



Agenda Governing Council
<https://www.youtube.com/live/R5W6xZmh9c4>
Thursday, October 15, 2026 4:30 pm, RM 3
 Public Academy for Performing Arts Campus
 11800 Princess Jeanne Ave NE, Albuquerque, NM 87112

Type of meeting: Community/Monthly

Chair: Barbara CampBell

Invited to Attend			
1. Kyle Malone, GC Member	5. David Littlefield, GC Member	9. Fabian Sisneros, Staff Representative	Scheduled Guests:
2. Tara Konecny, GC Member	6. Issac Trujillo, GC Vice President	10. Mark Opperman, Staff Representative	
3. Jessica Short, Secretary	7. Paul Paradise, GC Member	11. Rhonda Macias, Business Manager	Scheduled Absence: Issac Trujillo
4. Barbara CampBell, GC President	8. Carol Torrez, Staff Representative	12. Tamara Lopez, Executive Director	

Agenda Item	Presented by	Time
1. Call to Order, Roll Call (Quorum 4/7 voting members)	Chair	
2. Welcome and Introductions	Chair	
3. Approval of Agenda ACTION ITEM -	All	
4. Approval of Previous Meeting Minutes	All	
5. a. Open Forum for Public Comment (Form Required) - 3 minutes		
6. Budget & Finance Committee Report - A. SEPTEMBER FINANCIAL REPORT-ACTION ITEM - B. BARS/Permanent Transfer ACTION ITEM - C. CHECK REGISTER SEPTEMBER D. POs over \$5,000 -	Paul Paradise and Rhonda Cordova	
7. Executive Director's Report e. EDAC Representative-History Department f. Written Report - g. Wellness Plan- h. Foundation Update- Star Perkins i. Travel Request Update- Su Hudson- Action Item	Tamara Lopez	
8. Organizational Business a. President's Report - b. Executive Session Need for next meeting 11/19/26- Action Item	Barbara CampBell Jessica Short	
11. Adjourn -	Barbara CampBell	

----- **Statement on Open Forum for Public Comment** ----Open Forum request: <https://forms.gle/FqaPgWtYt7cn7FiR9>

PAPA Open Forum Guidelines: <https://docs.google.com/document/d/15hjN1n5eHzP0PsbXq2rHLnzbEzv5vHGubbn6a-WJ/edit?usp=sharing>

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

----- **Statement of Non-Discrimination** -----Public Academy for Performing Arts does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services. Persons requiring special accommodations should contact the administrative office at (505) 830-3128 Ext. 0 at least 24 hours prior to the meeting. The Title IX Coordinator is the Executive Director.

Audit Committee – Paul Paradise (Chair), Tamara Lopez, Rhonda Cordova, Tara Konecny, 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 – David Littlefield (Chair), Barbara CampBell, Paul Paradise, Tara Konecny, Tamara Lopez, Elisa Radcliffe (Performing Arts Coordinator),

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, Brian Haycox

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

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

GOVERNING COUNCIL MEETING DATES 2026-27

All meetings will be at 4:30 pm, typically the 3rd Thursday of the month. 8/20, 9/17, 10/15, 11/19, 12/17, 1/21, 2/18, 3/18, 4/15, 5/20, 6/17



Minutes Governing Council
<https://www.youtube.com/live/R5W6xZmh9c4>
Thursday, September 17, 2026 4:30 pm, RM 3
 Public Academy for Performing Arts Campus
 11800 Princess Jeanne Ave NE, Albuquerque, NM 87112

Type of meeting: Community/Monthly

Chair: Barbara CampBell

Invited to Attend			
1. Kyle Malone, GC Member	5. David Littlefield, GC Member	9. Fabian Sisneros, Staff Representative	Scheduled Guests:
2. Tara Konecny, GC Member	6. Issac Trujillo, GC Vice President	10. Mark Opperman, Staff Representative	
3. Jessica Short, Secretary	7. Paul Paradise, GC Member	11. Rhonda Macias, Business Manager	Scheduled Absence: Issac Trujillo
4. Barbara CampBell, GC President	8. Carol Torrez, Staff Representative	12. Tamara Lopez, Executive Director	

Agenda Item	Presented by	Time
1. Call to Order, Roll Call (Quorum 4/7 voting members) Tamara Lopez, Barbara CampBell, Tara Koenecky, Kyle Malone, Fabian Sisneros, Carol Torrez, Paul Paradise, David Littlefield, Jessica Short	Chair	4:35 pm
2. Welcome and Introductions	Chair	
3. Approval of Agenda ACTION ITEM - DAVID LITTLEFIELD 1ST, KYLE MALONE 2ND (4/4 APPROVED)	All	4:36 pm
4. Approval of Previous Meeting Minutes 8/20/26 - David Littlefield 1st, Paul Paradise 2nd (4/4 Approved)	All	4:37 pm
5. a. Open Forum for Public Comment (Form Required) - 3 minutes a. Thaddeus Littlefield - Concerns about Cell phone policy, and how it is enforced. Would like GC to look at policy and enforcement are in line		4:39 pm
6. Budget & Finance Committee Report - Met Tuesday 9/15, Paul Paradise, Rhonda Macias, Tamara Lopez - In August IDEA B (additional allocation) will be moved so there is not a negative balance at year end. Check register: 2 payments stand out to NHCC. Solution Tree for PD for Math team. B. AUGUST FINANCIAL REPORT-ACTION ITEM - KYLE MALONE 1ST, DAVID LITTLEFIELD 2ND (6/6 APPROVED) C. BARS/Permanent Transfer ACTION ITEM - 0010-I (INCREASE IDEA - B SPECIAL Ed FUNDINGIN) DAVID LITTLEFIELD 1ST, PAUL PARADISE 2ND (6/6 APPROVED) D. CHECK REGISTER AUGUST E. POs over \$5,000 - NONE	Paul Paradise and Rhonda Cordova	4:40 pm
7. Executive Director's Report f. Written Report - g. EDAC Representative- Dance Department	Tamara Lopez	4:45 pm
8. Organizational Business a. President's Report - Offer on a building, but still need to discuss financing b. Policy Committee Proposed Policy- a. RIF Policy- Action Item (with changes to Governing Council and Head Administrator language)- David Littlefield 1st, Tara Konecny 2nd (6/6 Approved on both policies) b. Furlough Policy- Action Item	Barbara CampBell Jessica Short	5:08 pm
9.. Executive Session- Limited Personnel Issues- <u>Jessica Short</u> moves to close the meeting for the purpose of going into Executive Session pursuant to NMSA 10-15-1-H(8)	none	
10.. Exit Executive Session - <u> </u> moves to come out of Executive session pursuant to NMSA 10-15-1-H(2)	none	
11. Adjourn -	Barbara CampBell	5:16 pm

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

Long-Range Planning – David Littlefield (Chair), Barbara CampBell, Paul Paradise, Tara Konecny, Tamara Lopez, Elisa Radcliffe (Performing Arts Coordinator),

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, Brian Haycox

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

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

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Budget Report as of September 30, 2026

Operational

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$7,600,901.31	(\$1,008,768.96)	(\$4,174,011.42)	\$2,418,120.93
			\$0.00 Pending BARs
			<u>\$0.00</u>
			\$2,418,120.93

Food Services

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$286,706.02	(\$6,031.90)	(\$215,737.27)	\$64,936.85
			\$0.00 Pending BARs
			<u>\$0.00</u>
			\$64,936.85

Non-Instructional Support

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$185,075.68	(\$26,428.52)	(\$43,846.61)	\$114,800.55
			\$ - Pending BARs
			<u>\$0.00</u>
			\$114,800.55

Entitlement IDEA-B

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$76,399.00	(\$15,521.05)	(\$62,247.80)	(\$1,369.85)
			\$1,369.85 Pending BARs
			<u>\$0.00</u>
			(\$0.00)

Teacher/Principal Training & Recruiting

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$14,899.00	(\$8,904.45)	\$0.00	\$5,994.55
			\$ - Pending BARs
			<u>\$0.00</u>
			\$5,994.55

Student Supp Academic Achievement Title IV

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$9,982.00	\$0.00	\$0.00	\$9,982.00
			\$ - Pending BARs
			<u>\$0.00</u>
			\$9,982.00

Title XIX MEDICAID 3/21 Years

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$177,551.56	(\$865.08)	(\$770.43)	\$175,916.05
			\$ - Pending BARs
			<u>\$0.00</u>

\$175,916.05

CNM Foundation

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$2,512.88	\$0.00	(\$4,000.00)	(\$1,487.12)
		\$	- Pending BARs
			<u>\$0.00</u>
			<i>(\$1,487.12)</i>

Literacy For Children @ Risk PED

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$8,469.00	(\$3,046.35)	\$0.00	\$5,422.65
			\$0.00 Pending BARs
			<u>\$0.00</u>
			<i>\$5,422.65</i>

