



1. Governing Council Agenda Thursday, June 19, 2025, 6:00 pm, RM 21

<https://www.youtube.com/@PAPAGoverningCouncil/streams> 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. Kyle Malone, 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	
2. Welcome and Introductions -	Chair	
3. Approval of Agenda ACTION ITEM -	All	
4. Approval of Previous Meeting Minutes (5/22/25)	All	
5. Open Forum for Public Comment (Form Required) NONE Open Forum request: https://forms.gle/FqaPgWYt7cn7FjR9 PAPA Open Forum Guidelines: https://docs.google.com/document/d/15hiN1n5pHrP0PsbXq2rHlnzbFzySyHGuHbn6a-WJ/edit?usp=sharing		
6. Budget & Finance Committee Report - 7. May Financial Report - ACTION ITEM - a. BARS/Permanent Transfer ACTION ITEM - b. CHECK REGISTER MAY -ACTION ITEM- c. POs over \$5,000 -	Paul Paradise and Rhonda Cordova	
8. Executive Director's Report a. Written Report b. Handbook Updates	Tamara Lopez	
9. Organizational Business 1. President's Report - 2. Calendar Meeting Dates 2025-26- ACTION ITEM 3. Update Contact information, review cycle years- ACTION ITEM 4. Committee Assignments-ACTION ITEM 5. Cell Phone Policy-ACTION ITEM 6. Cohort 2029 Graduation-local requirements 2 units- DISCUSSION ITEM	Barbara CampBell Jessica Short	
9. Executive Session- Limited Personnel Matters - _____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.	Barbara CampBell	
10. Exit Executive Session - _____moves to come out of Executive session 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.	Jessica Short	
11. Adjourn -	Barbara CampBell	

----- 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, Community Laura Cella, Parent Stephanie Cottrell
Finance Committee – Paul Paradise(Chair), Rhonda Cordova, Kyle Malone, Tamara Lopez,--8:10 a.m. monthly, Tuesday before Council Meeting
Long-Range Planning – Barbara CampBell (Chair), Paul Paradise, Renai Edwards, Tamara Lopez, Naomi Montoya, Ginny Wilmerding,
Performing Arts Committee – Issac Trujillo (Chair), Kyle Malone, Tamara Lopez, Naomi Montoya
Policy Review Committee – Jessica Short (Chair), Issac Trujillo, Tamara Lopez, Virginia Wilmerding, Paul Paradise
Executive Director Evaluation Committee- Paul Paradise, Issac Trujillo, Kyle Malone
GOVERNING COUNCIL MEETING DATES 2025-26 Meetings take place at PAPA the 3rd Thursday of each month at 6:00 pm in room 21.
Meeting Dates for 25-26:



1. Governing Council Minutes Thursday, May 22, 2025, 6:00 pm, RM 21

<https://www.youtube.com/@PAPAGoverningCouncil/streams> 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. Kyle Malone, GC Member	5. David Littlefield, GC Member	9. Virginia Wilmerding, Staff Representative	Scheduled Guests: PAPA Visual Art Students Summer Labog- Math
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	6:07 pm
2. Welcome and Introductions - Isaac Trujillo, Renai Edwards, Jessica Short, Carol Torrez, Dr. Ginny Wilmerding, Rhonda Cordova, Tamara Lopez, Barb Campbell, Paul Paradise	Chair	6:08 pm
3. Approval of Agenda ACTION ITEM - ISAAC TRUJILLO 1ST, PAUL PARADISE 2ND, 5/5 APPROVED	All	6:10 pm
4. Approval of Previous Meeting Minutes (4/17/25) ACTION ITEM - ADDITION OF DR. GINNY'S ATTENDANCE JESSICA SHORT 1ST, ISAAC TRUJILLO 2ND, 5/5 APPROVED	All	6:11 pm
5. Open Forum for Public Comment (Form Required) NONE Open Forum request: https://forms.gle/FqaPgwTyt7cn7FjR9 PAPA Open Forum Guidelines: https://docs.google.com/document/d/16hjN1n5pHzP0PsbXq2rHLnzbEzvSyHGuhbn6a-WJ/edit?usp=sharing		6:11 pm
6. Budget & Finance Committee Report - Kyle Malone, Jennifer Molina, Rhonda Cordova, Paul Paradise - Carryover or next year, Adjustment to balance	Paul Paradise and Rhonda Cordova	6:12 pm
7. April Financial Report - ACTION ITEM - ISAAC TRUJILLO 1ST, JESSICA SHORT 2ND, 5/5 APPROVED a. BARS/Permanent Transfer ACTION ITEM - 0020-! - YOUTH CHAT GRANT, ISAAC TRUJILLO 1ST, PAUL PARADISE 2ND, 5/5 APPROVED b. CHECK REGISTER APRIL - ACTION ITEM- ISAAC TRUJILLO 1ST, PAUL PARADISE 2ND 5/5 APPROVED (MOTION TO CHANGE MARCH TO APRIL ON THE AGENDA): APPROVED 5/5 c. POs over \$5,000 - NHCC for \$14k, UNM SUB d. Salary Schedule Adjustment- ACTION ITEM - Social Worker salary adjustment to match other school districts. Isaac Trujillo 1st, Paul Paradise 2nd 5/5 Approved		
8. Executive Director's Report a. Written Report b. Guest- Elisa & Steve Building Updates c. Professional Services Agreement- Action Item - Isaac Trujillo 1st, Paul Paradise 2nd 5/5 Approved d. Charter School Grant Application i. Notification of Management Organization- ACTION ITEM - Isaac Trujillo 1st, Paul Paradise 2nd, 5/5 Approved ii. Additional Assurances- ACTION ITEM - Jessica Short 1st, Paul Paradise 2nd 5/5 Approved	Tamara Lopez	6:21 pm
9. Organizational Business 1. President's Report -Training Hours & update Contact information, review cycle years	Barbara CampBell Jessica Short	6:56 pm
9. Executive Session- Limited Personnel Matters -	Barbara CampBell	7:03 pm
10. Exit Executive Session -	Jessica Short	7:23 pm
11. Adjourn -	Barbara CampBell	7:23 pm

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Public Academy for Performing Arts

Bank Account Register Activity Report

Bank: [All]; Bank Account: [All]; Begin Date: 05/01/2025; End Date: 05/31/2025; Status: Non-Void; Created On: 6/15/2025 11:20:21 PM

Bank	Date	Number	Type	Payee/From	Status	Deposit	Withdrawal	Balance
US Bank	5/1/2025			Beginning Balance				\$3,040,597.18
	5/1/2025	7716	Cash Receipt	NHCC Senior Showcase	Non-Void	\$1,807.95		\$3,042,405.13
	5/1/2025	7717	Cash Receipt	Snacks/MT/General/Choir/BYU/Yearbook	Non-Void	\$1,344.42		\$3,043,749.55
	5/2/2025	16029	AP Warrant	Hudson, Su	Non-Void		\$339.02	\$3,043,410.53
	5/2/2025	16030	AP Warrant	Labog, Summer Gay M.	Non-Void		\$1,925.52	\$3,041,485.01
	5/2/2025	16031	AP Warrant	Lopez, Tamara	Non-Void		\$89.97	\$3,041,395.04
	5/2/2025	7718	Cash Receipt	Snacks/Guitar	Non-Void	\$733.80		\$3,042,128.84
	5/5/2025		Payroll Liability Check	IRS	Non-Void		\$28,447.23	\$3,013,681.61
	5/5/2025		Payroll Liability Check	US bank	Non-Void		\$80,653.57	\$2,933,028.04
	5/5/2025	00064540	Journal Entry	HB33 payment to APS	Non-Void		\$5,884.66	\$2,927,143.38
	5/5/2025	7719	Cash Receipt	Yearbook/Chromebook/NHS/Lunch/General/Film/Senior	Non-Void	\$751.15		\$2,927,894.53
	5/6/2025		Payroll Liability Check	ERB	Non-Void		\$73,502.77	\$2,854,391.76
	5/6/2025		Payroll Liability Check	INGReliastar	Non-Void		\$1,384.50	\$2,853,007.26
	5/6/2025		Payroll Liability Check	MG Trust Company	Non-Void		\$2,050.00	\$2,850,957.26
	5/6/2025		Payroll Liability Check	New Mexico Taxation & Revenue	Non-Void		\$6,783.73	\$2,844,173.53
	5/6/2025		Payroll Liability Check	NM Retiree Healthcare Authority	Non-Void		\$7,747.18	\$2,836,426.35
	5/6/2025		Payroll Liability Check	NMPSIA	Non-Void		\$40,614.18	\$2,795,812.17
	5/6/2025	16032	Payroll Liability Check	AFLAC	Non-Void		\$1,462.04	\$2,794,350.13
	5/6/2025	16033	Payroll Liability Check	Pre-Paid Legal Services, Inc.	Non-Void		\$229.32	\$2,794,120.81
	5/6/2025	7720	Cash Receipt	Band/General/StuCo/Theater/APS/Band/Band	Non-Void	\$15,502.62		\$2,809,623.43
	5/8/2025	7721	Cash Receipt	NHS/Yearbook	Non-Void	\$100.00		\$2,809,723.43
	5/9/2025		AP Warrant	APS	Non-Void		\$8,442.44	\$2,801,280.99
	5/9/2025	16034	AP Warrant	ACES	Non-Void		\$1,151.12	\$2,800,129.87
	5/9/2025	16035	AP Warrant	ACT, Inc.	Non-Void		\$1,142.98	\$2,798,986.89
	5/9/2025	16036	AP Warrant	AE Awards, Etc.	Non-Void		\$1,567.50	\$2,797,419.39
	5/9/2025	16037	AP Warrant	Albuquerque Florist	Non-Void		\$267.94	\$2,797,151.45
	5/9/2025	16038	AP Warrant	BYU Continuing Education	Non-Void		\$80.00	\$2,797,071.45
	5/9/2025	16039	AP Warrant	Charter Law Office PC	Non-Void		\$503.15	\$2,796,568.30
	5/9/2025	16040	AP Warrant	Rhonda Cordova	Non-Void		\$3,587.50	\$2,792,980.80
	5/9/2025	16041	AP Warrant	Danfelter, Jackie	Non-Void		\$256.15	\$2,792,724.65
	5/9/2025	16042	AP Warrant	Dion's Pizza	Non-Void		\$103.60	\$2,792,621.05
	5/9/2025	16043	AP Warrant	Dunn-Chavez, Melanie	Non-Void		\$2,247.21	\$2,790,373.84
	5/9/2025	16045	AP Warrant	Labatt Food Service	Non-Void		\$10,748.54	\$2,779,625.30
	5/9/2025	16046	AP Warrant	LSG and Associates, Inc.	Non-Void		\$100.00	\$2,779,525.30
	5/9/2025	16047	AP Warrant	NM International School	Non-Void		\$100.00	\$2,779,425.30
	5/9/2025	16048	AP Warrant	NMMEA - Albuquerque	Non-Void		\$100.00	\$2,779,325.30

