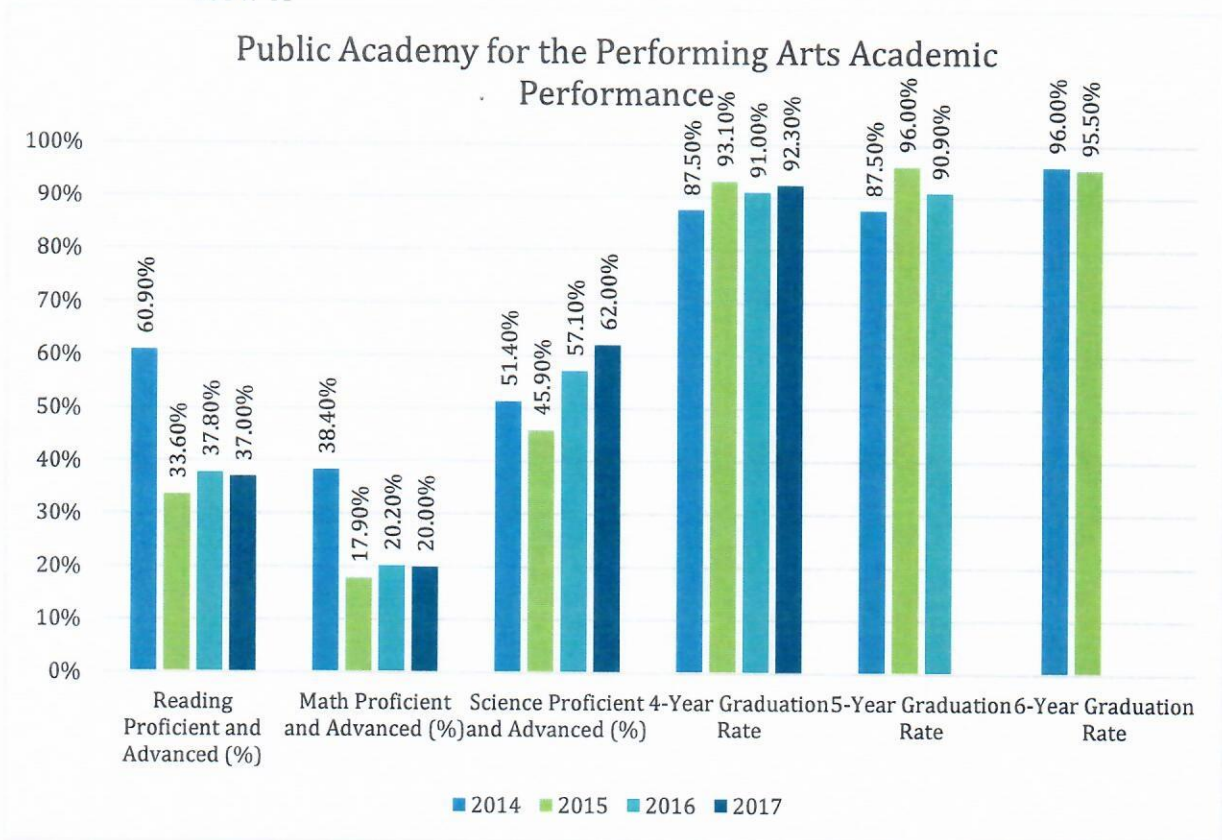
School Report Card:

2017: B

2016: B

2015: B

2014: A



Albuquerque Public Schools
Charter School Office

Public Academy for Performing Arts
2017-18 Site Visit

<p><u>Governing Council's Role</u> <i>Top Priorities for Governing Council for Administration</i> <i>Review of Open Meetings Act Compliance and Overall Transparency</i></p>	<ul style="list-style-type: none"> • Stay true to the mission and vision of the school, stay focused on the mission • Integration of high academic performance – elite performing arts school in the state. • Balance between arts and academics – open house for perspective students that was the discussion.
<p><u>Sharing of Best Practices</u> <i>Identification of best practices the school demonstrates strong competency on that can be shared with others.</i></p>	<ul style="list-style-type: none"> • Student engagement • Long-Term stability of the staff • Communication with families and students • Data interpretation
<p>Students <i>(School identifies 3-5 students that represent the diversity of the school)</i></p>	
<p>Discussion Topics</p> <ul style="list-style-type: none"> • Best thing about the school • What can be improved • Discipline Process • Rigor and Support • Social and Emotional Support 	<ul style="list-style-type: none"> • Best thing about the school <ul style="list-style-type: none"> ○ The community that we have, how people are concerned about the well-being for students that needed to happen. We just had a student who passed away. ○ Performance opportunities ○ Honors program and challenging students ○ Diverse in classes, we have multiple opportunities • What can be improved <ul style="list-style-type: none"> ○ Block schedule for the high school ○ Earlier start to the school day ○ The dress code is not enforced • Discipline Process <ul style="list-style-type: none"> ○ If there is a problem they are on top of it ○ It is well handled here ○ They listen to you and try to find the happy medium because it its biased from either side ○ It is bad when it needs to be • Rigor and Support <ul style="list-style-type: none"> ○ In one of my core courses I was not doing so well, one of my directors for the musical got me into a study hall. The teachers are there to help you and want to see you perform ○ The teachers know that this is a college prep school and they will push us to be at that level ○ It is going to be a challenge and is supposed to be that way. ○ I am in calculus as a junior and I am never bored – we will tutor so we can help others to just not be bored ○ Targeted assistance is very helpful ○ They do not let a show take precedent over a class. ○ You cannot be in the musical • Social and Emotional Support

