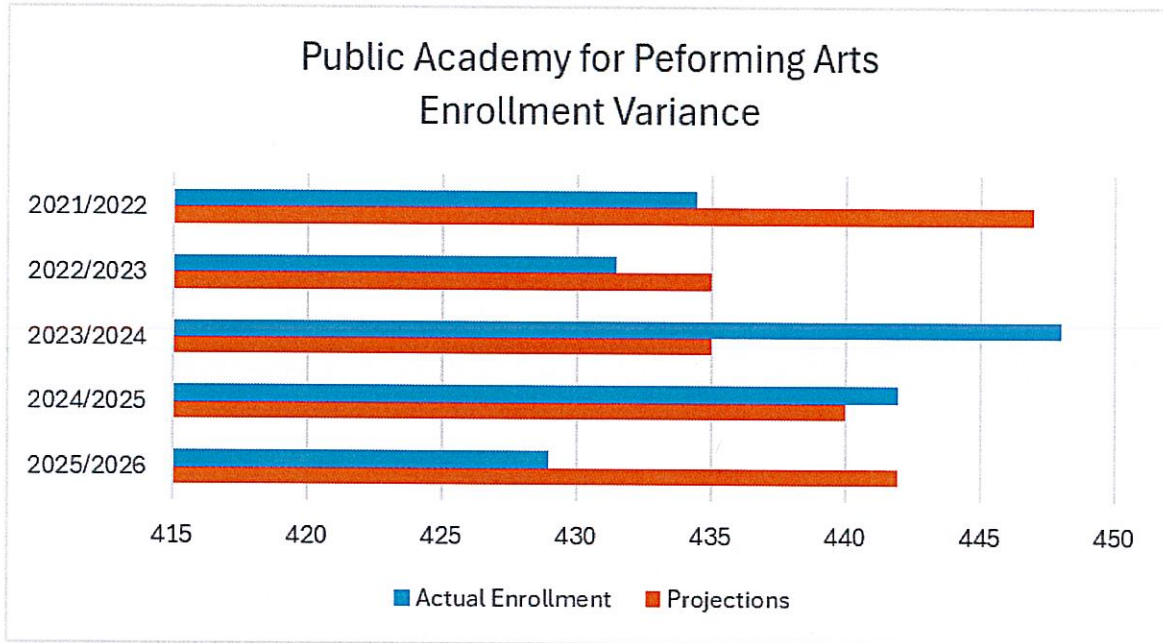


Public Academy for Performing Arts Enrollment Trends and Strategic Growth Plan (2026–2031)



Enrollment Overview

Over the past five years, enrollment at Public Academy for Performing Arts (PAPA) has remained relatively stable despite fluctuations in student enrollment. Actual enrollment has ranged from approximately 429 to 448 students, demonstrating continued demand for the school's unique arts-integrated educational model.

While annual enrollment has varied due to demographic changes, competition among school choice options, and post-pandemic enrollment shifts, the school continues to maintain enrollment levels near its projected targets and remains well-positioned for future growth. The school's strategic objective over the next five years is to stabilize enrollment at or above current levels while creating the capacity and environment necessary for sustainable growth.

Strategic Goal 1: Create a Permanent Performing Arts Campus

Secure and develop a permanent facility that supports both academic and performing arts programming. A permanent facility will enhance the student experience through purpose-built instructional and performance spaces, improve student recruitment and retention, strengthen school culture, and provide facilities that better support theater, dance, music, visual arts, and interdisciplinary arts instruction. The school will evaluate acquisition and renovation opportunities, pursue funding sources, and implement a phased facility improvement plan.

Strategic Goal 2: Increase Student Recruitment

Expand awareness of PAPA's educational opportunities through outreach to middle schools, community organizations, performing arts showcases, open houses, digital marketing, student ambassador programs, and stronger alumni and family engagement.

Strategic Goal 3: Improve Student Retention

Maintain high levels of student engagement through expanded support services, student leadership

opportunities, college and career readiness initiatives, enhanced arts pathways, and improved communication with families.

Strategic Goal 4: Strengthen Academic and Arts Excellence

Continue delivering high-quality academic and performing arts instruction through expanded performance opportunities, community partnerships, professional development, innovative arts and technology programs, and strengthened college and career pathways.

Strategic Goal 5: Build Long-Term Enrollment Sustainability

Establish systems that support stable enrollment and future growth through annual enrollment analysis, monitoring recruitment and retention data, evaluating program offerings, developing enrollment targets aligned with facility capacity, and incorporating enrollment planning into annual strategic reviews.

Strategic Planning Statement

Despite fluctuations in enrollment over the past five years, Public Academy for Performing Arts has demonstrated resilience and continued community demand. The school's strategic focus over the next five years will be on creating a permanent performing arts campus, strengthening recruitment and retention efforts, and enhancing academic and arts programming. These initiatives are expected to stabilize enrollment, improve student satisfaction, and position the school for sustainable growth while remaining aligned with its mission of providing a rigorous and innovative arts-based education.

SPED Team Responsibilities & Performance Expectations

Purpose

The responsibilities below are required components of each position. Staff are expected to complete all assigned duties accurately, maintain compliance with state & federal requirements, communicate proactively, & meet all established deadlines.

[Staff Responsibilities](#)

[Director Responsibilities](#)

[Performance Evaluation Rubric for Evaluation Purposes](#)

[Kelsey Maternity SPED Team Additional Responsibilities](#)

Deadline Expectations

Unless otherwise specified, all responsibilities must be completed by one of the following deadlines:

- By the due date assigned in Microsoft Planner.
- At least 2 business days before the scheduled meeting.
- Within 3 school days following a meeting or finalized document.
- Immediately upon identifying a potential compliance concern or missed deadline.

Performance Expectations

All staff are expected to:

- Meet all compliance & procedural deadlines.
- Maintain accurate & complete documentation.
- Communicate professionally with families & staff.
- Attend required meetings.
- Follow Special Education Department procedures & SOPs.
- Notify the Director of concerns before deadlines are missed

Required Director Notifications

The Director must be copied on emails with:

- Draft IEPs sent to parents & team members.
- Evaluation reports sent to parents.
- Progress reports sent to parents.
- IEP-at-a-Glance documents sent to teachers.
- Meeting excusal requests to parents

The Director must be notified immediately of:

- Parent complaints or significant concerns.
- Potential missed deadlines.
- Compliance concerns.
- Student safety concerns.
- Documents ready for finalization.
- If a task cannot be completed by the required deadline, no later than 48 hours before the deadline

Failure to meet deadlines, complete assigned tasks, maintain required documentation, or communicate anticipated delays may impact performance evaluations.

