



Agenda
Governing Council
Thursday, June 20, 2024, 4:15 pm, RM Staff Lounge
 Public Academy for Performing Arts Campus
 11800 Princess Jeanne Ave NE, Albuquerque, NM 87112

Type of meeting: Community/Monthly

Chair: Barbara CampBell

| Invited to Attend | | | |
|-----------------------------------|---------------------------------------|--|--------------------|
| 1. Elizabeth Roybal, GC Member | 5. David Littlefield, GC Member | 9. Virginia Wilmerding, Staff Representative | Scheduled Guests: |
| 2. Renai Edwards, GC Member | 6. Issac Trujillo, GC Vice President | 10. Rhonda Cordova, Business Manager | |
| 3. Jessica Short, Secretary | 7. Paul Paradise, GC Member | 11. Tamara Lopez, Executive Director | Scheduled Absence: |
| 4. Barbara CampBell, GC President | 8. Carol Torrez, Staff Representative | | |

| Agenda Item | Presented by | Time |
|---|-------------------------------------|-----------|
| 1. Call to Order, Roll Call (Quorum 4/7 voting members) | Chair | 4:15 p.m. |
| 2. Welcome and Introductions | Chair | 4:20 p.m. |
| 3. Approval of Agenda ACTION ITEM - | All | 4:22 p.m. |
| 4. Approval of Previous Meeting Minutes (5/30/24) ACTION ITEM - | All | 4:24 p.m. |
| 5. Open Forum for Public Comment (Form Required) - a. Carol Torrez b. Pamela Whitney c. Jill Patruznick | | 4:25 p.m. |
| 6. Budget & Finance Committee Report - April Financial Report - Met on Thursday (6/20) a. May Financial Report b. BARS/Permanent Transfer ACTION ITEM - NONE c. POs over \$5,000 - | Elizabeth Roybal and Rhonda Cordova | 4:35 p.m. |
| 7. Executive Director's Report a. Written Report b. Phase II PCSNM Additional Assurances- ACTION ITEM - c. PHASE II PCSNM NOTIFICATION OF CHARTER MANAGEMENT ORGANIZATION- ACTION ITEM | Tamara Lopez | 4:45 p.m. |
| 8. Organizational Business a. President's Report - b. Training Hours to date c. Meeting Dates for SY 24-25- ACTION ITEM - d. Letter of Intent- Emergency Action Item e. New GC Member Kyle Malone - ACTION ITEM - | Barbara CampBell | 5:00 p.m. |
| 9. Executive Session- Limited Personnel Matters - | Barbara CampBell | 5:10 p.m. |
| 10. Exit Executive Session | Jessica Short | 5:20 |
| 11. Adjourn - | Barbara CampBell | 5:34 pm |

---- 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 3 minutes. An individual may speak during the "Open Forum from the Public" agenda item after identifying themselves by signing in with the Council Secretary and being recognized by the presiding officer of the Council. All presentations should be brief and each individual speaking on an agenda item should limit his or her remarks to three (3) minutes. The Open Forum in regular Council meetings will be limited to a total of 10 minutes unless extended by a majority vote of the Council. People speaking at the Open Forum may present information to the Governing Council, but the Open Forum will include no Council actions or discussions. Individuals who wish to speak for longer than three minutes or who require Council discussion or action must use the procedure in A.15 to be placed on the Council agenda. Complaints about individual employees will not be heard at Council meetings.

---- 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 (505) 830-3128 Ext. 0 at least 24 hours prior to the meeting. The Title IX Coordinator is the Executive Director.



---- Additional Information ----

Audit Committee – Jessica Short (Chair), Tamara Lopez, Rhonda Cordova, David Littlefield, Donna Krasnow, Stephanie Cotrell

Finance Committee – Liz Roybal (Chair), Paul Paradise, Rhonda Cordova, Tamara Lopez, Renai Edwards, 8:00 a.m. Monthly, Tuesday before Council Meeting, Long-Range

Planning – Barb CampBell (Chair), Paul Paradise, Renai Edwards, Tamara Lopez, Naomi Montoya, Virginia Wilmerding, Performing Arts Committee – Liz Roybal (Chair), David Littlefield, Issac Trujillo, Tamara Lopez, Naomi Montoya

Policy Review Committee – Jessica Short (Chair), Isaac Trujillo, Paul Paradise, Tamara Lopez, Virginia Wilmerding

Executive Director Evaluation Committee- Liz Roybal, Paul Paradise, Issac Trujillo

GOVERNING COUNCIL MEETING DATES 2023-24 Meetings take place at PAPA the last Thursday of each month at 4:15 in room 21.

Meeting Dates: 7/27, 8/31, 9/28, 10/26, 11/30, 12/14, 1/25, 2/29, 3/21, 4/25, 5/30, 6/27



**Minutes
Governing Council**

Thursday, May 30, 2024, 4:15 pm, RM 21
Public Academy for Performing Arts Campus
11800 Princess Jeanne Ave NE, Albuquerque, NM 87112

Type of meeting: Community/Monthly

Chair: Barbara CampBell

| Invited to Attend | | | |
|-----------------------------------|---------------------------------------|--|--------------------|
| 1. Elizabeth Roybal, GC Member | 5. David Littlefield, GC Member | 9. Virginia Wilmerding, Staff Representative | Scheduled Guests: |
| 2. Renai Edwards, GC Member | 6. Issac Trujillo, GC Vice President | 10. Rhonda Cordova, Business Manager | |
| 3. Jessica Short, Secretary | 7. Paul Paradise, GC Member | 11. Tamara Lopez, Executive Director | Scheduled Absence: |
| 4. Barbara CampBell, GC President | 8. Carol Torrez, Staff Representative | | |

| Agenda Item | Presented by | Time |
|---|-------------------------------------|-----------|
| 1. Call to Order, Roll Call (Quorum 4/7 voting members) | Chair | 4:15 p.m. |
| 2. Welcome and Introductions | Chair | 4:20 p.m. |
| 3. Approval of Agenda ACTION ITEM - LIZ ROYBAL - 1ST, JESSICA SHORT - 2ND, APPROVED | All | 4:22 p.m. |
| 4. Approval of Previous Meeting Minutes (4/25/24 & 5/20/24) ACTION ITEM - LIZ ROYBAL - 1ST, ISSAC TRUJILLO - 2ND APPROVE 4/25 MOVING EXECUTIVE DIRECTOR RENEWAL TO AFTER EXECUTIVE SESSION, ISSAC TRUJILLO - 1ST 5/30, DAVID LITTLEFIELD - 2ND BOTH APPROVED ROLL CALL VOTE | All | 4:24 p.m. |
| 5. Open Forum for Public Comment (Form Required) - <ul style="list-style-type: none"> a. Heather Conyngham - Concerns over staff changes and student safety b. Elijah Allen - Concerns about staffing and communication of plan to move forward c. Brian Haycox - Concerns over trust and consistency on discipline d. Jennifer Hetteema - Concerns over staff changes, and GC plan to do what's best for PAPA e. April Haycox - Concerns over feelings of safety at school f. Lynnette Rios - Concerns over the end of her contract g. Star Perkins - Concerns over staff changes h. Cassandra Hyer - Student with concerns about being in a class not in line with IEP i. Nicole Cajori - Concerns over lack of community input and trajectory of school, concerns over SpEd changes | | 4:25 p.m. |
| 6. Budget & Finance Committee Report - April Financial Report - Met on Tuesday (5/28) Liz, Rhonda, Paul, Tamara - Good holdover, will need it to pay salaries RE -1st, IT - 2nd Approved <ul style="list-style-type: none"> a. BARS/Permanent Transfer ACTION ITEM - 0022 - T - TITLE 2 - MOVE FUNDS FROM DIRECT INSTRUCTION FOR PD, 0024 - I - CNM FOUNDATION FOR DUAL CREDIT 0027-T - ESSR FUNDS MOVE FOR DIRECT INSTRUCTION 0028-I YOUTH CHAT GRANT LIZ ROYBAL -1ST, RENAI EDWARDS - 2ND, APPROVED b. POs over \$5,000 - Public Charter School Fee c. Quarter 3 Cash Report - | Elizabeth Roybal and Rhonda Cordova | 4:55 p.m. |
| 7. Executive Director's Report <ul style="list-style-type: none"> a. Written Report | Tamara Lopez | 5:01 p.m. |
| 8. Organizational Business <ul style="list-style-type: none"> a. President's Report - Nothing to report b. Professional Services Agreement (Legal Services)-ACTION ITEM - David Littlefield - 1st, Issac Trujillo - 2nd - Approved c. Transaction Facilitator Agreement-ACTION ITEM - Liz Roybal 1st, Paul Paradise 2nd - Approved d. New GC Member - ACTION ITEM - Move action item to June meeting e. SB 137 Implications- Discussion - GC Meetings will be broadcast live per SB 137 (YouTube) | Barbara CampBell | 5:06 p.m. |
| 9. Executive Session- Limited Personnel Matters - Jessica Short moves to close the meeting for the purpose of going into Executive Session pursuant to NMSA 10-15-1-H(2) to discuss limited personnel matters. Issac Trujillo - 2nd Approved Jessica Short moves to come out of Executive Session, Liz Roybal 2nd Pursuant to NMSA 10-15-1-H(2) Limited Personnel matters were the only topics addressed. No action was taken and no action needs to be taken. | Barbara CampBell | 5:23 p.m. |



Move June Meeting to June 20th - Action Item - 5:49

10. Adjourn -

Barbara CampBell

5:54 pm

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----- Additional Information -----

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Finance Committee – Liz Roybal (Chair), Paul Paradise, Rhonda Cordova, Tamara Lopez, Renai Edwards, 8:00 a.m. Monthly, Tuesday before Council Meeting. Long-Range Planning – Barb CampBell (Chair), Paul Paradise, Renai Edwards, Tamara Lopez, Naomi Montoya, Virginia Wilmerding, Performing Arts Committee – Liz Roybal (Chair), David Littlefield, Issac Trujillo, Tamara Lopez, Naomi Montoya
Policy Review Committee – Jessica Short (Chair), Isaac Trujillo, Paul Paradise, Tamara Lopez, Virginia Wilmerding
Executive Director Evaluation Committee – Liz Roybal, Paul Paradise, Issac Trujillo
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Public Academy for Performing Arts

Budget Summary Of Funds Report

| Fund | Description | Adopted Budget as of 07/01/2022 | Revised Adopted Budget with Initial Budget BARS | Approved BARS | Current Budget | Pending Budget BARS | Total Anticipated Budget | YTD Actuals | YTD Payable Encumber | Unencumbered Budget Balance | Unencumbered Anticipated Budget | Percent Remaining | Percent Remaining of TOTAL ANTICIPATED |
|-------------|---|---------------------------------|---|----------------|----------------|---------------------|--------------------------|----------------|----------------------|-----------------------------|---------------------------------|-------------------|--|
| 11000 | Operational | \$5,028,304.90 | \$5,277,400.39 | \$249,095.49 | \$5,277,400.39 | | \$5,277,400.39 | \$3,391,793.66 | \$763,106.34 | \$1,122,500.39 | \$1,122,500.39 | 21% | 21% |
| 21000 | Food Services | \$213,761.37 | \$232,754.57 | \$18,993.20 | \$232,754.57 | | \$232,754.57 | \$107,843.27 | \$29,014.38 | \$95,896.92 | \$95,896.92 | 41% | 41% |
| 21100 | Universal Free Lunch (State funded) | \$0.00 | \$77,864.00 | \$77,864.00 | \$77,864.00 | | \$77,864.00 | \$77,864.00 | \$0.00 | \$0.00 | \$0.00 | 0% | 0% |
| 23000 | Non-Instructional Support | \$73,893.89 | \$314,098.28 | \$240,204.39 | \$314,098.28 | | \$314,098.28 | \$141,840.63 | \$38,944.67 | \$133,312.98 | \$133,312.98 | 42% | 42% |
| 24106 | Enrichment IDEA-B | \$95,134.00 | \$95,134.00 | \$0.00 | \$95,134.00 | | \$95,134.00 | \$79,908.27 | \$12,842.78 | \$2,382.95 | \$2,382.95 | 3% | 3% |
| 24153 | English Language Acquisition | \$450.00 | \$450.00 | \$0.00 | \$450.00 | | \$450.00 | \$0.00 | \$0.00 | \$450.00 | \$450.00 | 100% | 100% |
| 24154 | Teacher/Principal Training & Recruiting | \$22,156.00 | \$22,156.00 | \$0.00 | \$22,156.00 | | \$22,156.00 | \$19,151.89 | \$2,900.00 | \$104.31 | \$104.31 | 0% | 0% |
| 24330 | ARP ESSER III CDFA 84-425U | \$652,320.00 | \$778,635.00 | \$116,315.00 | \$778,635.00 | | \$778,635.00 | \$573,073.47 | \$149,770.09 | \$55,791.44 | \$55,791.44 | 7% | 7% |
| 25153 | Title XIX MEDICAID 3/21 Years | \$56,087.75 | \$64,010.56 | \$7,922.80 | \$64,010.56 | | \$64,010.56 | \$11,631.49 | \$392.96 | \$51,986.10 | \$51,986.10 | 81% | 81% |
| 26207 | CNMI Foundation | \$2,012.88 | \$6,512.88 | \$4,500.00 | \$6,512.88 | | \$6,512.88 | \$4,000.00 | \$0.00 | \$2,512.88 | \$2,512.88 | 39% | 39% |
| 27107 | Literacy For Children @ Risk PED | \$0.00 | \$8,121.00 | \$8,121.00 | \$8,121.00 | | \$8,121.00 | \$8,121.00 | \$0.00 | \$0.00 | \$0.00 | 0% | 0% |
| 27109 | Instructional Mats - GAA of 2019 | \$5,807.05 | \$5,807.05 | \$0.00 | \$5,807.05 | | \$5,807.05 | \$5,807.05 | \$0.00 | \$0.00 | \$0.00 | 0% | 0% |
| 27583 | SEL Grant | \$0.00 | \$25,000.00 | \$25,000.00 | \$25,000.00 | | \$25,000.00 | \$12,652.21 | \$25.96 | \$12,321.83 | \$12,321.83 | 49% | 49% |
| 29130 | Youth Chat Grant | \$0.00 | \$7,181.70 | \$7,181.70 | \$7,181.70 | | \$7,181.70 | \$1,929.00 | \$2,666.75 | \$2,585.95 | \$2,585.95 | 36% | 36% |
| 31200 | Public School Capital Outlay | \$0.00 | \$351,931.00 | \$351,931.00 | \$351,931.00 | | \$351,931.00 | \$322,603.38 | \$29,327.58 | \$0.00 | \$0.00 | 0% | 0% |
| 31400 | Special Capital Outlay-State | \$20,000.00 | \$20,000.00 | \$0.00 | \$20,000.00 | | \$20,000.00 | \$0.00 | \$17,500.79 | \$2,499.21 | \$2,499.21 | 12% | 12% |
| 31600 | Capital Improvements HB-33 | \$379,167.00 | \$438,282.06 | \$59,115.06 | \$438,282.06 | | \$438,282.06 | \$263,250.77 | \$163,039.33 | \$21,991.96 | \$21,991.96 | 5% | 5% |
| 31701 | S99 Ad Valorem | \$450,513.42 | \$513,946.86 | \$63,433.44 | \$513,946.86 | | \$513,946.86 | \$79,213.18 | \$26,653.09 | \$408,080.59 | \$408,080.59 | 79% | 79% |
| 31703 | SB-9 State Match Cash | \$28,906.41 | \$70,310.14 | \$41,403.73 | \$70,310.14 | | \$70,310.14 | \$24,609.17 | \$0.00 | \$45,700.97 | \$45,700.97 | 65% | 65% |
| Fund Totals | | \$7,038,514.67 | \$8,309,595.48 | \$1,271,080.81 | \$8,309,595.48 | \$0.00 | \$8,309,595.48 | \$5,115,292.24 | \$1,236,184.72 | \$1,968,118.52 | \$1,968,118.52 | 24% | 24% |

Budget Report as of May 31, 2024

Operational

| <u>Budget</u> | <u>Actuals</u> | <u>Encumbrances</u> | <u>Balance</u> |
|----------------|------------------|---------------------|-----------------------|
| \$5,277,400.39 | (\$3,391,793.66) | (\$763,106.34) | \$1,122,500.39 |
| | | | \$0.00 Pending BARs |
| | | | <u>\$0.00</u> |
| | | | <u>\$1,122,500.39</u> |

Food Services

| <u>Budget</u> | <u>Actuals</u> | <u>Encumbrances</u> | <u>Balance</u> |
|---------------|----------------|---------------------|---------------------|
| \$232,754.57 | (\$107,843.27) | (\$29,014.38) | \$95,896.92 |
| | | | \$0.00 Pending BARs |
| | | | <u>\$0.00</u> |
| | | | <u>\$95,896.92</u> |

Universal Free Lunch (State funded)

| <u>Budget</u> | <u>Actuals</u> | <u>Encumbrances</u> | <u>Balance</u> |
|---------------|----------------|---------------------|---------------------|
| \$77,864.00 | (\$77,864.00) | \$0.00 | \$0.00 |
| | | | \$0.00 Pending BARs |
| | | | <u>\$0.00</u> |
| | | | <u>\$0.00</u> |

Non-Instructional Support

| <u>Budget</u> | <u>Actuals</u> | <u>Encumbrances</u> | <u>Balance</u> |
|---------------|----------------|---------------------|---------------------|
| \$314,098.28 | (\$141,840.63) | (\$38,944.67) | \$133,312.98 |
| | | | \$0.00 Pending BARs |
| | | | <u>\$0.00</u> |
| | | | <u>\$133,312.98</u> |

Entitlement IDEA-B

| <u>Budget</u> | <u>Actuals</u> | <u>Encumbrances</u> | <u>Balance</u> |
|---------------|----------------|---------------------|---------------------|
| \$95,134.00 | (\$79,908.27) | (\$12,842.78) | \$2,382.95 |
| | | | \$0.00 Pending BARs |
| | | | <u>\$0.00</u> |
| | | | <u>\$2,382.95</u> |

English Language Acquisition

| <u>Budget</u> | <u>Actuals</u> | <u>Encumbrances</u> | <u>Balance</u> |
|---------------|----------------|---------------------|---------------------|
| \$450.00 | \$0.00 | \$0.00 | \$450.00 |
| | | | \$0.00 Pending BARs |
| | | | <u>\$0.00</u> |
| | | | <u>\$450.00</u> |

Teacher/Principal Training & Recruiting

| <u>Budget</u> | <u>Actuals</u> | <u>Encumbrances</u> | <u>Balance</u> |
|---------------|----------------|---------------------|---------------------|
| \$22,156.00 | (\$19,151.69) | (\$2,900.00) | \$104.31 |
| | | | \$0.00 Pending BARs |
| | | | <u>\$0.00</u> |
| | | | <u>\$104.31</u> |

ARP ESSER III CDFA 84.425U

| <u>Budget</u> | <u>Actuals</u> | <u>Encumbrances</u> | <u>Balance</u> |
|---------------|----------------|---------------------|---------------------|
| \$778,635.00 | (\$573,073.47) | (\$149,770.09) | \$55,791.44 |
| | | | \$0.00 Pending BARs |
| | | | <u>\$0.00</u> |
| | | | \$55,791.44 |

Title XIX MEDICAID 3/21 Years

| <u>Budget</u> | <u>Actuals</u> | <u>Encumbrances</u> | <u>Balance</u> |
|---------------|----------------|---------------------|---------------------|
| \$64,010.55 | (\$11,631.49) | (\$392.96) | \$51,986.10 |
| | | | \$0.00 Pending BARs |
| | | | <u>\$0.00</u> |
| | | | \$51,986.10 |

CNM Foundation

| <u>Budget</u> | <u>Actuals</u> | <u>Encumbrances</u> | <u>Balance</u> |
|---------------|----------------|---------------------|---------------------|
| \$6,512.88 | (\$4,000.00) | \$0.00 | \$2,512.88 |
| | | | \$0.00 Pending BARs |
| | | | <u>\$0.00</u> |
| | | | \$2,512.88 |

Literacy For Children @ Risk PED

| <u>Budget</u> | <u>Actuals</u> | <u>Encumbrances</u> | <u>Balance</u> |
|---------------|----------------|---------------------|--------------------------------------|
| \$8,121.00 | (\$8,121.00) | \$0.00 | \$0.00 |
| | | | \$0.00 Pending BARs |
| | | | <u>\$25,149.46</u> Reallocate to SB9 |
| | | | \$25,149.46 |

Instructional Mats - GAA of 2019

| <u>Budget</u> | <u>Actuals</u> | <u>Encumbrances</u> | <u>Balance</u> |
|---------------|----------------|---------------------|---------------------|
| \$5,807.05 | \$5,807.05 | \$0.00 | \$11,614.10 |
| | | | \$0.00 Pending BARs |
| | | | <u>\$0.00</u> |
| | | | \$11,614.10 |

SEL Grant

| <u>Budget</u> | <u>Actuals</u> | <u>Encumbrances</u> | <u>Balance</u> |
|---------------|----------------|---------------------|---------------------|
| \$25,000.00 | (\$12,652.21) | (\$25.96) | \$12,321.83 |
| | | | \$0.00 Pending BARs |
| | | | <u>\$0.00</u> |
| | | | \$12,321.83 |

Youth Chat Grant

| <u>Budget</u> | <u>Actuals</u> | <u>Encumbrances</u> | <u>Balance</u> |
|---------------|----------------|---------------------|---------------------|
| \$7,181.70 | (\$1,929.00) | (\$2,666.75) | \$2,585.95 |
| | | | \$0.00 Pending BARs |
| | | | <u>\$0.00</u> |
| | | | \$2,585.95 |

Public School Capital Outlay

| <u>Budget</u> | <u>Actuals</u> | <u>Encumbrances</u> | <u>Balance</u> |
|---------------|----------------|---------------------|---------------------|
| \$351,931.00 | (\$322,603.38) | (\$29,327.58) | \$0.04 |
| | | | \$0.00 Pending BARs |
| | | | <u>\$0.00</u> |
| | | | <i>\$0.04</i> |

Special Capital Outlay-State

| <u>Budget</u> | <u>Actuals</u> | <u>Encumbrances</u> | <u>Balance</u> |
|---------------|----------------|---------------------|---------------------|
| \$20,000.00 | \$0.00 | (\$17,500.79) | \$2,499.21 |
| | | | \$0.00 Pending BARs |
| | | | <u>\$0.00</u> |
| | | | <i>\$2,499.21</i> |

Capital Improvements HB-33

| <u>Budget</u> | <u>Actuals</u> | <u>Encumbrances</u> | <u>Balance</u> |
|---------------|----------------|---------------------|---------------------|
| \$438,282.06 | (\$253,250.77) | (\$21,991.96) | \$163,039.33 |
| | | | \$0.00 Pending BARs |
| | | | <u>\$0.00</u> |
| | | | <i>\$163,039.33</i> |

SB9 Ad Valorem

| <u>Budget</u> | <u>Actuals</u> | <u>Encumbrances</u> | <u>Balance</u> |
|---------------|----------------|---------------------|---------------------|
| \$513,946.86 | (\$79,213.18) | (\$26,653.09) | \$408,080.59 |
| | | | \$0.00 Pending BARs |
| | | | <u>\$0.00</u> |
| | | | <i>\$408,080.59</i> |

SB-9 State Match Cash

| <u>Budget</u> | <u>Actuals</u> | <u>Encumbrances</u> | <u>Balance</u> |
|---------------|----------------|---------------------|---------------------|
| \$70,310.14 | (\$24,609.17) | \$0.00 | \$45,700.97 |
| | | | \$0.00 Pending BARs |
| | | | <u>\$0.00</u> |
| | | | <i>\$45,700.97</i> |