5/9/2025	16049	AP Warrant	Sam's Club	Non-Void		\$953.42	\$2,778,371.88
5/9/2025	16050	AP Warrant	Southwest Copy Systems	Non-Void		\$134.35	\$2,778,237.53
5/9/2025	16051	AP Warrant	Staples	Non-Void		\$439.36	\$2,777,798.17
5/9/2025	16052	AP Warrant	Sundstrom, Allison	Non-Void		\$150.00	\$2,777,648.17
5/9/2025	16053	AP Warrant	Waste Management	Non-Void		\$259.51	\$2,777,388.66
5/12/2025	16054	AP Warrant	Amazon.com	Non-Void		\$1,880.54	\$2,775,508.12
5/13/2025	7723	Cash Receipt	Summer School/Theatopian/Choir/PJHS	Non-Void	\$879.00		\$2,776,387.12
5/13/2025	7727	Cash Receipt	SEG May 2025	Non-Void	\$412,753.22		\$3,189,140.34
5/14/2025	00064541	Journal Entry	Bank Analysis fee May 2025	Non-Void		\$177.95	\$3,188,962.39
5/15/2025	00064549	Journal Entry	PayPal Reimbursement for student fee	Non-Void		\$7.15	\$3,188,955.24
5/15/2025	7724	Cash Receipt	Chromebok/Yearbook/BYU	Non-Void	\$225.00		\$3,189,180.24
5/15/2025	7729	Cash Receipt	HB33	Non-Void	\$744.24		\$3,189,924.48
5/15/2025	7734	Cash Receipt	SB9	Non-Void	\$383.19		\$3,190,307.67
5/15/2025	7735	Cash Receipt	Youth Chat Grant	Non-Void	\$4,500.00		\$3,194,807.67
5/16/2025	7722	Cash Receipt	Dance Flamenco/Choir/PJHS	Non-Void	\$273.02		\$3,195,080.69
5/16/2025	7730	Cash Receipt	USDA March 2025	Non-Void	\$7,360.07		\$3,202,440.76
5/20/2025		Payroll Liability Check	IRS	Non-Void		\$29,949.11	\$3,172,491.65
5/20/2025		Payroll Liability Check	US bank	Non-Void		\$86,845.35	\$3,085,646.30
5/20/2025	7731	Cash Receipt	HB33/SB9	Non-Void	\$45,333.98		\$3,130,980.28
5/21/2025		Payroll Liability Check	IRS	Non-Void		\$137.72	\$3,130,842.56
5/21/2025	16055	AP Warrant	9 Mile Tees	Non-Void		\$855.00	\$3,129,987.56
5/21/2025	16056	AP Warrant	ACES	Non-Void		\$1,318.25	\$3,128,669.31
5/21/2025	16057	AP Warrant	CES	Non-Void		\$8,539.45	\$3,120,129.86
5/21/2025	16058	AP Warrant	College Board	Non-Void		\$513.24	\$3,119,616.62
5/21/2025	16059	AP Warrant	Crown Awards	Non-Void		\$1,760.99	\$3,117,855.63
5/21/2025	16060	AP Warrant	Dairymple, Shelby	Non-Void		\$150.00	\$3,117,705.63
5/21/2025	16061	AP Warrant	Danfeler, Jackie	Non-Void		\$135.92	\$3,117,569.71
5/21/2025	16062	AP Warrant	Dion's Pizza	Non-Void		\$254.20	\$3,117,315.51
5/21/2025	16063	AP Warrant	Enchantment Music Therapy	Non-Void		\$800.00	\$3,116,515.51
5/21/2025	16064	AP Warrant	Heider, Jane	Non-Void		\$1,055.72	\$3,115,459.79
5/21/2025	16066	AP Warrant	Labatt Food Service	Non-Void		\$1,083.11	\$3,114,376.68
5/21/2025	16067	AP Warrant	Loving, Agnes	Non-Void		\$99.10	\$3,114,277.58
5/21/2025	16068	AP Warrant	Lowe's	Non-Void		\$18.98	\$3,114,258.60
5/21/2025	16069	AP Warrant	Scheer, Chad	Non-Void		\$151.03	\$3,114,107.57
5/21/2025	16070	AP Warrant	Schwall, Meredith	Non-Void		\$193.50	\$3,113,914.07
5/21/2025	16071	AP Warrant	Southwest Copy Systems - Albuquerque	Non-Void		\$477.63	\$3,113,436.44
5/21/2025	16072	AP Warrant	Sundstrom, Allison	Non-Void		\$343.22	\$3,113,093.22
5/21/2025	16073	AP Warrant	UNM Student Union	Non-Void		\$3,153.50	\$3,109,939.72
5/21/2025	16074	AP Warrant	CES	Non-Void		\$7,052.40	\$3,102,887.32
5/21/2025	16075	AP Warrant	National Hispanic Cultural Center	Non-Void		\$7,212.50	\$3,095,674.82
5/21/2025	16076	AP Warrant	Dorrenbaucher, Clay	Non-Void		\$330.22	\$3,095,344.60
5/21/2025	16077	AP Warrant	Panera, LLC	Non-Void		\$371.61	\$3,094,972.99
5/21/2025	16078	AP Warrant	Educational Theatre Association	Non-Void		\$145.00	\$3,094,827.99
5/21/2025	16079	AP Warrant	USMRC	Non-Void		\$600.00	\$3,094,227.99
5/22/2025		Payroll Liability Check	US bank	Non-Void		\$725.84	\$3,093,502.15
5/22/2025	16080	AP Warrant	Molina, Jennifer	Non-Void		\$101.79	\$3,093,400.36

4

5/22/2025	16081	AP Warrant	Montoya, Naomi	Non-Void		\$57.64	\$3,093,342.72
5/22/2025	16082	AP Warrant	Public Charter Schools of New Mexico	Non-Void		\$6,944.00	\$3,086,398.72
5/22/2025	16083	AP Warrant	Rincon, Margaret	Non-Void		\$375.19	\$3,086,023.53
5/22/2025	16084	AP Warrant	School Nutrition Association	Non-Void		\$599.00	\$3,085,424.53
5/22/2025	16085	AP Warrant	Wright, Dakota	Non-Void		\$127.50	\$3,085,297.03
5/22/2025	16086	AP Warrant	Amazon.com	Non-Void		\$2,190.68	\$3,083,106.35
5/22/2025	7732	Cash Receipt	USDA May 2025 - State	Non-Void	\$6,117.95		\$3,089,224.30
5/28/2025	16087	AP Warrant	ABCWUA	Non-Void		\$973.00	\$3,088,251.30
5/28/2025	16088	AP Warrant	Rhonda Cordova	Non-Void		\$3,587.50	\$3,084,663.80
5/28/2025	16089	AP Warrant	Dunn-Chavez, Melanie	Non-Void		\$639.83	\$3,084,023.97
5/30/2025	7733	Cash Receipt	Interest May 2025	Non-Void	\$226.51		\$3,084,250.48
5/31/2025	7726	Cash Receipt	PayPal May 2025	Non-Void	\$9,482.73		\$3,093,733.21
5/31/2025		Ending Balance					\$3,093,733.21
Sub Total					\$508,518.85	\$455,382.82	
Grand Total					\$508,518.85	\$455,382.82	

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	\$5,828,702.55	\$5,828,702.55	\$545,993.92	\$6,374,696.47		\$6,374,696.47	\$4,029,358.74	\$765,419.51	\$1,579,918.22	\$1,579,918.22	25%	25%
21000	Food Services	\$250,773.34	\$250,773.34	(\$13,443.25)	\$237,330.09		\$237,330.09	\$201,910.93	\$34,452.69	\$966.47	\$966.47	0%	0%
21100	Universal Free Lunch (State funded)	\$77,864.00	\$77,864.00		\$77,864.00		\$77,864.00	\$0.00	\$0.00	\$77,864.00	\$77,864.00	100%	100%
23000	Non-Instructional Support	\$0.00	\$158,960.21	\$279,391.32	\$279,391.32		\$279,391.32	\$181,082.43	\$75,459.44	\$22,849.45	\$22,849.45	8%	8%
24106	Enrollment IDEA-B	\$129,735.00	\$129,735.00		\$129,735.00		\$129,735.00	\$109,273.76	\$20,043.44	\$417.80	\$417.80	0%	0%
24153	English Language Acquisition	\$375.00	\$375.00		\$375.00		\$375.00	\$0.00	\$0.00	\$375.00	\$375.00	100%	100%
24154	Teacher/Principal Training & Recruiting	\$28,578.00	\$28,578.00		\$28,578.00		\$28,578.00	\$16,082.27	\$3,601.00	\$8,894.73	\$8,894.73	31%	31%
24330	ESSER III	\$0.00	\$904.00	\$904.00	\$904.00		\$904.00	\$0.00	\$0.00	\$904.00	\$904.00	100%	100%
25153	Title XIX MEDICAID 3/21 Years	\$91,179.76	\$91,179.76	\$8,695.03	\$99,874.79		\$99,874.79	\$8,190.75	\$2,964.15	\$88,719.89	\$88,719.89	89%	89%
26207	CNM Foundation	\$3,512.88	\$3,512.88		\$3,512.88		\$3,512.88	\$1,000.00	\$2,000.00	\$512.88	\$512.88	15%	15%
27107	Literacy For Children @ Risk PED	\$8,121.00	\$8,121.00	(\$8,121.00)	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%	0%
27502	Career Technical Education Program	\$13,613.00	\$13,613.00		\$13,613.00		\$13,613.00	\$0.00	\$0.00	\$13,613.00	\$13,613.00	100%	100%
29130	Youth Chat Grant	\$0.00	\$3,102.70	\$7,602.70	\$7,602.70		\$7,602.70	\$837.55	\$506.24	\$6,258.91	\$6,258.91	82%	82%
31200	Public School Capital Outlay	\$0.00	\$361,719.00	\$361,719.00	\$361,719.00		\$361,719.00	\$361,719.00	\$0.00	\$0.00	\$0.00	0%	0%
31600	Capital Improvements HB-33	\$416,717.00	\$416,717.00	\$59,607.65	\$476,324.65		\$476,324.65	\$373,103.86	\$107,671.39	(\$4,450.60)	(\$4,450.60)	-1%	-1%
31701	SB9 Ad Valorem	\$623,445.86	\$623,445.86	\$27,798.39	\$651,244.25		\$651,244.25	\$46,223.51	\$19,997.76	\$585,022.98	\$585,022.98	90%	90%
31703	SB-9 State Match Cash	\$45,700.97	\$45,700.97		\$45,700.97		\$45,700.97	\$0.00	\$0.00	\$45,700.97	\$45,700.97	100%	100%
Fund Totals		\$7,518,318.36	\$8,043,004.27	\$1,270,147.76	\$8,788,466.12	\$0.00	\$8,788,466.12	\$5,328,782.80	\$1,032,115.62	\$2,427,567.70	\$2,427,567.70	28%	28%

