



Christine Duncan's
Heritage Academy

**2023-2024
Employee Handbook**

**“Making a Difference with every
student!”**

**¡Haciendo la diferencia con
cada estudiante!”**

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Christine Duncan's Heritage Academy

Welcome Letter and School Philosophy

WELCOME! At Christine Duncan's Heritage Academy, we 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 teaching strategies and techniques, proven to be researched-based and 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.

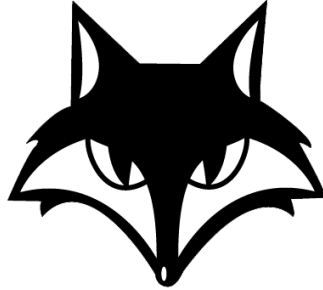
Teddy Roosevelt once wrote, **"If you think that you can, you're absolutely right. If you think you can't, you're absolutely right."** This is a profound statement that we believe to be true for our students as well as ourselves, **"one can do anything they set their mind to."**

Have a terrific school year!!

Sincerely,

Dr. Jesús Moncada, Principal

Mr. Casey Benavidez, Assistant Principal



Christine Duncan's Heritage Academy

School Vision:

Christine Duncan's Heritage Academy will provide academic excellence, bilingualism, and lifelong learning. We value equity, diversity, and inclusion. We promote and encourage family and community engagement.

School's Mission Statement:

Christine Duncan's Heritage Academy will focus on implementing a dual language education to achieve the goal of biliteracy through research-based practices and data-driven instruction to maintain a successful school environment for all students.

CHRISTINE DUNCAN'S HERITAGE ACADEMY

General Goals:

- o Increasing student achievement is a priority! (Strategic Plan Domain 3)**
- o To provide an educational climate of respect and high expectations for every student. (Strategic Plan Domain 4)**
- o To create a supportive community for the child and for the family by offering parental involvement opportunities. (Strategic Plan Domains 1, 2, 3, 4)**
- o To ensure that all students attend school daily and exit their school year displaying at least one year's growth. (Strategic Plan Domains 1, 2, 3, 4)**

SPECIFIC CHARTER SCHOOL GOAL #1:

- Students at CDHA will receive a bilingual education, through the Dual Language Model, that will assist students in learning and developing English and Spanish Literacy Skills from Kindergarten through the eighth grade.
- At least 25% of the students will be able to understand (listen), speak, read and write in their second language
- At least 25% of students will be proficient in two languages by the eighth grade as indicated in the ACCESS for ELLs and the Spanish LAS Links testing or other similar language assessments.
- In the next five years, we expect to increase the percent of students in the eighth grade able to understand (listen), speak, read, and write in 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

- 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 according to NMPED regulations will demonstrate an increased proficiency (.5 gain in composite proficiency score) and/or exit from ELL status over the previous year's scores as measured by the winter administration of the ACCESS for ELLs or a similar state approved English Language Assessment.

- 40-54% of all tested ELL students will demonstrate an increase in proficiency (.5 gain) on the ACCESS or a similar state approved English Language Proficiency Assessment.
- In the next five years, we expect to have at least 55% of all assessed ELL students demonstrate an increase in proficiency (.5 gain) on the ACCESS or a similar state approved English Language Proficiency Assessment..

SPECIFIC CHARTER SCHOOL GOAL #3

- 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 according to home language surveys will demonstrate at least a 5 point gain in the raw score as measured by the spring administration of the AVANT STAMP4Se assessment or a similar assessment or previously scored at the advanced level.
- 57-74% of all tested students will demonstrate an increase in proficiency (.5 gain) on the AVANT STAMP4Se assessment.
- In the next five years, we expect to have at least 75% of all assessed students demonstrate an increase in proficiency (.5 gain) on the AVANT STAMP4Se assessment

Faculty and Staff Specific Goals

Goal #1: Improve daily attendance and tardiness to keep an average school wide attendance rate of 92% or above.

Action Plan

Teachers will...

- Submit daily attendance in Synergy by 9:00.
- Inform the office when a student has missed more than three days.
- Keep a log of phone calls made to address attendance and tardiness. (Daily)
- Implement a classroom rewards program for attendance; weekly attendance certificates, prizes, or phone calls home.
- Create monthly attendance charts and explain why students were absent.
- Provide opportunities for students to make up their work upon return to the classroom.
- Meet privately with students who are absent to discuss the absence and work with administration to find ways to support the family.
- Work with families to support school efforts to educate students.

Administration will...

- Provide professional development on using Synergy to take attendance.
- Provide training on procedures for attendance and reporting absences.
- Work with staff on revising School Policy regarding attendance.
- Work with families via an Attendance Contract to try to make improvements based on recommendations given by the school.

- Create procedures to document Truancy Issues.
- Report excessive absences to CYFD or Truancy office.
- Have monthly assemblies to reward students for attendance or be involved in classroom monthly attendance celebrations.
- Announce on monthly newsletters, school messenger, or on PA system the classes with perfect attendance for the month.

How would we know we are meeting our goal? Improved student attendance and tardiness according to STARS reports on the 40D, 80D, 120D and EOY.

Goal #2: Increase the RIGOR in the classrooms!

Action Plan

Teachers will...

