



NOTICE AND AGENDA  
SPECIAL MEETING OF THE GOVERNING COUNCIL OF  
ALBUQUERQUE AVIATION ACADEMY  
(Formerly SAMS)  
April 25, 2025  
2:00 p.m.  
AAA Board Room  
6441 Ventana Rd NW, Albuquerque, NM  
and Internet/Call-in  
**(See Special Procedures Below)**

AAA MISSION

Albuquerque Aviation Academy cultivates opportunities for 6<sup>th</sup>-12<sup>th</sup> grade students to excel in fields related to aviation and STEAM. Students will have unique options to explore and excel in multiple career areas of aviation which are woven throughout an innovative hybrid learning experience.

- I. Call to Order
  - A. Roll Call
  - B. Adoption of the Agenda\*
  - C. Review/Approval of Minutes from March 28, 2025 Special Meeting\*
- II. Public Comment (comments will be limited to two minutes) – see attached Special Procedures for more information.
- III. Ongoing Business Matters
  - A. Aviation Program/Committee Update
- IV. Administrative Update
  - A. Student Achievement Update
- V. New Business Matters
  - A. Legislative Report from Lobbyists
  - B. ESEA Application (Unified Application) (discussion/action) \*
  - C. IDEA Application (Unified Application) (discussion/action) \*
  - D. Bullying Policy (discussion/action) \*
  - E. Student Health Guidelines Policy (discussion/action) \*
  - F. Tribal Regalia Policy (discussion/action) \*
  - G. Consideration and Appointment of Legal Counsel for Albuquerque Aviation Academy (discussion/action) \*
- VI. Governing Council Development
  - A. Discussion with Kelly Callahan



VII. Finance Report

- A. Business Office Operations Update
- B. Voucher Approvals (discussion/action) \*
- C. Bank Reconciliation (discussion/action) \*
- D. Budget Adjustment Requests (discussion/action) \*
  - BAR 2425-11000-0027-D
  - BAR 2425-11000-0028-T

VIII. Announcements

- A. Date for next Regular AAA Governing Council Meeting

IX. Adjournment\*

Note: \* Indicates Action Item

If you are an individual with a disability who needs a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the hearing or meeting, please contact Amanda Catanzaro at [acatanzaro@samsacademy.com](mailto:acatanzaro@samsacademy.com) least one week prior to the meeting or as soon as possible. Public documents, including the agenda and minutes, can be provided in various accessible formats. Please contact Ms. Catanzaro at the email address above if a summary or other type of accessible format is needed.



## Special Procedures for April 25, 2025 AAA Governing Council Special Meeting

The AAA Governing Council Regular Meeting on April 25, 2025 at 2:00 pm will be held at Albuquerque Aviation Academy boardroom and will provide for those not wishing to attend in person access to view and/or participate via Zoom. This will be available to the public, Governing Council members and AAA staff.

The procedures for accessing the meeting are as follows:

**From a computer, tablet or smartphone**, enter the following URL:

<https://us04web.zoom.us/j/5383341131?pwd=UWpFVWNQejFoRDRYMct3OXlEdkxhUT09>

OR

**Call one of the following numbers:**

1-669-900-6833

1-301-715-8592

1-253-215-8782

*(Because of the increase of Zoom for meeting use, the phone numbers may appear to be busy at first. Keep trying until you get through.)*

Meeting ID: 538 334 1131

Access Code: 4100

You will also be asked to enter your (optional) participant ID. Just follow the spoken directions (press #) to skip this step, as it is not needed for this meeting.

Public comment will be allowed during the meeting either via Zoom or in person. To speak during public comment, please email your request to speak with your name to [acatanzaro@samsacademy.com](mailto:acatanzaro@samsacademy.com) up to twenty-four hours prior to the meeting. Requests to speak made after twenty-four hours prior to the meeting will not be honored. Speakers will be un-muted to address the Governing Council. Public comments will be limited to two minutes. The public may email comments to Amanda Catanzaro [acatanzaro@samsacademy.com](mailto:acatanzaro@samsacademy.com). Email comments will be kept with the records of the meeting.

Audio and video recording of the open meeting will be available upon request.

Should anyone wishing to join the meeting via the internet have issues accessing the meeting you may contact Amanda Catanzaro at 505-715-3420.



These procedures are subject to revision given changing circumstances. Please check the AAA website for any updates to these procedures.



**GOVERNING COUNCIL**

Special Meeting of the Albuquerque Aviation Academy Governing Council on  
Thursday, March 28, 2025

via Zoom.us & In person at 6441 Ventana Road NW

**BOARD MEMBERS PRESENT**

Jody Meyer, Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson, and Larry Kennedy

**BOARD MEMBERS ABSENT**

Mike Romo

**ALSO IN ATTENDANCE**

Bridget Barrett, Amanda Catanzaro, Sean Fry, Lauren Chavez, and Kelly Callahan

**PUBLIC**

none

These minutes were approved on \_\_\_\_\_

By a vote of \_\_\_\_ yes \_\_\_\_ no \_\_\_\_ absent \_\_\_\_ abstained

\_\_\_\_\_ President

\_\_\_\_\_ Secretary

## **I. Call to Order**

Larry Kennedy called to order the Special Meeting of the Governing Council for the Albuquerque Aviation Academy for March 28, 2025 at 2:02 PM on Zoom.us and in person.

### **A. Roll Call**

Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Jody Meyer, Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson (via Zoom) and Larry Kennedy.

### **B. Adoption of the Agenda\***

Larry Kennedy requested to change V. New Business B. Annual Organizational Meeting/2024 Open Meetings Resolution from 2024 to 2025 and removal of F. Foster Care Enrollment Policy. Larry Kennedy asked for a motion to approve the agenda with the requested revisions. Alex Carothers made a motion to approve the agenda with requested revisions. Roland Dewing seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Jody Meyer, Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson, and Larry Kennedy; all voted yes. The motion carried unanimously.

### **C. Review/Approval of Minutes from February 21, 2025 Regular Meeting\***

Larry Kennedy asked for a motion to approve the minutes from the February 21, 2025 Regular Meeting. Farrah Nickerson made a motion to approve the minutes. Jody Meyer seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Jody Meyer, Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson, and Larry Kennedy; all voted yes. The motion carried unanimously.

### **D. Review/Approval of Minutes from March 6, 2025 Special Meeting\***

Larry Kennedy asked for a motion to approve the minutes from the March 6, 2025 Special Meeting. Farrah Nickerson made a motion to approve the minutes. Laura Kohr seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Jody Meyer, Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson, and Larry Kennedy; all voted yes. The motion carried unanimously.

## **II. Public Comment**

Larry Kennedy asked Bridget Barrett and Amanda Catanzaro if there was any public comment. There were no public comments.

### **III. Ongoing Business Matters**

#### **A. Aviation Program/Committee Update**

Dr. Lauren Chavez presented that Hotel Kilo has flown approximately 40 hours and is flying great. It is about 8 hours away from the 100 hour and she is working on getting a quick turn around on that. The wiring issue was identified and fixed.

Classes are going great. AIA students are working on getting check-ride ready and completing mock check-rides in class. We are up against the graduation clock and have 8 seniors hoping to get finished in time.

One additional student has earned the drone scholarship and one more student that just earned their drone license. Another student completed the ATC internship and getting another student scheduled for near future. Unknown status of the engineering piece of the display plane but the kids are working on designing the paint scheme.

The biggest update is that the school has purchased a second plane, "Addison." Photos of the new plane were shared with the governing council. Addison does have original avionics which is why we were able to get a great deal. Immediately, we have to replace the fuel gauges and work needs to be done on the transponder and radio. Working on getting these completed and getting Addison airworthy as soon as possible.

NM Living will be on location with the two planes on April 4<sup>th</sup> so working on getting them both ready for that.

Expenses were reviewed that included the insurance policy going up from \$9616/annually to \$15,658/annually with the additional plane.

The committee update was given by Alex Carothers. Working on getting a hangar for the new plane. Until then there is an option to go into a community hangar or use a tie-down. The committee has been having discussions on priorities for repairs/replacements for the new plane and looking at various options for avionics. Discussion regarding display options at a local air show that is coming.

#### **B. Conflict of Interest Policy and Nepotism Policy\***

Amanda Catanzaro shared that this policy has been reviewed by our attorney and minor changes were made based on those recommendations.

Larry Kennedy asked for a motion to approve the Conflict of Interest and Nepotism Policy. Alex Carothers made a motion to approve. Roland Dewing seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called

Jody Meyer, Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson, and Larry Kennedy; all voted yes. The motion carried unanimously.

