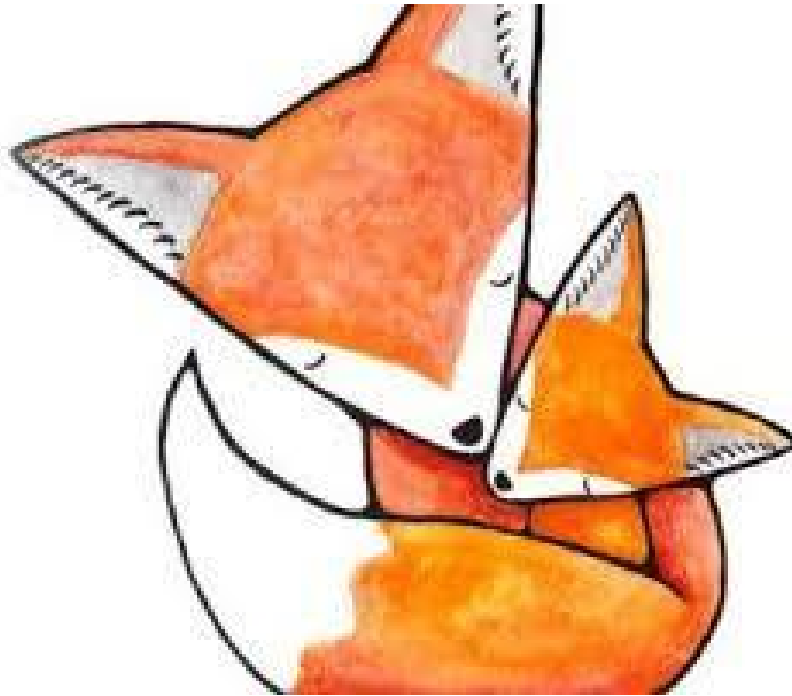


Christine Duncan's Heritage Academy Pre-K Family Handbook



*Making a difference with every child!
¡Haciendo la diferencia con cada niño!*

2023-2024

**Dual Language PreK-8 School
APS - FREE PUBLIC CHARTER SCHOOL
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TABLE OF CONTENTS

Staff Introduction.....4

Overview of Program.....5

Mission Statement.....5

General Goals6

Christine Duncan’s Heritage Academy’s Philosophy.....6

Student Rights and Responsibilities.....7

General Information/Daily Schedule.....7

After School Program.....7

Meals.....8

Attendance8/9

Tardiness.....9

Changing Student Information.....9

Visitors.....10

Purpose of School Volunteers.....10

Guidelines for Parent Volunteers.....10/11

Background Checks11

PTA.....11

Parent Involvement.....12

Field Trips.....12

Positive Disciple Program12

Dress Code13/14

Fire/Emergency Drill.....14/15

Evacuation15

Lockdown and Shelter in Place.....15

Assemblies.....15

Immunizations.....16

Medications.....16

Schedule Change due to weather or events.....16

Section 504.....16

Special Education.....16/17



Disciple of Students with Disabilities/Behavior.....17
Dual Language School.....17
Personal Items.....18
Transition Plans.....18
Recruitment Prioritization and Enrollment.....18
Eligibility for NM PreK.....18/19
Lottery Process.....19
Suspension and Expulsions.....20
Bullying Prevention Procedural Policy20
Bullying Prevention Procedural Directive20/22
Weapons22
Harassment.....22
School Calendar23/24



Staff Introduction

Mrs. Mayra Moncada, PreK Teacher, mmoncada@christineduncan.org

I have my Master's Degree in Educational Leadership the University of New Mexico. I am a bilingual certified Level 3 teacher. I received my Bachelor's in Early Childhood Education from the University of New Mexico. This is my second year at Christine Duncan Heritage Academy and begun working with children in 2008.

Mrs. Fátima Sandoval, PreK Teacher, fsandoval@christineduncan.org

I completed my studies at I am bilingual certified and a Level 2 teacher. This is my third year at Christine Duncan Heritage Academy and begun working with children in 2008.

Mrs. Araceli Gutierrez, Educational Assistant, agutierrez@christineduncan.org

Mrs. Mercedes Lozano, Educational Assistant, mlozano@christineduncan.org

Ms. Sandra Martinez, Educational Assistant, smartinez@christineduncan.org

Ms. Sandra Sanchez, Educator Fellow, ssanchez@christineduncan.org



Program Overview

Children are naturally active and curious creatures. They run, climb, and jump everywhere they go. Their learning is just as active as their bodies. Their bodies are learning that's why they are moving. Part of the job of a good PreK program is to create an environment where children can safely explore, investigate, and learn. Where their minds can be as active as their bodies. For this to happen young children need to be fully engaged in their learning. Their hands, hearts and mind need to be actively involved. Worksheets are not enough. We use play to teach them. We set up the classroom with interesting tools. We ask lots of questions. We introduce new words. We let them explain their thoughts and give them more to think about. In this way they learn to love school and love learning.

We have several learning areas to focus your child's learning. The writing center focuses on writing and fine motor development. The library is filled with books for reading (we encourage picture reading, being read to, and just looking at books) and story retelling. The science area is full of investigation, sensory processes, and exploration of the world around them. The dramatic play area allows them to learn about the different social roles they encounter in life. They create stories, make rules, and learn social problem solving. They are also learning one to one correspondence (math). The block area is all about problem solving, math, spatial awareness and social problem solving. The art area allows children to develop fine motor skills needed for writing and for self-expression. Lastly manipulatives combine math, spatial awareness, and fine motor development. In all areas, sharing, taking turns and social problem solving is the basis of our curriculum. Our main curriculum is Three Cheers!

Don't worry their play does not mean that we are not assessing their growth and development. We make lots of observations. We take pictures, ask questions, and take notes and more notes. We record this information and share it both formally and informally with you. Informally we share pictures and conversations with you on the app ClassDojo and we talk to you before and after school. Formally, we have three parent teacher conferences to share with you how your child is progressing.



Vision and Mission Statements

School Vision:

Christine Duncan’s Heritage Academy will focus on dual language bilingual instruction, in Spanish and English, to achieve the goal of biliteracy and bilingualism, using research-based practices and data-driven instruction to maintain a diverse school environment for all students to experience success.

School’s Mission Statement:

Christine Duncan’s Heritage Academy promotes academic excellence, bilingualism, and lifelong learning. CDHA values a diverse and inclusive environment that encourages family and community engagement.



Christine Duncan Heritage Academy Philosophy

Christine Duncan Heritage Academy staff believe in the worth and dignity of each and every individual. We recognize individual strengths and provide guidance to help students achieve their greatest potential. Staff will incorporate innovative strategies and techniques, proven to be highly successful.