- Submit lesson plans weekly, no exceptions!
- Implement more technology in the classroom by using Laptops, iPads, computers, promethean boards, Kaplan Interactive Display boards, smart boards, or LCD projectors during instruction.
- Implement and monitor computer software programs; MobyMax, Reading Plus, Wowzers, Istation, EnVision Math, Benchmark Advanced Reading, Adelante, ESL Programs, eBooks, etc.
- Differentiate instruction according to student needs.
- Create Classroom Improvement Plans (CIP) 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 ELLs and Special Education students in your classroom)
- Work with the Student Assistance Team (SAT) to support students in need and follow the Multi-Layered Systems of Support (MLSS).
- Tutor students in need twice a week; Tuesdays and Thursdays.
- Actively participate in all professional development offered by the school.
- Work with families to support school efforts to educate students.
- Inform parents of student progress weekly by sending weekly progress reports and monthly newsletters with the monthly focus.

Administration will...

- Provide professional development on ELEVATE-NM expectations.

- Work with staff on revising the 90 Day Plan (Education Plan for Student Success)
- Provide adequate instructional materials for all students.
- Review lesson plans and provide feedback.
- Provide more one on one support to staff; coaching and mentoring.
- Monitor implementation of lesson plans and use of technology in the classroom.
- Monitor daily differentiation of instruction for Special Education and English Language Learners.
- Provide opportunities for collaboration and planning.
- Provide opportunities for professional development as needed.
- Be involved in parent-teacher conferences regarding student progress.

How would we know we are meeting our goal? Improved student academic performance. All students will increase by at least one grade level by the end of the school year.

Goal #3: Data Driven Instruction

Action Plan

Teachers will...

- Create daily schedules by the first week of school.
- Follow the 50/50 dual language model for instruction.
- Ensure all students are receiving instruction in math and reading and in both languages.
- Implement PDSA model; Plan, Do, Study, Act.
- Provide student opportunities for assessment weekly.
- Analyze student data to make instructional decisions.
- Document strategies being used in the classroom in lesson plans.
- Monitor student progress based on data.
- Inform parents when tests are given to students and provide results.
- Be faithful to implementation of school's required assessments.
- Analyze Classroom Improvement Plans (CIP) and reflect on teaching practice based on student progress.
- Analyze student data charts and student progress, including student progress of ELLs and Special Education.
- Implement and monitor data of computer software programs; MobyMax, Reading Plus, Wowzers, EnVision Math, ESL Programs, eBooks, etc.
- Use data to differentiate instruction according to student needs.
- Work with families to support school efforts to educate students based on collected student data.
- Inform parents of student progress weekly by sending weekly progress reports and monthly newsletters with the monthly focus.
- Have weekly data meetings during PLCs.

Administration will...

- Provide professional development on Data-Driven instruction, Using Data, PDSA Model, Differentiated Instruction, and Working with Families.
- Work with staff on reviewing Student Data.
- Provide adequate instructional materials for all students.
- Use data to make school decisions.
- Provide opportunities for data collaboration and planning.
- Provide opportunities for professional development as needed.
- Be involved in parent-teacher conferences regarding student data and progress.

How would we know we are meeting our goal? Teachers will share student data during PLCs and staff meetings to demonstrate student growth in their classrooms.

The Faculty/Staff Handbook provides a summary of employee benefits and guidelines with respect to your employment. It does not cover all aspects of your employment with Christine Duncan's Heritage Academy.

If you have any questions, please discuss them with your supervisor.

SCHOOL HISTORY

Christine Duncan's Heritage Academy (CDHA) was founded by Daryl Perryman and his governing council and approved by the Albuquerque Public Schools (APS) in 2005. The original charter was designed for middle school students with a strong focus on environmental stewardship. It was implemented by Dr. Analee Maestas, founder of La Promesa Early Learning Center, and the governing council in 2006. They amended the charter school application to include grades K-5 and the focus to include dual language education and family involvement. CDHA has been accredited by NCA-CASI since 2010 and renewed by APS in 2020 for another five-year term. CDHA is in its sixteenth year of charter school implementation and year one of the fourth renewal term. Our school also received re-accreditation extension by NCA-CASI for another three years in 2020. We also added a half-day Pre-K Program in 2015-2016 and now have a very successful full day Pre-K Program with space for 40 students.

The charter school has its own governing council composed of a minimum of five members. They have their own set of by-laws and requirements by the NM Charter School Law. They follow the Open Meetings Act and meet monthly. Their main function is to approve and enforce school policies, hire and supervise the school principal and ensure all federal and state laws are being abided by at the school. They also received state required training and are involved in audit and finance committee meetings. It is mandatory for school employees to sign up to represent the staff at the governing council monthly meetings on a rotation basis.

WORKPLACE POLICIES

Open Communication Policy

Christine Duncan's Heritage Academy encourages you to discuss any issues you may have with a co-worker directly with that person. If a resolution is not reached, please arrange a meeting with your supervisor to discuss any concerns, problems, or issues that arise during the course of your employment. Retaliation against any employee for the appropriate use of communication channels is unacceptable. Please remember that it is counterproductive for employees to create or repeat rumors or gossip.

