

**PUBLIC ACADEMY  
FOR  
*PERFORMING ARTS***

**APPLICATION FOR RENEWAL  
CHARTER**

**SUBMITTED BY:**

**THE PAPA GOVERNING COUNCIL**

JANUARY 2005

# Public Academy for Performing Arts Charter Application

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# **Public Academy for Performing Arts Charter Application**

**January 2005**

**Letter of Introduction**

**Date: January 2005**

**To: APS Board of Education**

**Subject: Submission of the Public Academy for Performing Arts Charter Renewal Package**

**Dear Distinguished Members of the Board:**

Please accept this charter renewal application and all supporting documentation for the Public Academy for Performing Arts. Pursuant to the guidelines in the *1999 Charter Schools Act* and the Charter School regulation, the application is for a grade 6 through 12 middle and secondary school that began operation in the August 2001. This charter school has proven to be a viable educational option within the bounds of public education for New Mexico students. For each of the last two years, PAPA has been rated 'meets standards' by the Public Education Department based on the results we have been able to produce and proudly report in our annual School Report Card. We view this as a win/win situation for students and taxpayers, and believe that the Public Academy for Performing Arts has demonstrated itself to be an asset to the APS district and the students and community that you serve.

It is with a spirit of collaboration that we submit the renewal application for your consideration. You have our continued commitment to work cooperatively with the APS Board during the review and approval process.

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## **OVERVIEW**

The Public Academy for Performing Arts has been open since August 2001, when the school enrolled 180 students, grades six through nine. Each year, a grade has been added until the school year 2004 reached a capacity of 350 students, grades six through twelve. Any New Mexico student is welcomed. PAPA has created a safe, supportive environment so that all students learn and grow.

Each student will be responsible for his/her own learning, keeping in mind the concept that learning styles vary and should be integrated into the philosophy of PAPA. Each student will participate in creating his/her own personal learning plan, with an individual goal for academic, personal and professional growth. A graduation portfolio system will be implemented that will document the students' achievements. A graduation committee will review and assess the student's portfolio and mentor him/her throughout the school process.

We are committed to the essence and spirit of a true public school in which all students, regardless of ability, background, income, or other characteristics will be admitted on a lottery basis. PAPA seeks to offer a unique educational experience for its students by emphasizing an integration of academics and the performing arts through the disciplines of music, dance, voice, theater, TV, film and technical production will be offered with a commitment that every child will succeed within this process.

We seek out and establish a fully integrated curriculum involving performing arts and academic activities. Classes will be thematic and integrated within an accelerated school concept. A state and, to the extent reasonably feasible, national search will be conducted to recruit the best teachers who bring innovative approaches and the ability to shape the school in new and creative ways. Adjunct consultants and practicing professionals from the artistic community are utilized.

Our goal is 100 percent graduation with no dropouts. Before graduating from school, each student earns a high school diploma that prepares him/her to succeed in college, the performing arts or in the work world at large. The students demonstrate mastery in many academic fields and a higher skill level in areas of performing arts than they had upon admission. PAPA students explore and expand their talents and contribute to their community.

Our focus is on the student as learner with a mutual responsibility to create his/her own direction and emphasis. PAPA is college preparatory in nature with juniors and seniors having the opportunity to enroll in area colleges offering performing arts and academic programs.

A governance council composed of parents, teachers, students and community members will govern the school. The council sets policies and procedures, including personnel policies.

Success is clearly defined in the charter, or agreement, with the APS District. Accountability to parents, teachers, students, and the District is guaranteed by laying down in black and white how students will succeed and what tools will be used to measure the success of PAPA. Mutual

## **Public Academy for Performing Arts Charter Application**

responsibility among all parents, teachers and students will be the guiding principle so that everyone will be responsible for creating a successful learning environment.

School facilities are leased. A core facility with classrooms and basic performing arts capabilities was secured by using state and federal government funds.

The evidence that this charter school fulfills its purpose in the community is in the broad success of our lottery, and retention rate of the students and staff, and results on state mandated testing. PAPA offers an excellent alternative to students whose interests and learning styles are best served through a small, diverse learning community.

# **Public Academy for Performing Arts Charter Application**

## **I. MISSION STATEMENT**

PAPA's mission is to provide dynamic interaction between a vigorous academic curriculum and the arts, preparing our students to successfully pursue their passions and talents.

### ***Vision:***

A rich integrated arts and academic curriculum in a small, diverse learning community.

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## **GOALS, OBJECTIVES, AND STUDENT PERFORMANCE STANDARDS TO BE ACHIEVED BY PAPA**

### **A. Goals**

PAPA students will achieve academic excellence.

- Every student will complete a ILP or Next Step Plan.
  - Every student will participate in the culminating portfolio process.
  - Students will show growth in core content areas as measured by state standards assessments.
  - Student attendance will maintain or be above state mandated percentage.
  - At least 5 of the senior high students will pursue concurrent enrollment with post secondary institutions.
- PAPA students will demonstrate excellence in the performing arts.
    - Every student will declare an area of arts interest.
    - Every student will have professional/ competitive performance opportunities to pursue declared interest.

Every PAPA student will have comprehensive guidance services for post-secondary planning.

- All senior high school students will receive information for PLAN and PSAT testing; each will receive an application packet with scholarship information.
- All senior high students will attend presentations from 3-5 post-secondary institutions with strong academic standing and emphasis in performing arts.
- All seniors high students will have a post secondary component in their ILP/Next Step Plan. This service will be provided by either a School Counselor or the School Psychologist another qualified professional.

Parents will be engaged in their student's educational program.

- Every senior high school student will have one parent- student presentation or conference about post secondary planning.
- Every parent will have opportunity to participate in the culminating portfolio process.
- Parents are encouraged to participate on committees, supplying support on projects and working thru the Parent Volunteer Committee
- On the Quality of Education survey parents will report satisfaction with the academic and performance program.

PAPA will engage the arts community in collaboration for quality programs.

- PAPA will foster engagements of our students in the wider community.

## **Public Academy for Performing Arts Charter Application**

- Provide PAPA students at least 5 opportunities to experience classes taught by master teachers an/or professional practioners.
- PAPA will formalize its affiliation with either the New Mexico Film Commission or the film liaison for the City of Albuquerque.

PAPA students will be an active and productive member of the community.

- PAPA students will engage in at lest 2 community service projects during their high school careers.
- PAPA will have active student council participation in Governing Council.
- PAPA will provide opportunities for peer tutoring.

PAPA will create an atmosphere that attracts and supports highly Qualified Faculty.

- Teacher turnover will be maintained or decrease to engage highly qualified professionals.
- Teaching staff are provided time for collaboration.
- Professionally competitive salaries.

### **B. Objectives**

- 100% Graduation
- Engagement of students in the design of their Individual Learning Plans
- Mastery in many academic fields and a higher skill level in areas of performing arts

### **C. Student Performance Standards to Be Achieved By PAPA**

- The creative curriculum will explore ways to make meaningful multi-disciplinary connections to meet all performance standards.
- PAPA will meet or exceed the New Mexico and National Standards and Benchmarks for all grades in all subject areas.
- PAPA will integrate the following skills and competencies as a process for each student to achieve excellence:
  - \* Knowledgeable Person
  - \* Skilled Information Processor
  - \* Complex Thinker
  - \* Life Skills Manager
  - \* Effective Communicator
  - \* Cooperative Worker
  - \* Technologically Competent
  - \* Competent Artist

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## **III. EDUCATIONAL PROGRAM, STUDENT PERFORMANCE STANDARDS, CURRICULUM**

### **A. Educational Program**

The educational program for students includes the following components:

- Classes with multi-age grouping
- Core Curriculum
- Electives
- Performing/Visual Arts Curriculum
- Graduation portfolio
- School Year that meets or exceeds state requirements
- Required Creative Activity optional: if completed given performing arts endorsement)
- Graduation/Advisory Committee

Consistent with legal and financial constraints, The educational program will be created to meet the needs of all students. Including those who want to pursue professional work in the arts as they earn a senior high school diploma and those who want to pursue the arts as an avocation.

#### **1. Teachers**

Teachers will be chosen based on their expertise in areas they will teach. They will be educational professionals who hold teacher certification in the State of New Mexico and other states.

#### **2. Student Individual Learning Plans/ Next Step Plans**

Student Individual Learning Plans (ILP) will be developed by each student grades 6-8. It will be a “living” document, which will be used to evaluate the student’s strength and develop socioacademic support for weaker areas.

The **Next Step Plans** will be developed for grades 9-12 as per PED requirement. The “living” document is used to assist students with meeting high school graduation requirements and developing post secondary plans.

ILP teachers will work in conjunction with their assigned student’s accelerated learning and high academic and artistic standards. State mandated test will be used to measure future successes throughout the school years.

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## **Mentor Program**

Mentor programs will be developed on an as need basis with an emphasis on the performing arts. We will seek partnerships from the business community as well as partnerships with individuals from all the diverse corners of our city and beyond. The arts community work with many of our students and teachers. Guest performers from the community will be invited to teach at PAPA.

## **4. Class Size**

Because we believe that close personal supervision cannot take place in overcrowded classes, PAPA will attempt to adhere to a 15-1 student-to-teacher ratio in academic classes. Class sizes in other areas will be established by faculty and administration to maximize the student learning experience, subject to financial constraints and the needs of students. Governing Council approval should be obtained to increase the size of any academic class

## **5. Graduation Portfolio**

The portfolio documents a student's experiences and achievements. It contains a purposeful collection of student work that represents the student's efforts, progress, and best achievements in given areas. A set procedure governs the assessment of the graduation portfolio, and each category provides its own published procedure. The portfolio is assessed by the Graduation /Advisor Committee. Recommendation for a failing grade may be appealed to the administration. The administration decision will be final.

Graduation Portfolio Categories will include:

Visual /Performing Arts	Not Done	Meets Standard	Exceeds Standards
English			
Practical Living			
Math/Science/ Technology			
History/ Economics/Psychology			
Other (optional) Creative Activity for fine arts endorsement only			

## **6. Graduation/Advisory Committee**

The Graduation /Advisory Committee consist of three individuals:

- a) A Public Academy for Performing Arts faculty member
- b) An adult from the community chosen by the student.
- c) A performing arts professional (staff or student choice.)

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The Graduation/Advisory Committee reviews and assesses the student's portfolio using the following criteria:

- Careful attention to student's proficiency in selected portfolio areas.
- Assessment of the student's Required Creative Activity
- Presentation (both artistic and verbal).

\*The Required Creative Activity is an elective area of expertise. This activity becomes a means to receive an arts endorsement upon graduation from 12<sup>th</sup> grade.

## **7. School Calendar**

PAPA will follow a traditional school year with a long summer vacation and will meet or exceed state requirements in relation to academic instructional time. In order to accommodate families, students and teachers, PAPA will take into account the local school district calendar when designing an annual calendar.

### **TENTATIVE PAPA CALENDAR**

#### **School start**

Per approved calendar

One day vacation on Labor Day

Two-day fall break in October

Two day vacation for Thanksgiving Day

First semester ends with finals week second or third week of December

Two-week winter break last three weeks over December/January Holiday period

#### **Second semester start**

School resumes after New Year's Day

One-day vacation on Martin Luther King's Birthday Day

One-week spring break generally to coincide with APS Spring Break

One day vacation for Memorial Day

Second semester ends 3<sup>rd</sup> or 4<sup>th</sup> week in May

#### **Summary:**

minimum 180 student days or to satisfy required instructional minutes

minimum 183 teacher days plus a possible 5 – 10 days for additional professional development paid at a the professional daily rate

The Governing Council will approve the annual calendar for the following school year in the spring of the preceding school year.

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## **8. Professional Development**

The administration and faculty shall develop a proposed school-wide professional development calendar, which may include in-service days during the school year as well as days before and/or after the student school year, for approval by the governing council, as part of the annual calendar. The faculty will be permitted to use some of these professional development days to pursue individual areas of interest that will directly benefit the students. Policies and procedures shall be adopted to permit teachers to obtain limited professional development leave during the school year to pursue individual professional development activities, if the Principal deems such leave necessary and appropriate, in light of PAPA's overall educational needs and financial and other constraints.

## **B. Student Performance Standards**

See "Student Performance Standards to Be Achieved By PAPA and Appendix F – Standards and Exemplars – National Standards for Arts Education

## **C. Curriculum**

Course offerings will meet the goals of the Charter, state content standards and benchmarks, and the graduation requirements. PAPA will provide a wide array of arts offerings, and will integrate arts in the core academic curriculum. Guidelines for course offerings for subsequent school years will be recommended by the Principal and approved and published by the Governing Council during February/March of the preceding school year.

PAPA will implement policies and procedures to allow the expansion of course offerings through a variety of means such as parent funded or volunteer led after-school programs, online courses, and collaboration with community partners, concurrent enrollment, and the like.

The faculty will collaborate and design thematic tasks/lessons that will enable the students to demonstrate the desired skills and competencies through a variety of specific rubrics. High school credit will be offered to students in 8<sup>th</sup> grade for Algebra 1 and other courses according to PAPA policy. PAPA has implemented policies for gifted, and accelerated programs at both the middle and high school levels, Honors and Advanced Placement courses, at high school level, which maybe available in Language Arts/English and mathematics.