Public Academy for Performing Arts

Issued and Closed POs Report

Accounting Cycle: FY2025; PO Type: [All]; Vendor: [All]; Purchase Order: [All]; Account Expression: {[Fund] >= "11000"}; Include Tax and Shipping: No; Include Closed POs: Yes; Show Detail: No; Created On: 1/12/2025 10:22:09 PM

PO Number	Type	Vendor Name	Date Issued	Status	Days Outstanding	PO Amount	Invoiced Amount	Unencumbered Amount	Remaining Encumbrance
2024-003-2	Dollar	APS	5/1/2024	Issued	256	\$62,890.57	\$8,920.83	\$8,920.83	\$53,969.74
2024-030	Dollar	ACES	7/1/2023	Issued	561	\$6,205.50	\$384.22	\$384.22	\$5,821.28
2024-693	Regular	National Hispanic Cultural Center	6/19/2024	Issued	207	\$7,862.50	\$0.00	\$0.00	\$7,862.50
2025-001	Regular	NMPSIA	7/1/2024	Closed		\$87,513.00	\$87,513.00	\$87,513.00	\$0.00
2025-002	Regular	APS Board of Education	7/1/2024	Issued	195	\$361,719.00	\$180,859.50	\$180,859.50	\$180,859.50
2025-003	Dollar	APS	7/1/2024	Closed		\$500,000.00	\$4,796.02	\$500,000.00	\$0.00
2025-003-1	Dollar	APS	7/1/2024	Issued	195	\$407,204.00	\$0.00	\$0.00	\$407,204.00
2025-004	Dollar	PNM	7/1/2024	Issued	195	\$45,000.00	\$18,602.55	\$18,602.55	\$26,397.45
2025-005	Dollar	ABCWUA	7/1/2024	Issued	195	\$38,000.00	\$19,213.24	\$19,213.24	\$18,786.76
2025-006	Dollar	NM Gas Company	7/1/2024	Issued	195	\$30,000.00	\$2,253.16	\$2,253.16	\$27,746.84
2025-009	Dollar	Charter Law Office PC	7/1/2024	Closed		\$5,000.00	\$4,143.58	\$5,000.00	\$0.00
2025-009-1	Dollar	Charter Law Office PC	11/1/2024	Issued	72	\$6,000.00	\$1,095.08	\$1,095.08	\$4,904.92
2025-010	Dollar	Moss Adams LLP	7/1/2024	Issued	195	\$30,000.00	\$20,281.93	\$20,281.93	\$9,718.07
2025-011	Dollar	Harris School Solutions	7/1/2024	Issued	195	\$15,000.00	\$13,866.63	\$13,866.63	\$1,133.37
2025-012	Dollar	PowerSchool Group, LLC	7/1/2024	Issued	195	\$8,000.00	\$0.00	\$0.00	\$8,000.00
2025-022	Regular	Rhonda Cordova	7/1/2024	Issued	195	\$86,100.08	\$43,050.00	\$43,050.00	\$43,050.08
2025-025	Regular	Southwest Copy Systems	7/1/2024	Closed		\$9,600.00	\$590.65	\$9,600.00	\$0.00
2025-025-1	Regular	Southwest Copy Systems	7/1/2024	Closed		\$10,450.00	\$0.00	\$10,450.00	\$0.00
2025-025-2	Dollar	Southwest Copy Systems	7/1/2024	Issued	195	\$10,450.00	\$2,798.95	\$2,798.95	\$7,651.05
2025-026	Dollar	CNM	7/1/2024	Issued	195	\$10,000.00	\$2,723.19	\$2,723.19	\$7,276.81
2025-031	Dollar	ACES	7/1/2024	Issued	195	\$25,000.00	\$8,718.69	\$8,718.69	\$16,281.31
2025-039	Dollar	Labatt Food Service	7/1/2024	Issued	195	\$151,000.00	\$70,676.72	\$70,676.72	\$80,323.28
2025-047	Dollar	JMP Academy of Professional Development	7/1/2024	Issued	195	\$5,295.15	\$0.00	\$0.00	\$5,295.15
2025-072	Dollar	CES	7/30/2024	Issued	166	\$129,112.52	\$38,339.64	\$38,339.64	\$90,772.88
2025-073	Dollar	JMP Academy of Professional Development	7/30/2024	Closed		\$5,295.15	\$0.00	\$5,295.15	\$0.00
2025-073-1	Dollar	ACES	8/1/2024	Issued	164	\$5,295.15	\$3,497.80	\$3,497.80	\$1,797.35
2025-080	Regular	IXL	8/6/2024	Closed		\$7,737.00	\$0.00	\$7,737.00	\$0.00
2025-080-1	Regular	IXL	8/7/2024	Closed		\$6,706.25	\$6,706.25	\$6,706.25	\$0.00
2025-083	Regular	Sweetwater	8/6/2024	Issued	159	\$38,240.96	\$21,961.98	\$22,158.72	\$16,082.24
2025-108	Dollar	Dunn-Chavez, Melanie	8/12/2024	Closed		\$40,000.00	\$2,428.71	\$40,000.00	\$0.00
2025-108-1	Dollar	Dunn-Chavez, Melanie	10/9/2024	Issued	95	\$37,571.29	\$10,081.23	\$10,081.23	\$27,490.06
2025-161	Regular	J Sharp Music	9/12/2024	Closed		\$29,147.56	\$0.00	\$29,147.56	\$0.00
2025-161-1	Regular	J Sharp Music	9/13/2024	Closed		\$22,823.66	\$0.00	\$22,823.66	\$0.00
2025-161-2	Regular	J Sharp Music	9/17/2024	Closed		\$20,944.34	\$20,944.34	\$20,944.34	\$0.00
2025-162-2	Regular	Musicality	9/17/2024	Closed		\$14,579.35	\$14,579.35	\$14,579.35	\$0.00
2025-188	Regular	Hummingbird Music Conference Center	9/25/2024	Closed		\$7,500.00	\$7,097.00	\$7,500.00	\$0.00
2025-221	Regular	B&H Photo Video	10/8/2024	Closed		\$14,375.58	\$14,179.68	\$14,975.58	\$0.00
2025-262-1	Regular	Josten's	10/31/2024	Closed		\$20,000.00	\$4,400.00	\$20,000.00	\$0.00

2025-262-2	Regular	Josten's		10/31/2024	Issued	73	\$21,200.00	\$0.00	\$21,200.00
2025-333	Dollar	ACES		12/10/2024	Issued	33	\$5,295.15	\$0.00	\$5,295.15
2025-345	Dollar	Apodaca, Robert		12/12/2024	Issued	31	\$20,000.00	\$0.00	\$20,000.00
2025-624	Regular	UNM Student Union		5/19/2025	Issued	0	\$6,307.00	\$0.00	\$6,307.00
2025-625	Regular	National Hispanic Cultural Center		5/19/2025	Issued	0	\$14,425.00	\$0.00	\$14,425.00

No New Pos over \$5K

Budget Report as of May 31, 2025

Operational

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$6,374,696.47	(\$4,029,358.74)	(\$765,419.51)	\$1,579,918.22
			\$0.00 Pending BARs
			<u>\$0.00</u>
			\$1,579,918.22

Food Services

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$237,330.09	(\$201,910.93)	(\$34,452.69)	\$966.47
			\$0.00 Pending BARs
			<u>\$0.00</u>
			\$966.47

Universal Free Lunch (State funded)

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

Non-Instructional Support

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$279,391.32	(\$181,082.43)	(\$75,459.44)	\$22,849.45
			\$0.00 Pending BARs
			<u>\$0.00</u>
			\$22,849.45

Entitlement IDEA-B

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$129,735.00	(\$109,273.76)	(\$20,043.44)	\$417.80
			\$0.00 Pending BARs
			<u>\$0.00</u>
			\$417.80

English Language Acquisition

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$375.00	\$0.00	\$0.00	\$375.00
			\$0.00 Pending BARs
			<u>\$0.00</u>
			\$375.00

Teacher/Principal Training & Recruiting

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$28,578.00	(\$16,082.27)	(\$3,601.00)	\$8,894.73
			\$0.00 Pending BARs
			<u>\$0.00</u>
			\$8,894.73

ESSER III

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$904.00	\$0.00	\$0.00	\$904.00
			\$0.00 Pending BARs
			<u>\$0.00</u>
			\$904.00

Title XIX MEDICAID 3/21 Years

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$99,874.79	(\$8,190.75)	(\$2,964.15)	\$88,719.89
			\$0.00 Pending BARs
			<u>\$0.00</u>
			\$88,719.89

CNM Foundation

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$3,512.88	(\$1,000.00)	(\$2,000.00)	\$512.88
			\$0.00 Pending BARs
			<u>\$0.00</u>
			\$512.88

Literacy For Children @ Risk PED

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

Career Technical Education Program (Pilot)

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$13,613.00	\$0.00	\$0.00	\$13,613.00
			\$0.00 Pending BARs
			<u>\$0.00</u>
			\$13,613.00

Youth Chat Grant

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$7,602.70	(\$837.55)	(\$506.24)	\$6,258.91
			\$0.00 Pending BARs
			<u>\$0.00</u>
			\$6,258.91

Public School Capital Outlay

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$361,719.00	(\$361,719.00)	\$0.00	\$0.00
			\$0.00 Pending BARs
			<u>\$0.00</u>
			\$0.00

Capital Improvements HB-33

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
---------------	----------------	---------------------	----------------

\$476,324.65	(\$373,103.86)	(\$107,671.39)	(\$4,450.60)	
			\$0.00	Pending BARs
			<u>\$0.00</u>	
			(\$4,450.60)	

SB9 Ad Valorem

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>	
\$623,445.86	(\$46,223.51)	(\$19,997.76)	\$557,224.59	
			\$0.00	Pending BARs
			<u>\$0.00</u>	
			\$557,224.59	

SB-9 State Match Cash

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>	
\$45,700.97	\$0.00	\$0.00	\$45,700.97	
			\$0.00	Pending BARs
			<u>\$0.00</u>	
			\$45,700.97	

Enrollment: 6th Grade: 75, 7th Grade: 75, 8th Grade: 76, 9th Grade: 52, 10th Grade: 64, 11th Grade: 41, 12th Grade: 53 (Graduated!)

Special Activities:

- PAPA Flamenco students rehearse and perform for a festival flamenco show on Saturday, 6/28, 4-6 pm, Old Town Gazebo (They will have a 10-15 minute time slot.)

173 PAPA high school students and 186 middle school students earned awards at our end-of-the-year celebration. That means 81% of our students are earning awards! We celebrated our class of 2025 with 53 graduates. 29 of these seniors have been with us since 6th grade. The most PAPA lifers to date! 25 Performing Arts Honor Graduates, and 19 Seniors graduating with Academic Honors. Our school is beaming with talent and passion.