We support the premise that the best school program can only be successful if there is a strong home/school relationship. We respect that parents, guardians, and families know their children in great depth. We believe in joining our knowledge and understanding to create a powerful force in the academic, social, emotional and physical success of our students.

Teddy Roosevelt once wrote, **“If you think that you can, you’re absolutely right. If you think you can’t, you’re absolutely right.”** This is a profound statement that we believe to be true for our students as well as ourselves, **“one can do anything they set their mind to.”**

The staff at Christine Duncan’s Heritage Academy expects all students to have good values and strong character. Good values and strong character don’t just happen. It’s up to each of us, CDHA teachers, parents, students, and community to lay a solid foundation for character development by teaching right from wrong and by acting as **positive role models**. All people who follow these rules and regulations will help CDHA students build **RESPECT, RESPONSIBILITY, FAIRNESS, TRUSTWORTHINESS, CARING AND CITIZENSHIP.**

Charter School Goals:

SPECIFIC CHARTER SCHOOL GOAL #1:

Specifies: CDHA students will receive a bilingual education, through the Dual Language Model, which will help students learn and develop literacy skills in English and Spanish from kindergarten through eighth grade.

Measurable: At least 25% of students will be proficient in two languages by grade 8, as indicated by the ACCESS for ELL and LAS Links tests in Spanish or other similar language assessments.

Ambitious and Achievable: At least 25% of students will be able to understand (listen), speak, read and write in their second language.

Reflection of School Mission: Christine Duncan's Heritage Academy will promote high individual academic and social achievement with differentiated



instruction in a bilingual environment. We value environmental stewardship, active community involvement, family-centered learning, and cultural diversity.

Specific time with target dates: Over the next five years, we expect to increase the percentage of 8th graders able to understand (listen), speak, read, and write their second language; 2020-2021 by 25%, 2021-2022 by 35%, 2022-2023 by 45% and 2023-2024 by 55%.

SPECIFIC CHARTER SCHOOL GOAL #2

Specific: Students in grades K-8 who have attended Christine Duncan Heritage Academy for at least two consecutive semesters and are identified as English Language Learners in accordance with NMPED regulations will demonstrate increased proficiency (gain of .5 on the composite proficiency score) and/or exit from ELL status over the prior year's scores as measured by the winter administration of ACCESS for ELLs or a similar state-approved English language assessment.

Measurable: 40-54% of all ELLs tested will demonstrate an increase in proficiency (.5 gain) on the ACCESS or similar state-approved English language proficiency assessment.

Ambitious and Achievable: 40-54% of all ELLs tested will demonstrate an increase in proficiency (.5 gain) on the ACCESS or similar state-approved English language proficiency assessment.

Reflection of School Mission: Christine Duncan's Heritage Academy will promote high individual social and academic achievement with differentiated instruction in a bilingual environment. We value environmental stewardship, active community involvement, family-centered learning, and cultural diversity.

Specific Time with Target Dates: Over the next five years, we expect that at least 55% of all ELLs tested will demonstrate an increase in proficiency (.5 gain) on ACCESS or a similar ACC-approved English language proficiency assessment. the state.



SPECIFIC CHARTER SCHOOL GOAL #3

Specific: Students in grades K-5 who have attended Christine Duncan Heritage Academy for at least two consecutive semesters and are identified as Spanish language learners based on home language surveys will demonstrate at least a 5 point gain in score gross as measured by the spring administration of the AVANT STAMP4Se assessment or a similar or previously scored assessment at the advanced level.

Measurable: 57-74% of all students tested demonstrated an increase in proficiency (.5 gain) on the AVANT STAMP4Se assessment.

Ambitious and Achievable: 57-74% of all students tested demonstrated an increase in proficiency (.5 gain) on the AVANT STAMP4Se assessment.

Reflection of School Mission: Christine Duncan's Heritage Academy will promote high individual academic and social achievement with differentiated instruction in a bilingual environment. We value environmental stewardship, active community involvement, family-centered learning, and cultural diversity.

Specific Time with Target Dates: Over the next five years, we expect that at least 75% of all students tested will demonstrate an increase in proficiency (0.5 gain) on the AVANT STAMP4Se assessment.

School General Goals:

Recognizing parents as the first teachers, CDHA's primary goal is to help parents become better able to help their children. CDHA will help bridge the gap that often exists between schools and communities by inviting parents and community members to the school for special events, intergenerational projects, recreation, education, cultural and personal enrichment with the goal of empowering through participation in program planning, implementation, and evaluation.

Community involvement is something CDHA prides itself on. However, due to the COVID-19 global pandemic, we had limited the amount of community involvement at the school for the safety of staff and students last school year. We will continue following NMPED guidance regarding COVID protocols but hope we can do much more to involve YOU this school year. We expect to



have a monthly family event, parent/guardian meetings, and also encourage students to participate in extracurricular activities including:

- Before and after school programs and tutoring.
- Sports; Basketball, Volleyball and Soccer
- Chess Club
- Hip hop
- Folkloric Ballet

The Governing Council is made up of six members:

- Dr. Barbara Medina, President
- Dr. Edward Monaghan, Vice President
- Mr. Ben Maes, Treasurer
- Ms. Roxanna De la Torre, Secretary
- Ms. Vilma Alejandra Ruiz, Member
- Ms. Silvia Fraire-Nino, Member

School Goal #1: Improve attendance, to include tardiness and leaving early, to achieve a schoolwide average of 92% or better.

Action plan

Teachers agree to...

- Report attendance in the Synergy system before 9:00.
- Inform the office when a student has more than five absences.
- Maintain a report of calls home with reasons for attendance and tardies. (Daily)
- Implement a motivation program for attendance, monthly attendance certificates, awards, or weekly calls home.
- Create monthly attendance graphs and explain why a student is absent.
- Promote opportunities for students who were absent to turn in their missed work that day upon arrival at school.
- Hold private conferences with students and families to discuss their absences and work with administration to find a way to support the family.



Management agrees to...

- Provide professional development to use the Synergy system to document student attendance.
- Provide training on procedures for reporting absences.
- Work with teaching staff to review the Attendance Policy.
- Work with families with an attendance contract in order to improve attendance based on recommendations through the school.
- Create procedures to document delay problems.
- Report excessive absences to CYFD authorities or the Truancy Office.
- Have monthly assemblies to recognize students with good attendance or give recognition in their classroom or celebrate their attendance.
- Advertise in your monthly newsletters, school messaging from classes about students with perfect attendance for the month.
- Enforce Student Attendance for Success Act Policy

How will we know if we are achieving our goal? Attendance improvement and delays documented in count reports for the 40th, 80th, 120th and end of the school year.