Albuquerque Public Schools
Charter School Office

Public Academy for Performing Arts
2017-18 Site Visit

	<ul style="list-style-type: none"> ○ The teachers really do care, because of small classes, they will recognize your personality and the relationship is important. ○ If they are struggling they can ask for help we are not just faces and names
Teachers <i>(School identifies 3-5 teachers that represent the diversity of the school)</i>	
<p>Discussion Topics</p> <ul style="list-style-type: none"> • Implementation of the school's mission and key design elements • School-wide Instructional School management strategies • Supports, accommodations, and modifications for students with diverse learning needs • Curriculum development, alignment, and planning • Assessment program and use of data • Teacher evaluation • Professional Development • Support for students' social and emotional health 	<ul style="list-style-type: none"> • Implementation of the school's mission and key design elements <ul style="list-style-type: none"> ○ A lot of our arts programing has grown, when we started there was only one dance teacher and 13 students performing. ○ We have some students who go to conservancy vs. university – they need to balance their life ○ Programs have grown and the mission is the same – growth and expansion – knowing that this building has helped us to grow and be successful. They are not just coming to some random performing arts charter school that this is an alternative. They come with the intent that this is a solid program – this is not one or another. ○ Our staff is comprised of professional artists, what a fragile thing we have, and rare opportunity and we are always conscious of what we are doing is so important because so few of us are doing it. Art is not a sport – it is an art form that is based on beauty, expression, and that separates us from other schools. ○ There is so many things from the arts that can be implemented into the core course that we have. • Supports, accommodations, and modifications for students with diverse learning needs <ul style="list-style-type: none"> ○ We have not introduced heritage language – we differentiate every day in our classrooms, and we differentiate in curriculum – the heritage language track is small but it can grow. ○ Math is a language and that is how we teach it – we have a targeted assistance class for students to see their success. It is a second to support them so that they can skill up. ○ Of course we have modifications for 504's, SAT, IEP's but we have a very diverse group of learners so we are making the accommodations ○ Differentiating is another word for teaching ○ I am so impressed with how teachers are so focused on the individual. ○ We have inclusion for science and math • Curriculum development, alignment, and planning <ul style="list-style-type: none"> ○ Individual for each teacher

Albuquerque Public Schools
Charter School Office

Public Academy for Performing Arts
2017-18 Site Visit

	<ul style="list-style-type: none">○ We do have time at the in-service meetings to see departmentally how things are going on.○ English department is really strong because we have had strong teachers for many years – we follow AP standards to challenge all students○ Dance department is supporting writing across the curriculum – how do you do that with words, combination of theory and critique● Assessment program and use of data<ul style="list-style-type: none">○ Given data by administration and really think through what needs to be done.● Teacher evaluation<ul style="list-style-type: none">○ We are very conscious of what we teach and there is no differences.○ Teachers are having students multiple years from middle school through high school. There is very much a different relationship, because they can't fall through the cracks and we can talk about students and how best to support them.● Professional Development<ul style="list-style-type: none">○ English- AP Symposiums and a lot of the skills and strategies are carried through to the classroom.○ If I want to go and do a professional development – we are encouraged to do a conference that we are applying in the classroom● Support for students' social and emotional health<ul style="list-style-type: none">○ It is about everything we do, we cannot be a teacher with a day in age to do that.○ Our assistant director is a counselor – full time social worker, social work intern – supporting students who passed away – everyone was affected by it. We all had a difficult time – we did bring it counselors to bring in as a backup. That type of support for adults. The students knew that they had a safe place to talk and support from one another. That Is when you can see the sense of community here.○ We are here implementing -RLAS – suicide prevention study○ Mindfulness practices – we have lunch bunch for students who may need extra support and needs. They do all of their breathing.○ Supportive activities for PARCC – testing and the other half of the day we are supporting the students Socially and Emotionally – STEM Fair and College Fair and other activities – 7th grade girls respect initiatives
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Families <i>(School identifies 3-5 parents that represent the diversity of the school)</i>	
<p>Discussion Topics</p> <ul style="list-style-type: none"> • Implementation of the school's mission • Supports, accommodations, and modifications for students with diverse learning needs • Support for students' social and emotional health • School Safety • Family communication and engagement 	<ul style="list-style-type: none"> • Implementation of the school's mission <ul style="list-style-type: none"> ○ She is in acting, visual arts, and contemporary dance – getting rid of PE last year – but this year she has really liked dance ○ It is a good environment that they can pursue those opportunities and arts to not feel embarrassed about it. ○ The teachers are excellent – they really know the skills that they have and are inspired by the skills that they have. This has really brought it out in him. It is balanced so that he is getting a solid education. He is becoming more well rounded ○ Both of my kids are in choir and they learn confidence and they can speak and sing. • Supports, accommodations, and modifications for students with diverse learning needs <ul style="list-style-type: none"> ○ The students were able to be able to be placed in appropriate glasses so that she can be challenged. ○ There is a student that has some learning needs and the students and teachers are supporting her in being successful. ○ The school has an honor society, there is still the work in gifted education – SI Girls program after school they learn how to code and make robots. They do have both spectrums of support. ○ The students are so accepting of one another and everyone is able to be unique and their tendencies they are all accepted. She is like some little tiny kid that is taking geometry, they are supporting her to be good. ○ There is a mentoring type atmosphere • Support for students' social and emotional health <ul style="list-style-type: none"> ○ The teachers really seem to know the kids and are in tune with what is going on and the kids are very compassionate they are also like that. For my child he is very focused, he is very quirky, he is very confident and likes to perform. The environment that teachers and students are supportive of him. ○ Any time that I have had an issue I have had great interactions with Doreen Winn, she is very responsive and addresses issues. There has never been one time that she is not engaging. She really follows through. This goes to any of the administrators • School Safety <ul style="list-style-type: none"> ○ I think they are safe and when there is an issue we are notified immediately and are aware of it.