PAPA students have grown in all academic areas. Our students outscore the state in areas of literacy, math, and science. Our Film students received numerous awards for the Lensic Future Voices Film and Photography. Band, Orchestra, Choir and Guitar competed in Music Performance Assessments and earned superior ratings during Music Performance Assessments.

Our charter school's commitment to college preparation and the performing arts has resulted in a year of inspiring accomplishments by our talented students. PAPA students and staff are authorized for another 5 years after a successful renewal process with our authorizer APS. Completing our 24th school year as the premier performing arts school in the state! We have been awarded \$110,000 in capital improvement funds to help elevate the choir building to a black box space thanks to our state legislators Patricia Herndon, Martin Hickey, and others! We appreciate your support of our mission, college prep, and performing arts.

In the prestigious *Scholastic Art & Writing Awards*, **Cat Younis** earned a **Gold Key Award** and **three Honorable Mentions**, a testament to the strength of our visual arts program.

La Compañía – La Compañía had a landmark year filled with cultural impact and artistic excellence. They began with a volunteer performance at the inaugural *Fiesta Burqueña*, featuring flamenco legend Juana Amaya and an audience of nearly 2,000. They brought the power of flamenco to *Lovelace Hospital* for Hispanic Heritage Month and delivered **nine performances** at Volcano Vista High School's World Language

celebration in partnership with PAPA's ballet program.

Most notably, La Compañía **toured Arizona**, performing in Bisbee and Tucson with renowned flamenco artists such as Angelina Ramirez, who gifted them original choreography. Their dedication, artistry, and professionalism have made them exceptional ambassadors for our school.

Our *High School Musical Theatre* program is a force on the state stage:

This year's production of *Chicago* has been nominated in the *Enchantment Awards* for **Best Production**, **Best Direction**, and **Best Ensemble**. Student **Rumi Pecastaing** earned a nomination for **Best Actress**,

In the *Spring Musical Theatre Showcase*, our 8th-period class impressed by developing **four original mini-musicals**—from concept to performance—demonstrating deep creativity and collaboration.

Next school year, our professional development offerings will focus on enhancing instructional strategies and fostering a more engaging, inclusive learning environment. Key opportunities include:

- **Growth Mindset & Social Media Standards:** Dr. Blake Brandes will lead sessions centered on cultivating a growth mindset in students and navigating social media use with integrity and intention. These sessions will support educators in promoting resilience, motivation, and responsible digital citizenship.
- **Universal Design for Learning (UDL):** Staff will engage in ongoing training in UDL principles to better meet the diverse needs of all learners. This includes:
 - **Digital Tools:** Effective use of tools such as Read&Write to support literacy and accessibility.
 - **Gamified Learning:** Strategies to increase student engagement through game-based learning approaches.
 - **Arts Integration:** Leveraging the arts across content areas to enhance creativity, comprehension, and student expression.

Expected Outcomes: Through these professional development opportunities, we anticipate increased student engagement, improved focus, and higher academic achievement across grade levels.



Dear PAPA Families,

We hope you are enjoying a safe and restful summer! As we prepare for the upcoming school year, we wanted to share a few important updates and reminders to support your family's readiness and success.

Chromebook Insurance Available at Final Registration

We are pleased to offer a new **Chromebook insurance option** for families during final registration. This service comes highly recommended by several other schools and provides peace of mind in the event of accidental damage or loss. More information will be available at registration.

Pertussis Health Advisory

Please review the attached update from the New Mexico Department of Health regarding Pertussis (whooping cough). We encourage all families to stay informed and ensure students are up to date on immunizations.

Summer Support with Alongside

Even while school is out, students still have access to **Alongside**, a digital tool that provides support for the everyday challenges of life. Whether it's stress, friendships, or emotions, students can connect through their **phones, tablets, or Chromebooks** to build skills and receive help when they need it.

Save the Date: Guest Speaker Dr. Brandes!

We are thrilled to announce that **Dr. Brandes**, a nationally recognized expert in digital citizenship, will be visiting our school this fall! Through the art of hip hop, Dr. Brandes will empower students with the tools and knowledge to navigate the digital world safely, respectfully, and creatively. You won't want to miss this exciting event!

Thank you for your continued partnership. We look forward to seeing you at registration and welcoming our students back soon! Final Registration information and links will be sent in an email in July. Final registration dates are July 21-24th.

Warmly,

Tamara Lopez
Executive Director

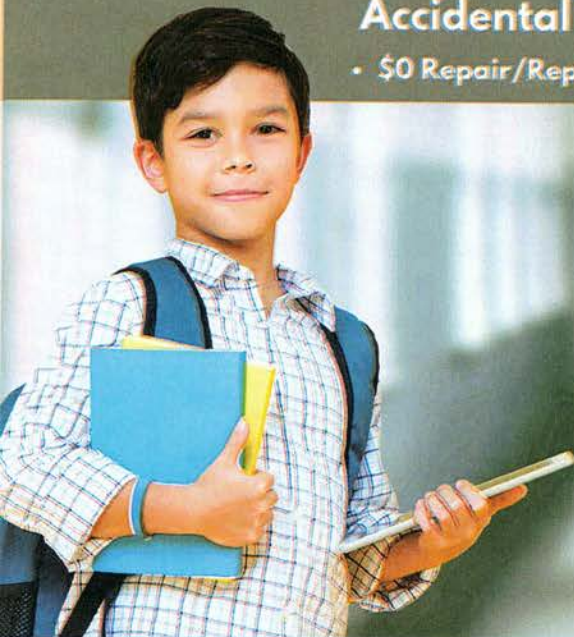
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Whooping Cough (Pertussis)- Factsheet

What is pertussis?

Pertussis, also known as whooping cough, is a highly contagious respiratory disease. It is caused by the bacterium *Bordetella pertussis*.

What are the symptoms of pertussis infection?

Symptoms usually appear 4 to 21 days after exposure to someone with the illness. The symptoms of pertussis occur in three stages.

- The **first stage** begins like a cold, with a runny nose, sneezing, mild fever, and cough. The cough may be mild at first but soon gets worse.
- The **second stage** includes uncontrolled coughing or coughing spasms followed by a whooping noise when the person breathes in air. During these severe coughing spells, a person may vomit, or their lips or face may look blue from a lack of oxygen. The person may appear well between coughing spells. This stage may last several weeks.
- The **third stage** is the last stage where the cough slowly begins to disappear. This stage may also last for several weeks.

How is pertussis spread?

The bacterium that causes pertussis is found in the nose and throat of infected people. These bacteria spread through the air in droplets produced when an infected person sneezes or coughs. People in the early stage of illness are the most contagious.

How long are people contagious?

After five days of the proper antibiotics, people are no longer contagious. If a person does not take antibiotics, s/he is contagious for 21 days after the onset of the coughing spasms.

Who gets pertussis?

Anyone can get pertussis, but vaccination lowers the risk. It most commonly occurs in very young children who have not been vaccinated. Older children and adults can also get pertussis, but it is usually not as severe as it is in young babies. A person who has had pertussis before can get it again.

What treatment is available for people with pertussis?

Antibiotics will shorten the length of time the person is contagious and the length of time the illness can be spread. If started in the early stage of the disease, antibiotics may make the illness less severe. However, even with the antibiotics, people may cough for many weeks.

Do infected people need to be kept home from school, work, or daycare?

People sick with a cough should be kept home until they have been treated with antibiotics for at least five days and are well enough to return to school, work, or daycare.

How can I protect myself and my family from getting pertussis?

- If you are a household member or high-risk close contact of a person with pertussis, take the proper preventive antibiotics.
- Keep up to date on vaccinations. Pertussis-containing vaccine is given at ages 2, 4, and 6 months, with boosters at 15-18 months of age and at 4-6 years of age. Persons 11-18 years of age should receive a single booster dose of pertussis vaccine, preferably at 11-12 years of age. All adults should get a Tdap booster if they haven't had one before.
- Pregnant women need a Tdap during each pregnancy, to help protect the baby in its first months of life.
- Keep infants away from people who are sick. Cover your cough and wash your hands frequently if you are coughing or sneezing. See your healthcare provider right away if you develop symptoms.

17

Notice to Donors

Public Academy for Performing Arts (PAPA)

Financial Strength and Sustainability

The Public Academy for Performing Arts (PAPA) is proud to report a strong and stable financial position, ensuring the long-term sustainability of our mission to nurture creativity and academic excellence through the performing arts.

A recent independent financial ratio analysis confirms that PAPA not only meets but exceeds key benchmarks of financial health:

✓ Robust Liquidity

PAPA maintains enough reserves to cover **4.5 months** of operational obligations—well above the recommended 1-month benchmark. This financial cushion ensures the school can confidently navigate funding delays or unexpected costs.

✓ Exceptional Current Ratio

With a current ratio of **6.28**, PAPA has over six dollars in assets for every dollar of liability. This reflects sound financial management and provides flexibility to invest in educational programming, facility improvements, and student resources.

✓ Healthy Operating Surplus

Our total margin stands at **16%**, showing a solid financial surplus. Even with recent investments in staff, technology, and school-related needs, PAPA remains fiscally responsible and resilient.

What This Means for Donors

Your support to PAPA goes further—backed by a financially secure foundation, your contributions are maximized for impact. Whether enhancing arts programs, expanding student services, or upgrading facilities, your gift helps drive meaningful, sustainable outcomes for our students.

We invite you to be part of PAPA's bright future. Together, we can continue building a thriving, innovative environment for the next generation of artists, scholars, and leaders.

Thank you for believing in the power of performing arts education.



PUBLIC ACADEMY FOR PERFORMING ARTS

11800 Princess Jeanne Ave NE
Albuquerque, NM 87112

Our limitations. . .

- **PAPA is a performing arts school without a performing arts space.**
- Must rent venues for performances/events (about 45 per year) results in high rental costs, frequent moves of instruments/sets and damage to equipment, rental of trucks/vans, students miss full days of classes to tech for performances. Facility requirements for performances range from 250- 1500 people. PAPA sells out National Hispanic Cultural Center for three nights during Spring Dance performances each year.
- Inadequate instructional space for performing and fine arts - dance rooms with ceilings too low for lifts; theatre class has no stage or black box; art has no room for materials, work or storage; guitar students must sit at angle to fit in classroom; Cafe' multi-purpose, (breakfast/clean/dance class/lunch/clean/dance class)
- PAPA has outgrown the building and is at capacity. The school can't increase enrollment, classes are full, waitlist over 150 for next school year, unable to serve families that want to attend PAPA.
- Inadequate instructional space for all classes, campus was designed for elementary students (smaller bodies) and built in the 1950s. Our campus hosts students 6-12th grade.
- 70-year-old building needs constant maintenance. Water from faucets is brown and rusty, must supply students with filtered water daily. The building has frequent plumbing, heating, and cooling issues.
- Old electrical system means frequent (weekly) flipping of breakers to accommodate technology needs in today's classrooms. There are not sufficient electrical outlets in classrooms, 2-4 outlets per room.
- Use wifi boosters to reach dead zones for internet in spaces that were previously closets/workrooms, now re-purposed for our school needs as offices/classrooms.
- Each room and storage room is being utilized for classroom/office space. When additional meetings are needed with outside entities, CYFD, etc., staff leaves their office to accommodate needs. Two teachers must travel between different teaching spaces due to limited space.
- Gender-neutral bathroom located in the same space as medication storage, health office, and telehealth visits limiting accessibility. No changing rooms for dressing out for dance class/PE credit. Privacy restroom stalls in school (6 Boys/11 Girls) serving 450 students.
- Substandard science lab facility, lacking eyewash stations, vent hood, refrigerator, emergency chemical shower.