Equal Opportunity

Christine Duncan's Heritage Academy is an equal opportunity employer. Christine Duncan's Heritage Academy provides equal opportunity regardless of disability, race, ethnicity, color, sex, sexual orientation, medical condition, veteran status, national origin, religion and age in all facets of employment, including but not limited to compensation, benefits, promotion, transfer, demotion, layoff,

discipline, or termination. Christine Duncan's Heritage Academy is committed to complying with all federal, state and local laws prohibiting discrimination.

Background Checks Policy

Christine Duncan's Heritage Academy shall conduct background checks, based upon fingerprint identification, of all prospective employees.

Christine Duncan's Heritage Academy shall conduct background checks, based upon fingerprint identification, of all school contractors and contractor employees who may have unsupervised access to students.

Christine Duncan's Heritage Academy shall conduct background checks, based upon fingerprint identification or other personal identifying information, of all volunteers who may have unsupervised access to students.

School volunteer services may augment schools resources and ought to affect stronger linkages among Christine Duncan's Heritage Academy, families, and other members of the community.

The School's Governing Council authorizes a school volunteer program that shall comply with state statute and regulation.

Approved 9-9-2015

Definitions

For purposes of this procedural directive, "volunteer" means an unsalaried person (ie; parents, guardians, family or community members) authorized by Christine Duncan's Heritage Academy to perform volunteer services for the school. A volunteer is any individual who is not a guest or visitor at a school. A volunteer shall serve in such capacity without compensation or employee benefits of any type. All volunteers serve at the discretion of the school administrators without any expressed or implied privileges beyond those found in this procedural directive and may be released from volunteering if so deemed by the principal or his/her designee.

For purposes of this procedural directive, "guest" means an unsalaried person who, with principal approval, assists at a school on a non-regular or one-time basis. Guests shall report their presence at the school administrative office and are subject to the policies and procedural directives set forth by the school.

For purposes of this procedural directive, "visitor" means an unsalaried person who attends a district sponsored event or activity or visits a district site for a short time.

Visitors shall report their presence and sign in at the school office if the visit occurs during the instructional day, but may not be required to sign in if the event or activity is

after the instructional day. All visitors are subject to the policies and procedural directives of Christine Duncan's Heritage Academy.

Purpose of School Volunteer Programs

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 school 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.
- Supports the dropout prevention program by providing supplementary instruction such as, but not limited to, tutoring/mentoring.
- 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.
- Enhances district educational programs, but does not displace school employees.

Qualifications of Volunteers

Acceptance of volunteers shall be at the discretion of the site administrator and/or a Parent Liaison and shall be based on factors including, but not limited to:

- The individual requesting to volunteer is not subject to a requirement to register as a sex offender.
- Felony and misdemeanor convictions may be reviewed for volunteer eligibility.
- Completion of appropriate volunteer screening.
- A completed volunteer application on file.
- Positive attitude; interest in and enthusiasm for working with children.
- Ability to work cooperatively with school personnel.
- Adequate communication skills.
- Good health, moral character, dependability, and personal hygiene.
- Ability and willingness to participate regularly.
- Persons volunteering in the classroom during the instructional day may not bring children with them without permission from the principal and classroom teacher.

Guests and Visitors – No Background Clearance Required

This category includes visitors or guests who enter a school for a one-time event. This person shall have no unsupervised exposure or contact with students. Examples of guests and visitors include, but are not limited to:

- guest/resource speakers
- one-time appearance for school or classroom event like a literacy day or play
- parents and family members who attend school to eat lunch
- visitors for a one-time family involvement activity with their student
- parents dropping off items for their student at the school
- vendors making a delivery to a school

Guests and visitors shall comply with the following requirements:

- Be able to present some form of current government-issued photo identification (driver's license, passport, military ID, US or other government identification).
- Sign in at the main office.
- Upon approval, be required to display a volunteer/visitor identification badge which they will surrender following the event or activity.

Volunteers and Screening Requirements

If an individual is not a guest or visitor, they are most likely considered a volunteer at a school. Volunteers may be considered to have supervised or unsupervised contact with children. Regardless, all volunteers shall be required to have a current background clearance. Volunteers who have a current background clearance may be required to renew their clearance at the discretion of the school principal.

Supervised Contact with Students

Supervised contact with children includes volunteers participating in school activities in open and public settings, and volunteers with classroom exposure who work with children and are supervised by school staff. Volunteer conditions are typically public settings and classrooms where staff or other adults can observe at all times, no solitary time with children, and always within unobstructed view. Examples of these situations include, but are not limited to:

- classroom tutoring
- classroom reading
- classroom assistance
- after-school programs where the volunteer is supervised by district personnel
- parent patrol volunteers

Intermittent Unsupervised Contact with Students

Intermittent unsupervised contact with children includes volunteers with classroom exposure, who work directly with students, and may have unsupervised time with

students, but only while on school property with school personnel on site. Conditions typically are areas outside of the classroom where staff or other adults can observe at most times, but may occasionally include short solitary time with children and short duration of obstructed view, such as on-site tutoring outside of the classroom.