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	<ul style="list-style-type: none">○ I think that they know the students and they are engaged, they know the kids they know who is missing and they are communicating.○ The transition from elementary to middle school was seamless – you don't hear the issues here.● Family communication and engagement<ul style="list-style-type: none">○ Most teachers have a website○ Emails to parents about what is going in class○ What assignments that are due and nothing is ever a surprise, they send you a homework so that they can keep up with. There is constant communication○ They send announcements every day from the website which helps you have everything at your○ They are willing to work with you or meet with you to see what they can do to support the students.
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APS Charter School Site Visit 2017 - 18

Fiscal Management

School: Public Academy for Performing Arts

Date: March 1, 2018 @

1:00

Name of Reviewer(s): Judy Bergs

YES	NO	
X		1. Financial reporting to APS is timely. Compare to APS records for the past year.
X		2. Proof of Chief Procurement Officer Certification. Requirement effective 7/1/2015. Is the CPO signing all purchase orders? <i>Doreen is the CPO for PAPA and her certificate was issued July 5, 2017. Doreen signs the POs.</i>
X		3. Actual enrollment in STARS aligns with approved budget for current year. PAPA's 2017-18 budget was based on enrollment of 380.5 and STARS 40 day count = 381.
	X	4. Is the current cash balance enough to cover one average month of General Fund expenditures? Calculation = General Fund total expenditures/12/General Fund Unrestricted Fund Balance. Goal is 1 month or more. <i>The FY17 audited financials reflected 0.88 months of cash for PAPA.</i>
X		5. Provide copies of financial reports provided to the Governing Council for the current fiscal year. Review GC minutes. Are disbursements approved and documented in GC minutes? <i>See listing of reports on #10. Financial reports were approved at the January 2018 GC meeting, which included disbursements.</i>
	X	6. Were the number of audit findings for the most recent audit 2 or less to meet the Financial Performance Framework Standards? <i>PAPA received 4 audit findings for FY17.</i>
	X	7. Have all repeat audit findings been resolved? <i>#2017-017 Internal Control over Financial Reporting (Material Weakness) was a repeat finding.</i>
XX		8. Were any of the audit findings classified as a significant deficiency or material weakness in the latest audit? <i>There were 2 findings rated as a material weakness for FY17. 2017-016 Internal Control over Bank Reconciliation and Internal Control over Financial Reporting.</i>
X		9. Review most recent bank reconciliation. Does the most recent bank statement reconcile to the general ledger? Are outstanding items less than one year old? Are the reconciliations reviewed and approved by an independent person? <i>The January 2018 bank reconciliation was reviewed and all items were current. A member of the Finance Committee reviews and approves monthly.</i>
X		10. View website to determine if financial reports are posted and if there is a link to the Sunshine Portal. <i>The Budget Report (Total by Fund), Journal Entries, Bank Account Register Activity Report, Account Balance Report, Trial Balance and Dec. 2017 Cash Report. There was a link to the NM Sunshine Portal.</i>
X		11. Is an annual inventory performed and documented when this was completed? Asset inventory is kept current throughout the year with additions and deletions. <i>PAPA utilizes WASP software to track their assets. The most recent inventory was completed 6/15/17.</i>
X		12. Review financial policies and procedures for compliance. Are the policies and procedures current and followed? <i>PAPA's Financial Management Policies were amended 3/29/16 and appear to be current.</i>

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X		13. Verify the Audit Committee members. Must be 2 members of the Governing Council, 1 volunteer member who is a parent of a student attending the school, and 1 volunteer member who has experience in accounting or financial matters. Review minutes. PAPA has the required members for their Audit Committee.
X		14. Verify the Finance Committee members. Must be at least 2 members of the Governing Council. Review minutes. PAPA's Finance Committee has the required members.
X		15. Obtain a copy of the current Business Manager's Business Official License. Rhonda's Level II School Business Official License expires June 30, 2025.
X		16. Review employee files for completed Forms: Two employees were randomly selected and completed the following forms. W-4 Employees Withholding Allowance Certificate
X		Form I-9 Employment Eligibility Verification
X		Verification of Background Check is documented
X		17. The following tax reports have been filed and are current: Monthly CRS-1 Report – The January 2018 report was completed 2/5/18. Monthly ERB Report - The January 2018 report was completed 2/5/18. Monthly RHC Report – The January 2018 report was completed 2/5/18. Monthly NMPSIA Report – The February 2018 Billing was paid 2/6/18. Quarterly 941 Report – The December 2017 report was completed 1/17/18. Quarterly Dept. of Labor Report (State Unemployment) – The December 2017 report was completed 1/3/18. Workman's Compensation Report – The December 2017 report was completed 1/2/18. W-2s and W-3 - 2017 W-2s were submitted to SSA 2/13/18. Form 1099 and 1096 (Review Contractors) – 2017 1099's were submitted to IRS 1/26/18. ACA Reporting – 2017 1094-Bs were submitted to IRS 1/17/18.
X		18. Review journal entries. Is documentation attached and are they reviewed and approved by an independent person? The Principal, Asst. Principal and member of the Finance Committee review documentation and approve all journal entries.
X		19. Status of 218 Agreement. PAPA's 218 Agreement was approved 11/18/11.