Despite these issues and lack of resources, our teachers are resourceful and our performances are excellent. PAPA has a 97% graduation rate and test scores are consistently above district, state and nation averages. Les Chanteuses won NMAA State Treble Choir 5A 2022, 2023 and performed as a guest at Carnegie Hall. HS Musical Theatre won Enchantment Awards 2022 and is nominated in multiple categories. Film students win multiple awards and high recognition at various festivals. Dance students perform with NM Ballet Company, participate in community outreach and professional performance opportunities. Ensemble and Film participated in Dance Camera West in LA this fall. Art students regularly receive recognition for quality expression. Band, Orchestra, Choir, and Guitar students earn Superior ratings on Music Assessment Performances, and the list of accomplishments goes on.....

Just think what PAPA could do with adequate space for education in performing arts and academics!



Dual Credit Enrollment Application and Agreement

Name: _____ Grade Level: _____

Phone Number: _____ Email Address: _____

Attendance Rate (95% past 2 grading periods): _____

Passed Financial Literacy with B or higher: _____ GPA (3.0 or higher past 2 grading periods): _____

Course Title: _____ Semester: _____

Weighted Course: ☐ Yes ☐ No Credit Type: ☐ Elective ☐ Core Course (Specify): _____

Agreement and Contract Terms:

1. I understand that I am responsible for weekly grade submissions to my host teacher and the Academic Transition Specialist. Screenshots of grades will be entered into PowerSchool and used for Honor Roll and year-end awards.
2. I acknowledge that the grade earned in a dual credit course will be reflected on both my permanent college transcript and PAPA transcript.
3. I understand that a 3-credit college course is worth 1 high school credit at PAPA.
4. I am responsible for requesting an unofficial transcript and turning in to the registrar upon course completion.
5. If I fail a course, I must reimburse PAPA for any book, e-books, fees incurred and retake the same course, earning a passing grade before taking another dual credit course.
6. If I withdraw from a course, I must reimburse PAPA for the books and fees.
7. I will not add or drop courses without prior consultation with the Academic Transition Specialist.
8. I understand that courses in core areas may count as graduation requirements only if they align with NMPED requirements; otherwise, they count as electives.
9. Seniors must complete all online or off-campus credit recovery by May 1 to participate in graduation ceremonies.
10. Students are responsible for books and fees for courses taken during the summer. Books & Fees will not be paid by the school for summer courses.

Additional Notes:

- Students may take one to two dual credit courses per semester at no cost. Additional courses require administrative approval, and the cost of books and fees for these courses is the responsibility of the student/parent.
- Students must complete Algebra I, Geometry, and Algebra II before taking dual-credit math courses.

Signatures: By signing below, we agree to the terms and conditions outlined in this agreement.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Academic Transition Specialist Signature: _____ Date: _____

- Approved: ☐ Yes ☐ No Additional Notes: _____



Dual Credit Enrollment Application and Agreement
PAPA Dual Credit Course Drop Application

Student Information:

- Name: _____
- Grade Level: _____
- Student ID: _____
- Course Title: _____
- Instructor: _____
- College/Institution: _____

Reason for Dropping Course: (Please provide a detailed explanation)

Acknowledgment of Dual Credit Course Drop Policy: I understand that withdrawing from a dual credit course may have academic and financial implications. By submitting this application, I acknowledge the following:

1. If I fail a dual credit course, I must reimburse PAPA for the cost of any books, e-books, and fees incurred.
2. If I withdraw from the course while failing, I must also reimburse PAPA for the cost of books and fees.
3. I must retake the same course and earn a passing grade before enrolling in a different dual credit course.
4. Dual enrollment courses in core subject areas may count as a graduation requirement only if aligned with NMPED standards; otherwise, they will count as electives.
5. I must meet with the Academic Transition Specialist before adding or dropping any course.
6. To be eligible for dual credit math courses, I must first complete Algebra I, Geometry, and Algebra II.

Required Signatures:

- Student Signature: _____ Date: _____
- Parent/Guardian Signature: _____ Date: _____
- Academic Transition Specialist Signature: _____ Date: _____
- School Administrator Signature: _____ Date: _____

For Office Use Only:

- Date Received: _____
- Approved / Denied (circle one)
- Comments: _____

Submit this completed application to the Academic Transition Specialist for review. No course will be dropped without prior approval.

PUBLIC ACADEMY FOR PERFORMING ARTS (PAPA) **PARENT/STUDENT HANDBOOK 2025-26**



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



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. 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.

Empowered - A PAPA graduate is empowered.

- I can make informed decisions.
- I can manifest my self-worth.
- I can communicate needs.
- I can overcome setbacks.

Confident - A PAPA graduate is confident.

- 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
- Reflective** - A PAPA graduate is reflective.
- 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.

Purposeful - A PAPA graduate is prepared and has purpose.

- 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.

Passionate - A PAPA graduate is passionate.

- 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.

Please read this handbook carefully with your child. It provides key information to ensure a safe and productive school year. If you have questions, contact me at (505) 830-3128 or lopez@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>. 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.

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. Your partnership is essential. Daily involvement, consistent attendance, regular communication with teachers, and encouragement at home help reinforce our shared commitment. Other ways to be involved include attending and volunteering for school events, becoming an active PISO 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.

Let's make this a year of outstanding performance in the classroom and on stage!

Sincerely,

Tamara Lopez
 Executive Director



Arist statement for the PAPA Graduate Profile:

This illustration captures the values and traits of a PAPA graduate. No matter where we end up or what we do with our lives, the hope is that we can all graduate as confident, empowered, purposeful, passionate, and reflective individuals. This piece is made out of mostly acrylic with some markers and pen, and we took inspiration from traditional theaters for the stage and curtains. The stage is lit with 5 spotlights- one for each value, and a matching symbol for each art form- dance, music, film, theater, and visual arts. It's important to mention that the values aren't attached to any one art form in particular, but rather, *each* art form demonstrates *each* value in its own way.

There are panda pillars to either side of the stage, the PAPA logo at the top, and an audience of family, friends, and staff cheering us on into the next... well, 'stage' of our life. There are many ways to interpret this piece, and we strongly recommend that you add your own meaning into it. After all, art is in the eye of the beholder, and so the true value of the piece lies not in what we as artists put into it- but what you, as a viewer, get out of it. Thank you for taking the time to look a little closer at our work. *Thank you to everyone who supported us along the way. 4/13/2024*

Alex Gardner

Graduating class of 2025

Performing art: Visual Art & Film

I aspire to live an artful life. I hope to constantly improve myself and my art. In the future I want to study aerospace engineering, fashion, or psychology; maybe all three!

Angelina Padilla

Graduate class of 2025

Performing art: Visual Arts & Choir

In my future I plan to study art, creative writing, and work with sculpture more often. I would love to be a teacher in either science, english, or art

Cat Younis

Graduating class of 2026

Performing art: Musical theater & Visual Art

I plan to study physics, philosophy, and art, but we'll see ;)



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

- Be present and accessible to students, staff, and families.
- Support staff with professional development and leadership.
- Help resolve academic and behavioral challenges.
- Foster a welcoming, goal-oriented school environment.

TEACHERS

- Create a positive, rigorous academic and arts environment.
- Be organized, flexible, and reflective.
- Set and model high expectations for all students.
- Use differentiated instruction and support diverse learners.
- Keep communication open with students, parents, and colleagues.

SUPPORT STAFF

- Act professionally and respectfully at all times.
- Maintain confidentiality.
- Support daily school operations with flexibility and teamwork.

PARENTS

- Ensure your child is prepared: on time, rested, and equipped.
- Support learning at home and use online academic tools.
- Set high expectations and avoid enabling poor habits.
- Build positive relationships with staff—volunteer and engage.
- Stay in communication with teachers.

STUDENTS

- Arrive on time and ready to learn.
- Take responsibility and stay motivated.
- Respect others and contribute to a positive environment.
- Ask questions and seek help when needed.
- Support and uplift your peers.

TABLE OF CONTENTS

PAPA VISION & MISSION STATEMENTS	1
GREETING FROM THE EXECUTIVE DIRECTOR	2
ARTIST STATEMENTS FOR GRADUATE PROFILE	3
COMMUNITY EXPECTATIONS	4
TABLE OF CONTENTS	5
2024-25 SCHOOL CALENDAR	6
Early Dismissal Schedule (2:15 pm Dismissal)	6
HEALTH AND WELLNESS MONTHLY FOCUS & ASSESSMENT CALENDAR	7
PHYSICAL PRESENCE	8
Drop-off Pickup Map	9
Class Bell Schedule/School Hours/Closing	10
Notice of Non-Discrimination	11
Lottery	12
Redirection/Withdrawal/Schedules and Fees	13
Student Parking, Vehicle Access, Closed Campus, No Food Delivery	14
Visitors/High School Dance Guest Form	15
Attendance/Compulsory Attendance Procedures	16
Grades Connected to Participation	17
Extra-Curricular Activities and Non-PAPA Performing Arts-Related Absences	18
Performing Arts Class Attendance	19
Make-up Work/Credit due to Absences	20
ACADEMICS	21
Family Education Rights and Privacy Act (FERPA)	22
Academic Success/High School Classification	23
Course Offerings/Grading	24
Graduation Requirements for High School	25
Required Assessments	26
Senior Showcase	27
Dual Credit Enrollment	28
Credit Recovery or Advancement	29
Extra-Curricular Eligibility	30
School-wide Student Organizations	31
Performance Expectations (Performers and Audience Members)	32
Academic Recognition/NHS/JHS/End of Year Awards	33
Honor Graduates	34
SUPPORT	35
Parent Involvement/School Advisory Council/School Health Advisory Council/PAPA THRIVES/EDAC	36
Special Services Program	37
Gender Support Plans	38
Breakfast and Lunch Service	39
SNAP and FNS	40
Medical and Health	41
Dress Code	42
Locker Use	43
Restorative Practices, Discipline, Behavioral Intervention and Support	44
Personal Items, Cell Phones, Electronic Devices	45
Artificial Intelligence Procedures	46
Anti-Bullying Policy/Report Form	47
Substance Use/Abuse	48
Search and Seizure	49
Police Report	50
Grievance Procedure	51
Student Acknowledgement	52



School Dismissal

2:15 pm

Study Hall is available in the cafe on these dates until 3:18 pm.