## **1. CORE CURRICULUM**

The curriculum will be designed to ensure high achievement in all of the core academic areas and to meet or exceed state requirements. Technology will be fully integrated throughout PAPA's curriculum. Students will study a core curriculum in all basic subjects that will be multidisciplinary and thematic in

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nature. Twelfth grade graduates will meet and exceed APS's graduation requirement of 23 units. PAPA will require 25 units.

### High School Curriculum (grades 9 - 12)

Courses	Minimum Number of Credits
English	4
Communications	1
Math	3 Required minimum 1 Algebra I or higher
Science (lab courses)	2 (3) for Freshman 05-06
Social Sciences	3(.5 credit New Mexico History for 05/06 Freshman)
Foreign Language (consecutive years of same language)	2
Health	.5
Fine Arts/Performing Arts	4
Electives	5.5 (4.5) 05/06 Freshman
(include minimum of one unit of Physical Education)	
Total: 25 credits (minimum)	

Courses which PAPA may offer follow:

English  
 English I – IV  
 Honors English I, II  
 AP English III, IV

Foreign Language  
 Spanish I, II  
 Honors Spanish III, IV,  
 French I, II, III  
 Honors French III, IV, V

Mathematics  
 Algebra I  
 Geometry, Honors Geometry  
 Algebra II, Honors Algebra II  
 Precalculus, Honors Precalculus  
 AP Calculus

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Trigonometry

Physical Education

The following physical education courses may be offered at PAPA in accordance with the waiver received from the State Department of Education. Other physical education courses may be offered.

All Dance Classes

Martial Arts

Fencing

Yoga

Social Studies

World Geography Studies

Honors World Geography Studies

World History Studies

Honors World History Studies

US History since Reconstruction

AP US History

US Government, AP US Government

Economics, AP Economics

Technology (integrated into all classes).

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## **2. PERFORMANCE ARTS CURRICULUM**

Students are expected to participate in a variety of performing and visual arts courses. Certain aspects of performance arts courses will also be integrated into the core curriculum. Students will be expected to exhibit proficiencies in their chosen course work.

PAPA will implement policies and procedures that address the following:

- leveled (example, beginning, intermediate, advanced, etc.) courses in major arts areas
- assessment of student eligibility for courses beyond beginner level
- scope and sequence within each major arts area
- provision for courses or opportunities to develop skills and knowledge ancillary to each major arts area so as to provide opportunities for mastery in the student's Required Creative Activity (example, history or appreciation of music within a music curriculum)

### **See appendix for standards and exemplars – National Standards for Arts Education**

Examples of courses/subjects which PAPA may offer within the major arts areas, consistent with financial constraints and the needs of the school and individual students, include the following:

MUSIC	sight singing	rhythm section
	Ear training	symphonic band
	Chorale	wind ensemble
	Madrigal singers/treble	chamber winds
	Madrigals	brass techniques
	Young performers	beginning piano
	Girls chorus	piano I, piano II
	Mixed chorus	piano master class
	Beauty shop singers	music literature
	Hand bells	music theory I, II, III
	Senior lab (recital preparation)	music history
	Composition	jazz combo
	String ensemble	Jazz ensemble I, II
	Woodwinds techniques	Jazz improvisation arranging and
	Symphony	Fundamentals
	Chamber music I, II	
THEATRE	Introduction to Theatre	Stage movement
	Theatre history	Musical theatre I, II, III, IV
	Stage make-up	Theatre production lab
	Stagecraft	Acting I, II, III, IV
	Introduction to design	Voice & diction I, II, III, IV

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	Advanced stagecraft Design concepts/design Techniques	Showcase production Directing
DANCE	Ballet level I, II, III, IV Pointe technique I, II, III, IV Modern dance level I, II, III, IV Repertory I, II, III, IV Dance history Dance survey	Musical theory I, II, III, IV Jazz dance level I,II, III, IV Tap dance level I, II, III, IV Dance production I, II, III, IV Dance project (seniors) Dance photography Body conditioning
ART HISTORY	Art awareness Introduction to appreciation/criticism Survey	MIXED MEDIA Narrative structures (video introductions)
ART ANCESTRY	Contemporary issues	PAINTING Basic Advanced
VISUAL ART	Visiting artists series	PHOTOGRAPHY Basic Advanced
COMPUTERS	Computers in art Digital imaging (photo shop) Digital imaging (animation) Digital imaging (graphics)	PRINTMAKING Basic Advanced
CONCEPTS	Individual studies (juniors) Individual studies (seniors)	SCULPTURE Ceramic basic Ceramic advanced Metal Process
DRAWING	Basic Advanced (sophomore) Advanced (junior) Advanced (senior) Figure studies	VIDEO Visual communications
		FOUNDATIONS 2 dimensional 3 dimensional Color introductions

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The following is a general guideline for course offerings for grades 6 through 12 approved by the Governing Council. Course offerings guidelines for subsequent school years will be recommended by the Principal and approved and published by the Governing Council during February/March of the preceding school year.

## **2002-2003 COURSE OFFERINGS GUIDELINES**

<i>6<sup>th</sup> Grade</i>	<i>7<sup>th</sup> Grade</i>	<i>8<sup>th</sup> Grade</i>	<i>9<sup>th</sup> Grade</i>	<i>10<sup>th</sup> Grade</i>	<i>11<sup>th</sup> Grade</i>	<i>12<sup>th</sup> Grade</i>
<i>1. Language Arts</i>	<i>1. Language Arts</i>	<i>1. Language Arts</i>	<i>1. English I</i>	<i>1. English II</i>	<i>English III AP English</i>	<i>English IV AP English</i>
<i>2. Science (Life Science)</i>	<i>2. Science (Earth Science)</i>	<i>2. Science (Physical Science)</i>	<i>2. Biology</i>	<i>2. Chemistry</i>	<i>Physics</i>	<i>Elective _</i>
<i>3. Math</i>	<i>3. Math</i>	<i>3. Math (offer advanced sequence – see below)</i>	<i>3. Math Algebra I</i>	<i>3. Math )Geometry</i>	<i>Algebra II</i>	<i>Trig</i>
<i>4. Social Studies (Ancient Civilizations)</i>	<i>4. Social Studies (Western Hem./New Mexico History)</i>	<i>4. Social Studies (American History)</i>	<i>4. <u>Government &amp; Economics</u></i>	<i>4. World History</i>	<i>US History</i>	<i>. Government &amp; Economics</i>
<i>5. ILPElective Seminar</i>	<i>5. Health_</i>	<i>5. SEMINAR:</i>	<i>5.ILP_</i>	<i>5. ILP _</i>	<i>ILP</i>	<i>Senior Seminar Portfolio Prep</i>
<i>6Elective _</i>	<i>6. ELECTIVE</i>	<i>6Elective _</i>	<i>6. Foreign Language (modern and classical)</i>	<i>6. Foreign Language (may offer elective for students who have completed 2 consecutive years of foreign language)</i>	<i>Foreign Language/Communication Skills</i>	<i>Elective _</i>
<i>7. ELECTIVE Student's major Arts interest area or offer an arts rotation to students with no major interest area</i>	<i>7. ELECTIVE Student's major Arts interest area or offer an arts rotation to students with no major interest area</i>	<i>7. ELECTIVE Student's major Arts interest area or offer an arts rotation to students with no major interest area</i>	<i>7. ELECTIVE Student's major Arts interest area or offer an arts rotation to students with no major interest area</i>	<i>7. ELECTIVE Student's major Arts interest area or offer an arts rotation to students with no major interest area</i>	<i>7. ELECTIVE Student's major Arts interest area or offer an arts rotation to students with no major interest area</i>	<i>Elective _</i>

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<i>Theater Dance Visual Arts Choral Music Band/Orchestra Film and TV Martial Arts Fencing Arts Rotation</i>	<i>Theater Dance Visual Arts Choral Music Band/Orchestra Film and TV Martial Arts Fencing Arts Rotation</i>	<i>Theater Dance Visual Arts Choral Music Band/Orchestra Film and TV Martial Arts Fencing Arts Rotation</i>	<i>Theater Dance Visual Arts Choral Music Band/Orchestra Film and TV Martial Arts Fencing Arts Rotation</i>	<i>Theater Dance Visual Arts Choral Music Band/Orchestra Film and TV Martial Arts Fencing Arts Rotation Possible Concurrent enrollment</i>	<i>Theater Dance Visual Arts Choral Music Band/Orchestra Film and TV Martial Arts Fencing Arts Rotation Concurrent enrollment</i>	<i>Theater Dance Visual Arts Choral Music Band/Orchestra Film and TV Martial Arts Fencing Arts Rotation Concurrent Enrollment</i>
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### Notes to Course Offerings Guidelines

#### Math Sequence:

*The purpose is to meet the needs of all students at all grade levels*

- *Special Education assistance and support at all grade levels (include tutorial and/or other appropriate support for gifted students)*
- *Regular math 6<sup>th</sup> through 12<sup>th</sup> grade*
- *Pre-algebra 6<sup>th</sup> through 9<sup>th</sup> grade*
- *Algebra I (high school credit) in 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades (and other grades if students qualify)*
- *Geometry 9<sup>th</sup> and 10<sup>th</sup> grades (and other grades if students qualify)*
- *Algebra II*
- *Trigonometry*
- *Precalculus and calculus*

#### New Mexico Law:

- *NM requires 1 unit PE and up to 0.5 Health in middle school and 1 unit PE and Communications in high school*
- *Waivers requested by state for communications are: Theater III, Yearbook, Journalism, and Show choir*

#### Seminar:

- *This is proposed to enable fulfillment of Charter goals and would include time for development and assessment of Individual Learning Plans, Next Step Plans based on student needs, time for focus on study, organizational, research and like skills as well as Arts exploration and development*

#### Electives:

- *PAPA will offer leveled courses as determined by administration based on student need and assessment and programming issues such as budget, facilities and scheduling.*

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- *PAPA policy will provide for meeting or exceeding the requirements of NMSA 22-2-8.6 in providing remediation programs and associated professional development.*

### **DAILY SCHEDULE**

The daily schedule will be approved by the Principal in consultation with the faculty and will be presented to the Governing Council as soon as possible prior to the commencement of each school year. The hours per day and length of classes will meet or exceed state requirements.

### ***Plan to Meet Individual Student Needs***

*This is a description of how PAPA'S educational program will meet the individual needs of students, including:*

- (1) Suggested modifications to meet individual student needs, including bilingual, limited English proficient (ELL—English Language Learners), and Special Education:*
- (2) Those students determined to be at risk*
- (3) Specific Special Education Plan and*
- (4) Access to other services including but not limited to counseling and health*
- (5) Dual language services will be provided as appropriate to meet student needs.*

### **At Risk Students**

#### **1. HOW PAPA'S EDUCATIONAL PROGRAM MEETS THE NEEDS OF "AT RISK" STUDENTS**

The ongoing development of the Individual Learning Plan as an integral part of PAPA and will enable the appropriate staff at PAPA to meet the needs of at-risk students.

##### ***a. HOW PAPA IDENTIFIES AT RISK STUDENTS***

The entire SLP process (on-going evaluation) will help identify any student who is not performing to a standard level whether it be academically, socially, emotionally, or in other related ways. Through staff and parental monitoring, there will be a determination if intervention or referral to the Counselor is necessary.

##### ***b. HIGH RISK PLAN REQUIRED BY HB 212 (THE EDUCATIONAL REFORM ACT)***

Action plans will be put in place to define goals and set measurable milestones for students identified as "at risk."

If it is determined that the student has a learning disability, swift attention will be given to him/her so that PAPA will be able to bring him/her up to grade level.

Behavior that negatively affects the education of other students will not be tolerated.

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PAPA will follow the discipline matrix found in the student agenda. It is our belief that discipline problems exist largely due to students not being engaged and stimulated therefore, PAPA will strive to positively engage each student.

### ***a. STUDENT ASSISTANCE SERVICES:***

The Student Assistance Team will facilitate student success through appropriate referrals that ensure student barriers to learning are addressed. Providing student counseling, as needed, includes:

- Behavioral management plan(s), as needed
- Referrals to community agencies, as appropriate
- Defining options for substance abuse intervention and/or support, if needed,
- and
- Investigating alternative educational settings, where appropriate.

### ***b. CONFIDENTIALITY OF RECORDS***

PAPA recognizes and will comply with the right to confidentiality as defined in the Family Educational Rights and Privacy Act (FERPA 1974).

### ***c. STUDENT DUE PROCESS RIGHTS***

PAPA recognizes that Student Due Process Rights are basic to receipt of a public education. PAPA will comply with Public School Rights and Responsibilities, 6 NMAC 1.4.

### ***d. AMERICANS WITH DISABILITIES ACT (ADA) AND 504 ACCESSIBILITY***

PAPA will meet all Federal and State requirements for providing Americans with Disabilities Act (ADA) and 504 accessibility. Per the regulations, the PAPA facility will be handicap accessible and all activities will be adapted to meet the need for access.

### ***e. ALTERNATIVE EDUCATION PROGRAM PLAN***

PAPA will offer an alternative educational program in accordance with State and Federal Laws. The PAPA Alternative Education Program includes, but is not limited to, utilization of the following resources to construct a program to meet the individual needs of specific students:

- Technical-Vocational Institute (T-VI) and other post-secondary institution concurrent enrollment
- The Career Enrichment Center (CEC)
- Distance learning/correspondence courses offered through accredited institutions
- Approved alternate courses that meet or exceed state requirements for that course; i.e., fencing in lieu of school-offered Physical Education
- Internships, Work Study and School-to-Careers Partnerships.