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	X	20. Review the SPED Maintenance of Effort calculation to determine if the school is on target to be compliant at the end of the fiscal year. PAPA's MOE worksheet as of 12/31/17 did not forecast compliance as of 6/30/18. This was discussed and PAPA will be reallocating expenses that qualify for MOE.
	X	21. Review prior year site visit Fiscal Management section and verify all exceptions have been corrected. Repeat exceptions from the prior year's site visit include; #8, Audit Finding Classifications and #20, SPED Maintenance of Effort.

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Special Education

YES	NO	DATA REVIEW	* See links to state and federal regulations for additional guidance.
X		1.	The school has documentation of a properly-constituted SAT at each school , which includes the student's parents and the student (as appropriate), shall conduct the student study process and consider, implement and document the effectiveness of appropriate research-based interventions utilizing curriculum-based measures. (6.29.1.9(D)(2) NMAC
X		2.	The school in compliance with Indicator 11 per STARS report (60 day timeline: signed consent/date evaluation is complete) to comply with this regulation, the school shall conduct a full and individual initial evaluation, in accordance with §300.305 and §300.306, before the initial provision of special education and related services to a child with a disability. (34 C.F.R. § 300.301(a))
X		3.	The school has a written process that documents how they keep track of re-evaluations.
X		4.	The IEPs reviewed are current per STARS report. An IEP Team meeting must be held to review the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved. (34 C.F.R. § 300.324(b)(1)(i)). As of audit- no late IEPs have been documented.
X		5.	The Re-evaluations are current per STARS report. Schools shall reevaluate a child with a disability at least once every three (3) years, unless the parent and the district agree that a reevaluation is unnecessary. (34 C.F.R. § 300.303(b)(2))
X		6.	Special education caseloads are balanced and with a licensed special education teacher per STARS report. Caseload waivers are appropriate for school size
N/A		7.	The school has ESY eligibility data recorded for every student receiving ESY services. ESY services may be provided only if a child's IEP Team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child. (34 C.F.R. § 300.106(a)(1-2)) For a newly enrolled student, the school will gather more information
X		8.	All students by the age of 14 have a transition plan (Indicator 13) Transition services shall be addressed by the IEP Team beginning not later than the first IEP to be in effect when the child turns fourteen (14), or younger if determined appropriate by the IEP Team, and updated annually, thereafter. (34 C.F.R. § 300.320(b); 6.31.2.11(G) (3) NMAC). School has an invitation to the transition IEP which invites the student, parent, and outside agency.
X		9.	All students by the age of 14 have been informed of Rights That Will Transfer at Age of Majority. Beginning no later than the first IEP to be in effect when the child turns fourteen (14), or younger, if determined appropriate by the IEP team, and updated annually thereafter; the IEP shall include a statement that the child has been informed of the child's rights under the IDEA that will transfer to the child on reaching the age of majority. (34 C.F.R. § 300.320(b); 6.31.2.11(G) (3) (c) NMAC).
X		10.	The school meets the PED target of at least 80% of their students are on a standard graduation option per STARS report. PAPA is at 100%
N/A		11.	All FBAs/BIPs are attached to appropriate IEPs. IEP Teams are encouraged to conduct FBAs and integrate BIPs into the IEPs for students who exhibit problem behaviors well before the behaviors result in proposed disciplinary actions for which FBAs and BIPs are required under the federal regulations. (6.31.2.11(F) (1) NMAC)

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X	12. School has a plan for the provision of an Alternative Education Setting (AES) and a written manifestation process. A removal of a child with a disability from the child's current educational placement is a change of placement if: The removal is for more than 10 school days in a row; or The child has been subjected to a series of removals that constitute a pattern (34 CFR §300.536)
X	13. The school has a written document explaining their continuum of services. The school shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. (34 C.F.R. '300.115(a))

IEP REVIEW Number of IEPs reviewed: Disability <u>6</u> Gifted <u>0</u> The following parts of the IEPs reviewed are in compliance (Indicator 13): * See links to state and federal regulations for additional guidance.	
PLPs- Includes scores, data and narratives.	Must include all related services. The IEP shall include a statement of the child's present levels of academic achievement and functional performance. (34 C.F.R. § 300.320(a) (1) <u>YES</u>
Goals- Must be measurable.	Must include all related services. An IEP shall include both academic and functional goals. The IEP shall include a statement of measurable annual goals, including academic and functional goals. 34 C.F.R. § 300.320(a)(3) and 71 Fed. Reg. 46662 (August 14, 2006 <u>YES</u>
Goals- Must include measurable progress towards goals.	The IEP shall include a description of how the child's progress toward meeting the annual goals will be measured; and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided to the parent. (34 C.F.R. § 300.320(a)(2)(ii) <u>YES</u>
Service Schedule- Accurately reflects where services, including related services, are taking place and where specialized curriculum is being delivered.	The IEP shall include a statement of the special education and related services to be provided to the child, or on behalf of the child. (34 C.F.R. § 300.39(b)(3)) <u>YES</u>
LRE- data based and reflects how the student is placed within the continuum of service.	The <i>Least Restrictive Environment</i> section of the IEP provides the necessary documentation that the IEP Team determined placement in the least restrictive environment according to the IDEA requirements and this procedural directive. (20 U.S.C. §1412(a)(5)(A); also, 34 C.F.R. §300.114(a)(2)) <u>YES</u>
PWN- Records all proposals by school and parents- documents what was discussed including the continuum of services.	Special education and related services are included in a child's FAPE; and therefore, a proposal to revise a child's IEP, which typically involves a change to the type, amount, or location of the special education and related services being provided to a child, would trigger requirements to provide prior written notice. (34 CFR § 300.503) <u>NO</u> Missing several proposals
Participant Signatures- The IEP Team Meeting Participants page of the IEP shall reflect the members of the IEP Team who were present and participated in the IEP Team meeting, and shall further provide the necessary documentation that the IEP Team meeting was duly constituted.	The names of the IEP Team meeting participants shall be typed as well as their participation reflected by their signature. (34 C.F.R. § 300.321(a) <u>YES</u>
FBA/BIP if appropriate- note if they are updated (6.31.2.11(F) (1) NMAC)	<u>YES</u> <u>BIPs need to be updated more frequently</u>
Parent Involvement: Schools shall afford parents of a child with a disability an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child.	(34 C.F.R. § 300.501(b)(1)) <u>YES</u>
Parent notification: The steps Schools shall take to ensure parent participation in EDT and/or IEP Team meetings shall include notifying parents of the meeting early enough to ensure that they will have an opportunity to attend and scheduling the meeting at a mutually agreed on time and place.	(34 C.F.R. § 300.322(a)) <u>YES</u>