Youth Chat Grant

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$3,102.70	\$0.00	\$0.00	\$3,102.70
		\$	- Pending BARs
			<u>\$0.00</u>
			<i>\$3,102.70</i>

Special Capital Outlay-State

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$115,000.00	\$0.00	\$0.00	\$115,000.00
			\$0.00 Pending BARs
			<u>\$0.00</u>
			<i>\$115,000.00</i>

Capital Improvements HB-33

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$678,719.18	(\$131,958.23)	(\$648,041.77)	(\$101,280.82)
		\$	- Pending BARs
			<u>\$0.00</u>
			<i>(\$101,280.82)</i>

SB9 Ad Valorem

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$999,346.53	(\$36,417.90)	(\$44,910.39)	\$918,018.24
			\$0.00 Pending BARs
			<u>\$0.00</u>
			<i>\$918,018.24</i>

SB-9 State Match Cash

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$54,991.76	(\$18,907.05)	(\$32,699.50)	\$3,385.21
		\$	- Pending BARs
			<u>\$0.00</u>
			<i>\$3,385.21</i>

\$0.00

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

\$0.00

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

\$0.00

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

Public Academy for Performing Arts

[Cycle Name]: "FY2027", [Posted Status]: Equals Posted; , [Type]: Equals Actual; , [Origin]: Equals J/E; ; Created On: 10/12/2026 9:21:18 PM

Account Code	Trans Date	Posting Date	Origin	Transaction Comment	Debit	Credit
Transaction Number						
11000-2400-55915-uuu0-001047-00000-00000	09/15/2026	10/12/2026	J/E	Bank Analysis fee September 2026	\$35.28	\$0.00
11000-0000-11012-0000-000000-00000-00000	09/15/2026	10/12/2026	J/E	Bank Analysis fee September 2026	\$0.00	\$35.28

Finance Meeting October 13, 2026

[illegible]

Public Academy for Performing Arts

Issued and Closed POs Report

Accounting Cycle: FY2027; PO Types: [All]; Purchase Order: [All]; Account Expression: [All]; Include Tax and Shipping: [No]; Include Closed POCs: [Yes]; Show Detail: [No]; Created On: 9/17/2020 5:35:37 PM

PO Number	Type	Vendor Name	Date Issued	Status	Days Outstanding	PO Amount	Invoiced Amount	Unencumbered Amount	Remaining Encumbrance
2026-016-3	Dollar	APS	7/1/2026	Issued	47	\$180,000.00	\$128,815.22	\$128,815.22	\$51,184.78
2026-017	Dollar	PNM	7/1/2025	Issued	412	\$8,140.75	\$0.00	\$0.00	\$8,140.75
2026-031-1	Dollar	ACES	7/1/2025	Issued	412	\$16,158.99	\$370.17	\$370.17	\$15,788.82
2026-285	Dollar	Holland and Hart	12/2/2025	Issued	258	\$20,610.90	\$0.00	\$0.00	\$20,610.90
2026-324	Regular	ACES	12/3/2025	Issued	229	\$5,090.66	\$0.00	\$0.00	\$5,090.66
2026-475	Regular	PowerSchool Group, LLC	4/8/2026	Closed		\$7,204.69	\$7,204.69	\$7,204.69	\$0.00
2027-003	Dollar	PNM	7/1/2026	Issued	47	\$45,000.00	\$2,413.92	\$2,413.92	\$42,586.08
2027-004	Dollar	ABCWUA	7/1/2026	Issued	47	\$38,000.00	\$3,449.01	\$3,449.01	\$34,550.99
2027-005	Dollar	NM Gas Company	7/1/2026	Issued	47	\$20,000.00	\$71.25	\$71.25	\$19,928.75
2027-008	Dollar	Charter Law Office PC	7/1/2026	Issued	47	\$8,000.00	\$300.27	\$300.27	\$7,699.73
2027-009	Dollar	Harris School Solutions	7/1/2026	Issued	47	\$18,000.00	\$0.00	\$0.00	\$18,000.00
2027-010	Dollar	PowerSchool Group, LLC	7/1/2026	Issued	47	\$18,000.00	\$0.00	\$0.00	\$18,000.00
2027-011	Dollar	CNM	7/1/2026	Issued	47	\$8,000.00	\$0.00	\$0.00	\$8,000.00
2027-012	Regular	Rhonda Cordova	7/1/2026	Issued	47	\$96,100.00	\$10,762.50	\$10,762.50	\$75,337.50
2027-017	Dollar	CES	7/1/2026	Issued	47	\$177,314.76	\$0.00	\$0.00	\$177,314.76
2027-020	Dollar	ACES	7/1/2026	Issued	47	\$25,000.00	\$0.00	\$0.00	\$25,000.00
2027-021	Dollar	ACES	7/1/2026	Issued	47	\$6,565.13	\$0.00	\$0.00	\$6,565.13
2027-023	Dollar	Southwest Copy Systems	7/1/2026	Issued	47	\$11,100.00	\$725.02	\$725.02	\$10,374.98
2027-030	Dollar	Labatt Food Service	7/1/2026	Closed		\$176,000.00	\$0.00	\$176,000.00	\$0.00
2027-034	Dollar	BYU Continuing Education	7/1/2026	Issued	47	\$8,000.00	\$160.00	\$160.00	\$7,840.00
2027-038	Regular	Midway Office Supply	7/1/2026	Issued		\$10,924.85	\$0.00	\$0.00	\$10,924.85
2027-042	Regular	Guide Care Inc Alongside	7/1/2026	Closed		\$5,300.00	\$5,300.00	\$5,300.00	\$0.00
2027-044	Regular	Solution Tree	7/1/2026	Closed		\$7,641.38	\$7,641.38	\$7,641.38	\$0.00
2027-045	Regular	Quizizz Inc	7/1/2026	Closed		\$5,170.80	\$5,170.80	\$5,170.80	\$0.00
2027-067	Regular	NMPSIA	7/15/2026	Closed		\$107,025.00	\$107,025.00	\$107,025.00	\$0.00
2027-092	Regular	National Hispanic Cultural Center	8/6/2026	Issued	11	\$14,285.00	\$7,145.00	\$7,145.00	\$7,140.00
2027-096	Regular	School Outfitters	8/10/2026	Issued	7	\$10,201.04	\$0.00	\$0.00	\$10,201.04
2027-109	Dollar	CES	8/13/2026	Issued	4	\$20,860.56	\$0.00	\$0.00	\$20,860.56
2027-134	Dollar	LeadForwardEd LLC	8/18/2026	Issued	55	\$11,000.00	\$2,500.00	\$2,500.00	\$8,500.00
2027-138	Dollar	Apodaca, Robert	8/20/2026	Issued	53	\$24,201.56	\$0.00	\$0.00	\$24,201.56
2027-140	Regular	ODP Business Solutions	8/20/2026	Issued	53	\$17,999.50	\$0.00	\$0.00	\$17,999.50
2027-142	Dollar	LSG and Associates, Inc.	8/25/2026	Issued	48	\$9,000.00	\$0.00	\$0.00	\$9,000.00
2027-149	Regular	Cengage Learning	8/27/2026	Issued	46	\$7,887.00	\$0.00	\$0.00	\$7,887.00
2027-181	Regular	Amazon.com	9/10/2026	Issued	32	\$14,700.00	\$0.00	\$0.00	\$14,700.00

Public Academy for Performing Arts

Bank Account Register Activity Report

Bank: [All]; Bank Account: [All]; Begin Date: 09/01/2026; End Date: 09/30/2026; Status: Non-Void; Created On: 10/12/2026 9:27:39 PM