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## **2. HOW PAPA'S EDUCATIONAL PROGRAM MEETS THE NEEDS OF "AT RISK" STUDENTS**

The ongoing development of the Individual Learning Plan as an integral part of PAPA and will enable the appropriate staff at PAPA to meet the needs of at-risk students.

### ***a. HOW PAPA IDENTIFIES AT RISK STUDENTS***

The entire SLP process (on-going evaluation) will help identify any student who is not performing to a standard level whether it be academically, socially, emotionally, or in other related ways. Through staff and parental monitoring, there will be a determination if intervention or referral to the Counselor is necessary.

### ***b. HIGH RISK PLAN REQUIRED BY HB 212 (THE EDUCATIONAL REFORM ACT)***

Action plans will be put in place to define goals and set measurable milestones for students identified as "at risk."

## **3. HOW PAPA'S EDUCATIONAL PROGRAM MEETS BILINGUAL NEEDS**

Identification and Language Assessment Survey (LAS) tests are required to determine if the student needs services. If the student qualifies for services, PAPA will ensure that appropriate services are provided.

## **4. HOW PAPA'S EDUCATIONAL PROGRAM MEETS ENGLISH**

### **LANGUAGE LEARNER (ELL) NEEDS**

Identification and Language Assessment Survey (LAS) tests are required to determine if the student needs services. If the student qualifies for services, PAPA will ensure that appropriate services are provided.

## **5. HOW PAPA'S EDUCATIONAL PROGRAM MEETS SPECIAL EDUCATION AND GIFTED STUDENT NEEDS**

PAPA supports the implementation of "least restrictive environment" for students with disabilities and culturally diverse backgrounds. Please refer to the PAPA Special Education Manual. Federal law (34 CFR Sec.300.312) indicates that "Children with disabilities who attend public charter schools and their parents retain all rights under this part." PAPA will offer a continuum of services and opportunities for students with disabilities and giftedness who meet eligibility criteria established by State and Federal laws. The support that is needed for PAPA students who qualify for special education services will be driven by the Individualized Education Program (IEP) which is developed by the IEP team (noted in 34 CFR Sec. 300.344) and reviewed at least annually. Students will be evaluated and provided services for special education pursuant to Section 504 of the Rehabilitation Act, Education for All Handicapped Children Act, Americans with Disabilities Act, Individuals with Disabilities Act-reauthorized, and Elementary and Secondary Education Act of 2001.

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PAPA will comply with the IEP process using the New Mexico Public Education Department's framework to ensure that all students are properly identified, assessed and that services are provided. This process will assure accountability for:

Equal access to all students;

Compliance with Procedural Safeguards: PAPA will provide all related services to students according to their IEP, including...

Transitional Services;

Free Appropriate Public Education (FAPE);

Least Restrictive Environment (LRE);

Due process and parental involvement; and

Nondiscriminatory evaluation and reevaluations.

PAPA is committed to meet the needs of students who require Special Education through the employment of a full time teacher who is certified in Special Education. Support will also be provided through contracted related service providers to comply with the student's IEP.

### ***a. GRADUATION REQUIREMENTS FOR SPECIAL EDUCATION STUDENTS:***

PAPA will adopt a graduation plan that accommodates the needs of special education per their IEPs. This plan will be developed, implemented and monitored in compliance with all applicable requirements of the State Secretary of Education Standards for Excellence noted in 6.30.2 NMAC. This plan will be integrated into the transition planning and services provided which are in compliance with 34 CFR Secs.300.347(b) and 300.348.

### ***b. DISCIPLINE PROCEDURES FOR STUDENTS WITH SPECIAL EDUCATION:***

Qualified personnel and IEP team members will adhere to discipline procedures in accordance with 34 CFR Sec. 300.519-300-529. A functional behavioral assessment (FBA) and a behavioral intervention plan (BIP) will be implemented as needed. If a change of placement occurs based on the process outlined in the law, a student must be provided instructional services for the duration of the placement as indicated on the IEP.

### ***c. EDUCATIONAL SERVICES FOR GIFTED CHILDREN***

Identification and assessment procedures will include standardized measures and information from other sources regarding the child's abilities. Students, who have been identified as "gifted" per 6.31.2.12 NMAC, will receive services that are indicated in the IEP.

### ***i) GIFTED ADVISORY COMMITTEE***

An advisory committee will be established of parents, community members, students and school staff members, and will reflect the cultural diversity of the school's enrollment. Formal documentation of committee membership, activities and recommendations will be maintained. The advisory committee will:

regularly review the goals and priorities of the gifted program, including the operational plans for student identification, evaluation, placement and service delivery;

demonstrate support for the gifted program;

provide information regarding the impact that cultural background, linguistic background, socioeconomic status and disability conditions within the community may have on the child referral, identification, evaluation and service delivery processes; and

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advocate for children who have been under-represented in gifted services due to cultural or linguistic background, socioeconomic status, or disability conditions, in order to ensure that these children have equal opportunities to benefit from services for gifted students.

This committee will reflect the cultural diversity of the school's population.

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## **V. EVALUATION AND ASSESSMENT OF STUDENT PERFORMANCE**

The students of PAPA are our most important assets and we will ensure that they have every opportunity to achieve all of their personal and professional goals. The evaluation and assessment of student performance will be the means by which we will determine how successful PAPA is in providing these opportunities and promoting high student achievement. We also recognize that student performance is one of the most, if not the most, important metrics to measure the overall performance of PAPA.

Ongoing evaluation and assessment of student performance and, subsequently, overall performance may be carried out through the use of the Baldrige Criteria for Performance Excellence and the Quality New Mexico (QNM) application and assessment processes or by comparable process or processes adopted by the Governing Council.

The students of PAPA will be evaluated by a variety of methods. We will use ongoing classroom assessments and standardized tests to provide a comprehensive profile of student achievement.

Evaluation takes place on a number of levels e.g. classroom, school district, and state. We intend to participate in all the aforementioned and as elaborated upon below.

It is our intent to provide an environment that will foster proactive improvement through self-assessment and effective planning both at the classroom level and at the school administration level. We view corrective action as the last resort to facilitate change and will always be looking for sustainable improvement solutions that would be the outcome of “learning” instead of “mandating.”

### **A. Classroom Level Assessment**

Classroom teachers use a wide range of assessment tools such as:

1. Standards-based assessment and mastery learning
2. Performance-based assessments
3. Individual and peer assessments
4. Observations
5. Developmental checklists
6. Portfolios, including the graduation portfolios
7. Selected Responses
8. Rubrics based upon skills and standards needed for each course
9. The Graduation/Advisory Committee
10. Each student’s ILP/Next step plan

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## **B. School District Level Accountability**

1. N M Statewide Assessment System
2. PAPA Report Card on five designated indicators and other indicators determined by our Governing Council.
  - a) Student achievement
  - 8 b) Student attendance
  - 9 c) Student dropout rate
  - 10 d) School safety
  - 11 e) Parent and community involvement

## **C. N.M. Statewide Assessment System**

NM High School Competency Exam and such assessments and examinations as are mandated by the State from time to time

## **D. Corrective Action**

1. Each student will work with a member of the PAPA faculty and the student's parent/guardian(s) to develop and maintain an Individual Learning Plan for himself/herself incorporating general and specific educational and social goals and performance assessment measures in relation to those goals. The students and their teachers/advisors will monitor the standardized test results through their Individual Learning Plan. Parents will be expected to be an active partner in the student's plan.
2. The Principal will develop and maintain documentation and procedures necessary to fulfill this requirement.
3. The Individual Learning Plan should include the components listed below:
  - 3.1 A statement of the student's present level of educational performance:
    - should include measurable information whenever possible
    - should document parent concerns
    - should cite all sources of data reported
    - should include student's strengths and weaknesses
  - 3.2 A statement of annual goals, including short-term instructional objectives/benchmarks:
    - should be generated from the information documented under present levels of performance
    - should be measurable (rubric, portfolio)
4. The student may be assigned a tutor to work in a one-on-one setting. Remedial, make-up study sessions will be offered before or after school for students whose performance falls below the standards set by the school and district. The student should also consider the implications of

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not meeting his/her own personal goals. If this develops to be a serious failure the student may have to take the course over again.

## **Special Education Students**

In accordance with IDEA regulations, Special Education Students will be tested in modified administration as required by their IEP or will be given alternate assessment as determined by the Special Ed. Service contractor. Results will be reported in the same fashion and with the same frequency as non-special education students.

## **F. Grading**

### **1 GRADING SYSTEM**

- 1.1 The alphabetical grading system / grade point system will be used. PAPA will implement policies and procedures for assigning grade points to letter grades and for determining letter grades based on numerical grades.
- 1.2 Enriched, Accelerated, Honors and Advanced Placement courses should generally carry additional grade points.
- 1.3 An 'incomplete' grade by reason of an excused absence may be converted to the grade earned on make up work completed within a reasonable time after the student's return to school during the course of the same school year.
- 1.4 Narrative assessments by teachers and self-assessment by students in relation to each student's individual learning plan will be encouraged.
- 1.5 Students are encouraged to discuss their grades and assessments with teachers and, particularly, to use their grades and assessments to assist in honestly and objectively identifying areas for continued improvement.

PAPA encourages the use of Mastery Learning techniques that ensure that students receive a 70% or better for a final grade. This should meet the pre-established set of performance criteria that demonstrates critical thinking capabilities, subject matter (knowledge), and mastery of basic skills associated with the course requirements.

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## **VI. INTERNAL CONTROL PROCEDURES AND ANNUAL AUDIT**

PAPA's objective will be to conduct all financial activity with sound financial management practices. The following procedures will be put into place to maintain PAPA's integrity:

Funds for all accounts will be accounted for separately in our ledger

- Reliable financial information will be generated
- Operating efficiency will be maintained
- Compliance with all laws, regulations and applicable APS policies and procedures
- We will make every effort to keep PAPA's long term fiscal long-term picture in focus and in balance.

### **1. Personnel**

Our personnel will be carefully selected. We expect them to be people with moral clarity and eagerness to guide the students on their road to becoming well-rounded human beings. We will recruit a competent, honest individual who will comply with all established policies and procedures governing all financial transactions to oversee all financial, purchasing and accounting matters. PAPA understands that Charter School employees shall have access to the APS background check process. The cost of the process will be borne by PAPA (22-10-3.3 NMSA 1978).

### **2. Segregation of Duties**

The duties of all staff will be clearly delineated so as to have people with specific responsibilities accountable for their actions. This procedure will encourage accountability on the part of all staff members. Added administrative review and oversight procedures will add security to the control system.

We will segregate purchasing, receipting, processing and paying so that we will address even the appearance of potential fraud. Policies and procedures will be established to clearly delineate the segregation of duties between and among appropriate PAPA staff, any applicable contract personnel, and the Governing Council, so as to create a checks and balances team and system consistent with applicable governmental financial management laws and regulations and generally accepted public school accounting and financial practices. The assignment of duties to staff members and/or contractors who have access to the PAPA financial management system will be done so as to limit the ability of any one person to cause or conceal errors or irregularities. Working within certain limitations, including staff size, incompatible functions will not be assigned to any one person. The particular assignment of duties may vary from time to time based upon the staff organization and personnel.

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Consistent with the segregation of duties principles, all checks will require 2 signatures, at least one of which shall be that of a designated Governing Council member.

The senior financial management staff member will process budget adjustment requests and transfers, subject to approval from the Governing Council.

The state's start-up stimulus fund grants will provide PAPA the start-up budget to organize our systems and get computers formatted for reporting to APS and the State.

### **3. Transaction Authorization**

The Governing Council must approve the budget, which will be established in conformity with applicable financial management laws, regulations and procedures. All expenditures must be in conformity with the major budget categories established by the State Department of Education or other applicable governmental authority, as well as applicable school policies and procedures adopted by the Governing Council. Any expenditure which would require advance approval by the State Department of Education of a budget adjustment request will also require prior Governing Council approval. The Governing Council will be responsible for monitoring the budget and, through an internal review and oversight procedure to be established by the Governing Council, for assuring that purchases are generally appropriate and necessary and within budget. The Governing Council will adopt policies and procedures defining the purchasing authority of staff. Staff will generally be responsible for implementing those policies and procedures. Except as reflected in the Governing Council's policies and procedures, including applicable internal audit and review procedures, the Governing Council will not be expected to review or authorize individual purchases on a routine basis.

### **4. Transaction Recording**

All transactions will be recorded at the time of authorization. Appropriate staff, including contract personnel as applicable, will be responsible for verifying the accounts, the classification to the appropriate accounts, and the proper authorization of all transactions prior to posting them to the Financial Management System. Where appropriate, source documents used to record transactions will be on official school forms which will be pre-numbered for accountability. All numbered forms will be accounted for by logging the document number at the time they are used or issued. All voided documents will be marked "void" and are kept on file.

### **5. Safekeeping Assets**

The access to assets will be limited by designating appropriate staff member(s) as property custodian(s). The Governing Council will be responsible for monitoring the system and procedures for access to buildings, cash and other assets.

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## **6. Record Reconciliation**

Appropriate financial management staff will administer the comparison of actual assets on hand with the amounts recorded in the financial system. Monthly periodic reconciliation of bank statements and other financial records will be prepared and verified during a monthly closing process. All discrepancies found during the reconciliation process will be researched and corrected at the time they are detected.

## **7. Audit**

The yearly audit will insure compliance with statutory requirements listed in the Public School Finance Act, Sections 22-8-1 through 22-8-42.