Staff Responsibilities

Task	Case Manager	Evaluator	SW/SLP/OT
Parent & Student Input	Collect & document 2 days prior to meetings	N/A	N/A
Draft Documents to Parents & Director	Send draft IEP, goals, & Parent/Student Input to parents & copy Director at least 2 business days before meeting	Send evaluation reports to parents & copy Director at least 2 business days before EDT meeting	
REEDs	Complete REEDs by due dates assigned in Planner/Calendar.	Provide testing information & recommendations prior to REED meeting	Provide input for students served prior to REED meeting
EDT Paperwork	Participate as required	Complete EDT paperwork & reports no more than 2 days prior to meeting	
Progress Reports	Complete & distribute each reporting period; email parents & copy Director	N/A	Complete & distribute each reporting period; email parents & copy Director
Meeting Excusal Forms	N/A	Complete & contact parent no less than 2 days prior to meeting, copy Director	
Upcoming Meetings	Open upcoming IEPs, REED, & EDTs monthly		N/A
IEP-at-a-Glance Distribution	Send to teachers & copy Director within 3 school days of IEP finalization	N/A	N/A
Documents Ready for Finalization	Email Director when documents are complete & ready for finalization within 3 days of meeting.		
Parent Communication	Respond within 2 business days to parent communication		
Meeting Attendance	Attend all assigned meetings		
Microsoft Planner	Review daily, update task status, upload requested documents, & complete all tasks by assigned due date		
Service Delivery	Provide services according to IEPs		
Compliance & Documentation	Maintain accurate, complete, & compliant records		

Director Responsibilities

Compliance, Reporting & Data	Meetings, Evaluations & Documentation	Leadership, Supervision & Operations	Student Services, Family Support & Programs
Monitor annual IEP, reevaluation, & initial evaluation timelines	Schedule special education meetings to ensure deadlines are in compliance	Supervise special education teachers, educational assistants, related service providers, & social worker	Oversee special education discipline procedures & conduct Manifestation Determination Reviews
Ensure REED completion	Send meeting notices to parents & students	Conduct annual evaluations for special education staff	Monitor BIP implementation & behavior data systems
Maintain PowerSchool compliance records, SPED Census, Child Count, & enrollment data	Serve as LEA Representative in meetings	Provide coaching & support to case managers & educational assistants	Support SAT/MLSS & Child Find processes
Maintain state reporting accuracy & collaborate with NOVA Coordinator & Registrar	Create calendar invitations & PowerSchool meeting invitations	Lead SPED team meetings	Attend transition IEP meetings for incoming students & coordinate transfer students with IEPs
Ensure Indicator 13 compliance	Complete PWNs during meetings	Develop & maintain department SOPs & procedures	Coordinate outside agency participation as appropriate
Update & monitor testing accommodations across all platforms	Collect MLSS/SAT packets for initial evaluations	Manage department records & documentation systems	Address parent concerns & complaints
Maintain testing accommodation records	Send home Consent for Testing forms, REEDs, & consent forms for signatures	Oversee staffing assignments, caseload distribution, & coverage needs	Conduct family communication & support families through evaluation & IEP processes
Send monthly due date & compliance reminders	Print IEP & EDT forms, signature pages for meetings	Manage department budget, materials, & resources	Coordinate hearing & vision screenings as needed
Monitor Microsoft Planner tasks & follow up on missed deadlines	Collect, maintain, and upload meeting signature packets	Serve as primary contact for state monitoring visits & audits	Notify Medicaid billing following IEP meetings
Ensure IDEA, NM PED, & Charter compliance requirements are met	Finalize PowerSchool documents	Manage state complaints, mediation, due process concerns, & legal matters	Complete Post-Graduate State Survey requirements
Prepare for state audits, monitoring activities, & compliance reviews	Review evaluation reports prior to meetings	Coordinate with legal counsel as needed	Monitor student placements & LRE
	Maintain evaluation, eligibility, & special education documentation	Approve special education decisions, service changes, & compliance actions	Coordinate related service providers (Speech, OT, PT, Counseling, etc.)
	Facilitate & attend IEP, eligibility, REED, EDT, & MDR meetings	Represent Special Education on EDAC, TRIVES, and HAWT committees Collaborate with administration on school-wide initiatives	Respond to student crises & high-needs situations
			Support implementation of inclusive practices, accommodations, & successful student transitions

Performance Evaluation Rubric for Evaluation Purposes

Expectation	Yes	No
Meets assigned Microsoft Planner deadlines	<input type="checkbox"/>	<input type="checkbox"/>
Reviews Microsoft Planner regularly & updates task status	<input type="checkbox"/>	<input type="checkbox"/>
Completes REEDs by assigned due dates	<input type="checkbox"/>	<input type="checkbox"/>
Sends drafts/reports at least 2 business days before meetings	<input type="checkbox"/>	<input type="checkbox"/>
Completes PowerSchool documentation within required timelines	<input type="checkbox"/>	<input type="checkbox"/>
Copies Director on required communications	<input type="checkbox"/>	<input type="checkbox"/>
Notifies Director of potential missed deadlines at least 48 hours in advance	<input type="checkbox"/>	<input type="checkbox"/>
Maintains accurate student records	<input type="checkbox"/>	<input type="checkbox"/>
Attends required meetings	<input type="checkbox"/>	<input type="checkbox"/>
Meets service delivery expectations	<input type="checkbox"/>	<input type="checkbox"/>
Follows department SOPs & procedures	<input type="checkbox"/>	<input type="checkbox"/>

Kelsey Maternity SPED Team Additional Responsibilities

During the Kelsey's maternity leave, our department will utilize a collaborative "all hands on deck" approach to ensure continuity of services, compliance, and support for students, families, and staff.

While responsibilities may temporarily shift, all team members will work together to maintain high-quality special education programming and meet all state and federal requirements. The following chart outlines primary responsibilities and points of contact during this coverage period.

Please assist in ensuring we remain in compliance for deadlines and paperwork.

Molina/Lopez (On-Campus)	Barela (Virtual Part-Time)	Case Managers
<ul style="list-style-type: none"> • Serve as LEA Representative in meetings • Complete PWNs during meetings • Print EDT and evaluation signature pages • Collect meeting signatures and maintain meeting packets • Address parent complaints and escalations • Approve special education decisions and service changes • Support SAT/MLSS and Child Find referrals • Coordinate hearing and vision screenings as needed • Serve as primary SPED administrator for urgent issues 	<ul style="list-style-type: none"> • Update Microsoft Planner tasks • Follow up regarding missed compliance deadlines • Maintain compliance tracking systems (Progress reports, SPED census, Eval tracker, Planner) • Update PS Compliance Tab • Schedule IEP, REED, EDT, eligibility, and MDR meetings • Send weekly SPED email to all staff • Conduct weekly communication with A.S. family • Update SPED spreadsheet after meetings • Create calendar invites and PowerSchool meeting invites • Send meeting notices to parents and students 	<ul style="list-style-type: none"> • Update BIP data tracking for students on caseloads • Print IEP signature pages and meeting documents as needed • Update evaluation tracking following REED reviews • Send REEDs and consent forms for signatures • Send parent and teacher input forms

These responsibilities are in addition to those identified in the [SPED Team Roles and Responsibilities](#) document. Please review them carefully, as each team member is responsible for completing assigned duties, maintaining compliance timelines, and contributing to the overall success of the Special Education Department. These expectations are included as part of performance evaluations.

The additional responsibilities are temporary since we will not have an in-person Director on campus during Kelsey's maternity leave.

PUBLIC ACADEMY FOR PERFORMING ARTS (PAPA) PARENT/STUDENT HANDBOOK 2026-27



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

PAPA VISION	1
MISSION STATEMENT	1
Greetings from the executive director	5
Artist statement for the PAPA Graduate Profile:	6
PUBLIC ACADEMY FOR PERFORMING ARTS COMMUNITY EXPECTATIONS	7
2026-2027 School Calendar	8
Early Dismissal Schedule	9
Health and Wellness Monthly Focus & Assessment Calendar	10
PAPA Spotlight Auditions Calendar	11
PHYSICAL PRESENCE	11
CLASS BELL SCHEDULE	12
SCHOOL HOURS	12
SCHOOL CLOSING	12
PARENT OFFICE ASSISTANCE	13
NOTICE OF NON-DISCRIMINATION	13
LOTTERY	13
REGISTRATION	14
WITHDRAWAL	14
SCHEDULES AND FEES	14
STUDENT PARKING, VEHICLE ACCESS, CLOSED CAMPUS, NO FOOD DELIVERY/SMART SNACKS	15
VISITORS	16
ATTENDANCE	17
COMPULSORY ATTENDANCE PROCEDURES	17
GRADES CONNECTED TO PARTICIPATION	18
EXTRACURRICULAR ACTIVITIES AND NON-PAPA PERFORMING ARTS-RELATED ABSENCES	18
Non-PAPA Activities	18
Approval and Consequences	19
Performing Arts Attendance	19
MAKE-UP WORK/CREDIT DUE TO ABSENCES	19
ACADEMICS	20
FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)	20
ACADEMIC SUCCESS	20
HIGH SCHOOL CLASSIFICATION	21
COURSE OFFERINGS	22
GRADING	22
GRADUATION REQUIREMENTS FOR HIGH SCHOOL	23
REQUIRED ASSESSMENTS	24
SENIOR SHOWCASE	25
DUAL CREDIT ENROLLMENT	25
CREDIT RECOVERY OR ADVANCEMENT	26