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The transition plans for students with disabilities (age 14+) are in compliance with Indicator

13. Schools shall integrate transition planning into the IEP process. The *Transition Services* section of the IEP includes the results of transition assessment, the student's post-secondary goals and course of study, and coordinated set of activities. However, transition services also shall be incorporated throughout the IEP including in the annual goals, special education and related services. (6.31.2.11(G) (2) NMAC)

Measurable post-secondary goals: The IEP shall include appropriate measurable post-secondary goals based upon age appropriate transition assessments related to Training, Education, Employment, and *Where appropriate*, independent living skills. (34 C.F.R. § 300.320(b) (1); 6.31.2.11(G) (3) (a) NMAC YES

Post-secondary goals updated annually (for age 14+)- YES

Transition activities designed to help student meet goals- YES

Course of study designed to help student meet goals- YES

Age appropriate transition assessment- YES

Student invited to meeting- YES

Participating agency invited to meeting- NO

Annual goals related to post school goals- YES

All students by the age of 14 have been informed of Rights That Will Transfer at Age of Majority. Beginning no later than the first IEP to be in effect when the child turns fourteen (14), or younger, if determined appropriate by the IEP team, and updated annually thereafter; the IEP shall include a statement that the child has been informed of the child's rights under the IDEA that will transfer to the child on reaching the age of majority. (34 C.F.R. § 300.320(b); 6.31.2.11(G) (3) (c) NMAC). YES

Date of Previous Visit: <u>3/28/2017</u>		Name of Reviewer: <u>Loretta Garcia</u>
Concerns from Previous Visit	Recommendations	Evidence of Improvement During Current Visit
Re-evaluations are complete within the timeline, but staff is having a difficult time getting parents in to hold IEP to avoid the overdue date	Notify the parent several times via different methods of communication; phone, mail, email, sending notification home with student. If parent does not respond or no show, hold IEP.	No overdue re-evaluations reported for the 80 th or 120 th reporting dates.
PTGs are complete and correctly written, not found in student confidential file/folder	PTGs need to be placed in student's file (as well as sent home to parent) when updated/complete as decided by the IEP committee (usually at grading period)	PTGs can be found in the students confidential file
45 students listed as "Gifted" but not being served by a teacher endorsed in "gifted"	Teacher certified in gifted needs to be the teacher listed as serving this population	PAPA currently is NOT reporting any of their Gifted students since they have not been able to hire a teacher endorsed in Gifted
Add a column on the signature page to type name of participants	Due to signatures not always being legible, typing the name out will assist in identifying all participants present	Names of all participants are typed in their signature page

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Commendations from Current Visit		
<ul style="list-style-type: none"> PAPA provides classrooms with a lower number of students; this allows more variety in their continuum of services. The school has teachers with dual certification. SAT and Sp. Ed. Work closely in the provision of Tier I, Tier II & Tier III services PAPA provides students with an optional 8th period class where students can participate in study hall-for all students or study skills-for students in special education 		
Concerns from Current Visit	Recommendations	Action Plan (with completion dates)
<p>PWN – Prior Written Notice of Proposed Actions is missing a significant amount of information</p> <p><i>Federal regulations and state rules require that parents of a child eligible under the IDEA be informed of and consent to any actions that would initiate or change the identification, evaluation, educational placement, or provision of a FAPE for their child before implementing the proposed action.</i></p>	<p>PWNs <u>must</u> include all items and options the Public Agency and/or Parent/guardian proposed during the IEP meeting. This page is a summary of the discussions held during the meeting. It includes information about: <i>(but not limited to)</i></p> <ul style="list-style-type: none"> -Eligibility for initials or changes in eligibility -Provision of services and setting -Provision of Related Services & supports -Transition information (Transition services, goals, graduation path, outside agencies, transfer of rights) -State testing and accommodations -Behavioral supports <p>*Reference (34 CFR § 300.503) (6.31.2.11 NMAC) *Refer to "IEP Manual October 2011" Technical Manual from NMPED. *Refer to APS policies & procedures http://www.aps.edu/about-us/policies-and-procedural-directives/procedural-directives/i.-instruction/special-education-procedural-directives/3b-prior-written-notice</p>	<p>An amendment needs to be held for each student to add all missing information in the PWNs by (11/1/2018)</p>
<p>Transition Plans – Participating agency – There is no evidence indicating consideration was given to inviting a representative of a Participating Agency.</p>	<p>If appropriate, the school must consider inviting a representative of any Participating Agency (that is likely to be responsible for providing or paying for transition services) with prior consent of the parent or student who has reached the age of majority. Review current transition process to include this information.</p>	<p>Ensure participating agencies are invited with parent/student consent prior to meeting. If it is not appropriate to invite a participating agency, document in PWN Review fall 2019</p>
<p>Goals – Functional Goals There is no link between present levels of functional performance with functional goals</p>	<p>When developing current goals, assess student's present levels of academic performance as well as functional performance to use as baseline data for academic and functional goal development</p>	<p>Ensure all functional goals are directly tied to present levels of functional performance. Review fall 2018</p>

Facility Update

- Capital Master Plan Committee has begun meeting for the special bond/mil levy election in February.
- Met to review needs in the Visual Arts and Film areas.
- Site utility work will begin soon.