Bank		Account Number											
US Bank													
Date	Number	Type	Payee/From	Status	Deposit	Withdrawal	Balance						
9/1/2026		AP Warrant	APS	Non-Void		\$3,143.01	\$4,041,770.24						
9/1/2026			Beginning Balance				\$4,044,913.25						
9/1/2026	16922	AP Warrant	9 Mile Tees	Non-Void		\$1,404.00	\$4,040,366.24						
9/1/2026	16923	AP Warrant	ABCWUA	Non-Void		\$4,126.05	\$4,036,240.19						
9/1/2026	16924	AP Warrant	APS Graphics/The Teacher's Toolbox	Non-Void		\$175.50	\$4,036,064.69						
9/1/2026	16925	AP Warrant	BYU Continuing Education	Non-Void		\$40.00	\$4,036,024.69						
9/1/2026	16926	AP Warrant	CES	Non-Void		\$413.90	\$4,035,610.79						
9/1/2026	16927	AP Warrant	Rhonda Cordova	Non-Void		\$3,587.50	\$4,032,023.29						
9/1/2026	16928	AP Warrant	Cunningham, Tiffany	Non-Void		\$200.00	\$4,031,823.29						
9/1/2026	16929	AP Warrant	Danfelter, Jackie	Non-Void		\$873.64	\$4,030,949.65						
9/1/2026	16930	AP Warrant	Dion's Pizza	Non-Void		\$272.05	\$4,030,677.60						
9/1/2026	16931	AP Warrant	Fox, Desmond	Non-Void		\$245.00	\$4,030,432.60						
9/1/2026	16932	AP Warrant	Home Depot	Non-Void		\$785.64	\$4,029,646.96						
9/1/2026	16933	AP Warrant	IXL	Non-Void		\$3,270.00	\$4,026,376.96						
9/1/2026	16934	AP Warrant	J.W. Pepper	Non-Void		\$121.75	\$4,026,255.21						
9/1/2026	16935	AP Warrant	Lopez, Tamara	Non-Void		\$229.46	\$4,026,025.75						
9/1/2026	16936	AP Warrant	Maloy Mobile Storage	Non-Void		\$4,800.00	\$4,021,225.75						
9/1/2026	16937	AP Warrant	NM Gas Company	Non-Void		\$187.24	\$4,021,038.51						
9/1/2026	16938	AP Warrant	NM Museum of Natural History and Science	Non-Void		\$224.00	\$4,020,814.51						
9/1/2026	16939	AP Warrant	NMAA	Non-Void		\$1,500.00	\$4,019,314.51						
9/1/2026	16940	AP Warrant	Prime Time Publishing/New Mexico Kids!	Non-Void		\$729.73	\$4,018,584.78						
9/1/2026	16941	AP Warrant	Soundtrap US Inc	Non-Void		\$900.00	\$4,017,684.78						
9/1/2026	16942	AP Warrant	Southwest Copy Systems	Non-Void		\$725.02	\$4,016,959.76						
9/1/2026	16943	AP Warrant	Staples	Non-Void		\$512.69	\$4,016,447.07						
9/1/2026	16944	AP Warrant	T-Mobile USA Inc.	Non-Void		\$123.70	\$4,016,323.37						
9/1/2026	16945	AP Warrant	W. W. Norton & Company Inc.	Non-Void		\$6,063.20	\$4,010,260.17						
9/1/2026	16946	AP Warrant	Waste Management	Non-Void		\$259.51	\$4,010,000.66						
9/1/2026	16947	AP Warrant	Apple Education Sales	Non-Void		\$3,024.00	\$4,006,976.66						
9/1/2026	16948	AP Warrant	Midway Office Supply	Non-Void		\$10,924.85	\$3,996,051.81						
9/1/2026	16949	AP Warrant	Sam's Club	Non-Void		\$193.35	\$3,995,858.46						
9/1/2026	16950	AP Warrant	Staples	Non-Void		\$2,425.02	\$3,993,433.44						
9/2/2026	16951	AP Warrant	Amazon.com	Non-Void		\$27,483.71	\$3,965,949.73						
9/2/2026	7992	Cash Receipt	Yearbook	Non-Void	\$20.00		\$3,965,969.73						
9/3/2026		Payroll Liability Check	IRS	Non-Void		\$28,488.00	\$3,937,481.73						
9/4/2026		Payroll Liability Check	US bank	Non-Void		\$84,770.66	\$3,852,711.07						

9/9/2026		Payroll Liability Check	NM Retiree Healthcare Authority	Non-Void		\$7,749.62	\$3,844,961.45
9/9/2026		Payroll Liability Check	NMPSIA	Non-Void		\$54,867.08	\$3,790,074.37
9/9/2026	8002	Cash Receipt	Activity Fees	Non-Void	\$1,416.50		\$3,791,490.87
9/11/2026	16952	AP Warrant	9 Mile Tees	Non-Void		\$975.00	\$3,790,515.87
9/11/2026	16953	AP Warrant	ACES	Non-Void		\$1,036.43	\$3,789,479.44
9/11/2026	16954	AP Warrant	Albuquerque Mediation Services	Non-Void		\$215.25	\$3,789,264.19
9/11/2026	16955	AP Warrant	Carolina Biological	Non-Void		\$38.72	\$3,789,225.47
9/11/2026	16956	AP Warrant	CES	Non-Void		\$8,650.51	\$3,780,574.96
9/11/2026	16957	AP Warrant	Charter Law Office PC	Non-Void		\$233.55	\$3,780,341.41
9/11/2026	16958	AP Warrant	Commonlit, Inc.	Non-Void		\$4,000.00	\$3,776,341.41
9/11/2026	16959	AP Warrant	Concord Theatricals	Non-Void		\$465.00	\$3,775,876.41
9/11/2026	16960	AP Warrant	Rhonda Cordova	Non-Void		\$3,587.50	\$3,772,288.91
9/11/2026	16961	AP Warrant	Dunn-Chavez, Melanie	Non-Void		\$4,127.69	\$3,768,161.22
9/11/2026	16962	AP Warrant	Hudson, Su	Non-Void		\$478.94	\$3,767,682.28
9/11/2026	16963	AP Warrant	LeadForwardEd LLC	Non-Void		\$2,500.00	\$3,765,182.28
9/11/2026	16964	AP Warrant	Michael's Stores Inc.	Non-Void		\$52.58	\$3,765,129.70
9/11/2026	16965	AP Warrant	NMASC	Non-Void		\$150.00	\$3,764,979.70
9/11/2026	16966	AP Warrant	Southwest Copy Systems - Albuquerque	Non-Void		\$525.78	\$3,764,453.92
9/11/2026	16967	AP Warrant	Staples	Non-Void		\$95.33	\$3,764,358.59
9/14/2026	8014	Cash Receipt	SEG September 2026	Non-Void	\$444,233.96		\$4,208,592.55
9/15/2026		Payroll Liability Check	ERB	Non-Void		\$71,788.38	\$4,136,804.17
9/15/2026	00068840	Journal Entry	Bank Analysis fee September 2026	Non-Void		\$35.28	\$4,136,768.89
9/15/2026	8003	Cash Receipt	Activity Fees	Non-Void	\$277.00		\$4,137,045.89
9/16/2026	16968	AP Warrant	Amazon.com	Non-Void		\$3,239.56	\$4,133,806.33
9/16/2026	16969	AP Warrant	Danfelter, Jackie	Non-Void		\$254.77	\$4,133,551.56
9/16/2026	16970	AP Warrant	J.W. Pepper	Non-Void		\$890.59	\$4,132,660.97
9/16/2026	16971	AP Warrant	Music Theatre International	Non-Void		\$740.00	\$4,131,920.97
9/16/2026	16972	AP Warrant	Public Charter Schools of New Mexico	Non-Void		\$3,000.00	\$4,128,920.97
9/16/2026	16973	AP Warrant	School Outfitters	Non-Void		\$8,276.05	\$4,120,644.92
9/17/2026		Payroll Liability Check	IRS	Non-Void		\$29,083.99	\$4,091,560.93
9/17/2026		Payroll Liability Check	New Mexico Taxation & Revenue	Non-Void		\$6,879.84	\$4,084,681.09
9/17/2026	8004	Cash Receipt	Poetry Club	Non-Void	\$16.00		\$4,084,697.09
9/17/2026	8015	Cash Receipt	SB9	Non-Void	\$21.52		\$4,084,718.61
9/17/2026	8016	Cash Receipt	HB33	Non-Void	\$42.58		\$4,084,761.19
9/18/2026	13837002	Payroll Liability Check	US bank	Non-Void			\$3,999,195.46
9/18/2026		Paycheck	Barela, Deanna	Non-Void		\$85,565.73	\$3,996,629.08
9/19/2026	8005	Cash Receipt	Activity Fees	Non-Void	\$997.50		\$3,997,626.58
9/21/2026	8017	Cash Receipt	HB33/SB9	Non-Void	\$1,727.01		\$3,999,353.59
9/22/2026	8006	Cash Receipt	Student Council/Modern Band	Non-Void	\$180.00		\$3,999,544.59
9/24/2026	8007	Cash Receipt	Student Council	Non-Void	\$65.00		\$3,999,724.59
9/25/2026	16974	AP Warrant	Amazon.com	Non-Void		\$3,682.89	\$3,999,779.59
9/25/2026	8008	Cash Receipt	Student Council	Non-Void	\$25.00		\$3,996,096.70
9/28/2026	16975	AP Warrant	ABCWUA	Non-Void		\$3,381.23	\$3,996,121.70
9/28/2026	16976	AP Warrant	ACES	Non-Void		\$1,597.00	\$3,991,143.47