School Goal #2: Increase RIGOR in the classroom!

Action plan

Teachers agree to...

- Submit lesson plans weekly, no exceptions!
- Bring more technology into the classroom by using laptops, iPads, computers, promethean boards, smart boards, or LCD projectors during instruction.
- Implement and monitor software programs; Benchmark Advanced Reading, EnVision Math, ESL programs, eBooks, etc.
- Differentiate instruction based on student needs following the MLSS Model.
- Create Classroom Improvement Plans (CIPs) and monitor student progress at least three times a year.
- Complete data charts and monitor student progress three times a year and submit to administration, in a timely manner and as requested



- (separate data charts for ELL students and special education students in their classroom)
- Work with the Student Assistance Team (SAT) to support students in need and follow the Multi-Layered System of Supports (MLSS) Model.
 - Tutor needy students twice a week; Tuesday and Thursday.
 - Actively participate in all professional development offered by the school.

Management agrees to...

- Provide professional development and ELEVATE NM teacher evaluation expectations
- Work with staff and review the School's Educational Plan for Student Success.
- Provide appropriate pedagogical material for students.
- Review the instructional plan and give feedback to the teacher.
- Provide individual support to the teacher.
- Monitor the implementation of the instructional plan and the use of technology in the classroom.
- Monitor the differentiation of instruction for students with special needs and students who are English learners.
- Provide opportunities for collaboration and planning.
- Provide professional development opportunities as needed.
- Participate in parent-teacher conferences regarding student progress.

How will we know if we are achieving our goal? Academic improvement in students. All students will improve by at least one grade level by the end of the school year.

Goal #3: Data Driven Instruction

Action plan

Teachers agree to...

- Create a daily schedule at the end of the first week of school.
- Follow the 90/10 model of the dual language program for instruction.
- Ensure that all students receive instruction in math and reading in two languages.
- Implement the PDSA model; Plan, Do, Study, Act.
- Provide weekly testing opportunities to students.



- Analyze student data to make instructional decisions.
- Document the strategies used in the classroom in your instructional plan.
- Monitor student progress based on data.
- Inform parents of exams given to students and their results.
- Be loyal to the implementation of exams required by the school.
- Analyze Classroom Improvement Plans (CIP) and reflect on pedagogical practices based on student progress.
- Analyze graphs of student data and student progress, including the progress of students with special needs and those still learning English.
- Implement and monitor the data of the use of programs on computers; MobyMax, Reading Plus, Prodigy, EnVision Math, ESL Programs, eBooks, etc.
- Use data to differentiate instruction according to student needs.
- Work with families to support efforts to educate students based on student data collected.
- Inform parents of student progress weekly and send weekly progress reports and monthly classroom news with the focus of the month.
- Have weekly meetings with colleagues in PLCs.

Management agrees to...

- Provide professional development in Managing Data to Guide Instruction, Using Data, the PDSA Model, Differentiated Instruction, and Working with Families.
- Work with teaching staff to review Student Data.
- Provide adequate teaching material for students.
- Use data to make decisions at school.
- Provide collaborative opportunities to work with data and planning.
- Participate in parent-teacher conferences to review student data and progress.

How will we know if we are achieving our goal? Teachers will share student data during meetings with colleagues (PLCs) and during faculty meetings to share academic achievement of students in their classroom.



Student Rights And Responsibilities

You have the right:

- To be safe and to learn
- To know exactly what is expected of you in class
- To be treated with dignity and respect
- To give your side if accused of breaking school rules
- To receive help in resolving problems with other students

You have the responsibility:

- To respect and obey ALL adults
- To respect and take care of your school
- To respect the rights of others, to learn, and to be safe
- To bring to the attention of teachers or administrators' situations in which you are in danger or have been treated unfairly
- **To attend school every day**
- **To be on time and prepared for each class every day**
- To dress appropriately –school is your “job”
- To follow school rules, including those set up by individual teachers, and accept responsibility for your actions
- To make a good effort to find solutions to problems
- To abide by all Christine Duncan Heritage Academy policies

Daily Schedule (Monday-Thursday)

Our school hours are Monday through Thursday from 8:30 to 3:30. We occasionally have Mondays off for Federal holidays. When this occurs, we will have school on the following Friday. We are participating in the ELTP and K-8+ Program, two state funded programs and will have school on at least two Fridays a month this school year.

Our general daily schedule is:

8:30 Welcome to school & breakfast	11:20 Large Group	1:30 Freechoice
9:00 Large Group	11:30 Lunch	2:30 Large Group
9:30 GrossMotor/Outdoor Learning Time	12:00 Large Group	3:00 Supper
10:00 Small Group	12:30 Nap	3:30 Dismissal
10:20 Free choice	1:00 GrossMotor/Outdoor Learning Time	

After School Programs

PreK Students are not able to participate in after school programs or after school care due to insurance liability and a long day for them. However, we do have limited space in the PreK for after school program.



Meals

Your child will be provided with three meals a day: breakfast, lunch and dinner. All the meals will be prepared by our cafeteria staff and will follow the USDA standards for daily nutritional values.

We do strive to meet your needs and the needs of your child. If your child has allergies let us know as soon as possible. If possible, we will accommodate their diet. Unfortunately, we are not always able to do this. Some student's allergies are severe. For their health, we may post a sign on the door asking for a type of food to not enter the class. For instance, "peanut free zone". Please do not bring this food to school.

Some children are 'picky eaters.' You can pack a lunch for them. Please remember that we strive to serve our students healthy foods. **Candy and chips will not be allowed.** They will be served the same meal as the rest of the students but will be allowed to eat their healthy food from home.

Attendance

The main office is open from 7:30 a.m. to 4:30p.m. daily. The school voicemail is available 24 hours a day. **Parents or guardians are responsible for calling in a student's absence.** We are concerned for the safety of our students. Each day your child is absent, please call the office **505-839-4971** to notify us that he/she will be absent. All absences **MUST** be documented, please send a note to the office with the reason of the absence. Research clearly states that consistent school attendance is highly proportionate to academic success. **It is extremely important for your child to be in school daily and on time.** An excess of absences defined as 10 or more absences within a semester will result in your child's disenrollment.

Excuses absences are as follows:

- Doctor's appointment
- Death in the family
- Religious Commitment
- Illness
- Family Emergency
- Diagnostic Testing (Child Find)

Excessive excused absences may result in further inquiry from the principal and request for additional documentation. Family vacations are considered unexcused absences, and it is expected that parents will schedule vacations during periods of time when school is not in session.