## **8. Proposed Budget and Fiscal Plan**

PAPA will adopt an annual budget in accordance with all applicable legal requirements. The operating budget will be prepared under the direction of the appropriate administrative staff and the Governing Council. The Governing Council may establish a budget and finance committee to which detailed financial and budgetary analysis and related tasks will be delegated, provided that the final budget, and all budget adjustment requests, must be approved by a quorum of the entire Governing Council.

Once a year the Operating Budget is reviewed and approved by APS and included separately in the budget submission to the State Department of Education pursuant to Public School Finance Act and the 1999 Charter Schools Act.

## **9. State Equalization Guarantee**

Since students enrolled in PAPA are considered members of their respective school districts (in our case APS), the annual State Equalization Guarantee (SEG) is the unit value calculation that will be used to allocate state program funds based on PAPA's total student enrollment. PAPA's students will be included in the APS student population and the district will receive equal funding for PAPA's students.

PAPA will work collaboratively with APS and vice versa to assure timely reporting of all financial/fiscal processes. In accordance with the 1999 Charter Schools Act and good business practices, PAPA will be held accountable for its fiscal performance.

PAPA will maintain records regarding student enrollment, and report such enrollment, in accordance with the mandatory state "accountability data system" ("ADS") requirements. ADS data will be used to help PAPA determine

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staff and contract personnel needs, as well as develop appropriate budgetary projections. An annual budget for PAPA will be submitted to APS in accordance with the State Department of Education and APS budget cycles.

### **10. Adjustments to Enrollment Count**

PAPA will provide the APS District office with twenty-day reports and other required enrollment and data reports, consistent with the PAPA educational calendar, to fulfill the State Department of Education requirement for funding to Schools. PAPA understands that PAPA's reports are subject to audit by the State Department of Education.

### **11. Payroll**

The Governing Council will be responsible for monitoring the hiring and firing of employees; authorizing salary scales; and maintaining the staffing levels approved in the annual budget. Subject to applicable requirements of the School Personnel Act, NMSA Sections 22-10-1 et seq., the Governing Council shall adopt policies and procedures establishing the respective authority of the Governing Council and administrative staff with respect to the employment of individual employees and contract staff. The Governing Council shall be responsible for interviewing and hiring the principal or other senior school administrator, and shall make all related employment decisions. Except as may otherwise be required by applicable laws or regulations, including without limitation the School Personnel Act, or policies and procedures adopted by the Governing Council, it is anticipated that the Governing Council will generally delegate to appropriate administrative staff responsibility for interviewing, hiring, evaluating, disciplining, and firing other school employees and contract personnel, or making appropriate recommendations to the Governing Council with respect to such personnel actions. The Governing Council will authorize all contracts with certified school administrators, certified teachers, and other certified school personnel as contemplated by the School Personnel Act and applicable regulations there under. Authorization of employment of non-certified school personnel shall be in accordance with applicable law and the Governing Council's policies and procedures.

Appropriate senior financial management staff shall be responsible for developing and implementing appropriate procedures for regular payroll payments, as well as payment of variable payroll obligations.

Appropriate procedures will be adopted for reporting employee absences. Absence reports will be submitted to the business office and will be used to update employee leave balances. Except as may otherwise be provided in the Governing Council's employment policies and procedures with respect to limited negative leave balances which must be cleared within the same fiscal year they are incurred, leaves that are taken without enough leave balances in the employee's bank will be docked from the employee's pay.

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### **12. Books, Library, Software and Media Services**

As an APS public charter school, PAPA students have full access to APS reference materials including books, films, software, audio-visual and other equipment provided to all APS students. PAPA's students will also be utilizing other resource institutions at such places as UNM etc.

### **13. Travel**

PAPA employees and Governing Council members may be entitled to reimbursement of registration fees, mileage, per diem and other costs associated with authorized trips for official school business, in accordance with policies and procedures adopted by the Governing Council.

### **14. Insurance**

Personal insurance for the school employees will be provided to PAPA through the New Mexico Public School Insurance Authority (NMPSIA). Property and liability insurance will be covered through the NMPSIA memoranda of coverage, which are established by NMPSIA each fiscal year. The memoranda outline the precise coverage provided.

### **15. Reporting**

The Governing Council shall establish policies and procedures governing applicable financial reporting by all relevant PAPA personnel, as well as computer access to PAPA's financial management system. If PAPA elects to hire outside contract personnel to assist with financial management, bookkeeping and accounting duties, PAPA's senior financial management staff shall ensure that current, accessible electronic financial management system records are maintained at PAPA at all times.

### **16. Other Services**

Other services funds normally provided to public school students in the APS District will be made available to PAPA.

### **17. Budget**

PAPA understands that we have a responsibility to submit the budget for our school to the state in accordance with 22-8B-4 NMSA 1978 and 22-8-6 NMSA 1978.

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### ***DISPLACEMENT OF STUDENTS, TEACHERS AND OTHER EMPLOYEES***

The Public Academy for Performing Arts did not convert from an existing school to charter status; therefore no displacement policy is necessary.

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## **VIII. GOVERNING BODY AND OPERATION OF THE PUBLIC ACADEMY FOR PERFORMING ARTS**

### **Proposed Governance Plan for PAPA**

The Governing Council shall adopt policies and procedures regarding the selection/election of Governing Council members that shall be subject to the following minimum standards, which may not be modified without a further amendment to PAPA's charter:

1. The Governing Council shall consist of not less than 7 members and not more than 15 members, with the precise number established by the Governing Council policies and procedures in effect from time to time. Staggered terms shall be established in order to provide continuity over time.
2. The selection/election process shall be designed to include on the Council one or more representatives from each of the following groups: parents, faculty and staff members, community members, and high school students, provided that at no time shall paid employees or contractors of PAPA constitute a majority of the Council. Spouses/domestic partners, likewise, shall be prohibited from serving on the Council at the same time. From time to time, the Governing Council may adopt procedures specifying particular skills (example legal, financial) that it deems critical to the current needs of PAPA, and provide that positions on the Council will be required to be filled by persons with such skills and/or that persons with such skills will be actively recruited.
3. The selection/election process shall be designed to actively recruit potential Council members with diverse perspectives, based upon their professional skills, demonstrated collaborative and problem-solving skills and attitudes, their ability and willingness to devote substantial time and energy to serving on the Council (including the requirement that each Council member shall chair and regularly participate in the activities of at least one school committee), and their willingness and ability to devote their time and energy to acting for the best interests of PAPA as a whole, rather than the interests of any particular interest group or constituency. In this regard, the Council and prospective members should keep in mind that the Council's focus should be on maximizing student learning and achievement, within the legal and financial constraints faced by PAPA as a public charter school. The selection/election process may use a nominating committee, if so provided in the Governing Council's policies and procedures.
4. The selection/election process shall provide a mechanism for election of parent representatives by parents and teacher representatives by teachers, if (i) there are more qualified candidates ready, willing and able to serve than there are allocated vacancies for such categories of members, as determined by the nominating committee or other recruitment system; and/or (ii) if a significant percentage (as established by the

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Governing Council's policies and procedures) of members of the parent or teacher categories desire an election in order to support a particular candidate or candidate(s), as evidenced by nominating petitions or other similar procedures. To the extent possible, any such election should not be designed to proceed as a divisive force within the school, but as a mechanism to select qualified Council members who can work effectively together for the good of the school as a whole, rather than to advance the interests of any particular constituency or subset.

5. The selection/election process shall provide a mechanism for recall elections to remove parent and teacher representatives.
6. The selection/election process shall provide a mechanism for removing Council members for violation of Council policies and procedures, failure to attend meetings, violation of applicable legal requirements and other similar offenses, as well as upon the termination of their status as a parent, student, faculty member or other status that established their original eligibility to serve on the Council.
7. The selection/election process shall provide a mechanism for filling vacancies upon the removal, resignation, termination or other failure to serve of Council members.
8. The governance policies and procedures shall contain appropriate provisions to address actual or perceived conflicts of interest that may arise.
9. The selection/election process shall contain procedures for the selection/election of the student member(s) which allow for meaningful student input into the process, but which does not necessarily require a general student election.
10. The Governing Council will meet at a time and place to be decided by the Governing Council and meetings will be conducted in accordance with the Open Meetings Act. Meetings are advertised in the Playbill, paparts.org, *Albuquerque Journal*, and and posted at the front desk.

## **IX. RELATIONSHIP BETWEEN PAPA AND ITS EMPLOYEES**

PAPA will operate as a non-sectarian, non-religious public school and will comply with all applicable federal, state and local laws, rules and regulations including without limitation, the Constitutional provision prohibiting discrimination on the basis of race, color, national and ethnic origin, disability, age, creed, gender, religion or ancestry. PAPA is an Equal Opportunity Employer.

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The PAPA Governing Council will develop policies in compliance with federal and state law dealing with the recruitment, promotion, discipline and termination of personnel, methods for evaluating performance and a plan for resolving employee related issues.

PAPA believes in a fair, professional wage for its teaching staff and other employees. We believe in a compensation plan that rewards both expertise and leadership. The educators need to be rewarded for all added responsibilities. We must provide motivation for professional growth. Classroom teaching must be honored, not just administrative work. Standards and quality may be emphasized through a peer intervention system (see Appendix F - Peer Intervention Program in NYC) or other process that is designed. This is important to help teachers become the best that they can be. The process entails assistance to improve and honor due process rights as guaranteed by law.

Any teacher who is hired from APS or other school district will waive all rights to pre-existing pay, seniority, and benefits in favor of PAPA's employment package.

PAPA will hire all employees of the school directly, without involvement with the APS Human Resources Dept. PAPA will comply with all federal and state rules and regulations governing employment.

Background checks will be in compliance with Section 22-10-3.3 NMSA 1978 on Background Checks. These will be required for initial certification of all PAPA applicants who will have unsupervised access to students.

PAPA will engage in the following practices:

- a. PAPA will not discriminate against any employees on the basis of race, color, religion, gender, age, national origin, sexual orientation or disability.
- b. PAPA will comply with Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with disabilities Act of 1970 (ADA).
- c. PAPA will create a working environment free of discrimination. PAPA recognizes acts of sexual harassment as defined in Section 703, Title VII, and Civil Rights Act of 1964 as amended and in the NM State Human Rights Act 28-1-7 NMSA. PAPA will not tolerate acts of sexual harassment.
- d. PAPA employees will be granted unpaid Leaves of Absence in accordance with the Family and Medical Leave Act of 1993 (FMLA).
- e. PAPA employees will receive medical, holiday and other leave in accordance with policies and procedures established by the Governing Council and in compliance with applicable law.
- f. Compensation will be competitive and published in compliance with state requirements. Compensation may be based on a combination of base salary, additional increments, benefits including ERA and an optional 403B. A merit pay system may be established by the Governing Council in accordance with applicable laws. PAPA employees will be entitled to receive benefits established by the Governing Council in accordance with applicable law, which may include the Educator's Retirement Association (ERA) fund, paid vacation and personal

# **Public Academy for Performing Arts Charter Application**

days (for eligible employees), health insurance and an optional 403B. Health benefits will be provided by enrollment in NMPSIA.

## **1. Professional Development**

Professional Development will reflect PAPA's mission, goals and objectives. A substantial amount of monies will focus on this area. The Principal will approve all professional development plans, and, in the case of individual plans submitted by faculty members, will make sure that the activity is related to the goals created by that faculty member's Professional Development Plan.

It is anticipated that PAPA will provide a professional development account with an amount to be determined by the Governing Council on a year- to- year basis. Because we believe the teacher's professional development directly impacts student learning, PAPA will seek Grant money specifically for Professional Development. Some of the sources may include Unit School Technology Improvement, Title II Eisenhower Professional Development Program funds, TitleVI etc.

Each faculty member will be expected to develop a Professional Development Plan. It is possible for the faculty member to be provided with incentive stipends depending on its complexity and benefit to the school.

## **2. Grievances, Disputes and Complaints Procedure**

Insofar as may be specifically required by law in relation to the category of employee or in relation to the nature of the grievance, dispute or complaint, PAPA will establish a fair policy and procedure, for handling grievances, employees' disputes and complaints. It is PAPA's hope that with the collaborative atmosphere created at the school, all concerns will be handled in a timely fashion thus eliminating the need for more formal procedures.

## **3. Description of Teacher Relationship with PAPA**

Teachers will be hired and rehired by the Governing Council based on recommendations by the Principal and/or such other persons or committees as may be appointed for the purpose from time to time. PAPA will implement faculty evaluation processes in accordance with applicable law.

Teachers will be voting members of all committees and are an integral part of the decision making process. Frequent staff meetings are held seeking staff input. Non PAPA teachers will be invited to guest instruct.

PAPA values full collaboration by the teachers with each other. Teachers will be a part of the Governing Council (See Governance Council, Section I).

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## **4. Terms of Professional Service for Teachers**

Minimum Requirements –

- A. BA/BS and NM State certification, unless waived
- B. Teachers will be employed by PAPA to provide instructional services and/or professional services per their contract.
- C. Teachers will operate under a school year contract as established annually by the Governing Council..
- D. Teachers will be divided into three categories – full time, part time and adjunct faculty.
- E. Full time faculty will have a yearly contract for a full teaching schedule for an entire school year.
- F. Part time faculty will have a contract covering less than a full school day or week
- G. Adjunct faculty will be independent contractors contracted on a per hour, per class, per course or per semester basis. They will not be eligible for employee benefits
- H. It is expected that all faculty members will act in a highly professional manner.