### **C. Drone Activities Policy\***

Amanda Catanzaro shared that this policy has been separated into what is policy and what is procedures based on feedback from governing council last month.

Larry Kennedy asked for a motion to approve the Drone Activities Policy. Alex Carothers made a motion to approve. Roland Dewing seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Jody Meyer, Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson, and Larry Kennedy; all voted yes. The motion carried unanimously.

## **IV. Administrative Update**

### **A. Student Achievement Update**

Bridget Barrett presented that enrollment numbers have declines a bit. Not really enrolling anyone else for this year, most people are looking for next year. At 120 day, we had 303 students. There were 100 applications in our lottery and 252 letters of intent indicating they are returning next year.

Bridget Barrett reviewed Academics by Enrollment and Actual Grade Report. Bridget Barrett met her walk-through goal.

SAT test is next week and STARS/Renaissance testing began this week.

## **V. New Business Matters**

### **A. Capital Outlay Update**

Bridget Barrett shared that upon signature of the Governor, Albuquerque Aviation Academy was awarded \$625,000 from Legislative Appropriations for 2025.

### **B. Annual Organizational Meeting/2025 Open Meetings Resolution\***

Larry Kennedy discussed the annual organizational meeting. Meetings will be held the 3<sup>rd</sup> Friday of each month and follow Open Meetings Act. An Open Meetings Resolution 2025-03-28 was discussed.

Larry Kennedy asked for a motion to approve the Open Meetings Resolution No. 2025-03-28. Roland Dewing made a motion to approve. Laura Kohr seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Jody Meyer, Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson, and Larry Kennedy; all voted yes. The motion carried unanimously.

### **C. Election of Officers: President, Vice President, and Secretary\***

Roland Dewing nominated Larry Kennedy as President. Larry Kennedy accepted the nomination. Laura Kohr seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Jody Meyer, Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson, and Larry Kennedy; all voted yes. The motion carried unanimously.

Laura Kohr nominated Farrah Nickerson as Vice President. Farrah Nickerson accepted the nomination. Alex Carothers seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Jody Meyer, Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson, and Larry Kennedy; all voted yes. The motion carried unanimously.

Larry Kennedy nominated Roland Dewing as Secretary. Roland Dewing accepted the nomination. Laura Kohr seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Jody Meyer, Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson, and Larry Kennedy; all voted yes. The motion carried unanimously.

Larry Kennedy is President, Farrah Nickerson is Vice President and Roland Dewing is Secretary of the Governing Council.

#### **D. Aircraft Use Agreement-Skyhawk\***

Discussion regarding Aircraft Use Agreement for Cessna Skyhawk 172 (N6458B). Larry Kennedy asked for a motion to approve the Aircraft Use Agreement for the Skyhawk. Laura Kohr made a motion to approve. Alex Carothers seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Jody Meyer, Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson, and Larry Kennedy; all voted yes. The motion carried unanimously.

#### **E. Duty to Report Policy\***

Amanda Catanzaro led a discussion regarding the Duty to Report Policy that was recommended by Kelly Callahan. Note was made to add ("AAA") next to Albuquerque Aviation Academy.

Larry Kennedy asked for a motion to approve the Duty to Report Policy as amended with "AAA". Roland Dewing made a motion to approve. Laura Kohr seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Jody Meyer, Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson, and Larry Kennedy; all voted yes. The motion carried unanimously.

#### **F. Fundraising Policy\***

Amanda Catanzaro shared that this policy has been separated into what is policy and what is procedures based on feedback from governing council last month.

Larry Kennedy asked for a motion to approve the Fundraising Policy. Alex Carothers made a motion to approve. Farrah Nickerson seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Jody Meyer, Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson, and Larry Kennedy; all voted yes. The motion carried unanimously.

#### **G. Visitor Policy and Law Enforcement on Campus\***

Larry Kennedy asked for a motion to approve the Visitor Policy and Law Enforcement on Campus. Laura Kohr made a motion to approve. Farrah Nickerson seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Jody Meyer, Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson, and Larry Kennedy; all voted yes. The motion carried unanimously.

#### **H. NMPSIA Part Time Employee Resolution\***

Sean Fry led a discussion explaining that this policy provides coverage for employees that work between 15-20 hours per week.

Larry Kennedy asked for a motion to approve the NMPSIA Part Time Employee Resolution. Alex Carothers made a motion to approve. Laura Kohr seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Jody Meyer, Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson, and Larry Kennedy; all voted yes. The motion carried unanimously.

#### **I. Nusenda Commercial Checking Account Number Change\***

Bridget Barrett and Sean Fry discussed that due to another attempt with a fraudulent check, Nusenda is requiring that the school change the account number.

Larry Kennedy asked for a motion to approve the change of the account number on our Nusenda Checking Account. Laura Kohr made a motion to approve. Jody Meyer seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Jody Meyer, Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson, and Larry Kennedy; all voted yes. The motion carried unanimously.

### **VI. Governing Council Development**

#### **A. Discussion with Kelly Callahan**

Kelly Callahan led the discussion regarding the evaluation of the Head Administrator that is coming up. There will be a closed session in May to review. Bridget Barrett will begin working on her self-evaluation for the board.

Discussion around further improving the evaluation process can include evaluations of students, families and staff. The Head Administrator can then reference the data as part of their self-evaluation.

Farrah Nickerson left the meeting via Zoom.

Discussion around commercials for Albuquerque Aviation Academy and the NM Living Appearance that took place. NM Living will also be doing two more appearances, one in April with Bridget Barrett discussing enrollment and registration and one in May at Double Eagle with both of the planes discussing our growing fleet and what that has to offer.

## **VII. Finance Report**

### **A. FY2024 Annual Audit Discussion**

Sean Fry discussed that the 2024 audit has been released and there are no repeat finding and no new finding because there were no finding at all. Discussion regarding ERB liability changes and RHCA changes. The full audit is available online.

### **B. Business Office Operations Update**

Sean Fry reported that the Finance Committee met prior to the meeting. The cash balance continues to rise and currently carryover is expected to be approximately 1.7-1.8 million.

### **C. Voucher Approvals for February 2025\***

Sean Fry presented the February Vouchers and the Finance Committee can support the approval of the February Voucher Approvals.

Larry Kennedy asked for a motion to approve the Bank Vouchers for February 2025. Roland Dewing made the motion. Laura Kohr seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Jody Meyer, Alex Carothers, Roland Dewing, Laura Kohr, and Larry Kennedy; all voted yes. The motion carried unanimously.

### **D. Bank Reconciliation for February 2025\***

Sean Fry presented the February Bank Reconciliation and the Finance Committee can support the approval of the February 2025 Bank Reconciliation.

Larry Kennedy asked for a motion to approve the Bank Vouchers for February 2025. Roland Dewing made the motion. Laura Kohr seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Jody Meyer, Alex Carothers, Roland Dewing, Laura Kohr, and Larry Kennedy; all voted yes. The motion carried unanimously.

### **E. Budget Adjustment Requests\***

Sean Fry presented BAR 2425-11000-0025-T, a transfer of funds in operational out of fixed assets to cover costs in transportation and social worker. BAR 2425-24154-

0026-T, a transfer BAR from Title II, out of professional development to cover stipends for lead teachers for PLCs.

Larry Kennedy asked for a motion to approve BAR 2425-11000-0025-T and BAR 2425-24154-0026-T. Laura Kohr made the motion. Jody Meyer seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Jody Meyer, Alex Carothers, Roland Dewing, Laura Kohr, and Larry Kennedy; all voted yes. The motion carried unanimously.

#### **VIII. Announcements**

Next Governing Council meeting is scheduled for April 18, 2025.

#### **IX. Adjournment\***

Larry Kennedy called for a motion to adjourn. Laura Kohr made a motion to adjourn. Alex Carothers seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Jody Meyer, Alex Carothers, Roland Dewing, Laura Kohr, and Larry Kennedy; all voted yes. The motion carried unanimously.

The Special Meeting of the Governing Council for the Albuquerque Aviation Academy adjourned on March 28, 2025 at 3:19 p.m.



## Monthly Report - April 18, 2025

All figures and outcomes are based on the date of this report - April 13, 2025.

### FLIGHT TRAINING:

- **Flights** - We've flown 32.7 hrs since the last board report. HK is flying great. We have 8 seniors who have passed their knowledge exam. One of them has graciously given up his spot on the flight team, which would leave 7 to try to get done before graduation. We're hoping we can finish 5, but that's even pushing it. We would like to get permission to continue flying with these seniors into the summer, to complete their private pilot training.
- **Aircraft Status** - The 100 hr/annual was just completed, with no active squawks.