***The New Mexico Attendance for Success Act (HB 236), passed during the 2019 legislative session, and repealed and replaced the Compulsory School Attendance Law. The law identifies definitions and interventions related to reducing chronic absenteeism. Pursuant to the law, all school districts are required to submit an attendance improvement plan (AIP) to PED with 45 days of the beginning of the school year. Schools with 5% or greater of students with a chronic absence rate (10 or more absent) from the prior year,**



and schools with 5% or greater of a student subgroup with chronic absence rate from the prior year (2021-2022) must also complete an AIP. This Attendance Success Plan template is the required attendance improvement plan. Please make sure your child is present daily and review the school's website for new attendance law information.

<https://www.christineduncan.org/Page/2263>

Parent permission is required if a student leaves school during the day; students must first report to the attendance office. Parents must pick up their child in the administration office. If someone other than a parent will pick up the child, you must list them on the school registration card. We will request a picture I.D. before we release the student. Anyone not listed on this card will not be allowed to remove the student from school.

IMPORTANT NOTE: Students must be signed out when going home. An ID must be presented at all times when picking up children. NO EXCEPTIONS! If adult is not listed under emergency contacts, student will not be able to leave the school with them. If changes are needed to be made, parents must come into the office, no changes will be made over the phone.

Tardiness

- Parents must come in and sign in with their child any time after 8:30 a.m.
- Tardiness will be documented and three tardies will equal one absence.
 - If your child is not picked up by 4:00, the school will call Child Youth and Family Services (CYFD).

Announcements

The staff of Christine Duncan's Heritage Academy makes every effort to communicate clearly and often with students and parents. We request student and parental participation to communicate with us as well. Please check students' backpacks daily for important announcements or communication regarding your child or children. ***Please listen to School Messenger ROBO-CALLA for telephone school announcements.***

Changing of Student Information

It is very important for parents to keep the school informed, in writing, of any changes in student information to include but not limited to:

- Allergies
- Medication
- Illnesses
- Doctors
- Hospital Choice
- Address
- Phone number
- Emergency Contact Numbers
- *Authorized person who may pick your child up from school*
- *Unauthorized individuals who are not permitted to pick your child up from*



- school.*
- ***Custody Issues: School will follow Court Order Documents ONLY.***

Visitors

Safety is very important in our school. All visitors must report to the office and sign in. You will be asked for a photo ID. A pass will be given to all visitors, indicating the purpose and destination. Please understand if you do not have a pass you may be questioned and sent to the office. We only want to make sure all visitors have legitimate reason to be on our campus. All visitors and volunteers are required to wear pass while on school grounds. Visitors of staff/faculty must comply to above guidelines.

Teachers give their full attention to students during class time, so parents are encouraged to set up appointment to meet with teachers before or after school hours. In order to maintain confidentiality and professionalism, teachers **MUST** respectfully request all parents/guardians make an appointment at least 24 hours in advance for any conference.

In addition, students are not allowed to bring visitors to school, (older siblings, cousins, friends or school age visitors). This violates Christine Duncan Heritage Academy's insurance policy. Parents and adult family members are always welcome! Students may leave only with parent or an authorized person. Please schedule volunteer time with your child's teacher.

Purpose of School Volunteers

Christine Duncan's Heritage Academy encourages parents, guardians, family and community members to volunteer in its schools. Christine Duncan's Heritage Academy shall strive to have a volunteer program that:

- Supports academic achievement and district goals, to assist teachers in providing basic skills instruction, to enrich quality of instruction, to enhance interpersonal experiences for students, and to assist school staff with support services.
- Increases children's motivation for learning.
- Builds an understanding of school programs among interested citizens and business/community organization partnerships.
- Strengthens school/family/community relations and engagement through positive participation.

Promotes family involvement by actively supporting and seeking collaboration with PTA, school/community advisory councils, and other parent groups.



Guidelines for Parent Volunteers

1. Background check is required.
2. Read the Student/Parent Handbook and become familiar with school policies, and sign acknowledgement in the back of the handbook.
3. Always check in at the office before going in classrooms. You **MUST** sign in at the office and get a **VOLUNTEER** pass. You **MUST** also sign out when leaving school premises.
4. You may eat with your child but must bring healthy food for him/her to eat if not eating cafeteria food. Fast foods such as McDonald's are not recommended as healthy foods in school.
5. You must not discipline or confront other children at school. You must report any inappropriate acts by students to teachers or person on duty.
6. All staff concerns **MUST** be reported, in writing, to the principal.
7. When in classrooms, you must assist or work with all students, not just your own.
8. You must respect instructional time and schedule parent/teacher conferences or meetings with the teacher and refrain from confronting or conferencing with teachers about your child's progress or behavior during instructional time.
9. You must refrain from talking about other students with other parents or staff while in class.
10. It is prohibited to have conversations with adults during instructional time in order to avoid interrupting students and teachers.
11. In order to promote a positive school environment, it is important to take any negative conversations off of school grounds.
12. You **MUST** be respectful at all times with staff, parents and students.

Any of these guidelines for volunteers are subject to change with future policy, and guidelines are not limited to this list as other concerns may arrive in the future. Thank you for supporting your child's education. I appreciate your support!

Background Checks

Background checks are encouraged for the safety of all children at CDHA. They are \$12 and forms are available at the office.

Background checks are not required to participate on fieldtrips. However, you will not be allowed to be alone or help with any child but your own.

Parent Teacher Organization (P.T.O) – Parent Engagement

The Parent Teacher Association exists primarily to encourage and assist in being the home/school liaison. Its goals, committees and activities all lead to this one important purpose. Participation in the association ensures a higher degree of interaction and better communication between the two places where elementary and middle school students spend most of their school days. We encourage you to become active in this vital group. Notices of meetings and activities throughout the year will be sent home. There is a



small fee for becoming members of the PTA, please ask our PTA president or Parent Liaison. We have an annual parent events calendar with activities prepared for you by school staff and PTA. We encourage you to participate in these school functions as it benefits all children. We will also offer parent workshops and will let you know of schedules so you can participate.

Parent Involvement

So how can you participate in your child's education? You can volunteer in the classroom. You are always welcome to drop by. You can join the PTA. Meetings are just once a month. You can come to one of our many family nights. They are listed on the calendar.

But I don't have time or the ability to come to school. What can I do? Read to your child every night or just tell them stories as you drive them from place to place. Ask them about what they did today. Check their backpack. Check in with their teacher once in a while. These are small ways that keep you connected and let your child know that you care about their learning.

We love to go on field trips. We generally go to the State Fair in September, the Pumpkin Patch in October, to the zoo and to Popejoy to name a few. Family members are allowed and encouraged to go to all the field trips with minimal restrictions with the exception of Popejoy. Popejoy does not allow siblings to go. Parents must have their own transportation to fieldtrips as our buses are full of students and teachers.