## **5. School Year**

PAPA's school year will be as described above Section III.7 above.

## **6. Teacher Work Day (duty day)**

PAPA's teacher workday (duty day) will consist of a minimum 7 hours which excludes a 30 minute lunch break, and any additional hours as negotiated in individual teacher contracts.

## **7. Transfers to and From APS**

The 1999 Charter Schools Act states that a New Mexico District teacher who is hired by a charter school e.g. PAPA, will be considered to be on a one-year leave of absence from that district. At the teacher's request, this leave of absence can be renewed for up to two additional one-year periods. After three years, the District will define its relationship with the teacher.

## **8. Description of PAPA's Relationship with Other Employees**

The Governing Council will hire all support staff based on recommendations by the Principal and/or such other persons or committees as may be appointed for the purpose from time to time.

Under New Mexico law, all non-contract employees are considered "at will" and employment can be discontinued at any time.

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PAPA will contract with independent providers for some support services necessary in the operation of PAPA on a contractual basis. Contracts with the APS District will be considered if such arrangements are financially beneficial. PAPA will have the ability to contract for the following services: Office worker/assistant (secretary, receptionist etc), Legal, Special Education, including Speech and Occupational Therapy, Bookkeeping, Accounting and auditing of the books, Medical (includes school nurse), Counseling, Custodial, Professional Training, Construction and Maintenance and Media Services and any other service where an independent contractor relationship may be practical or expedient in the circumstances.

A reevaluation will determine a continuation of employment except for the most serious offenses, which would dictate immediate termination.

### **10. Terms of Employment**

Minimum Requirements –

- A. Educational credentials and/or certification based upon job descriptions and legal requirements
- B. Employment for the full year or such lesser period as the Governing Council or Principal may deem expedient
- C. Employees can be terminated for performance issues on an “at-will” basis, subject to the School Personnel Act and other applicable law.
- D. Compensation will be based on experience and performance of each employee and at the discretion of the Governing Council after consideration of administration’s recommendations. Compensation will be within budget guidelines.
- E. Health benefits will be provided by enrollment in NMPSIA

## ***X. DISCIPLINE POLICIES AND PROCEDURES***

The Governing Council of PAPA, with input from the community, staff, and students, will provide employee and student discipline policies in the form of a student handbook.

### **1. Employee Discipline Policy**

This will be developed as described above. It is expected that all employees will be role models for the students.

PAPA staff will model and reinforce appropriate behavior; maintain vigilant, consistent supervision and communicate immediately and effectively with parents when problems arise.

PAPA will not tolerate major infractions of professional responsibilities and inappropriate behavior.

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## **2. Student Discipline Policy**

Students' safety is at the heart of any discipline policy. An orderly campus is crucial to maintain an environment that promotes an effective learning atmosphere. All students have a right to a peaceful school environment free of harassment and unsafe conditions.

PAPA seeks to develop and maintain a safe and respectful learning community, fostering personal integrity, responsibility, creativity, productivity, and academic excellence.

PAPA will implement an open, fair, and just policy, procedure, and code/s of conduct for dealing with student behavior and discipline. PAPA recognizes that parental involvement is necessary and desirable. PAPA will seek to involve students in learning and developing mechanisms for creative dispute resolution. While effective discipline will primarily educate and provide restitution, punitive consequences are an appropriate element.

## ***LEGAL LIABILITY AND APPLICABLE INSURANCE COVERAGE***

PAPA's legal liability and insurance coverage agreements will conform with the 1999 Charter Schools Act and New Mexico Revised Statutes Section 22-2-6.3 NMSA 1978.

### **1. Legal Liability**

PAPA understands that under the 1999 Charter Schools Act, the school and not the APS Board of Education is responsible for all acts or omissions made by PAPA or its Governing Council.

### **2. Good Faith and Credit**

PAPA agrees that it will not extend the good faith and credit of the APS District to any third person or entity. The School is limited in its authority to contract by the amount of funds obtained from the APS District, as provided hereunder, or from other contracts to which PAPA is a party.

### **3. Applicable Insurance Coverage**

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PAPA will purchase coverage for an Employee Benefits Package and a Risk Insurance Program through the New Mexico Public Schools Insurance Authority (NIMPSIA) program.

## **TRANSPORTATION AND FOOD SERVICE**

### **1. Transportation**

Transportation to and from school will be the responsibility of parents/guardians. PAPA may revisit this policy if future circumstances, including funding arrangements, offer a feasible alternative. PAPA understands that there will be special transportation needs and will provide alternatives to meet those needs.

### **2. Transportation Policy for Special Education Students**

The State Department of Education Transportation Department advises that the Special Education transportation requirement can be met by either the Per Capita Feeder (PFC) reimbursement for private transportation as provided in 6NMAC9.4.1(12/31/98) or through contract bus service funded through Section 22-8-6, NMSA 1978, as needed.

Reimbursement for the transportation of a student as specified by an IEP is available and will be sought as Per Capita Feeder (PFC) income. The per capita or per mile reimbursement is available to parents or guardians in cases where regular school bus transportation is impractical because of distance, road conditions or sparseness of population. PAPA's Governing Council will establish procedures to comply with the following conditions as stated in 6NMAC9.4.4 1998 necessary for reimbursement.

According to 6NMAC9.4.1 (12/31/98), per capita or per mile reimbursement is available to parents or guardians in cases where regular school bus transportation is impractical because of distance, road conditions or sparseness of population. PAPA's Governing Council will establish procedures to comply with the following conditions as stated in 6NMAC9.4.1 1998 necessary for reimbursement.

### **3. Food Service**

PAPA will follow all applicable state and federal laws and regulations concerning the free and reduced lunch programs.

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## **WAIVERS**

PAPA applies for the following waivers to meet the goals and objectives.  
PAPA understands that if these waivers are denied by the APS Board of Education we have the right to appeal to the State Board of Education.

### **Waiver Request**

#### **PAPA**

#### **Alternative: How requirement is addressed**

#### **PURCHASE OF INSTRUCTIONAL MATERIALS 22-15 - 9**

To receive instructional materials funding, 70% of instructional materials must be purchased from the state adopted materials list and 30% can be direct purchases off-list. – PAPA requests 100% of small high school and middle school instructional materials funding without having to meet the 70% requirement.

In addition to state approved materials, PAPA will use a variety of other curriculum materials, including on-line and other software materials. Pursuant to 22-8B-5B NMSA 1978, the state board shall waive requirements relating to the purchase of instructional material.

#### **GRADUATION REQUIREMENTS 2 2 - 1 3 - 1 . 1**

23 credit hours to graduate

No waiver required

PAPA requires 25 credit hours to graduate, effective 2005-06. This exceeds the state requirement.

#### **INDIVIDUAL CLASS LOAD & TEACHING LOAD REQUIREMENTS**

No waiver required.

With a targeted goal of 15:1 STR, in most cases PAPA will be far under the class load and teaching load requirements. However, there may be exceptions, and PAPA reserves the right to exceed those requirements. Pursuant to 22-8B-5B NMSA 1978, the state board shall waive requirements relating to individual class load and teaching load requirements.

#### **LENGTH OF SCHOOL DAY**

No waiver required

Pursuant to 22-8B-5B NMSA 1978, the state board shall waive requirements relating to length of school day.

### **Waiver Request**

#### **PAPA Alternative How requirement is addressed SUBJECT AREAS 2 2 - 1 3 - 1 . 1B**

(6) one unit in communication skills or business education, with a major emphasis on writing and speaking and that may include a language other than English; and

## **Public Academy for Performing Arts Charter Application**

(7) eight elective units for students entering the ninth grade in the 2005-2006 school year that meet state board content and performance standards. Student service learning shall be offered as an elective.

(8) health education requirement.

### **Waiver requested**

The PAPA required curriculum emphasizes writing and speaking throughout. Four years of English is a requirement for all students.

Because PAPA has 21 required classes, and a total of 25 credits to graduate, it has room for 4, not 8, elective units. Its students still exceed the state graduation requirements by 3 units.

PAPA requires 4 performing arts credits. Pursuant to 22-8B-5B NMSA, the state board shall waive requirements relating to subject areas.

### **STAFFING PATTERNS**

#### **Waiver requested**

Pursuant to 22-8B-5B NMSA 1978, the state board shall waive requirements relating to staffing patterns.

#### **Waiver Request**

#### **PAPA Alternative How requirement is addressed**

#### **EVALUATION OF SCHOOL PERSONNEL 22-10A-19A**

Staff must be involved in evaluations of the Principal.

#### **Waiver requested.**

PAPA has adopted criteria and procedures for the evaluation of school personnel. Pursuant to 22-8B-5B NMSA, the state board may waive requirements relating to evaluation standards for school personnel. PAPA standards are innovative, and more rigorous than the state standards.

### **PRINCIPAL' S DUTIES 22-10A-18**

... under supervision of the Superintendent ...

#### **Waiver requested**

Pursuant to the *1999 Charter Schools Act*, PAPA will be governed by a Governing Council. 22-10A-18A NMSA describes the duties of the school principal to include the role of instructional leadership. PAPA may seek to separate the administrative role from the instructional leadership role, with the hiring of a qualified individual to perform the instructional leadership duties. Pursuant to 22-8B-5B NMSA, the state board may waive requirements relating to school principal duties. As a charter school, PAPA seeks to implement innovative practices.

### **DRIVER' S EDUCATION 22-13-1 2**

#### **Waiver requested**

Pursuant to 22-8B-5B NMSA, the state board may waive requirements relating to driver education. Students will be encouraged to take class with locally licensed providers.

## **2. SCHOOL PERSONNEL ACT WAIVERS**

### **Waiver Request**

#### **PAPA Alternative How requirement is addressed**

# **Public Academy for Performing Arts Charter Application**

## **TEACHER CERTIFICATION**

### **Waiver requested**

PAPA teachers will hold a NM Teaching certificate or certification from other states. In some instances, for specialized subjects, PAPA will hire individuals with extended experience in the application of the subject matter. 22-10A-14 NMSA authorizes the SBE to issue a certificate of teaching waiver to a person holding a BA degree but not meeting other requirements for licensure, or an assignment waiver for a licensed teacher assigned to teach outside his teaching endorsement area. PAPA will apply on a case-by-case basis for certificates of teaching or assignment waivers, as needed.

## **3. APS BOARD OF EDUCATION WAIVERS:**

### **APS Policy**

### **Waiver**

### **Requested**

### **PAPA Alternative/ How requirement is addressed**

#### **A.01 MISSION STATEMENT**

The Albuquerque Public Schools strives to create safe, secure and personal learning environments with high standards where all children excel and graduate by emphasizing the highest rates of attendance, aligning programs and the budget, partnering with parents and the community, obtaining satisfaction from the school community, and having high performing employees.

YES

#### **A.02 VISION FOR A LEARNING COMMUNITY**

APS strives to ensure that every child graduates fully prepared and eager to become a world-class citizen

YES

Public Academy for Performing Arts is an exceptional public charter middle and high school that provides the students of New Mexico an educational program of excellence using research-based methods of teaching and learning. Student success is measured by authentic assessment and tests using local, state, and national norms. As a result, the PAPA graduate will be

An academic achiever prepared to be an independent lifelong learner,

An involved citizen,

An effective communicator,

Culturally sensitive, and

Personally accountable.

## **XIV. FACILITIES OF PAPA**

PAPA has entered into a lease for appropriate facilities at Pinetree, 4665 Indian School, SE 87104 which includes opportunities for expansion.

# Public Academy for Performing Arts Charter Application

## **XV. APPENDICES**

### **APPENDIX A**

#### **PAPA'S CHARTER SCHOOL ORGANIZING DEVELOPERS**

PAPA wishes to thank the following people for their input in developing this implementation plan. Without their generous thoughts, helpful hints, expertise, and hard work this dream for PAPA would not have been realized.

**NAME**

**AFFILIATION**



Ken Broussard  
Paul Bidwell  
Pam Bowker  
Karen Butterfield  
Betty Butler  
Frank Butler  
Cristy J. Carbon-Gaul  
Bob Corbett  
Robert Craig  
Jean Craven  
Charles McDaniel  
James Findley  
Tommie Findley  
Marion Grandberg  
Erik Griego  
Sue Griffith

Michael Kaplan

Linda Kennedy  
Kristina Lord-Linde  
Erras Davis Luke  
Lemuel Martinez  
Tony Monfiletto  
Mercantile Printing  
Alex Ossadnik  
Bob Perls  
Joan Findley Perls  
Fred Pink  
Laurie Rivera  
Martin Hoehne Sanchez  
Frank San Giovanni  
Valerie Scott  
Amy Henkel-Silva  
Renee Sweeny  
Frank Salazar  
Jeffery B. Weinrach  
Education Consultant, Board of Education  
Parent

State Department of Education  
Flagstaff School of Performing Arts  
Parent, Friends of PAPA  
Parent, Friends of PAPA  
Lawyer  
Lawyer  
Architect  
Director of Instructional Support –  
APS  
Symphony Orchestra of  
Albuquerque  
Grandparent, UNM Professor of Biology,  
Emeritus  
Grandparent, Artist  
Grandparent – Vocalist – Worcester Chorus  
Parent  
Associate Superintendent For Student  
Learning & District Management – APS  
Director, Alternative Education Unit, State  
Dept. of Education  
Ballet Theater of New Mexico  
Parent, Friends of PAPA - Dance Supporter  
Parent – Dance Supporter  
Educator – Assistant District Attorney  
Amy Biehl Charter School  
Pamphlets  
Artistic Director, Choreographer  
Author NM School Charter Act  
Actor, Friends of PAPA  
Educator, Friends of PAPA  
President, Corrales Harvest Festival  
Educator  
Photographer  
Educator, Friends of PAPA  
Principal, SY Jackson Elementary School  
Parent – Dance Supporter  
Parent, Lawyer – Dance Supporter  
Director, Quality & Standards

# Public Academy for Performing Arts Charter Application

## **APPENDIX B**

### **PAPA Preliminary Enrollment and Lottery Form**

Date:

To Whom It May Concern:

Please be advised that as parents/guardians, we intend to enroll \_\_\_\_\_ as a full-time student at the Public Academy for Performing Arts for the 2001-2002 school year. He/She has completed grade \_\_\_\_ at \_\_\_\_\_.