Academic Achievement / Students:

- Secretary Ruszkowski and members of the NMPED team visited PAPA as part of the A-Express recognition of PAPA's A grade. Students used each different art form to explain the ten reasons why they love PAPA culminating with a performance by PAPA's Choir.
- Enrollment=423 We are holding strong for the October 10th count.
- We received and disbursed student individual PARCC assessment data.
- Seniors have had two Official Meetings. We are planning to use Legacy Church for both graduation and All-School Awards.
- Constitution Day was celebrated with door decorating and patriotic costumes (see Facebook).
- All students participated in pre-testing in each subject this year. We are using this as a tool to measure growth at different points throughout the year. Staff is using Google Docs for testing and analyzing data.
- Seniors visited NMSU. NM Tech visited PAPA. NMSU visited PAPA. University of the Pacific visited PAPA.
- 7th and 8th grade honors English had a poetry workshop.
- Progress grades were sent home with students.
- Meetings were held with each student in danger of failing classes.
- Special guest, Mr. Ricardo Maldonado presented Virtual Reality in Architecture to the Film department.
- A Voter Registration Drive was held in Mr. Ocken's classes.
- Long-time lobbyist, PAPA grandparent, and NM history buff, Mr. Jeep Gililand discussed Lincoln County Wars and Billy the Kid in Ms. Hennig's New Mexico History classes.
- YouthCHAT had its first meeting of the year.
- Work Study students completed Safe Serve training for food service.

Performing Arts

- Mr. Torrez was invited to have PAPA perform and the Platinum Music Awards recently held in Santa Fe. Seventeen students performed.
- Film and Media hosted a promotional booth for PAPA at the NM State Fair during College and Career Day.
- Ms. Beck announced the newest YouthCHAT Ambassadors for PAPA, Jenaya Aguirre and Casey Combs. They join Atlee Musgrave, G. Westphal, Jada Doney Lang, Maysie Kilgore, and Grace Crandell working in this NM Department of Health initiative.

- Visual Artists Grace Read, Alex Roche, Olivia Sanchez, and Reyna Yara were accepted into the Harwood Art Center's Teen Mentorship program. They will work over a 10-week program to build their artistic skills and studio experiences.

Professional Development / Staff

- Staff members are in the process of completing their Professional Development Plans for the year in preparation for pre-observation meetings.
- Teacher in-service was held on 9/14. Arts staff met to discuss Senior Showcase. All staff met for SAT/504 update parent meetings. There was also a student concern conversation, Google Forms/Data Analysis/Pretest preparation meeting, and English and Mathematics Evidence Table review.
- Ms. Lavis participated in Site Protection Through Observational Techniques training.
- Ms. Maestas and Ms. Beck attended RLAS LGBTQ National Study Training.
- Ms. Beck and Ms. Hennig attended Autism training.
- Ms. Orozco was the keynote speaker for Pojoaque Schools Freshman Day.
- Ms. Blackwell, Ms. Ingham, and Ms. Lynn collaborated on inclusion techniques and curriculum development/course development.
- Ms. Orozco is serving on the NMPED Grant Review Panel.
- Ms. Blackwell and Mr. Taylor are serving on the NMPED Teacher-Leader Network.
- Mrs. Muniz was trained in Functional Behavior Assessment and Behavior Intervention Plan writing.
- Mrs. Lopez, Mrs. Winn, Ms. Padilla and Mrs. Chavez attended SAT/504 and Teacher Evaluation training.
- Mrs. Winn is serving on the APS Charter Design Team.
- Ms. Maestas attended the College Board workshop.
- Ms. Padilla is hosting Monica Demarco, a social work intern.
- All staff completed blood borne pathogens and sexual harassment training.
- Several staff members attended CNM dual credit training.
- Four teachers are submitting licensure advancement applications to NMPED to move up to Level II as they earned over 50% of the points on their Summative Evaluations and Effective or higher ratings.
- Ms. Lopez attended a Legal Compliance in SPED, REED and IEP required elements trainings.
- Ms. Sundstrom is serving on the NMPED SBA Virtual Data Review Team.
- Mr. Procopio and Ms. Mickey attended National School Lunch Program training.

Community

- PAPA had a super Open House with over 180 in attendance. We enjoyed the flash mob performances and PAPARazzi!
- PAPAPalooza! Pumpkin Festival, a joint fundraiser with PTSO and PAPA has been planned for October 19th from 4:30-7:00pm. There will be a show and then tons of fun with carnival games, food, costume contest, basket raffles and

EXECUTIVE DIRECTOR'S REPORT
PAPA GOVERNING COUNCIL MEETING
September 25, 2018

mystery bags. Thanks to part of the NM Grown Fresh Fruit and Vegetable Grant, we will also focus on locally grown fresh produce, particularly the value of a pumpkin☺

- PAPA's audit was held.