Early Release Dates for PLC Staff Collaboration 2025-2026

- 8/13/25 and 8/27/25
- 9/10/25 and 9/24/25
- 10/8/25 and 10/22/25
- 11/12/25 and 12/10/25
- 1/14/26 and 1/28/26
- 2/11/26 and 2/25/26
- 3/11/26 and 3/25/26
- 4/22/26 and 5/6/26

Contact Us
562-855-9128
info@papathrives.org

Public Academy for Performing Arts
2024 - 2025 School Calendar v3

July 2024

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Final Registration July 21-24

August 2024

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2024

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October 2024

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2024

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December 2024

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2025

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March 2025

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2025

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May 2025

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2025

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

July 2025

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Legend:
■ Full Registration
■ No School
■ Early Dismissal
■ End of Year
■ Spring Dance Concert
■ Virtual Day
■ Spring Dance Concert March 12-13

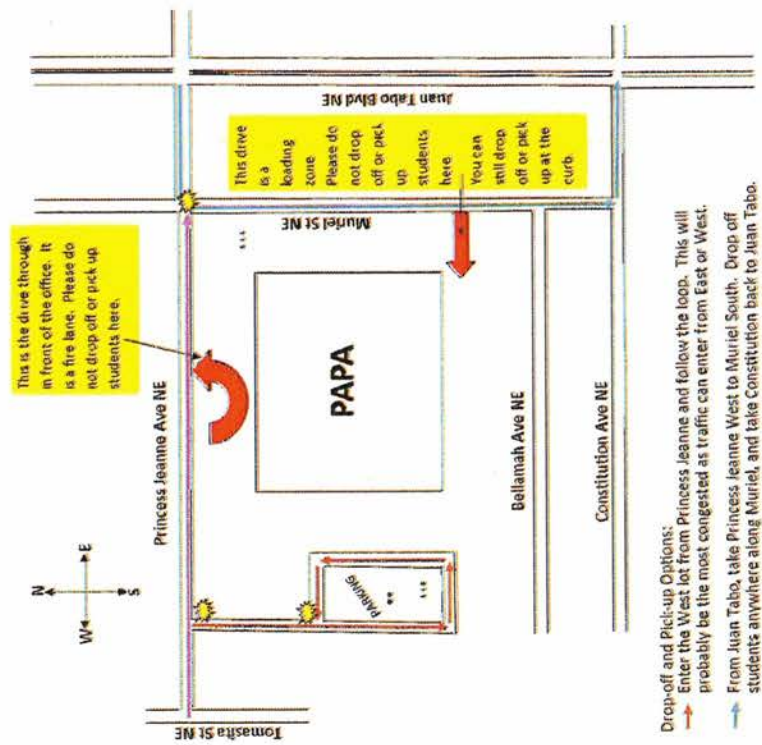
HEALTH & WELLNESS MONTHLY FOCUS 2025-2026

Month	Focus
August	Community & Climate Performance Agreements Graduate Profile Exposition of Ideas Alignable see alignable.com
September	Personal Mind & Spirituality Substance Abuse Education Graduate Profile Exposition of Ideas
October	Health Preparation & Digital Literacy Read History Week October 23-31 Select Subsequent Day Classes & 3 Day 30th
November	Discourse Awareness / Knowledge & Gratitude Graduate Profile Exposition of Ideas
December	Leading Others / Community Giving Tree Gratitude include Reflexive Film
January	Healthy Mind / Healthy School Digital Management Body Mind & Movement Graduate Profile Exposition of Ideas
February	Healthy Mind / Healthy School Digital Management Body Mind & Movement Graduate Profile Exposition of Ideas
March	Community & Climate Performance Agreements Graduate Profile Exposition of Ideas
April	Asian American Heritage Exposition of Ideas Graduate Profile Exposition of Ideas
May	Special Health Awareness Volunteering Asian Pacific American Heritage Special American Heritage

2025-26 ASSESSMENT CALENDAR

Assessment	Dates
ISAL/MS/ST	OCTOBER 8
750 NM-12 NCOR GRADE 10 & SELECT HIGH GRADE	FEBRUARY 27 th - 22ND
ACCESS ALL WINDOW	FEBRUARY 27 th - 22ND
AP TESTS	ENGLISH LANG & AP LITERATURE SEE AP WEBSITE
INSSA	MIDDLE SCHOOL
ELA & MATH	WINDUOUS ORDER
WINDUOUS ORDER	AUG 4TH
NOV 10TH	MARCH 30TH
INTERIM ASSESSMENT	ARTS, SCIENCE & MATH
ARTS, SCIENCE & MATH	DATA DATE
DATA DATE	AUGUST 27
DECEMBER 18	MARCH 20TH
FOR MIDDLE SCHOOL 30th 30th	
INVA-TENTIAL	MARCH 20-26
INVA-TENTIAL	MARCH 20-26
GRADE 6-8 NM-100A	
GRADE 8 & 11 NM-100	
GRADE 9 10th & 10 10th	
GRADE 11 SAT	

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 Tomarita, take Princess Jeanne East. Drop off students anywhere along Princess Jeanne, and continue East.
 - CAUTION!! Bottleneck ahead!**
- PLEASE NOTE: THERE ARE NO CROSSING GUARDS. PLEASE ACT WITH COURTESY, AND DO NOT SPEED. OUR STUDENTS' SAFETY IS THE #1 PRIORITY!**

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	11:52-12:22 (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 HOURS

School is in session from 7:50a.m. until 3:18p.m. with a 4:16p.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.

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 7:30 a.m. - 4:30 p.m. Please call the office at (505)-830-3128 to set up conferences, report student absences, etc. The registrar is available 8:00am-3:00pm to provide official records assistance. Records requests or transcripts may be ordered via email at lucero@papaarts.org. Please give at least 24 hour notice.

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. Inquiries 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.

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.

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 papaarts.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. 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.

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 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. 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).

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.

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. **Seniors are required to have a full schedule at PAPA unless they are participating in Dual Credit that requires course attendance at a college campus or have a verified job that takes place during the school day (schedule provided weekly and documentation of employment is required).** 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.

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 after the late bell. If a student 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 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. [Dance Guest Form](#) 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 NOT be picked up within 15 minutes of the dismissal bell. Thank you for your cooperation in preserving end of day and class summary and procedures. 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. **A consecutive absence of 3 days or more requires a doctor's note to excuse absence.** 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, 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.

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 15 minutes or more 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 may 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. Alternate participation assignments may be given as necessary (injury, illness, etc.).

EXTRACURRICULAR ACTIVITIES AND NON-PAPA PERFORMING ARTS-RELATED ABSENCES

PAPA prioritizes education; extracurriculars are meant to enhance—not replace—instruction. To participate in any extracurricular activity (performances, field trips, dances, etc.), students must attend more than half the school day. They are also expected to attend the full school day following the event.

Non-PAPA Activities

Absences for outside extracurriculars (e.g., club sports, dance/theater competitions) require administrative approval at least one week in advance. Students must submit a Performing Arts Absence Request form with documentation showing their name, event dates, and organizer contact info. Out-of-town events may need additional proof. [Performing Arts Absence Request](#)

Approval and Consequences

These absences are a privilege and may be denied due to poor attendance, academics, behavior, or missing the approval process. Unapproved absences will be marked unexcused under New Mexico law. All missed work must be made up following the "one day per day absent" rule.

Performing Arts Attendance

As a performing arts school, all students are enrolled in arts classes that culminate in public performances and/or technical presentations. These events are essential components of the arts curriculum, providing the primary opportunity to assess student learning, growth, and real-world application of artistic skills in an authentic setting. The collaborative, live nature of performance and production cannot be replicated through written work or make-up assignments; failure to attend without an approved excuse may result in a failing grade for the assignment or course. Students and families must plan accordingly and communicate in advance with instructors in an unavoidable conflict arises.

- **Mandatory Attendance:** Students must attend all classes, rehearsals, and the school day on performance days. Dress/tech rehearsals are required.

- **Two-Week Rule:** No absences are allowed within two weeks of a performance unless excused by verifiable documentation (e.g., medical note, court order).
- **Consequences:** Missing class or rehearsals may lead to removal from the performance and/or a failing grade.
- **Excessive Absences:** Three or more unexcused absences in a quarter may result in removal from performances and course failure.
- **Post-Performance:** Missing school the day after a performance is considered unexcused.
- **Communication:** Families must communicate early with instructors about unavoidable conflicts.

PAPA expects students to meet professional standards in preparation and commitment.

MAKE-UP WORK/CREDIT DUE TO ABSENCES

Generally, students have 1 day for each excused day absent in order to make up missed assignments. Classroom 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 [Performing Arts Absence Request](#). 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 are most successful at PAPA when they are actively engaged in class, complete homework regularly, and study at home. They should arrive each day prepared—with homework done, materials ready, and having had enough sleep and food.

Parents play a vital role by:

- Monitoring homework and class progress daily
- Checking grades regularly (e.g., PowerSchool)
- Communicating proactively with teachers
- Expecting daily homework and following up if it's missing

If students do not have homework, parents should reach out to the teacher to ensure expectations are clear.

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.

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, Dual Credit and Honors courses, as well as numerous arts options. Support courses offered at PAPA 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. **Elective Courses:** [Click for Descriptions](#)

PAPA strives to personalize educational programs for all students through the Individual Learning Plan (middle school) and Next Step Plan (high school) processes during 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, 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.

Honors courses 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 GPA's. 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.

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.

Graduating Class 2026, 2027, & 2028

GRADUATION REQUIREMENTS - 24 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 (Dance)
 - 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).

Graduating Class 2029	
GRADUATION REQUIREMENTS - 24 units to include:	
• 4 units English • 4 units math • 3 units science (2 w/lab) • 4 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 (Dance Class) • 5.5 units electives (must include 2 unit pathway concentration of student choice) • 2 Units Local Requirement PAPA Governing Council will set this local requirement	(College Prep Students require 2 units of foreign language career cluster, workplace readiness or language other than English) One of the above units must include financial literacy. Prerequisite for Dual Credit classes= CNM Financial Literacy completion with a B or higher. 4th Year Math Class: Financial Literacy .5 and Consumer Math .5

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 according to cohort updates at NMPED. 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 School Day 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.

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. Students must enroll in a class with their arts mentor senior year. [Showcase Information](#)

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 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. Freshmen with excellent academic standing may be allowed to enroll in a dual credit course with the approval of the executive director and academic transition specialist.
- Must take (and pass with a B or higher) Financial Literacy before taking another course.
- Meet course prerequisites for each course.
- Have and maintain 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 NMPED 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. Students may not enroll in Composition 1 until Junior Year. [Dual Credit Application and Agreement](#)

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 the 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: [Club Registration Form](#)
[Sample Club Constitution](#)

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.