9/28/2026	16977	AP Warrant	Alpaca, Inc.	Non-Void		\$3,285.00	\$3,987,858.47
9/28/2026	16978	AP Warrant	Baca, Noah	Non-Void		\$37.50	\$3,987,820.97
9/28/2026	16979	AP Warrant	Beatty, JoeAnn	Non-Void		\$300.00	\$3,987,520.97
9/28/2026	16980	AP Warrant	Best Buy Business Advantage	Non-Void		\$3,046.35	\$3,984,474.62
9/28/2026	16981	AP Warrant	CES	Non-Void		\$8,691.90	\$3,975,782.72
9/28/2026	16982	AP Warrant	Rhonda Cordova	Non-Void		\$3,587.50	\$3,972,195.22
9/28/2026	16983	AP Warrant	Danfeler, Jackie	Non-Void		\$599.44	\$3,971,595.78
9/28/2026	16984	AP Warrant	EdClub Inc	Non-Void		\$396.80	\$3,971,198.98
9/28/2026	16985	AP Warrant	Garcia, Josiah	Non-Void		\$37.50	\$3,971,161.48
9/28/2026	16986	AP Warrant	J.W. Pepper	Non-Void		\$210.99	\$3,970,950.49
9/28/2026	16987	AP Warrant	Jason's Deli	Non-Void		\$185.62	\$3,970,764.87
9/28/2026	16988	AP Warrant	JC's New York Pizza	Non-Void		\$188.40	\$3,970,576.47
9/28/2026	16989	AP Warrant	National Principals Association	Non-Void		\$384.00	\$3,970,192.47
9/28/2026	16990	AP Warrant	NM Gas Company	Non-Void		\$241.68	\$3,969,950.79
9/28/2026	16991	AP Warrant	Owens, Robert A.	Non-Void		\$37.50	\$3,969,913.29
9/28/2026	16992	AP Warrant	Perish, Gavin	Non-Void		\$37.50	\$3,969,875.79
9/28/2026	16993	AP Warrant	PNM	Non-Void		\$8,485.58	\$3,961,390.21
9/28/2026	16994	AP Warrant	Quadient	Non-Void		\$258.36	\$3,961,131.85
9/28/2026	16995	AP Warrant	Shamrock Supply	Non-Void		\$459.18	\$3,960,672.67
9/28/2026	16996	AP Warrant	Southwest Copy Systems	Non-Void		\$725.02	\$3,959,947.65
9/28/2026	16997	AP Warrant	Staples	Non-Void		\$494.21	\$3,959,453.44
9/28/2026	16998	AP Warrant	T-Mobile USA Inc.	Non-Void		\$123.70	\$3,959,329.74
9/28/2026	8009	Cash Receipt	Student Council	Non-Void	\$190.00		\$3,959,519.74
9/29/2026	8010	Cash Receipt	Choir/Student Council	Non-Void	\$166.00		\$3,959,685.74
9/30/2026	8011	Cash Receipt	General/Choir/Student Council/Senior	Non-Void	\$811.00		\$3,960,496.74
9/30/2026	8013	Cash Receipt	PayPal September 2026	Non-Void	\$3,522.25		\$3,964,018.99
9/30/2026	8018	Cash Receipt	Interest September 2026	Non-Void	\$302.93		\$3,964,321.92
9/30/2026			Ending Balance				\$3,964,321.92
Sub Total					\$454,004.25	\$534,595.58	
Grand Total					\$454,004.25	\$534,595.58	

Public Academy For Performing Arts 6TH - 12TH

MATH
GROWTH

53rd

READING
GROWTH

54th

REGULAR
ATTENDANCE

95%

CCR

97%

GRADUATION
RATE

94%

GRADUATION
GROWTH

7.2%

Math
Proficiency

33%

Reading
Proficiency

60%

Science
Proficiency

59%

SPOTLIGHT

75.5

Current Enrollment:

- 6th Grade=55
- 7th Grade= 75
- 8th Grade= 79
- 9th Grade= 73
- 10th Grade=49
- 11th Grade= 41
- 12th Grade= 51
- Total: 423

STAFFING & PROFESSIONAL LEARNING

- AIM Training for Muniz, Pierce, Lopez, and Molina
- Alpaca Overview- School Culture Pulse
- Relocation Cards Review Roles
- Snorkl Training from Selena Shepherd
- Coming in November
 - Dr. Mendoza Kami 101 & Kami Companion UDL tools

Attendance & Safety

- Panorama Survey out to parents and staff, students scheduled for October 30th during Honor Concert Study Hall
- SEL Team teaching on Bullying Prevention, Substance Abuse Prevention, and Digital Literacy
- Plans underway for Red Ribbon Week; NHS planning student participation
- Coming in December
 - CPR hands-on training for Dance Teachers, Office Staff, and other first responders scheduled for February 16th
 - To be trained: Lopez, Griego, Lucero, Schwall, Molina, Radcliffe, Hudson, Baca, Torrez, Opperman, Bennett, Muniz, Maes, Sisneros, Wilmerding, Mathis, Silva (already in progress)

Governance Matters

- Follow Up with Trainer Public Charter Schools of New Mexico and Kelly Callahan

College Prep/Enrichment

- PSAT NMSQ October 7



Executive Director Report October 26

- FAFASA Family Night with guest Maria Anchando 10/7/26
- Colleges on campus
 - NMSU PAPA Alumni Anaya Gonzales sharing Admission Info 10/05/26
 - ENMU 10/13
 - Brookline College 10/14
 - CNM Representative 10/15/26
 - University of Redlands 10/26/26

Performing Arts & School Visibility

- 10/15/26 Julianna Rubio Slager presenting a 90-minute masterclass on technique
- 10/23/26 Brooke Rodriguez presenting Contemporary Dance Masterclass
- 10/24/26 UNM Day of Dance for Juniors and Seniors
- 9/24 Terri Filips-Vaughn, Chair of the Theatre Department at Niagara University was on campus working with students in Intermediate Jazz, Dance for Musical Theatre, and HS Musical Theatre about musical theatre and dance
- 9/25 Danica Chavez with New Mexico Kids was on campus teaching students in Music Technology Electronics about creating promotional music for podcasts
- 9/28 Julie Adams-Strandberg & Laura Bennett from Dancing Legacy was on campus to present Dance History/Repertory to 5th period Ensemble students
- 10/15 Ballet 5:8 with Julianna Rubio Slager presenting a masterclass on Ballet Technique
- 10/30 Honor Concert & Ice Scream Social

Wowee!

Lukas Boulom garnered an Honorable Mention in the National Public Radio (NPR) Student Podcast Challenge for his thoughtful podcast *Before You Drop a Track!*



Scan to see the NPR Publication



Scan to listen to the podcast Before you Drop
a Track!

Staff Recognition:

Staff VIP Employee of the Month Oct. 15-Nov 15th

Outstanding Educator Recognition: Mr. Anthony Baca

Mr. Anthony Baca was nominated by two different students who wanted to recognize his kindness, compassion, and dedication to their musical growth. Students shared that Mr. Baca consistently ensures they understand what they are learning, encourages them to keep pushing forward, and helps them feel comfortable and supported when they struggle.

One student expressed appreciation for the way Mr. Baca listens without judgment or bias, taking the time to understand each student as an individual. Another shared heartfelt gratitude for his unwavering belief in them, even during moments when they struggled to believe in themselves.

As a music educator who teaches nearly half of our music students, Mr. Baca makes a meaningful impact every day. He helps students learn their instruments, develop their skills, and grow in confidence while making them feel valued and supported.

His students' words reflect the lasting influence of an educator who leads with kindness, patience, and encouragement. Mr. Baca reminds us that great teaching is not just about the skills students learn, but also about the confidence they gain and the people they become along the way.

Thank you, Mr. Baca, for believing in your students, investing in their growth, and making PAPA a place where they feel heard, supported, and inspired to keep moving forward!

PAPA PAWsitivity: Angelie Igwe is nominated and selected for helping a peer who missed school while sick. She helped without being asked and kept her classmate from becoming confused. Thank you, Angelie!





Quarter 1 2026 Parent Letter

Dear PAPA Families,

As we reach the end of our first quarter, we have so much to celebrate. I am proud of the progress our students, teachers, families, and entire PAPA community are making together.

As we close Quarter 1, I want to remind families how we calculate semester grades. Quarter 1 is 40% of the semester grade, Quarter 2 grades are 40% and the Semester 1 final exam counts for 20% of the overall semester grade. We will be sharing the final exam schedule with you after the Executive Director Advisory Council reviews it. Please make every effort to have your child present for their final exams. The semester grade is the grade recorded on a student's transcript. Please continue to monitor PowerSchool throughout the semester and encourage your student to stay engaged and current with their coursework.

We also want to celebrate several improvements and accomplishments across PAPA:

- Improved traffic flow: The remodeling completed over the summer has allowed us to improve our drop-off and pick-up locations. Please continue to be courteous and patient with student drivers and other families. This includes not stopping or parking on crosswalks, which helps keep everyone safe. Pull all the way forward before you have your child exit the vehicle.
- Last year we improved access to filtered water: We have installed drinking fountains with water bottle refill stations in the main hallways and the choir building.
- Improved connectivity: Additional wireless access points have strengthened our internet connectivity and provided more stable access throughout the school.
- Improved attendance: We are especially proud to report that our chronic absenteeism rate decreased from 15% in SY 2024–25 to 8% in SY 2025–26. Thank you to our students and families for making attendance a priority.
- Spotlight School: PAPA has once again been designated a Spotlight School by the New Mexico Public Education Department, recognizing schools performing in the top 25% on state assessments, including middle school math and ELA and science measures.
- Graduation rate: Our current four-year graduation rate is 94%, compared with 76% for Albuquerque Public Schools.
- Best of the City: We have also just received word that *Albuquerque the Magazine* has named PAPA among the Top 5 charter schools in Albuquerque for the second consecutive year!