Submitted By:



Doreen A. Winn

H.4. ANTI-BULLYING

Any display of bullying behavior (as determined by an investigation of school administration) at PAPA is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Bullying" means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, harassment, intimidation or menacing acts of a student which may, but need not be based on the student's race, color, sex, ethnicity, national origin, religion, disability, age, **gender identity**, or sexual orientation that a reasonable person under the circumstances should know will have the effect of:

- Placing a student in reasonable fear of physical harm or damage to the student's property; or
- Physically harming a student or damaging a student's property; or
- Insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

Bullying must not be confused with student disagreements or mutual harassment.

C.16 Policy and Procedures for Calculating Licensed Employee Training and Experience

To clarify how Training and Experience of licensed employees will be collected for the State Equalization Guarantee, the following process will be used.

Training and Education (T&E) Process

Data for all licensed employees and contracted personnel will be collected by the Executive Director as follows:

- Copy of Licensure
- Proof of Education (Original Transcripts are reviewed for Degree received plus any additional credit hours towards a higher degree)
- Verification of years experience as a licensed provider will be collected via written verification.
- Part time licensed employees who work 550 hours or more in a school year will be counted as one (1) year full experience.

All documentation will be kept in employment files maintained by the Business Office.

Reporting

Training and Experience will be reported to the Public Education Department on annual basis as required by the School Budget and Finance Analysis Bureau.

J.8.9 HIGH SCHOOL GRADUATION REQUIREMENTS

9.1 PAPA will adhere to NMPED's requirements for high school graduation. PAPA's requirements may be adjusted in response to changes made by NMPED and as needed to uphold PAPA's mission and vision. Current requirements include a combination of high school credits and demonstration of competency in five core subject areas through assessments.

9.2 If a student earns the course credit but does not demonstrate competence on any or all of the five assessment areas, the student may utilize an Alternative Demonstration of Competency (ADC). The student will meet with administration and/or the academic dean to formalize a plan to satisfy the requirements and earn a NM Diploma of Excellence. If the student does not meet criteria listed below, she or he will be awarded a certificate indicating course credits earned and grade level completed.

9.2.1 Below is the criteria used as a framework for the Demonstration of Competency and the Alternative Demonstration of Competency for the graduating classes through 2021.

Reading	Math	Writing	Science	Social Studies
State demonstration	State demonstration	State demonstration	State demonstration	State demonstration
Final exam grade in a Junior English class of "C" or higher	Final exam grade in an Algebra I or higher Mathematics class of "C" or higher	Final exam grade in a Junior English class of "C" or higher	Final exam grade in a High School Science class of "C" or higher	Final exam grade in High School History class of "C" or higher
Acceptance to an accredited 2 or 4-year Institute of Higher Learning	Acceptance to an accredited 2 or 4-year Institute of Higher Learning	Acceptance to an accredited 2 or 4-year Institute of Higher Learning	Acceptance to an accredited 2 or 4-year Institute of Higher Learning	Acceptance to an accredited 2 or 4-year Institute of Higher Learning
Acceptance to a Post-Secondary Certificated or Apprentice Career Education Program	Acceptance to a Post-Secondary Certificated or Apprentice Career Education Program	Acceptance to a Post-Secondary Certificated or Apprentice Career Education Program	Acceptance to a Post-Secondary Certificated or Apprentice Career Education Program	Acceptance to a Post-Secondary Certificated or Apprentice Career Education Program
Acceptance to a branch of the military	Acceptance to a branch of the military	Acceptance to a branch of the military	Acceptance to a branch of the military	Acceptance to a branch of the military
Successful completion of a Dual Credit Course in English	Successful completion of a Dual Credit Course in Math	Successful completion of a Dual Credit Course in English	Successful completion of a Dual Credit Course in Science	Successful completion of a Dual Credit Course in Social Studies

Met IEP goals for a Career or Ability Graduation Pathway	Met IEP goals for a Career or Ability Graduation Pathway	Met IEP goals for a Career or Ability Graduation Pathway	Met IEP goals for a Career or Ability Graduation Pathway	Met IEP goals for a Career or Ability Graduation Pathway
Passing another state's exit exam	Passing another state's exit exam	Passing another state's exit exam	Passing another state's exit exam	Passing another state's exit exam
<u>Standards Based Portfolio (grade 10 and above)</u>				

9.2.2 for the graduating class of 2022 and beyond, the Demonstration of Competency will be in accordance with New Mexico Administrative Code 6.19.7.



Website Proposal
LDD Consulting, Inc.
2420 Midtown NE Suite K
Albuquerque, NM 87107
505.792.2375

The purpose of this agreement is to establish the scope of the project and services to be provided to the Client.

Site Name – <http://paparts.org>

September 10, 2018

Proposal specifics:

Your Site information:

Plug-ins total: **18 Active Plugins**

Site type: **Simple**

Custom code: **No**

Site Size: **3 gig**

Shopping cart: **No**

PCI compliance: **No**

HIPAA compliance: **No**

Why do I need web maintenance?

Your website is important. It's your online brand presence, a 24x7 sales tool and it may be your primary source for marketing and/or revenue. As we have moved away from simple static webpages to the dynamic database-driven content management systems, I liken the experience to progressing from a horse-drawn buggy to a shiny new automobile. Old webpages could be parked online like you might store an old wagon in the barn. But our new websites need regular maintenance to prevent security risks and data loss. Just as we expect to pay attention to timely oil changes and tune-ups on our cars to maintain our investment, our websites need regular attention also.

Did you know that a new WordPress update is being released every 50 days on average?

Our maintenance includes more than just WordPress updates. The following services (and more) are included:

Updating and backing-up your WordPress website or blog is like eating healthy or exercising regularly. It is vital to the health of your site.

- To remove website vulnerabilities and reduce security risks.