This letter does not constitute a binding contract on PAPA, but will serve as a document which provides information that will be used in the planning, budgeting and staffing process for our school.

Signature \_\_\_\_\_

Your Name (please print) \_\_\_\_\_

Student's Name \_\_\_\_\_ Date Of Birth \_\_\_\_\_

Student's Name \_\_\_\_\_ Date Of Birth \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_

Zip Code \_\_\_\_\_

Main area of performing arts interest:

Music     Dance     Acting     Visual     Technical

# **Public Academy for Performing Arts Charter Application**

**Public Academy for Performing Arts**  
4665 Indian School Rd NE, Suite #101, Albuquerque, NM, 87110  
(505) 262-4888 - Fax 262-4893 – [www.paparts.org](http://www.paparts.org)

**Lottery Form**  
**2005/2006 School Year**  
**6th, 7th, 8th, 9th, 10th, 11th & 12th Grade**

We invite you to consider Public Academy for Performing Arts (PAPA) as a school of choice for your child in 2005/2006. PAPA is an APS charter school for middle and high school students focused on excellence in the arts and academics. We offer an interdisciplinary curriculum with rigorous Academics and Performing Arts, including Dance, Music, Theater, TV/Film Production and Visual Arts. Since PAPA is a Public Charter School, there is no tuition.

On March 12 2004 a lottery will be held for the 2005/2006 school year for available spaces in grades 6-12. Students will be enrolled and given preference for available openings **based on the order in which their names are drawn**. Please fill out this form, and deliver to PAPA at 4665 Indian School Rd, NE Suite #101, Albuquerque, NM, 87110. *Debbie Candelaria, PAPA Registrar*, must receive all entries by 12:30 PM on March 11, 2004. All entries received after this time will not be considered for the lottery. PLEASE do not ask for exceptions. You will be contacted following the lottery to inform you of your child's place in the order of the drawing.

FORMS WILL NOT BE ACCEPTED PRIOR TO JANUARY 5, 2005

**Please note: The lottery does not guarantee admission- it determines preference in filling available seats based upon the order in which the names are drawn.**

**\* Incorrect grade level information will result in disqualification. If you are still interested in PAPA you will be required to enter the next available lottery.**

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### **Please Print All Requested Information**

Child's Name: \_\_\_\_\_ Grade Level 2004/05\*: \_\_\_\_\_

Current School: \_\_\_\_\_ Current Grade Level \_\_\_\_\_

Parent/Guardian's Name \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Dad's Work: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Dad's Cell : \_\_\_\_\_

Mom's Work: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Mom's Cell: \_\_\_\_\_

IEP \_\_\_\_\_ Yes \_\_\_\_\_ No

Your child's artistic interests (check all that apply)

Visual Arts \_\_\_ Dance \_\_\_ Theatre \_\_\_ Music \_\_\_ Band/Orchestra \_\_\_ TV editing \_\_\_

E-mail: \_\_\_\_\_

**Office Use Only: Date form received:** \_\_\_\_\_

# Public Academy for Performing Arts Charter Application

## **APPENDIX C**

### PARENT/SCHOOL COOPERATIVE AGREEMENT

*NOTE: This Agreement is optional, but encouraged, in order to maximize the effectiveness of PAPA's educational program.*

As the parent(s)/guardian(s) of \_\_\_\_\_ attending the Public Academy for Performing Arts ("PAPA"), I/we want and expect to be active participants in our child's/children's education.

1. I/We support the high academic and performing arts standards of PAPA.
2. I/We understand that students need to obtain a passing grade of 70% or better in all subjects in order to advance.
3. I/We understand that we need to facilitate our student's on time arrival and preparedness for all classes.
4. I/We understand that PAPA's high school graduation requirements, as established by PAPA's Governing Council, will exceed the state high school graduation requirements.
5. I/We understand that exceptional attendance is crucial to the educational process, and the students should miss no more than 10 days during the school year with written excuses from parents, unless otherwise reflected in the student's Individual Learning Plan and/or authorized by appropriate PAPA personnel consistent with the student's academic standing.
6. I/We understand that it is critical that we participate in the parent/student/faculty advisory meetings and attend any scheduled conferences, e.g. review of the student's Individual Learning Plan, regularly scheduled Parent/Teacher Conferences, or Corrective Action Conferences when needed.
7. I/We will use our best efforts to serve as a mentor to other students other than our own children whenever possible.
8. I/We will use our best efforts to volunteer time/effort and/or talents to PAPA in order to achieve our mission, goals and objections.

As the faculty and staff of PAPA, we will constantly strive to:

1. Provide a safe, creative, exiting learning environment for the students.
2. Provide the best educational and learning opportunities possible for the students.
3. Provide an experienced, caring, nurturing, understanding faculty and staff.
4. Provide superb facilities and resources for the students so that they will have the necessary tools to be successful participants in the world.
5. Provide support for the student's emotional, social and physical well-being.
6. Provide open communication among parents, students, faculty and staff.

---

Parent/Guardian (Print)

---

Parent/Guardian (Signature)

---

Faculty Advisor (Print)

---

Faculty Advisor (Signature)

---

Student's Name (Print)

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Student (Signature)

# **Public Academy for Performing Arts Charter Application**

## **APPENDIX D JOB DESCRIPTIONS**

Set out below are current job descriptions adopted by the Governing Council for the key administrative positions and teachers for at PAPA. Such job descriptions may be modified and/or supplemented by the Governing Council as needed.

### **L.5. JOB DESCRIPTION OF PRINCIPAL OF PUBLIC ACADEMY FOR PERFORMING ARTS**

(approved 04-02-02)

Title: Principal

Reports to: PAPA Governing Council

Overview:

Leadership Role: The Principal is the inspirational, academic and administrative leader of the school, responsible for effectively guiding, motivating, and supporting faculty, staff, students, and parents in carrying out PAPA's mission to "integrate performing arts into interdisciplinary and thematic curriculum with educational activities creating an environment conducive to learning [in which the] students are the center of their educational experience and are in control of their own destiny." The Principal is the "head learner" in a self-governing community of learners, in which all stakeholders actively contribute to the educational success of PAPA.

Management Responsibility: The Principal is responsible for the overall operational management of the school in a legally and programmatically responsible manner in compliance with PAPA's charter, the broad policies, plans and procedures adopted by the Governing Council, and the applicable local, state and federal laws and regulations. The Principal is expected to delegate day-to-day operational tasks to appropriate PAPA personnel as and when necessary to maximize the effective use of PAPA resources and personnel.

Responsibilities Include:

A. Governing Council:

1. Attends all Governing Council meetings.
2. Regularly reports to and seeks input from the Governing Council and/or appropriate committees/task forces as indicated, with monthly written reports to the Governing Council on general programmatic, operational and financial status and progress toward identified goals.
3. Meets regularly with the Executive Committee (or designated members thereof), as necessary and appropriate between Governing Council meetings.
4. Makes recommendations to the Governing Council regarding the school's charter, program and operations, including the hiring and firing of staff and faculty whose hiring

## **Public Academy for Performing Arts Charter Application**

and firing must be approved by the Governing Council in accordance with the New Mexico School Personnel Act and the Governing Council's policies and procedures.

5. Actively supports the Governing Council in its activities and vision, including identification and recruitment of appropriate faculty and staff members to serve on Governing Council committees and task forces. Assists in communicating Governing Council policies and procedures to faculty, staff, students and parents in a positive manner.

### **B. Personnel:**

1. Is responsible for recruiting and hiring personnel who have the professional qualifications and experience, personal commitment and individual qualities necessary to enable PAPA to carry out its mission and charter, with due recognition of the challenges and promise inherent in the charter school environment. The Principal shall serve as chair of any hiring committees or task forces formed to recruit and select PAPA staff and faculty members. If consensus is not reached on any hiring task force or committee, the Principal has the responsibility for making the final hiring decision (or final recommendation to the Governing Council, if the position is one for which the Council is responsible for making the final decision).
2. Oversees and facilitates regular communication, coordination and collaboration between and among PAPA academic, arts and other faculty members (regular and adjunct) to enhance the implementation of PAPA's mission and charter.
3. Supports all teachers and staff members in their professional development. Guides annual evaluations of all staff and faculty members in accordance with the Governing Council's policies and procedures.
4. Oversees implementation of the Governing Council's personnel policies and procedures, including evaluation and discipline policies and procedures, and oversees development of related operating procedures designed to make the best use of the experience, talents and interests of PAPA personnel, including the provision of regular, meaningful feedback to staff and faculty members.
5. Assures implementation of Equal Opportunity/Affirmative Action Plan.
6. Directly supervises all faculty members, including adjunct faculty, and other employees who report directly to Principal, provided that direct supervisory responsibilities may, at the Principal's discretion, be delegated to department heads or other appropriate PAPA supervisory personnel. Acts as senior supervisor for all PAPA employees who report to other PAPA supervisory employees.

### **C. Program Supervision:**

1. Leads PAPA community in all activities designed to meet PAPA's goals as set forth in its charter and any additional goals identified by the Governing Council, in collaboration with all PAPA stakeholders.
2. Is responsible for overseeing the development and implementation (i) by faculty and/or other personnel hired to assist with curriculum, of an integrated, interdisciplinary

## **Public Academy for Performing Arts Charter Application**

thematic curriculum incorporating the performing arts as reflected in PAPA's mission, (ii) of Individual Learning Plans for every PAPA student, in accordance with PAPA's charter and the Governing Council's policies and procedures; and (iii) of regular public opportunities for PAPA students to demonstrate their academic, artistic and other accomplishments.

3. Is responsible for overseeing the development and implementation of appropriate courses of study and class scheduling designed to meet the needs and interests of individual students, including special education students (both students with disabilities and gifted students), college bound students, and students planning a professional arts career.
4. Coordinates and leads regular staff and/or faculty meetings as needed. .
5. Ensures that PAPA operates in compliance with applicable local, state and federal laws and regulations, and policies, plans and procedures adopted by the Governing Council.
7. Oversees implementation of the Governing Council's student disciplinary policies and procedures, and acts as senior disciplinary authority in connection with matters that cannot be resolved by individual teachers and/or other PAPA staff member(s) responsible for student discipline.
8. Provides 24-hour on-call (emergency) back up for the school, provided that on call back-up for particular activities and purposes may be delegated to other appropriate personnel, so long as information regarding such delegation is fully communicated to all PAPA personnel, parents, students and outside persons with a need to know.

### **D. Parents:**

1. Is available to individual parents as needed.
2. Participates in teacher parent conferences when appropriate.
3. Offers regular parent information through various communication avenues, including without limitation letters, newsletters, PTA meetings, open houses, and other school programs and gatherings.
4. Articulates the school's mission and vision to parents.
5. Coordinates parent open house each semester.

### **E. Fund Raising and Public Relations:**

1. Assists the Governing Council in the development, maintenance and implementation of a public relations plan, consistent with Governing Council policies and procedures.
2. Works towards developing good relationships with other local and state charter schools, with Albuquerque Public Schools ("APS"), with local private schools, with the University of New Mexico, the Albuquerque Technical-Vocational Institute, and with other organizations and entities that provide services to schools and families.
3. Communicates regularly with the APS personnel responsible for coordination with charter schools.
4. Works with the Governing Council to support development efforts undertaken by the school or any of its programs, provided that the Principal shall have no responsibility

## **Public Academy for Performing Arts Charter Application**

whatsoever for any fundraising or other activities undertaken by any nonprofit corporation or organization which is not legally a constituent part of PAPA.

5. Coordinates periodic open houses for current and prospective students and their families.

### F. Financial:

1. Oversees implementation of all Governing Council policies and procedures relating to financial matters, and supervises the [Assistant Principal, Business Analysis to ensure that all financial transactions and related actions are consistent with applicable federal and state laws and regulations, as well as any applicable restrictions imposed on the use of any public or private grant monies.
2. Oversees the implementation of PAPA's annual budget as approved by the Governing Council and the State Department of Education, including the provision of monthly financial reports as required by the Governing Council.
3. Supervises the Assistant Principal, Business Analysis to ensure regular communication with the bookkeeper and the Governing Council's Finance Committee regarding financial issues.
4. Oversees the Assistant Principal, Business Analysis in the development, in consultation with the Governing Council's Finance Committee, of the proposed annual budget for submission to the Governing Council for approval, and the preparation, as necessary, of proposed budget adjustment requests ("BAR's") to implement Governing Council plans and policies and maintain a balanced budget. Any BAR's required to be approved by the State Department of Education must first be approved by the Governing Council.