Consistent Unsupervised Contact with Students

Consistent unsupervised contact with children includes volunteers with unrestricted exposure, who work with children and may be unsupervised by school staff. This volunteer likely will have direct and unsupervised interaction with children. Typical examples of individuals who can consistent unsupervised contact with students include, but are not limited to:

- volunteer coaches
- support personnel for athletics
- off-site tutors
- mentors
- field trip and overnight trip chaperones

Chaperones that drive for field trips shall be required to meet requirements in additional Board of Education policies and administrative procedural directives.

Screening Requirements for all Volunteers

All volunteers shall comply with the following screening requirements:

- Provide documentation of current driver's license and automobile insurance coverage if transporting students by vehicle
- Be sponsored or approved by a school site or school employee
- Be able to present some form of current government-issued photo identification (driver's license, passport, military ID, US or other government identification)
- Complete and submit for approval the district School Volunteer Application
- Receive a background clearance provided by the Background and Fingerprinting Department at the APS District Offices. (Volunteer applicants may require fingerprinting).
- Sign in at the main office.
- Upon approval, be required to display volunteer identification to be surrendered at the conclusion of the day's volunteer activity.

Responsibilities of Christine Duncan's Heritage Academy Community Schools and Partnerships

Christine Duncan's Heritage Academy shall develop objectives and guidelines to administer all phases of school volunteer programs. The school also shall maintain a database of active volunteers serving across the school.

The school shall complete the following tasks:

- implement objectives of the volunteer program
- oversee school volunteer programs
- conduct annual mandatory training for principals and site volunteer coordinators regarding volunteer screening procedures
- provide training and support for site community outreach and engagement efforts
- create a school volunteer coordinator and volunteer handbook outlining district volunteer procedures
- serve as liaison with school personnel, local agencies, business/organization partnerships, and the community

Individual School Sites – School Principals

School principals shall be responsible for:

- determining, with the assistance of the existing parent/community organization or appropriate staff member, the scope of the school volunteer program at the site
- designating a site volunteer coordinator to serve as administrator and immediate supervisor of the program, or acts in that capacity him/herself
- attending mandatory district training regarding the screening of volunteers

To properly implement the above responsibilities, a school principal:

- Shall determine extent and scope of volunteer needs after consulting with school staff.
- Shall designate a volunteer coordinator (or serves in that capacity), and submits that person's name to the Parent Liaison(s).
- Shall strive to promote a climate and develops an infrastructure whereby volunteers feel welcome and needed on the school campus.
- May conduct recognition/appreciation events at school to support retention and recognition.
- Pursuant to state regulation, shall conduct an evaluation of school volunteer program. Evaluation tools shall be made available to principals in the Volunteer Coordinator's Handbook.
- Shall attend, along with site volunteer coordinator, mandatory district training conducted by the Community Schools and Partnerships Department concerning school volunteers.
- Pursuant to state regulation, shall conduct interviews, or designate site volunteer coordinator to conduct interviews on all volunteers, as appropriate. All volunteers, except district student volunteers, shall fall into one of two categories. All volunteers shall be processed annually.
- May approve volunteer status, sign request forms and require a background clearance provided by the Background and Fingerprinting Department.

Individual School Sites – Site Volunteer Coordinator

The site volunteer coordinator shall be responsible for:

- organizing and implementing the school volunteer program at the school
- attending mandatory district training
- conducting appropriate volunteer screening
- maintaining volunteer records
- promoting, recruiting and providing orientation and recognition
- organizing and coordinating volunteer services
- tracking the number of volunteer hours and volunteers at the school

To properly implement the above responsibilities, a site volunteer coordinator:

- Shall organize a volunteer program at the school and recruit volunteers with support from the Community Schools and Partnerships Department.
- Shall attend, along with the school principal, mandatory district training conducted by the Community Schools and Partnerships Department concerning school volunteers.
- Shall ensure that all volunteers complete a volunteer application and review volunteer applications appropriately.
- Shall instruct all volunteers to sign in at the main office.
- Shall notify the school principal of applicants who disclose criminal history on the volunteer application and submits a new background check request from the Background and Fingerprint Department.
- Pursuant to state regulation, shall provide orientation for school volunteers and may request assistance for specific training from the Community Schools and Partnerships Department. The orientation may cover the following basic topics:
 - Christine Duncan's Heritage Academy procedures regarding volunteer screening, school policies and procedures, including sign-in procedure
 - Volunteer identification – all volunteers shall receive volunteer identification from the school to be worn while on campus and surrender the name badge at the conclusion of each day's volunteer activity.
 - Places at the school, i.e., where to sign in, where to park, location of restrooms, and staff lounge and a school map.
 - People at the school – principal, vice principal, school secretary, custodian, counselor, and nurse.
 - Time schedule and school calendar
 - Communication at the school – who and when to call if a volunteer will be absent; where to turn if the volunteer has a problem.
 - Volunteer Code of Conduct
 - Ethics and confidentiality of volunteering
 - May assign volunteers in cooperation with staff members and provide training, guidance and supervision.
 - Shall, after consulting with principal, terminate volunteer workers when necessary and may request assistance from the Parent Liaison(s)
 - Maintains record of school volunteer program through sign-in sheet, at the school site that shows days and hours worked.

Volunteers in Schools

Individual volunteers shall be responsible for understanding the provisions of this procedural directive. Volunteers shall:

- Comply with appropriate district screening procedure and submit a school volunteer application
- Comply with sign-in procedures at the school site and wear volunteer identification while on campus.
- Perform volunteer work under the direction of assigned teacher, school volunteer coordinator, and/or school administrator.