- To insure that your website works properly on different browsers like Internet Explorer, Firefox, Safari, and Chrome.
- Because Search Engines value FRESH content.

What does web maintenance include?

- **Weekly site backups**
Full weekly offsite backup copy of your website
- **Updates, changes and edits to your website**
If your website needs changes we can make those changes for you. Whether you are adding a new product, or department, streamlining your business or just updating content, we can take care of it in a timely fashion.
- **Site Security monitoring**
We monitor your site for signs of site hacking and vulnerabilities, this helps to reduce security risks. Our website host also actively monitors your site and all traffic to reduce the change of your website being compromised.
- **Site Hacking Guarantee**
What would you do if you site gets hacked. While our track record is very good, we maintain backups in case the unthinkable does happen. If you site gets corrupted or hacked we will review the site and either fix the issue or restore to the latest backup.
- **Updates to All WordPress and Plug-in**
If it can be updated in your WordPress admin, we will update it for you, within a month of the updates being released. A real developer, backing up and updating your site. This includes core, themes and plugins.
- **Annual Website review for accessibility and broken links**
Once a year we will run your site through our website analysis process and email you a report giving you the current status of your website.
- **Compatibility Support**
Ever updated WordPress, a theme or a plugin and find out something broke? We offer up to an hour of compatibility support. If we can't fix it within that time, we will roll back to your latest update and contact you with recommendations.
- **Priority WordPress Support**
Every month you get access to our team for priority website maintenance and support services to use for anything you need: installing a plugin, cleaning up CSS issues, styling a review plugin, etc.
- **Discounted Development Costs**
Since we're already working with you, we offer a discounted retainer rate on additional website maintenance and support services with our team of WordPress developers
- **Annual Hours**
Because your needs fluctuate and most businesses have a busy time and a slower time. Some months you may need more edits and changes done on your site than others. Total hours are calculated for the year.

Costs:

All maintenance packages include core WordPress updates, plugin maintenance fees for listed plugins, website hosting and backups.

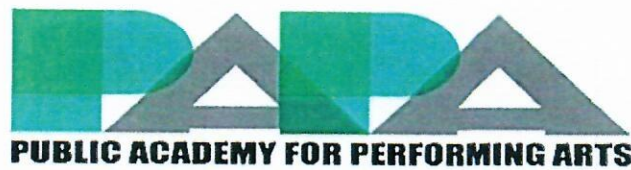
Plugins included: NONE

Maintenance Packages	Simple Site	Initial this column next to your plan
Maintenance Only Package		
Website maintenance only	\$72 / month	<i>OK</i>
Additional Hours of Updates	\$75 / hour	<i>OK</i>
Starter Maintenance Package 24 hours of updates included per year		
Website maintenance only	\$214 / month	
Additional Hours of Updates	\$75 / hour	
Basic Website Maintenance Package 48 hours of updates included per year		
Website maintenance only	\$321 / month	
Additional Hours of Updates	\$65 / hour	
Standard Website Maintenance Service 72 hours of updates included per year		
Website maintenance only	\$553 / month	
Additional Hours of Updates	\$60 / hour	
Corporate Maintenance Package 288 hours of updates included per year		
Website maintenance only	\$1391 / month	
Additional Hours of Updates	\$60 / hour	

Our maintenance contracts are based on a one year period automatically renewing unless you let us know.


Client - Name Title
Executive Director

9-17-18
Date



Pumpkin Festival

PAPA'S Annual FUNdraiser

Live Performances Carnival Game Booths Basket Raffle
Haunted House Mystery Bags Costume Contest Frito Pie Dinner
Desserts Pumpkins and More Pumpkins Baking Contests
Photo Booth Face Painting Fortune Teller...

LOCATION

Public Academy for Performing Arts
11800 Princess Jeanne Ave NE, Albuquerque, NM

October 19th, 2018 5:00pm—7pm (gates open at 4:30pm)
(Please Dress According to Weather)

Tickets on sale October 15th in the front office (after 3:30pm), on-line
www.paparts.org, and at the door

- \$10.00** Admission (includes performance and 10 Game Tickets)
- Family Package of 5 or more** pay \$40 and each get 10 Game Tickets
- Kids 4 and under admitted free and receive 5 Game Tickets
- Additional Tickets 50¢ or 5 for \$2.00**

For PAPA Palooza! updates visit our Facebook page and www.paparts.org



Pumpkin Festival **Pumpkin Baking Contest**

There will be 3 categories - 1. Pumpkin to Plate 2. Canned Pumpkin 3. Flavored Seeds
Contest open to any PAPA student or staff member.

Once you know what category, sign up to enter in the front office by October 1st.
If you enter Pumpkin to Plate or the Flavored Seed contest, a pumpkin will be provided.
Your entry must be turned in on October 19th by 8:00am.

Judging will take place on the 19th and overall winners announced at PAPAPalooza!



1. Pumpkin to Plate Baked Good

Use a fresh pumpkin (not canned) to make the recipe of your choice. You will be provided a pumpkin on October 15th. Bring your finished baked good and a printed copy of your recipe to the office on October 19th by 8:00am. The judges will score your baked good based on presentation, appearance and taste.

2. Canned Pumpkin Baked Good

Use canned pumpkin (purchased by you) to make the recipe of your choice. Bring your finished baked good and a printed copy of your recipe to the office on October 19th by 8:00am. The judges will score your baked good based on presentation, appearance and taste.

3. Flavored Seeds

Use your favorite recipe to bake flavored pumpkin seeds. You will be provided a pumpkin on October 15th. Bring your baked, flavored seeds in a zip lock bag for judging on October 19th by 8:00am. The judges will score your seeds based on creativity and taste.