EXTRA-CURRICULAR ELIGIBILITY	26
SCHOOL-WIDE STUDENT ORGANIZATIONS	27
Clubs & Activities	27
Earning an activities or club patch:	27
 PAPA PERFORMANCE EXPECTATIONS 	27
For Performers & Proud Audience Members	28
ACADEMIC RECOGNITION/ NATIONAL HONOR SOCIETY & PAPA JUNIOR HONOR SOCIETY	29
END OF YEAR AWARDS	29
Nominated Awards:	29
HONOR GRADUATES	30
SUPPORT	30
PARENT INVOLVEMENT	30
EXECUTIVE DIRECTOR ADVISORY COUNCIL (EDAC), SCHOOL HEALTH ADVISORY COUNCIL (SHAC), PAPA THRIVES (PAPA EQUITY COUNCIL, SOCIAL-EMOTIONAL LEARNING (SEL))	31
SPECIAL SERVICES PROGRAMS	31
SERVICE ANIMALS	32
GENDER SUPPORT PLANS	32
BREAKFAST AND LUNCH SERVICE	33
SNAP AND FNS	33
WATER SAFETY GUIDANCE	34
MEDICAL AND HEALTH	35
DRESS CODE	35
LOCKER USE	36
RESTORATIVE PRACTICES AND DISCIPLINE	36
Performance Agreements	38
BEHAVIORAL INTERVENTION AND SUPPORT, RESTORATIVE PRACTICES, AND DISCIPLINE:	39
PAPA Discipline Matrix	40
Classroom Managed behavior:	40
Office Managed Behaviors:	41
Inappropriate Use of Alon Assignments	41
Cell phone usage during the school day:	42
TECHNOLOGY USE	48
PERSONAL ITEMS, CELL PHONES, ELECTRONIC DEVICES	49
Communication With Students	49
Why This Matters: Research-Based Rationale	49
Wireless Communication Device Use Procedures	49
Consequences for Unauthorized Use	50
STUDENT PRIVACY	50
ARTIFICIAL INTELLIGENCE PROCEDURES	50
ANTI-BULLYING POLICY	51
SUBSTANCE USE/ABUSE	51

SEARCH AND SEIZURE	52
POLICE REPORT	53
GRIEVANCE PROCEDURE	53

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.

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

Please read this handbook carefully with your child. It provides key information to ensure a safe, productive, and successful school year. This year's theme, "Perform with Purpose: Consistent, Intentional, and Respectful," reflects our commitment to excellence in academics, the arts, and our daily interactions as a school community. We encourage every student to approach their work, relationships, and performances with purpose and pride. If you have questions, contact me at (505) 830-3128 or lidiaz@papaparts.org. We cannot predict every situation nor reflect every possible decision in one short document. Therefore, the PAPA administration and Governing Council reserve the right to make decisions and revise this document as needed.

A college-preparation curriculum and the pursuit of excellence in the arts require a focus on learning (not just grades), dedication, consistency, encouragement, patience, and motivation. Living out our theme means students and families commit to being consistent in effort, intentional in actions, and respectful in all interactions. 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 PTSO member, volunteering for the Executive Director's Advisory Council, supporting PAPA THRIVES (SEL and Equity), assisting the Foundation, and attending performances and meetings. Our efforts will be most successful when they are an extension of the foundation you build at home.

Let's make this a year of purposeful performances, meaningful growth, and outstanding achievement in the classroom and on stage!

Sincerely,

Tamara Lopez
Executive Director



Artist 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 artistic 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!

Anselina 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

Cal Yonnis

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.

PUBLIC ACADEMY FOR PERFORMING ARTS

26-27 Approved 4/16/26



July '26							August '26							September '26														
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S								
				1	2	3	4						1	2	3	4	5							1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12								
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19								
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26								
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30											
							30	31																				

October '26							November '26							December '26						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		

January '27							February '27							March '27						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	1	2	3	4	5	6		
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28							28	29	30	31			
31																				

April '27							May '27							June '27											
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S					
				1	2	3						1	2	3							1	2	3	4	5
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12					
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19					
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26					
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30								
							30	31																	

Final Registration							In-Service							No School							1st Day						
Last Day of School							2-15 Dismissal							Graduation							Virtual Day						
SPRING DANCE WEEK: MARCH 9th - 13th							STATE TESTING WEEK: MARCH 15th - 19th							School Days 188							Early Release 14						
														PDDays 11							Virtual 2						

Early Release Dates for PLC Staff Collaboration 2026-2027

· School Dismissal 2:15pm
· Study Hall is available in the cafe on these dates until 3:18pm

8	8/26/2026	
9	9/16/2026 & 9/30/2026	
10	10/21/2026	
11	11/18/2026	
12	12/2/2026	
1	1/13/2027 & 1/27/2027	
2	2/10/2027 & 2/24/2027	
3	3/17/2027	
4	4/7/2027 & 4/21/2027	
5	5/5/2027	



Contact Us
 505-830-3128
info@paparts.org
www.paparts.org

HEALTH & WELLNESS

2026-27

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






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 or email info@paparts.org 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@paparts.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 school hours, 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 paparts.org. The lottery application is accessed and submitted via a Google Form and the window is open for over 8 weeks, in November-January. 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. **Homeschool students without verifiable documentation may sit for an end of course exam for core credit justification.**

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. Schedule changes will be approved only for the following reasons: credit recovery, grade correction, a missing academic class or graduation requirement, incomplete schedule, auditioned arts class level, or IEP update. 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 W/F (Withdraw/Fail) will be assigned. The W/F 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/SMART SNACKS

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 from 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 must come to the office and sign 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.

38

SMART SNACKS-Why Are We Talking About Snacks?

Healthy eating helps students focus, learn, and feel their best. That's why schools follow nutrition standards for all foods and drinks sold to students during the school day.

What's Covered? All snacks and drinks sold at school – including: Vending machines, School stores, Snack bars/à la carte, Fundraisers during the school day
These rules apply from midnight until 30 minutes after school ends.

What Makes a "Smart Snack"?

To meet the USDA Smart Snacks guidelines, snacks must:
Be whole grain, or List a fruit, veggie, dairy, or protein as the first ingredient, or Provide key nutrients like calcium or fiber

Plus, they must meet limits for:

- Calories (≤ 200)
- Sodium (≤ 200 mg)
- Fat (≤ 35% of total calories)
- Sugar (≤ 35% of total weight)

Drinks allowed: Plain water (no limit), 100% juice, Milk (unflavored or low-fat)

School-day fundraisers must follow the Smart Snack guidelines — no exceptions under New Mexico law (NMAC 6.12.5.8).