And now for the big news of the day...

PAPA Has Been Awarded \$1.5 Million!

Public Charter Schools of New Mexico has been sponsoring highly competitive grants designed to help high-quality charter schools increase access, sustainability, and the number of students they are able to serve.

PAPA has been selected as a recipient of \$1.5 million!

This is an incredible investment in the future of our school and in our ability to serve more students.



Quarter 1 2026 Parent Letter

Our grant initiatives will include:

- Updating and improving our website
- Purchasing furniture and books
- Providing professional learning and training for teachers
- Purchasing a school bus to support a hub-based transportation system and increase access for families
- Supporting initiatives that strengthen the sustainability and continued growth of PAPA

While these grant funds cannot be used to purchase a school building, we have not lost sight of our long-term goal of finding a permanent home for PAPA. We currently operate in an APS-owned facility, and our Building Committee continues to actively explore possibilities.

This quarter, our Building Committee visited two potential properties. We will continue this work with the support of our real estate broker, school development team, and our growing PAPA Foundation.

We Need Our Community

Our Foundation is currently working to grow from a committee into a full foundation that can provide long-term support for PAPA and our students. We are looking for community members who are interested in becoming involved.

If you are interested in learning more about serving on the PAPA Foundation, please email info@paparts.org, and we will connect you with the Foundation.

Safety. Mission. Kindness.

As we move through the school year, my priorities for PAPA remain clear:

1. Safety
2. Our mission—college preparation and excellence in the performing arts
3. Kindness

The culture we are building at PAPA is unique and wonderful. It does not happen by accident—it takes all of us.

I ask our families to continue partnering with our teachers, checking PowerSchool for grades and attendance, communicating with us when your student needs support, and helping us reinforce the expectations that allow our students and educators to thrive.

Understanding the Work of Teaching Today

The state of education has changed significantly since many of us were students. The challenges facing today's classrooms are immense—even in a school as special as PAPA.

Most of us have spent years experiencing school as students. Experiencing school as a student, however, is very different from understanding the day-to-day responsibilities of being a teacher.

Teaching involves far more than delivering lessons. Educators make countless decisions



Quarter 1 2026 Parent Letter

throughout the day, support students with a wide range of academic and social-emotional needs, manage classroom dynamics, communicate with families, assess student learning, collaborate with colleagues, and continually adapt instruction to help students succeed. Much of this work happens behind the scenes, before the first bell and long after students have gone home.

As we partner together this year, I invite our families and community members to take a few minutes to consider the teacher perspective. These articles from the Pew Research Center provide insight into the realities of teaching today and the challenges educators navigate every day.

Our goal is not simply to ask families to understand teachers. Our goal is to build a stronger partnership between families and school. When we recognize the complexity of teaching and the dedication of those who choose this profession, we are better able to support the educators who show up every day to help our students learn and grow.

Thank you to our PAPA educators for the many ways you show up for our students and our community.

Thank you to our families for partnering with us. And thank you to our students for being the heart of PAPA.

There is so much to celebrate—and so much more ahead.

Article Link:

<https://www.pewresearch.org/social-trends/2024/04/04/whats-it-like-to-be-a-teacher-in-america-today/>

What teachers want Americans to know about teaching:

<https://www.pewresearch.org/social-trends/2024/04/04/what-public-k-12-teachers-want-americans-to-know-about-teaching/>

With gratitude,

Tamara Lopez
Executive Director
Public Academy for Performing Arts

Policy Language:

H.2. REGULATIONS (Updated July 27, 2021) Violations of the following regulations or of any other PAPA policy may result in the full range of disciplinary measures up to and including expulsion. These regulations apply to students both on campus as well as while participating in off-campus school-sponsored activities. Violations of the local, state or federal law, even if committed off campus, may result in disciplinary action at the school. Likewise, disciplinary action by the school shall not preclude reporting of the incident to the police or local or other authorities for any action by them.

H.2.15 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 headdresses. (HB-29 2021)

Copy of discipline matrix:

P. 42 Student Handbook

<https://docs.google.com/document/d/1eyZaINR851NdhHjX2wJ6ZGcy3t-8fzL/edit?usp=sharing&ouid=114791415821990573038&rtpof=true&sd=true>

H.1 STUDENT DISCIPLINE POLICY (updated 9/28/2021) H.1.1. PAPA seeks to develop and maintain a safe and respectful learning community, fostering personal integrity, responsibility, creativity, productivity, and academic excellence. The staff at PAPA strives to uphold highest levels of positive behavior. Our goal is to have all students and staff exhibit respect for each other in all aspects of the education process including behavior, dress, and communication. Disciplinary measures shall be aimed toward assisting each student in the development of self-control, social responsibility, and the acceptance of appropriate consequences for his or her actions. However, no local school board shall allow for the 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 hairstyles or cultural or religious headdresses. Racialized aggression, defined as any aggressive act that can be characterized, categorized or that appears as such to be racial in nature, is prohibited. Every school district and every charter school shall provide links to the statewide hotline to report racially charged incidents or racialized aggression.

H.1.2. PAPA administration will implement open, fair and just procedures for student discipline. Each year, all school personnel shall successfully complete an online or in-person antiracism, racial awareness and sensitivity training or professional development approved by the department that addresses race, racism and racialized aggression and demonstrates how to create and foster an equitable and culturally responsive learning environment for racial minority students. PAPA will seek to involve students in learning and developing mechanisms for taking responsibility for actions, displaying respectful behavior, and developing skills in dispute resolution. The goal of the discipline process is to change students' negative behaviors. Therefore, investigation, communication, and/or parent involvement will be used to evaluate

misbehavior and assign consequences.

H.1.3. Each teacher has a set of classroom rules and policies that will be reviewed at the beginning of the year with their students. When a student fails to follow the rules set forth by his/her teacher, it becomes a distraction to the teacher and to the class as a whole and disrupts the education process. Failure to follow classroom rules and regulations will be treated as insubordination and will result in disciplinary action.

H.1.4. Student and school property shall be subject to search by certified school personnel, when there is reasonable cause or suspicion that a breach of rules or a crime is occurring or has occurred or the search is necessary to maintain school discipline or for safety. School property, as well as student vehicles on campus may be searched with or without students present. Physical searches must be by persons of the same sex and must not be excessively intrusive in light of the student's age, sex and the 102 nature of the infraction. Illegal items or legal items that may threaten safety or disrupt or interfere with the educational process may be seized. Seized items may be released to appropriate authorities or a student's parent or returned to the student when and if the Executive Director deems appropriate.

H.1.5. Minor disciplinary situations involving classroom misbehavior will be handled by individual teachers who may determine reasonable consequences and the necessity of parental involvement. When a teacher's attempts to resolve behavior issues are not effective, students may be referred to the Executive Director for further intervention.

H.1. 6 Any staff member may refer a student to the Executive Director for discipline. The Executive Director or designee will evaluate the situation and assign consequences accordingly. Each situation will be evaluated for cause and severity, while considering past behavior. Repetitive misbehavior may result in the student being put on a behavior contract and/or long-term suspension or expulsion.

Date of community meeting/public hearings

Location of meeting/hearings- must be held in the high school attendance areas within the district

June 2021 Draft Policies for Review at June GC Meeting:

https://www.paparts.org/papa_uploads/2021/06/Draft-Policies-June-2021-for-public-review.pdf

Heard at Governing Council Meeting 8/31/21

Approved at Governing Council Meeting 9/28/21

Discipline Town Hall: 9/12/23

<https://docs.google.com/presentation/d/147G1fh3Rh4hS9cyhjQHjcQLHQOtmgPaoJT7oXXQoLgs/edit?usp=sharing>

Vector Solutions

Jose Nico Payumo IV

Customer Success Manager

Email: nico.payumo@vectorsolutions.com

Virtual Training

Communication for Inclusion:

This course focuses on the importance of considering impact, not intent, when engaging with identity terminology and self-identification. Microaggressions are defined and explored, with an emphasis on the impact of unchecked microaggressions as well as on strategies for recipients, senders, and bystanders who want to mitigate the harm that microaggressions cause. The course ends by discussing microaffirmations and the way they can be used to counteract the negative impact of microaggressions.

Cultural Appreciation vs Cultural Appropriation:

This course defines cultural appropriation and explains how it relates to an imbalance of power dynamics and a history of oppression in the culture being appropriated.