Human Resources Department

Human Resources shall conduct appropriate screening and background checks for volunteers. Human Resources shall maintain all criminal background clearance records.

Harassment and Discrimination

Christine Duncan's Heritage Academy intends to provide a work environment that is pleasant, professional, and free from intimidation, hostility or inappropriate behavior which might interfere with work performance. Harassment or discrimination of any sort- whether verbal, physical, or visual based upon race, color, religion, gender, age, sexual orientation, national origin or ancestry, disability, veteran status, or other protected status defined by law will not be tolerated.

Workplace harassment can take many forms. It may be, but is not limited to, words, signs, offensive jokes, cartoons, pictures, posters, email jokes, or statements, pranks, intimidation, physical assaults or contact or violence. Harassment is not necessarily sexual in nature. It may also take the form of other vocal activity including derogatory statements not directed to the targeted individual but taking place within their hearing. Other prohibited conduct includes written material such as notes, photographs, cartoons, articles of a harassing or offensive nature and retaliatory action against an employee for discussing or making a harassment complaint.

Sexual harassment may include unwelcome sexual advances, requests for sexual favors, or other verbal or physical contact of a sexual nature when such conduct creates an offensive, hostile and intimidating working environment and prevents employees from effectively performing the duties of their position. It also encompasses such conduct when it is made a term or condition of employment compensation, either implicitly or explicitly and when an employment decision is based on an individual's acceptance or rejection of such conduct.

It is important to note that sexual harassment crosses age and gender boundaries and cannot be stereotyped. In some situations, sexual harassment may even involve two women or two men.

Reporting Harassment or Discrimination

If there is no threat of violence, Christine Duncan's Heritage Academy encourages you to communicate directly with the alleged harasser and make it clear that the harasser's behavior is unacceptable, offensive, or inappropriate, although you are not required to do so. In addition, if you believe you have been subject to harassment or discrimination, you are required to immediately notify your supervisor by doing a written statement and verbally expressing your concern(s).

All complaints will be investigated promptly and as discreetly and confidentially as is reasonably possible. If harassment or discrimination by an employee is established, Christine Duncan's Heritage Academy will take appropriate disciplinary action against the offender. Disciplinary actions can range from verbal warnings to termination, depending on the circumstances. Christine Duncan's Heritage Academy will also take any additional action necessary to appropriately remedy the situation. Retaliation of any sort will not be permitted. No adverse employment action will be taken for any employee making a good faith report of alleged harassment.

Christine Duncan's Heritage Academy accepts no liability for harassment or discrimination of one employee by another employee. The individual who makes unwelcome advances, threatens or in any way harasses or discriminates against another employee is personally liable for their actions and the consequences. Christine Duncan's Heritage Academy may or may not provide legal, financial or any other assistance to an individual accused of harassment or discrimination if a legal complaint is filed.

Christine Duncan's Heritage Academy prohibits any employee from retaliating in any way against anyone who has raised any concern about harassment or discrimination against another individual.

Reasonable Accommodation of Individuals with Disabilities

Christine Duncan's Heritage Academy makes reasonable accommodations to qualified employees with disabilities for the performance of essential job functions without undue hardship to Christine Duncan's Heritage Academy. Accommodations are reviewed case by case in accordance with the Americans with Disabilities Act and any state or local laws that prohibit disability discrimination.

Drug Free Workplace

Christine Duncan's Heritage Academy has adopted a Drug Free Workplace Policy. The unlawful possession, dispensing, distribution, manufacture, sale or use of controlled substances and alcohol in the workplace by a Christine Duncan's Heritage Academy employee is prohibited on school premises or as part of any Christine Duncan's Heritage Academy activity. Being under the influence of controlled substances and/or alcohol by an employee is prohibited in the workplace, on the school premises or any part of a Christine Duncan's Heritage Academy activity.

Violation of this policy will result in disciplinary action, up to and including termination, and referral to law enforcement. Christine Duncan's Heritage Academy reserves the right to search and inspect for the maintenance of a safe drug-free workplace.

Violence in the Workplace

Christine Duncan's Heritage Academy has adopted a policy prohibiting workplace violence. Acts or threats of physical violence, including intimidation, harassment and/or coercion which involve or affect Christine Duncan's Heritage Academy or its employees or which occur on Christine Duncan's Heritage Academy property will not be tolerated. This policy applies to all persons involved in Christine Duncan's Heritage Academy operation, including personnel, contract and temporary employees and anyone else on Christine Duncan's Heritage Academy property.

Violation of this policy will result in disciplinary action, up to and including termination, and referral to law enforcement. Examples of workplace violence include, but are not limited to:

- o All threats or acts of violence occurring on Christine Duncan's Heritage Academy property, regardless of the relationship between Christine Duncan's Heritage Academy and the parties involved.
- o All threats or acts of violence occurring off Christine Duncan's Heritage Academy property involving someone who is acting as a representative of Christine Duncan's Heritage Academy.
- o Hitting or shoving an individual.
- o Threatening an individual or his/her family, friends, associates or property with harm.
- o Intentional destruction of or threats to destroy Christine Duncan's Heritage Academy property.
- o Making harassing or threatening phone calls.
- o Harassing surveillance or stalking.
- o Unauthorized possession or inappropriate use of firearms or weapons.