Public Academy for Performing Arts

Bank Account Register Activity Report

Bank: [All]; Bank Account: [All]; Begin Date: 05/01/2024; End Date: 05/31/2024; Status: Non-Void; Created On: 6/17/2024 12:36:24 AM

| Bank | Account Number | Date | Number | Type | Payee/From | Status | Deposit | Withdrawal | Balance |
|---------|----------------|----------|--------|-------------------------|----------------------------------|----------|------------|-------------|----------------|
| US Bank | 156402255384 | | | | | | | | |
| | | 5/1/2024 | | | Beginning Balance | | | | \$2,125,115.68 |
| | | 5/1/2024 | 7444 | Cash Receipt | Band/Orchestra | Non-Void | \$549.25 | | \$2,125,664.93 |
| | | 5/2/2024 | | Payroll Liability Check | IRS | Non-Void | | \$28,912.34 | \$2,096,752.59 |
| | | 5/3/2024 | | AP Warrant | APS | Non-Void | | \$10,595.54 | \$2,086,157.05 |
| | | 5/3/2024 | | Payroll Liability Check | US bank | Non-Void | | \$80,965.61 | \$2,005,191.44 |
| | | 5/3/2024 | 15187 | AP Warrant | Savannah Marriott Riverfront | Non-Void | | \$1,834.10 | \$2,003,357.34 |
| | | 5/3/2024 | 15190 | AP Warrant | ACES | Non-Void | | \$451.56 | \$2,002,905.78 |
| | | 5/3/2024 | 15191 | AP Warrant | Albuquerque Florist | Non-Void | | \$32.94 | \$2,002,872.84 |
| | | 5/3/2024 | 15192 | AP Warrant | Albuquerque Urban Air LLC | Non-Void | | \$1,004.99 | \$2,001,867.85 |
| | | 5/3/2024 | 15193 | AP Warrant | Amazon.com | Non-Void | | \$252.88 | \$2,001,614.97 |
| | | 5/3/2024 | 15194 | AP Warrant | Amedi, Cella | Non-Void | | \$9.75 | \$2,001,605.22 |
| | | 5/3/2024 | 15195 | AP Warrant | Aragon, Eliseo | Non-Void | | \$194.25 | \$2,001,410.97 |
| | | 5/3/2024 | 15196 | AP Warrant | Baca, Anthony D. | Non-Void | | \$86.85 | \$2,001,324.12 |
| | | 5/3/2024 | 15197 | AP Warrant | BYU Continuing Education | Non-Void | | \$40.00 | \$2,001,284.12 |
| | | 5/3/2024 | 15198 | AP Warrant | CES | Non-Void | | \$7,002.08 | \$1,994,282.04 |
| | | 5/3/2024 | 15199 | AP Warrant | Dion's Pizza | Non-Void | | \$142.70 | \$1,994,139.34 |
| | | 5/3/2024 | 15200 | AP Warrant | Dunn-Chavez, Melanie | Non-Void | | \$4,026.25 | \$1,990,113.09 |
| | | 5/3/2024 | 15201 | AP Warrant | Gardner, Samaria | Non-Void | | \$100.00 | \$1,990,013.09 |
| | | 5/3/2024 | 15202 | AP Warrant | Herff Jones | Non-Void | | \$18.43 | \$1,989,994.66 |
| | | 5/3/2024 | 15203 | AP Warrant | Hogan, Nicholas | Non-Void | | \$330.00 | \$1,989,664.66 |
| | | 5/3/2024 | 15204 | AP Warrant | Home Depot | Non-Void | | \$87.85 | \$1,989,576.81 |
| | | 5/3/2024 | 15205 | AP Warrant | PowerSchool Group, LLC | Non-Void | | \$6,234.59 | \$1,983,342.22 |
| | | 5/3/2024 | 15206 | AP Warrant | Sam's Club | Non-Void | | \$223.27 | \$1,983,118.95 |
| | | 5/3/2024 | 15207 | AP Warrant | Scheer, Chad | Non-Void | | \$120.00 | \$1,982,998.95 |
| | | 5/3/2024 | 15208 | AP Warrant | Sadillo, Jennifer | Non-Void | | \$6.40 | \$1,982,992.55 |
| | | 5/3/2024 | 15209 | AP Warrant | Sena, Anita | Non-Void | | \$5.00 | \$1,982,987.55 |
| | | 5/3/2024 | 15210 | AP Warrant | Sites, Julie | Non-Void | | \$13.20 | \$1,982,974.35 |
| | | 5/3/2024 | 15211 | AP Warrant | Smith, Brianna | Non-Void | | \$4.50 | \$1,982,969.85 |
| | | 5/3/2024 | 15212 | AP Warrant | Southwest Copy Systems | Non-Void | | \$590.65 | \$1,982,379.20 |
| | | 5/3/2024 | 15213 | AP Warrant | Tafaya, Antoinette | Non-Void | | \$4.00 | \$1,982,375.20 |
| | | 5/3/2024 | 15214 | AP Warrant | Waste Management | Non-Void | | \$259.51 | \$1,982,115.69 |
| | | 5/3/2024 | 7445 | Cash Receipt | Musical Theater/Dance/Band/Choir | Non-Void | \$1,566.89 | | \$1,983,682.58 |
| | | 5/6/2024 | 15215 | AP Warrant | Bennet, Peter | Non-Void | | \$59.00 | \$1,983,623.58 |
| | | 5/6/2024 | 15216 | AP Warrant | Burrows, Matthew | Non-Void | | \$3.50 | \$1,983,620.08 |
| | | 5/6/2024 | 15217 | AP Warrant | Hudson, Su | Non-Void | | \$97.41 | \$1,983,522.67 |

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|-----------|----------|-------------------------|---|----------|-------------|-------------|----------------|
| 5/6/2024 | 15218 | AP Warrant | Jones School Supply | Non-Void | | \$470.40 | \$1,983,052.27 |
| 5/6/2024 | 15219 | AP Warrant | Labatt Food Service | Non-Void | | \$7,345.78 | \$1,975,706.49 |
| 5/6/2024 | 15220 | AP Warrant | Lutz, Alyssa | Non-Void | | \$5.55 | \$1,975,700.94 |
| 5/6/2024 | 15221 | AP Warrant | Matthews Fox, P.C. | Non-Void | | \$803.29 | \$1,974,897.65 |
| 5/6/2024 | 15222 | AP Warrant | Maya, Cecelia | Non-Void | | \$27.60 | \$1,974,870.05 |
| 5/6/2024 | 15223 | AP Warrant | Montoya, Naomi | Non-Void | | \$59.00 | \$1,974,811.05 |
| 5/6/2024 | 15224 | AP Warrant | Nemeth, Lori | Non-Void | | \$13.35 | \$1,974,797.70 |
| 5/6/2024 | 15225 | AP Warrant | Poling, Angel | Non-Void | | \$38.30 | \$1,974,759.40 |
| 5/6/2024 | 15226 | AP Warrant | Public Charter Schools of New Mexico | Non-Void | | \$50.00 | \$1,974,709.40 |
| 5/6/2024 | 15227 | AP Warrant | School Outfitters | Non-Void | | \$13,162.90 | \$1,961,546.50 |
| 5/6/2024 | 15228 | AP Warrant | Southwest Copy Systems | Non-Void | | \$134.35 | \$1,961,412.15 |
| 5/6/2024 | 15229 | AP Warrant | Sundstrom, Allison | Non-Void | | \$59.00 | \$1,961,353.15 |
| 5/6/2024 | 15230 | AP Warrant | Torrez, Edmund | Non-Void | | \$59.00 | \$1,961,294.15 |
| 5/7/2024 | 7446 | Cash Receipt | CNM/Guitar/Dance | Non-Void | \$3,705.75 | \$120.00 | \$1,964,999.90 |
| 5/8/2024 | 15231 | AP Warrant | Gonzalez, Emely | Non-Void | | | \$1,964,879.90 |
| 5/8/2024 | 7451 | Cash Receipt | USDA February 2024 - State | Non-Void | \$10,425.00 | | \$1,975,304.90 |
| 5/9/2024 | | Payroll Liability Check | INGReliaslar | Non-Void | | \$1,434.50 | \$1,973,870.40 |
| 5/9/2024 | | Payroll Liability Check | MG Trust Company | Non-Void | | \$2,070.00 | \$1,971,800.40 |
| 5/9/2024 | | Payroll Liability Check | NMI Retiree Healthcare Authority | Non-Void | | \$7,642.93 | \$1,964,157.47 |
| 5/9/2024 | 15232 | Payroll Liability Check | Allstate American Heritage Life Ins. Co. | Non-Void | | \$841.72 | \$1,963,215.75 |
| 5/9/2024 | 15233 | Payroll Liability Check | Pre-Paid Legal Services, Inc. | Non-Void | | \$158.54 | \$1,963,057.21 |
| 5/9/2024 | 7447 | Cash Receipt | NHS/Choir/Yearbook/Student Council/Dance/Snacks | Non-Void | \$1,101.00 | | \$1,964,158.21 |
| 5/10/2024 | | Payroll Liability Check | NMPSIA | Non-Void | | \$37,428.76 | \$1,926,729.45 |
| 5/10/2024 | 7448 | Cash Receipt | Snacks | Non-Void | \$32.00 | | \$1,926,761.45 |
| 5/14/2024 | | Payroll Liability Check | ERB | Non-Void | | \$72,281.17 | \$1,854,480.28 |
| 5/14/2024 | | Payroll Liability Check | New Mexico Taxation & Revenue | Non-Void | | \$7,508.39 | \$1,846,971.89 |
| 5/14/2024 | 00061319 | Journal Entry | Bank Fee May 2024 | Non-Void | | \$84.86 | \$1,846,887.03 |
| 5/14/2024 | 15234 | AP Warrant | AE Awards, Etc. | Non-Void | | \$982.50 | \$1,845,904.53 |
| 5/14/2024 | 15235 | AP Warrant | Rhonda Cordova | Non-Void | | \$3,587.49 | \$1,842,317.04 |
| 5/14/2024 | 15236 | AP Warrant | Dion's Pizza | Non-Void | | \$92.00 | \$1,842,225.04 |
| 5/14/2024 | 15237 | AP Warrant | Educational Theatre Association | Non-Void | | \$109.00 | \$1,842,116.04 |
| 5/14/2024 | 15238 | AP Warrant | Heard, Joshua | Non-Void | | \$72.10 | \$1,842,043.94 |
| 5/14/2024 | 15239 | AP Warrant | Hudson, Jeri Su | Non-Void | | \$2,000.00 | \$1,840,043.94 |
| 5/14/2024 | 15240 | AP Warrant | Lucero, Lucia | Non-Void | | \$55.99 | \$1,839,987.95 |
| 5/14/2024 | 15241 | AP Warrant | MacGill | Non-Void | | \$114.00 | \$1,839,873.95 |
| 5/14/2024 | 15242 | AP Warrant | Pin Mart | Non-Void | | \$634.00 | \$1,839,239.95 |
| 5/14/2024 | 15243 | AP Warrant | Power, Michael | Non-Void | | \$328.51 | \$1,838,911.44 |
| 5/14/2024 | 15244 | AP Warrant | Public Charter Schools of New Mexico | Non-Void | | \$6,496.00 | \$1,832,415.44 |
| 5/14/2024 | 15245 | AP Warrant | Sanchez, Kristy | Non-Void | | \$20.00 | \$1,832,395.44 |
| 5/14/2024 | 15246 | AP Warrant | Sena, Anita | Non-Void | | \$20.00 | \$1,832,375.44 |
| 5/14/2024 | 15247 | AP Warrant | Sisneros, Fabian | Non-Void | | \$1,000.00 | \$1,831,375.44 |
| 5/14/2024 | 15248 | AP Warrant | Sites, Stephen | Non-Void | | \$60.00 | \$1,831,315.44 |
| 5/14/2024 | 15249 | AP Warrant | Torrez, Carol | Non-Void | | \$179.01 | \$1,831,136.43 |

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|-----------|----------|-------------------------|---|----------|--------------|----------------|
| 5/14/2024 | 7452 | Cash Receipt | USDA March 2024 | Non-Void | \$8,151.49 | \$1,839,287.92 |
| 5/14/2024 | 7453 | Cash Receipt | SEG May 2024 | Non-Void | \$397,218.71 | \$2,236,506.63 |
| 5/15/2024 | 15250 | AP Warrant | APS Board of Education | Non-Void | | \$2,207,179.05 |
| 5/15/2024 | 15251 | AP Warrant | Labatt Food Service | Non-Void | \$29,327.58 | \$2,196,799.35 |
| 5/15/2024 | 15252 | AP Warrant | Loving, Agnes | Non-Void | \$10,379.70 | \$2,196,642.51 |
| 5/15/2024 | 7454 | Cash Receipt | Medicaid | Non-Void | \$156.84 | \$2,196,903.70 |
| 5/15/2024 | 7455 | Cash Receipt | Medicaid | Non-Void | \$261.19 | \$2,196,838.17 |
| 5/16/2024 | 7449 | Cash Receipt | Lunch/PTSO Teacher's Stipends/Musical Theater/Kroger General | Non-Void | \$1,934.47 | \$2,201,365.86 |
| 5/16/2024 | 7456 | Cash Receipt | HB33 | Non-Void | \$779.48 | \$2,202,145.34 |
| 5/16/2024 | 7457 | Cash Receipt | Medicaid | Non-Void | \$965.65 | \$2,203,110.99 |
| 5/16/2024 | 7458 | Cash Receipt | Medicaid | Non-Void | \$2,179.20 | \$2,205,290.19 |
| 5/20/2024 | | Payroll Liability Check | IRS | Non-Void | | \$30,259.39 |
| 5/20/2024 | | Payroll Liability Check | US bank | Non-Void | | \$83,571.43 |
| 5/20/2024 | 7459 | Cash Receipt | SB9 | Non-Void | \$399.95 | \$2,091,859.32 |
| 5/20/2024 | 7460 | Cash Receipt | SB9/HB33 | Non-Void | \$39,854.30 | \$2,131,713.62 |
| 5/21/2024 | 00061323 | Journal Entry | ACH return for Allie Sundstrom - redeposited in June - this JE will be reversed in June | Non-Void | \$50.00 | \$2,131,763.62 |
| 5/21/2024 | 15253 | AP Warrant | ACES | Non-Void | \$730.02 | \$2,131,033.60 |
| 5/21/2024 | 15255 | AP Warrant | Chavez, Jacob | Non-Void | \$25.00 | \$2,131,008.60 |
| 5/21/2024 | 15256 | AP Warrant | Educational Theatre Association | Non-Void | \$360.00 | \$2,130,648.60 |
| 5/21/2024 | 15257 | AP Warrant | Hudson, Su | Non-Void | \$66.68 | \$2,130,581.92 |
| 5/21/2024 | 15258 | AP Warrant | Musical Theatre International | Non-Void | \$1,295.00 | \$2,129,286.92 |
| 5/21/2024 | 15259 | AP Warrant | Musical Ventures | Non-Void | \$539.25 | \$2,128,747.67 |
| 5/21/2024 | 15260 | AP Warrant | NASSP | Non-Void | \$1,019.00 | \$2,127,728.67 |
| 5/21/2024 | 15261 | AP Warrant | NMSNA | Non-Void | \$200.00 | \$2,127,528.67 |
| 5/21/2024 | 15262 | AP Warrant | Ortiz, Abraham | Non-Void | \$500.00 | \$2,127,028.67 |
| 5/21/2024 | 15263 | AP Warrant | Rincon, Margaret | Non-Void | \$1,447.11 | \$2,125,581.56 |
| 5/21/2024 | 15264 | AP Warrant | Sam's Club | Non-Void | \$557.90 | \$2,125,023.66 |
| 5/21/2024 | 15265 | AP Warrant | Southwest Copy Systems - Albuquerque | Non-Void | \$396.28 | \$2,124,627.38 |
| 5/21/2024 | 15266 | AP Warrant | Walker, Lynnette | Non-Void | \$34.99 | \$2,124,592.39 |
| 5/21/2024 | 15267 | AP Warrant | Amazon.com | Non-Void | \$720.02 | \$2,123,872.37 |
| 5/22/2024 | | Payroll Liability Check | IRS | Non-Void | \$625.00 | \$2,123,247.37 |
| 5/22/2024 | | AP Warrant | Time Clock Wizard | Non-Void | \$17.47 | \$2,123,229.90 |
| 5/22/2024 | | Payroll Liability Check | US bank | Non-Void | \$2,929.92 | \$2,120,299.98 |
| 5/22/2024 | | Payroll Liability Check | US bank | Non-Void | \$201.62 | \$2,120,098.36 |
| 5/22/2024 | 15268 | AP Warrant | Quadrant | Non-Void | \$500.00 | \$2,119,598.36 |
| 5/22/2024 | 7464 | Cash Receipt | ACH Verification | Non-Void | \$0.30 | \$2,119,598.66 |
| 5/23/2024 | 15269 | AP Warrant | Barrio, Alfredo | Non-Void | \$400.00 | \$2,119,198.66 |
| 5/23/2024 | 15270 | AP Warrant | Chandler, Jody | Non-Void | \$400.00 | \$2,118,798.66 |
| 5/23/2024 | 15271 | AP Warrant | Cunningham, Tiffany | Non-Void | \$400.00 | \$2,118,398.66 |
| 5/23/2024 | 15272 | AP Warrant | Labog, Summer Gay M. | Non-Void | \$400.00 | \$2,117,998.66 |
| 5/23/2024 | 15273 | AP Warrant | Loving, Agnes | Non-Void | \$400.00 | \$2,117,598.66 |
| 5/23/2024 | 15274 | AP Warrant | Mickey, Jacklyn | Non-Void | \$400.00 | \$2,117,198.66 |
| 5/23/2024 | 15275 | AP Warrant | Molina, Jennifer | Non-Void | \$400.00 | \$2,116,798.66 |



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|--------------------|-------|--------------|---|----------|---------------------|---------------------|
| 5/23/2024 | 15276 | AP Warrant | Muniz, Darian | Non-Void | \$400.00 | \$2,116,398.66 |
| 5/23/2024 | 15277 | AP Warrant | Opperman, Mark | Non-Void | \$400.00 | \$2,115,998.66 |
| 5/23/2024 | 15278 | AP Warrant | Padilla, Leslie | Non-Void | \$400.00 | \$2,115,598.66 |
| 5/23/2024 | 15279 | AP Warrant | Ramirez, Carlos | Non-Void | \$400.00 | \$2,115,198.66 |
| 5/23/2024 | 15280 | AP Warrant | Simpson, Kahlil | Non-Void | \$400.00 | \$2,114,798.66 |
| 5/23/2024 | 15281 | AP Warrant | Sundstrom, Allison | Non-Void | \$400.00 | \$2,114,398.66 |
| 5/23/2024 | 15282 | AP Warrant | Torrez, Carol | Non-Void | \$400.00 | \$2,113,998.66 |
| 5/23/2024 | 15283 | AP Warrant | Torrez, Edmund | Non-Void | \$400.00 | \$2,113,598.66 |
| 5/23/2024 | 15284 | AP Warrant | Walker, Lynnette | Non-Void | \$400.00 | \$2,113,198.66 |
| 5/23/2024 | 15285 | AP Warrant | Wray, Aimee | Non-Void | \$200.00 | \$2,112,998.66 |
| 5/23/2024 | 15286 | AP Warrant | Eiland, Michelle | Non-Void | \$400.00 | \$2,112,598.66 |
| 5/23/2024 | 15287 | AP Warrant | Heard, Joshua | Non-Void | \$400.00 | \$2,112,198.66 |
| 5/24/2024 | 7462 | Cash Receipt | United Way | Non-Void | \$28.25 | \$2,112,226.91 |
| 5/30/2024 | 15288 | AP Warrant | ABCWUA | Non-Void | \$2,927.54 | \$2,109,299.37 |
| 5/30/2024 | 15289 | AP Warrant | ABQ Pathways to Peace | Non-Void | \$1,500.00 | \$2,107,799.37 |
| 5/30/2024 | 15290 | AP Warrant | Albuquerque Florist | Non-Void | \$72.92 | \$2,107,726.45 |
| 5/30/2024 | 15291 | AP Warrant | All Faiths | Non-Void | \$875.00 | \$2,106,851.45 |
| 5/30/2024 | 15292 | AP Warrant | Amy McConnell Franklin | Non-Void | \$2,557.70 | \$2,104,293.75 |
| 5/30/2024 | 15293 | AP Warrant | Rhonda Cordova | Non-Void | \$3,587.49 | \$2,100,706.26 |
| 5/30/2024 | 15294 | AP Warrant | Crown Awards | Non-Void | \$634.80 | \$2,100,071.46 |
| 5/30/2024 | 15295 | AP Warrant | JMP Academy of Professional Development | Non-Void | \$489.20 | \$2,099,582.26 |
| 5/30/2024 | 15296 | AP Warrant | NM Gas Company | Non-Void | \$242.12 | \$2,099,340.14 |
| 5/30/2024 | 15297 | AP Warrant | PNM | Non-Void | \$2,575.54 | \$2,096,764.60 |
| 5/30/2024 | 15298 | AP Warrant | Staples | Non-Void | \$915.70 | \$2,095,848.90 |
| 5/30/2024 | 15299 | AP Warrant | Zoro | Non-Void | \$70.60 | \$2,095,778.30 |
| 5/31/2024 | 7450 | Cash Receipt | PayPat May 2024 | Non-Void | \$8,170.31 | \$2,103,948.61 |
| 5/31/2024 | 7463 | Cash Receipt | Interest May 2024 | Non-Void | \$149.75 | \$2,104,098.36 |
| 5/31/2024 | | | Ending Balance | | | \$2,104,098.36 |
| Sub Total | | | | | \$480,050.63 | \$501,067.95 |
| Grand Total | | | | | \$480,050.63 | \$501,067.95 |





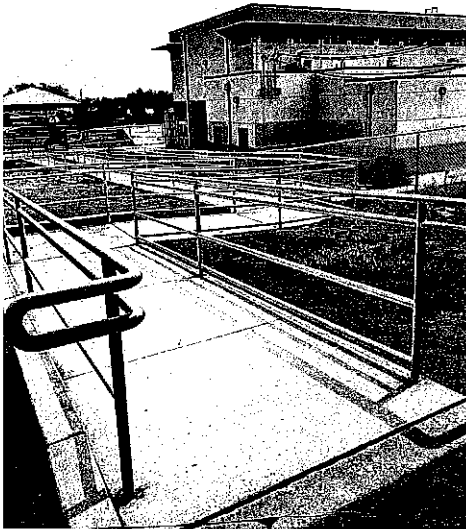
11800 Princess Jeanne Ave., NE / Albuquerque, NM 87112 / (T) 505-830-3128 / (F) 505-830-9930 / www.paparts.org
Tamara Lopez, Executive Director

Executive Director's Report May 30, 2024

OPERATIONAL

Facility Update:

ADL-compliant ramp was installed in the back of the school allowing access to the choir room while still inside the security gates. Grass has been reseeded near where this work was completed.



Thank you for submitting a Congressionally Directed Spending request to the Office of U.S. Senator Ben Ray Luján on behalf of the Performing Arts Academy Foundation.

Senator Luján submitted your request to the Senate Appropriations Committee in the amount \$190,000 for your project: Black Box Instructional Theater. As Congress works through the appropriations process for fiscal year 2025, we will do our best to keep you informed on the status of this request and whether it will be funded.

Section 3. Project Summary.

Funds will be used to acquire equipment for teaching theatrical lighting and sound at the Public Academy for Performing Arts, which is a 6th-12th grade public charter school. The growth of Career Technical Education (CTE) is most beneficial to the success of this school's students, especially considering the growth of the film industry in NM.

Section 3, Justification

The Public Academy for Performing Arts (PAPA) educates 6th-12th grade students from Albuquerque and surrounding areas. PAPA is the premier public charter school that focuses on the arts including vocal and instrumental music, multiple forms of dance, visual arts, all aspects of theatre and film, as well as a college prep curriculum. Not only does the school instruction focus on performance, but also on stagecraft, which includes lighting, set design, sound, and theatrical management. Learning these crafts can only improve our students' chances of being successful in the growing NM film business. Without these funds,

PAPA will not be able to acquire the equipment with which to teach these skills. Our primary goal is to have all the equipment available to give our students the technological edge to be successful in the NM film industry.

Third-party support letters from Tierra Aldentro New Mexico Charter School, Janet Khan Elementary School, Quarantine Productions, Jeanne Bellamah Community Center, City of Albuquerque, and APS Fine Arts executive director, Gina Rasinski.

- Application for NMCSP SY 24-25 Phase II Expansion due 6/28/24
- Charter Renewal application submitted to APS 5/10/24
- Current Enrollment 6th Grade: 71, 7th Grade: 74, 8th Grade: 67, 9th grades: 65, 10th Grade: 51, 11th Grade: 56, 12th Grade: 51 Total: 435
- Current Enrollment SY 24-25: 6th Grade 70, 7th Grade: 79, 8th Grade: 76, 9th Grade: 60, 10th Grade: 70, 11th Grade: 53, 12th Grade: 55 Total: 463
- 180-day Rule- Court Hearing July 2, budgets approved July 1, waiting on PED Memo

ACADEMICS

- Will set assessment calendar when dates are available from PED
- Graduation Venue Secured- Date Change May 8th Thursday 6 pm UNM SUB Ballroom

ARTS

Arts department calendar meeting and tool TimeTree

Hip Hop performance at battle event in early June, rehearsals at PAPA

Plans for Flamenco performance this summer, rehearsals at PAPA

Honor Concert

At the outset of this school year, I initiated conversations with our staff to identify the cherished customs and practices that resonate with them. Among the traditions that emerged as significant was our ice cream social, a joyous celebration honoring students who achieved the A and B honor roll at the end of each grading quarter. While this event had long been a source of pride and recognition for academic achievement, it also sparked a deeper reflection among our arts department teachers.

In the course of our discussions, it became evident that there was a perceived disparity in the emphasis placed on performing arts compared to other aspects of our school's mission. This realization catalyzed a transformative dialogue aimed at reimagining how we could elevate the prominence of performing arts within our school community. Through collaborative brainstorming and a shared commitment to innovation, we conceived the idea of an "honor concert" – an initiative designed to showcase excellence in the performing arts and celebrate the diverse talents of our students. This initiative marked a significant departure from the norm, as it represented the first time in my tenure at the school that every art form would be showcased to all students.