Class parties or celebrations aren't covered by these rules, but healthy choices are encouraged!
How You Can Help

- Send snacks that are whole grain, lower in sugar, or fresh fruits/veggies.
 - Plan fundraisers that include non-food items or Smart Snack-compliant treats.
 - Encourage healthy choices at home and school — kids notice!
- Together, we're helping our students stay healthy and ready to learn!**

Questions? Contact Chef Tony, asaccoccia@daparts.org

VISITORS

Parents are welcome and encouraged to attend all concerts and performances. Thanksgiving lunch and the fall carnival. Please make appointments with teachers as needed. Please allow 24-48 hours for a response. If you don't hear back in that time, contact info@daparts.org. 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** 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 learning 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. **Doctor/dentist appointments will be excused for the appointment time frame, not all day.** 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. 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

All absences, excused, or unexcused will be counted in absence total per the regulation of the attendance law. Only school related activity absences will not be included in the absence total.

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 for excused absences must be made up following the "one day per day absent" rule. Work missed due to unexcused absences will be given a zero, or the teacher may choose to allow for late work according to the teacher's syllabus and/or professional discretion.)

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/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.

PAPA Math Department Assessments

6th and 7th grade assessments will equal a total of 60%. 8th grade and up, assessments will equal a total of 70%. Reminder:

- Colleges don't typically allow/test retakes.
- Colleges often have weekly/biweekly quizzes, no retakes and throw out the bottom 2 scores

Math Assessment Scores:

On an assessment (quiz/test), if a student scores:

- ★ **Below 50%, students are required to retake. Students cannot earn a passing grade with ½ credit for corrections, if grade is <20%, but <50% shows great need for retake and/retest of essential skills.**
- ★ **Between 50-69%, they are required to either retake it or make corrections (their choice).**
 - If they choose to retake it, they keep the higher of the two grades between the original attempt and the new assessment.

- o If they choose to make corrections, they earn half of a point back for every point lost on the original assessment.
- ★ **Between 70-79%, retake or corrections are optional by the student.**
 - o If they choose to retake it, they keep the highest grade between the original and the new assessment.
 - o If they choose to make corrections, they earn half of a point back for every point lost on the original assessment.
- ★ **An 80% or higher, retake is optional by the student. Corrections for credit are not allowed. Any higher than 79% and students can earn A without actually demonstrating mastery.**

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 retake over that standard/skill. Math and reading skills are remediated during Targeted Assistance 8th period. 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.

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 with CNM, 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). 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.

41

42

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 Credit courses that are recognized as transferable to a four-year university shall be weighted additional 1 point in the calculation of a student's GPA. Additionally, the introductory course required by the Public Academy for Performing Arts for student participation in Dual Credit programming shall also be designated as a weighted course. Dual enrollment grades are included in students' transcripts and calculated in GPAs. For courses taken outside of PAPA, 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 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 approved courses: Band, Orchestra, Choir, Guitar, Piano, Ballet, Jazz, Contemporary, Flamenco, Hip Hop, Film, Visual Art, Theatre, Technical Theatre, (any level)
- (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 taught at PAPA by Math Certified Instructor*

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. 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. NMPED requires students 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. 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 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 student participation in dual credit programs to help prepare students for college, provide accelerated coursework, and support individual student interests. All courses must be approved through the Academic Transition Specialist.

PAPA currently partners with Central New Mexico Community College (CNM) to offer dual credit courses hosted at PAPA, online, and on the CNM campus. Courses hosted at PAPA and taught by PAPA teachers are free to students. Based on available funding, students may take one to two online or CNM campus dual credit courses per semester at no cost. Additional courses in the same semester require administrative approval, and students or parents are responsible for any related books and fees.

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 student fails a required course at PAPA, they must recover the credit by repeating an equivalent course and earning a passing grade. Credit recovery may be completed through summer school, an approved online program, or another school. Students may not take an online course during the semester if the same course is offered at PAPA unless approved by administration due to extenuating circumstances.

Middle school remediation takes place during the school year. If additional support is needed, summer coursework may be required at parent expense.

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

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 organizations and clubs including Student Council, National Honor Society, PAPA Junior Honor Society, and more. 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 "veter," 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.

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

44

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 an excellent 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 an excellent 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.
 - Middle School Panda Plush
 - High School Letter ("A" for academics, 1st time award=letter, subsequent= bar pin
 - Number 1 Awards – The Freshman, Sophomore, and Junior with the highest cumulative GPA in their respective classes.
- Attendance - Perfect Attendance **1-3 absences**, not including field trips. Excellent Attendance **4-6 absences**, not including field trips.

Nominated Awards:

- Performing Arts (High School Letter - ("P" for performing arts, 1st time award=letter, subsequent awards=performing art pin) Middle School Performing Arts pin
- Any student in grades 6-12 can earn this award in each of the performing arts classes based on the following criteria:
- Earn all As, Bs, and Cs for the year,
 - Earn an A or B all year in the performing arts class nominated,
 - Have good attendance all year in the nominating class (12 or less absences),
 - Participate in all performances or activities, and
 - 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 be recognized 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

46

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 valuating 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.

SERVICE ANIMALS

Legal Definition-Per the ADA and New Mexico State Law, a service animal is any dog or miniature horse individually trained to do work or perform tasks for an individual with a disability.
Permitted Tasks: seizure alert/protection, guiding blind students, retrieving dropped items, allergen detection, stability for mobility

Support Animals: Emotional support animals are NOT considered service animals under ADA and do not share the same access rights to facilities.
Staff Questions: 1. Is the animal required because of a disability? 2. What task has it been trained to perform?

Handler Duty: The animal's owner is the primary handler. Animals must be housebroken and under control (leash, harness, or voice) at all times. Staff are not required to provide care or monitoring of any service animal.

Working Professionals: Respect the animal's role. Do not pet, feed, or distract the animal. Service animals must be allowed in all classrooms, cafeteria, and common areas.

PAPA does not discriminate on the basis of disability in its programs, services, and activities. Contact the PAPA 504 coordinator if you have service animal needs or email info@paparts.org

GENDER SUPPORT PLANS

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

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

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

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

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 Cafeteria 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@papaparts.org).

Students are permitted to eat outside in the south fields and in the Cafe. Students are not permitted to eat lunch in the hallways or classrooms except during inclement weather. Student organizations meeting during lunch may eat in their sponsor classroom provided they remove food trash and restore the room for learning. 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 course fees fully, has a reduced rate or free rate. 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. When students eat PAPA provided meals, the school gets reimbursed for some of the cost and this helps the school offer variety and sustains the salad bar. Parents, please do not bring fast food for your child as it creates a competition to the food we provide and deters students from eating healthy meals. If you are considering a treat for your child, please consider a non-food treat. Fast food will be eaten in the front office.

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 office 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.

WATER SAFETY GUIDANCE

Public Academy for Performing Arts, guided by the state statutes and rules of New Mexico and informed by its mission as a state-authorized charter school, is required to provide guidance for water safety to parents in our community.

Albuquerque offers many opportunities to enjoy water, from our irrigation canals (acequias) to community pools and the Rio Grande. However, water can also pose significant risks, especially for children. This guide provides essential information and local resources to help you promote your child's safety in, on, and around water.

- **Teach Water Safety Rules:**
 - Stay away from the edges of acequias and the Rio Grande.
 - Never run or push others near water.
 - Enter water feet first.
 - Know where it is safe to swim (designated pools with lifeguards).
 - Learn how to call for help (911).
- **Learn Basic Water Rescue Skills and CPR:** Knowing how to respond in an emergency can be life-saving. Consider enrolling in a CPR and basic water rescue course.
- **Use U.S. Coast Guard-Approved Life Jackets:** During boating activities or activities in unpredictable water conditions (rivers, lakes, canals) ensure wear of properly fitted life jackets. Inflatable toys and swimming aids are not substitutes for life jackets.
- **Be Aware of Hidden Hazards:** Be cautious of slippery surfaces, uneven ground near water, and potential underwater obstacles.
- **Educate About the Dangers of Entrapment:** Explain the risks of getting caught in drains or other pool/water feature mechanisms. Ensure your pool and spa have compliant drain covers.
- **Buddy System:** Always swim with a buddy in designated swimming areas.
- **Sun Safety:** Remember to protect yourself from the sun with sunscreen, hats, and appropriate clothing when spending time near water.