Field Trips

To enrich the learning experiences of students, field trips are scheduled throughout the year. Before students are permitted to participate, they must complete a Field Trip Permission Slip and any monies requested. This form must be read and signed by parents. Then returned to school before the field trip takes place. Permission to attend a field trip can be faxed to school with original school form but may not be phoned in. Parents are encouraged and welcomed to participate on school fieldtrips and all school sponsored activities. There are, however, some rules for which we must adhere to. We are sorry for the inconvenience these rules may cause but there are valid safety issues and liabilities we must always consider. We ask that parents do not ride on the school buses with siblings, or small children. **You will be required to provide your own transportation if you are taking other kids with you.** Please understand, for liability reasons your child must ride the bus to the destination and back to the school. If you want to take your child from the fieldtrip, you must sign your child out with the teacher and assume full responsibility for your child. We understand siblings would like to go with their older brother or sister, but it is a liability issue for them to join in the fieldtrip. CDHA students in other grades or classes may not miss school to attend a fieldtrip that their class is not a part of; it will count as an absence. Please follow teacher instructions on fieldtrip letters to assist them on preparing for the fieldtrip on advance. *If you do not follow their instructions, administration will not support your requests; for example, if you fail to*



pay on time for you or your child to attend, you will not be allowed to participate as tickets may need to be purchased in advance. If you decide to pay to participate on a fieldtrip, and later on you decide you're not participating, you will not be refunded. We appreciate your support and understanding.

Positive Discipline Program:

An important part of a student's learning is how to live and work with other people. Christine Duncan Heritage Academy students are expected to follow the Character Counts guidelines for behavior:

- ✓ Trustworthiness: Integrity, Honesty, Reliability, Loyalty
- ✓ Respect: *Shows Respect*, "Golden Rule," Tolerance, Acceptance, Nonviolence,
- ✓ Responsibility: *Wise Choices*, Accountability, Pursue Excellence, Self-Control
- ✓ Fairness: Justice, Openness
- ✓ Caring: *Positive Attitude*, Concern for Others, Charity
- ✓ Citizenship: *Attentive*, Do your Share, Respect Authority, Respect the Law
- ✓

Four and five-year-old children are learning how to communicate their needs in positive ways. As many children come into PreK, they lack the skill to verbally tell other children their feeling and to think of solutions to simple problems. It is one of our jobs to teach this skill just like we teach counting, letters and writing.

We do this by:

- identifying feeling in ourselves and others.
- repeated positive instruction,
- helping children through their social problems
- giving them words to use like "stop I don't like it when..." and "can I play with you?"

This process takes all year. It often comes with many tears, a few hairs pulled, and bruises given. You can help by talking to your child's teacher and supporting this positive problem solving instead of encouraging your child to hit back. By the end of the year the children will have gained a skill that will help them work with others with understanding and empathy throughout their life.

Dress Code: Student Attire and Grooming

In an effort to improve student learning and to facilitate a safe learning environment, the school is mandating uniforms for students in all grades, PreK-8. Student uniforms will encourage and teach students the appropriate way to dress, including the school



environment. Student uniforms will also ensure campus is able to easily identify students to better secure the campus.

Effective the 2022-2023 school year, Christine Duncan Heritage Academy shall require all students in grades PreK-8 to wear a school uniform and must adhere to the standards set out below. All garments must be of an approved color as per the guidelines established in this dress code policy.

The school shall not require specific brands of clothing. The items listed in the “Appropriate Attire” category should call for general clothing items with a common color selection.

All students, PreK-8, shall wear the approved school uniform. Students in grades 6-8 will be required to wear the school ID while on school grounds.

APPROPRIATE ATTIRE FOR PreK-8 STUDENTS

Uniform Slacks and Pants:

- Color: Uniform slacks/dressed pants, **shorts**, and pants must be one solid color: **Khaki, Black or Navy Blue.** **Black or Blue Jeans without holes or ripped may be worn.**
- Uniform Style: Slacks, shorts or pants can be pleated or flat front, full length, appropriately fastened at the waist; if pants have loops, belts are required. **NO CARGO PANTS ALLOWED! Pants MUST be worn at the waist. NO SAGGING or OVERSIZED CLOTHING! NO RIPS, TEARS, NO STRETCHED OR SKINNY OR TIGHT FITTING PANTS, NO LEGGINGS OR WARM UPS.**
- Must wear black or brown belt. No more than 2 notches of excess length.

Tops:

- Polo shirts are the only type of shirts permitted.
- Color: **All students PreK-8 shall wear, NAVY BLUE, WHITE, BLACK, BURGUNDY WITHOUT ANY LOGOS. YOU MAY WEAR SCHOOL SHIRTS WITH CDHA LOGO SPONSORED BY THE SCHOOL.**
- Style: Long or short sleeves a collar required. Polo style.
- Logos: Manufacture trademarks, if any, must be one inch or less. Christine Duncan’s school logos are permitted and are not limited in size.
- Undershirts: **ONLY MUST MATCH OVERSSHIRT (POLO) OR PLAIN WHITE WITH OUT LOGOS**

Skirts, Skorts and Jumpers:

- Color: Khaki, **Navy Blue**, or Black in a solid color.
- Style: Skirts must be at least knee length.



- If PE please wear shorts under

Jackets, Cardigans, and Sweaters: Optional

- Color: Navy Blue, black, white, or burgundy
- Style: Pull-overs, hoodies, must be a solid school color. (NAVY BLUE, White, Black, or Burgundy or school jacket) AND CAN ONLY BE WORN OUTSIDE of the classroom or buildings.
- No logos, sayings, insignias, pictures, words, etc.
- All must be worn over a collared shirt or polo style top.
- Logo: Christine Duncan's Heritage Academy Logos are permitted and are not limited in size. Manufacture trademarks, if any, must be one inch or less.
- They must be appropriate for a school setting and must not interrupt the learning process or the school environment. **STUDENTS ARE NOT ALLOWED TO WEAR any head gear in buildings, unless it is due for cultural reasons.**

Footwear:

- Style: Athletic shoes, loafers, dress shoes, or other closed toed/closed heel shoes. Heelies, open-toed and open-heels are not appropriate footwear. No house slippers, and no flip-flops.
- Students must wear athletic shoes for P.E., otherwise will sit out.

INAPPROPRIATE ATTIRE AND GROOMING ITEMS:

Low cut pants, low rise pants, sagging slacks or pants, sweat pants, jeggings, joggers, yoga pants, sweat shirts, hats, caps, rollers, hair curlers, plastic hair bags, hair nets, sweat bands, skull caps, and other similar clothing or grooming shall not be worn at school, unless it is due to cultural reasons. Insignia on outerwear not related to the school is prohibited and not limited to professional sports team, and college insignia. No Torn or soiled clothing.