32

PAPA PERFORMANCE EXPECTATIONS For Performers & Proud Audience Members

FOR PERFORMERS

Participation in performances is part of your grade. To succeed, students must:

- ✓ Arrive on time or early for Call Time
- ✓ Check in and stay in assigned areas
- ✓ Double-check costumes and props before curtain
- ✓ Be ready with cues, entrances, and a positive attitude
- ✓ Stay calm and respectful backstage (no horseplay!)
- ✓ Use only your own makeup for hygiene
- ✓ Encourage and support fellow cast & crew
- ✓ Speak softly backstage
- ✓ Bring quiet activities for downtime
- ✓ Respect others' prep time and space
- ✓ Help clean up after the show
- ✓ Arrange a ride to pick you up 10 minutes early or as directed
- ✓ Don't leave until a teacher or staff dismisses you
- ✓ Take all belongings with you
- ✓ Thank venue staff before leaving

FOR OUR AMAZING AUDIENCE

Your behavior helps every performer shine! Please:

-  **Arrive on time** — late arrivals may not be allowed in
-  **Silence** and put away cell phones/devices
-  **No photography or video recording**
-  **Remain silent** during the performance
-  **Sit up, stay in your seat, and don't block others**
-  **Remove crying babies quickly**
-  **Follow any instructions** shared at the show or in the program
-  **Clean up after yourself**
-  **Clap and cheer after each performance** — calling out to the stage is disruptive

ACADEMIC RECOGNITION/ NATIONAL HONOR SOCIETY & 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 Middle School Panda Plush
 - o High School Letter ("A" for academics, 1st time award=letter, subsequent= bar pin
 - o 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 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

- 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 high school and middle school levels to recognize for any criteria they see fit.

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), THRIVES Equity Council, and the PAPA Foundation 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.

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.

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 Coordinator 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 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.

PAPA is 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, 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.
- 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.

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.

36



Performance Agreements

Learning	Respectful	Professionalism	Agency, Initiative, Attitude, Self Advocacy, Effort	Kindness
Classroom	We treat ourselves, others and the environment with care. Listen to feedback. Engage with others. Take in feedback and play on this.	We take student reflection and ownership of our words and actions. (We plan/reflect/learn) Take care of all materials. Keep the room clean. Clean ourselves and or others. Always try your best.	We are building the foundation and others. Adopt your material. Learn from them. Do your own work. Give credit to others you use. Learn through the effort, try your best.	We take care of each other. We are kind and helpful. We are not bullying. We are not excluding.
Community	We are respectful, listen, learn, and play on this. Take care of all materials and learn from them. Keep the room clean. Clean ourselves and or others. Always try your best.	We are in the correct location at break. Do not run inside. Keep the room clean. Clean ourselves and or others. Always try your best.	Give up to your agency. Give up to the rules of the game. Give up to the rules of the game. Give up to the rules of the game. Give up to the rules of the game.	We are kind and helpful. We are not bullying. We are not excluding.
Behavior / Dressing Room	We are respectful, listen, learn, and play on this. Take care of all materials and learn from them. Keep the room clean. Clean ourselves and or others. Always try your best.	We are in the correct location at break. Do not run inside. Keep the room clean. Clean ourselves and or others. Always try your best.	Give up to your agency. Give up to the rules of the game. Give up to the rules of the game. Give up to the rules of the game. Give up to the rules of the game.	We are kind and helpful. We are not bullying. We are not excluding.
Classroom / Outside Learning Area	We are respectful, listen, learn, and play on this. Take care of all materials and learn from them. Keep the room clean. Clean ourselves and or others. Always try your best.	We are in the correct location at break. Do not run inside. Keep the room clean. Clean ourselves and or others. Always try your best.	Give up to your agency. Give up to the rules of the game. Give up to the rules of the game. Give up to the rules of the game. Give up to the rules of the game.	We are kind and helpful. We are not bullying. We are not excluding.
Online	We are respectful, listen, learn, and play on this. Take care of all materials and learn from them. Keep the room clean. Clean ourselves and or others. Always try your best.	We are in the correct location at break. Do not run inside. Keep the room clean. Clean ourselves and or others. Always try your best.	Give up to your agency. Give up to the rules of the game. Give up to the rules of the game. Give up to the rules of the game. Give up to the rules of the game.	We are kind and helpful. We are not bullying. We are not excluding.
Teacher	We are respectful, listen, learn, and play on this. Take care of all materials and learn from them. Keep the room clean. Clean ourselves and or others. Always try your best.	We are in the correct location at break. Do not run inside. Keep the room clean. Clean ourselves and or others. Always try your best.	Give up to your agency. Give up to the rules of the game. Give up to the rules of the game. Give up to the rules of the game. Give up to the rules of the game.	We are kind and helpful. We are not bullying. We are not excluding.

We are respectful, listen, learn, and play on this.

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.

Kindness - We take care of each other. Be kind and supportive of each other, practice inclusivity, help others in need by getting an adult. You can also nominate a student for positive recognition here: [PAPA Positivity Nomination](#)

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, reintroduction 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. See page 10 for performance agreements.

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. 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 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. 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.

Classroom Managed behavior:	Universal Interventions (Layer One)	Targeted Interventions (Layer Two)	Intensive Interventions (Layer Three)
The following guidelines are in place to provide staff with direction in classroom management expectations PRIOR TO administrative intervention.	Interventions for all are required; others are examples of targeted classroom interventions to correct and teach expected behaviors.	A referral to the office, for these infractions, is to be made only after the classroom interventions have been exhausted, including de-escalation, parent contact and input.	

Behaviors which only impact the student:	Schoolwide positive behavioral expectations taught and posted school-wide.	1 st Occurrence	2 nd Occurrence	3 rd Occurrence	Individualized Behavioral Intervention Plan
- Unprepared - Out of seat - Unapproved use of phone - Not following directions - Tardiness - Inappropriate use or destruction of materials - Off-task - Lack of supplies - Out of class for longer than approved - Work refusal	Explicit monthly SEL instruction. Staff training annually on trauma-informed and culturally responsive practices and positive behavioral supports. Daily attendance by all teachers Classroom shared agreements and norms which are co-created and posted in the classroom. Frequent active and experiential recognition of students when they are performing the expected behaviors. Connection circles, class community meetings reinforce positive learning environment.	Eye contact/proximity Student reset/refocus in classroom Verbal redirect to expected behavior	Restorative conversation (teacher and student) Loss of privileges Verbal warning Cell Phone confiscated to be picked up by a parent or guardian at end of the day Email/phone call to parent	Loss of free space during lunch time (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 Behavioral Assessment	Individualized Behavioral Intervention Plan Referral to administration/office referral. Email/phone call to parent Restorative conference (teacher, parent, admin, student)
Behaviors which impact the learning of others or the learning environment: - Talking back to teacher - Visiting/talking during instruction - Touching others - 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)		1 st Occurrence	2 nd Occurrence	3 rd Occurrence	
Office Managed Behaviors: The following guidelines are in place to provide direction regarding those types of violations that lead to immediate referral and administrative intervention. Upon referral, the teacher may be asked for follow-up information and documentation within the school day or next school day		1 st Occurrence	2 nd Occurrence	3 rd Occurrence	

Level I Repeated classroom infractions which result in office referral	Parent/Admin/Teacher restorative Conference	Parent/Admin restorative Conference	Parent conference
	In school reflection period-3 day ISS or lunch detention from the class where the infraction occurred, supervised by office Student reflection paper SAT referral/FBA	1 day suspension Student reflection paper Weekly review of performance and problem-solving support with admin or counselor. SAT Referral	3 day suspension Loss of privileges Close monitoring which may include but is not limited to supervised lunch, escort, and restricted access to common areas or digital devices.
Ditching	2 day ISS parent contact Attendance conversation restorative conversations 1 day School Community Service Credit for missed work is at the discretion of the teacher. 3 days ISS parent contact 2 days School Community Service Loss of passing period and/escort 5 days ISS parent contact 3 Days School community service Loss of privileges, school extra-curricular activities		
Level II Intentionally harmful behaviors: Require immediate referral to Administration. Stealing	1st Occurrence Restorative conference with parent/guardian 1 Day OSS	2nd Occurrence Restorative conference with parent/guardian 3 Days OSS	3rd Occurrence Restorative conference with parent/guardian 5 Days OSS

		Restitution School-based community service SAT Referral/FBA	Restitution School-based community service	Close monitoring which may include but is not limited to supervised lunch, escort, and restricted access to common areas or digital devices. Behavior contract
Property destruction		Restorative conference with parent/guardian 1 (minor)-3 (major) days of in-school suspension Restitution School-based community service	Restorative conference with parent/guardian 1 Day OSS Restitution School-based community service	Restorative conference with parent/guardian 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
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	3 days OSS Parent Conference	5 days OSS Parent Conference

			No contact, stay-away, or behavioral contracts.	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	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
	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	Behavioral Contract 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 Participation in specialized classes, completion of learning modules related to behaviors	Behavior Contract 5 days OSS Parent Conference Participation in specialized classes, completion of learning modules related to behaviors
	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 Managed Behaviors: Level III: Illegal Behaviors		1 st Occurrence	2 nd Occurrence Decisions to suspend a student long-term or recommended expulsion require documented referral and review to Health and Wellness Team (HAWT) or Manifestation Determination meeting for students with disabilities and those with BIP's	

39

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	
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		

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/nice 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;
- 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.

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. 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.

Wireless Communication Device Use Procedures

In accordance with **Senate Bill 11 (2025)** and guidance from the **New Mexico Public Education Department (PED)**, PAPA has adopted the following policy to limit distractions during instructional time and promote a safe, focused, and respectful learning environment.

Definition of Wireless Communication Devices: For the purposes of this policy, a wireless communication device is defined as any portable electronic device capable of transmitting voice, text, or data, including but not limited to:

Cellular phones, smartphones, and smartwatches, Tablet computers, Laptop computers, Gaming devices
Device Use During Instructional Hours

- Students may not use or display wireless communication devices during class time or other instructional periods, unless explicitly permitted by a teacher or authorized school staff for educational purposes.
- Devices must remain silenced and out of sight (e.g., in a backpack or locker) during all instructional hours unless otherwise allowed.

Exemptions: Students may use wireless communication devices during instructional time only in the following situations:

- A medical necessity as verified by documentation or a care plan
- An emergency situation as determined by school personnel
- When specified in an approved Individualized Education Program (IEP) or Section 504 accommodation

Use During Non-Instructional Hours: Students may use wireless communication devices before and after school, and during lunch or passing periods, unless directed otherwise by staff due to behavioral concerns or safety incidents.

Consequences for Unauthorized Use

- Students using a wireless communication device without explicit permission during instructional hours will be required to secure their device in a locked cell phone pouch for the remainder of the school day.
- The pouch may be unlocked only at the front office after dismissal.
- Refusal to comply with staff direction regarding device use will be addressed under the school's Behavior Matrix, including consequences for defiance and disruption of the educational process.
- Tampering with a cell phone pouch (e.g., attempting to force open or damage it) will result in:
 - Financial responsibility for the cost of pouch replacement
 - Additional consequences for destruction of school property, interference with instruction, and defiance

Student Privacy

PAPA is committed to protecting student privacy and confidentiality. When a student's use of a device is related to a medical need or accommodation, school staff will ensure the situation is managed discreetly and respectfully.