47

Additional Resources:

- Online Resources: Websites like the American Red Cross and the Centers for Disease Control and Prevention (CDC) offer valuable information and resources on water safety.

Protecting our children is a community effort. By understanding the risks in Albuquerque and taking proactive steps like constant supervision, teaching water safety rules, and enrolling in swimming lessons, we can help ensure a safe and enjoyable experience around water for everyone.

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.
- **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

87

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. **PAPA does not permit shoes with wheels, save those for the weekend.**

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. 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 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.



Performance Agreements

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.

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

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, reintegration 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.

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 prevents students from learning. Consequences 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 consequences when behavioral infractions are serious and/or repeated.

Classroom Managed behavior: The following guidelines are in place to provide staff with direction in classroom management expectations PRIOR TO administrative intervention.	Universal Interventions (Layer One)	Targeted Interventions (Layer Two)	Targeted Interventions (Layer Two)	Intensive Interventions (Layer Three)	
Behaviors which only impact the student: <ul style="list-style-type: none"> • Unprepared • Out of seat • Not following directions • Tardiness • Inappropriate use or destruction of materials • Off-task • Lack of being prepared • Out of class for longer than approved • Work refusal • Inappropriate use of artificial intelligence/plagiarism Behaviors which impact the learning of others or the learning environment: <ul style="list-style-type: none"> • Talking back to teacher • Visiting/talking during instruction • Inventing/violating other's space • Noise-making • Yelling • Inappropriate language • Cheating • Name-calling • Cell phone violations • Inappropriate use of tech 	Schoolwide positive behavioral expectations taught and posted school-wide. 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 by a parent or guardian at end of the day. Frequent active and experiential recognition of students when they are performing the expected behaviors. Connection circles, class community meetings reinforce positive learning environment.	1st Occurrence Eye contact proximity Student reread/ refocus in classroom Verbal or non-verbal redirect to expected behavior	2nd Occurrence Email/phone call to parent Restorative conversation (teacher and student) Loss of free choice space during lunch time (teacher supervised with re-teaching of expectations)	3rd Occurrence Email/phone call to parent Loss of privileges Reread/ refocus in alternative setting (office or counselor) Behavioral agreements between home and teacher. SAT Referral/ FBA depending on infraction Loss of credit for assignments done with AI	Email/phone call to parent FBA and BIP referral depending on infraction Referral to administrative n/ office referral Restorative conference (teacher, parent, admin, student)

<p>Office Managed Behaviors:</p> <p>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/documentation, within the school day or next school day.</p> <p>Loss of privileges may include, but is not limited to, restricted participation in extracurricular activities, school events, assemblies, or other non-academic activities; restricted access to common areas during unstructured times; limited participation in incentive or reward activities; temporary restriction of technology or device privileges; and assigned seating or supervised transitions and lunch.</p> <p>Interventions and consequences highlighted in red are required responses based on state/federal law, school safety requirements, or special education procedures. Other listed interventions are examples of additional supports or disciplinary responses that may be assigned based on the severity, frequency, or circumstances of the behavior.</p>			
<p>Level I</p> <p>Repeated classroom infractions which result in office referral from the above classroom managed behavior chart.</p>	<p>1st Occurrence</p> <p><input type="checkbox"/> Parent/Admin/Teacher restorative Conference</p> <p><input type="checkbox"/> In school reflection period of up to 3 day ISS or lunch detention from the class where the infraction occurred, supervised by office</p> <p><input type="checkbox"/> Student reflection paper depending on infraction</p>	<p>2nd Occurrence</p> <p><input type="checkbox"/> Parent/Admin restorative Conference</p> <p><input type="checkbox"/> 1 day OSS</p> <p><input type="checkbox"/> Student reflection paper of performance and problem-solving support with admin or counselor.</p> <p><input type="checkbox"/> SAT Referral/FBA depending on infraction</p>	<p>3rd Occurrence</p> <p><input type="checkbox"/> Parent conference</p> <p><input type="checkbox"/> 3 day OSS</p> <p><input type="checkbox"/> Loss of privileges</p> <p><input type="checkbox"/> Close monitoring which may include but is not limited to supervised lunch, escort, and restricted access to common areas or digital devices.</p>
<p>Inappropriate Use of AI on Assignments</p> <p>Which includes but not limited to:</p> <ul style="list-style-type: none"> Submitting AI-generated work as original work Using AI on assignments without teacher permission Copying AI-generated responses without citation or acknowledgment Using AI during prohibited assignments or assessments Presenting AI-assisted work as independently completed work 	<p><input type="checkbox"/> Parent contact</p> <p><input type="checkbox"/> Assignment redo at teacher discretion</p> <p><input type="checkbox"/> Academic integrity reflection</p> <p><input type="checkbox"/> Loss of credit per classroom policy</p>	<p><input type="checkbox"/> Parent contact</p> <p><input type="checkbox"/> 1 day ISS</p> <p><input type="checkbox"/> Mandatory completion of academic integrity or digital citizenship learning module</p> <p><input type="checkbox"/> Loss of credit in accordance with classroom policy</p>	<p><input type="checkbox"/> Parent conference</p> <p><input type="checkbox"/> 1-3 days ISS</p> <p><input type="checkbox"/> Behavior/academic integrity contract</p> <p><input type="checkbox"/> Loss of privileges related to technology or work as appropriate</p>

<p>Call phone usage during the school day:</p> <p>Which includes but not limited to:</p> <ul style="list-style-type: none"> Repeated use of cell phone during the school day after teacher reminders Use of phone not permitted by medical necessity 	<p><input type="checkbox"/> Parent contact</p> <p><input type="checkbox"/> Phone in pouch for remainder of week</p>	<p><input type="checkbox"/> Parent contact</p> <p><input type="checkbox"/> Phone in pouch for remainder of week and following week</p>	<p><input type="checkbox"/> Parent conference</p> <p><input type="checkbox"/> Phone in pouch for remainder of semester to be unlocked by admin</p>
<p>Ditching</p> <p>Which includes but is not limited to:</p> <ul style="list-style-type: none"> Leaving campus or assigned areas without permission during school hours Skipping or not attending scheduled classes or school activities Remaining in unauthorized areas instead of assigned locations Avoiding supervision or leaving without staff approval 	<p><input type="checkbox"/> Parent Contact</p> <p><input type="checkbox"/> 2 day ISS</p> <p><input type="checkbox"/> 1 day School Community Service</p> <p><input type="checkbox"/> Credit for missed work is at the discretion of the teacher.</p> <p><input type="checkbox"/> Attendance conversation restorative conversations</p> <p><input type="checkbox"/> Referral to SAT</p>	<p><input type="checkbox"/> 3 days ISS</p> <p><input type="checkbox"/> Parent Contact</p> <p><input type="checkbox"/> 2 days School Community Service</p> <p><input type="checkbox"/> Credit for missed work is at the discretion of the teacher.</p> <p><input type="checkbox"/> Loss of passing period and/escort</p> <p><input type="checkbox"/> FBA</p>	<p><input type="checkbox"/> 5 days ISS</p> <p><input type="checkbox"/> Parent Contact</p> <p><input type="checkbox"/> Attendance Contract</p> <p><input type="checkbox"/> 3 Days School Community Service</p> <p><input type="checkbox"/> Credit for missed work is at the discretion of the teacher.</p> <p><input type="checkbox"/> Loss of privileges</p>
<p>Level II</p> <p>Intentionally harmful behaviors. Require immediate referral to Administration.</p>			
<p>Stealing</p> <p>Which includes but not limited to:</p> <ul style="list-style-type: none"> Taking an item from another student Taking an item from a teacher or staff member Taking an item that belongs to the school 	<p><input type="checkbox"/> Restorative conference with parent/guardian</p> <p><input type="checkbox"/> Restitution of either return of item, replace item, cost of item</p> <p><input type="checkbox"/> 1 Day OSS</p> <p><input type="checkbox"/> School-based community service</p> <p><input type="checkbox"/> Counseling Referral</p>	<p><input type="checkbox"/> Restorative conference with parent/guardian</p> <p><input type="checkbox"/> Restitution of either return of item, replace item, cost of item</p> <p><input type="checkbox"/> 3 Days OSS</p> <p><input type="checkbox"/> School-based community service</p>	<p><input type="checkbox"/> Restorative conference with parent/guardian</p> <p><input type="checkbox"/> Restitution of either return of item, replace item, cost of item</p> <p><input type="checkbox"/> 5 Days OSS</p> <p><input type="checkbox"/> Close monitoring which may include but is not limited to supervised lunch, escort behavior contract</p>
<p>Property destruction</p> <p>Which includes but not limited to:</p> <ul style="list-style-type: none"> Damaging or destroying property Vandalism or defacing surfaces 	<p><input type="checkbox"/> Restorative conference with parent/guardian</p> <p><input type="checkbox"/> Restitution of either return of</p>	<p><input type="checkbox"/> Restorative conference with parent/guardian</p> <p><input type="checkbox"/> Restitution of either return of</p>	<p><input type="checkbox"/> Restorative conference with parent/guardian</p> <p><input type="checkbox"/> Restitution of either return of</p>