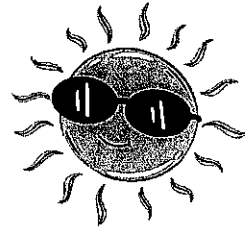
Our performing arts department teachers embarked on the task of curating a selection of pieces that exemplified the highest standards of artistic excellence while using the resources and space available, a challenge of patience and creativity. In the end, however, this growth resulted in the uniting of students and staff. The culmination of our efforts manifested in two honor concerts held throughout the school year. One of the most significant outcomes of the honor concerts was the newfound opportunity for students to explore and appreciate diverse art forms beyond their areas of interest. By exposing students to a wide range of artistic expressions, we fostered a culture of inclusivity and mutual respect, where every contribution to the arts was valued and celebrated. We have already scheduled two Honor Concerts for school year 24-25 and I look forward to this shared celebration between students and staff.

Charter School Conference takeaways:

- Charter school autonomy, non-discretionary waivers
- Sharing strategic plan with all, developing timeline with EDAC and THRIVES to align graduate profile
- Areas that I would like to have collaboration with families about in the coming year:
 1. Cell Phone use at school and at home
 2. Time for teachers to have professional learning communities PLCs. Currently, our schedule does not allow for collaboration with staff during the school day. What would it look like if we had an early release once a week specifically to facilitate this?



SAVE THE DATE



FINAL REGISTRATION

JULY 22ND-25TH, 2024

| Monday, July 22 | Tuesday, July 23 | Wednesday, July 24 | Thursday, July 25 |
|--|--------------------------------------|-------------------------------------|---|
| Seniors 8:30 - 11:30 am | Sophomores 8:30 - 11:30 am | 8th Grade 8:30 - 11:30 am | 6th Grade 8:30 - 11:30 am <small>(Please note: Anyone who did not attend new student orientation in March will need to come on this day to test and audition.)</small> |
| Juniors 12:30 - 3:30 pm | Freshman 12:30 - 3:30 pm | 7th Grade 12:30 - 3:30 pm | *Dual Credit registration 12:30 - 3:30 pm |
| <p>*Dual credit registration only for those not already registered for fall courses. Contact: Academic Transition Specialist - Lynnette Walker for more details lwalker@paparts.org</p> | | | |
| <p>Back to School Family Social to benefit Les Chanteuses 5:00pm - 7:00pm July 25, 2024</p> | | | |



~Parents/Guardians~

PAPA PTSO

(parent teacher student organization)

Meetings on Zoom from 6:30-7:30 on the second Thursday of the month, link posted on PAPA website
Contact: PAPA Parents | papaabq@yahoo.com

THRIVES

(SEL, MLSS and Equity Council)

Contact: Lesiye Padilla | sel@paparts.net for next meeting date

EDAC

(Executive Director Advisory Council)

Inservice Days in the Afternoon
Contact: Tamara Lopez | tlopez@paparts.org

SAC/SHAC Meetings

(School Advisory Council/School Health Advisory Council)

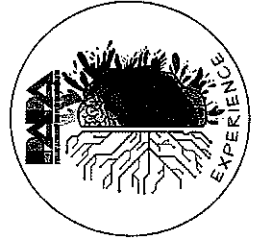
Quarterly Rm 2
Contact: info@paparts.org

Governing Council (School Board)

Last Thursday of the month at 4:15 in Rm 2
Contact: Tamara Lopez | tlopez@paparts.org

PAPA Foundation

Contact: Jennifer Lopez | jessl@q.com



Get Involved

~Students~

Student Council (all grades)

Meets: Every other Friday at 7:00am
Contact: Darian Muniz | dmuniz@paparts.org
Aimee Wray | awray@paparts.org

National Honor Society (10th-12th)

Meets: Once a month at 7:15am
Contact: Casey Hennig | chennig@paparts.org

**PAPA Junior Honor Society (7th-9th)
(3.0 GPA or higher & invitation)**

Meets at middle and high school lunch on Wednesdays
Contact: Fred Barrio | fbarrio@paparts.org

Garden Club (MS|HS)

During 8th Period
Contact: Lynette Walker | walker@paparts.org

Poetry Club (8th-12th)

Meets: Every Tuesday at 4:16pm
Contact: Kahlil Simpson | ksimpson@paparts.org

Climate Crew (6th-8th)

Meets: Thursdays during MS Lunch
Contact: Tiffany Cunningham |
tcunningham@paparts.org

GSA

(Gender Sexuality Alliance (MS|HS))

Contact: Allie Sundstrom | asundstrom@paparts.org
Meets Every other Friday during HS lunch in RM 19
Nick Ruedig | nruedig@paparts.org | MS
Meets: Every other Tuesday during MS lunch RM 25



11800 Princess Jeanne Street, NE / Albuquerque, NM 87112 / (T) 505-830-3128 / (F) 505-830-9930/ www.paparts.org
Tamara Lopez, Executive Director

Dear Parents and Guardians,

As summer kicks off, we hope you and your children are gearing up for a fantastic break filled with fun and relaxation! Remember, our office is here to assist you, so don't hesitate to reach out for appointments or inquiries at info@paparts.org. Office hours every Tuesday from 8 am to noon, and by appointment for your convenience. Please note the office will be closed from July 1st to July 12th. In preparation for the upcoming school year, please take a moment to update us with any changes to your contact information, including address and phone number. This ensures smooth communication and keeps you in the loop about important updates to info@paparts.org. Appointment sign-up for final registration will come to you in an email in July and be posted on our school website. We're excited for the upcoming school year and can't wait to welcome you back!

I wish to share some summer opportunities with our students. Here is a link to summer youth events from the city of Albuquerque: <https://shorturl.at/YAxEO> Don't forget to check out the fantastic summer reading program offered by our local public library, catering to teens and adults alike. <https://abqlibrary.org/summerreading> Many of our students have enjoyed a camper experience at Hummingbird Music Camp; <https://www.hummingbirdmusiccamp.com/>. Youth Jazz Collaborative of New Mexico hosts jazz fundamentals and methods for ages 13-18 designed for middle school, high school and string orchestra musicians who wish to learn the art of jazz improvisation. A minimum of 1 to 2 years experience on an instrument, knowledge of major scales and good-to-excellent reading skills are needed. To register email youthjazznm@gmail.com. Here is their website; <https://youthjazznm.org/>

Registration is open for 2024 New Mexico Black Student Alliance Academic State Conference. The conference is free for all participants and volunteers with workshops for high school students and parents. <https://form.jotform.com/241086233700043> Here is an event for 8-14 year old students from June 10-June 12th. <https://www.visitalbuquerque.org/event/summer-of-fun/56679/>

Next month's Governing Council meeting has been moved up one week to June 20th to accommodate voting member attendance due to travel. Please note the new meeting date June 20th at 4:15 pm in room 21.

Class of 2025-We have confirmed and booked a venue for the class of 2025 graduation. Graduation date change! Thursday, May 8, 2025, 6 pm UNM Sub Ballroom.

Respectfully,
Tamara Lopez, Executive Director



Phase II Additional Assurances

Phase II Additional Assurances

Participation, Reporting, Monitoring and Quality Controls Assurances

__ 1. Subgrant funds will be expended during the specified grant period; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.

__ 2. Subgrant recipients confirm their understanding that funds for implementation activities will be awarded only if they are an open and operating school or have an approved charter school petition from a New Mexico authorizer and plan to open within 18 months.

__ 3. Subgrant recipients will participate in an initial site visit review and all data reporting and evaluation activities as requested or required by the U.S. Department of Education, PCSNM, and the school's authorizer, including onsite and desktop monitoring conducted by PCSNM, annual independent audits required by the state that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state funded charter school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.

__ 4. Subgrant recipients will expend implementation funds only for the purpose of implementation activities in a charter school which is nonsectarian in its programs, admissions, policies, employment practices, and all other operations, and which will be in compliance with all New Mexico laws and administrative rules regarding staff certification and licensure.

__ 5. Subgrant Recipients will be aware of and comply with federal laws including, but not limited to, complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and part B of the Individuals with Disabilities Education Act, and federal regulations applicable to the federal Charter Schools Program, including the Education Department General Administrative Regulations in 34 CFR parts 75-77, 79, 81, 82, 84, 97, 98, and 99, the Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the U.S. Department of Education in 2 CFR part 3485, and The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200, as adopted and amended in 2 CFR part 3474.

__ 6. Subgrant recipients will comply with all state and local laws and health and safety requirements applicable to Charter Schools, including but not limited to all laws related to student admissions and enrollment, non-discrimination, data

reporting, student attendance, and accountability.

_ 7. Subgrant recipients will comply with all provisions of the Public Charter Schools Program of the U.S. Department of Education, including compliance with activities allowable for implementation funds. This section requires compliance with the Nonregulatory Guidance for CSP funds.

_ 8. It is the responsibility of each Charter School that receives funds under this grant to comply with all required federal assurances. Any Charter School that is deemed to be in noncompliance with federal or state statute and fails to address areas of noncompliance will not be funded. Funded schools will be expected to cooperate with PCSNM in the development of certain reports to meet state and federal guidelines and requirements. Funded projects will be required to maintain appropriate fiscal and program records. Funded schools will be required to participate in desktop and on-site monitoring activities. If any findings of misuse of funds are discovered, project funds must be returned to PCSNM. PCSNM may terminate a grant award upon thirty days' notice if it is deemed by PCSNM that the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.

_ 9. The recipient school and their authorizer certify that any CSP subgrant deliverable created in whole, or in part, with federal CSP funds will be openly and publicly licensed, unless otherwise excepted.

_ 10. The recipient school is required to adhere to Executive Order 12549, Debarment and Suspension, as implemented as 2 CFR 180.200, which requires that recipients do not employ or use contractors that are indicated on the federal debarment listing.

_ 11. The recipient school operates in a fashion consistent with the New Mexico Charter Schools Act (22-8B NMSA), which articulates the autonomy and flexibility awarded to charter schools in New Mexico state law.

_ 12. The recipient charter school receiving funds will publicly publish state accountability system data (NMVISTAS) on their website to help parents make informed decisions about the education options available to their children.

Financial Controls and Audits Assurances

_ 13. The recipient school shall maintain accounting records and procedures in accordance with state and federal requirements that ensure proper disbursement of, and accounting for, federal funds, including evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. The school agrees to submit upon request for audit, review, and inspection its activities, books, documents, papers and other records relating to the expenditures of CSP subgrant proceeds.

_ 14. Recipient schools and their authorizer will be aware of and comply with ESEA , title V, part B [20 USC 7221c. section 5204, (e){4}(B)], which states, "A local educational agency may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the applicant enters voluntarily into a mutual agreed upon arrangement for administrative services with the

relevant local educational agency. Absent such approval, the local educational agency shall distribute all subgrant funds to the eligible applicant without delay.”

_15. Recipient schools are required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation. Should the charter school close, the authorizer agrees to notify PCSNM of the reason for closure and agrees to notify PCSNM regarding the appropriate disposition of assets purchased under this grant.

_16. Recipient schools acknowledge that their authorizer reviews the school's independent annual audit of financial statements prepared in accordance with generally accepted accounting principles and ensures those audits are publicly reported.

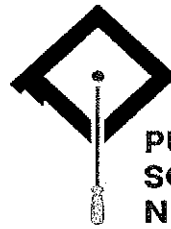
I have read the above and agree to all terms and assurances.

Signature of Project Contact:

Date Signed:

Signature of Board President:

Date Signed:



**PUBLIC CHARTER
SCHOOLS of
NEW MEXICO**

Notification of Charter Management Organization

| Management Organization Information Assurance | | |
|--|--|--|
| Will the school work with an educational management organization? If "No", skip the section below. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| If "Yes", name the management organization: | | |
| Is the management organization: | For Profit <input type="checkbox"/> | Not For Profit <input type="checkbox"/> |

Charter School Program (CSP) grants are made to charter schools, not any other entity. Regardless of the charter school's relationship with a management organization, the charter school and board retain responsibility for all aspects of the grant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain property of the school, not the management organization.

Grant applications and budgets may not include any management fees that the school incurs as part of the management contract but may pay for allowable activities carried out by the school or the management organization.

If applicable, the full contract or agreement with the charter management organization (CMO) or educational management organization (EMO) must be included with this application to ensure it meets the definition of "arm's length" requirements. Other necessary documents include:

- A full listing of CMO/EMO Governing Body members and senior staff;
- An accounting of property owned by the CMO/EMO that is used by the applicant;
- A description of the steps the applicant will take to ensure it maintains control over student records and personally identifiable information;

Additionally, the following assurances must be committed to by the applicant. The applicant acknowledges and will ensure that:

- the CMO or EMO has no involvement with the administration of the subgrant;
- the applicant has a separate attorney, accountant and audit firm that works for the charter and not the CMO/EMO;

The following factors will be considered:

- a) Financial and contractual relationship between CMO/EMO and applicant has an appropriate scope and term;
- b) Whether the charter school's governing board is selected by, or includes members who are employees of the CMO or EMO;
- c) The extent or scope of the business or financial relationship between the charter school developer and the management organization;
- d) The severability of the relationship between the CMO/EMO and the applicant charter school;
- e) Whether the contract between the charter school and the CMO or EMO was negotiated at "arms-length," clearly describes each party's rights and responsibilities, and specifies reasonable and feasible terms under which either party may terminate the contract (e.g., the charter does not lose the right to use the facilities);
- f) Whether the fee paid by the charter school to the CMO or EMO is reasonable for the type of management services provided; and
- g) Whether any other agreements (e.g., loans, leases, etc.) between the charter school and the CMO or EMO are fair and reasonable, documented appropriately, align with market rates, and include terms that will not change if the management contract is terminated.

As a general matter, subgrantees must avoid apparent and actual conflicts of interest when administering grants. For additional information on conflicts of interest, please see Section G of the federal CSP Nonregulatory Guidance.

I have read the above and agree to all terms and assurances.

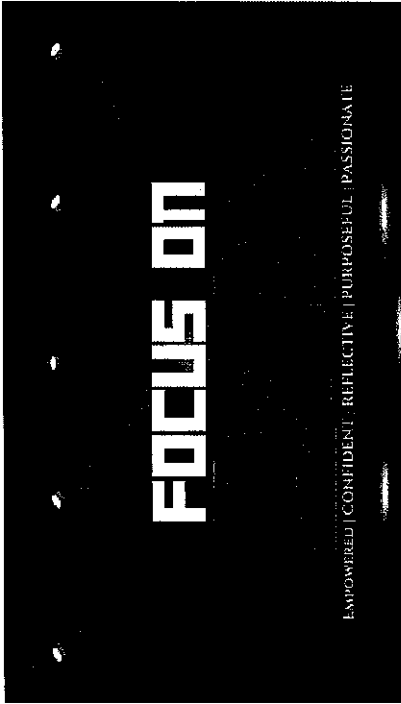
Signature of Project Contact:

Date Signed:

Signature of Board President:

Date Signed:

**PUBLIC ACADEMY FOR PERFORMING ARTS (PAPA)
PARENT/STUDENT HANDBOOK 2024-25**



Dear Parents/Guardians,

Thank you for selecting the Public Academy for Performing Arts as the school of choice for your child! You have chosen a school dedicated to college readiness and the pursuit of excellence in the arts. This year, in particular we will focus on the elements that build the pillars of a successful PAPA graduate. Together with your partnership we will focus on creating space for students to grow empowered, confident, reflective, purposeful, and passionate. We have the opportunity to watch your child grow in academic skill, and technical and expressive artistry. The development of a student performer is nourished with our community as students learn tools to build endurance, to maneuver productive struggle, overcome setbacks, take direction with grace, and build community with one another.

| | |
|--|--|
| <p>Empowered- A Papa graduate is empowered.</p> <ul style="list-style-type: none"> I can make informed decisions. I can manifest my self-worth. I can communicate needs. I can overcome setbacks. <p>Confident- A PAPA graduate is confident.</p> <ul style="list-style-type: none"> I can risk failure to continue to grow as I pursue my passions. I can think independently. I can learn with persistence and perseverance. I can set goals and work to achieve them. <p>Reflective- A PAPA graduate is reflective.</p> <ul style="list-style-type: none"> I can use my beliefs and values to direct my actions. I can approach challenging situations with curiosity. I can be self-aware; acknowledging my strengths and challenges. I can take ownership for mistakes and seek to correct them. | <p>Purposeful- A PAPA graduate is prepared and has purpose.</p> <ul style="list-style-type: none"> I can analyze current events and local traditions to respond to my circumstances. I can acquire practical skills through collaboration, research, and effort. I can leverage my unique strengths and cultural assets to meet community needs. I can apply my knowledge to innovate and solve real world problems. <p>Passionate- A PAPA graduate is passionate.</p> <ul style="list-style-type: none"> I can express myself authentically and confidently in a variety of settings. I can use creativity to solve complex problems. I can be disciplined and organize my ideas. I can collaborate with people of diverse perspectives to create something meaningful. |
|--|--|

PAPA 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.

MISSION STATEMENT

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.

11800 Princess Jeanne Ave NE
Albuquerque, NM 87112
Phone 505-830-3128 / Fax 505-830-9930
www.paparts.org

This book is a guide for the journey at PAPA. Please review the following pages carefully with your child. Our guidelines are designed to provide a safe, secure and orderly school environment for your child can reach their ultimate potential. We cannot predict every situation nor reflect every possible decision in one short document. Therefore, the PAPA administration and Governing Council reserves the right to make decisions and revise this document as needed.

If you have any questions or concerns after reading the handbook, please call or email me (505-830-3128 or llopez@paparts.org). If you would like to review PAPA policies, a complete PAPA Governing Council Policy Manual is available for review in the school office and is updated regularly and posted on the school website <https://www.paparts.org/>.

A college-preparation curriculum and the pursuit of excellence in the arts takes a focus on learning (not just grades), dedication, consistency, encouragement, patience, and motivation. I encourage you to be involved in your child's education on a daily basis. You can start by making sure your child attends school on time and every day, by checking PowerSchool for grades and assignment completion, attendance, engaging with teachers, and checking your child's homework. Other ways to be involved include attending and volunteering for school events, becoming an active PTSSO member, volunteering for the Executive Director's Advisory Council, volunteering for the PAPA THRIVES (SEL, EQUITY, MLSS), assisting the Foundation and attending meetings. Our efforts will be successful when they are an extension of the base you construct at home.

We look forward to a year of performance in the classroom and on the stage! Thank you for your commitment to PAPA! Sincerely,

Tamara Lopez



**PUBLIC ACADEMY FOR PERFORMING ARTS
COMMUNITY EXPECTATIONS**

Following are the expectations of the PAPA Community - administration, teachers, support staff, parents, and students. It is our belief that if these expectations are met, students will achieve their greatest success.

ADMINISTRATION

1. Be present and available to staff, students, and parents.
2. Provide opportunities for professional development for staff.
3. Provide leadership and support for challenging education/student management issues.
4. Help staff, students and the school community meet professional and academic goals.
5. Create a welcoming environment for staff, students, and parents.

TEACHERS

1. Help make PAPA a positive, engaging place that is academically challenging with stellar performing arts.
2. Be organized, consistent, flexible, and reflect over practice/lessons.
3. Mentor students and encourage them to meet high expectations.
4. Provide differentiated instruction to meet the needs of all learning styles.
5. Encourage student responsibility.
6. Keep parents informed, and respond to their communications.
7. Be available to students.
8. Share appropriate student information with appropriate staff members.

SUPPORT STAFF

1. Always act in a polite, professional manner.
2. Maintain confidentiality.
3. Help the school run smoothly and efficiently.
4. Communicate, cooperate, and exhibit flexibility.

PARENTS

1. Bring your child to school on time (well fed, with adequate sleep, and with appropriate school supplies).
2. Help your child with Homework, utilizing on-line resources (PowerSchool, Google Classroom, Google Docs, IXL, Edmodo, Kahn Academy, Classflow, etc.), and provide time and an appropriate study space.
3. Hold your child accountable with high expectations for academic and artistic excellence - do not enable them.
4. Establish a positive relationship with staff and students – Volunteer!
5. Stress the importance of responsibility to your child.
6. Communicate with your child's teachers.

STUDENTS

1. Come to school on time, prepared for each class.
2. Hold yourself accountable and act responsibly.
3. Exhibit self-motivation and take ownership of your education.
4. Demonstrate behavior appropriate to succeed.
5. Respect others' right to learn.
6. Advocate for yourself – Ask questions.
7. Help each other succeed (mentoring, tutoring...).

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Parent Involvement

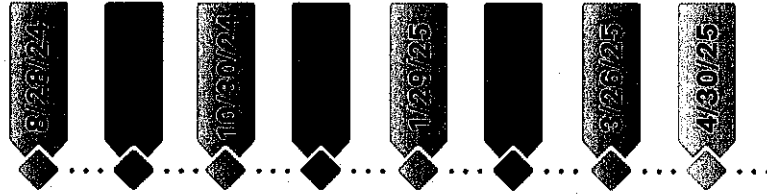
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No 8th Period Classes

Study skills class will not cancel and will meet as usual.

Study hall is available in the cafe for those that cannot get picked up on these dates.



Calendar will be here (C)



Performance Agreements

| Location | Respectful We treat ourselves, others and the environment with care. | Professionalism We take honest reflection and ownership of our words and actions. (No PDA/drugs/gangs) | Agency, Initiative, Attitude, Self Advocacy, Effort We are truthful to ourselves and others. | Kindness We take care of each other. |
|----------------------------------|--|---|--|--|
| Classroom | Listen to speakers Engage with lessons Treat all students well Stay on Task | Take care of all materials Keep the room clean Come prepared and on time Always try your best | Admit your mistakes; learn from them Do your own work Give credit for ideas you use Work through challenges, try your best | Keep a positive attitude Be inclusive and helpful Be kind and encouraging |
| Common Areas | Use kind language; speak softly Take care of all materials and return them when you're done | Be in the correct locations at breaks Do not run inside Water bottles only (no food or drinks) | Own up to your actions Stick to the rules of the game If something breaks, let a teacher know | Be kind towards all people Always practice inclusivity |
| Bathroom / Dressing Rooms | Give people privacy Speak with a low volume Minimize time in the bathroom Keep the lights on | Use the appropriate amount of products (water, paper towels). Take care of the property inside Clean up after yourself | Only use bathroom when needed No technology in the bathroom Own up to your behavior Use the assigned change room | Treat others as you'd like to be treated Inform an adult if you or someone else needs help |
| Cafeteria & Outside Eating Areas | Keep noise to a conversation level Be polite to staff and each other | Clean up after yourself Avoid food waste Remind your peers to follow protocol | If something spills or breaks, let the staff know Wait your turn in line | Help out others in need Include others in your table group |
| Online | Collaborate in encouraging and supportive ways Take care of all school devices Always communicate respectfully | Only share information with people you know Check email regularly Close chat programs during class time Use school computers for work, even at home. | If you see something that makes you uncomfortable, report it to an adult Give credit if you take information from an online source Do not plagiarize | Build people up in positive ways Consider your actions and their effect on others |
| Theater | Remain quiet during the performance Speak and clap at appropriate times Sit properly and stay in the chairs Turn off devices during the performance | Leave in an orderly manner and remember to take all your belongings Be on time for the performance Food and drink must stay outside | Put props/equipment where they belong Report if you break something Give credit to those who did the work Only take videos and photos with permission | Be appreciative to those who made the performance possible Have empathy for the performers Give constructive feedback (if asked) |

We are not here to create the stars of tomorrow; rather we are here to create a whole human today.



Health & Wellness Monthly Focus

| Month | Focus | Month | Focus | Month | Focus | Month | Focus | | |
|---------|--|-----------|---|---------|--|----------|--|----------|---|
| August | Community & Climate Performance Agreements Graduate Profile Pillars Alongside app.alongsidethecare | September | Decision Making & Substance Abuse Education Graduate Profile: Reflective Pillar Hispanic Heritage | October | Bullying Prevention & Digital Literacy Red Ribbon Week October 23-31 Keep Substances off Campus & Stay Safe! | November | Diabetes Awareness/Kindness & Gratitude Graduate Profile: Passionate Pillar | December | Helping Others/Community Giving Tree Graduate Profile: Reflective Pillar |
| January | Healthy You! Healthy School Body, Mind, & Movement Graduate Profile: Confident Pillar | February | MS Healthy Relationships/MS Body Boundaries Black History Month Graduate Profile: Purposeful Pillar | March | Agency & Advocacy Disability Awareness Month Graduate Profile: Confident Pillar | April | Stress Management Arab American Heritage | May | Mental Health Awareness Month/Volunteering Asian Pacific American Heritage Jewish American Heritage |

2024-2025

PHYSICAL PRESENCE

CLASS BELL SCHEDULE

| PERIOD | TIME |
|---|-----------------------------|
| First Bell | 7:50 |
| 1 | 8:00-8:58 (+Announcements) |
| 2 | 9:02-9:56 |
| 3 | 10:00-10:54 |
| 4 | 10:58-11:52 |
| HS 5 | 11:56-12:50 |
| MS LUNCH | 11:56-12:26 (Closed Campus) |
| MS 5 | 12:26-1:20 |
| HS LUNCH | 12:50-1:20 (Closed Campus) |
| 6 | 1:25-2:19 |
| 7 | 2:23-3:18 |
| 8 (Only students with class/school business may be present) | 3:22-4:16 |

SCHOOL CLOSING

Local radio and television stations post APS delays and school closings. PAPA will follow APS' lead with school closings. PAPA will close if all of APS delays (district-wide). Keep in mind that PAPA is not included in East Mountain Schools. Any days needed to be made up will be added at the end of the school year. If a student lives within the boundaries of another district, parents have the discretion to follow that district's weather-related schedule changes. Parents need to call the attendance line (830-3128 ext. 5) to report a weather-related absence by 9:00a.m., and the student must make up all missed work.