Participants will examine cultural appreciation and learn how to engage with diverse cultures by taking the time to listen and seek information. Participants will also learn how cultural appropriation can cause lasting financial, social, and emotional harm for members of marginalized cultures.

Diversity Competent Mentoring Pt. 1: Developmental Networks

This course helps mentors understand how relational mentoring can help mentees uncover hidden rules, integrate into the workplace without sacrificing their identity, and ultimately find success. Course takers will explore the importance of setting boundaries and goals, how to avoid mentee symbolism and deindividuation, the benefits of unheard perspectives and distinctive skills, and how to integrate and include those perspectives and skills in the workplace.

Diversity Competent Mentoring Pt.2: Relational Mentoring

This course helps mentors understand how relational mentoring can help mentees uncover hidden rules, integrate into the workplace without sacrificing their identity, and ultimately find success. Course takers will explore the importance of setting boundaries and goals, how to avoid mentee symbolism and deindividuation, the benefits of different perspectives and distinctive skills, and how to integrate and support those perspectives and skills in the workplace.

Diversity Competent Mentoring Pt. 3: Combating bias as a mentor

This course identifies four common manifestations of harmful behaviors and preconceptions that people from underrepresented groups often encounter in academic and professional environments. Course takers will learn practical strategies for combatting both the presence and impact of harmful behaviors and preconceptions in the workplace.

Engagement with Diversity

This course focuses on how teachers and staff define and engage with diversity, using the iceberg model to illustrate how some aspects of diversity are not readily observable. This course examines how diversity resistance, reactions to difference, assumptions, and the ladder of inference can interfere with student engagement, while providing practical strategies, such as intentional exposure to difference, for coursetakers to implement in their lives and classrooms.

Influence of unconscious bias in the classroom:

This course explores unconscious bias, the impact of myths and stereotypes in the school setting, and strategies educators can use to uncover and combat unconscious bias. Course takers will unpack myths surrounding ability, lifestyle, experience, and classroom behavior with the purpose of mitigating the impact of those myths in the classroom. They will also explore what the research says about providing support that fosters academic success and good mental health.



Attendance Improvement Plan

Schools

District		School	Certified
ALBUQUERQUE PUBLIC SCHOOLS		PUBLIC ACADEMY FOR PERFORMING ARTS	Yes



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MARIANA D. PADILLA
SECRETARY OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

August 13, 2025

MEMORANDUM

TO: Superintendents and Charter School Administrators

FROM: Mariana D. Padilla, Secretary of Public Education

RE: AIM Pathways to Proficient Reading: Secondary (PPR:S) Professional Learning Requirement

This memorandum provides information about a professional learning requirement governed by statute for grade 6 English language arts (ELA), English language development (ELD), and special education teachers for the 2025–2026 school year. The PED has shared this information previously in the 2024–2025 school year and the 2025–2026 school year Secondary Literacy Updates Memos, as well as many of the newsletters shared with superintendents, charter school directors, and tribal education leaders.

AIM Pathways to Proficient Reading: Secondary (PPR:S) Professional Learning Requirement

Beginning in the 2025–2026 school year, in accordance with §22-13-1.3 NMSA 1978, all grades 6–12 ELA, ELD, and SPED teachers will be required to complete the AIM PPR:S course. This effort will follow a phased approach, like the rollout of LETRS for Kindergarten–grade 5 teachers.

Phased Training Schedule:

- 2025–2026 school year: all grade 6 ELA, ELD, and SPED teachers will begin training
- 2026–2027 school year: all grade 7 and 8 ELA, ELD, and SPED teachers will begin training (any new grade 6 required positions will also begin training)

- 2027–28 school year: all grade 9 and 10 ELA, ELD, and SPED teachers will begin training (any new grade 6–8 required positions will also begin training)
- 2028–29 school year: all grade 11 and 12 ELA, ELD, and SPED teachers will begin training (any new grade 6–10 required positions will also begin training)

Registration Information

Local Education Agencies (LEAs) must designate at least one secondary literacy contact who will be responsible for submitting AIM PPR:S registration and communicating with PED staff and AIM Institute staff. To designate a secondary literacy contact, please complete the Google Form linked below.

- [PED Literacy and Humanities Bureau: Secondary Literacy \(Grades 6–12\) LEA Contact](#)

The deadline for registration has been extended to **Friday, September 12, 2025**. Once registered, your designee will receive instructions directly from the AIM Institute regarding accessing the course. Participants will receive course access on **Monday, September 29, 2025**.

To assist LEAs with the rollout of this training, an [AIM PPR:S PED Help Desk](#) has been created. This help desk contains information about the AIM PPR:S course, a [frequently asked questions \(FAQ\) document](#), and more. If you have any additional questions, please send an email to secondary.literacy@ped.nm.gov.

MDP/ad/jc/sm/ed

cc: Amanda DeBell, Deputy Secretary, Teaching, Learning, and Innovation
Dr. Jacqueline Costales, Executive Manager, Curriculum and Instruction
Severo Martinez, Senior Manager, Literacy and Humanities Bureau
Eugene Chase Deaton, Language Arts Specialist, Literacy and Humanities Bureau



Pathways to Proficient Reading: Secondary Pacing Guide

This AIM Pathways course is an International Dyslexia Association (IDA) approved professional development opportunity designed for teachers who teach in grade four and above who are committed to learning about the connection between reading research, theoretical models such as the Simple View of Reading and Scarborough's Reading Rope, and best practices for language and literacy instruction in the classroom. This course prepares participants for the KPEERL exam as well as offers 55 hours of CEUs and 3 graduate credits with our partner, Arcadia University. To learn more about this course, please visit the AIM Institute webpage HERE.

The asynchronous coursework can be completed at your own pace, however, the pacing guide below recommends pacing to help you stay on track and be fully prepared for each live session. These live community-of-practice sessions are pre-scheduled and guided by an AIM facilitator. The sessions are to encourage the application and discussion of the content in the course.

- NM DOE - Saturdays (Option E)

Date of Access to AIM Pathways Platform:

Saturday, September 12, 2026

Session	Focus	Date	Time	Pre-Session Coursework
Pre Course*	Platform Orientation, Pre Course Exam	Complete Asynchronously by: September 19, 2026		
VCoP#1	Application of Sections 1-5	November 7, 2026	8:00 - 9:00 AM MT	Sections 1-5 ~14.5+ hours
VCoP#2	Application of Sections 6-9	December 12, 2026	8:00 - 9:00 AM MT	Sections 6-9 ~12+ hours
VCoP#3	Application of Sections 10-11	January 23, 2027	8:00 - 9:00 AM MT	Sections 10-11 ~5+ hours
VCoP#4	Application of Section 12	February 27, 2027	8:00 - 9:00 AM MT	Section 12 ~5+ hours
VCoP#5	Application of Sections 13-14	April 3, 2027	8:00 - 9:00 AM MT	Sections 13-14 ~5+ hours
VCoP#6	Application of Sections 15-16	May 8, 2027	8:00 - 9:00 AM MT	Sections 15-16 ~5.5+ hours
Post Course*	Post Course Exam	Complete Asynchronously by: May 15, 2027		

* - Asynchronous

Arcadia University graduate credit applications accepted up to 1 year after course completion - <https://www.arcadia.edu/aim-institute-learning-research/>



Pathways to Literacy Leadership Pacing Guide

This AIM Pathways course is designed for district leaders and administrators seeking to create an organizational vision for effective literacy instruction. The course prepares participants to lead change, implementing systems-based approaches to support teachers as they put evidence-based practices to work in their classrooms. This course offers 30 hours of CEUs and 3 graduate credits are available for transfer with our partner, Arcadia University. It is also aligned to the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading. To learn more about this course, please visit the AIM Institute webpage [HERE](#).

The asynchronous coursework can be completed at your own pace, however, the pacing guide below recommends pacing to help you stay on track and be fully prepared for each live session. These live community-of-practice sessions are pre-scheduled and guided by an AIM facilitator. The sessions are to encourage the application and discussion of the content in the course.