<ul style="list-style-type: none"> • Breaking furniture, technology, or supplies • Throwing objects causing damage • Tampering with equipment or facilities • Actions resulting in repair or replacement costs 	<p>Item, replace item, cost of item</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1-3 days of ISS <input type="checkbox"/> School-based community service 	<p>Item, replace item, cost of item</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 Day OSS <input type="checkbox"/> School-based community service <input type="checkbox"/> SAT Referral 	<p>Item, replace item, cost of item</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3 Days OSS <input type="checkbox"/> Close monitoring which may include but is not limited to supervised lunch, escort, and restricted access <input type="checkbox"/> Behavior Contract <input type="checkbox"/> FBA referral
<p>Reckless endangerment of self or others Which includes but not limited to:</p> <ul style="list-style-type: none"> • Unsafe or dangerous behaviors • Actions that may cause harm or injury • Throwing objects or physical horseplay • Misuse of equipment or materials • Creating safety concerns • Tampering with safety equipment or procedures • Disregard for the safety of self or others 	<p>Restorative conference with parent/guardian 1-3 days ISS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflection activity or safety learning module <input type="checkbox"/> School-based community service as appropriate 	<p>Restorative conference with parent/guardian 3 days OSS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specialized classes or completion of learning modules related to behaviors <input type="checkbox"/> SAT Referral/FBA as appropriate 	<p>Restorative conference with parent/guardian 5 days OSS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Behavior contract <input type="checkbox"/> Close monitoring, which may include supervised lunch, escort, or restricted access to common areas or digital devices
<p>Bullying, Harassment, Intimidation Which includes but not limited to:</p> <ul style="list-style-type: none"> • Threatening, intimidating, or harassing behaviors • Verbal, physical, social, or electronic bullying • Name-calling, teasing, rumors, or mocking • Excluding or targeting others on the basis of race, gender, religion, etc. • Inappropriate online or in-person messages • Actions creating an unsafe or hostile environment 	<p>Parent conference 1 day OSS</p> <ul style="list-style-type: none"> <input type="checkbox"/> No contact, stay-away, or behavioral contracts. 	<p>Parent conference 3 days OSS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mandatory participation in Health and Community Safety education either school or community provided (with verification) <input type="checkbox"/> Loss of privileges <input type="checkbox"/> Participation in specialized classes, completion of 	<p>Parent conference 5 days OSS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mandatory participation in Health & Community Safety education either school or community provided (with verification) <input type="checkbox"/> Close monitoring which may include but is not limited to supervised

<p>Sexual Harassment Which includes but not limited to:</p> <ul style="list-style-type: none"> • Unwanted sexual comments, jokes, or gestures • Inappropriate touching or physical contact • Sexual rumors, messages, images, or content shared in person, over text, or digitally • Repeated unwanted attention or advances • Requests for sexual favors • Actions creating an unsafe, hostile, or uncomfortable environment • Sharing of sexually explicit images (AI or otherwise) <p><i>Severity of events may require threat assessment, police involvement, and other disciplinary actions not outlined.</i></p>	<p>Parent conference</p> <ul style="list-style-type: none"> <input type="checkbox"/> No-contact/stay-away directive or behavioral contract <input type="checkbox"/> 1-3 days OSS <input type="checkbox"/> Counseling referral <input type="checkbox"/> Participation in Health and Community Safety education or learning modules 	<p>Parent conference</p> <ul style="list-style-type: none"> <input type="checkbox"/> No-contact/stay-away directive or behavioral contract <input type="checkbox"/> 3-5 days OSS <input type="checkbox"/> Mandatory participation in specialized classes or behavior-related learning modules <input type="checkbox"/> Loss of privileges <input type="checkbox"/> Counseling referral and/or FBA <input type="checkbox"/> Close monitoring as appropriate 	<p>Parent conference</p> <ul style="list-style-type: none"> <input type="checkbox"/> No-contact/stay-away directive or behavioral contract <input type="checkbox"/> 5+ days OSS <input type="checkbox"/> Mandatory counseling or intervention supports <input type="checkbox"/> Behavior contract <input type="checkbox"/> Close monitoring, which may include supervised lunch, escort, or restricted access to common areas or digital devices <input type="checkbox"/> Administrative review for additional disciplinary action or placement consideration
<p>Tampering with security Which includes but not limited to:</p> <ul style="list-style-type: none"> • Bypassing school internet or security protections • Accessing or sharing unauthorized accounts or login information • Misusing or interfering with school technology systems or digital safety measures • Propping open a security gate 	<p>Parent conference</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 day OSS <input type="checkbox"/> Completion of digital citizenship or cybersecurity learning module 	<p>Parent conference</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3 days OSS <input type="checkbox"/> Loss or restriction of technology privileges <input type="checkbox"/> Participation in specialized classes or behavior learning modules 	<p>Parent conference</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5 days OSS <input type="checkbox"/> Behavioral Contract <input type="checkbox"/> Restricted or supervised technology access <input type="checkbox"/> Possible restitution for damages or