PARENT OFFICE ASSISTANCE

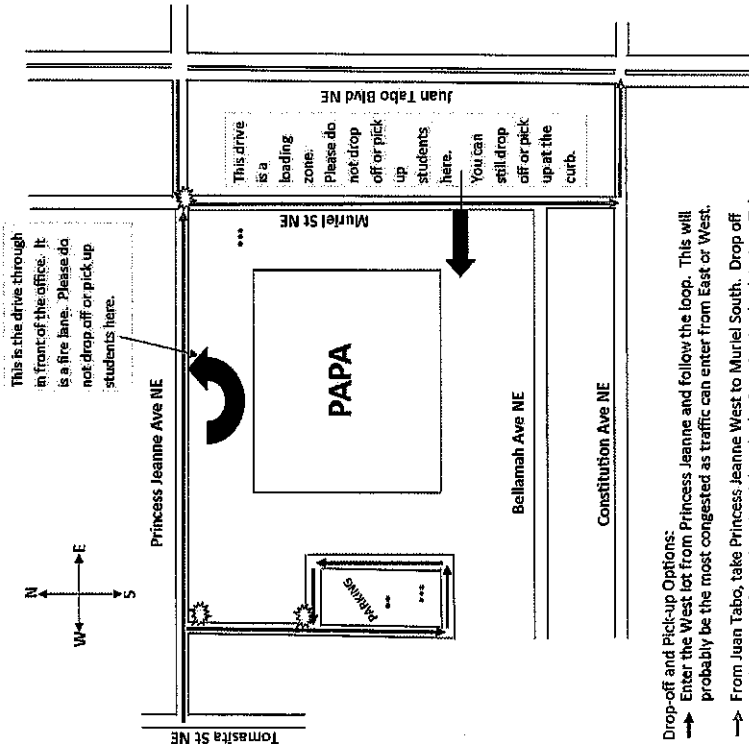
PAPA's office is open for assistance from 7:30a.m. – 4:30p.m. Please call the office at 505-830-3128 to set up conferences, report student absences, etc. The registrar is available 8:00-3:00p.m. to provide official records assistance. Records requests or transcripts may be ordered via email at lucero@paparts.org. Please give at least 24 hour notice. Special Education records may be requested at lmcintire@paparts.org.

If you need to reach your child during school hours, office staff will be happy to relay messages or hold items in the front office for student pick-up. **Please note that students are not allowed to use their phones during class time for personal business, including phone calls/text from parents. If you have an urgent situation that requires you to contact your child, please call the office.** If a child feels unwell, they are to report to the office, speak with the health assistant. The health assistant will determine if a call to the parent and/or pick up is necessary.

NOTICE OF NON-DISCRIMINATION

The Public Academy for Performing Arts does not discriminate on the basis of race, religion, gender, age, national origin, sexual orientation, gender identity or disability in any of its educational programs, school-sponsored activities or employment practices. Inquires regarding compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, or Section 501 of the Rehabilitation Act of 1973 may be directed to the office of the executive director.

PUBLIC ACADEMY FOR PERFORMING ARTS DROP-OFF AND PICK-UP OPTIONS



- Drop-off and Pick-up Options:**
- ➔ Enter the West lot from Princess Jeanne and follow the loop. This will probably be the most congested as traffic can enter from East or West.
 - ➔ From Juan Tabo, take Princess Jeanne West to Muriel South. Drop off students anywhere along Muriel, and take Constitution back to Juan Tabo.
 - ➔ From Tomasita, take Princess Jeanne East. Drop off students anywhere along Princess Jeanne, and continue East.

CAUTION!! Bottleneck areas!

PLEASE NOTE: THERE ARE NO CROSSING GUARDS. PLEASE ACT WITH COURTESY, AND DO NOT SPEED. OUR STUDENTS' SAFETY IS THE #1 PRIORITY!

*****PARENTS AND STUDENTS PARK IN THE WEST LOT.**

*****SENIORS MAY USE WEST AND EAST LOT.**

Federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, physical or mental handicap, serious medical condition, race, creed, color, sex, gender identity, sexual orientation, spousal affiliation, national origin, religion, ancestry or need for special education services. There will be no imposition of discipline, discrimination or disparate treatment against a student based on the student's race, religion, or culture or because of the student's use of protective hairstyles or cultural or religious headaddresses.

SCHOOL HOURS

School is in session from 7:50 a.m. until 3:18 p.m. with a 4:16 p.m. release for 8th period. **Students enrolled in 8th period classes may not leave after 7th period without being signed out by a parent/guardian at the front office.** Faculty members are on campus from 7:45 a.m. until 3:30 p.m. There is no supervision before or after those times. The administration office is open from 7:30 a.m. - 4:30 p.m. The building will be locked at 4:30 p.m.

Please do not leave your child on campus unattended. If a student is unable to be picked up by 3:30, they should be enrolled in an 8th period class or enrolled in a community after school program. If a student needs to wait for parent pick up, they should wait on the patio outside of the main office doors until their parent arrives. The Jeanne Bellamah Community Center (11516 Summer Ave NE, Albuquerque, NM 87112; (505) 767-5910) provides an after-school program until 6 p.m. and partners with PAPA to provide transportation (determined by need) to the Center. Parents should call the center directly to register their child. APD or APS Police will be called to take care of students left unattended after school hours.

LOTTERY

PAPA follows NM statute (22-8B-4.1 NMSA (1978)) in its operation of the lottery. Current PAPA students complete an intent to return form in December that helps PAPA determine the number of spots available at each grade level for the following year. State law provides that only the following categories of applicants may be exempted from the lottery process: (1) students who have been admitted to the charter school through an appropriate admission process and remain in attendance through subsequent grades; and (2) siblings of students already admitted to, or attending, the same charter school. **PAPA Lottery does not discriminate against students of particular race, color, national origin, religion, sex or students with disabilities.**

The application and the lottery process are posted on the website at paparts.org. The lottery application is accessed and submitted via a Google Form and the window is open for over 4 weeks in January/February. Lottery applications are assigned a ticket number; that number is emailed to the parent/guardian of the applicant.

Once the lottery window is closed, the drawing begins. The date of the drawing is posted on the website. PAPA uses a computer randomizer to select applications by grade based on the number of spots available. Lottery results are posted on PAPA's website by ticket number. The parent/guardian of students selected through the lottery are required to call PAPA within the designated time (usually two weeks) to accept the spot. Failure to contact PAPA within the allotted time will result in loss of the spot. PAPA's office number is (505) 830-3128 ext 0.

Students not drawn for the lottery are placed on a waitlist in the order assigned by the randomizer. If a space becomes available, it will be offered to students on the waitlist (in order). Waitlist students have 24 hours from the time of the call to accept the spot. If there is no response, the opening will be given to the next student on the waitlist.

All selected students and a parent/guardian are to attend New Student Orientation to complete online and paper enrollment forms, choose classes for next year, take skills assessments in math and reading, participate in a mandatory audition experience, and to learn about PAPA. If there is an extenuating circumstance prohibiting attendance at New Student Orientation, contact the office at (505) 830-3128 ext 0 or info@paparts.org.

Forfeiture of the enrollment spot includes: lack of correspondence/response to accept the spot and/or to attend New Student Orientation, failure to complete required enrollment forms by the deadline, failure to provide required enrollment documents by the deadline (birth certificate, immunization records, etc.), or misrepresentation of a student's grade level or number of credits earned (high school).

New PAPA students are required to attend Jump Start in August of the new school year.

REGISTRATION

Pre-registration for current PAPA students is held each spring for the following school year. High school credits are analyzed and Individual Learning Plans (middle school students) and Next Step Plans (high school students) are created and updated by each student. Students also receive academic, career, and college advisement and request elective courses for the following year. Parent involvement in this process is crucial for student success. Parents have an opportunity to attend meetings at certain grade levels, meet during parent/teacher conferences, and review/approve their child's registration.

Potential students who did not go through the lottery process may be added to the waiting list if they are a student in good standing at their current school and provide a current transcript/attendance record.

Siblings of current PAPA students are given admission preference. Siblings and children of staff must still go through the lottery process. They will be awarded a position based on availability and placement in the lottery drawing. However, if the current PAPA student withdraws prior to the 40th day of the school year, the sibling(s) also lose their position.

Students entering high school after being homeschooled will receive credit for courses earned under an accredited, home school correspondence course approved by New Mexico Public Education Department (NMPEd). A verifiable transcript from the organization is required.

PAPA will not admit a student who has been expelled from another school. PAPA will not admit students who do not provide required documentation including shot records or medical exemption and a verified birth certificate.

WITHDRAWAL

Withdrawal of a student from PAPA will be handled through the registrar's office. Parents are requested to call the registrar's office a week in advance of withdrawal. School records will be provided after the withdrawing student returns all books and school property, pays fines/fees, cleans out his/her locker and obtains current grades from all teachers.

SCHEDULES AND FEES

Students will have an opportunity to pick up schedules and make any necessary changes before the school year begins. Once the schedule is set, student class/activity fees will be assessed and paid.

Any further schedule changes will occur only through the approval of the executive director. Fees will not be reimbursed if a schedule is changed, but may be assessed if a class is added.

STUDENT PARKING, VEHICLE ACCESS, CLOSED CAMPUS, NO FOOD DELIVERY

Student parking is on the west lot and only in the dirt lot with special permission (late start/early release students and with a special pass). Students are not permitted to park on the street or in the neighborhood. Students must obtain a parking pass at the beginning of each year through the school office in order to park on campus. The parking pass must be displayed on their vehicle.

The west gate, bus loop and service entrance are closed at 9:15am and reopen at 3pm. If a student arrives at that time and needs access to the parking lot, call (505) 830-3128 and the gate will be opened. If a student needs to leave early and exit from a locked gate, they need to check out in the office and ask for the gates to be opened.

Students may not access or sit in their cars during the school day or during lunch. If a student needs to access their vehicle for any reason, they are to contact the front office prior to going to their car. Students should leave campus when their school day is over. They are not permitted to be in their cars during any part of the instructional day. This includes students who do not have an 8th period class but need to wait for someone who does. The waiting student should enroll in an 8th period class or participate in off campus activities such as the community center.

PAPA is a closed campus. Once a student arrives at school, the student may not leave without school permission until the end of the school day. Permission must be obtained through the school office by parent check-out, a verifiable parent note, or a parent phone call to school personnel if the student needs to leave during the school day. This includes students on class rosters for 8th period classes. Students are not allowed to check themselves out for lunch. If a parent wants a student to leave during lunch, the student has to come to the office and sign the student out. The age of 18 has no bearing on the closed campus rule.

Ordering food from off-campus delivery services and receiving food deliveries during the day is not permitted.

VISITORS

Parents are welcome and encouraged to visit the school. Please make appointments with teachers. Parents must check in at the office before visiting any other part of the campus. We generally do not allow friends and other relatives to visit as this is an educational disruption. There are certain times during the year that PAPA hosts Open House where families and potential students may visit the school. A Non-PAPA Student Guest Form must be completed, verified, and approved in order for an out of school guest to attend any high school dances. The guest must be a current high school student in good standing. All exceptions must be approved by and arranged through the executive director. Compliance with school rules and respectful behavior of visitors is required at all times. Any visitor who does not comply may be banned from the school campus and all performances/activities for a timeframe determined by Governing Council policy.

ATTENDANCE

PAPA is a school of choice where attendance is critical in order for a student to be successful. Therefore, when the choice is made to attend PAPA, the choice is made to follow the New Mexico Compulsory School Attendance Law requiring that all students be in attendance while school is in

session. School begins at 7:50a.m. Students may be picked up within 15 minutes of the dismissal bell. Traffic is not generally an excusable reason for tardiness. As a "commuter school" parents and students need to adjust their time for travel if there is difficulty arriving by the start time. Illness involves fever, diarrhea, vomiting, etc. are reasons to miss school. If your child is not experiencing this type of issue, there is no reason to claim an illness.

Parents are encouraged to monitor student attendance through the PowerSchool system. Parents and students will receive a PowerSchool username and password during registration.

In the event of a necessary absence, parents are required to call the school and leave a message on the attendance line by 8:00a.m. (505) 830-3128, ext. 5 or e-mail the attendance account at attendance@paparts.org. If it is not possible to give prior notice by phone or e-mail, the parent/guardian must provide the school office with a written explanation of the absence upon the student's return to school. If this does not occur, the absence will be considered unexcused. A doctor/dentist note or court document must be provided to the school attendance clerk as soon as the student returns in order to excuse such absences. Excused absences include doctor/dentist appointments, court appearance, religious reasons, illness, family emergency, and bereavement. Excessive absence (particularly for parent call-ins for illness without medical documentation) may require the approval of the executive director to excuse future absences. Vacations are not considered excused absences. Tardies in excess of 15 minutes are considered an absence for that class period.

School-sponsored activities are considered a non-absence excuse, and no parent phone call is necessary. Participation in some school-sponsored extracurricular activities require a behavior, attendance, and/or grade check showing the student is in good standing. A consecutive absence of 3 days or more requires a doctor's note to excuse absence.

All absences are closely monitored at PAPA. An attempt will be made to investigate unexplained absences. However, attendance is the responsibility of parents and students. Providing documentation to excuse absences is the responsibility of parents and students. All documentation must be provided within 3 days of the absence. Excessive, unexcused absences may be reported to the appropriate state agencies for possible parent prosecution.

COMPULSORY ATTENDANCE PROCEDURES

The Attendance Success Act allows students to miss a total of 10 days in total. All absences, excused, or unexcused will be counted in this total per the regulation of the law.

Chronically Absent Students are defined as students that miss 10% or more of classes or school instructional time for any reason. Absences will be marked in this way: missing 50% of class will count as a full class absence, missing 50% of the day will be marked as a full day absence. A student shall not be absent from school for interscholastic extracurricular activities for more than 15 days per semester.

- **Three unexcused absences:** When a child has accumulated three unexcused absences, contact will be made with the family to address the concern.
- **Five unexcused absences:** When a child has accumulated five unexcused absences, school personnel will arrange a meeting at the school with the parent or legal guardian to discuss the unexcused absences. A plan to improve attendance will be developed and implemented.
- **Seven unexcused absences:** When a child has accumulated seven unexcused absences, school personnel will arrange a second meeting at the school with the parent or legal guardian

to review the attendance plan and discuss the impact of truancy on the future of the child. At this time, the child may enter into an attendance contract requiring him or her to attend school regularly or other consequences may be applied (i.e., removal from PAPA to attend the child's home school in the case of transportation issues).

- **Ten unexcused absences:** If a student has accumulated an equivalent of ten or more unexcused absences within a school year, the parent shall be given written notice by personal service or certified mail that the student is habitually truant and is not in compliance with the Compulsory Attendance School Law. At that time, the student shall be reported to the probation services office of the judicial district where the student resides for an investigation as to whether the student shall be considered to be a neglected child or a child in a family in need of services because of habitual truancy.

If a student is having an issue with attendance AND behavior, the process may be accelerated to involve a strict contract that will result in punitive consequences with possible long-term suspension or expulsion.

Non-compliance with the Compulsory School Attendance Law may result in up to \$500 in fines and/or a prison term up to six months for the parent. Students may lose driving privileges or delay the acquisition of a driver's license. Excessive absences may result in loss of high school credit due to insufficient, required class time.

GRADES CONNECTED TO PARTICIPATION

In order to gain the full benefit of instruction, students must participate in class. Therefore, students will be given a weekly participation grade in all core classes (math, English, science, social studies). Students who are in class and fully participate will earn all of the possible points for that week. The participation grade is worth 10% of a student's course grade each quarter. Performing arts classes currently have participation grades that may exceed 10%. Alternate participation assignments may be given as necessary (injury, illness, etc.).

EXTRACURRICULAR ACTIVITIES AND NON-PAPA PERFORMING ARTS-RELATED ABSENCES

PAPA's primary emphasis is education. Extra-curricular activities are supplemental to the instructional priority and are meant to enhance students' experience. Students must be in attendance more than half of the day of an extracurricular activity in order to be eligible to participate. Students not in attendance will not be permitted to participate/perform. Extracurricular activities include and are not limited to: performances, dances, field trips, competitions, movie nights, etc. There are additional requirements for performances (see below in the section called "Absences from Performing Arts Classes"). Attendance is expected the entire day following an extracurricular activity.

Extracurricular student activities not connected with the school have to receive approval from administration (executive director and assistant director) prior to the absence (i.e., sports, cheer, dance competitions, theater, dance, musical performances, etc.) at least one week prior to the absence. Appropriate documentation for the event along with the Performing Arts Absence Request form is available on the school website or in the office. Students must submit the form and supporting documents at the time the request is made. Supporting documents include verification of the event listing the student's name and the days absent and/or game schedule. The student must also provide the name and contact information of his/her director, dance studio, agent, coach, or manager. Out of town events may require further documentation.

Extra-curricular absences are a privilege and are subject to administrative approval. The administration may limit approval of out-of-school extra-curricular absences for the following reasons:

poor school attendance, poor academic performance or grades, not following the process for approval, and behavioral issues. If a student chooses to be absent without approval, the absence will be considered unexcused and will be treated as any other according to the New Mexico Compulsory School Attendance Law, "22-12-9 NMSA 1978".

Students who miss school for non-PAPA extra-curricular activity must make up all missed assignments following the one day for each day absent rule stated below.

ABSENCES FROM PERFORMING ARTS CLASSES

Since PAPA is a performing arts school, attendance is critical in all performing arts classes, particularly prior to a performance. Absences affect the entire class. Students may not miss a performing arts class within two weeks of a performance unless there is a verifiable medical or other emergency excuse (verification in the form of a medical note/court order, etc.). If a student misses class/rehearsal within 2 weeks of a performance, consequences may include a failing grade and/or removal from the performance. Excessive unexcused absences (3 or more in any quarter) may result in removal from the performance and a failing grade. Students are required to attend school the day of the show and all dress/tech rehearsals in order to perform. Students who do not attend school the day after a performance will receive an unexcused absence. PAPA's goal is to have students work toward the standards of professional artists.

MAKE-UP WORK/CREDIT DUE TO ABSENCES

Generally, students have 1 day for each excused day absent in order to make up missed assignments. Classwork and learning continue during student absences. It is the responsibility of students to request make-up work from their teachers. If an assignment is due the day a student is absent, the assignment is due the day the student returns. Students can make arrangements with math teachers to attend Targeted Assistance to address learning loss. For planned absences, students should contact the teacher to collect work prior to the absence. Out of school performing arts activity absences are approved through the front office after students turn in form, available in the office and on the school website (see Non-PAPA Performing Arts- Related Absences). Make-up work for unexcused absences, including suspension, is at the discretion of the teacher.

Excessive absences of 10 or more may result in a loss of credit for high school students. Loss of credit may require students to repeat a course at the expense of parents and/or delay graduation.

ACADEMICS

Students will be successful at PAPA when they engage in the academic environment, complete homework, and study after school. They must come to school prepared (homework finished, materials ready, well-rested and fed). This commitment must be encouraged and monitored by parents. We ask that parents be proactive in communicating with teachers, checking grades, and taking a daily interest in their child's homework and class work. Parents should expect homework daily. If this does not occur, parents are encouraged to contact teachers and find out why.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

Educational records of current and past students will only be released as governed by FERPA. This Federal law provides parents of students under age 18 and students 18 and older with the right to inspect and review education records. Students 18 or older may choose not to allow parents access to their school records.

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include those in reading, math, tutorial, and assigned study halls. Courses for students are created and selected based on graduation requirements, skill levels, interests, academic plans, and school vision/mission. See Dual Credit Enrollment for more information.

PAPA strives to personalize educational programs for all students through the Individual Learning Plan (middle school) and Next Step Plan (high school) processes during Panda U, annual registration. Credits earned toward graduation are analyzed yearly during pre-registration through the Next Step Plan. A Notice of Failure is sent home to parents at the end of the semester if a student fails a required course. Students who fail a required course are required to make up the credit through on-line, night school, or summer school courses at the students' expense. Repeating the same course at PAPA is not always possible. If a student's parents have made arrangements to pay a credit recovery course fee through PAPA, the fee must be paid in full before course registration occurs.

GRADING

PAPA is set up on a quarterly, 2-semester grading system. Students receive a report card at the end of each 9-week period (quarter). Two quarter period grades and a final exam grade make up a semester grade in the following manner:

Semester 1 - 40% = 1st Quarter Grade; 40% = 2nd Quarter Grade; and 20% = semester final exam/EOC
 Semester 2 - 40% = 3rd Quarter Grade; 40% = 4th Quarter Grade; and 20% = year-long final exam/EOC

The following Grade Point Average (GPA) scale will be used:

| LETTER GRADE | PERCENT RANGE | GRADE POINTS |
|--------------|---------------|--------------|
| A | 100 – 90 | 4.00 |
| B | 89 – 80 | 3.00 |
| C | 79 – 70 | 2.00 |
| D | 69 – 60 | 1.00 |
| F | < 60 | 0.00 |

Progress reports will be sent home with students during the middle of each 9-week period (quarter). Parents are encouraged to check grades through PowerSchool at least weekly during the school year. PowerSchool reflects the most current grades in each class. Double-click on the course grade for assignment details. PowerSchool log-in information will be provided to parents during fall registration and by request from the registrar.

Advanced Placement (AP) and Honors courses (including AP Calculus) earn an additional 1 point weighting toward GPA (5 point scale). Any college class taken in Math, English, Science, or Social Studies will earn an additional 1 point weighting toward GPA (5 point scale). Other dual credit courses will not receive weighting (including Financial Literacy). Dual enrollment grades are included in students' transcripts and calculated in GPAs. For courses taken at UNM, dual enrollment grades are provided to PAPA through an official transcript request arranged by the student. It is the student's responsibility to ensure the grades are provided to PAPA through an official transcript request if the dual credit school does not provide one.

ACADEMIC SUCCESS

Students must earn a 60% or higher semester grade in a class in order to "pass" the course. Demonstrating proficiency toward a standard or skill set, however, may be required at a level above 60% mastery. In math classes, students are expected to demonstrate mastery at 80% as math is a subject that builds on prior skills. Large gaps in skills are difficult to remediate and negatively impact a student's ability to master current and future concepts. If mastery is not demonstrated, students will participate in remediation to relearn the concepts and then retest over that standard/skill. Math and reading skills are remediated during Targeted Assistance during the school year. Students may be required to take Targeted Assistance, participate in academic tutoring or take a study hall class in lieu of arts electives if the student is performing below academic standards. All interventions are implemented to ensure students master course content and earn high grades.

PAPA may require a middle school student to repeat a grade or class if the student fails all or most academic subject area classes. In the event a student would benefit from additional time during the summer for skill development in any middle school class, summer coursework may be required at parental expense.

Academic honesty is expected and is a hallmark of professionalism. Cheating, plagiarism and/or using AI/Internet websites to complete/submit assignments that impersonates work performed or knowledge learned and/or is not a student's own work is not acceptable. Academic dishonesty will result in consequences determined by the teacher. Consequences may include: a zero for the assignment, alternate assignment, or other disciplinary action.

Lack of homework completion will negatively affect grades, knowledge, and skills. Students who are failing courses due to incomplete coursework may be assigned to receive student support during lunch or Targeted Assistance. Once the work is caught up and/or the student has a verified passing grade, the student will be excused from such support.

HIGH SCHOOL CLASSIFICATION

One-half credit is awarded at the high school level for each semester grade of 60% or higher. High school students will be classified based on the number of credits earned and are required to make up graduation required courses at a cost to the student (if necessary). High school students are classified accordingly by credits earned: Freshman 0-5; Sophomore 6-12; Junior 13-18; Senior 19 and above. When a student earns the credits needed for graduation, the student will graduate. Students will not participate in the graduation ceremony unless all credits have been earned and verified.

Students are not encouraged to graduate early. Instead they are encouraged to take challenging dual enrollment, AP, or honors classes. An early graduation program must be arranged through the school academic transition specialist and approved by the executive director and the student's parents.

COURSE OFFERINGS

All academic courses at PAPA are geared toward college preparation. The benefits of PAPA's performing arts focus include the cultivation of a love of the arts, development of skills and talents, improved academic achievement, positive social and emotional development, enhanced civic engagement, and the provision of equitable opportunity for all students. PAPA offers courses in traditional and advanced academics, foreign language, Advanced Placement, Dual Credit and Honors English, and numerous arts options, each at different skill levels. Support courses offered at PAPA

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An "incomplete" grade must be converted to a grade within 30 school days following the grade report. If the grade is not converted, it will automatically become an "F" and will count toward GPA.

Dropping a course after the semester has begun must be approved by the executive director. If a high school course is dropped after the first 2 weeks of a semester, a grade of WF (Withdraw Fail) will be assigned. The WF will remain on the transcript and count toward the student's GPA until the course is replaced with another approved course in the same content area of the dropped course. If a student is removed from a course for discipline reasons, the student may earn an "F" in the course. The "F" will not be removed at the end of the semester.

Students who transfer to PAPA from another school shall receive the grades assigned by the previous school as reflected on the official transcript. Any grades that are awarded a weighting at the previous school will be assigned the same weighting at PAPA. The same rule applies to home school grades awarded by accredited home school correspondence courses.