### CLASSES:

- **Airplane** - Classes are going well.
- **Instrument/Commercial** - Classes are going well.
- **Drone** - Classes are going well.
- **Balloons** - Classes are going well.

### ADDITIONAL:

- **Internships** - Hopefully one more before the end of the year.
- **Donated airplane for display** - We're working on the design scheme.
- **2nd airplane** - Awaiting transponder testing, then ready to test fly!

### EXPENSES:

- **Fuel:** \$2,120 (est)
- **Maintenance:** \$265 (simple push-to-talk button fix - still awaiting 100hr invoice from Robertson)
- **Hangar Rental:** \$357 per month (will be x2 soon, for 2nd airplane)
- **Insurance:** Annual Premium - \$15,658 (both airplanes)



# Student Achievement Update April 2025

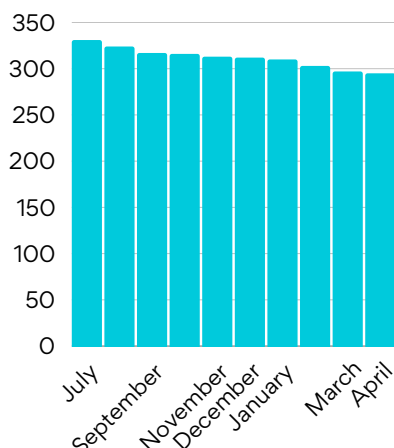


## Student Enrollment

Student Enrollment Goal

SY 24/25: 320

Series 1



Current

Enrollment: **295**

24/25 120 Day: **303**



Letters of Intent: **252**

Applications for 25/26: **173**

## Edgenuity Academics by Enrollment

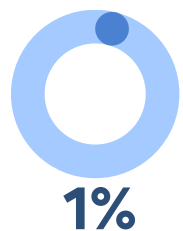
Number of students ahead, behind, failing and passing (overall grade) :



On Pace and Passing



Behind and Passing

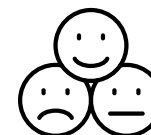


On Pace and Failing



Behind and Failing

## Actual Grade Report



A : **1%**

B : **21%**

C : **27%**

D : **24%**

F : **27%**

## Walkthrough Goal

Percentage of Goal Met This Month (12/16-1/16)



Goal : 27

Met : 30

**Percent 90%**

## What's Happening?

KRQE Campaign: 676 spots on TV, 272 on My50TV, 29 on KRQE, 219 on CW, 156 on Fox

Google ads delivered 2695 impressions, 475 clicks to your form fill (17.63% CTR) and 7 phone calls. We will have them out May 2<sup>nd</sup> to do a segment for NM Frontiers on our Drone Soccer Program.

# ALBUQUERQUE AVIATION ACADEMY

## BULLYING PREVENTION POLICY



### BULLYING PREVENTION POLICY

When students are afraid to attend school/classes they cannot learn. Bullying prevention programs can help to provide a safe environment in which teachers can teach and students can learn. When a student is *bullied* his or her ability to participate in and benefit from the school's educational programs or activities is adversely affected.

The goal of this policy is to ensure that procedures are in place to prevent bullying, limit the prevalence of bullying, and to make consequences salient to everyone involved.

Albuquerque Aviation Academy believes that providing an educational environment for all students, employees, volunteers, and families, free from harassment, intimidation, or bullying supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness, and freedom from discrimination and abuse. Therefore, harassment, intimidation or bullying are forms of dangerous and disrespectful behavior that will not be tolerated.

### Definitions

1. "Bullying" means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, harassment, intimidation or menacing acts of a student which may, but need not be based on the student's race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation.
2. "Cyberbullying" means electronic communication that:
  - a. Targets a specific student
  - b. Is published with the intention that the communication be seen by or disclosed to the targeted student
  - c. Is in fact seen by or disclosed to the targeted student
  - d. Creates or is certain to create a hostile environment on the school campus that is so severe or pervasive as to substantially interfere with the targeted student's education benefits, opportunities, or performance
3. "Harassment" means knowingly pursuing a pattern of conduct that is intended to annoy, alarm or terrorize another person.
4. "Disability Harassment" is defined as intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the district.

Harassment and Disability Harassment include but are not limited to:

- a. Verbal acts, teasing, use of sarcasm, jokes;
- b. Name-calling, belittling;
- c. Nonverbal behavior such as graphic or written statements;
- d. Conduct that is physically threatening, harmful, or humiliating; or e. Inappropriate physical restraint by adults.

5. “Racial Harassment” consists of physical or verbal conduct relating to an individual’s race when the conduct:

- a. Has the purpose or effect of creating an intimidating, hostile, or offensive academic environment;
- b. Has the purpose or effect of substantially or unreasonably interfering with an individual’s academic performance; or
- c. Otherwise adversely affects an individual’s academic opportunities.

6. “Sexual Harassment” means any unwelcome sexual advances, requests for sexual favors, or other inappropriate verbal, written, or physical conduct of a sexual nature. Sexual harassment may take place under any of the following circumstances:

- a. When submission to such conduct is made, explicitly or implicitly, a term or condition of obtaining an education; or
- b. Submission to or rejection of that conduct or communication by an individual is used to factor in decisions affecting that individual’s education; or
- c. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s education, or creating an intimidating, hostile or offensive educational environment.

7. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for that student to be initiated into or affiliated with a student organization, or for any other purpose. Hazing includes but is not limited to:

- a. Any type of physical brutality such as whipping, beating, striking, branding, shocking, or placing a harmful substance on the body.
- b. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subject the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- c. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- d. Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.

- e. Any activity that causes or requires the student to perform a task that involves a violation of state or federal law, or the school's code of conduct.

### **Notice of Prohibition Against Bullying and Anti-Bullying Interventions**

1. The prohibition against bullying shall be publicized by including the following statement in the student handbook(s):

Bullying behavior by any student **enrolled in** Albuquerque Aviation Academy is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Bullying" means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, harassment, intimidation or menacing acts of a student which may, but need not be based on the student's race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation that a reasonable person under the circumstances should know will have the effect of:

- (a) Placing a student in reasonable fear of physical harm or damage to the student's property; or
- (b) Physically harming a student or damaging a student's property; or
- (c) Insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

Students and parents may file verbal or written complaints concerning suspected bullying behavior to school personnel and administrators. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, up to and including suspension and/or expulsion."

2. Staff will be reminded at the beginning of each school year about the Anti-Bullying Policy, as well as their responsibilities regarding bullying behavior. A copy of the policy will be disseminated annually.
3. The Anti-Bullying Policy will be available on the website, and in all student, staff, and parent handbooks.

### **Reporting Intimidation, Harassment, or Bullying Behavior**

1. Any student who believes he/she has been the victim of harassment, intimidation, bullying, or hazing by a student or school personnel, or any person with knowledge or belief of such conduct that may constitute harassment, intimidation, bullying, or hazing toward a student should immediately report the alleged acts.
2. The report may be made to any staff member. The staff member will assist the student in reporting to the principal or other district personnel.
3. Teachers and other school staff who witness acts of bullying or receive student reports of bullying are *required* to promptly notify designated staff.
4. Reports should be done in writing by completing and submitting the Wellness Referral (Self-Referral to Dean of Students for Support) form found on the website About Us > Resources > Social Worker/Dean of Students Complaint Form. A copy of this form will be submitted to the Safe Schools coordinator.

5. School administrator or designee is *required* to accept and investigate all reports of intimidation, harassment or bullying.
6. School administrator or designee is *required* to notify the parent or guardian of a student who commits a verified act of intimidation, harassment, or bullying of the response of the school staff and consequences that may result from further acts of bullying.
7. Nothing in this policy shall prevent any person from reporting directly to the school's administration.
8. Retaliation against an individual who either orally reports or files a written complaint regarding harassment, intimidation, bullying, or hazing or who participates in or cooperates with an investigation is prohibited.
9. The right to confidentiality, both of the complainant and the accused, shall be preserved consistent with applicable laws.
10. If harassment or bullying continues, the perpetrator will be immediately suspended and removed from the school, pending a long-term hearing.
11. To the extent permitted under the Family Educational Rights and Privacy Act (FERPA) school staff is *required* to notify the parent or guardian of a student who is a target of bullying of the action taken to prevent any further acts of bullying.

#### **Investigating Intimidation, Harassment, or Bullying Behavior**

The **Head Administrator** or their designee will appropriately and promptly investigate all reports of harassment, intimidation, bullying, or hazing. In determining whether the alleged conduct constitutes bullying, the totality of the circumstances, the nature of the conduct, the student's history, and the context in which the alleged conduct occurred will be investigated.