Communication With Families

Parents and guardians who need to contact their student during instructional hours should do so by calling the school office. Students will be given the opportunity to return the call from a school phone, if appropriate.

Why This Matters: Research-Based Rationale

This policy is rooted in research showing that reducing device usage during school hours improves both academic and social-emotional outcomes for students.

- **Mental Health & Safety:** Excessive screen time and social media use are linked to increased anxiety, depression, and cyberbullying. Reducing device access at school promotes emotional well-being.
- **Improved Focus:** Cell phones and smart devices are major sources of distraction. Even the presence of a phone can reduce attention and memory retention.
- **Academic Gains:** Schools that restrict in-class phone use report higher student engagement and test performance. In New Mexico, schools with similar policies saw an average **5-point increase in student growth percentile scores**.
- **Better Social Interaction:** Limiting device use encourages face-to-face communication, peer relationships, and a stronger school community.

Artificial Intelligence Procedures

PAPA recognizes the potential this developing technology has for our students' skills, along with the tensions Artificial Intelligence brings to our creative work. PAPA teachers are committed to developing our students' skills and potential through meaningful and engaging coursework. Some teachers may intentionally integrate AI into their units to build skills in this field, while others will require students to complete their work without the use of AI technology. For all assignments, students are expected to produce original work, without the use of AI technology, unless given explicit permission from their teacher, with clear parameters around which part of the creative process AI has been approved for use. If a student has been caught using AI to produce their submitted work, verified through AI detection and/or Google Doc version history, their teacher has discretion to enact consequences as outlined in their syllabi.

5

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 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.
 - 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 2025-26 PUBLIC ACADEMY FOR PERFORMING ARTS PARENT/STUDENT HANDBOOK.

STUDENT NAME _____ DATE _____

2025-26 PAPA GOVERNING COUNCIL

Draft
to update
in meeting

COUNCIL MEMBERS

President – Barbara CampBell, , Accountant, Fidel, Perner & Michnovicz LLC, 505-205-5294 bcampbell@paparts.org COMMUNITY
Vice President – Issac Trujillo, Safety & Security Director, Expo NM 505-929-0382, itruillo@paparts.org, IssacTrujillo@gmail.com COMMUNITY

Secretary – Jessica Short, APS Educator, 505-730-6234 jshort@paparts.org , short_j@pas.edu PARENT

Member – Renai Edwards, Public Health, 505-702-9456; redwards@paparts.org, renai.edwards@gmail.com PARENT

Member –David Littlefield, Retired Sherri's Department, 505-353-0221; dlittlefield@paparts.org, doglb2@gmail.com PARENT

Member – Paul Paradise, Dancer, 505-220-0881, pparadise@paparts.org, COMMUNITY

Member – Kyle Malone, Marketing, 505-550-6676, kmalone@paparts.org, Kyle.malone@gmail.com PARENT

STAFF REPRESENTATIVE (NON-VOTING MEMBERS, MAY CHANGE EACH YEAR)

Carol Torrez

Virginia Wilmerding

STUDENT REPRESENTATIVE (NON-VOTING MS/HS STUDENT COUNCIL PRESIDENTS)

Carolyn Rucker, Student Council President

Alma Lebkuochner, National Honor Society President

#	POSITION	LENGTH OF TERM	2024/25 YEAR IN CYCLE	2025/26 YEAR IN CYCLE	2026/27 Year in Cycle	2026/27 Year in Cycle
1	Barbara CampBell Parent	3-year	3 Term Ends	1	2	3 Term Ends
2	David Littlefield Parent	3-year	1	2	3 Term Ends	1
3	Jessica Short Parent	3-year	1	2	3 Term Ends	1
4	Issac Trujillo Community	3-year	3 Term Ends	1	2	3 Term Ends
5	Renai Edwards Community	3-year	2	3 Term Ends	1	2
6	Kyle Malone Parent	3-year	1	2	3 Term Ends	1
7	Paul Paradise Community	3-year	2	3 Term Ends	1	2

COUNCIL MEMBERSHIP TERMS

GOVERNING COUNCIL COMMITTEES 2025-26

Audit Committee – Paul Paradise (Chair), Tamara Lopez, Rhonda Cordova, David Littlefield, Community Laura Cella, Parent Stephanie Cottrell

Finance Committee – Paul Paradise(Chair), Rhonda Cordova, Kyle Malone, Tamara Lopez, –8:10 a.m. monthly, Tuesday before Council Meeting

Long-Range Planning – Barbara CampBell (Chair), Paul Paradise, Renai Edwards, Tamara Lopez, Naomi Montoya, Ginny Wilmerding,

Performing Arts Committee – Issac Trujillo (Chair), David Littlefield, Tamara Lopez, Naomi Montoya

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

Executive Director Evaluation Committee- Paul Paradise, Issac Trujillo, Kyle Malone

Building Committee- Barbara CampBell (Chair, Issac Trujillo, Kyle Malone, Ginny Wilmerding, Star Perkins

GOVERNING COUNCIL MEETING DATES 2025-26

All meetings will be at 6 pm typically the 3rd Thursday of the month.

SCHOOL CONTACTS

Front Office – 505-830-3128 Tamara Lopez Cell – 505-507-1260



Use of Wireless Communication Devices by Students

Public Academy for Performing Arts Governing Council

USE OF WIRELESS COMMUNICATION DEVICES BY STUDENTS

I. PURPOSE

To implement the policy of the Governing Council with regard to the use of all wireless communication devices by all students.

II. DEFINITIONS

A. Wireless Communication Device (WCD) means a portable electronic device capable of transmitting voice, text or data, such as: cellular phone, smartphone, or smartwatch; tablet computer; laptop computer; gaming device, or listening devices.

III. GUIDELINES

A. Students are prohibited from using a wireless communication device during instructional hours.

B. The prohibition against student use of WCDs during instructional hours shall not apply:

1. if a teacher permits student use of a wireless communication device for educational purposes,
2. for a medical necessity,
3. as an identified accommodation in an individualized education plan or section 504 plan for a student with a disability.

C. Schools shall provide annual and developmentally appropriate digital citizenship instruction to students in kindergarten through grade 12, with topics to include, at a minimum, the effects of screen time on children and risks associated with social media.

D. Each school principal, or his or her designee, shall monitor student violations of the WCD policy.

IV. EFFECTIVE DATE This regulation shall take effect on August 1, 2025.

Governing Council President Signature: _____ Date Approved: _____



GRADUATION REQUIREMENTS BEGINNING WITH COHORT 2029

24 units

COURSE WORK

ENGLISH 4 UNITS

ELA 1

ELA 2

ELA 3

4th English

ELD Courses satisfy
requirement. CTE or
WBL can meet this
requirement

MATH 4 UNITS

Algebra 1

Geometry

3rd Math

4th Math

CTE or WBL can
meet this
requirement

SCIENCE 3 UNITS

Lab Science

Lab Science

Science

CTE or WBL can meet
this requirement

SOCIAL STUDIES 4 UNITS

US History w/ NM History

World History

Government/Economics

4th Social Studies

NM History can be offered as a
stand alone course

PHYSICAL EDUCATION 1 UNIT

HEALTH 0.5 UNIT

ELECTIVES 5.5 UNITS

Must include a 2-unit
pathway concentration of
the student's choice

LOCAL REQUIREMENT 2 UNITS

Two units set by each local
school board or governing
body that meet department
academic content and
performance standards

Algebra 2, Financial Literacy, and Computer Science shall be offered.

A student shall still have the opportunity to take Dual Credit, Honors, AP, and IB courses.

MIDDLE SCHOOL CREDIT

Through HB171, the following credits earned prior to enrolling in high school will meet the graduation requirements:

Algebra 1, Geometry, and Health

COURSE WAIVERS

Any deviation from the prescribed graduation requirements must be approved by the PED via a coursework waiver. **Graduation coursework waivers are obtained from the PED Waivers webpage and submitted to: Waivers.PED@ped.nm.gov**

CTE/WBL CORE CREDIT

GENERAL REQUIREMENTS

Students must earn credit in the following courses with a passing grade of C or better:

English: English 1, English 2, and English 3; Math: Algebra 1 and Geometry or Integrated Math 1 and Integrated Math 2; Science: Two lab sciences. The CTE/WBL teacher of record must hold the proper licenses in the core content areas.

3 Paths

1. Core Content Standards Crosswalk

2. Mastery Scores

a. English and Math

i. PSAT 10 & PSAT/NMSQT (Reading/Writing 430+, Math 480+)

ii. SAT School Day (Reading/Writing 480+, Math 530+)

iii. Work Keys (Career Readiness Certificate - Silver NCRC Level)

b. Science

i. Assessment of Science Readiness (ASR) (1160+)

3. CTE WBL Capstone Completer Course

Refer to the CTE/WBL Core Credit Guidance Manual for instructions on submitting documentation

4/6

COHORT 2029 GRADUATION REQUIREMENTS (CONTINUED)

PATHWAYS

Standard Diploma Pathway

Traditional route for students who meet the general education requirements, including the completion of coursework and state assessments. Students with disabilities can participate in the Standard Diploma Pathway, but accommodations and modifications may be made to help them meet these requirements.

Ability Diploma Pathway

Specifically designed for students with the most significant cognitive disabilities by the student's IEP team. Students on the ability pathway take an alternative assessment in at least one subject. Guidance on the qualifiers eligibility for the ability pathway are detailed in the August 4, 2023, Memorandum regarding identification of students with the most significant cognitive disabilities.

NEXT STEP PLAN

On July 1, 2003, HB305 was signed into law, requiring high school students to create Next Step Plans, which set personal high school goals beginning in grade 8. The Next Step Plan shall be aligned to the graduate profile. The Final Next Step Plan is a mandatory prerequisite for graduation.

The PED has partnered with Level All to make a virtual Next Step Plan available to all New Mexico school districts at no cost. To schedule a demo or roll out implementation, contact: newmexico@levelall.com

GRAD PROFILE

With the signing of HB171 into law, each school district or charter school shall create and use a graduate profile to specify the cognitive, personal, and interpersonal competencies that students should have when they graduate. The core academic competencies and subjects identified in a school district's or charter school's graduate profile shall align with required graduation units.

The PED has partnered with Advance CTE to provide FREE resources including standards and guidance. For more information, contact: Brenna Barlett, Director of Technical Assistance at Advance CTE, bbartlett@careertech.org

DOC

With the signing of HB171 into law, students no longer need to demonstrate competency (formerly known as DOC) in the five subject areas of mathematics, reading, writing, science, and social studies. However, per 6. 29.1 NMAC, General Provisions, a final examination shall be administered to all students in all courses offered for credit. Additionally, high school students are still required to participate in ESSA testing as assigned at grade 11 and grades 9-12 if identified as an English learner who has not met the state's exit criteria.

Email: Grad.Questions@ped.nm.gov for graduation questions.

47