If a student transfers into PAPA during the middle of a grading period, the withdrawal grade from the student's previous school will be averaged with PAPA's grade on a weighted basis based on length of time in class. For example, there are 9 weeks in a grading quarter. If a student transfers into PAPA after the third week of the grading period with a grade of 62%, one-third of the student's quarter grade will be a 62% and the other two-thirds will be from the grade earned at PAPA.

A student who repeats a specific course will receive the higher of the two grades. Both course titles and grades will be recorded on the transcript but the higher grade will be used in calculating Grade Point Average (GPA). The lower grade will remain with a line drawn through it, the credit designation removed, and the word "REPEAT" inserted in its place. Credit for both classes will not be allowed. Generally, progression in the arts curriculum is not considered a repeat of a course of study.

GRADUATION REQUIREMENTS FOR HIGH SCHOOL

High School credit requirements for graduation are determined by the New Mexico Public Education Department (NMPED) and the PAPA Governing Council. Students must meet the course requirements described below and pass state required assessments in Reading, Writing, Math, Science and Social Studies to receive a diploma.

GRADUATION REQUIREMENTS - 24.5 units to include:

- 4 units English
- 4 units math (one unit = or > than algebra 2)
- 3 units science (2 w/lab)
- 3.5 units social science, including United States history and geography, world history and geography and government and economics, and 0.5 unit New Mexico history
- 0.5 unit health
- 1 unit physical education
- 1 unit career cluster, workplace readiness or language other than English
- 7.5 units electives

One of the above units must be honors, Advanced Placement, dual credit, or distance learning. For a New Mexico Diploma of Excellence, students must meet the proficiency cut scores in designated reading, writing, math, science, and history exams determined by the New Mexico Public Education Department (NMPED).

REQUIRED ASSESSMENTS

Frequent assessments are required to gauge student progress in class. Worksheets, written assignments, presentations, projects, quizzes and tests are used as assessments in any given class. Students must prepare for these assessments by keeping up with course content and practicing skills. If a student has trouble understanding, the student needs to seek assistance from the teacher.

At the end of each semester, all students will take a comprehensive final exam worth 20% of the semester grade. The fall semester exam will include material learned over the course of the first semester. The spring semester exam will include material learned over the course of the entire year.

PAPA students follow Federal, State, and NMPED assessment requirements and PAPA does not allow students to opt out of testing. NMPED required assessments include, but are not limited to End of Course Exams (EOC) or Local Demonstration of Competency (LDC), NM-ASR (Science), NM-MSSA (middle school ELA and Math), PSAT, and SAT. Proficiency on PSAT, SAT and EOC/LDC, in addition to other assessments determined by PED are required for graduation. NMPED sets passing cut scores for all assessments used to satisfy graduation requirements including the PSAT, SAT, and EOC/LDC. More detailed information will be provided during registration meetings and during student academic advisement.

PAPA students will participate in the PSAT and/or Pre-ACT in grades 9 and 10 to gauge skills in preparation for the SAT and ACT. The SAT and ACT are highly recommended assessments for use in graduation, college entrance requirements, college course placement and scholarship acquisition. Students are required to take the SAT during their 11th grade year. It is highly recommended that students take the SAT and/or the ACT once or twice during the spring/summer of their junior year. Students may also be encouraged to take the test again during the fall semester of the senior year. There are limited fee waivers for students who receive free or reduced lunch. Students are encouraged to research colleges to determine requirements for admission. Students may speak with the Academic Transition Specialist for more information.

Up-to-date, detailed information about testing requirements is available on the NMPED website at <http://psat.state.nm.us>. More information can also be obtained through the school academic transition specialist.

SENIOR SHOWCASE

Senior Showcase provides an opportunity for seniors to collaborate with peers and to highlight art forms they have developed throughout high school. Students must complete the process and perform their piece if they plan to participate in the graduation ceremony. The preparation process starts with the Senior Showcase Guidelines presented at the beginning of the year. Each senior will be enrolled in a Senior Showcase course in the student's chosen art form counting for a 0.5 elective credit earning a pass or fail grade. Seniors meet with their mentor and an Arts Panel to prepare for their performance during in-service days. The Senior Showcase course teacher will serve as Showcase Mentor who facilitates and evaluates the development of the student's Showcase.

DUAL CREDIT ENROLLMENT

PAPA supports the opportunity for student participation in the high school dual credit program as a transition for success in college, for use with students who need accelerated core classes, to meet the individual interests of PAPA students, and/or to satisfy the honors course requirement for graduation. Courses must be approved through the academic transition specialist. PAPA currently has an agreement with CNM to offer courses hosted by PAPA, on-line and at the college. There is no cost to students for courses hosted at PAPA and taught by PAPA teachers. Depending on available

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budget, there is no cost to students associated with taking one to two dual credit courses per semester on-line or at CNM campus. Additional on-line or on college campus courses can be taken in the same semester with administrative approval only. However, the cost of the book and fees for each additional course is the responsibility of the student or parent.

Seniors have until May 1st to complete any on-line or off campus credit recovery if they plan to participate in the graduation ceremonies.

Course eligibility guidelines and processes may change as changes occur at the state or institution level. PAPA's general participation requirements include:

- Open to sophomores, juniors and seniors.
- Must take (and pass with a B or higher) Financial Literacy or First Year Experience before taking another course.
- Meet course prerequisites for each course.
- Have a 95% attendance rate over the past 2 grading periods.
- Have a 3.0 or higher GPA over the past 2 grading periods.
- Have no credit recovery needs.

Students who are enrolled in on-line dual credit courses are required to submit weekly grade checks to their host teacher and the Academic Transition Specialist. Screenshots of grades will be entered into PowerSchool during the semester and will be used to determine Honor Roll and year-end awards. Students who fail to submit grades as required may be denied the permission to take future dual credit courses. The grade earned in a dual credit course is reflected on the permanent college transcript and PAPA's transcript. A typical 3-credit college course is worth 1 credit at PAPA. It is the responsibility of the student to have an official transcript sent to PAPA from the institution. Students who fail a course must reimburse PAPA for the cost of any book/fees incurred and must retake the same course, earning a passing grade before taking a different course. Dual enrollment courses in the core areas may count as a graduation requirement as long as the course content is aligned to the NIMPED requirements. Otherwise, the course counts as an elective. If the dual credit student withdraws from any course while failing, the student must reimburse PAPA for the books and fees.

Enrollment and additional dual credit eligibility guidelines and processes are facilitated through the academic transition specialist. Courses may NOT be added or dropped without a conversation with the academic transition specialist. Students must take Algebra I, Geometry and Algebra II before they are eligible to take dual credit math courses.

CREDIT RECOVERY OR ADVANCEMENT

Students/parents are responsible for any cost involved in credit recovery or advancement.

If a required course is failed at PAPA, the student is responsible for credit recovery by repeating an equivalent course with a passing grade. The course may have to be repeated in summer school, on-line through a state-approved program, or through another school. Students may not opt to take a course on-line during the semester if the same course is offered at PAPA, unless there are extenuating circumstances and with the approval of administration.

As stated above, remediation for middle school takes place during the school year. If a middle school student would benefit from summer skill development in any middle school class, summer coursework may be required at parental expense. Students can also take courses outside of PAPA to advance in credits or to enrich their coursework.

All arrangements for credit recovery or advancement are facilitated by the academic transition specialist.

EXTRA-CURRICULAR ELIGIBILITY

Students attending PAPA have the opportunity to participate in both intra- and extra-curricular activities. Intra-curricular activities are those required as part of the requirements of a course, i.e. participation in the dance or band concert. PAPA teachers will inform parents of intra-curricular requirements. Extra-curricular activities are not required as part of the program, but are designed to enhance a specific course, i.e. field trips to the legislature. Students must meet the following requirements in order to participate in extracurricular activities:

- Be enrolled in at least 4 classes.
- Earn a 2.0 GPA on the last report card,
- Earned no F's on the last report card, and
- Maintain excellent attendance (95% or higher).

Please note that sponsors of an extra- or intra-curricular activity have the discretion to adjust eligibility prerequisites by adding to the above requirements including the use of current grade checks.

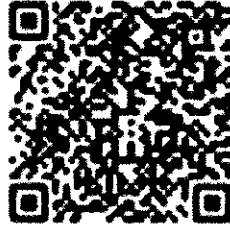
SCHOOL-WIDE STUDENT ORGANIZATIONS

PAPA has a number of student organization and clubs including Student Council, National Honor Society, PAPA Junior Honor Society, Garden Club, Climate Crew, Poetry Club, Gender Sexuality Alliance, Chess Club (pending), Sci Girls (pending funding), and Femme Art Code (pending funding). PAPA has an active Student Council. The focus is community service, promotion of school spirit, facilitation of activities and fundraising for activities. Membership begins with officer elections at the end of the year for each organization. At the beginning of the following year, grade levels elect student representatives for Council meeting membership. All students are encouraged to volunteer and participate in any of the Student Council activities.

Clubs & Activities

Starting a Club: If you are interested in starting a NEW PAPA Club/Activity here are the requirements:

1. Must have a PAPA staff member to be the advisor
2. Must have 10 founding members
3. Must fill out the Registration Form
4. Must submit a Constitution (By-laws, rules, etc.) to your sponsor as well as Executive Director for approval.
5. All paperwork and school approval must be completed by the end of the 1st 9 weeks.
6. For members of an activity or club to be able to "letter," or earn a club/activity patch, they must meet the following criteria as well as the criteria set forth in their constitution.



Club Registration Form-required to create a club at PAPA

Sample Club Constitution

Constitution of the Public Academy for Performing Arts
Club 2024-2025 School Year

ARTICLE I: NAME

The name of this organization shall be the _____

ARTICLE II: OBJECTIVES

The objectives of the _____ Club shall be to:

1. Provide a form in which _____
2. Maintain a _____
3. Offer a year-long program of _____
4. Train students in _____

ARTICLE III: MEMBERS

1. Membership in the _____ Club shall be open to students of Public Academy for Performing Arts who _____

2. A student shall gain membership in this club by _____
3. Any member will be removed from the club if they _____

ARTICLE IV: OFFICERS

1. The officers of the _____ club shall consist of _____.

2. The officers of this club shall gain office through the process of _____ (Election, Appointment, Etc.)

3. The _____ (Election, Appointment) of officers shall take place _____ (At the beginning of the school year/at the end of the previous year, etc.)

4. The procedure for _____ (election, appointment), of officers shall be:

- A. _____
- B. _____
- C. _____

5. The requirements of eligibility to hold the position of (Co)President(s) shall be:

- A. Preside over all meetings.
- B. Carry out the provisions of the Constitution.
- C. Oversee all committee activities.
- D. (List any additional responsibilities)

6. The requirements for eligibility to hold the position of Vice President shall be:

- A. Assume the duties of the president in his/her absence.
- B. Perform any duties delegated by the president.
- C. (List any additional responsibilities)

7. The requirements for eligibility to hold the position of Secretary shall be:

- A. Record and keep accurate minutes of all meetings.
- B. (List any additional responsibilities)

8. The requirements for eligibility to hold the position of Treasurer shall be:

- A. Handle funds and finances for club.
- B. Keep financial records.
- C. (List any additional responsibilities)

9. Any officer shall lose the right to the office by _____

10. In the event of a vacancy in any of the above positions, the execution of the responsibilities of that officer's position will be provided by _____ (temporary appointment/another officer doing them temporarily, re-election, etc.)

ARTICLE V: MEETINGS

1. The _____ Club shall hold a minimum of _____ meeting(s) during each _____ of the school year. (with the exception of _____).

2. Special meetings may be called by _____ with a minimum of _____ notice required.

3. Meetings shall be canceled by _____ with a minimum notice required.

4. In making decisions, the presence of _____ members shall constitute a quorum.

5. In making club decisions, _____ members shall be eligible to vote.

6. _____ shall be permitted to attend club meetings.

7. Meetings shall be conducted in accordance with the procedure outlined in: _____ (Robert's Rules of Order, House Rules, Etc.)

8. The House Rules of this club shall be:

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____

ARTICLE IV: COMMITTEES

1. Committees shall be formed by _____ members.

2. Membership on a committee may be obtained by _____

3. Standing Committees in this club shall be _____

4. The _____ Committee shall have the duties of: _____

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- approved by _____ before being given to the club sponsor.
- 3. The program for the _____ shall be planned by _____.
- 4. Members participate in the annual _____ no later than _____ must have permission Slips returned to the _____ in order to participate.
- 5. By-Laws may be amended or deleted by _____ or _____.

_____ CLUB
MEMBERS LIST

Earning an activities or club patch:

Meet service or participation hours criteria as determined by the club constitution (minimum of 20 to meet school criteria).
 Earn at least a 2.5 GPA unless the club/activity constitution stipulates a higher GPA.
 Have excellent attendance to all meetings and events or activities as stipulated by the club constitution (minimum 80% attendance).
 Receive a teacher recommendation and sponsor approval based on the student's overall work ethic, positive attitude, teamwork and cooperation, leadership, punctuality and preparedness, and support and inclusion of others.

PERFORMANCE EXPECTATIONS (PERFORMERS AND AUDIENCE MEMBERS)

Student performances are connected to grades when they are considered intra-curricular. If the following performance expectations are not met, the student will not receive a passing grade for the performance.

- Arrive at or before Call Time.
- Follow check-in procedures.
- Stay in your designated area.
- Check your props or costumes before the show begins.
- Know the show order and be prepared for cues and entrances.
- Stay calm, safe and injury free while waiting backstage (i.e. stay warm, don't distract others, no horseplay, clean up after yourself).
- Performers should use their own make-up and should not share products for hygienic reasons.
- Be supportive of fellow performers and crew members through encouraging words and assistance if needed.
- Speak softly in all backstage areas.
- Bring something to do quietly during any downtime during tech and before/during the show.

- B. _____
- C. _____
- 5. The _____ Committee shall have the duties of
 - A. _____
 - B. _____
 - C. _____
- 6. Unless otherwise determined by _____, the maximum number of members on a committee shall be _____, and the minimum number shall be _____.
- 7. Each committee shall be chaired by a _____, who will obtain the position by _____.
- 8. Committees shall hold meetings _____.
- 9. Special committee meetings shall be called by _____ with _____ notice required.
- 10. Committee meetings may be canceled by _____ with _____ notice required.

ARTICLE VII: DUTIES AND RESPONSIBILITIES

The duties and responsibilities of the _____ Club shall be:

1. To act as a _____
2. To promote _____
3. To sponsor _____
4. To stimulate _____
5. To create _____
6. To approve _____
7. To coordinate _____
8. To develop _____

ARTICLE VIII: ADOPTION AND AMENDMENT PROCEDURES

1. The constitution shall be in effect from the time that _____
2. This constitution shall be amended _____ (When)
3. Amendments shall be initiated by _____ (petition, etc) and
 Shall become a part of the Constitution when _____ (Approved by, passed by, etc)

ARTICLE IX: VETO POWER

1. Because the powers of the _____ club are delegated to it by the principal, he or she shall have the right to veto any measure the _____ Club may pass. The principal, however, must explain the reason for the veto.

BY-LAWS

(EXAMPLES)
 1. Announcements of the club activity shall be written by _____ and _____

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- Be respectful of the way others get ready for a show, and give fellow performers space or quiet if needed. Do not touch or move another performer's equipment, props, costumes, etc.
- Help clean up after the show.
- Arrange transportation ahead of time, so transportation arrives 10 minutes before the show is expected to end or at a time determined by the teacher.
- Stay until dismissed by the teacher or designee.
- Take all "stuff" with you when you leave (i.e. costume, instrument, food) unless otherwise directed by the teacher.
- Always be respectful of the venue staff and thank them when leaving.

PAPA also holds audience members to a level of appropriate behavior conducive to the respect and support of all performers and enjoyment of the show by all. Audience members who fail to meet the following standards, may be banned from future performances.

- Arrive before the performance starts. The doors may be locked to late arrivals.
- Photographing/filming a performance is prohibited.
- Silence and put away cell phones or other electronic devices.
- Stay silent during the performance unless participation is requested as part of an interactive show.
- Use good posture. Blocking the view of others by slumping to the side, putting feet on chairs, standing, laying across chairs, etc. disrespects the ability of others to enjoy the show.
- Remove crying babies from the auditorium.
- Follow all show guidelines stated before the performance begins or written on the program.
- Clean up and properly dispose of trash.
- Stay seated.
- Applause is wonderful! Calling out to the stage is distracting and unsupportive of all performers.

ACADEMIC RECOGNITION AND NATIONAL HONOR SOCIETY AND PAPA JUNIOR HONOR SOCIETY

At the end of each grading period, students will be recognized for achieving academic excellence through a celebration for students earning all "A's" and "A/B's". Students in Grades 10-12 with a 95% attendance rate or higher and a cumulative GPA of 3.5 or higher will be invited to apply for membership in the PAPA Chapter of National Honor Society (NHS). Students in Grades 7-9 with a 95% attendance rate or higher and a cumulative GPA of 3.5 will be invited to apply for membership in the PAPA Junior Honor Society. Academic excellence will also be recognized at the End of Year Awards Ceremony.

END OF YEAR AWARDS

- At the end of the year, there will be an awards ceremony honoring students with the following awards/distinctions:
- Academic Awards- Any student that earns the Honor Roll during the 1st quarter, 2nd quarter, 3rd quarter.
 - o High School Letter ("A" for academics, 1st time award=letter, subsequent awards=bar)
 - o Middle School Academic Panda (1st time award=panda, subsequent=pin)
 - Number 1 Awards – The Freshman, Sophomore, and Junior with the highest cumulative GPA in their respective classes.
 - Attendance - Perfect Attendance five or fewer absences, not including field trips. Excellent Attendance six to nine absences, not including field trips.

Nominated Awards:

- Performing Arts
 - o High School Letter - ("P" for performing arts, 1st time award=letter, subsequent awards=performing art pin)
 - o Middle School Performing Arts-Panda (1st time award=panda, subsequent = performing art pin)
 - o Any student in grades 6-12 can earn this award in each of the performing arts classes based on the following criteria:
 - o Earn all As, Bs, and Cs for the year.
 - o Earn an A or B all year in the performing arts class nominated.
 - o Have an excellent/good attendance all year in the nominating class (fewer than 12 absences in nominated class).
 - o Participate in all performances or activities, and
 - o Receive a teacher recommendation based on the student's desire to learn:
 - arrive on time, prepared for class,
 - taking direction with grace,
 - readiness to try anything,
 - exhibiting a positive attitude,
 - work ethic,
 - cooperation, and
 - support of others

←Rising-Artist-Certificate

- o Teachers may nominate students for this award based on improvement, character, etc.
- o If nominated for a performing arts letter or panda (above) but the student does not meet all criteria (grades or attendance), they will receive the Rising-Artist-Award.

- Dayana Diaz Community Service Award – In addition to serving as a student ambassador in at least one PAPA event during the school year, the recipient of this award must be a student in good academic and behavioral standing (academic standing based on New Mexico Activity Association guidelines and behavioral standing with no discipline referrals during the current year). It will be presented to a student or students who consistently demonstrate qualities of compassion for school peers and members of the greater community. The recipient(s) must have provided unpaid service during the current school year for at least (2) two organizations not affiliated with the school. Community service is not limited to performing arts, although it is highly encouraged. Award recipient(s) must also attend at least one community-based workshop, conference or event promoting social justice, diversity, safety, non-violence, or healthy habits. Staff, students, or community members can nominate students for this award. A nomination form is available in the office. A committee assigned by administration will determine the award recipients.

- Artistic Distinction – This will be awarded to the top seniors in each of the six arts departments: Visual Arts, Film, Theater, Dance, and Music. The Artistic Distinction award is nominated by teachers and the winner(s) selected collectively by the performing arts teachers in each department. This is the highest honor awarded to a PAPA performing artist.

There may be other special awards presented for improvement, attendance, leadership, etc. Teachers may choose 1 outstanding student from their program at each level beginning, intermediate, 6th grade math etc. to recognize for any criteria they see fit.

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HONOR GRADUATES

- Academic Honor Graduates
 - Seniors who have earned a 3.5 or higher cumulative GPA will be given the distinction of being an Academic Honor Graduate.
- Fine/Performing Arts Honor Graduates
 - Seniors who have participated in performing arts courses each semester of high school, participated in at least two (2) different advanced performing arts courses, or the aptitude to have been enrolled in advanced classes when schedule prohibits enrollment in the advanced course but enrolled in the corresponding intermediate course and completed all Senior Showcase requirements by the deadlines are given the distinction of being a Fine Arts Honor Graduate.
- Valedictorian and Salutatorian honors are earned through the final cumulative GPA.
 - The senior with the highest final cumulative (all semesters of high school) GPA will be named Valedictorian. Second in the GPA ranking will earn Salutatorian honors. There will be no ties unless the cumulative GPAs are exactly the same. Other requirements to earn Valedictorian/Salutatorian honors include:
 - Length of enrollment at PAPA - Students who have attended PAPA for 5 semesters or more of high school are eligible for Valedictorian/Salutatorian honors.
 - The candidate must have participated in a performing arts course every semester while attending PAPA.

SUPPORT

PARENT INVOLVEMENT

Parents are encouraged to be involved with their child's education through communication with school personnel and close attention to the school website, PowerSchool, and emails. Parents may also volunteer to help in the school if they are willing to get fingerprinted and have a background check (the form is on the school website). Parent volunteers may help serve lunch, volunteer time for special events, work with student activities after school, assist with concerts, work in classrooms, etc. The PAPA PTSO, SAC/SHAC (see below), and Equity Council also provide an excellent avenue for involvement and support.

EXECUTIVE DIRECTOR ADVISORY COUNCIL (EDAC), SCHOOL HEALTH ADVISORY COUNCIL (SHAC), PAPA THRIVES (PAPA EQUITY COUNCIL, SOCIAL-EMOTIONAL LEARNING (SEL))

The committees above are composed of teachers, staff members, students, parents, and/or community members. The main goal of these committees is to provide input on programs, policies, procedures, health, and safety to PAPA Administration and the Executive Director, and to the Governing Council (for policy additions or modifications). Contact the Executive Director if you would like to volunteer for these committees.

The goal of PAPA's Equity Council is to make recommendations to the executive director regarding equal access to education. PAPA's Equity Statement is as follows:

PAPA is a public charter school committed to advancing historically marginalized and underrepresented students in the arts and academics by our continual efforts devoted to intentionally identifying and dismantling the structures of institutional oppression in education, consistently validating the unique social, historical,

cultural, linguistic, gender, sexuality, and ethnic identities of our students, families, and community, and constantly working to build equitable access to power and resources by bridging barriers to higher education and career choice for underrepresented students. We show our commitment to a holistic response to this work in our efforts to create equitable and culturally responsive school-wide systems reflected in, among others- administrative policies, practices, and procedures; a diverse and multicultural student body, and staffing which reflects this diversity; culturally and linguistically responsive curriculum and instruction and; sufficient resources devoted to promoting and sustaining the health and wellness of PAPA students and designing student support strategies which validate and affirm the unique cultural identities of our students and leverage the strengths of their communities.

SPECIAL SERVICES PROGRAMS

PAPA shall provide a free, appropriate public education for all students with disabilities that complies with the Individuals with Disabilities Education Act, its implementing regulations, and state regulations established pursuant to 20 U.S.C. Section 1412 of the U.S. Code. PAPA also works closely with parents to create Individualized Education Plans and necessary 504 Plans. PAPA's Fine Arts and College Preparatory curricula will provide enriched learning opportunities in the least restrictive environment as defined by IDEA. Accommodations and modifications that meet the needs of individual students are provided by appropriate staff. All inquiries about special services may be directed to the Special Services Director, Francesca McIntire, at fmclintire@paparts.org.

GENDER SUPPORT PLANS

The Public Academy for Performing Arts strives to support inclusivity. The Gender Support Plan (GSP) is a detailed document created to support our transgender and non-binary students. It establishes a shared understanding among student, parent(s)/guardian(s), and school faculty and staff about the ways in which the student's authentic gender will be accounted for and supported at school and will affirm the gender-inclusive climate. The Public Academy for Performing Arts implements within our community.

Either parents/guardians or students have access to request a Gender Support Plan (GSP) via The Gender Support Plan Request Form located on PAPA's website. Once submitted, the requester will be contacted by the Safe Zone Coordinators to begin the official process. Once the GSP is finalized, it will be implemented school wide. Gender Support Plans will be reviewed each academic year to ensure that the student's gender-related needs are being met during their time at PAPA. There are different types of gender support plans:

Informal: Upon student request, our school will recognize students by their affirmed name/gender identity in interpersonal interactions, such as how the student is addressed in class including Google Classroom. No parental notification or permission is required. Students have the right to access the facilities and activities that affirm their gender identity, regardless of legal name or sex assigned at birth. Pupil records, such as records in PowerSchool will remain in the legal name.

Formal: Parent participation is required. Students may request that their name/gender be changed in most school-generated documents, google classroom, PowerSchool, performance programs, certificates. Legal documents that are generated internally (e.g., transcripts) and externally (e.g., Advanced Placement exams) will continue to show the student's legal name/gender.

color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

MEDICAL AND HEALTH

PAPA will always follow PED and DOH guidance for health and safety related to illness and medication.