NM DOE Cohort Option B - Tuesday Sessions

Date of Access to AIM Pathways Platform: September 22, 2026

Session	Focus	Date	Time	Pre-Session Coursework
Pre Course*	Platform Orientation, Pre Course Exam	September 29, 2026	N/A	N/A
VCoP#1	Application of Sections 1-2	October 27, 2026	12:00 - 1:30 PM MT	Sections 1-2 ~3+ hours
VCoP#2	Application of Sections 3-4	December 8, 2026	12:00 - 1:30 PM MT	Sections 3-4 ~5+ hours
VCoP#3	Application of Sections 5-7	January 12, 2027	12:00 - 1:30 PM MT	Sections 5-7 ~6+ hours
VCoP#4	Application of Sections 8-10	February 9, 2027	12:00 - 1:30 PM MT	Sections 8-10 ~6+ hours
Post Course*	Post Course Exam	February 16, 2027	N/A	All Asynchronous Coursework

* - Asynchronous

Arcadia University graduate credit applications accepted up to 1 year after course completion - <https://www.arcadia.edu/aim-institute-learning-research/>

26-27 PAPA WELLNESS POLICY AND PLAN

NUMBER	TOPIC	POLICY ITEM	ACTION STEPS	PERSON RESPONSIBLE	OUTCOMES	TIMELINE	MONITOR/EVALUATION	RESULTS REPORTED TO WHOM	Complete/In Progress
Purpose PAPA shall utilize a coordinated school health approach to join 6 - 12 education and health to promote the success and health of students and staff. Eight components are addressed in the Wellness Plan.									
SECTION 1									
WELLNESS POLICY									
1.1	Wellness Policy Requirements	PAPA's Wellness Policy and Plan meets the requirements outlined in NMAC 6.12.6.8, Federal 7 C.F.R. 210 and 220 (National School Lunch and Breakfast Programs, respectively). Note: PAPA does have a breakfast program.	Annually review guidelines, adjust program as necessary.	Assistant Director	Ensure compliance with federal and state statute	Annually, fall	Triannually, PED	Assistant Director	In progress
1.2	School Health Advisory Council	PAPA will establish a School Health Advisory Council (SHAC) which: is comprised of administration, health staff, food service staff, parents, students, and community members; meets regularly (at least twice each year) to develop, revise, implement and evaluate the wellness plan; and, make wellness policy recommendations to the Governing Council.	Recruit members yearly in August (current list of members on sheet 3 labeled SHAC members)	Assistant Director	Ensure SHAC has balanced participation	Annually, fall	Ongoing	Assistant Director	Complete
1.3	Point of Contact	PAPA's Assistant Director is the point of contact for the Wellness Policy and Plan.	Review plan, meet with health and wellness team, SAC/SHAC team to make updates	Assistant Director	n/a	n/a	n/a	n/a	Complete
1.4	Publication	PAPA's Wellness Policy and Plan is available for review on PAPA's website (www.paparts.org)	Post plan to website	Assistant Director	Post on website	Annually, fall	Ongoing	Assistant Director	In progress

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1.5	Review	PAPA will review the Wellness Policy and Plan annually to determine effectiveness of programs, ensure compliance federal and state guidelines, and determine need for change.	Create and review policy and plan	Assistant Director	Revise/ complete annual wellness plan	Tri-annually, beginning 2023	Ongoing	SHAC/GC	In progress
SECTION 2									
NUTRITION									
2.1	Meals and fundraisers Guidelines	PAPA's meals and fundraisers follow standards and guidelines pursuant to Federal guidelines and NMAC 6.12.5.8	Create menus according to federal food guidelines. Publish PAPA guidelines for fundraisers that meet Smart Snack regulations. Salad bar is available to students daily. Menus are communicated via daily announcements and PAPA website.	Food Service Coordinator	Create and publish menus, create and publish fundraising guidelines	Monthly - menus, annually -fundraising guidelines	Ongoing, spot checks for fundraisers	Food Service Coordinator, Director	Complete
2.2	Compliance Guidelines	PAPA complies with standards for all foods and beverages provided, but not sold, to students during the school day.	PTSO and PAPA parents most often provide food during the school day. Parents are encouraged to bring healthy foods, limit sugary sodas and snacks, and in grades where food allergies are a concern, parents have been notified not to bring snacks with	Food Service Coordinator	Create and send email, announcement to parents regarding healthy snacks in classrooms	Annually, fall	Spot checks in classrooms	Food Service Coord., Director	Complete
2.3	Fundraisers Guidelines	PAPA has procedures in place to document fundraisers and ensure there are no more than allowed if they do not meet competitive food standards (no more than 2x/semester, not during lunch or in cafe). All fundraisers must be approved by Director.	Fundraiser form completed by sponsor and submitted for approval by Director	Director	Running document of fundraisers and monitor those that violate regulations	Ongoing	Form	Director	Complete
2.4	Marketing and Advertising Guidelines	PAPA allows marketing or advertising of only those foods or beverages that meet the Smart Snacks nutrition standards.	Remove vending machines that violate Smart Snack guidelines.	Health Assistant	Vending machines modified	Annually, fall	Ongoing	Food Service Coord., Director	Complete
2.5	Requirements/ Guidelines	PAPA meets or exceeds local, state and federal nutrition requirements and/or USDA nutrition standards.	PAPA's menus exceed nutritional standards and PAPA offers a salad bar daily to students and staff.	Food Service Coordinator	Continue to offer high quality meals	Ongoing	Ongoing	Food Service Coord., Director	Complete

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2.6	Water Guidelines	Free drinking water is available to students in the PAPA Café and served during meals.	PAPA's Café has water fountains, each wing of the building has water fountains, and students are encouraged to bring water bottles during the day.	Director	Continue to provide water during meals, in Café and in halls.	Ongoing	Ongoing	Director	Complete
2.7	Nutrition Education Guidelines	PAPA will provide nutrition education activities that align with the New Mexico Health Education Content Standards and Benchmarks and Performance Standards as set forth in 6.29.6 NMAC.	PAPA requires high school students to take and pass a Health class in order to graduate. Nutrition is a required component of this course.	Health Teacher	Continue to require a nutrition component in the mandatory Health class.	Ongoing	Ongoing	Director	Complete
2.8	Nutrition Promotion Guidelines	PAPA establishes specific goals for nutrition promotion and education that promotes student wellness and consider evidence-based strategies in determining these goals.	PAPA is a performing arts school and is dedicated to the physical and emotional health of students. Dance teachers regularly discuss the importance of nutrition and activity to improve health.	Director	Continue to promote health and wellness in Dance classes.	Ongoing	Ongoing	Director	Complete
2.9	Assurance	Assurance that PAPA adheres to requirements possible food allergies in schools.	PAPA's 504 Coordinator, Health Assistant and Food Service Coordinator collaborate to meet needs of individual students with food allergies.	Director	Assurances sent to PED	Annually, fall	N/A	Director	Complete
SECTION 3									
QUALITY PHYSICAL ACTIVITY									
3.1	Physical Activity Guidelines	PAPA has guidelines created to provide physical activity opportunities before, during and after school (6.12.6, 8.D3 NMAC)	PAPA offers 22 dance classes during the day and one after traditional school hours. Students are encouraged to participate in independent dance companies and athletics at other schools. Students are permitted and encouraged to use the soccer field, basketball courts, and grassy areas for physical activity before school, after school and during lunch. Middle school students are encouraged to take a dance class and high school students must take a dance class (counts as PE requirement) in order to graduate. There is a 4 minute passing period that serves as a break for students.	Director	Continue to offer a variety of dance classes and support physical activity outside of school hours.	Ongoing	Ongoing	Director	Complete

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3.2	Health Education	Physical activity is included as a health education topic (6.29.9 NMAC) in PAPA's high school Health class.	Persuant to NM Content Standards and Benchmarks, physical activity is a component of the required health course.	Health Teacher	Ensure physical activity is a component in health class.	Annually, fall	Annually, fall	Assistant Director	Complete
3.3	Recess	Elementary schools provide daily recess for all students.	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3.4	Assurance	Assurance that PAPA is restricted from withholding physical activity from students as a form of punishment.	Restorative justice is most often used when disciplining a student. If students are punished with lunch detention, they are given community beautification.	Director	Assurances sent to PED	Annually, fall	N/A	Director	Complete
3.5	Active Transport	PAPA encourages walking, biking, and skating (skateboarding) as transportation modes to and from school.	PAPA is a commuter school where the vast majority of students are driven to and from school. Check the number and condition of bike rack and identify students who live within 2 miles of the school.	Assistant Director	Increase the number of students who walk or bike to school if they live within 2 miles of PAPA.	Annually, fall	Twice annually, fall and spring	Director	Complete
3.5	Goals for physical activity	PAPA-specific goals for physical activity that promote student wellness and consider evidence-based strategies in determining these goals.	PAPA offers 20 dance classes during the day and one after traditional school hours. Students are encouraged to participate in independent dance companies and athletics at other schools. Students are permitted and encouraged to use the soccer field, basketball courts, and grassy areas for physical activity before, after and during lunch. Middle school students are encouraged to take a dance class and high school students must take a dance class (counts as PE requirement) in order to graduate. There is a 4 minute passing period that serves as a break for students.	Assistant Director	Continue to offer a variety of dance classes to meet the interests and needs of students to fulfill PE requirements at middle school and high school levels.	Annually, fall	Ongoing	Director	Complete