Weapons

Christine Duncan's Heritage Academy prohibits all persons who enter Christine Duncan's Heritage Academy property from carrying a handgun, firearm, knife or other weapon of any kind regardless of whether the person is licensed to do so. The only exceptions to this policy are police officers, security guards or other individuals who have been given written consent by Christine Duncan's Heritage Academy to carry a weapon on the property.

Smoking

Use of tobacco or tobacco products at all Christine Duncan's Heritage Academy sites is prohibited.

Employee Technology Acceptable Use

Use of Christine Duncan's Heritage Academy technology resources is a privilege granted to employees primarily for the enhancement of job-related functions. Employees also may have unlimited access to these resources for personal use, if they comply with the provisions of this policy. Violations of this policy may result in the revocation of this privilege. Depending upon the severity of the infraction, employees may also face disciplinary action up to and including termination, civil litigation, and/or criminal prosecution for misuse of this resource.

Christine Duncan's Heritage Academy does not attempt to articulate all possible violations of this policy. In general, users are expected to use Christine Duncan's Heritage Academy computers and computer networks in a responsible, polite, and professional manner. Users are not allowed to:

- o Knowingly send, receive, or display sexually oriented images, messages, or cartoons.
- o Knowingly send, receive, or display communications that ridicule, disparage, or criticize a person, a group of people, or an organization based upon race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs.
- o Knowingly send, receive, or display communications that demean, threaten, insult, harass, or defame others.
- o Knowingly send, receive, or display communications that disparage or berate Christine Duncan's Heritage Academy, Board Members, or employees, or diminish employee productivity and/or professionalism. Nothing contained in this paragraph shall be construed to interfere with the conduct of official Christine Duncan's Heritage Academy business.
- o Violate any local, State, or Federal statute or regulation including, but not limited to copyright laws.
- o Solicit, endorse, or proselytize others for commercial ventures, outside organizations, or religious, social, or political causes.
- o Disrupt, disable, damage, or interfere with services, equipment, or other

users.

- o Access, assist, or allow others to access equipment, files, passwords, user codes, or information without authorization.

Computer Software: Unauthorized Copying

Illegal reproduction of software can be subject to civil damages and criminal penalties. Christine Duncan's Heritage Academy employees who make, acquire or use unauthorized copies of computer software are subject to disciplinary action, up to and including termination.

Dress Code and Personal Appearance

You are expected to be suitably attired and groomed during working hours and when representing CDHA. If your supervisor determines that your attire and/or grooming is out of place, you may be asked to leave the workplace until you are properly attired and/or groomed. In no case shall the standards for employees be less than those prescribed for students in the CDHA Student Behavior Handbook. Principals/Supervisors are expected to counsel staff assigned to their location on appearance and conduct. Employees who violate dress code standards may be subject to disciplinary action, up to and including termination. Please refer to the New Mexico Educators Code of Ethics for specific information.

STANDARDS OF CONDUCT

Whenever people gather together to achieve goals, some rules of conduct are needed to help everyone work together efficiently, effectively, and congenially. By accepting employment with us, you have a responsibility to Christine Duncan's Heritage Academy and to your fellow employees to adhere to certain rules of behavior and conduct. The purpose of these rules is not to restrict your rights, but rather to be certain that you understand what conduct is expected and necessary.

Conflict of Interest

Employees are prohibited from using confidential information acquired by virtue of their associations with Christine Duncan's Heritage Academy for their individual or another's private gain.

Employees are prohibited from requesting or accepting a gift or loan for themselves or another that tends to influence them or appear to influence them in the discharge of their duties as employees.

Employees must, in all instances, maintain their conduct at the highest standards. Employees must not engage in activities which violate Federal, State or local laws or which, in any way, diminish the integrity, efficiency, or discipline of Christine Duncan's Heritage Academy.

Unacceptable Activities

Christine Duncan's Heritage Academy expects each employee to act in a mature and responsible way at all times. If you have any questions concerning any work or safety rule, or any of the unacceptable activities listed below, please see your supervisor.

Note that the following list of unacceptable activities does not include all types of conduct that can result in disciplinary action, up to and including termination. Nothing in this list alters the at-will nature of employment for some employees of Christine Duncan's Heritage Academy.