<p>Verbal abuse of a staff member Which includes but not limited to:</p> <ul style="list-style-type: none"> • Cursing or vulgar language directed at staff • Yelling, threatening, or intimidating statements • Harassing, degrading, or abusive comments toward staff • Severe or repeated inappropriate verbal conduct in person or digitally that substantially disrupts the school environment 	<p><input type="checkbox"/> Parent conference</p> <p><input type="checkbox"/> 1 day OSS</p> <p><input type="checkbox"/> Restorative conversation/apology process</p> <p><input type="checkbox"/> Reflection activity</p>	<p><input type="checkbox"/> SAT Referral/FBA if patterns emerge</p> <p><input type="checkbox"/> Parent conference</p> <p><input type="checkbox"/> 3 days OSS</p> <p><input type="checkbox"/> Loss of Privileges</p> <p><input type="checkbox"/> SAT Referral/FBA if behaviors are repeated or escalated</p>	<p>recovery costs if applicable</p> <p><input type="checkbox"/> Parent conference</p> <p><input type="checkbox"/> 5 days OSS</p> <p><input type="checkbox"/> Behavior contract</p> <p><input type="checkbox"/> Counseling referral or check-in/check-out support</p> <p><input type="checkbox"/> Close monitoring if needed</p>
<p><i>Does not include respectful disagreement, criticism, or protected speech that is non-threatening and non-disruptive.</i></p>	<p><input type="checkbox"/> Parent conference</p> <p><input type="checkbox"/> Temporary restriction of technology/device privileges</p> <p><input type="checkbox"/> 3 days OSS</p> <p><input type="checkbox"/> Completion of digital safety or behavior learning modules</p>	<p><input type="checkbox"/> Parent conference</p> <p><input type="checkbox"/> Temporary restriction of technology/device privileges</p> <p><input type="checkbox"/> 5 days OSS</p> <p><input type="checkbox"/> Counseling referral/SAT referral as appropriate</p>	<p><input type="checkbox"/> Parent conference</p> <p><input type="checkbox"/> Restricted or supervised technology access</p> <p><input type="checkbox"/> 5+ days OSS</p> <p><input type="checkbox"/> Behavior contract</p> <p><input type="checkbox"/> Additional disciplinary action as determined by administration based on severity or repeated behavior</p>
<p>Inappropriate use of tech involving threats, intimidation, pornography) Which includes but not limited to:</p> <ul style="list-style-type: none"> • Sending or sharing threatening, intimidating, or harassing messages • Accessing, sharing, or displaying pornographic or explicit content • Using technology to bully, threaten, or target others • Sharing inappropriate images, videos, or digital content • Misuse of school or personal devices that disrupts the school environment • Using technology in ways that violate school safety or acceptable use expectations 	<p><input type="checkbox"/> Parent conference</p> <p><input type="checkbox"/> 9 day OSS</p>	<p><input type="checkbox"/> Parent conference</p> <p><input type="checkbox"/> Manifestation Determination (students with IEP or BIP) SAT Referral/FBA</p> <p><input type="checkbox"/> Recommend expulsion</p>	<p>Breach of Behavioral Contract (4th+ occurrence of behavior)</p>

<p>Office Managed Behaviors Level III: Illegal Behaviors</p> <p>Decisions to suspend a student long-term or recommend expulsion require documented referral and review to Health and Wellness Team (HAWT) or Manifestation Determination meeting for students with disabilities.</p> <p>In accordance with IDEA regulations, schools may unilaterally remove a student with a disability to an Interim Alternative Educational Setting (IAES) for up to 45 school days, without an initial Manifestation Determination, when the incident involves weapons, illegal drugs, or the infliction of serious bodily injury at school, on school premises, or at a school function. An MDR must still occur within required timeframes.</p> <p>Items highlighted in red indicate required actions or procedures based on the severity of the behavior, state law, federal law, or special education requirements. Additional interventions and consequences may be assigned as appropriate to the individual incident.</p> <p>Threat assessments and safety reviews will be conducted when behaviors involve threats, weapons, violence, credible safety concerns, or behaviors determined to pose a potential risk to the school community.</p>		
	1st Occurrence	2nd Occurrence
<p>Weapon Possession Which includes but not limited to:</p> <ul style="list-style-type: none"> • Possessing or carrying weapons or dangerous items • Displaying or brandishing a weapon or look-alike weapon • Possessing knives, sharp objects, or items intended to cause harm 	<p><input type="checkbox"/> Up to 5 days of OSS</p> <p><input type="checkbox"/> Reentry meeting prior to returning to campus</p> <p><input type="checkbox"/> Threat assessment and safety review</p> <p><input type="checkbox"/> Behavior Contract</p> <p><input type="checkbox"/> Law enforcement notification as appropriate</p>	<p><input type="checkbox"/> Long Term OSS</p> <p><input type="checkbox"/> Threat assessment and safety review</p> <p><input type="checkbox"/> Recommend Expulsion</p> <p><input type="checkbox"/> Law enforcement notification as appropriate</p> <p><input type="checkbox"/> Manifestation Determination (students under IDEA)</p>
<p>Possession or Use of Firearm Which includes but not limited to:</p> <ul style="list-style-type: none"> • Possessing, using, or displaying a firearm • Possessing ammunition or weapon components • Threatening others with a firearm 	<p><input type="checkbox"/> Up to 9 days OSS</p> <p><input type="checkbox"/> Parent conference</p> <p><input type="checkbox"/> Law enforcement notification</p> <p><input type="checkbox"/> Threat assessment and safety review</p> <p><input type="checkbox"/> Recommend expulsion</p> <p><input type="checkbox"/> Manifestation Determination (students under IDEA)</p> <p><input type="checkbox"/> HAWT referral</p>	<p><input type="checkbox"/> Recommend Expulsion</p> <p><input type="checkbox"/> Parent conference</p> <p><input type="checkbox"/> Law enforcement notification</p> <p><input type="checkbox"/> Manifestation Determination (students under IDEA)</p> <p><input type="checkbox"/> HAWT referral</p>
<p>Drugs or Alcohol (possession, use, distribution) Which includes but not limited to:</p> <ul style="list-style-type: none"> • Possessing, using, selling, or distributing drugs, THC, nicotine, alcohol, or controlled substances • Possession of prescription medication without health office distribution and medication authorization. 	<p><input type="checkbox"/> 5 days OSS</p> <p><input type="checkbox"/> Parent conference</p> <p><input type="checkbox"/> Reentry meeting prior to returning to campus</p> <p><input type="checkbox"/> Law enforcement notification</p> <p><input type="checkbox"/> Mandatory participation in Health and Community Safety education either school or community provided (with verification)</p>	<p><input type="checkbox"/> Recommend Expulsion</p> <p><input type="checkbox"/> Parent conference</p> <p><input type="checkbox"/> Law enforcement notification</p> <p><input type="checkbox"/> Manifestation Determination (students under IDEA)</p> <p><input type="checkbox"/> HAWT referral</p>

<p>False Threats, Hoaxes, or False Reports Which includes but not limited to:</p> <ul style="list-style-type: none"> • Making bomb threats or threats of violence • Making false emergency, police, or safety reports • Reporting false information intended to cause panic, disruption, or evacuation • Creating or sharing hoax threats verbally, in writing, or digitally • Knowingly providing false information regarding school safety concerns 	<ul style="list-style-type: none"> <input type="checkbox"/> 5 days OSS <input type="checkbox"/> Parent conference <input type="checkbox"/> Law enforcement notification <input type="checkbox"/> Threat assessment and safety review <input type="checkbox"/> Reentry meeting prior to returning to campus <input type="checkbox"/> Mandatory counseling or behavioral intervention referral <input type="checkbox"/> FBABIP review or referral as appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> 10 days OSS <input type="checkbox"/> Parent conference <input type="checkbox"/> Law enforcement notification <input type="checkbox"/> Threat assessment and safety review <input type="checkbox"/> FBABIP review or revision as appropriate <input type="checkbox"/> Manifestation Determination (students under IDEA) <input type="checkbox"/> Possible recommendation for alternative placement or expulsion review
<p>Assault and battery of a staff member Which includes but not limited to:</p> <ul style="list-style-type: none"> • Hitting, kicking, pushing, spitting on, or physically contacting staff in a harmful manner • Attempting or threatening physical harm • Throwing objects at staff 	<ul style="list-style-type: none"> <input type="checkbox"/> 9 days OSS <input type="checkbox"/> Parent conference <input type="checkbox"/> Law enforcement notification <input type="checkbox"/> Threat assessment and safety review <input type="checkbox"/> Reentry meeting prior to returning to campus <input type="checkbox"/> Manifestation Determination (students under IDEA) <input type="checkbox"/> HAWT referral <input type="checkbox"/> Recommend expulsion <input type="checkbox"/> FBA 	

54

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 used at school. 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 school hours. Call phone use is prohibited from 7:55 am until 4:16 pm on campus or off campus during a school sponsored activity such as a technical rehearsal. To do so is a disruption to the educational process for your child and other children. Please do not call, text or Facetime your child during instructional time. Parents may call the front office if they need to speak to their child or deliver a message. Cell phone use is prohibited during lunch and passing periods. 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.