All students must comply with state-mandated health screenings and immunization requirements. Shot records or a state form for exemption are required for each student. If a parent provides the exemption, this form must be updated each year to avoid student disenrollment. In the event of an infectious disease outbreak, PAPA will notify the Infectious Disease Epidemiology Bureau at the New Mexico Department of Health and follow their recommendations. This may include students with vaccination exemptions being excluded from school and school activities for a period of time.

PAPA is not legally obligated to administer medication to any students. Students are not permitted to carry medicine (over the counter or prescribed) with them during school hours, on campus or school-related activities without appropriate medical authorization. Students who require over the counter medication must have doctor's authorization on file, have parents bring medication to school, and have medication dispensed in the health office by staff as needed. Medication will only be administered at school if it is necessary for a student to remain in school. If authorized, students will be allowed to medicate at school under supervision (this includes asthma and anaphylaxis self-administration). The school must be notified in writing of the need to take medication at school using **PAPA's Medical Authorization Form** with the following information:

- A physician must submit, in writing, his/her recommendations. The statement must include the name of the student, the name of the drug, dosage to be administered with the precise schedule of administration, possible side effects, and period of administration time indicated.
 - o Medication Authorization Form
- Parents must provide written consent for administration of the drug by school personnel including an emergency telephone number in case contact is necessary, because the student has a negative reaction to the drug.
- Medication must be brought in the original pharmacy bottle.
- Medication must be brought immediately to the administrative assistant/health assistant to be kept in a locked cabinet.

Legal: A court order showing legal name/gender change is recognized permanently across student records. Some historical documents may be updated upon request.

For questions or concerns, please contact the Safe Zone Co-ordinators at safezone@paparts.net.

BREAKFAST AND LUNCH SERVICE

PAPA provides breakfast and lunch for students. All meals served follow Federal and State guidelines for nutrition and portion size. Breakfast is served in the Cafe at 7:30am and PAPA has separate lunch periods for middle and high school students.

No food or drink (except water) is permitted in the classroom. Students who arrive at school with drinks other than water will be asked to finish them before entering the classroom. If your child has a medical condition that necessitates access to food at times other than breakfast and lunch, contact our health assistant in the main office to determine next steps (info@paparts.org).

Students are permitted to eat outside and in the Cafe. Students are not permitted to eat lunch in the hallways or classrooms except during inclement weather, or if they are part of an organization that meets during lunch, or if their teacher provides extra support during lunch. Students are strongly encouraged to go outside for fresh air and sunshine. They need to dress according to the weather.

If a parent delivers lunch for a student, it should be taken to the office for the student to pick up during passing period lunch. Students will not be called out of class to pick up lunches, to meet parents in the parking lot, and food will not be delivered to classrooms. Ordering food from off-campus delivery services and receiving food deliveries during the day is not permitted. Food deliveries are an inappropriate use of instructional time, disrupt the educational process and compete with state-mandated food service programs.

~~For the 2023-24, all students have free breakfast and lunch. PAPA is still required to collect information contained on Free and Reduced Lunch Forms. Therefore, parents/guardians will need to complete the form at registration. All students will receive a Free and Reduced Lunch Form as part of the registration process. A determination of eligibility will be provided to the parent once the form is processed. Eligibility will determine whether the student pays fully for lunch, has a reduced lunch rate or receives free lunch. The forms will also be available in the school office if a family's status changes. The information provided is kept confidential.~~

PAPA is required to provide a United States Department of Agriculture reimbursable meal to a student who requests one, unless the student's parent or guardian has specifically provided written permission to the school to withhold a meal. However, the PAPA budget for meals depends on prompt payment from parents for meals ordered. Not paying may affect the variety of lunches offered, extra-curricular activity participation, reduce the budget and cause cuts in funding to other educational programs.

SNAP AND FNS

Federal Supplemental Nutrition Assistance Program (SNAP) and Food and Nutrition Service (FNS) USDA Nondiscrimination Statement:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race,

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- Students with a **Health Management Plan** must provide a current copy to the office annually.
- Students who need to take medications on a field trip or on an overnight field trip must comply with the information and procedures above. Medication will be collected at the beginning of the trip, stored by a staff member, and administered by staff. Students are not permitted to carry medications on them unless specifically stated on the Medical Authorization Form.

DRESS CODE

PAPA's dual focus on arts and college preparation lends itself to preparing students to understand the role dress plays in different settings from audition, interview, college and career. PAPA expects student dress and grooming to reflect high standards of personal conduct while providing an avenue for creativity and individuality. Student dress may not present a health or safety hazard, violate municipal or state law or present a potential for disruption to the instructional program.

Undergarments should not be exposed. Unacceptable clothing and accessories include, but are not limited to, attire or accessories which advertise, display or promote any drug, including alcohol or tobacco, sexual activity, violence, gangs, or disrespect and/or show bigotry toward any group are not acceptable.

PAPA's administration has the authority to use discretion for any instance that the student's dress may be questionable or when violations are not specifically mentioned above. Students will be removed from class and required to obtain appropriate clothing before being readmitted. Refusal to dress appropriately will result in disciplinary action.

PERSONAL ITEMS, CELL PHONES, ELECTRONIC DEVICES

PAPA is not responsible for the security, cost of, or replacement of any lost or stolen personal items. Students should not bring items of value to school. School personnel will not spend time looking for missing cell phones or other personal items. Any electronic device will be confiscated or banned if misused. Instances of misuse by students include, but are not limited to using social media and video sharing platforms such as YouTube to post unauthorized photographs and/or films taken at PAPA or any PAPA sponsored event.

PAPA staff should not see or hear electronic devices during class time. Cell phones should not be accessed during instructional time, unless explicitly directed by the teacher. To do so is a disruption to the educational process for your child and other children. Each teacher has their own procedure about where cell phones should be stored during the period. Failure to comply with cell phone procedures may result in collection of the phone for that period, cell phone collected and housed in the office for parent pick up, or additional measures as necessary. Please do not call, text or Facetime your child during instructional time. Cell phones are used in exchange for a hall or restroom pass. Cell phone use during lunch is permitted so long as use follows anti bullying policy and appropriate technology usage. When cell phones are brought to school, they are no longer solely personal property and are subject to search and seizure if the student is suspected of violating school rules or local law, including harassment, bullying, or drugs.

LOCKER USE

Students may use school lockers as long as the privilege does not result in damage to or misuse of the locker. Examples of damage are dents, permanent markings, etc. Examples of other misuse are sharing, overloading, leaving food or other trash, pranks, etc. Students will sign up for a locker each year. Students will provide their own padlock and must turn in the combination or extra key. Locker combinations should not be shared with other students as students are responsible for the content in

their assigned locker. If a new lock is needed during the school year, the new combination or key must be shared with the office. Any locks put on without signing up in the office will be cut off with no reimbursement for the lock. PAPA administration reserves the right to search a student's locker with reasonable suspicion of misconduct. Students are encouraged to decorate their lockers using guidelines provided by administration. Students must empty and clean their lockers by the last day of the school year. There will be a \$25 cleaning fee added to a student's account for any locker not cleaned out.

RESTORATIVE PRACTICES AND DISCIPLINE

PAPA seeks to use positive, preventative and restorative approaches to manage student behavior, minimize the need for discipline, and maximize instructional time for students. Our goal is for all students and staff to exhibit respect for each other in all aspects of the education process including behavior, dress, and communication. The staff at PAPA strives to uphold the highest levels of positive behavior. Students are expected to conduct themselves in a manner that supports the educational purpose of PAPA and with regard for the rights and welfare of all school community members.

PAPA's restorative practices give students an opportunity to create and understand shared behavioral expectations in the classroom, understand behavioral expectations as PAPA students, and to build relationships that foster the development of healthy, productive students while preventing behavioral infractions. The emphasis on restorative relationships and positive behavior creates an atmosphere of mutual respect and the appreciation of individual differences among students, teachers and staff members and parents, as well as respect for the school campus and public property.

If infractions do occur, restorative practices help students acknowledge and be accountable for their behavior, repair damage caused, learn and grow, and prevent a recurrence of that behavior. Punishment may be used in conjunction with restorative justice, as determined by the administrative team.

At the beginning of the year, teachers will create a set of classroom rules with student input. When a student fails to follow the rules set forth by their teacher, the behavior becomes a distraction to the teacher and to the class and disrupts the education process. Teachers will use a progressive series of restorative practices to address behavioral concerns which may include conversation, responsive circles with the class, conference, and office referral. Continued failure to follow classroom expectations and rules that have a negative impact on the relationships within the classroom and prevents students from learning. This may result in an office discipline referral.

Following are school-wide expected behaviors at PAPA. Students are expected to exhibit these behaviors while on campus and at all PAPA activities. See the Performance Agreement listing expected behaviors by location at the beginning of this document.

Respectful - We treat ourselves, others and the environment with care. Use appropriate language, engage in class, take care of school property, practice performance etiquette. Be safe on campus.

Professionalism - We take honest reflection and ownership of our words and actions. This includes keeping hands and feet to ourselves, no public display of affection. Come to school/class prepared and on time. No drugs. No gangs or gang-like behavior.

Agency, Initiative, Attitude, and Self Advocacy and Effort - We are truthful to ourselves and others. Try, learn from mistakes, give full attention and effort in class, if you see something, say something. Have a positive attitude.

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Kindness - We take care of each other. Be kind and supportive of each other, practice inclusivity, help others in need by getting an adult.

Appropriate actions, including restorative practices and/or discipline will be taken when students do not meet these expectations. Potential consequences for misbehavior are determined by frequency and intensity of the behavior. Consequences always contain a restorative component and self/behavioral reflection (conversation, make it right, corrective action, reintegrating meetings, etc.) and may include: redirection, removal from setting, parent contact, loss of free time, lunch detention, campus clean up, in school suspension, out of school suspension, or expulsion.

BEHAVIORAL INTERVENTION AND SUPPORT, RESTORATIVE PRACTICES, AND DISCIPLINE.
 PAPA seeks to use positive behavioral interventions and supports to build an equitable, inclusive, and positive school climate and culture. School staff use supportive, preventative, and restorative approaches to manage student behavior, minimize the need for discipline, and maximize instructional time for students. Our goal is for all students and staff to exhibit respect for each other in all aspects of the education process including behavior, dress, and communication. Following are school-wide expected behaviors at PAPA. Students are expected to exhibit these behaviors while on campus and at all PAPA activities.

| Location | Respectful | Professional | Agency, Initiative, Attitude, Self-Advocacy, Effort | Kindness |
|--------------------------|---|--|---|--|
| Classroom | We cover ourselves, others and the environment with care. Listen to others Treat all students with care Share our best | We take better care of our work and ourselves We are respectful to ourselves and others. This care of all ourselves Come prepared and on time Share in our best | Agency, Initiative, Attitude, Self-Advocacy, Effort We are available to ourselves and others. Listen to our work Give credit for ideas you use Work through challenges, try your best | We take care of each other. Keep a positive attitude Be kind and encouraging |
| Common Area | We take care of all materials we return when we are done with them. | We are in our common areas at breaks We are respectful to ourselves and others. We are respectful to ourselves and others. We are respectful to ourselves and others. | Listen to our work Give credit for ideas you use Work through challenges, try your best | We take care of each other. Keep a positive attitude Be kind and encouraging |
| Restroom / Dressing Room | We take care of all materials we return when we are done with them. | We are in our common areas at breaks We are respectful to ourselves and others. We are respectful to ourselves and others. | Listen to our work Give credit for ideas you use Work through challenges, try your best | We take care of each other. Keep a positive attitude Be kind and encouraging |
| Outside Area | We take care of all materials we return when we are done with them. | We are in our common areas at breaks We are respectful to ourselves and others. We are respectful to ourselves and others. | Listen to our work Give credit for ideas you use Work through challenges, try your best | We take care of each other. Keep a positive attitude Be kind and encouraging |
| Office | We take care of all materials we return when we are done with them. | We are in our common areas at breaks We are respectful to ourselves and others. We are respectful to ourselves and others. | Listen to our work Give credit for ideas you use Work through challenges, try your best | We take care of each other. Keep a positive attitude Be kind and encouraging |
| Theater | We take care of all materials we return when we are done with them. | We are in our common areas at breaks We are respectful to ourselves and others. We are respectful to ourselves and others. | Listen to our work Give credit for ideas you use Work through challenges, try your best | We take care of each other. Keep a positive attitude Be kind and encouraging |

The staff at PAPA strives to uphold the highest levels of positive behavior. Students are expected to conduct themselves in a manner that supports the educational purpose of PAPA and with regard to the rights and welfare of all school community members. PAPA's restorative practices give students an opportunity to create and understand shared behavioral expectations in the classroom, understand behavioral expectations as PAPA students, and to build relationships that foster the development of healthy, productive students while preventing behavioral infractions. The emphasis on restorative relationships and positive behavior creates an atmosphere of mutual respect and the appreciation of individual differences among students, teachers and staff members and parents, as well as respect for the school campus and public property. If infractions do occur, restorative practices help students acknowledge and be accountable for their behavior, repair damage caused, learn and grow, and prevent a recurrence of that behavior. Punishment may be used in conjunction with restorative justice, as determined by the administrative team. At the beginning of the year, teachers will create a set of classroom

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rules with student input. When a student fails to follow the rules set forth by their teacher, the behavior becomes a distraction to the teacher and the class and disrupts the education process. PAPA implements a Multi-Layered System of Supports or MLSS approach to supporting students both academically and behaviorally. Teachers will use a progressive series of restorative practices to address behavioral concerns which may include conversation, responsive circles with the class, conferences, and office referrals. Continued failure to follow classroom expectations and rules harms the relationships within the classroom and prevents students from learning. This may result in an office discipline referral. Punishment may be used in conjunction with restorative justice, as determined by the administrative team. Following are school-wide expected behaviors at PAPA. Students are expected to exhibit these behaviors while on campus and at all PAPA activities. The following matrix represents our multi-layered approach to teaching positive behaviors and using restorative approaches to address behavioral infractions, and appropriate punishment when behavioral infractions are serious and/or repeated.

| Behaviors which only impact the student: | 1 st Occurrence | 2 nd Occurrence | 3 rd Occurrence | Individualized Behavioral Intervention Plan |
|---|---|--|---|---|
| <ul style="list-style-type: none"> Unprepared Out of seat Unapproved use of phone Not following directions Tardiness Inappropriate use or destruction of materials Off-task Lack of class for longer than approved Work refusal | <ul style="list-style-type: none"> Eye contact/proximity Student reset/refocus in classroom Verbal redirect to expected behavior | <ul style="list-style-type: none"> Restorative conversation (teacher and student) Loss of privileges Verbal warning Email/phone call to parent | <ul style="list-style-type: none"> Loss of lunch (teacher supervised with re-teaching of expectations) Email/phone call to parent Reset/refocus in alternative setting (office or counselor) Behavioral agreements between home and teacher. SAT referral for Functional | <ul style="list-style-type: none"> Referral to administration/office referral. Email/phone call to parent Restorative conference (teacher, parent, admin, student) |
| <ul style="list-style-type: none"> Schoolwide positive behavioral expectations taught and posted school-wide. Explicit monthly SEL instruction. Staff training annually on responsive and trauma-informed and culturally positive practices and supports. Daily attendance by all teachers Classroom shared agreements and | | | | |
| <ul style="list-style-type: none"> Behaviors which impact the learning of others or the learning environment: Talking back to teacher Visiting/talking during instruction Touching others | | | | |

| | | | | | | |
|--|--|---|---|---|--|-------------------------------------|
| <ul style="list-style-type: none"> Touching others belongings Invading/violating other's space Noise-making Yelling Inappropriate language Plagiarism/cheating Name-calling Running Cell phone violations Inappropriate use of tech (not involving threats, intimidation or pornography) | <p>norms which are co-created and posted in the classroom.</p> <p>Frequent active and experiential recognition of students when they are performing the expected behaviors.</p> <p>Connection circles, class community meetings or classroom conversations to reinforce connections and positive learning environment.</p> | <p>Office Managed Behaviors: The following behaviors are managed by the teacher and do not require a referral to the principal or administrator:</p> <ul style="list-style-type: none"> Behavioral infractions that result in a referral to the principal or administrator: Behavioral infractions that result in a referral to the principal or administrator: Behavioral infractions that result in a referral to the principal or administrator: | <p>1st Occurrence</p> <p>Parent/Admin/Teacher restorative Conference</p> <p>In school reflection period-3 day ISS or lunch detention from the class where the infraction occurred, supervised by office</p> <p>Student reflection paper</p> <p>SAT referral/FBA</p> | <p>2nd Occurrence</p> <p>Parent/Admin restorative Conference</p> <p>1 day suspension</p> <p>Student reflection paper</p> <p>Weekly review of performance and problem-solving support with admin or counselor.</p> <p>SAT Referral</p> | <p>3rd Occurrence</p> <p>Parent conference</p> <p>3 day suspension</p> <p>Loss of privileges</p> <p>Close monitoring which may include but is not limited to supervised lunch, escort, and restricted access to common areas or digital devices.</p> | <p>Behavioral Assessment</p> |
|--|--|---|---|---|--|-------------------------------------|

| | | | | | |
|---|--|---|--|--|--|
| <p>Ditching</p> <p>2 day ISS parent contact</p> <p>Attendance consequences for ditching</p> <p>1 day School Community Service</p> <p>Credit for missed work is at the discretion of the teacher.</p> <p>3 days ISS parent contact</p> <p>2 days School Community Service</p> <p>Loss of passing period and/escort</p> <p>5 days ISS parent contact</p> <p>3 Days School community service</p> <p>Loss of privileges, school extra-curricular activities</p> | <p>Level II</p> <p>Intentionally harmful behaviors: Require immediate referral to Administration.</p> <p>Stealing</p> | <p>1st Occurrence</p> <p>Restorative conference with parent/guardian</p> <p>1 Day OSS</p> <p>Restitution</p> <p>School-based community service</p> <p>SAT Referral/FBA</p> | <p>2nd Occurrence</p> <p>Restorative conference with parent/guardian</p> <p>3 Days OSS</p> <p>Restitution</p> <p>School-based community service</p> | <p>3rd Occurrence</p> <p>Restorative conference with parent/guardian</p> <p>5 Days OSS</p> <p>Close monitoring which may include but is not limited to supervised lunch, escort, and restricted access to common areas or digital devices.</p> <p>Behavior contract</p> | <p>Property destruction</p> <p>Restorative conference with parent/guardian</p> <p>Restorative conference with parent/guardian</p> |
|---|--|---|--|--|--|

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|---|---|--|--|---|
| | | 1 (minor)-3 (major) days of in-school suspension | Restitution School-based community service | 3 Days OSS Restitution Close monitoring which may include but is not limited to supervised lunch, escort, and restricted access to common areas or digital devices. Behavior Contract |
| | | Restitution School-based community service | | |
| Reckless endangerment of self or others | 1 day ISS parent conference | 3 day OSS parent conference | Participation in specialized classes, completion of learning modules related to behaviors | 5 Day OSS parent conference Close monitoring which may include but is not limited to supervised lunch, escort, and restricted access to common areas or digital devices. Behavior Contract |
| Bullying, Harassment, Intimidation | 1 day OSS Parent conference No contact, stay-away, or behavioral contracts. | 3 days OSS Parent Conference Mandatory participation in Health and Community Safety education either school or community provided (with verification) Loss of privileges Participation in specialized classes, completion of learning modules related to behaviors | 5 days OSS Parent Conference Mandatory participation in Health and Community Safety education either school or community provided (with verification) Close monitoring which may include but is not limited to supervised lunch, escort, and restricted access to common areas or digital devices. Behavior Contract | |

| | | | |
|---|---|---|--|
| Sexual Harassment Tampering with security | 1 days OSS Parent Conference | 3 days OSS Parent Conference | 5 days OSS Parent Conference |
| Verbal abuse of a staff member | 1 day OSS Parent Conference | 3 days OSS Parent Conference | 5 days OSS Parent Conference |
| Inappropriate use of tech involving threats, intimidation, pornography) | 3 days OSS Parent Conference | Loss of Privileges 5 days OSS Parent Conference | Behavior Contract 5 days OSS Parent Conference |
| Breach of Behavioral Contract (4th+ occurrence of behavior) | Parent Conference 9 day OSS | Parent conference Manifestation hearing (students with IEP or BIP) Recommend expulsion | Behavior contract |
| Office Manager Behaviors Level III Illegal Behaviors | 1st Occurrence | 2nd Occurrence Disciplinary suspension, student long-term removal, expulsion, referral to community mental health and/or law enforcement, and Wellness Team (HAWT) or Manifestation Determination meeting for students with IEPs and those with 504s | |
| Drugs (possession, use, distribution) | Parent conference 5 days out of school suspension Police report Mandatory participation in Health and Community Safety education either school or community provided (with verification) | Parent conference Police report Manifestation hearing (students with IEP or BIP) or HAWT referral Recommend Expulsion | |

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| | | |
|---|---|--|
| Assault and battery of a staff member | 9 days out of school suspension Parent conference Police report Manifestation hearing (students with IEP or BIP) or HAWT referral Recommend expulsion | |
| Possession or use of deadly weapon or firearm | 9 days out of school suspension Parent conference Police report Manifestation hearing (students with IEP or BIP) or HAWT referral Recommend expulsion | |

- Knowingly send, receive, or display communications that disparage or berate Governing Council members, or students, or employees, or diminish employee productivity and/or professionalism. Nothing contained in this paragraph shall be construed to interfere with the conduct of official PAPA business;
- Violate any local, State, or Federal statute or regulation including, but not limited to copyright laws;
- Solicit, endorse, or proselytize others for commercial ventures, outside organizations, or religious, social, or political causes;
- Disrupt, disable, damage, or interfere with services, equipment, or other users;
- Access, assist, or allow others to access equipment, files, passwords, user codes, or information without authorization.
- Student social media accounts which impersonate PAPA, incite ill feelings, spread gossip or rumors that result in conflict or upset the educational process can be subject to disciplinary action.

PAPA reserves the right to review, audit, intercept, access, and disclose all matters on PAPA computers, Internet access, and e-mail systems, as business conditions and/or security considerations warrant, with or without notice, during or after school hours. Technological resources are the property of PAPA. Students using this resource have no expectation of privacy in their use of PAPA technological resources such as e-mail or on the Internet.

Students are not permitted to create PAPA social media accounts. All clubs and activity social media posts must be approved by the PAPA Executive Director and under the supervision of club sponsors.

ANTI-BULLYING POLICY

Any display of bullying behavior at PAPA is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Bullying" means any severe, pervasive or persistent act or conduct that targets a student, whether physically, electronically or verbally and that:

- (1) may be based on a student's actual or perceived race, religion, color, national origin, ancestry, sex, sexual orientation, gender identity, physical or cognitive disability or any other distinguishing characteristic; or an association with any such person or group, and
- (2) can be reasonably predicted to place a student in reasonable fear of physical harm to a student's person or property; cause a substantial detrimental effect on a student's physical or mental health; substantially interfere with a student's academic performance or attendance; or substantially interfere with a student's ability to participate in or benefit from the services, activities or privileges provided by PAPA.

Retaliation against persons who report, or witness incidents of bullying is prohibited. Students and parents may file verbal or written reports concerning suspected bullying behavior or retaliation to school personnel and administrators. Anonymous, written reports may be made through the administrative mailboxes, provided that no formal disciplinary action shall be taken solely on the basis of an anonymous report. All reports of suspected bullying behavior or retaliation will be reviewed and/or investigated by administration or designee. If acts of bullying or retaliation are verified, prompt disciplinary action may be taken against the perpetrator through a Behavior Intervention Plan that may include conferencing, counseling, anger management training, participation in skill-building and resolution activities, removal of privileges, community service, suspension and/or expulsion. All reports and investigation records will be documented and maintained for four years. Bullying/incident

TECHNOLOGY USE

The use of PAPA technology resources is a privilege granted to students primarily for the enhancement of the education process. Violations of this policy may result in the revocation of this privilege. Depending upon the severity of the infraction, students may also face disciplinary action up to and including expulsion, and/or criminal prosecution for misuse of this resource.

Respectful digital citizenship must be adhered when using PAPA technological tools or any of the programs used in the completion of assignments for PAPA. Respectful digital citizenship includes recognition that all students have rights and responsibilities to uphold. These include treating others the way you want to be treated; being respectful/ntice on and off-line; respecting the privacy of others; respecting other people's digital property and space; and insisting that others have the same respect. Remember, your online life is a reflection of you!

PAPA does not attempt to articulate all possible uses or violations within this document. In general, users are expected to use PAPA computers and computer networks in a responsible, polite, and respectful manner. Users are not allowed to:

- Knowingly send, receive, or display sexually oriented images, messages, or cartoons;
- Knowingly send, receive, or display communications that ridicule, disparage, or criticize a person, a group of people, or an organization based upon race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs;
- Knowingly send, receive, or display communications that demean, threaten, insult, harass, or defame others;

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report forms are located in the front office and on our website under policies & PTSO. All forms are to be turned in to any administrator. [Bullying/Incident Report Form](#)

SUBSTANCE USE/ABUSE

NM law (NMAC 6.12.4) clearly "prohibits the use, possession and distribution of tobacco products, e-cigarettes and nicotine liquid containers, alcoholic beverages, mood-altering substances and illicit drugs in school buildings, on school premises and by students at school-sponsored activities away from school grounds." The law requires schools to "establish a tobacco, alcohol and drug free school policy that provides specific rules of conduct prohibiting the use, possession and distribution of such items, establish adequate provisions for its enforcement, including the enumeration of possible sanctions or disciplinary action, consistent with applicable statutory and case law." Schools are to post notices on school premises prohibiting use, possession or distribution of drugs/alcohol and at school-sponsored activities off campus.