Students, parents and staff may not wear clothing that is either revealing or provocative.

Students shall not wear on the outside of their clothing any jewelry or similar artifacts that are either obscene, distracting, or may cause disruptions to the educational environment. **NO JEWELRY IS ALLOWED. Exception: Girls and Boys may wear stud-like earrings, earrings hanging from the earlobe are not allowed. (e.g. gauging spikes are not allowed)**

Jewelry includes any body piercing such as tongue, lip, eyebrow, nose, or any other body part piercing. Therefore, students are not allowed to wear any jewelry, except for stud-like earrings in the earlobe.

Students are prohibited from wearing attire that may be considered to be a weapon, such as chain belts, wallet chains, or other similar attire.



Whether or not a student is dressed appropriately or properly groomed shall be left to the discretion of their administrator or designee.

Student concerns regarding appropriate attire and grooming for religious and/or philosophical reasons should be sent to the principal/designee of the school in writing.

For enforcement purposes, headwear worn as legitimate religious attire (as determined by the Governance Council may be considered as an exception).

PARENT AND STUDENT RESPONSIBILITY

The parent and student shall be responsible for ensuring that the student is in compliance with all aspects of this uniform policy while on school campus during school hours.

Fire/Emergency Drill (COVID-19 Guidelines will be followed)

A drill may or may not be a real emergency. We will practice fire drills throughout the school year. We will begin with a weekly fire drill during the first two months of school and will continue practicing fire drills once a month for the remainder of the school year. It is essential that students remain absolutely quiet and follow instructions exactly. There is a map posted in each room next to the exit which shows the emergency exit route for that classroom. If any emergency drill occurs during passing period or at lunch, go out the nearest exit and report to the area assigned to your previous class period. Students should not talk, run, or push so that order can be maintained during the evacuation of the building. Once you and your teacher are clear of the building, remain together so that the teacher can take roll. An administrator will signal when safe to return to class.

Evacuation (COVID-19 Guidelines will be followed)

Should the need arise to evacuate the premises of Christine Duncan Heritage Academy due to fire, chemical spill, smoke inhalation, etc., depending on the distance we must evacuate, students will be moved to a safer location depending on emergency. Parents will be notified by phone, text and news outlets.

Lock down and Shelter in Place (COVID-19 Guidelines will be followed)

Should the need arise that we need to be placed in Lock Down, our students will stay in their classroom or moved to the nearest classroom if outside. The doors will be locked and no one will be permitted to enter for the safety of your child. Students will be kept quiet, comfortable and safe.

Shelter in place is similar to a lock down in that students are in a secure location (locked classroom). However, they may continue their normal daily schedule.

Teachers do not always know the reason for a lock down or shelter in place. We do know that it is important to keep our students safe. Our principal will give you and us



information when and if its available.

Assemblies

Assemblies are held at various times throughout the year for many different reasons. Students are expected to act appropriately and abide by the following rules:

1. Enter quietly and quickly
2. Sit with your teacher and your class.
3. Listen attentively while the assembly is in progress
4. Show appreciation by applauding at appropriate times in a respectful manner.
5. Wait to leave until properly dismissed by section.
6. Walk to class in an orderly fashion.

Inappropriate behavior will result in removal from the assembly and may result in a discipline referral.

Immunization

Parents must present a copy of the students' immunization record to the school secretary at registration. In the event that parents' beliefs do not allow for immunizations, a waiver form must be completed and file with the NM-PED. New Mexico State Department of Health requires that all students attending school have the following immunization:

- Hep B Series (Hepatitis B): 3 doses
- DTaP (Diphtheria, Tetanus, Pertussis) At least 4 doses, one after 4 yrs. old
- IVP (Oral Polio) At lease 4 doses, one after 4 yrs. old
- MMR (Mumps, Measles, Rubella) 2 doses, 1 recomm. Between 4-6 yrs.
- Varicella (Chickenpox) 1 dose or had disease
- Hib (Haemophilus Influenza type b) 3 doses by 1 year of age

Medications

Students are not allowed to bring any non-prescription or prescription drugs to school. Parents must bring the medication to the school's health assistant or office clerk in a closed and labeled original container with written directions for administration of the medication. Possession of any medication not handled in the above manner will result in disciplinary action.

Schedule Change (Late Start, early release or cancellation of classes)

In the case of inclement weather, classes may begin on a two hour delay, classes may be cancelled, or schools may be closed. Announcements will be made on television and radio. **Christine Duncan Heritage Academy will follow the same abbreviated or closed school schedule as Albuquerque Public Schools.** In the event that classes must be cancelled once the students are in school, parents will be notified by phone as well as television and radio.



Section 504 of the American with Disabilities Act (ADA)

Section 504 of the ADA is a federal law that prohibits discrimination against qualified individuals with disabilities. Students with disabilities who are not eligible for special education programs and related services under the IDEA may be eligible for services under Section 504. Section 504 provides legal rights for children with disabilities and their parents. Their goal is to ensure students under Section 504 receive a free appropriate public education with the appropriate accommodations or modifications.

Special Education

Under the federal law all students are afforded a Free Appropriate Public Education (FAPE). Also under these guidelines any students from birth to age 21 if found eligible will be provided Special Education services. If one of our educational professionals believes that a student would benefit from Special Education services, parents will be notified.

During your home visit you will be asked to fill out the Ages and Stages Questionnaire (ASQ). **This form must be completed by the end of the first week of school. If it is not complete your child will be disenrolled.** This form, your teacher observations, and your input will determine if your child needs to be evaluated by Child Find. If so, you will be given information to call and arrange an appointment. Child Find will determine if your child needs more educational or developmental support. We have a Special Education Team here at Christine Duncan Heritage Academy that can meet the needs of most children.

Discipline of Students with Disabilities/Behavior

The Manifestation Determination Review form is used for conducting a manifestation determination review before a disciplinary change of placement.

In the disciplinary context, the Functional Behavioral Assessment form is used to conduct a functional behavioral assessment (FBA) when the student's misconduct is a manifestation of the child's disability; or as appropriate, when the misconduct is not a manifestation of the child's disability.

In the disciplinary context, the Behavior Intervention Plan form is used to develop a behavior intervention plan (BIP) when the student's misconduct is a manifestation of the child's disability; or if appropriate, when the misconduct is not a manifestation of the child's disability.