1. The administrator will make every effort to inform the parents/guardians of the victim and the accused of any report of harassment, intimidation, bullying, or hazing *prior* to the investigation taking place.
2. The investigation shall consist of personal interviews with the complainant, the individual(s) against whom the complaint was filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods or documents deemed relevant by the investigator.
3. The school's administration may take immediate steps to protect the complainant, students, teachers, administrators, or other school personnel pending the completion of an investigation.
4. The investigation shall be completed as soon as possible. The administrator shall make a written report upon completion of the investigation. If the complaint involves the Superintendent, the report shall be filed directly with the New Mexico Public Education Department, Educator Ethics Bureau. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. A copy of the completed report will be maintained by the district Safe Schools Coordinator.

#### **Consequences for Bullying**

1. Verified acts of bullying shall result in intervention by the school's administrator or his/her designee that is intended to ensure that the prohibition against bullying behavior is enforced.
2. Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the targeted individual and other students. Accordingly, there is no one response to bullying. While conduct that rises to the level of "bullying" as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the professional discretion of the school's administration.

### **Consequences for Knowingly Making False Reports**

1. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

### **Anti-Bullying included in Health Education Curriculum**

"Health Education" is the instructional program that provides the opportunity to motivate and assist all students to maintain and improve their health, prevent disease, and reduce health related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. It meets the content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

Bullying behavior is mentioned specifically in many areas of the Health Education performance standards, in all grade levels. All students need to be aware of bullying behavior beginning in Kindergarten and continuing throughout their school years. It imperative that students are comfortable with understanding, describing, and recognizing bullying behaviors, and then in the later grades being able to analyze those behaviors and role play refusal skills.

Our curriculum does recognize the importance of bully prevention skills in all grade levels.

### **Threats of Violence**

1. Threats of violence toward other students, school staff, or facilities generally are prohibited and may result in suspension or expulsion, regardless of whether the student has previously engaged in such conduct.
2. All employees and students are required to report evidence of threats of violence to their administrator. Such reports shall be investigated by the administrator or designee. All such reports shall be documented by the administrator.
3. In cases of threats that may constitute a violation of criminal law, the school's administrator or designee shall notify law enforcement authorities.
4. Students who are charged with violation of this policy shall be placed on short-term suspension pending investigation of the charge(s). Those found, through a due-process hearing, to have violated this regulation shall be subject to discipline, including long-term suspension or expulsion. For Special Education students, administrators will consult with the Special Education regulations regarding the appropriate process.

### **Resources**

1. New Mexico Public Education Department, School and Family Support Bureau – online [www.ped.state.nm.us](http://www.ped.state.nm.us) [http://](http://www.ped.state.nm.us)or phone: 505-827-1804.
2. Anti-Bullying Policy rule 6.12.7 NMAC.
3. School District Wellness Policy rule 6.12.6.6 NMAC.
4. New Mexico Youth Risk and Resiliency Survey – online at <http://www.health.state.nm.us/pdf/YRRS2003FinalReport.pdf> or <http://hsc.unm.edu/chpdp/projects/pyrrs.htm>.
5. Center for the Study and Prevention of Violence, University of Colorado- online at <http://www.colorado.edu/cspv/safeschools/bullying/overview.html>
6. Northwest Regional Education Laboratory, How to choose an Anti-Bullying Program <http://www.nwrel.org/request/dec01/choosingcreating.htm>
7. National Youth Violence Prevention Resource Center, Government approved resources on prevention, intervention, & stats <http://www.safeyouth.org/scripts/topics/bullying.asp>
8. The *Steps to Respect* program is a school wide curriculum to develop healthy relationships and decrease bullying behavior. Committee for Children <http://www.cfchildren.org/strf/strindex/>
9. Coloroso, Barbara (2003). *The Bully, the Bullied, and the Bystander*, New York, NY: HarperCollins Publishers.
10. Student Reports of Bullying: Results from the 2001 School Crime Supplement to the 2001 National Crime Victimization Survey, USDE, <http://nces.ed.gov/pubs2005/2005310.pdf>

## **Albuquerque Aviation Academy Anti-Bullying Policy**

### **Sample Activities for 7th – 12th Grade Levels**

#### **A Bullying Quiz**

(Grades 7-12)

#### **Goals (Self-Regulation)**

- Understand how evidence regarding behavioral patterns might challenge personal beliefs and assumptions about social behavior
- Use evidence about bullying behavior to inform daily decisions regarding social interactions and understand the necessity of making personal decisions in bullying situations
- Use factual information to consider consequences and alternatives of personal behavior choices

#### **Rationale**

Even students who have experienced bullying might be surprised by the statistics and studies about bullying. It's important for adults, student leaders and other educators to raise awareness about the prevalence of bullying and its detrimental effects for all involved.

The frequency with which students admit to bullying might surprise students who feel alone and isolated due to the wrath of a bully.

It is important, likewise, for students who are victims and bystanders to seek help when this kind of behavior emerges.

A common trait among bullies is lack of empathy, the inability to be aware of or understand other people's feelings. When a bully attacks a victim, the bully feels powerful and in control. He or she may blame the victim, justifying his or her aggression by saying the victim deserved bad treatment or asked for it. While it may not be possible to teach empathy, raising awareness about bullying has helped schools decrease the behavior.

Use the following quiz to mobilize young people and adults who work with them so an anti-bullying initiative can come together in your community.

#### **Process**

- Ask students how they would define bullying, and write definitions or words on the board addressing the different kinds of bullying (violence, exclusivity and ostracism, rumors, etc.).
- Ask students to complete the quiz individually.
- Involve students in the follow-up discussion, using questions for reflection.

## Handout I: Anti-Bullying Quiz - Secondary Grades

(Answer True or False)

1. Nearly one-third of American teens are involved in bullying. (True) (False)
2. Less than 10% of American teens admit to bullying others. (True) (False)
3. Students who are bullied in school are usually attentive students with good attendance. (True) (False)
4. Most students who bully are insecure. (True) (False)
5. Contrary to stereotypes, male bullies are not usually bigger and physically stronger than their peers. (True) (False)
6. Students who witness bullying often refuse to remain friends with the victim and feel guilty for not reporting the incident. (True) (False)
7. Bullies have trouble making friends. (True) (False)
8. Bullies do poorly in school compared to others who do not bully. (True) (False)
9. Most bullies discontinue violent or aggressive behavior in adulthood. (True) (False)
10. If you are being bullied it's best to handle it alone. (True) (False)

## Anti-Bullying Reflection Questions

Use as discussion prompts, for the whole class or small groups.

1. Do you think bullying is a serious problem in your school or community? Why or why not?
2. How do you think bullies feel when they demean someone else?
3. Do you think it's possible to make a bully understand other people's feelings? Why or why not?
4. How do adults in your school or community address bullying? Have you seen adults look the other way? What kind of interventions have you seen adults use to prevent or stop bullying?
5. What kind of interventions can young people use to prevent or stop bullying? List three things you could do to defuse a bullying situation.
6. Do you think you've ever bullied someone? If so, what made you stop? What made you want to bully someone again?
7. Did any of the facts in the quiz concern you personally? Which ones?
8. After taking the quiz, are there behaviors or experiences you have had that you want to change? Describe your feelings, what you might want to change, and how you could go about making that change.

## **Media Investigation: Physical Appearance and Attractiveness**

This media literacy lesson for grades 7 - 12 helps students analyze the ways media representations about size and appearance can impact our attitudes and behaviors.

### **OVERVIEW**

Students reflect on the ways in which they have experienced or participated in bias based on physical size and appearance, and the ways in which expectations about body image and appearance in our society affect us. They learn about media literacy and examine media images for "attractiveness messages" that consciously and unconsciously impact our attitudes and behavior toward others. Students conclude the lesson by exploring ways to get beyond appearance as a dominant force in their social lives.

### **OBJECTIVES**

- To increase students' awareness about the ways in which conscious and unconscious expectations regarding body size and appearance impact us in negative ways
- To develop students' media literacy skills and encourage them to think critically about "attractiveness messages" in the media
- To challenge students to identify specific actions they can take to move beyond appearance as a dominant force in their social lives

### **AGE GROUPS**

Grades 7-12

**TIME:** 60-90 minutes

### **MATERIALS**

Media images (from magazines, the Internet, television, movies, or music) Chart paper

Markers or pens

Copies of Messages from the Media

Copies of Media Investigation: Physical Appearance and Attractiveness

Copies of Turn Beauty Inside Out Day Winning Essays

### **PROCEDURE**

1. Post the following questions on the board or read them aloud. Ask students to silently reflect on them:

- Have you ever been on the receiving end of a cruel comment about your physical size or appearance?
- Have others let you know, in some way, that you're not attractive enough?
- Do you find clothes shopping unpleasant because of fears about how others will judge you?
- Have you ever skipped an activity to avoid comments about your appearance?