Other NM and Federal laws state that it is illegal to possess, use, purchase, sell, procure or attempt to procure, offer or barter for illegal substances for the minor's own use or for another minor prior to the age of 21.

Substance abuse prevention activities and learning opportunities will take place in multiple classrooms and settings throughout the year. The School Health Advisory Council (SHAC) will offer after school educational events to students, staff and parents to increase awareness of and prevent the use of illegal substances and to increase the physical, mental, social and academic health of students.

In an effort to keep everyone safe and deter illegal activity, the possession/distribution or use of drugs/alcohol are non-negotiables at PAPA and will result in suspension up to 9-days. In addition to suspension, students will be required to participate in restorative practices such as community service, research papers, counseling, reintegration meetings, etc.

Choosing to violate this rule more than one time in a school year will result in additional disciplinary action including expulsion from PAPA.

SEARCH AND SEIZURE

A student's person or property while under the authority of PAPA and PAPA's property assigned to a student, are subject to search, and items found are subject to seizure in accordance with the law. An administrator may direct or conduct a screening (random or blanket search of students/belongings generally as a preventative measure) and/or search (individual search of students and belongings with probable cause) when the administrator believes that a either is necessary to help maintain or improve school safety and security, PAPA may use trained dogs or specialized equipment to screen for concealed, prohibited items including drugs or weapons on campus. This includes classrooms, lockers, and vehicles on school grounds, and backpacks. Screenings conducted by trained dogs may or may not be announced in advance. Screening and/or searches of the entire student body or of individual students may occur.

The following requirements govern the conduct of permissible searches by authorized persons:

- School property and student property/vehicles on campus may be searched with or without students present. When students are not present, another authorized person shall serve as a witness whenever possible. Students are to assume full responsibility for the content and the security of property assigned to them.

- Physical searches of student's person may be conducted only by an authorized person who is of the same sex as the student, and except where circumstances render it impossible may be conducted only in the presence of another person of the same sex.

- Illegal items, legal items which threaten the safety or security of others or personal/public property, which are used to disrupt or interfere with the educational process, may be seized by authorized persons. Seized items shall be released to appropriate authorities or a student's parent or returned to the student when the administrative authority deems appropriate.

When a search discloses illegally possessed contraband material or evidence of some other crime, the administrative authority shall have the discretion to notify a law enforcement officer.

POLICE REPORT

A police report may be filed with local law enforcement if a student displays any of the following arrestable offenses: arson, assault, weapons possession/use, battery, threats, theft, vandalism, trespass, exploitation, interfering with the education process, and possession, use, under the influence, sale and/or distribution of controlled/illegal substances including drugs and alcohol. Arrestable offenses may also result in expulsion from PAPA.

GRIEVANCE PROCEDURE

The Public Academy for Performing Arts strives to provide students with a positive, productive, safe, healthy, orderly environment in which they can thrive in academics and the arts. To this end, issues may arise that cannot be resolved at the classroom or administrative level, resulting in the need for intervention by the PAPA Governing Council. Thus, PAPA has instituted the following chain of procedure in regard to parent grievances:

1. If there is an academic or behavioral concern involving a student in the classroom, the first step is for a parent to contact the teacher.
2. If the concern cannot be resolved with the teacher, the parent may choose to present the concern to PAPA administration – the Director of Special Services for Special Education Concerns; the Assistant Director for discipline concerns; or the Executive Director for academic and other concerns.
3. If the concern was brought to the Director of Special Services or the Assistant Director and could not be resolved, the next step is to present the concern to the Executive Director.
4. If the concern cannot be resolved with the Executive Director, the parent may choose to appeal to the Governing Council for intervention through the following:
 - a. Present a written grievance statement to the Governing Council President detailing the situation and the resolution efforts within 5 work days after meeting with the Executive Director.
 - b. The Governing Council President, via the Executive Director, shall provide the written grievance to the person(s) who is/are the subject of the grievance. The person(s) who is/are the subject of the grievance may submit to the Governing Council President a written response to the grievance.
 - c. Within 10 work days of receipt of the written concern, the voting members of the Governing Council will meet.
 - d. The grievance proceeding will be held in Executive/Closed Session. At the beginning of the Executive/Closed session of the meeting the President will read the grievance and allow the parent to make a statement providing any additional information. Written response(s) from the person(s) who are the subject of the grievance will also be read and will be allowed to make a statement providing any additional information. The parent and his/her representatives along with the person(s) who are the subject of the grievance will then be excused from the meeting to allow the Governing Council to discuss the grievance.

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- e. The parent and Governing Council may choose to bring legal representation to the meeting. The parent must notify the Governing Council President at least 72 hours in advance of the meeting if the parent will bring legal representation.
- f. The Governing Council's decision on the grievance will be made in open session and a written response to the grievance will be made within 5 work days of the Executive Closed Session. The Governing Council's open session action shall not be specific enough to violate the privacy of employees, students, or other protected acts.
- g. The Governing Council's response is final.

If parents need more information or have concerns in areas not covered by the content of this document, feel free to call or email PAPA at info@paparts.org.

I HAVE REVIEWED THE 2023-24 PUBLIC ACADEMY FOR PERFORMING ARTS PARENT/STUDENT HANDBOOK.

STUDENT NAME _____

DATE _____

**PAPA 2024-25
EMPLOYEE HANDBOOK**



PAPA 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.

MISSION STATEMENT

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.

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Website: www.paparts.org

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I. OVERVIEW OF PAPA COMMUNITY

A. Vision and Mission:

Vision: The Public Academy for Performing Arts will be a small, supportive community where all students pursue both high academic achievement and excellence in the performing arts.

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.

B. PAPA Working Environment: PAPA endeavors to create a positive, professional working environment for all employees. In pursuit of this goal, PAPA has adopted the following employee relations objectives:

1. Provide an exciting, challenging, and rewarding workplace and experience.
2. Select employees on the basis of skill, training, ability, attitude, and character without discriminating.
3. Review salary schedules, employee benefits, and working conditions periodically with the objective of being competitive, yet consistent with sound business practices.
4. Assure employees an opportunity to discuss any issue with the appropriate administrator.
5. Take prompt and appropriate action to resolve issues which may arise in the everyday conduct of our business.
6. Respect individual rights and treat all employees with courtesy and consideration.
7. Maintain open communication, professionalism, and mutual respect within our working relationships.
8. Promote an atmosphere consistent with PAPA's vision and mission.

The policies in this handbook are guidelines; are not expressed or implied contracts with employees; and do not create contractual obligations of any kind between PAPA and any of its employees. The provisions of this handbook have been developed at the discretion of the Governing Council, and the policies/procedures in this handbook may be amended, revised, supplemented, or rescinded at any time, at the sole discretion of the PAPA Governing Council.

C. Employee Expectations: As a member of PAPA's team, employees are expected to perform assigned duties in a positive, professional, and skillful manner. Employees are expected to cooperate with administration and fellow employees while building positive, working relationships with students and parents. How employees interact with fellow staff and those whom PAPA serves, and how they accept direction can affect the success of each department. In turn, the performance of one department can impact the entire service offered by PAPA.

The Governing Council is dedicated to making PAPA an organization where administration is approachable and sharing ideas and opinions are encouraged. All communication should have the same end result in mind: to promote and support student academic and/or performing art success. All employees are encouraged to bring forward their suggestions and ideas about how PAPA can become a better place to work and our service to students enhanced. When an opportunity for improvement arises, employees should talk to the Executive Director who will bring ideas to the

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attention of the people of PAPA who may be responsible for implementing it. All suggestions are valued.

Employees are expected to go through the proper channels when issues arise or to voice potentially controversial opinions. The chain of command begins with the staff member(s) involved; then moves on to the Department Chair (if not resolved); then to the Executive Director; and finally the Governing Council. All communication must be ethical, professional, and supportive of the vision and mission of PAPA without the intention of undermining those involved.

D. Purpose of the Employee Handbook: The purpose of this handbook is to provide guidance and information in regard to the various, in some instances complex, employment issues, terms, and policies/procedures. It has been developed to advise employees of their rights and responsibilities to PAPA. Any clarification questions should be presented to the Executive Director or Business Manager in charge of human relations for PAPA.

II. EMPLOYMENT POLICIES

A. Equal Employment Opportunity: PAPA is an equal opportunity employer committed to maintaining a non-discriminatory, diverse work environment. PAPA does not unlawfully discriminate against any person on the basis of race, color, ancestry, religion, age, sex, national origin, disability, medical condition, status as a veteran, sexual orientation, spousal affiliation, gender identity or any other basis protected by federal, state or local law. This policy covers all PAPA programs, services, policies, and procedures.

B. Employees with Disabilities: In accordance with the Americans with Disabilities Act (ADA), PAPA does not discriminate against any "qualified individuals with a disability." Individuals qualify for employment if they meet the educational, skill, and experience requirements of a position and can perform the essential functions of the job with or without a reasonable accommodation. Individuals have a disability if they have an impairment that impacts a major life function such as caring for one's self, performing manual tasks, walking, hearing, seeing, speaking, breathing, learning, or if the impairment otherwise impacts an individual's ability to perform a class of jobs or a broad range of jobs. Psychological impairments, learning disabilities, and some chronic health impairments, such as epilepsy, diabetes, arthritis, cancer, cardiac problems, and AIDS may also be considered disabilities.

PAPA is committed to diversity and nondiscrimination and supports the full employment of qualified individuals with disabilities in its workforce. Therefore, a process has been established to assist employees with disabilities in reasonably modifying the work environment to allow the employee to perform the essential functions of his or her job. It is the responsibility of the employee to request an accommodation of his or her physical or mental disability by contacting the Executive Director. In accordance with the ADA, PAPA will take such requests seriously and will promptly determine whether the employee is a qualified individual with a disability and whether a reasonable accommodation exists which would allow the employee to perform the essential functions of the job without imposing an undue hardship on PAPA or other employees. If an employee believes he/she has been unlawfully discriminated against because of a disability, the employee should discuss the matter with the Executive Director or the Human Resources Manager.

C. Anti-Harassment/Discrimination Policy: PAPA is committed to providing a work place that is free of unlawful discrimination or harassment. Every employee is expected to treat his or her co-workers, visitors, students and guests professionally and respectfully.

Each employee is required to familiarize him/herself with this Anti-Harassment/Discrimination Policy, reporting obligations and procedures. If any questions arise about the school's policy, the Executive Director or his/her designee should be contacted for clarification.

1. No Tolerance Harassment/Discrimination Policy. PAPA is committed to creating a workplace free of discrimination and harassment. Both the law and PAPA prohibit any form of discrimination and/or harassment based on race, color, ancestry, religion, age, sex, national origin, disability, medical condition, status as a veteran, sexual orientation, spousal affiliation, gender identity or any other basis protected by federal, state or local law. All of these groups are referred to in this policy as "protected classes." This prohibition applies in your relationships with all other employees, students, parents and guardians, visitors and guests.

2. Discrimination/Harassment Described. Discrimination and harassment include conduct that could reasonably be construed generally as any unwelcome behavior towards another, whether verbal, physical or visual, that is based on a person's belonging to a protected class. This conduct will most likely interfere with others' ability to work and most certainly will be intolerable as an example to our students and our community.

a. SEXUAL HARASSMENT: Because sexual harassment raises issues about human interaction that are to some extent unique, the subject of sexual harassment is described separately here, however, it is no more or less tolerable than harassment based on some other protected status. Sexual harassment is a form of sex discrimination that may include:

- requests for sexual favors;
- sexual advances;
- persistent or unwelcome flirtation or requests for dates, especially if the behavior continues after a clear objection has been made;
- sexually motivated inappropriate conduct such as facial expressions or body language, leering, making sexual gestures or actual touching, kissing, impeding or blocking another's movements;
- displaying sexually suggestive objects, pictures or cartoons; demands to submit to sexual requests in order to maintain employment or avoid some employment-related loss (e.g. salary), and offers of job benefits or favors in return for sexual favors;
- intimidation and hostility directed to an individual because of sex; or explicit or degrading verbal, written or electronic comments of a sexual nature, such as comments about an individual's body or dress.

This list is not exhaustive and applies to conduct by co-workers, supervisors, volunteers and others invited to the school premises. Sexual harassment can apply to conduct in any work-related setting outside the work place as well.

Consensual sexual behavior between adults, outside the workplace and welcome by both parties is not considered sexual harassment; however, those who engage in such relationships should be aware that questions regarding the actual freedom of choice of one of the parties may be raised later, especially when a superior/subordinate relationship exists between them.

b. harassment/discrimination other basis. Other prohibited harassment includes verbal or physical conduct which degrades or shows hostility or aversion toward an individual even partly because of a person's belonging to a protected class. Conduct similar to that described above as sexual harassment and discrimination, if based on one of these protected classifications is illegal. For example, verbal conduct such as epithets, jokes based on ethnicity, age-related derogatory comments, foul or obscene language or racial slurs will likely be unwanted and offensive to others resulting in unwelcome behavior that could be interpreted as harassing or discriminatory.

3. Employee Responsibilities. All employees of PAPA are responsible for taking appropriate action to prevent and eliminate harassment and discrimination at PAPA. If an employee experiences discrimination or harassment, PAPA encourages him/her to firmly and promptly notify the offender that his/her conduct is offensive, even if it is not directed at the employee. If the conduct continues the employee should report the conduct immediately. If an employee observes discrimination or harassment of another employee, student, visitor or guest, by a fellow employee, the concern should be reported immediately. At no time should an employee assume that inappropriate conduct between a student and an adult is acceptable, "consensual" or that it should not be reported because he/she concerned that the conduct may be misinterpreted.

4. Reporting Complaints. If an employee experiences or observes harassment or discrimination he/she should bring the concern directly to PAPA's Executive Director or the Business Manager in charge of human resources. The complaint will be promptly investigated. The complainant and the alleged offender will be instructed to limit their work contact with each other immediately, pending the outcome of the investigation.

5. No Retaliation. PAPA will not tolerate retaliation or reprisals of any type against any employee who complains of harassment or provides information in connection with any such complaint. Retaliation is considered to be misconduct and grounds for disciplinary action, up to and including discharge.

6. Complaint Procedure, Investigation and Response. Complaints may initially be made verbally; however, the complainant will be asked to complete a "Harassment Complaint Form" to assist with the investigation process. The form can be obtained through the business office.

a. Normally, an investigation will include interviews with the complainant, and the alleged offender (who will be told of all of the allegations against him or her) and all witnesses or other relevant persons as necessary to establish the facts. All employee-witnesses, the complainant and the alleged offender are expected to cooperate in the investigation. Failure to cooperate or deliberately providing false information during an investigation, including in complaint itself, will be grounds for disciplinary action, up to and including discharge. Other individuals, such as a third party investigator, may be involved to resolve the complaint. The investigator will collect and review all relevant documents.

b. PAPA will investigate every report of harassment or discrimination. In conducting an investigation, PAPA will respect the privacy of all concerned; however, complete confidentiality may not always be possible because of the need

to conduct a complete and thorough investigation and to ensure that both sides' interests are fairly protected.

c. As soon as the investigation is finished, the investigator will meet with the individual's supervisor or if appropriate the supervisor's supervisor(s), and report whether he or she believes that discrimination or harassment has occurred. If the investigation results in a finding of discrimination and/or harassment, then the supervisor will determine the appropriate disciplinary action up to and including a recommendation to terminate or discharge the employee. The supervisor will inform the complainant and the alleged offender of the outcome of the investigation and his/her proposed disciplinary action. The date of the discussion with the respective party shall constitute the "determination date."

d. Appeal. If the complainant or alleged offender is not satisfied with the outcome of a discrimination complaint, either employee may appeal that decision to the PAPA Governing Council or to a neutral third party, whichever is deemed appropriate by the Executive Director under the circumstances. The employee appealing the supervisor's decision must submit a written appeal to the Executive Director with copies to the other party within five (5) working days of the determination date. The non-appealing party and supervisor of the appealing party has the option of submitting written materials in support of their respective positions within three (3) working days from the date they receive the appealing parties' appeal.

e. Final Decision. The Governing Council or neutral third-party will inform the complainant/respondent of the appeal decision in writing within five (5) working days from the date the appeal was submitted. This is the final level of review in the internal complaint process. The timelines set forth in this policy may be waived or extended by the Governing Council.

D. Religious Accommodation: Sometimes individuals hold religious beliefs or conduct religious practices that conflict with their work schedules or assigned responsibilities. PAPA will attempt to provide a reasonable accommodation for religious beliefs and practices of such individuals if to do so does not impose an undue hardship for the employee's department, or interfere with the employee's ability to perform the essential functions of the position. If you would like to request reasonable accommodation based on your religious beliefs, you should contact the Executive Director or the Business Manager. You may be asked to provide appropriate documentation to support your request.

E. Employee Background Check: Prior to becoming an employee of PAPA, a comprehensive background check consisting of prior employment verification, professional reference checks, education licensure and certification confirmation, and a criminal background check is conducted in accordance with applicable laws.

F. Immigration Law Compliance: All offers of employment are contingent upon verification of a potential employee's right to work in the United States. Potential employees will be asked to provide original documents verifying right to work and, as required by federal law, to sign a Federal Form I-9, "Employment Eligibility Verification Form." If an immigrant employee, at any time cannot verify his/her right to work in the United States, PAPA may be obliged to terminate employment.

2. Separate File. The following records will be maintained in a separate file, apart from the personnel file, for each employee:

- a. Employment medical records;
- b. INS (Immigration and Naturalization) I-9 Form;
- c. Workers' compensation records;
- d. Health records;
- e. Drug testing records.

3. Inspection of Personnel File. Employees may inspect their own personnel records in the presence of the Executive Director (or designee). Such an inspection must be requested in writing to the Executive Director (or designee) and will be scheduled at a mutually convenient time. Employees who feel that any file material is incomplete, inaccurate, or irrelevant may submit a written request to the Executive Director (or designee) that documentation to correct such materials be added to personnel files. Only supervisors and others in administration who have an employment related need-to-know about another employee may inspect the personnel files of a particular employee.

H. Work Schedule:

1. Business Hours. PAPA generally operates from 7:30 am until 4:30 pm. Work schedules are determined by the Executive Director.
2. Classroom Coverage. Students must be supervised at all times and are never left unattended. If an employee needs to leave the classroom or work station, he/she must contact the Executive Director so adequate coverage can be arranged. If an employee needs to leave the campus for any reason, he/she is required to notify the Executive Director, sign out at the front desk, and sign back in upon returning.
3. Duty Day, Sign Out. The duty day for regular start teachers is 7:45am - 3:30pm and late start teachers is 8:45am - 4:30pm. All other staff report as instructed by the Executive Director. When an employee leaves campus during the duty day, they must check out in the office and back in when they return.
4. Absence or Lateness. If an employee is unable to report to work, or if he/she will arrive late, he/she is required to contact the Executive Director and administrative assistant before 6:00am or the night before by 10:00pm. If an employee knows in advance that he/she will need to be absent, a leave request must be turned in to the Executive Director. If an employee is absent because of an illness, the Executive Director may require the submission of a written statement from the employee's health care provider stating that he/she is able to resume employment responsibilities. Unauthorized absences, lateness, or leaving campus may lead to disciplinary action, up to and including possible discharge. Documentation from a medical professional is required when the absence extends a holiday, during an in-service day, or if the employee needs flexibility with hours due to a medical condition.

G. Personnel Records: The responsibility of handling personnel records and related personnel administration functions at PAPA has been assigned to the Business Manager. Questions regarding insurance, wages, and interpretation of personnel policies may be directed to him/her. PAPA strives to balance its need to obtain, use, and retain employment information with each individual's right to privacy. To this end, it attempts to restrict the personnel information maintained to that which is necessary for the conduct of its business or which is required by federal, state, or local law. The Executive Director (or designee) is responsible for overseeing the record keeping for all personnel information. Employees have the responsibility of ensuring their personnel records are up to date and should notify the Business Manager in writing of any changes in name, address, contact phone numbers, marital status (for benefits and tax withholding purposes only); number of dependents (for benefits and tax withholding purposes only); addresses and telephone numbers of dependents and spouse or former spouse (for insurance purposes only); beneficiary designations if applicable; and emergency contact information. If you have a change in any of these items, please complete an "employee change" form and return to the Business Manager as soon as possible.

1. Contents of File. An employee's personnel file may contain the following information:

- a. Complete application for employment along with verification of qualifications for the position as outlined in job description;
- b. Professional license;
- c. Official transcript;
- d. Employee's contract;
- e. Signed Job description;
- f. Pre-employment references;
- g. Signed acknowledgment that the employee has received the employee policies handbook. Separate signed acknowledgements submitted by the employee signifying understanding of policies and procedures including, but not limited to those regarding child abuse/neglect, drug free workplace, handling cash/checks from fundraisers, code of ethical conduct, and computer usage.
- h. Performance appraisals;
- i. Documented attendance at educational and training programs, including in-service courses and orientation;
- j. Any complaints, allegations, inquiries or findings of student abuse or neglect; warnings or disciplinary actions;
- k. Documentation of equipment issued to employees: keys, pagers, cell phones, etc.

5. Attendance at PAPA Events. Staff are expected to volunteer at three (3) events per year in addition to attending the following: Open House, Panda BamBOO, Prospective Student Open House, Year End Awards Ceremony, and Graduation.
6. If teachers are asked to substitute during their prep period, they will be reimbursed for their time at a rate of \$35/period. This reimbursement assumes that tasks usually completed during the prep period will need to be completed during non-contract hours.
7. Severe Weather and Emergency Conditions. In the event of severe weather conditions or other emergencies, PAPA will close if APS has a closure or delay (unless the only APS schools on closure or delay are east mountain schools).

I. Fundraising for Out of State Travel: All out of state travel must be approved by the Governing Council. A specific, written fundraising plan must be submitted to and approved by the Executive Director prior to submission with the out of state travel packet to the Governing Council. The fundraising plan must include: total amount of money needed for trip, cost breakdown by activity (hotel, airfare, conference cost, meals, etc.), deadlines for payment, expected parent contribution. Parent contribution may not exceed 33% of the individual student's cost. Interim goals for fundraising must be identified and consequences of not meeting those goals may include cancellation of the trip.

J. Personal Items in the Classroom: Personal items that violate safety procedures/protocols or that place undue stress on the electrical system or limit the capacity of the PAPA's technology/internet/servers are not permitted. These items include but are not limited to: microwaves, refrigerators, personal/space heaters, lights, coffee pots, or decorative string lights.

III. WAGE AND SALARY POLICIES

A. PAPA – An Equal Opportunity Employer: Employee compensation will be structured to attract, motivate, retain, and reward high quality personnel to effectively carry out the objectives of PAPA without regard to race, color, ancestry, religion, age, sex, national origin, disability, medical condition, status as a veteran, sexual orientation, spousal affiliation, gender identity or any other basis protected by federal, state or local law. PAPA will prioritize its expenditure of resources to achieve a competitive compensation position in public education in the local area market.

B. Pay Periods: Paychecks will be issued on the 5th and 20th of each month for a total of 24 paychecks. Checks will reflect compensation for the pay period, less required and optional payroll deductions. If an employee is hired after a payroll deadline (check with the Business Manager), his/her first paycheck will be delayed until the second payday after employment begins. Paychecks will be issued on the Friday before if the 5th or 20th falls on a weekend or holiday.

Deductions will be itemized on the payroll stub. Paycheck stubs should be carefully reviewed by employees each payday. If questions arise about the amounts shown on a paycheck or how they are calculated, the employee should contact the Business Manager. If an employee has been overpaid, and it is later discovered, he/she will be required to return the overpayment in full to PAPA

C. Basis for Determining Pay: The PAPA Governing Board adopts a salary schedule for teachers, ancillary staff and educational assistants each year based upon education, experience, and legislative mandates.

D. Salary Increases: Each job class or licensing level presently has a salary range. Increases beyond the initial or minimum salary for a class or license level may be granted annually until the employee reaches the top step of their salary range. If an employee receives a new job at a higher or lower level of pay, the salary will be adjusted according to the salary schedule rules that are adopted by the PAPA Governing Council.

If a certified PAPA employee intends to seek a change in licensure level that will result in an increase of salary or is seeking National Board Certification, the intent must be reported to the Executive Director, in writing, by April 1st of the year prior to the change. In order for an increase in salary to occur within a contract year, the change must be approved, and all licensure documentation submitted to the PAPA Business Office by October 1st of the corresponding contract year. Salary increases for licensure changes that occur after October 1st will not begin until the following contract year.

E. Direct Payroll Deposit: Direct payroll deposit is the automatic deposit of an employee's pay directly into a financial institution account. The Business Manager should be contacted for details and the necessary authorization forms. This is a benefit we provide for employee convenience. We encourage all employees to take advantage of this service.