### G. Site Management:

1. Acts as senior site manager for all PAPA facilities, provided that day-to-day site management activities may be delegated to other PAPA staff.
2. Oversees the implementation of plans, policies and procedures of Governing Council regarding personnel management, risk management, safety, and acquisition and use of PAPA facilities, equipment and other property.

### H. Relationship with the State:

1. Supports and consults with the Governing Council on state related issues.
2. Oversees the production of all reports required by the state, including without limitation the electronic Accountability Data System ("ADS") reports.
3. Oversees the administration of all required state testing of students by the identified school test coordinator.
4. Oversees preparation of any grant applications submitted by the school and implementation of grant awards.
5. Consults regularly with State Department of Education personnel responsible for oversight of charter schools.

### I. Preferred Minimum Qualifications:

1. Demonstrated leadership and team-building experience and skills, including at least 3 years' supervisory experience.

## **Public Academy for Performing Arts Charter Application**

2. Enthusiasm for and commitment to PAPA's mission and vision, and ability to communicate and advocate for that mission and vision.
3. Outstanding communication (written and oral) and organizational skills.
4. Master's Degree plus secondary teaching experience, preferably at both the high school and middle school levels.
5. Level IIIB Administrative Licensure by the State of New Mexico, or eligibility for such licensure without further educational or experience requirements.
6. Middle or high school administrative experience, preferably in a public charter school or other non-traditional school environment.
7. Familiarity with New Mexico public agency and public school regulatory requirements, or willingness to devote the necessary time to develop a thorough understanding of such requirements.
8. Special knowledge and experience in the visual and/or performing arts preferred, but not required.

### **L.6 PAPA Job Description**

#### **Director of Special Services**

#### **POSITION DESCRIPTION**

**POSITION:** Director of Special Services

**REPORTS TO:** Principal

**GENERAL POSITION DESCRIPTION:** Provides consultation and classroom instructional support for students involved in Special Programs. Provides leadership in the development, implementation, coordination, and compliance monitoring of PAPA and the LEA services for all special needs students.

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## **QUALIFICATIONS:**

1. Current New Mexico Administrator License.
2. Masters degree in appropriate field.
3. Minimum of three (3) years administrative experience.
4. Knowledge of State and Federal Laws including the ability to interpret and apply rules, regulations, and standards to public schools.
5. Knowledge of curriculum and instruction, federal programs, and educational services.
6. Demonstrated ability to work with employees, staff, teachers and parents.
7. Ability to work in a multi-task environment.
8. High level of communication skills.
9. Combination of Special Education and General Education teaching experience.

## **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Assists in the development and implementation of strategies to improve PAPA operating procedures.
- Analyzes situations accurately and recommends necessary action.
- Directs all Programs related to Special Education, and School-To-Work.
- Develops PAPA and Educational Services philosophy, Vision, annual goals, and objectives.
- Develops and administers Federal Program budgets and assists in providing information for the PAPA operational budget.
- Assists principals and instructors in the evaluation of instructional materials and equipment for utilization in Federal Program projects.
- Directs and coordinates selection, purchase, distribution, storage, and inventory of all Federal Program materials.
- Reviews federal legislation, projects and programs to determine opportunities for educational grants, entitlements, and allocations related to the needs of the school.
- Assists the professional staff in planning for efficient utilization of Federal Program allocations.
- In coordination with assistance principal and registrar, writes all proposals for Federal Programs and compiles and monitors written records and reports on all Federal Programs.
- Disseminates Federal Program information as appropriate to other educational institutions, the SDE, and other agencies as required.
- Develops, revises, recommends, and interprets district policies and regulations to staff and community in accordance with Federal, State, and local requirements.
- Investigates a student/ parent complaints and determines solutions with principals, instructional staff and families, for special education.
- Serves as a resource person to Principals, Instructional Personnel and provides technical assistance as needed.
- Assists principals in developing and implementing professional development plans and performance improvement plans.
- Works cooperatively with the Director of Curriculum in curriculum planning and assessments, and assists with staff development planning and implementation.
- Conducts job performance evaluations for personnel within the department of Special Services.

## **ADDITIONAL DUTIES AND RESPONSIBILITIES:**

- Demonstrates effective skills in planning and organization.

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- Adheres to all health, safety, and sanitation policies of the school district and notifies the proper authorities when repairs or replacement are required in order to maintain established standards.
- Attends regularly scheduled board meetings and other meetings as requested by the principal.
- Performs other duties and assignments as directed by the principal.

### **PHYSICAL REQUIREMENTS:**

Sitting, standing, lifting and carrying (up to 25 pounds), reaching, squatting, kneeling, and Moving light furniture may be required.

### **SAFETY AND HEALTH REQUIREMENTS:**

- TB test
- Knowledge of universal hygiene precautions.

### **WORK ENVIRONMENT:**

Must be able to work within various degrees of noise and temperature. Interruptions of work are routine. Flexibility and patience are required. Must be self-motivated and able to complete job assignment without direct supervision.

### **EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of certified staff.

### **TERMS OF EMPLOYMENT:**

Ten month year. Salary is established by salary schedule. This position description indicates the general nature and level of work expected of incumbent. It is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities required of incumbent. Incumbent may be asked to perform other duties as required.

This position description for Director of Special Services is effective upon receipt. Personnel policies adopted by the Board of Education, and deemed appropriate for the position, shall be in effect. Salary amounts shall be set according to the adopted salary schedule. This description may be revised at any time in response to PAPA needs.

Date of description: July 1, 2002

Public Academy for Performing Arts Employer

Date: \_\_\_\_\_

By my signature below, I affirm that: the duties and requirements listed on this position description have been explained to me; I have been able to ask questions to clarify matters I do not understand; and I understand and accept them. In accepting this position, I certify that I am able to perform these duties, with or without accommodation, and that I will inform my supervisor immediately of any change in this regard. I also agree to follow PAPA safety rules and accident prevention procedures.

# **Public Academy for Performing Arts Charter Application**

\_\_\_\_\_  
Print Employee Name

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date:

## **PAPA TEACHER JOB DESCRIPTION**

### **1. QUALIFICATIONS:**

Approved NMPED Background Check  
Approved NMPED Teaching License  
Prefer: Bachelors/Masters Degree in Content Area

### **2. REPORTS TO:**

PAPA Principal or Vice Principal or Director of Special Services

### **3. SPECIFIC DUTIES:**

PAPA teachers are expected to be devoted to their students, to the school, and to the school's mission, goals, and objectives as set forth in its charter. PAPA has identified areas where teachers are expected to perform for the school during their tenure at PAPA. Both teacher and the school principal will sign below as part of the signing of a contract with PAPA to indicate that the teacher is aware of the PAPA Teaching Job Description components. Each year, the teacher will develop a Professional Development

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Plan (PDP) with assigned school administrator

## ***a. REQUIRED TEACHING DUTIES***

Required teaching duties include, but are not limited to

1. Teaches content area according to curriculum guidelines specified by PAPA and consistent with most current State of New Mexico's content standards, benchmarks, and performance standards for the grade levels, and content area(s). Maintain, and update the curriculum for their content area
2. prepare for and instruct classes with a high degree of professionalism: develop supporting lesson plans, maintain student records, complete pre/post assessment analysis, etc. Documentation must be available upon request from the school's principal.
3. collaborate with Director of Special Programs and teachers of special education for implementation of Individual Educational Plans (IEP) goals, objectives, and modifications
4. strive towards increased use of inquiry based learning, discovery learning, project based learning, and the integration of the fine arts in the curriculum, these being the Cornerstone of the Curricular Approach Rational in the PAPA Charter.
5. strive towards increased involvement of parents and community members in the classroom as appropriate
6. serve as a Student Advocate to approximately 15 students throughout the students' high school career at PAPA. Student advocate duties include writing the Students' Learning Plan, having conferences with parents, advocating for students' needs, developing their next step plans, pre-registration planning & coordination of scheduling with the school's administrative staff, etc.
7. implement goals and objectives derived in a PDP or Personal Improvement Plan as developed by the teacher and the school's principal.

## ***b. PROFESSIONAL DEVELOPMENT***

PAPA has dedicated significant financial and time resources to creating a strong professional development program for its teachers. Teachers are required to participate in PAPA's professional development program. As part of the development of a PDP for the following year, each teacher and the principal will determine how each teacher needs to participate in the program to meet their PDP. Duties might include, but are not limited to:

### **i ) REQUIRED:**

- attending scheduled professional development activities
- developing and implementing a principal approved PDP
- undergoing both informal and formal teacher evaluations as outlined in the Teacher Assessment Program

### **i i ) OPTIONAL (AS PER PDP ) :**

- being a Mentor Teacher
- being mentored by a Mentor Teacher
- attending outside educational opportunities (e.g., conferences outside of school in teaching practices and/ core teaching area, additional endorsements, etc.)
- presenting a "Best Practices in Education" workshop at a PD day.
- participating in horizontal/vertical teaming and/or curriculum development
- collaborating with other instructors via mentoring, Collegial Coaching, etc.

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others as approved by the PDP

## ***c. REQUIRED SERVICE TO THE PAPA COMMUNITY***

Required Service to the PAPA Community, as determined by the PDP, might include, but is not limited to:

serving on school committees including, but not limited to:

PAPA Governing Council Faculty Representative

Recognizing that as a performing arts school there will activities outside the duty day that sponsoring teachers will attend

PAPA Advisory Council Member

Selected committees under the authority of the principal (e.g. education committee, policy committee, etc.)

sponsoring a student club or activity

coaching an NMAA approved PAPA varsity or junior varsity sport

creating and maintaining a before or after school tutoring program

others as approved by the PDP

other duties as assigned by the PAPA principal and agreed to by teacher.

---

Signature of Principal/Date Signature of Teacher/Date

## **L.7 JOB DESCRIPTION OF DIRECTOR OF CURRICULUM AND PROFESSIONAL DEVELOPMENT**

### **OF PUBLIC ACADEMY FOR PERFORMING ARTS**

Title: Director of Curriculum and Professional Development

Reports to: Principal

Overview:

The Director of Curriculum and Professional Development is responsible for effectively directing, instructing, motivating, and supporting faculty in carrying out PAPA's mission to "integrate performing arts into interdisciplinary and thematic curriculum with educational activities creating an environment conducive to learning [in which the] students are the center of their educational experience and are in control of their own destiny."

Responsibilities Include:

A. Governing Council:

## **Public Academy for Performing Arts Charter Application**

1. Attends all Governing Council meetings at which curriculum, professional development, student educational advisement (including Individual Learning Plans), special education, and programmatic scheduling issues are on the agenda.
2. Regularly reports to and seeks input from the Governing Council and/or appropriate committees/task forces as indicated, with periodic written reports to the Governing Council on planning and progress toward identified goals in the areas of curriculum, professional development, student educational advisement, special education, and scheduling.
3. Makes recommendations to the Governing Council regarding the school's curriculum, professional development, student educational advisement, special education and scheduling issues.
4. Actively supports the Governing Council in its activities and vision, including identification and recruitment of appropriate faculty and staff members to serve on Governing Council committees and task forces. Assists in communicating Governing Council policies and procedures to faculty, staff, students and parents in a timely and positive manner.

### **B. Personnel:**

1. Assists the Principal in recruiting and hiring personnel who have the professional qualifications and experience, personal commitment and individual qualities necessary to enable PAPA to carry out its mission and charter, with due recognition of the challenges and promise inherent in the charter school environment
2. Assists the Principal in facilitating regular communication, coordination and collaboration between and among PAPA academic, arts and other faculty members (regular and adjunct) to enhance the implementation of PAPA's mission and charter.
3. Develops and implements school wide professional development plans and programs for faculty so as to enhance (A) the individual competencies of teachers as defined by the State Department of Education and (B) the accomplishment of the goals set forth in PAPA's charter and the policies of the Governing Council, including (i) integration of performing arts into an interdisciplinary and thematic curriculum, (ii) implementation of a student-centered learning environment with instructional plans and programs designed to meet students' varied learning styles and levels of mastery, including the use of differentiated instruction, curriculum modifications, assessments to place students, written rubrics, curriculum compacting, flexible pacing, flexible instruction, grouping and regrouping, remediation, acceleration, enrichment, and independent study to meet individual student needs; (iii) development in collaboration with parents and students, of Individual Learning Plans, based upon the individual needs and goals of the student; (iv) development of a high-level, challenging curriculum in every subject area that ensures the continuous progress of students desiring more challenge, including but not limited to high-ability and high-performance learners; (v) development of an understanding of the nature and needs of special education students (including students with disabilities and gifted students), and development of appropriate instructional strategies and techniques to meet the special needs of such students.
4. Assists in the cycle of evaluation of faculty by providing appropriate support to teachers in the identification of their individual professional development goals and development of specific plans and strategies for meeting those goals.

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### **C. Program Supervision:**

1. Leads the PAPA community in development and implementation of a school wide quality assurance plan and program, based on an established program such as the Baldrige quality assurance program.
2. Is responsible for overseeing the development and implementation of appropriate courses of study and class scheduling designed to meet the needs and interests of individual students, including special education students (both students with disabilities and gifted students), college bound students, and students planning a professional arts career. (Initial class schedules for individual students will be developed by a scheduling committee, including the school counselor.)
3. Assists the Principal in ensuring that PAPA operates in compliance with applicable local, state and federal laws and regulations, and policies, plans and procedures adopted by the Governing Council governing curriculum, educational program design, special education and related areas.