1. Violation of any Christine Duncan's Heritage Academy policy.
2. Violation of security or safety rules or failure to observe safety rules or Christine Duncan's Heritage Academy safety practices; failure to wear required safety equipment; tampering with Christine Duncan's Heritage Academy equipment or safety equipment.
3. Negligence or any careless action which endangers the life or safety of another person.
4. Being intoxicated or under the influence of a controlled substance, including alcohol, while at work; use, possession or sale of a controlled substance in any quantity while on Christine Duncan's Heritage Academy premises, except medications prescribed by a physician which do not impair work performance.
5. Possession of dangerous or illegal firearms, weapons or explosives on Christine Duncan's Heritage Academy property or while on duty.
6. Engaging in criminal conduct or acts of violence or making threats of violence toward anyone on Christine Duncan's Heritage Academy premises or when representing Christine Duncan's Heritage Academy; fighting, or provoking a fight on Christine Duncan's Heritage Academy property, or negligent damage to property.
7. Insubordination or refusing to obey instructions properly issued by your supervisor pertaining to your work; refusal to help out on a special assignment.
8. Threatening, intimidating or coercing fellow employees on or off the premises at any time, for any purpose.
9. Engaging in an act of sabotage; negligently causing the destruction or damage of Christine Duncan's Heritage Academy property, or the property of fellow employees, customers, suppliers, or visitors in any manner.
10. Theft or unauthorized possession of Christine Duncan's Heritage Academy property or the property of fellow employees; unauthorized possession or removal of any Christine Duncan's Heritage Academy property, including documents, from the premises without prior permission from management; unauthorized use of Christine Duncan's Heritage Academy equipment or property for personal reasons; using Christine Duncan's Heritage Academy equipment for profit.

11. Dishonesty; falsification or misrepresentation on your application for employment or other work records; untruthfulness about sick or personal leave; falsifying reason for a leave of absence or other data requested by Christine Duncan's Heritage Academy; unauthorized alteration of Christine Duncan's Heritage Academy records or other documents.
12. Spreading malicious gossip and/or rumors; engaging in behavior which creates discord and lack of harmony; interfering with another employee on the job; restricting work output or encouraging others to do the same.
13. Immoral conduct or indecency on Christine Duncan's Heritage Academy property.
14. Conducting a lottery or gambling on Christine Duncan's Heritage Academy premises.
15. Unsatisfactory or careless work, failure to meet work productivity or work quality standards.
16. Any act of harassment, sexual, racial, religious, telling sexist or racist jokes, making racial or ethnic slurs.
17. Leaving work before the end of a workday or not being ready to work at the start of a workday without approval of your supervisor; stopping work before time specified for such purposes.
18. Sleeping or loitering during working hours.
19. Excessive use of telephones for personal calls.
20. Smoking on Christine Duncan's Heritage Academy property.
21. Creating or contributing to unsanitary conditions.
22. Failure to report an absence or late arrival; excessive absence or lateness.
23. Obscene or abusive language toward any supervisor, employee, parent, or student; indifference or rudeness; any disorderly/antagonistic conduct on Christine Duncan's Heritage Academy premises.
24. Failure to immediately report damage to, or an accident involving, Christine Duncan's Heritage Academy equipment.
25. Unauthorized soliciting during working hours and/or in working areas; selling merchandise or collecting funds of any kind for charities or others without authorization during business hours, or at a time or place that interferes with the work of another employee on Christine Duncan's Heritage Academy premises.
26. Failure to use required timesheets, alteration of your own timesheet or records or attendance documents, punching or altering another employee's timesheet or records, or causing someone to alter your timesheet or records.
27. Any other act or omission which impairs or restricts the ability of the Christine Duncan's Heritage Academy to provide a safe and healthy environment for employees and students.

Administrative Leave Pending Possible Disciplinary Action

If you are suspected of violating Christine Duncan's Heritage Academy's

policies, procedures, or work rules, you may be placed on administrative leave, with or without pay, pending an investigation of the situation.

Your Personnel File

Keeping your personnel file up-to-date is important to you with regard to pay, deductions, benefits and other matters. If you have a change in any of the items listed below, notify us as soon as possible.

- a. Legal name, Home address
- c. Home telephone number
- d. Marital status
- e. Driving record or status of driver's license, if you operate a Christine Duncan Community Charter School vehicle
- f. Military or draft status
- g. Exemptions on your W-4 tax form
- h. Required training certificates
- i. Required professional license
- j. Working at another location (for ERB purposes)

You may review information in your personnel file except for confidential materials relating to pre-employment.

CHRISTINE DUNCAN'S HERITAGE ACADEMY EMPLOYEE DISPUTE RESOLUTION

POLICY STATEMENT

As an employee of Christine Duncan's Heritage Academy and an important member of our team, we are concerned that your on-the-job problems are brought to the attention of CDHA. Many problems tend to arise out of misunderstanding or lack of complete information. If problems are kept hidden, they tend to fester and to grow out of proportion to their seriousness. If you feel that anything has occurred that is in any way unfair to you, or if you have any complaints, requests, or constructive criticism, the best way to eliminate the problem is to talk it over.

CDHA has adopted this Employee Dispute Resolution Policy and Grievance Procedure to quickly and simply resolve on-the-job problems. You will be asked if you have taken advantage of this process, before complaints raised for the first time at a higher level will be heard.

CDHA urges you to bring all problems or complaints to the attention of the administration since only in this manner can any action be taken by the CDHA.

GRIEVANCE PROCEDURE

STEP 1: INFORMAL RESOLUTION. Because your supervisor is responsible for seeing that you receive fair treatment, all problems should be taken to your supervisor first and discussed. If your direct supervisor is the Principal, then you should begin this process directly with the Principal. Your supervisor is always ready and willing to

answer your questions about your work or your progress. If you have any ideas for doing things a better way or encounter a problem about practices discussed herein or if any problems arise in the course of your work, talk to your supervisor. In most instances, the problem can be immediately solved after this first step is taken. At any time during this process, you believe that your supervisor is the source of your concerns; you may contact the CDHA Governing Council President to begin the grievance procedure.