F. Mandatory Deductions from Paycheck: Federal, state and local income taxes and employee contribution to Social Security and New Mexico Educators retirement system will be deducted from pay checks as required by law. These deductions will be itemized on the check stub. The amount of the deductions will depend on earnings and on the information furnished on an employee's W-4 form regarding the number of exemptions claimed. If an employee wishes to modify the number of deductions, a new W-4 form must be requested from the Business Manager. Only an employee may modify his/her W-4 form. Verbal or written instructions are not sufficient to modify withholding allowances. Employees are advised to check pay stubs to ensure that the proper number of withholdings are reflected. Other mandatory deductions from an employee's paycheck include court-ordered garnishments or support deductions. If PAPA receives a court order mandating that an employee pay be garnished he/she will be notified and provided a copy of the order. PAPA will comply with the court order until such time as the employee provides a subsequently dated and signed court order directing PAPA to cease making the deduction.

G. Reimbursement for Travel and Expenses: Employees will be reimbursed for authorized travel and per diem expenses pursuant to the New Mexico Travel and Per Diem Rule, NMAC 2.24.2 as amended. An employee must obtain prior written authorization for expenditures for which he/she expects to be reimbursed for by PAPA. Failure to follow the appropriate procedures prior to incurring an expense, for which an employee wants to be reimbursed, may result in a denial of the request for reimbursement.

H. Employment Classifications: An employee's position at PAPA is classified as either regular full-time, part-time or short-term. In addition, employees are classified as either non-exempt or exempt. Certain policies and procedures outlined in the Employee Handbook may apply differently to you depending on how your job position is classified. If you have a question

concerning applicability of any particular provision, contact the Executive Director or the Business Manager prior to signing the receipt for this handbook.

1. Non-Exempt and Exempt Employees. At the time an employee is hired or transfers to a new position, he/she will be classified as either "exempt" or "nonexempt." This is necessary because, by law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of forty (40) hours per workweek. These employees are referred to as "non-exempt" in this Employee Handbook. This means that they are not exempt from (and therefore should receive) overtime pay.

Exempt employees are the Executive Director, principals, business managers, teachers, counselors, social workers, and others whose duties and responsibilities allow them to be "exempt" from overtime pay provisions as provided by the Federal Fair Labor Standards Act (FLSA) and any applicable state laws.

2. Full-Time Employees. An employee who works 40 hours per week, is considered a full-time employee.

3. Part-Time Employees. An employee who is regularly scheduled to work less than 40 hours per week is considered a part-time employee. If an employee is part-time working less than 20 hours per week, he/she is not eligible for the full employee benefits described in this Employee Handbook.

4. Overtime Pay. If an employee is a non-exempt employee he/she will be paid overtime in accordance with state and federal laws. Any overtime must be approved in advance by the Executive Director. Failure to obtain authorization prior to working overtime may result in disciplinary action. For purposes of determining overtime pay, PAPA's work week shall be from 12:00 a.m. Monday until 11:59 p.m. Sunday.

IV. PERFORMANCE

A. Performance Reviews: The Executive Director will follow Governing Council policies and New Mexico Public Education Department requirements when conducting performance reviews for all certified and classified personnel. The performance reviews will be conducted collaboratively between the Executive Director (or assistant designee) and PAPA employees. Non-exempt employees will be evaluated annually. Licensed personnel will be evaluated in a manner consistent with PED regulations. The school's Executive Director will be evaluated no less frequently than once per year by PAPA's Governing Council.

During a formal performance review the Executive Director may cover the following areas:

- The quality and quantity of an employee's work.
- Strengths and areas for improvement.
- Initiative and teamwork.
- Attendance.

- Customer service orientation.

- Problem solving skills.

- Ongoing professional growth and development.

- All other competencies for an employee's position, level of licensure or certification.

Additional areas will also be reviewed as they relate to a specific job.

The evaluation provides an opportunity for collaborative, two-way communication between an employee and Executive Director. This is a good time to discuss interests and future goals. The Executive Director is interested in helping employees progress and grow in order to achieve personal and work-related goals. The Executive Director can answer questions concerning the performance review process.

The Executive Director uses the annual performance evaluation as a factor in determining future employment and assigned position. The performance evaluation may also be impacted by an employee's willingness to follow and cooperate with PAPA's employee conduct policies as described in this handbook or other directives or instructions given by the Executive Director or direct supervisor.

V. STANDARD OF CONDUCT

Generally speaking, PAPA expects each employee to act in a professional and responsible manner at all times following the New Mexico Public Education Department Regulation 6.60.9.9 "Standards of Professional Conduct". If an employee has any questions concerning any work or safety rule, or any of the unacceptable activities listed below, he/she should present those questions to the Executive Director.

A. Smoking: The use of tobacco, or tobacco products at school or any PAPA-sponsored functions, events or activities is prohibited.

B. Meetings: Attendance at staff meetings, parent meetings or a school function outside your duty day may be required, if you are a non-exempt employee, you will be paid for required time spent. Prior approval by the Executive Director will be required for any overtime.

C. Computer Software (Unauthorized Copying): PAPA licenses the use of computer software from a variety of outside companies. PAPA does not have the right to reproduce the software or to grant licenses for other users. Employees shall use the software only in accordance with the software publisher's license agreement. Employees must not download school-purchased software on any other computer without verifying the right to do so. Illegal reproduction of software can subject an employee to civil damages and criminal penalties, including fines and imprisonment.

D. Employee Technology Acceptable Use Policy: PAPA provides technology resources and business equipment to its staff for educational and administrative purposes. This policy governs the use of business equipment, computers and telephonic communication systems, including

e-mail, internet and internet systems (collectively referred to as "technology resources"). The use of PAPA technology resources is a privilege granted to employees for the enhancement of job-related functions, violation of which may result in disciplinary actions.

PAPA does not attempt to articulate all possible violations of this policy. In general, users are expected to use PAPA computers and computer networks in a responsible, polite, and professional manner for work related applications. Users are not allowed to:

1. Knowingly send, receive, or display sexually oriented images, messages, or cartoons.
2. Knowingly or recklessly send, receive, or display communications that ridicule, disparage, or criticize a person, a group of people, or an organization based upon race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs or for any other reason.
3. Knowingly send, receive, or display communications that demean, threaten, insult, harass, or defame others or otherwise undermine the vision and mission of PAPA.
4. Knowingly send, receive, or display communications that disparage or berate PAPA, Board Members, or employees, or diminish employee productivity and/or professionalism.
5. Violate any local, State, or Federal statute or regulation including, but not limited to copyright laws.
6. Solicit, endorse, or proselytize others for commercial ventures, outside organizations, or religious, social, or political causes.
7. Disrupt, disable, damage, or interfere with services, equipment, or other users.
8. Access, assist, or allow others to access equipment, files, passwords, user codes, or information without authorization.
9. Use PAPA computers for personal business.

PAPA reserves the right to review, audit, intercept, access, and disclose all matters placed on PAPA technology resources, as business conditions and/or security considerations warrant, without employee notice, during or after employee working hours. The use of a PAPA provided password by an employee does not restrict PAPA's right to access electronic communications. While PAPA does not regularly monitor electronic communications, it reserves the right to do so without notice. Because PAPA reserves the right to access and monitor the use of PAPA's technology resources, no employee should have any expectation of privacy in connection with the use of this equipment or the transmission, receipt, or storage of information in such equipment, whether the information is personal or school-related.

E. Social Networking Website Use and Cell Phone Use with Students: State statutes and regulations and the PAPA Governing Council-adopted ethical and professional policies and standards require that professional educators and School employees establish strict, appropriate and professional boundaries in their conduct and communications with students. To that end, School employees shall not use Social Networking Websites or texting on cell phones as a means of communication with any School student for purposes unrelated to the school curriculum or school programs. School employees shall not use Social Networking Websites or personal cell phones to distribute or publish pictures, videos, or any other school curriculum-related material as an element of a classroom activity or assignment without prior written approval of the Executive Director. Social networking websites include, but are not limited to, Facebook, MySpace, YouTube or similar Internet-based websites.

F. Dress Code and Personal Appearance: Employees are expected to dress and groom in accordance with accepted social and business standards at any time he/she is representing PAPA. If the Executive Director decides that an employee's attire and/or grooming are

inappropriate, the employee may be required to leave the workplace/activity until he/she is properly attired and/or groomed. Employees who violate dress code standards may be subject to disciplinary action up to and including termination or discharge.

G. Drug-Free Workplace Policy: Employees who work while under the influence of alcohol or drugs present a safety hazard to themselves, their co-workers and students. In addition, employees who work under the influence of alcohol or drugs threaten PAPA's reputation and integrity. PAPA policy is to create a drug-free workplace in accordance with the Drug Free Workplace Act of 1988. The unlawful manufacture, distribution, possession, sale or use of a controlled substance in the workplace or while engaged in business off premises, such as at a parent's home, are strictly prohibited.

Prohibition and Standards.

1. **General Prohibition.** No employee or student will unlawfully possess, use, distribute, dispense, manufacture or be under the influence of alcohol or drugs while on PAPA school grounds; at PAPA sponsored or supervised activities (e.g., field trips); in any PAPA owned, leased or used vehicle; while engaged in or going to or from PAPA activities; or, while attending a school-related activity (e.g., workshop).
2. **Definition of Drug.** For purposes of this policy, the term "drug" will include any "illicit drug," "controlled substance," "intoxicating substance," "inhalant," "counterfeit substance," "look-alike substance," "marijuana," "cannabis," "opioid," "hallucinogen," "narcotic," or other unlawful drug for purposes of federal or state law including, but not necessarily limited to the Drug-Free Workplace Act, the Drug-Free Schools and Communities Act Amendments, the U.S. Controlled Substances Act and the New Mexico Controlled Substances Act, NMSA 1978 §§30-31-1 et seq.
3. **Exceptions.** This policy is not intended to prevent possession of a controlled substance if it was obtained directly pursuant to a valid prescription or order, from a physician, dentist or other person duly licensed, registered, or otherwise permitted under federal and state law to distribute or dispense the substance in the course of professional practice. If an employee is taking prescribed or over-the-counter medication that may affect work performance, this information should be immediately reported to the Executive Director or her designee.
4. **Conditions of employment.** As a condition of employment, each employee will abide by the terms of this drug-free workplace policy. Every employee is required to notify the Executive Director of any criminal drug conviction or plea of no contest for a violation occurring in the workplace no later than five (5) days after such conviction.
5. **Sanctions.** Where an employee violates the terms of this policy or is convicted of violating a criminal drug statute for an offense occurring in the workplace, the employee will be subject to sanctions, consistent with law and policy, which may include either appropriate personnel action against the employee, up to and including termination; or, a requirement that such employee satisfactorily participate in a drug-abuse assistance or rehabilitation program approved for such purpose by a federal, state or local health agency, law enforcement or another appropriate agency. The employee will be responsible for all uninsured costs associated with any such program.

H. Acceptance of Gifts: Advance approval from the Executive Director is required before an employee may solicit a gift on behalf of PAPA. PAPA staff members are not to receive payment

for tutoring, counseling, advising or providing services related to special programs from any student assigned to their classroom or other school functions.

I. Employment of Relatives: If an employee and members of his/her family are employed by PAPA, one may not supervise the other nor work in the same department. If the employees are unable to develop a workable solution, the Executive Director will decide which employee may be transferred in such situations. Family members include the employee's spouse, child, parent, parent-in-law, grandparent, grandparent-in-law, granddaughter, grandson, daughter-in-law, son-in-law, step-parent, domestic partner (a person with whom the employee's life is interdependent and with whom the employee shares a mutual residence), brother, sister, brother-in-law, sister-in-law, daughter or son of the employee's spouse or domestic partner, and any relative living in the household of the employee or domestic partner. Should two employees who work together or supervise each other enter into a personal, non-work related relationship, one or both employees may have to be transferred.

No person who is the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, or daughter-in-law of the Executive Director may be employed by PAPA unless approved by the Governing Council. The Governing Council may not hire a Executive Director who is the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, or daughter-in-law of any member of the Governing Council.

J. Solicitations and Distributions: Solicitation for any cause during working time and in working areas is not permitted. Employees are not permitted to distribute non-PAPA literature in work areas at any time during working time. Employees are not permitted to sell raffle chances, merchandise or otherwise solicit or distribute literature without management approval. Persons not employed by PAPA are prohibited from soliciting or distributing literature on PAPA property without the approval of the Executive Director.

K. Confidentiality: Employees of PAPA often learn confidential information about students, other employees or school business (together referred to as "confidential school information"). During and after employment with PAPA, confidential school information may not be shared with non-employees of PAPA and may only be shared with other PAPA employees on a need-to-know basis. If an employee violates this policy, disciplinary action will be taken up to and including termination or discharge.

PAPA will provide employee information to outside agencies only upon written authorization of the employee or as provided by law. Only the Executive Director or his/her designee can make decisions about releasing confidential personnel information. Most banks, credit agencies, or other parties requiring employment information will provide an appropriate form. Employees must provide a written and signed authorization form to the school, before PAPA will release personal information. PAPA's standard reference letters are limited to confirming dates of employment, job title, and current rate of pay. All requests for employment verification must be received by the Executive Director or Business Manager in writing. PAPA's response will be in writing. PAPA does not provide letters of recommendation.

PAPA protects employees' confidentiality and expects the employees to protect confidential school information as well. No one should provide any information about an employee and must refer any phone calls seeking such information to the Executive Director or Business Manager. Under no circumstances will PAPA verify employment by telephone.

In addition, PAPA expects that employees respect the privacy of fellow employees, both with employees and non-employees. Personal information about any employee may not be discussed with other employees or non-employees without written authorization. Breaching confidences may be grounds for disciplinary action up to and including termination or discharge.

L. Employee Privacy: PAPA reserves the right to search any person entering on its property or offsite while performing services for PAPA and to search property, equipment, and storage areas including but not limited to, clothing, personal effects, vehicles, buildings, rooms, facilities, offices, parking lots, desks, cabinets, lunch and equipment boxes or bags, and equipment. Any items that you do not want to have inspected should not be brought to work.

M. Basis for Conduct Related Discipline: In addition to the foregoing described standards of conduct, the following is a list of unacceptable activities that can result in disciplinary action, up to and including termination. This list should NOT be considered comprehensive and nothing in this list alters the at-will nature of employment for some employees.

1. Violation of any PAPA policy, Educator Code of Ethics, State or Federal law, or NMPED mandates.
2. Negligence or any careless action which endangers the life or safety of another person..
3. Insubordination or refusing to obey instructions properly issued by your supervisor pertaining to your work; unreasonably refusing to help out on a special assignment.
4. Dishonesty; falsification or misrepresentation on your application for employment or other work records; untruthfulness about sick or personal leave; falsifying reason for a leave of absence or other data requested by PAPA; unauthorized alteration of PAPA or student records or other documents.
5. Spreading malicious gossip and/or rumors; engaging in behavior which creates discord and lack of harmony; interfering with another employee on the job; restricting work output or encouraging others to do the same.
6. Unsatisfactory or careless work, failure to meet work productivity or work quality standards.
7. Arriving late or leaving work early (including during prep) without prior approval of administration..
8. Failure to report an absence.
9. Failure to immediately report damage to, or an accident involving, PAPA equipment.
10. Failure to use required timesheets, alteration of your own timesheet or records or attendance documents, punching or altering another employee's timesheet or records, or causing someone to alter your timesheet or records.

11. Any other act or omission which impairs or restricts the ability of PAPA to provide a safe and healthy environment for employees and students.

N. Discipline Process: A number of tools are utilized to motivate, correct, and/or discipline employees, including, but not limited to verbal and written warnings, suspensions, and discharge or termination as determined to be appropriate in each individual circumstance.

If your work performance is unsatisfactory or if your conduct on the job becomes a problem, your supervisor may counsel you and work with you to help resolve the issues. You may initiate this counseling as well. Your supervisor may also use a progressive, corrective process. This progressive disciplinary process may involve, but is not limited to, oral or written warnings, probation for poor work performance/habits, disciplinary suspension, and termination.

If progressive discipline is not considered appropriate, however, the sequence described above will not be followed. Decisions about whether discipline is necessary and what type of discipline is to be imposed are at the sole discretion of the Executive Director.

In the case of serious misconduct, it may be necessary to protect the safety and security of the workplace by suspending or placing the involved employees on administrative leave in order to remove them from the workplace. In addition, in some instances, while your supervisor is investigating and considering appropriate action, you may be relieved from duty pending a full investigation of the circumstances. The investigation may have one of the following results: (a) if the circumstances do not justify suspension, you will be allowed to return to work, although other disciplinary action may be taken; (b) if the circumstances do justify suspension you will be notified of the suspension and dates and conditions for returning to work. You will not be paid or accrue sick leave (if applicable to you) for the period suspension occurs; or (c) if the circumstances justify termination, and you are not a "tenured" employee within the meaning of the New Mexico School Personnel Act, you will be dismissed and a final paycheck will be issued excluding time of unpaid suspension. If you are a "tenured" employee and the circumstances justify termination or discharge, the process outlined in this handbook will be followed.

O. Grievance Procedures for on the Job Problems: As an employee of PAPA and an important member of our team, we are concerned that your on the job problems are brought to the attention of PAPA. Many problems tend to arise out of misunderstanding or lack of complete information. If problems are kept hidden, they tend to fester and to grow out of proportion to their seriousness. If you feel that anything has occurred that is in any way unfair to you, or if you have any complaints, requests, or constructive criticism, the best way to eliminate the problem is to talk it over. If the problem involves harassment of any kind, please see the previous section. This grievance procedure policy does not apply for complaints about the following situations:

1. The contents of an evaluation or the discretionary act(s) of professional judgment relating to the evaluation of the work performance of any employee by his/her immediate supervisor;
2. Discharge or termination decisions (See below);
3. Situations in which the remedy for the alleged violation resides exclusively in some person, agency, or authority other than PAPA, its Executive Director or Governing Council;
4. A former employee cannot file a grievance after the effective date of separation from employment.

All problems should be taken to your immediate supervisor first for discussion. Your supervisor is always ready and willing to answer your questions about your work or your progress. If you

have ideas for doing things a better way or encounter a problem about practices discussed herein or if any problems arise in the course of your work, talk to your supervisor. In most instances, the problem can be immediately solved after this first step is taken.

If, after talking to your supervisor, you have not received a satisfactory explanation or decision, you should notify your supervisor that you wish to present the problem to the Executive Director. To do this, please write a note to the Executive Director stating

- (1) your name and department;
- (2) what the problem is;
- (3) when you discussed it with the supervisor;
- (4) what your supervisor's response was;
- (5) why you disagree; and
- (6) what you suggest as the proper response to the problem you raised.

The Executive Director or his/her designee will investigate and, to the extent necessary, will discuss the problem with you.

Option for a third step: If you feel you did not receive a satisfactory explanation or decision, you should notify the Executive Director that you wish to present the problem to a neutral third party. To do this, please write a note to the Executive Director stating

- (1) your name and department;
- (2) what the problem is;
- (3) when you discussed it with your supervisor and the Executive Director;
- (4) what his/her responses were;
- (5) why you disagree; and
- (6) what you suggest as the proper response to the problem you raised.

The person designated by the Executive Director will investigate and, to the extent necessary, will discuss the problem with you.

In all cases, if an immediate decision is possible, it will be given to you; if not, you will be informed of a time when an answer will be available.

We urge you to bring all problems or complaints into the open since only in this manner can any action be taken by PAPA. All complaints should be brought no later than ten (10) school days from the complaint of the incident. This is to ensure that a proper investigation and fair evaluation can take place.

VI. TERMINATION AND DISCHARGE

A. Definitions.

1. Termination. In the case of a licensed employee, "termination" means non-renewal of a contract at the end of its term. For all other employees, "termination" means severing or ending the employment relationship.
2. Discharge. Discharge means to sever the employment relationship of licensed personnel or employees under contract before the end of the existing contract.

| Board Member Name | Position | Term Start | Course Code | Essential Understanding (hours required) | Academic | Open Governance/Organizational Performance | Ethics & Responsibility | Equity, Cultural and Linguistic Responsiveness | New Member Course | School Specific Onboarding 2018-2020 | Total Hours | Email Address |
|-------------------|----------------|------------|----------------|--|----------|--|-------------------------|--|-------------------|--------------------------------------|-------------|---|
| Liz Roybal | Member | <FY18 | FY24DG; FY24F | 4 | 2 | 1 | 1 | 1 | | | 9 | lroybal@paparts.org |
| Barbara CampB | President | FY20 | VFY24ALL | 3 | 2 | 1 | 1 | 1 | | | 8 | bcampbell@fmcnpa.com |
| Jessica Short | Secretary | FY21 | FY24ALL | 3 | 2 | 1 | 1 | 1 | | | 8 | short_j@aps.edu |
| Jessac Trujillo | Vice President | FY23 | VFY24ALL | 3 | 2 | 1 | 1 | 1 | | | 8 | Jessactrujillo@gmail.com |
| Paul Paradise | Member | FY23 | RC.F1.2.29.24; | 4 | 2 | 1 | 1 | 1 | | | 9 | pcpnm3050@gmail.com / pparadise@paparts.org |
| Renal Edwards | Member | FY24 | OGLOPY24; E | 1 | | 1 | 1 | 1 | | | 11 | renal.edwards@gmail.com |
| David Littlefield | Member | FY24 | RC.F1.2.29.24 | 1 | | | | | | | 1 | dogfb2@gmail.com |

5 out of 10 completed



GC Approved 4/25/24

2024 SCHOOL YEAR

2024-2025 School Calendar

| | |
|--------------|---|
| Aug 7 | First Day of School |
| Sept 2 | Labor Day |
| Oct 10 & 11 | Fall Break |
| Nov 11 | Veterans Day |
| Nov 25-29 | Thanksgiving Break |
| Dec 16-19 | Finals Week |
| Dec 19 | Last Day of School |
| Dec 23-Jan 7 | Winter Break |
| Jan 8 | First Day of School |
| Jan 20 | MLK Day |
| Feb 17 | Presidents Day |
| Mar 4 & 5 | Spring Dance Tech Rehearsal |
| Mar 17-21 | Spring Break |
| April 18 | Vernal Holiday |
| May 8 | All School Awards |
| May 12-16 | Finals Week |
| May 16 | Last Day of School |
| | In-Service |
| | No School for All—Holiday |
| | New Student Orientation (pre-registration) |
| | Jump Start |
| | First/Last Day of School |
| | Final Registration |
| | Virtual Day |
| | Graduation—May 8 |

| July | | | | | | |
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2025 SCHOOL YEAR

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Marketing Professional with a Passion for Performing Arts

KYLE MALONE

- Phone: 505.530.0176
Email: kyle.aaron.malone@gmail.com
Website: https://kyl62.com/Portfolio
Address: 2314 Hollywood Ave NW, Albuquerque, NM 87107

ABOUT ME



I am a dynamic marketing professional with a strong penchant for music and a keen interest in contributing to my child's school. With a proactive approach and an unwavering commitment to excellence, I thrive on challenges and am deeply passionate about utilizing my diverse skill set to drive meaningful outcomes.

PROFESSIONAL SKILLS



- Adobe Creative Suite (5/5)
Media Buying (4/5)
Account Management (4/5)
Print Production (5/5)
Design (4/5)
Event Planning (4/5)
Multi-tasking (4/5)
Product Design (4/5)

AWARDS



- Innovative New Mexico Honoree
2016 Awarded By Albuquerque Business First
Local Hero Award
2021 Given to New Mexico Harvest by Edible New Mexico

HOBBIES



- music (guitar icon)
photography (camera icon)
design (designer icon)
cycling (bicycle icon)
cooking (cup of coffee icon)
woodworking (woodworking icon)

WORK EXPERIENCE



- 2023 - present Los Alamos National Laboratory
Team Lead
I serve as the head of the Multimedia Print Production team within one of the globe's foremost and ground breaking multidisciplinary research organizations, Los Alamos National Laboratory. In my capacity, I oversee a spectrum of responsibilities encompassing project management, secure environment operations, design, and brand oversight. My routine involves engaging with high-level executives, including lab directors, and liaising with other top-tier stakeholders. Additionally, I take charge of budget management and diligently uphold project schedules. My role extends to providing strategic direction for multifaceted and dynamic initiatives, fostering a culture of collaboration and adaptability.
2017 - 2018 Van H. Gilbert Architects
Marketing Manager
I was in charge of responding to RFPs and creating proposals for potential clients. I managed the website, took progress and final photos of projects and attend pitches.
2011 - present Kinfolk Branding + Advertising + Printing
Owner
Kinfolk Branding & Advertising excels at creating unique branding and advertising strategies for businesses of all sizes. I work with other designers, photographers, and web developers on creating a memorable experience for our client's customers. I have done work for the city of Albuquerque, Farmington, and Los Alamos. My most current clients include; Rio Grande Jewelry (Berkshire Hathaway), New Mexico Partnership, Rio Bravo Brewing Co., United Way of New Mexico, Supper Food Truck, and many others. I provide clients with full print production services as well as media buying.
2011 - 2019 Albuquerque Folk Festival
President and Director of Marketing
As the Director of Marketing I led the efforts for a complete rebrand, including logo, festival signage, advertising, website, and more. As President I ran all board meetings. I worked with dozens of local, regional, and national musicians to put on New Mexico's largest participatory folk festival.

EDUCATION



- 2004 - 2009 University of New Mexico, Albuquerque, New Mexico
Bachelor of Arts in Public Administration
Created a curriculum of advertising and creative arts.
1999-2003 Cibola High School, Albuquerque, New Mexico
Diploma
I excelled in science and performance arts.