Dual Language School

We strongly believe in the importance of being bilingual and multicultural. We wish to give all students an equal opportunity to learn two languages (English and Spanish). We want them to learn to embrace other cultures and accept individual differences. We are implementing the dual language program 90/10 model. **This model allows students to be exposed to the Spanish language in 90% of their time in PreK. Full parental support and understanding of this model is essential to the overall growth and mastery for your students English and Spanish Language acquisition.** In many



cases, we use a team-teaching approach (bilingual classroom and elective teachers) to plan and implement a comprehensive core curriculum of Language Arts, Mathematics, Science, and Social Studies through an emphasis on Fine Arts and Spanish Language development. This is a research based model in which...

- Limited English speaking students receive strong core concept development in Spanish, which strengthens their ability to learn English.
- Monolingual English speaking students are immersed in Spanish, which research shows, is the optimal method for learning a second language and provides cognitive academic advantages.
- Bilingual students recover and refine the heritage language and develop strong academic ability in both languages.
- **We were recognized by PED as a school with an effective bilingual/multicultural program on January 2017 and 2019**

Personal Items:

Students are not allowed to bring personal toys, sports equipment, live animals (no pets) and/or playthings to school. **THE SCHOOL ASSUMES NO RESPONSIBILITY FOR LOSS OR DAMAGE TO VALUABLES BROUGHT TO SCHOOL, including cell phones or any other electronics (including hoverboards).** Bringing such items increases the risk for these to be broken, stolen or lost. Personal belongings have been known to cause disagreements, disrupt organized activities, and inflict pain upon others. Please understand we have your child's well-being and safety in mind.

However, comfort items (stuffed animal or blanket) can be brought. These items will be kept in the student's cubby until needed or until nap time.

Transition Plans: Pre-Kindergarten to Kindergarten Transition Plan

It is our goal that every child will be able to succeed at CDHA. Our Pre-K Program is one way to give students this opportunity by preparing them for Kindergarten. To this goal, teachers will meet with parents throughout the school year through home visits, parent-teacher conferences and informally at the school to discuss student's individual progress and future plans. At the end of the school year, teachers will meet with parents to discuss each child's kindergarten transition plan. Pre-K teachers will collaborate with the Christine Duncan's Kindergarten teachers and schedule a classroom visit for Pre-K students to participate with Kindergartens and have a one-day Kindergarten experience. Parents will be given the opportunity to meet with Kindergarten teachers during a Kindergarten orientation at the end of the school year. Students are able to interact with Christine Duncan students throughout the year so it is our hope parents pre-register them to attend Kindergarten at CDHA.

Recruitment, Prioritization and Enrollment

Recruitment

CDHA uses several methods to help families become aware of our PreK program. We mail flyers to homes in our immediate community each year. We advertise on our school



website. We hand out flyers and make announcements during school presentations. We attend charter school fairs to promote our school and our programs. Although we are always willing to take wait list applications, our main recruitment time starts in January.

Eligibility for NM PreK

All children must be 4 years old before September 1, 2022 (born before 12:01 a.m.) All children are eligible to enroll, regardless of medical, behavior and toileting conditions. We believe that all children are able to learn and grow. All children can contribute to the learning environment.

Christine Duncan Heritage Academy abides by all New Mexico and federal school enrollment laws. Christine Duncan Heritage Academy encourages diversity and does not discriminate based on gender, race, national or ethnic origin, sexual orientation, economic standing, religion, language, or disability of the child in its enrollment policies or educational programs.

The Lottery Process

- Parents interested in enrolling their student at CDHA must complete an online application by the deadline for the lottery applications (February 16, 2023).
- All siblings will be placed in an electronic randomizer. The Sibling Waitlist will then be created.
- For each grade level the names of all applicants will be placed in an electronic randomizer. A neutral party will oversee the lottery.
- Families whose applicant has been picked by the randomizer for an available spot will be notified by phone within 48 hours of the lottery. Families whose applicant has been placed on the waitlist will be able to view the waitlist on our website. Families **MUST** reply and notify the school of acceptance within 24 hours, clarifying their decision to accept or decline the enrollment. If families do not respond within 24 hours, the applicant's spot will be lost.
- To secure enrollment, appropriate forms must be returned to the school office within one week. Enrollment forms including birth certificate, shot records, and report cards. If all forms are not received within one week, the school will make an offer to the next applicant on the wait list.
- Students who are admitted to CDHA are expected to attend the first day of school.
- *In the case of siblings, if the first sibling is selected, e.g., for grade 4, then the 2nd sibling will automatically be given a seat in his/her respective grade level, if a seat is available. If a seat is not available, that sibling will be added to the sibling wait list.*



- *This sibling preference will only be honored if the first sibling maintains enrollment for 40 school days.*
- Once all the seats are filled, the waitlist will be created by the randomizer.
- Attendance at the lottery is not required, though parents are welcome to attend. We do not encourage children to attend.

For questions regarding admission or enrollment, please email the Administrative Assistant, Ms. Yoana Rodriguez, yrodriguez@christineduncan.org

Suspension and Expulsions

PreK students will not be suspended or expelled from school. They may be sent home early per Principals discretion.

Bullying Prevention Policy

The Governance Council of Christine Duncan Heritage Academy is committed to providing a safe, respectful and fear-free environment for all members of the school community including students, staff, parents, community partners, and visitors. The Governance Council believes that preventing bullying is important to having a safe, respectful, and fear-free climate which should help students learn, achieve high academic standards, and establish a positive educational environment. All participants in the Christine Duncan Heritage Academy's educational community should be aware of the Governance Council's expectation of a safe, respectful and fear-free school and work environment, and should model this in their own behaviors. The Governance Council directs the Deputy Director to establish procedures to implement this policy.

Bullying Prevention Procedural Directive

The Governance Council has adopted Governance Council Policy ____ relating to a safe, respectful, and fear-free environment which prohibits bullying. The following procedure will implement this policy:

- A. Definition: Bullying is a way of using power aggressively in which a person is subjected to intentional, unwanted and unprovoked hurtful verbal and/or physical actions. Bullying results in the victim feeling oppressed, fearful, distressed, injured, or uncomfortable. The aggression is repeated on more than one occasion and can include either: physical, verbal, emotional, racial, sexual, written, electronic, damage to property, social exclusion, and intimidation. Bullying may be motivated by actual or perceived characteristics such as race, color, religion, ancestry, national origin, gender, sexual orientation or identity, mental, physical or academic disability. Bullying often takes place in a social context. Bystanders play a critical role in impacting bullying either positively or negatively.



- B. Goal: Christine Duncan Heritage Academy is committed to providing a safe, respectful and fear-free environment for all members of the school community including students, staff, parents, community partners, and visitors. Christine Duncan Heritage Academy understands that a safe, respectful, and fear-free climate that prohibits bullying is necessary for students to learn, achieve high academic standards, and for the establishment of a positive educational environment. All participants in the School's educational community will support the expectation of a safe, respectful and fear-free school and work environment, and will model this in their own behaviors.