SECTION 4

HEALTH EDUCATION CONTENT STANDARDS AND BENCHMARKS

4.1	Health Education	PAPA follows the Health Education content standards with benchmarks and performance standards (6.29.1 NMAC)	PAPA requires high school students to take and pass a Health class in order to graduate. Nutrition is a required component of this course.	Health Teacher	Continue to require a nutrition component in the mandatory Health class.	Ongoing	Ongoing	Assistant Director	Complete
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4.2	Required Health Course	PAPA requires student to earn 1/2 credit of Health Education in high school as a graduation requirement.	PAPA requires high school students to take and pass a Health class in order to graduate. Nutrition is a required component of this course.	Health Teacher	Continue to require a nutrition component in the mandatory Health class.	Ongoing	Ongoing	Assistant Director	Complete
4.3	Sexuality opt out	Schools apply PED's "opt out" policy, regarding sexuality component of health education curriculum.	PAPA currently has a parent permission form that allows students to opt out of the sexuality components of health class.	Health Teacher	Continue to offer opt out as an option.	Ongoing	Ongoing	Assistant Director	Complete
4.4	HIV Assurance	PAPA provided assurance that HIV instruction is provided (6.12.2.10 NMAC)	HIV prevention is part of the NMPEP standards for Health Education and is taught in Health class.	Health Teacher	Continue to require a HIV prevention component in the mandatory Health class.	Ongoing	Ongoing	Assistant Director	Complete
4.5	Lifesaving Skills	Lifesaving skills including psychomotor CPR, Automated External Defibrillator (AED) and Heimlich maneuver is included in PAPA's Health Education courses.	PAPA uses the American Heart Association's "CPR in Schools" Training Kit. It has a video for hands-only CPR, mannequins for practice, and use of AED. Life saving is addressed in the textbook and in classroom activities/assignments.	Health Teacher	Continue to require a life saving skills component in the mandatory Health class.	Ongoing	Ongoing	Assistant Director	Complete

SECTION 5

PHYSICAL EDUCATION REQUIREMENT

5.1	Sequential Curriculum	PAPA's Wellness Policy includes a planned, sequential and developmentally appropriate K-12 physical education curriculum (6.29.1 NMAC Primary and Secondary education standards for Excellence General Provision) aligned to the Content Standards with Benchmarks and Performance Standards.	PAPA's dance classes count toward a PE credit. Each type of dance has beginning, intermediate and advanced sections to meet student needs.	Assistant Director	Continue to offer sequential dance classes that satisfy PE credit/requirement.	Ongoing	Ongoing	Director	Complete
5.2	Adapted PE	Adapted PE	PAPA accommodates instruction as necessary for students who have disabilities.	504 Coordinator Special Education Coordinator	Provide accommodations as necessary.	Ongoing	Ongoing	Director	Complete
5.3	PE Graduation Requirement	PAPA requires students to earn 1 credit of PE in order to graduate.	Students must enroll in and pass 1 credit of dance in order to graduate.	Assistant Director	Continue to require dance as a high school PE credit.	Ongoing	Ongoing	Director	Complete

SECTION 6

26-27 PAPA WELLNESS POLICY AND PLAN

SOCIAL AND EMOTIONAL WELL-BEING								
6.1	Wellness Policy Behavior	PAPA's Wellness policy includes a plan to address behavioral needs of all students in the educational process by focusing on students' social and emotional wellbeing (6.12.6.8.D.6 NMAC)	PAPA has a monthly social and emotional wellbeing focus and offers monthly SEL direct instruction in alignment with the monthly goals provided by a school counselor to every grade level. There are shared behavioral expectations in all classrooms and common areas. Parent/Family Advisory Councils' and students' input is considered in developing the expectations. Positive behavioral interventions and supports are included in the school's wellness policy. School-wide behavior data are analyzed and used to modify adult behavior. Positive feedback ratio is above 5:1. The school leadership team is included in the development of the PBIS expectations.	Social Worker	Increase the social and emotional competence and well-being of PAPA students in grades 6 - 12.	Ongoing	Ongoing	Special Education Coordinator Complete
6.2	Support Services	Support Services are available to all students.	PAPA employs a full time Social Worker and has a part-time licensed School Counselor on staff.	Director	Employ social worker and/or counselor so that students are served at a ratio equal to or better than that recommended by NIMPED.	Ongoing	Ongoing	Director Complete
6.3	Child Abuse and Neglect Training	School staff members are trained in child abuse and neglect detection and reporting, per Section 22-10A-32, NMSA	PAPA staff are required to participate in annual child abuse training.	Business Assistant	100% of staff participate in training.	Annually, fall	End of Q1	Director Complete
6.4	Substance Abuse	Schools adhere to substance abuse reporting per Section 22-5-4.4 NMSA 1978.	PAPA staff are trained to report when they suspect students under the influence or in possession of alcohol or drugs.	Assistant Director	100% of students suspected of using or possessing illegal substances will be referred to the office.	Annually, fall	Ongoing	Director Complete
SECTION 7								
OTHER WELLNESS POLICY COMPONENTS								

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7.1	Individual Health Care Plans	PAPA students with healthcare needs that may affect their school attendance and/or performance have Individualized Health Plan (IHP), which are separated from IEP but attached to the IEP or 504 based on need.	PAPA's Health Assistant, 504 Coordinator and Special Education Coordinator ensure all students with health concerns have a health plan or 504 as necessary. See Parent Student Handbook (attached).	Director	100% of students with special health needs will have a plan to address those needs.	Ongoing	Annually, fall and upon registration	Director	Complete
7.2	HIV/AIDS	PAPA complies with 6.12.2.10 NMAC in reference to students who may be diagnosed with HIV/AIDS.	PAPA ensures students who are infected with HIV/AIDS have access to education and their rights to privacy are protected.	Director	Ensure privacy for HIV infected students and staff as required by law.	Ongoing	Annually, fall	Director	Complete
7.3	Immunizations	Statement regarding statute 6.12.2.8 NMAC which makes it unlawful for any student to enroll in school unless the student is properly immunized or in the process of being properly immunized and can provide satisfactory evidence of such immunization, unless the child is properly exempted (7.5.3 NMAC). Homeless students are exempt from this rule.	PAPA's Parent Student Handbook states: "Shot records or a state form for exemption are required for each student. If a parent provides the exemption, this form must be completed each year to avoid student disenrollment."	Director	100% of students will have current immunizations or provide an exemption.	Ongoing	Annually in fall, ongoing as new students register.	Director	Complete
7.4	Self-administer Medications	PAPA's Wellness Policy includes the provision for any student in K-12, providing authorization to carry and self-administer health care practitioner prescribed asthma treatment and anaphylaxis emergency treatment medications, as well as the right to self-manage diabetes in school setting (6.12.2.9; 6.12.8 NMAC).	PAPA's Parent Student Handbook details procedures for students who are need to take medicine (self administered under supervision by staff) at school. See attached handbook.	Director	Ensure procedures are in place and followed for self administration of medicine.	Ongoing	Annually in fall, ongoing as new students register.	Director	Complete
7.5	Vision Screening	At a minimum, vision screenings are administered to student enrolled in pre-K - grade 3 (7.30.11 NMAC: Vision Screening Test Standards for Students).	A contracted nurse administers vision and hearing screenings during New Student Orientation.	Health Assistant	New students enrolling in August complete a vision screening.	Ongoing	Annually, fall	Director	Complete
SECTION 8									
STAFF WELLNESS									

						This is why only the HR department has full access to the employees' medical information. Here is what the Employee Handbook says: 2. Separate File. The following records will be maintained in a separate file, apart from the personnel file, for each employee: a. Employment medical records; b. INS (Immigration and Naturalization) I-9 Form; c. Workers' compensation records; d. Health records; e. Drug testing records.	Annually	Director	In progress
8.1	Employee HIV Right to Privacy	PAPA implements a policy to ensure the right to privacy of employees infected with HIV.	Privacy rights of employees infected with HIV are protected.	Director	Develop a policy statement that ensures right to privacy for employees with HIV/AIDS.				
8.2	Staff Wellness	PAPA has a plan to address staff wellness, insures equitable work environment and meets Americans with Disabilities Act, Title III (6.12.6.8.D.9 NMAC).	PAPA has bought weights and has a small track behind the school. Staff is welcomed to use equipment or track before or after school.	Assistant Director	Increase the number of staff who participate in weights and/or walking.	Ongoing	Ongoing	Assistant Director	Complete

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8.3	Health Activities Advertising	PAPA provides staff with information on activities related to personal health promotion and with the opportunity for every staff member to participate.	PAPA has bought weights and has a small track behind the school. Staff is welcomed to use equipment or track before or after school. Insurance providers shares a wellness information and activities bulletin.	Assistant Director	Increase the number of staff who participate in weights and/or walking. A monthly newsletter will be emailed to all staff relating to health concerns and ideas.	Ongoing	Ongoing	Assistant Director	In progress
8.4	SHAC Participation	PAPA staff are allowed to participate in the SHAC pursuant to 6.12.6.8 NMAC Section E.	Each year in August, staff are given the opportunity to participate on the SHAC Team.	Assistant Director	Ensure SHAC has balanced participation	Annually, fall	Ongoing	Assistant Director	Complete