### **D. Parents:**

1. Participates in teacher parent conferences when appropriate.
2. Offers regular parent information through various communication avenues, including without limitation letters, newsletters, PTA meetings, open houses, and other school programs and gatherings.
3. Articulates the school's mission and vision to parents.

### **E. Fund Raising and Public Relations:**

1. Assists the Principal in the development, maintenance and implementation of a public relations plan, consistent with Governing Council policies and procedures.
2. Works towards developing good relationships with other local and state charter schools, with Albuquerque Public Schools ("APS"), with local private schools, with the University of New Mexico, the Albuquerque Technical-Vocational Institute, and with other organizations and entities that provide services to schools and families.
3. Assists the Principal in the coordination of periodic open houses for current and prospective students and their families.
4. Assists the Development Committee in obtaining ongoing funding (through grants and/or other development activities) for the Director's position and programs developed by or with the assistance of the Director.

### **F. Relationship with the State:**

1. Supports and consults with the Governing Council on state related issues, initiating recommendations for changes in or new policy as needed.
2. Consults regularly with State Department of Education personnel responsible for oversight of charter schools.

### **G. Preferred Minimum Qualifications:**

1. Demonstrated leadership and team-building experience and skills.

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2. Enthusiasm for and commitment to PAPA's mission and vision, and ability to communicate and advocate for that mission and vision.
3. Outstanding communication (written and oral) and organizational skills.
4. Master's Degree plus curriculum development and professional development experience.
5. Administrative and Special Education Licensure by the State of New Mexico, or eligibility for such licensure without further educational or experience requirements.
6. Special knowledge and experience in the visual and/or performing arts preferred, but not required.

### **L.7 JOB DESCRIPTION OF ASSISTANT PRINCIPAL OF PUBLIC ACADEMY FOR PERFORMING ARTS**

Title: **Assistant Principal**

Reports to: **Principal**

Overview:

**The Assistant Principal is responsible for effectively directing, instructing, motivating, and supporting faculty in carrying out PAPA's mission to "integrate performing arts into interdisciplinary curriculum with educational activities creating an environment conducive to learning [in which the] students are the center of their educational experience and are in control of their own destiny."**

Responsibilities Include:

A. Governing Council:

## **Public Academy for Performing Arts Charter Application**

6. **Attends all Governing Council meetings at which curriculum, professional development, student educational advisement (including Individual Learning Plans), and programmatic scheduling issues are on the agenda.**
7. **Regularly reports to and seeks input from the Governing Council and/or appropriate committees/task forces as indicated, with periodic written reports to the Governing Council on planning and progress toward identified goals in the areas of curriculum, professional development, student educational advisement, and scheduling.**
8. **Makes recommendations to the Governing Council regarding the school's curriculum, professional development, student educational advisement, and scheduling issues.**
9. **Actively supports the Governing Council in its activities and vision, including identification and recruitment of appropriate faculty and staff members to serve on Governing Council committees and task forces. Assists in communicating Governing Council policies and procedures to faculty, staff, students and parents in a timely and positive manner.**

### B. Personnel:

- Assists the Principal in recruiting and hiring personnel who have the professional qualifications and experience, personal commitment and individual qualities necessary to enable PAPA to carry out its mission and charter, with due recognition of the challenges and promise inherent in the charter school environment**
9. **Assists the Principal in facilitating regular communication, coordination and collaboration between and among PAPA academic, arts and other faculty members (regular and adjunct) to enhance the implementation of PAPA's mission and charter.**
  10. **Develops and implements school wide professional development plans and programs for faculty so as to enhance (A) the individual competencies of teachers as defined by the PED and (B) the accomplishment of the goals set forth in PAPA's charter and the policies of the Governing Council, including (i) integration of performing arts into an interdisciplinary (ii) implementation of a student-centered learning environment with instructional plans and programs designed to meet students' varied learning styles and levels of mastery, including the use of differentiated instruction, curriculum modifications, assessments to place students, written rubrics, curriculum compacting, flexible pacing, flexible instruction, grouping and regrouping, remediation, acceleration, enrichment, and independent study to meet individual student needs; (iii) development in collaboration with parents and students, of Individual Learning Plans, based upon the individual needs and goals of the student; (iv) development of a high-level, challenging curriculum in every subject area that ensures the continuous progress of students desiring more challenge, including but not limited to high-ability and high-performance learners; (v) development of an understanding of the nature and needs of special education students (including students with disabilities and gifted students), and development of appropriate instructional strategies and techniques to meet the special needs of such students.**
  4. **Assists in the cycle of evaluation of faculty by providing appropriate support to teachers in the identification of their individual professional development goals and development of specific plans and strategies for meeting those goals.**

### C. Program Supervision:

5. **Leads the PAPA community in development and implementation of a school wide quality assurance plan and program.**
6. **Is responsible for overseeing the development and implementation of appropriate courses of study and class scheduling designed to meet the needs and interests of individual**

## **Public Academy for Performing Arts Charter Application**

students, college bound students, and students planning a professional arts career. (Initial class schedules for individual students will be developed by a scheduling committee, including the school counselor.)

3. **Assists the Principal in ensuring that PAPA operates in compliance with applicable local, state and federal laws and regulations, and policies, plans and procedures adopted by the Governing Council governing curriculum, educational program design, special education and related areas.**

D. Parents:

6. **Participates in teacher parent conferences when appropriate.**
7. **Offers regular parent information through various communication avenues, including without limitation letters, newsletters, PTA meetings, open houses, and other school programs and gatherings.**
8. **Articulates the school's mission and vision to parents.**

E. Fund Raising and Public Relations:

6. **Assists the Principal in the development, maintenance and implementation of a public relations plan, consistent with Governing Council policies and procedures.**
7. **Works towards developing good relationships with other local and state charter schools, with Albuquerque Public Schools ("APS"), with local private schools, with the University of New Mexico, the Albuquerque Technical-Vocational Institute, and with other organizations and entities that provide services to schools and families.**
8. **Assists the Principal in the coordination of periodic open houses for current and prospective students and their families.**

F. Relationship with the State:

6. **Supports and consults with the Governing Council on state related issues, initiating recommendations for changes in or new policy as needed.**
7. **Consults regularly with PED personnel responsible for oversight of charter schools.**

### **G. Preferred Minimum Qualifications:**

1. **Demonstrated leadership and team-building experience and skills.**
2. **Enthusiasm for and commitment to PAPA's mission and vision, and ability to communicate and advocate for that mission and vision.**
3. **Outstanding communication (written and oral) and organizational skills.**
4. **Master's Degree plus curriculum development and professional development experience.**
5. **Administrative Licensure by the State of New Mexico, or eligibility for such licensure without further educational or experience requirements.**
6. **Special knowledge and experience in the visual and/or performing arts preferred, but not required.**

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## **L.8 JOB DESCRIPTION OF BUSINESS AND SUPPORT MANAGER OF PUBLIC ACADEMY FOR PERFORMING ARTS**

Title: **Budget Analyst**

Reports to: **Principal**

Summary:

**To compile budgets and sub budgets of the school and assist the Principal in complying with Federal and State statutes and local Governing Council Policy governing the use of financial resources.**

Essential Functions:

- **Compiles and balances tentative and final school budgets**
- **Performs various independent assignments/projects where the scope varies and are short or long term in nature**
- **Implements State Accounting Procedures and assures compliance with all sections of the State Accounting Manual, which governs school financial practices**
- **Trains and assists school personnel in approved fiscal practices as assigned by the Principal**
- **Researches and resolves complex problems in budgeting, completion of financial transactions and general fiscal procedures**
- **Assist with the implementation and maintenance of the school and activity budgets**
- **Collects and analyzes data for financial reports and surveys for the administration, Governing Council, and outside agencies as assigned by the Principal**

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- Serves as a part of a Task Force in the development and maintenance of the financial system as it relates to budgeting and financial management
- Reviews operating budgets periodically and analyzes trends affecting budgeting needs for the future
- Ensures that all personnel allocations are accurate and that positions are budgeted before being staffed
- Performs and coordinates various short term and long term assignments and projects
- Develops ad-hoc reports on the financial system as management tools
- Composes and disseminates correspondences in the proper format and responds to incoming correspondence
- Maintains filing system of budget materials for historical information

Duties: In addition to the essential functions of this job, the incumbent must perform the following duties:

- Complies with state approved Code of Ethics of the Education Profession and upholds and enforces rule, administrative directives and regulations, Governing Council policies, and local, state, and federal regulations
- Maintains all employee files ensuring timeliness of completion of all contract, and filing of all relevant paperwork
- Under direction of Principal insures that proper years of experience credited to teachers on contract
- Articulates and facilitates the implementation of the mission and values of PAPA
- Safeguards confidentiality of privileged information
- Prepares and maintains accurate complete records as required by law, state directives, district policy, and administrative regulations
- Responsible for school inventor, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly
- Maintains professional relationships and works cooperatively with supervisors, employees, the community and other professional
- Maintains professional competence through individual and staff training, in service educational activities and self selected professional growth activities
- Attends staff meetings and participates on committees within areas of responsibility
- Performs other tasks related to area of responsibilities as requested or assigned by Principal

Experience, Knowledge, Skills, and abilities: The minimum expectations for this job are as follows:

- Effective communication skills, both verbal and written
- Flexibility, organization, decision making and problem solving skills
- Interpersonal skills with diverse populations in- person and on the telephone
- Knowledge of PAPA community, computer systems, financial and legal requirements

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- Ability to meet deadline, work on multiple projects and coordinate work with others
- Knowledge of word processing, database and spreadsheet software
- Knowledge of budgeting processes, accounting practices and financial reporting
- Ability to analyze financial data, possessing good mathematical and reasoning skills
- Knowledge of public school accounting and budgeting procedures
- Four years experience in budget formulation, analysis and implementation

Education and Licensure: **The minimum requirements for this job are as follows:**

- Bachelor's degree in Accounting, Finance or related field
- Satisfactory completion of criminal background verification
- Satisfactory completion of physical exam

Work Environment: **The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job:**

- The incumbent will work with PAPA staff members in a team environment including the administrative staff, PED personnel, PAPA legal counsel, parents, students, advocates, and others outside the school
- Frequent interactions with people in person and on the phone will be necessary
- Travel may be necessary
- Duties are primarily performed in a normal school environment

Physical Demands: **The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodations:**

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, bending, stooping, and lifting
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls
- The employee must sit and stand for long periods of time
- The employee must have normal vision and hearing with or without aid
- The employee must be able to move about assigned location unaided during the day

This position description indicates the general nature and level of work expected of incumbent. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of incumbent. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job.

By signature below, the incumbent and the Principal have reviewed this job description.  
Please obtain a signed copy for your files and submit original to the Principal.

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Incumbent

Date

---

Immediate Supervisor Name and Title

Date

---

School

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**APPENDIX E**

**PAPA BROCHURE**

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**APPENDIX F**

**PAPA SPECIAL EDUCATION MANUAL**

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**APPENDIX G**

**REFERENCE MATERIALS**

**Public Academy for Performing Arts Charter Application**

**a) NATIONAL STANDARDS FOR ARTS EDUCATION**

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**b) THE IMPACT OF THE ARTS ON LEARNING.**

**MuSICA RESEARCH NOTES:  
V VII, 12, SPRING 2000**

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**c) SAT 1997 DATA SHOWS MUSIC EDUCATION HELPS.  
10/22/97 NEWSLETTER PUT OUT  
BY BOB MORRISON AND THE AMERICAN  
MUSIC CONFERENCE**

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**d) MUSIC LESSONS MAY OPEN THE MIND TO MATH AND  
SCIENCE**

**DOES MUSIC HAVE AN IMPACT ON THE DEVELOPMENT  
OF STUDENTS  
BY TONY MICKELS**

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**e) MUSIC MAKES A DIFFERENCE. RESOURCE GUIDE TO  
EDUCATIONAL RESEARCH  
COMPILED BY JEANNE AKIN**

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**f) BRAIN ANATOMY AND MUSIC. MuSICA  
RESEARCH NOTES V, VI, 12,  
SPRING 1999**

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**g) WHY IS MUSIC BASIC; THE VALUE OF  
MUSIC EDUCATION**

# **Public Academy for Performing Arts Charter Application**

## **Historical Letter for record**

September 29<sup>th</sup>, 2000

APS Board of Education  
Albuquerque Public Schools  
725 University Blvd. SE  
Albuquerque, New Mexico 87106

Dear Distinguished Members of the APS Board of Education;

Please accept the Charter Application for the Public Academy for Performing Arts. Pursuant to the 1999 Charter Schools Act, this application is for a middle school and high school to begin operation in August 2001.

We understand that the members of the Board will review PAPA's application to see if we have met the requirements set forth.

We are creating a school in which Albuquerque will take pride. We were assisted in this process by a wide cross section of the community who shared a vision that creative, talented students needed an environment where they could grow and develop into master creative learners and beings. We believe that PAPA will follow high academic standards and be a credit to the APS District.

We extend thanks to all the APS and State Board of Education staff without whose guidance this application could not have been completed. We look forward to a continued relationship. We hope that they will continue to monitor and participate in our growth as we embark on this educational adventure for our most precious commodity – our children.

The Organizing Committee submits this application for your consideration and approval.

Respectfully,  
The Organizing Committee

Frank Butler

Kristina Lord Linde

Bob Perls

Joan Findley Perls

Fred Pink

Valerie Scott