- Do you think often about dieting because of comments about your weight?
- Have you considered changing aspects of your appearance to look better to others?
- Have you ever made cruel comments to others about their appearance?

Point out that, unfortunately, most of us would answer yes to at least one of the questions above. Judgments about physical size and appearance are personal and extremely hurtful, yet all too common. Ask students why they think it is that we are so quick to form opinions about others based on their appearance and without getting to know them. Challenge students to articulate how we get our ideas about what others are "supposed" to look like in our society.

2. If it has not already come up, point out to students that one way in which we get our ideas about body image and attractiveness is through the media. Movies, magazines, Web sites, television, and even video games often communicate unrealistic ideas about body image, and put pressure on us -- even if we aren't aware of it -- to look a certain way.

3. Distribute Messages from the Media, or use an overhead projector to display it at the front of the room. Ask students to respond to these statistics and to comment on the extent to which they think they are affected by "attractiveness messages" they receive on a daily basis. Tell students that one way to resist some of the media's false messages about appearance -- and their effect on our self-esteem and behavior toward others-- is to become media literate. This means thinking about the values behind media images, raising critical questions about them, and being aware of who created them and for what purpose.

4. Tell students that they will be practicing media literacy by selecting up to three media representations to study. This investigation can be assigned as homework or done in class if the media representations are collected in advance. Students can select magazines, Web sites, TV shows or commercials, movies or music videos that are popular with their peers. Give each student a copy of the chart, Media Investigation: Physical Appearance and Attractiveness, which they can use to take notes as they research. For each item that they study, have students write and discuss their answers to one or more of the following questions:

- Who created the magazine (or show, video, movie, etc.) and for what purpose?
- How many and what type of "attractiveness messages" were communicated? (These can be verbal, types of people or characters, gestures or expressions, types of clothing, etc.)
- Do these messages reflect real life and real people in your community?
- What are the values or beliefs behind these messages? Do you agree with them?
- What techniques are being used to get you to buy into the messages?
- How might these messages affect your own or others' attitudes about physical appearance?
- What important images or messages have been left out?

5. Suggest to students that expressions like "beauty is only skin deep" and "don't judge a book by its cover" seem to be empty clichés in our culture today. Ask them if they agree and whether or not they believe that most people reflect such values in their behavior toward others. Challenge students to think about concrete ways that they can change the culture in their own class or school around this issue. Ask what they can do to

get beyond appearance as a dominant force in the way they relate to one another. List their ideas on a sheet of chart paper and create a follow-up plan to put one or more of these ideas into action.

Media Investigation: Physical Appearance and Attractiveness

| Title of magazine, show, movie, video, etc. | Number of “attractiveness messages” | Description of “attractiveness messages” | Techniques used to get buy-in to messages |
|---------------------------------------------|-------------------------------------|------------------------------------------|-------------------------------------------|
|                                             |                                     |                                          |                                           |
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| <b>TITLE 6</b>    | <b>PRIMARY AND SECONDARY EDUCATION</b>                  |
| <b>CHAPTER 12</b> | <b>PUBLIC SCHOOL ADMINISTRATION - HEALTH AND SAFETY</b> |
| <b>PART 7</b>     | <b>SAFE SCHOOLS FOR ALL STUDENTS</b>                    |

- 6.12.7.1

**ISSUING AGENCY:** Public Education Department, hereinafter the department.  
 [6.12.7.1 NMAC - Rp, 6.12.7.1 NMAC, 11/12/2019]
- 6.12.7.2

**SCOPE:** This rule applies to school districts, local school boards, state-chartered charter schools and governing bodies.  
 [6.12.7.2 NMAC - Rp, 6.12.7.2 NMAC, 11/12/2019]
- 6.12.7.3

**STATUTORY AUTHORITY:** This rule is promulgated by the secretary of the department and the department under the authority of Sections 9-24-8, 22-2-1, 22-2-2, and 22-35-1 through 22-35-5 NMSA 1978.  
 [6.12.7.3 NMAC - Rp, 6.12.7.3 NMAC, 11/12/2019]
- 6.12.7.4

**DURATION:** Permanent  
 [6.12.7.4 NMAC - Rp, 6.12.7.4 NMAC, 11/12/2019]
- 6.12.7.5

**EFFECTIVE DATE:** November 12, 2019, unless a later date is cited at the end of a section.  
 [6.12.7.5 NMAC - Rp, 6.12.7.5 NMAC, 11/12/2019]
- 6.12.7.6

**OBJECTIVE:** To establish requirements for local school boards and public schools, including charter schools and governing bodies, to develop and implement bullying prevention policies and programs and to report on the implementation of the Safe Schools for All Students Act per the parameters established within the provisions of this rule.  
 [6.12.7.6 NMAC - Rp, 6.12.7.6 NMAC, 11/12/2019]
- 6.12.7.7

**DEFINITIONS:**

A.

**"Bullying"** means any severe, pervasive, or persistent act or conduct that targets a student, whether physically, electronically, or verbally, and that:
 

(1)

may be based on a student’s actual or perceived race, religion, color, national origin, ancestry, sex, sexual orientation, gender identify, spousal affiliation, physical or cognitive disability, or any other distinguishing characteristic; or an association with a person, or group with any person, with one or more of the actual or perceived distinguishing characteristics; and

(2)

can be reasonably predicted to:
 

(a)

place a student in reasonable fear of physical harm to the student’s person or property;

(b)

cause a substantial detrimental effect on a student’s physical or mental health;
- BULLYING PREVENTION POLICY | DRAFT 4.18.2025

(c) substantially interfere with a student’s academic performance, attendance, or participation in extracurricular activities; or

(d) substantially interfere with a student’s ability to participate in or benefit from the services, activities, or privileges provided by a school or school-affiliated entity.

B. **"Cyberbullying"** means any bullying that takes place through electronic communication.

C. **"Electronic communication"** means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, electronic tablet, pager or video or audio recording device.

D. **"Gender identity"** means a student’s self-perception, or perception by another, of the student’s identity as a male or female based upon the student’s appearance, behavior, or physical characteristics that are in accord with, or opposed to, the student’s physical anatomy, chromosomal sex, or sex at birth.

E. **"Harassment"** means a pattern of conduct that is intended to annoy, seriously alarm, or terrorize another person or group of people.

F. **"Physical or cognitive disability"** means a physical or cognitive impairment that substantially limits one or more of a student’s major life activities.

G. **"Progressive discipline"** means disciplinary action other than suspension or expulsion from school that is designed to correct and address the basic causes of a student's specific misbehavior while retaining the student in class or in school, or restorative school practices to repair the harm done to relationships and other students from the student's misbehavior, and may include:

- (1) meeting with the student and the student's parents;
- (2) reflective activities, such as requiring the student to write an essay about the

student's  
misbehavior;

- (3) counseling;
- (4) anger management;
- (5) health counseling or intervention;
- (6) mental health counseling or intervention;
- (7) participation in skill-building and conflict resolution activities;
- (8) community service; and
- (9) in-school detention or in-school suspension that is for a constructive purpose and

may take place during lunchtime, recess, after school, or during weekends.

H. **"Regular volunteers"** means those persons, including relatives of students, who commit to serve on a regular basis at a school district, charter school, or other educational entity without compensation.

I. **"Sexual orientation"** means heterosexuality, homosexuality, or bisexuality, whether actual or perceived.

[6.12.7.7 NMAC - Rp, 6.12.7.7 NMAC, 11/12/2019]

#### 6.12.7.8 BULLYING PREVENTION POLICIES - ADOPTION AND ENFORCEMENT:

A. By January 1, 2020, each local school board or governing body shall adopt and enforce policies to:

- (1) prevent bullying and cyberbullying:
  - (a) on its property, including electronic communication on or with the use of
  - (b) at school or district-sponsored events; and
  - (c) on any school-sponsored transportation; and

its property;

(2) prohibit electronic communication directed at a student that is published with the intent that it be seen by or disclosed to that student and that substantially interferes with the student's ability to participate in or benefit from the services, activities, or privileges provided by the public school.