It is expected that all School stakeholders including students, staff, parents, community partners, and visitors will experience a positive school atmosphere where all individuals are honored and respected. It is the responsibility of every stakeholder to conduct themselves in a manner that promotes and supports this commitment.

Prohibition

Bullying is strictly prohibited by all members of the school community. Bullying is strictly prohibited by students on the way to or from school, at the parking lot, during school-related or sanctioned activities, on school grounds, in school vehicles, with the use of school technology, or during the lunch period whether on or off campus. Those who encourage bullying are subject to corrective action. Bullying incidents will not be tolerated by any Christine Duncan Heritage Academy employee.

C. Activities:

- o Christine Duncan Heritage Academy shall annually notify all school and district personnel (including substitutes), school volunteers, students, and their parents/guardians of the policy, including procedures for reporting and responding to bullying.
- o All school personnel are required to report alleged or suspected incidents of bullying. All other members of the school community are encouraged to report alleged or suspected incidents of bullying.
- o Christine Duncan Heritage Academy shall develop and implement measures to strongly discourage, address and establish consequences for false reports of bullying.
- o Christine Duncan Heritage Academy will develop a bullying reporting process, which ensures the confidentiality of reporters, witnesses, victims and alleged perpetrators.
- o The School prohibits reprisal or retaliation against any person who reports an act of bullying. Appropriate measures shall be put in place by the



school to protect reporters, witnesses and victims of bullying from retaliation.

- o Christine Duncan Heritage Academy is responsible for developing and implementing procedures for administration to investigate allegations of bullying, which ensure the confidentiality of reporters, witnesses, victims and alleged perpetrators. Every reported and suspected bullying incident requires that the school respond consistently and promptly to all individuals involved in the alleged bullying.
- o All instructional and operational administrative staff shall participate in mandatory bullying prevention training provided by the School at a minimum of once every three years. It is the responsibility of administrators to train their staff periodically including bullying prevention strategies, and identifying, reporting, and effectively responding to bullying.

Christine Duncan Heritage Academy PreK program uses the New Mexico Pyramid model to teach bullying prevention and social emotional intelligence. We discuss our feelings and feelings in others. We learn to calm down, breath and think. We learn problem solving strategies. Most importantly, we learn to listen and use our words appropriately. You can look this up at csefel.vanderbilt.edu

Weapons

Christine Duncan Heritage Academy recognizes that the presence of weapons or **look-alike** weapons on the campus not only presents a danger to all, but it also presents a climate that is not conducive to learning. Any person bringing a weapon on campus, or to any event sponsored by Christine Duncan Heritage Academy, will be permanently barred from Christine Duncan Heritage Academy campus and functions. We reserve the right to include look-alike weapons of any type to be held to the same criteria.

Harassment

Harassment of students, whether sexual, verbal, physical, intimidation, etc. by other students, parents, and/or by any Christine Duncan employee, will not be tolerated. Sexual harassment includes (but is not limited to) the following: Sexually oriented verbal or written communication, persistent unwelcome attempts to change a previous relationship, creating a hostile environment, and joking, name calling, or teasing; unwelcome touching.

Racial or ethnic joking or name-calling is inappropriate.

Harassment extends to any individual who is physically or mentally handicapped and who is the object of any form of verbal, written, or physical mistreatment.

Students who believe they have been subject to harassment should discuss the problem with their parents, teacher, principal, social worker, parent liaison, counselor, or any other



certified staff member at Christine Duncan. Harassment by students will be dealt with in an administrative and a call to Child Family Youth Department (CYFD) can be made.

School Hours: Monday–Thursday: K-8 8:05-4:00 and Pre-K 8:30-3:30 Office hours 7:30-4:30

Dates	School Event	Dates	School Event
July 27-29, 2022	Registrations K-8	January 3, 2023	Professional Development
August 2-5, 2022	Professional Development	January 4, 2023	Classes Resume
August 8, 2022	1st day of school (K-8)	January 16, 2023	MLK, Jr. - No School
August 15, 2022	1st day of school for PreK	January 26, 2023	STEAM Night
August 25, 2022	Open House/Title I Annual Meeting	February 3, 2023	Professional Development
September 29, 2022	Literacy Night (K-5)	February 20, 2023	President's Day - No School
September 5, 2022	Labor Day - No School	March 1, 2023	Dr. Seuss Day (PreK-2)
September 16, 2022	Professional Development	March 16-17, 2023	Parent/Teacher Conferences
October 7, 2022	Professional Development	March 15, 2023	PAWS Raffle
October 27, 2022	Fall Festival	March 20-24, 2023	Spring Break
November 1-3, 2022	Day of the Death	April 2023	State Testing
November 4, 2022	Professional Development	May 2023	State Testing
November 21-22, 2022	Parent/Teacher Conferences	May 11, 2023	Sports Banquet
November 23-25, 2022	Thanksgiving Break-No School	May 16-25, 2023	Promotion Ceremonies
December 15, 2022	PAWS Raffle	May 26, 2023	Professional Development
December 20, 2022	Winter Program	June 1, 2023	Last Day of School
December 21, 2022 January 2, 2023	Winter Break		
School on these Fridays: Sept. 9 & 23, Oct. 21, Nov. 11 & 18, Dec. 2 y 16, Jan. 6 & 20, Feb. 10 & 24, March 3, April 14 & 21, May 5 & 19			

THERE WILL BE SCHOOL ON FRIDAYS FOLLOWING A HOLIDAY!!



Parent/Student Handbook
Parent's Signature Form

I have read the Parent/Student Handbook and agree to abide by the rules and regulations that have been stated.

He leído el libro de pólizas de Padres/Estudiante y estoy de acuerdo en seguir las reglas y los procedimientos mencionados.

Print Parent Name: _____

Print Student Name: _____

Parent/Guardian's Signature: _____
Firma del padre/tutor

Date/Fecha: _____

Student's Name: _____
Nombre del estudiante:

THIS PAGE MUST BE RETURNED TO THE CHILD'S TEACHER. ONLY ONE HANDBOOK PER FAMILY IS NEEDED, PLEASE RETURN ANY EXTRAS TO THE OFFICE. THANK YOU.

ESTA PAGINA DEBE SER REGRESADA A LA MAESTRA/O DE SU HIJO/A. SOLAMENTE NECESITA UN LIBRO POR FAMILIA, POR FAVOR REGRESE LOS EXTRAS A LA OFICINA. GRACIAS.