Personal cell phones, laptops, tablets, gaming devices and wireless headphones/earbuds will not be allowed during the school day.

Communication With Students

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.

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

- Students may not use or display wireless communication devices during school hours, 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) from 7:55 am-4:16 pm

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

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:
 - o Financial responsibility for the cost of pouch replacement
 - o 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.

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 the **PAPA discipline matrix: their syllabi-**

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 **as outlined in the PAPA discipline matrix.** "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 **will** be taken against the perpetrator **following the PAPA Discipline Matrix 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. Blank 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 (SHAAC) 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 **will result in disciplinary action discipline more than one time in a school year will result in additional disciplinary action outlined in the PAPA Discipline Matrix 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 either that or 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 a ~~student~~ ~~self~~ ~~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 **and will follow the PAPA Discipline Matrix.**

56

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, and under the influence, sale and/or distribution of controlled/illegal substances including drugs and alcohol. Arrestable offenses may also result in expulsion from PAPA as outlined in the PAPA Discipline Matrix.-f

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 2026-27 PUBLIC ACADEMY FOR PERFORMING ARTS PARENT/STUDENT HANDBOOK.

STUDENT NAME _____ DATE _____

2025-26 PAPA GOVERNING COUNCIL

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, itrujillo@paparts.org, IssacTrujillo@gmail.com COMMUNITY

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

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

Member –David Littlefield, Retired Sherrif'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, Mark Opperman, Fabian Sisneros

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

Kenny Jensen, Student Council President Isabella Sisneros, National Honor Society President

#	POSITION	LENGTH OF TERM	2024/25 YEAR IN CYCLE	2025/26 YEAR IN CYCLE	2026/27 Year in Cycle	2027/28 Year in Cycle
1	Barbara CampBell Community	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 2024-25

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 – Renai Edwards (Chair), Barbara CampBell, Paul Paradise, Tamara Lopez, Elisa Radcliffe, Ginny Wilmerding

Performing Arts Committee – Issac Trujillo (Chair), David Littlefield, Kyle Malone, Tamara Lopez, Elisa Radcliffe, Carol Torrez,

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 2024-25

All meetings will be at 6 pm typically the 3rd Thursday of the month. 7/17, 8/21, 9/18, 10/16, 11/20, 12/18, 1/15, 2/19,3/26,4/16, 5/21,6/18,7/16

SCHOOL CONTACTS

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

2026-27 PAPA GOVERNING COUNCIL

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@aps.edu PARENT
Member – Tara Konecny, _____ PARENT
Member –David Littlefield, Retired Sherrif's Department, 505-353-0221; dlittlefield@paparts.org, doglb2@gmail.com PARENT
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Carol Torrez, Mark Opperman, Fabian Sisneros

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

Lex Lillwy, Student Council President Jasper Goldberg, National Honor Society President

#	POSITION	LENGTH OF TERM	2025/26 YEAR IN CYCLE	2026/27 Year in Cycle	2027/28 Year in Cycle	2028/29
1	Barbara CampBell Community	3-year	1	2	3 Term Ends	1
2	David Littlefield Parent	3-year	2	3 Term Ends	1	2
3	Jessica Short Parent	3-year	2	3 Term Ends	1	2
4	Issac Trujillo Community	3-year	1	2	3 Term Ends	1
5	Tara Konecny Parent	3-year	3 Term Ends	1	2	3
6	Kyle Malone Parent	3-year	2	3 Term Ends	1	2
7	Paul Paradise Community	3-year	3 Term Ends	1	2	3

COUNCIL MEMBERSHIP TERMS

GOVERNING COUNCIL COMMITTEES 2024-25 *to be updated*

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 – _____ (Chair), Barbara CampBell, Paul Paradise, Tamara Lopez, Elisa Radcliffe,

Performing Arts Committee – Issac Trujillo (Chair), David Littlefield, Kyle Malone, Tamara Lopez, Elisa Radcliffe, Carol Torrez,

Policy Review Committee – Jessica Short (Chair), Issac Trujillo, Tamara Lopez, Mark Opperman, Paul Paradise

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

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

GOVERNING COUNCIL MEETING DATES 2024-25

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

PAPA Board Self-Evaluation, 2026

#	Question	1	2	3	4	Ave
1	Board knows the key charter promises to authorizer and community			3	16	3.8
2	Board is focused on the mission and vision of school				20	4
3	Board understands how to measure charter promises			12	4	3.2
4	Job descriptions detail the roles and responsibilities of the full board in bylaws			6	8	3.5
5	There are individual performance expectations for board members that are written in the bylaws, and we hold each board member accountable		2	9		2.75
6	Our board is large enough to have several active, well-functioning committees, that dive into substantive issues and bring info back to the board for discussion and decision-making		4	9		2.6
7	Board consistently demonstrates a clear understanding of the difference between governance and management			3	16	3.8
8	Board has a strong partnership with the school leader that is built on mutual trust and respect		2	6	8	3.2
9	Board mtgs are always well attended, remain focused on the agenda, and allow for equitable representation of opinions and questions of all members			6	12	3.6
10	Board has a system in place to deal with chronic non-attending and underperforming members as outlined in bylaws		4		12	3.2
11	Board reviews financials monthly and every board member has a firm grasp on the school's financial health		2	6	8	3.2
12	Majority of board mtg time is focused on strategic issues, school performance not just reporting past events		2	6	8	3.2
13	Gov board uses academic achievement data to make decisions and holds the administrator accountable for results			9	8	3.4
14	Board has formal tools and measures in place to measure overall org performance (finance, operations, edu program, student & staff retention.		4	3	8	3
15	Each year the board establishes strategic board level goals, articulating how the board will add value, that are specific and measurable	1	4		8	2.6
16	Board conducts an annual performance appraisal for the full board and for individual members	2	2	6		2
17	We have a succession plan for both board members and school leadership	1.5	1	9		2.3

COMMENTS

The succession plan could use attention - what kind of skills do we specifically need on the board? How to recruit vs. random applicants (which might be fine, but would be good to have some specific skills, like finance, fundraising)

Some board members/committees meet separately and do not report out - things like the building search.

More active involvement rather than just turn up and vote on basic elements of the board

60



Public Academy for Performing Arts Governing Council

Proposed Policy for Public Comment: Weighting of Dual Credit Courses

The Public Academy for Performing Arts proposes the following policy regarding the weighting of Dual Credit coursework for grade point average (GPA) calculations:

Dual Credit courses that are recognized as transferable to a four-year university shall be weighted in the calculation of a student's GPA. Additionally, the introductory course required by the Public Academy for Performing Arts for student participation in Dual Credit programming shall also be designated as a weighted course.

This proposal is intended to acknowledge the rigor of college-level coursework and to support the equitable recognition of students' academic efforts as they pursue postsecondary opportunities while enrolled in high school.

IV. EFFECTIVE DATE This regulation shall take effect on August 1, 2026.

Date Approved: _____