**B.** Each local school board and governing body shall control the content of its policy, provided that the policy includes:

(1) the definitions as set forth in this rule;  
(2) a statement prohibiting bullying;  
(3) a statement prohibiting retaliation against persons who report or witness incidents of bullying;

(4) a list of consequences, exclusive of suspension and expulsion, that can result from an incident of bullying, and with consequences that are designed to:

- (a) appropriately correct the bullying behavior;
- (b) prevent another occurrence of bullying or retaliation;
- (c) protect the target of the bullying;
- (d) be flexible so that, in application, the consequences can vary in method

and severity based on:

- (i) the nature of the incident;
- (ii) the developmental age and/or cognitive level of the student who

is bullying; and

- (iii) historical problem behavior from the student who is bullying; and

(e) limit the restrictive nature of consequences for cyberbullying incidents, such that while correcting cyberbullying behavior and preventing further incidents of cyberbullying, a student with cyberbullying behavior is able to participate in or benefit from the services, activities, or privileges provided by the school to the greatest extent possible;

(5) a procedure for reporting bullying and for reporting retaliation for reporting an act of bullying, including:

(a) an allowance for reporting orally and in the preferred language of the person reporting;

(b) a method for anonymous reporting; provided that no formal disciplinary measures shall be taken solely on the basis of an anonymous report of an actual bullying incident; and

- (c) a method for parents to file written reports of suspected bullying; and

(6) a procedure for prompt investigation of reports of violations of the bullying prevention policy and of complaints of bullying or retaliation, including:

(a) designation of a school or district administrator who has the responsibility to:

(i) investigate or supervise the investigation of all reports of bullying and

(ii) to ensure that investigations are completed promptly after the receipt of any report made under this rule;

(b) a procedure for notification of the parents of the student alleged to have committed an act of bullying and the parents of the student targeted by the alleged act; provided that if, in the administrator's professional opinion, notifying the parents would endanger the health or well-being of a student, the administrator may delay such notification as appropriate;

(c) a requirement that school employees who witness bullying or who receive reports of bullying notify the designated administrator within two calendar days of the employee witnessing or receiving a report of bullying;

- (d) an appeal process for a student who is accused of bullying or who is the target of bullying and who is unsatisfied with the outcome of the initial investigation; and
- (e) development of a student safety support plan for students who are targets of bullying that addresses safety measures the school will take to protect targeted students against further acts of bullying.

C. Each local school board and governing body shall include bullying prevention policies and procedures for reporting bullying in student handbooks using developmentally and culturally appropriate language. Policies shall be produced and disseminated in appropriate languages in any school district in which a substantial portion of the student population speaks a language other than English at home.

D. Each public school shall document reports and investigations of bullying and shall maintain those records for no less than four years.

E. Each local school board or governing body shall establish procedures for public schools to report the number of bullying incidents and the number of harassment incidents, as defined by federal or state law, along with responses to these incidents, and shall report this information annually to the department at such time as determined by the department and through the department's student teacher accountability reporting or through other means as determined by the department.

[6.12.7.8 NMAC - Rp, 6.12.7.8 NMAC, 11/12/2019]

#### **6.12.7.9 BULLYING PREVENTION PROGRAMS - ESTABLISHMENT:**

A. Following adoption of a bullying prevention policy, each public school shall:

- (1) establish an annual bullying prevention program for students aligned with New Mexico's health education content standards with benchmarks and performance standards;
- (2) provide annual training beginning with the 2020-2021 school year and each school year thereafter on bullying prevention to all school personnel and regular volunteers who have significant contact with students; and
- (3) incorporate information on the bullying prevention policy into new employee training.

B. Each school district and public school shall develop a plan for the way in which the policy is to be publicized, including:

- (1) making each school district's bullying prevention policy, and developmentally, culturally and linguistically appropriate variants of the policy, available on district and/or school public websites;
- (2) identifying a point of contact for bullying-related concerns; and
- (3) informing parents and students about the policy at least annually through student handbooks and other resources.

[6.12.7.9 NMAC - N, 11/12/2019]

#### **6.12.7.10 REPORTING REQUIREMENTS:**

A. Beginning with the 2020-2021 school year, each school district and state-chartered charter school shall annually submit the following to the department in a method prescribed by the department and in a timeframe determined by the department:

- (1) a status report on the implementation of the provisions of this rule;
- (2) data elements on the implementation of this rule including:
  - (a) the aggregate number of bullying incidents of students within the district or state-chartered charter school;
  - (b) the aggregate number of harassment incidents of students within the district or state-chartered charter school; and

(c) the corresponding responsive action or disposition taken by the district or state- chartered charter school, by type of action, for each bullying incident of a student and for each harassment incident of a student.

**B.** Each school district and state-chartered charter school shall include, in its reporting, when known, a tabulation of the number of bullying incidents of students and the number of harassment incidents of students associated with each of the following actual or perceived distinguishing characteristic:

- (1) race;
- (2) color;
- (3) national origin;
- (4) ancestry;
- (5) sex;
- (6) sexual orientation;
- (7) gender identity;
- (8) spousal affiliation;
- (9) physical or cognitive disability; or
- (10) an association with a person, or group with any person, with one or more of the

actual or perceived distinguishing characteristics.

[6.12.7.10 NMAC - N, 11/12/2019]

**HISTORY OF 6.12.7 NMAC: [RESERVED]**

6.12.7 NMAC, Bullying Prevention, filed 11/30/2006, was repealed and replaced by 6.12.7 NMAC, Safe Schools for All Students, effective 11/12/2019.

## EVALUATION PLAN

Effective programs have two key prerequisites: awareness and adult involvement. In order to create a school climate that discourages bullying, school staff and parents must become aware of the extent of bully-victim problems in their own school. In addition, effective bullying prevention also requires a commitment on the part of all adults to reduce or eliminate bullying.

*Coordination* All bullying prevention programs recommend a bullying prevention committee at the school level and a coordinator of bullying prevention activities and curricula. Committees typically assess the extent of the problem by designing and administering an anonymous student questionnaire. Using these data, committee members can make recommendations about the components to implement and the materials to be acquired.

*Creating Awareness* All parties of the school and community are involved and aware of common bully behavior as well as ways to prevent and/or intervene in situations.

Below is a sample evaluation that will help determine if the process and the product your district created meet the requirements of the Anti-Bullying Policy.

# ALBUQUERQUE AVIATION ACADEMY

## STUDENT HEALTH GUIDELINES



### STUDENT HEALTH GUIDELINES

#### IMMUNIZATIONS

New Mexico state statute requires all students be currently immunized before entrance into public school. School personnel will collect and record student immunization records and report to the New Mexico Department of Health the names of students who are not current in accordance with New Mexico statute. Students who are not in compliance with immunization law will not be allowed to attend school and shall be disenrolled.

The school nurse or designee shall review immunization records and notify the administration of those students who are not current with their immunizations. The administration will make every effort to assist the family to meet the requirements of New Mexico state law.

#### EXEMPTIONS

##### Medical Exemptions

Parents/legal guardians may submit official records, signed by the student's medical care provider, for medical exemptions from immunizations. Questions regarding exemptions will be referred to the Regional Health Officer of the New Mexico Department of Health.

##### Conscientious Objection

Parents/legal guardians who have an objection to immunization of their children based upon a religious belief may submit a formal written request for exemption through the Public Health Division – Immunization Program of the State Department of Health. The parents/legal guardians and the school shall be notified if the exemption was approved or disapproved. Students may be conditionally enrolled pending the decision.

Parents/legal guardians shall apply for a Certificate of Religious/Conscientious Objection to Immunization before the start of each academic year. This form may be obtained from the Department of Health website or the Immunization Program:

NM Department of Health

PO Box 26110

Santa Fe, New Mexico 87502-6110.

#### STUDENT MEDICATION

Medication permission forms must be completed by your child's Health Care Provider and parent for each medication to be given at school and submitted to the school Health Office.

Medication Guidelines:

- Request for medication administration at school are good for one school year.
- A separate authorization form must be filled out for EACH medication administered.
- Changes in medication require a new authorization form signed by the prescribing health care practitioner and parent/guardian.
- Medication must be in the original pharmacy labeled container.
- Medication must be brought to the Front Office.
- Written communication from the Health Care Provider/parent/guardian is required for any medication changes.
- When medication is discontinued during the school year, it must be picked up within one week. Unclaimed medication will be destroyed.
- When the school year ends, all medication must be picked up by the last day of school. Unclaimed medications will be destroyed.

#### Field Trip/CBA Medications

Parents/guardians are responsible for providing their student's daily medication for field trip administration. This medication must be given directly to the teacher by the parent/guardian. The parent/guardian may wish to provide the medication in an envelope clearly marked with the child's name, the medication to be given, the dosage and time to administer the medication or it may be in a pharmacy labeled prescription bottle. Only one dose should be provided by the parent for the off-campus activity. For students who self-administer their medication, they may place a single dose of the medication in an envelope under observation by school staff in an envelope with the student's name, name of the medication, dose, and time of administration. A prescription medication form must be on file in the school health office.

#### Asthma/Anaphylaxis Guidelines

Students are authorized to carry and self-administer health care practitioner prescribed asthma and/or anaphylaxis medication under the following conditions:

- a health care practitioner has prescribed the medication for use by the student during school hours and instructed the student in the correct and responsible use of the medication
- the student has demonstrated the skill level necessary to use the medication and any device that is necessary to administer such medication as prescribed by the health care practitioner
- the health care practitioner formulates a written treatment plan for managing asthma or anaphylaxis episodes of the student and for medication use by the student during school hours
- the school has, in writing, informed the parent or guardian of the student that the school, including its employees, is to incur no liability as a result of any injury arising from the self-administration of medication

#### Diabetes Guidelines

Students are authorized to carry and use equipment and supplies, for storage and disposal of sharps, for self-assessment and for self-administration of diabetes treatment medications prescribed by a health care practitioner if the following conditions are met:

- A health care practitioner has prescribed the medication, directed the instruction of the student in the correct and responsible use of the medication, and approved the student's ability to perform self-assessment and medication self-administration
- The student has demonstrated the skill level and developmental level necessary to correctly store and use any equipment and supplies required to perform self-assessment and self-administration of such medication as prescribed by the health care practitioner
- The school has informed the parent or guardian of the student in writing that the school, including its employees and agents, is to incur no liability as a result of any injury arising from the performance of self-assessment procedures and the self-administration of medication nor from any injury arising from the student carrying and disposing of equipment and supplies to perform these procedures.
- The school nurse or other designated registered nurse or clinician, with input from the parent or guardian and based on the student's health care practitioner's medical orders, has formulated a written **individualized healthcare plan for management of diabetes care** for the student that includes but is not limited to the correct storage and disposal of sharps by the student, the performance of self-assessment procedures and the self-administration of medication.

# ALBUQUERQUE AVIATION ACADEMY

## TRIBAL REGALIA POLICY



### PURPOSE

The purpose of this policy is to affirm and uphold the rights of Native American students at Albuquerque Aviation Academy to wear tribal regalia at graduation ceremonies or during public school events, in accordance with New Mexico law. This policy reflects the school's commitment to honoring cultural identity, promoting inclusivity, and ensuring compliance with state law.

### TRIBAL REGALIA POLICY

In compliance with New Mexico law -NMSA 1978, Section 22-8B-18 (2025)- Albuquerque Aviation Academy permits students who are enrolled in, or are eligible for enrollment in, a federally recognized Indian nation, tribe, or pueblo to wear tribal regalia. Tribal regalia means a tribe's traditional dress or recognized items of religious or cultural significance. Students may wear tribal regalia during public school events, including graduation ceremonies, in addition to their cap and gown. Tribal regalia may include tribal symbols, traditional dress, garments, adornments, jewelry, beading, feathers, or other items of apparel recognized by the student's tribe or pueblo as having cultural, religious, or spiritual importance.

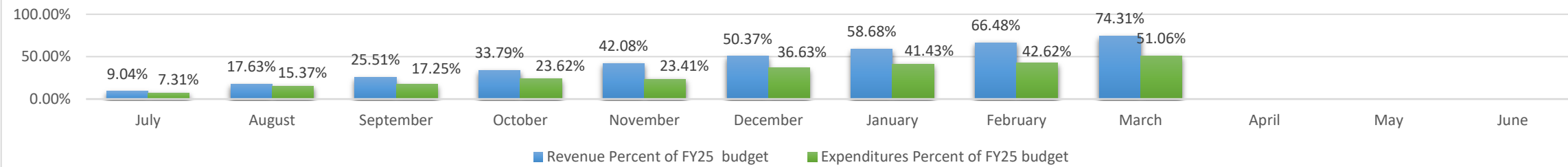
This policy ensures that students may express their cultural heritage in a respectful and dignified manner. Students are allowed to wear such items along with or attached to their cap and gown, as footwear, or as part of their attire beneath the gown during graduation or similar public school events. While students are not required to notify the school in advance, they are encouraged to inform administration if they plan to wear regalia to allow for any needed accommodations or support.

No school employee or representative shall prohibit a qualifying student from wearing tribal regalia or culturally significant items, unless it can be demonstrated that the item presents a legitimate safety concern would substantially disrupt the event, or materially interfere with the event. Concerns or violations of this policy may be directed to the school administration. Albuquerque Aviation Academy is committed to respecting and honoring the cultural identities of all students, and this policy will be reviewed annually to ensure continued compliance with state law and to uphold the principles of equity and inclusion.



# Finance Summary as of March 31, 2025

## Operational Revenue vs. Expenditures



AA Academy received 74.31% of budgeted Operational revenue & expended 51.06% of budget thru March 2025.

### Bank Reconciliation:

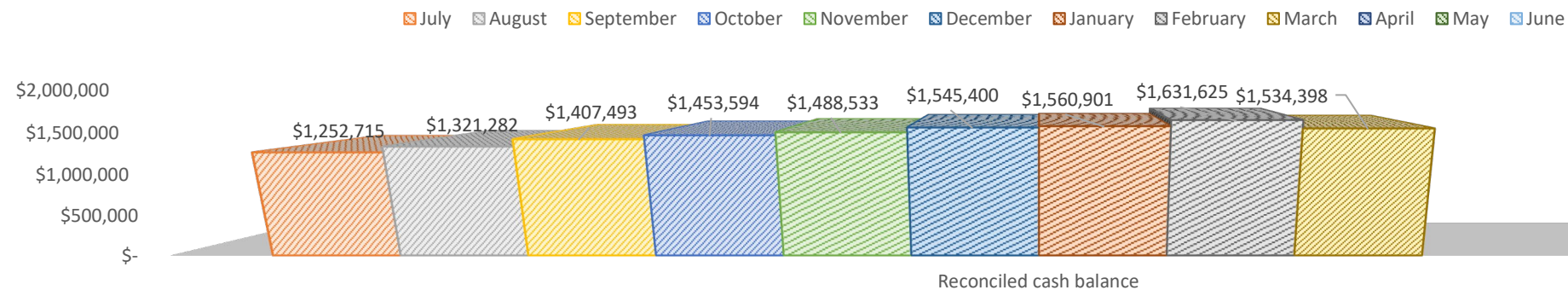
#### ➤ March 2025

- o Reconciled cash balance at month end was \$2,033,235.11
- o Outstanding items total \$83,171.42
- o Revenues exceeded Expenditures by \$6,600.97 for the month.

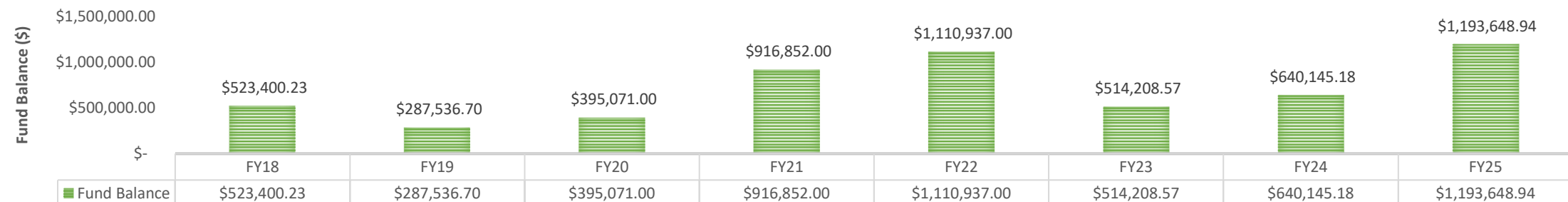
### BARS for Approval:

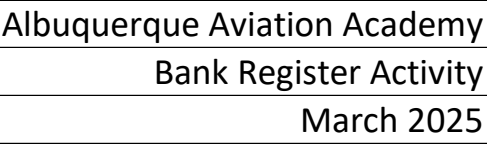
2425-11000-0027-D  
2425-11000-0028-T

## FY25 OPERATIONAL CASH BALANCE



## HISTORICAL OPERATIONAL FUND BALANCE





Albuquerque Aviation Academy

Bank Register Activity

March 2025



# Albuquerque Aviation Academy

## Bank Account Reconciliations

March 2025

|                           | Bank Reconciliation + | Outstanding                                              | Expected GL -         | Actual GL 1           | Difference         |
|---------------------------|-----------------------|----------------------------------------------------------|-----------------------|-----------------------|--------------------|
| Beginning Balance         | \$2,014,781.15 +      | (\$1,476.00) =                                           | \$2,013,305.15 -      | \$2,013,305.15 =      | \$0.00             |
| Deposits/Debits           | \$567,643.92 +        | \$0.00 =                                                 | \$567,643.92 -        | \$567,643.92 =        | \$0.00             |
| Withdrawals/Credits       | (\$479,353.76) +      | (\$81,695.42) =                                          | (\$561,049.18) -      | (\$561,049.18) =      | \$0.00             |
| <b>Sub Total</b>          | <b>\$2,103,071.31</b> | <b>(\$83,171.42)</b>                                     | <b>\$2,019,899.89</b> | <b>\$2,019,899.89</b> | <b>\$0.00</b>      |
| <b>Outstanding Checks</b> |                       |                                                          |                       |                       |                    |
| Date                      | Item Number           | Description                                              |                       |                       | Withdrawal         |
| 1/27/2025                 | 6574                  | Bode Aero Services, Inc                                  |                       |                       | \$1,071.00         |
| 3/14/2025                 | 6601                  | Albuquerque Publishing Company                           |                       |                       | \$169.83           |
| 3/14/2025                 | 6605                  | Lauren Hollingsworth Chavez, MD                          |                       |                       | \$107.80           |
| 3/26/2025                 | 6606                  | Federal Aviation Administration                          |                       |                       | \$5.00             |
| 3/26/2025                 | 6607                  | NM Child Support Enforcement Division                    |                       |                       | \$180.00           |
| 3/31/2025                 |                       | Amazon Capital Services                                  |                       |                       | \$1,384.42         |
| 3/31/2025                 |                       | AssuredPartners Capital, Inc.                            |                       |                       | \$15,658.00        |
| 3/31/2025                 |                       | Canon Financial Services, Inc.                           |                       |                       | \$916.18           |
| 3/31/2025                 |                       | Herrera Coaches, Inc.                                    |                       |                       | \$31,368.60        |
| 3/31/2025                 |                       | Stericycle, Inc.                                         |                       |                       | \$485.91           |
| 3/31/2025                 | 6608                  | ACES   Association of Charter Schools Education Services |                       |                       | \$23,286.87        |
| 3/31/2025                 | 6609                  | Albuquerque Charter School League                        |                       |                       | \$375.00           |
| 3/31/2025                 | 6610                  | Brady Industries of New Mexico LLC                       |                       |                       | \$228.83           |
| 3/31/2025                 | 6611                  | CNM (IncludED)                                           |                       |                       | \$1,052.75         |
| 3/31/2025                 | 6612                  | Cuddy & McCarthy, LLP                                    |                       |                       | \$311.04           |
| 3/31/2025                 | 6613                  | HALO Branded Solutions, Inc.                             |                       |                       | \$581.30           |
| 3/31/2025                 | 6614                  | Matthew Dixson                                           |                       |                       | \$256.78           |
| 3/31/2025                 | 6615                  | NM Association for School Business Officials             |                       |                       | \$450.00           |
| 3/31/2025                 | 6616                  | Positive Promotions Inc.                                 |                       |                       | \$1,591.28         |
| 3/31/2025                 | 6617                  | Richard M. Romero                                        |                       |                       | \$3,228.75         |
| 3/31/2025                 | 6618                  | TreeRing                                                 |                       |                       | \$462.08           |
|                           |                       |                                                          |                       |                       |                    |
|                           |                       |                                                          |                       |                       |                    |
|                           |                       |                                                          |                       |                       | <b>\$83,171.42</b> |
|                           | Bank Reconciliation + | Outstanding                                              | Expected GL -         | Actual GL 1           | Difference         |
| Beginning Balance         | \$13,328.99 +         | \$0.00 =                                                 | \$13,328.99 -         | \$13,328.99 =         | \$0.00             |
| Deposits/Debits           | \$6.23 +              | \$0.00 =                                                 | \$6.23 -              | \$6.23 =              | \$0.00             |
| Withdrawals/Credits       | \$0.00 +              | \$0.00 =                                                 | \$0.00 -              | \$0.00 =              | \$0.00             |
| <b>Sub Total</b>          | <b>\$13,335.22</b>    | <b>\$0.00</b>                                            | <b>\$13,335.22</b>    | <b>\$13,335.22</b>    | <b>\$0.00</b>      |

Must submit backup for all BARs,  
except transfers of funds for SEG or  
direct grants

STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 Don Gaspar Santa Fe, NM 87501-2786  
Budget Adjustment Request

Doc. ID: 544-000-2425-0027-D  
Fund Type: General Fund / Capital  
Outlay / Debt Service  
Adjustment Type: Decrease

Fiscal Year: 2024-2025  
Adjustment Changes Intent/Scope of Program Yes or No?: No  
Total Approved Budget (Flowthrough):

Entity Name: Albuquerque Aviation Academy  
Contact: Sean Fry, Business Manager  
Phone: 505-242-6640 x2501  
Email: sean.fry@abqca.org

|                                   |                |
|-----------------------------------|----------------|
| FLOWTHROUGH ONLY                  |                |
| Budget Period: 2024-07-01         | To: 2025-06-30 |
| A. Approved Carryover:            |                |
| B. Total Current Year Allocation: |                |
| D. Total Funding Available:       |                |

Revenue 11000.0000.43101 (\$92,358.07)

| Fund                 | Function         | Object                              | Program                                   | Location                            | Job Class         | Present Budget | Adj Amt Exp   | Adj Budget   | ADD'L FTE |
|----------------------|------------------|-------------------------------------|-------------------------------------------|-------------------------------------|-------------------|----------------|---------------|--------------|-----------|
| 11000<br>Operational | 1000 Instruction | 56112 Other Instructional Materials | 1010 Regular Education (PreK-12) Programs | 544001 Albuquerque Aviation Academy | 0000 No Job Class | \$838,835.35   | (\$92,358.07) | \$746,477.28 |           |
| Sub Total            |                  |                                     |                                           |                                     |                   |                | (\$92,358.07) |              |           |
| Indirect Cost        |                  |                                     |                                           |                                     |                   |                |               |              |           |
| DOC. TOTAL           |                  |                                     |                                           |                                     |                   |                | (\$92,358.07) |              |           |

Justification:

Final FY25 UV and mem decrease award letter. SDF.

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:  
A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:  
B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.  
ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

Must submit backup for all BARs,  
except transfers of funds for SEG or  
direct grants

STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 Don Gaspar Santa Fe, NM 87501-2786  
Budget Adjustment Request

Doc. ID: 544-000-2425-0028-T  
Fund Type: General Fund / Capital  
Outlay / Debt Service  
Adjustment Type: Transfer

Fiscal Year: 2024-2025  
Adjustment Changes Intent/Scope of Program Yes or No?: No  
Total Approved Budget (Flowthrough):

Entity Name: Albuquerque Aviation Academy  
Contact: Sean Fry, Business Manager  
Phone: 505-242-6640 x2501  
Email: sean.fry@abqca.org

|                                   |                           |                |
|-----------------------------------|---------------------------|----------------|
| FLOWTHROUGH ONLY                  | Budget Period: 2024-07-01 | To: 2025-06-30 |
| A. Approved Carryover:            |                           |                |
| B. Total Current Year Allocation: |                           |                |
| D. Total Funding Available:       |                           |                |

| Fund              | Function            | Object                              | Program                                   | Location                            | Job Class         | Present Budget | Adj Amt Exp    | Adj Budget   | ADD'L FTE |
|-------------------|---------------------|-------------------------------------|-------------------------------------------|-------------------------------------|-------------------|----------------|----------------|--------------|-----------|
| 11000 Operational | 1000 Instruction    | 56112 Other Instructional Materials | 1010 Regular Education (PreK-12) Programs | 544001 Albuquerque Aviation Academy | 0000 No Job Class | \$838,835.35   | (\$250,000.00) | \$588,835.35 |           |
| 11000 Operational | 4000 Capital Outlay | 54640 Rental - Lease To Purchase    | 0000 No Program                           | 544001 Albuquerque Aviation Academy | 0000 No Job Class | \$297,694.64   | \$250,000.00   | \$547,694.64 |           |
| Sub Total         |                     |                                     |                                           |                                     |                   |                | \$0.00         |              |           |
| Indirect Cost     |                     |                                     |                                           |                                     |                   |                |                |              |           |
| DOC. TOTAL        |                     |                                     |                                           |                                     |                   |                | \$0.00         |              |           |

Justification:  
Move budget authority from planned carryover to lease expenses. SDF.

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:  
A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:  
B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.  
ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.