Be prepared before initiating this process to ensure the best possible outcome. Being able to communicate the problem is the most important step in the Grievance Procedure. Before you approach your supervisor:

- be able to clearly articulate the concern or issue;
- identify attempts you have made to resolve the issue; and
- have proposed recommendations for a satisfactory resolution.

To ensure the appropriate level of consideration of your concerns, the supervisor will typically schedule a meeting time and place. During this meeting, you will have an opportunity to explain your concern. It is not necessary to produce documentation or witnesses at this level.

To ensure prompt resolution of problems, your request for a Step One meeting should occur no later than 10 (ten) work days from the date the concern or issue arose.

The supervisor may reach a decision during the meeting, or require additional time to investigate concerns you have raised. If additional time is required, you will be notified in writing by no later than five (5) school days of your supervisor's decision regarding a resolution to your concern or complaint.

If, after talking to your supervisor, you have not received a satisfactory explanation or decision, you must notify your supervisor that you wish to proceed to Step 2 and to present the problem to [insert title of person to whom employee should report written grievance (e.g. the human resources manager)].

STEP 2. FORMAL GRIEVANCE: To initiate Step 2, complete a Statement of Employee Grievance Form ("Form"). Contact the CDHA's Administrative Assistant to obtain a copy of this Form and/or for assistance in completing the Form. The Form must be submitted within three (3) working days after you receive your supervisor's decision in the Informal Resolution process. Your grievance will be deemed satisfactorily resolved, if you do not submit the Form within this time frame unless an extension is agreed to by the person(s) against whom you have a grievance or the Principal or his/her designee reviewing the Formal Grievance.

If the Principal is your direct supervisor or the individual against whom you have a grievance, you must submit your grievance to the CDHA's Governing Council President (also the principal's designee). The Principal or his/her designee will investigate the allegations of your grievance, which may include reviewing documentation submitted, interviewing you and identified witnesses and taking such other actions he/she deems necessary to reach a resolution of your grievance.

Within five (5) working days from receipt of the completed Form, the Principal or his/her designee, will notify you of his/her decision in writing (Administration's Decision). If you feel you did not receive a satisfactory explanation or decision, you

should notify the Principal or his/her designee that you wish to present the problem to the full Governing Council for reconsideration of your grievance.

STEP 3. RECONSIDERATION. To initiate Step 3, you must return the Request to Reconsider (bottom portion of Administrator's Decision form) to the Principal or his/her designee. Your grievance will be deemed satisfactorily resolved, if you do not submit the Request for Reconsideration within three (3) days from the date you receive the Administration's Decision, unless this time frame is extended by agreement from the person(s) against whom you have a grievance or the Principal or his/her designee reviewing the Formal Grievance.

The full Governing Council will review the Administration's Decision, review your Statement of Grievance and all documents supporting your grievance, investigate further if it deems necessary; which may, but is not required to include, meeting with you and/or the administration, interviewing witnesses, or considering any other information it deems necessary to render its decision.

Within ten (10) working days from receipt of the Request for Reconsideration, the full Governing Council will notify you and the administration in writing of the final decision. NO FURTHER REVIEW IS AVAILABLE.

RULES APPLICABLE TO GRIEVANCE PROCESS

1. CONFIDENTIALITY. Confidentiality is essential to the objectivity and efficacy of this grievance process. All CDHA employees shall maintain confidentiality to the fullest extent possible. The duty to maintain confidentiality means that all participants in the process must exercise sound judgment about the appropriateness of the recipient, context, nature, substance, and intention when disclosing details about the grievance or the grievance process. Confidentiality requires restraint at all times from discussing the grievance with students, or in any public or community forum, or in a manner to promote divisiveness.

2. TOPICS FOR GRIEVANCES. The following topics MAY be grieved using this policy:

- Disciplinary actions, except termination or discharge from employment
- Violations of school policy
- Peer to peer disagreements
- Pay, leave or benefit issues
- Unfair treatment, including discrimination (unless covered by a separate anti-discrimination complaint procedure)
- Safety or working environment concerns
- Any other problem encountered on-the-job that concerns you, and which is not otherwise excluded below.

The following topics MAY NOT be grieved using this policy:

- Employee evaluations
- Discharge or termination decisions
- Issues pending at the time of discharge or termination

3. RECORDS. A separate file shall be maintained by the school for grievances. All documents produced during the grievance process. This file shall not become part of the employee's personnel file and shall not be included when authorized individuals seek legitimate access to the employee's personnel file, unless requested pursuant to a valid court order.

4. RETALIATION. No one shall suffer adverse employment action as a result of submitting or participating in the investigation of an employee grievance. Retaliation against an employee for invoking the Grievance Procedure is strictly prohibited and will lead to disciplinary action up to and including termination or discharge from employment.

WORK SCHEDULE

Business Hours

Your particular hours of work and the scheduling of your meal period will be determined and assigned by your supervisor. Should you have any questions concerning your work schedule, please ask your supervisor. Also, see PD calendar, school calendar and parent event calendar for 2021-2022 for required participation in school night events.

The teachers' duty day begins at 7:45AM and ends at 4:15PM. If we have an in-service day on Friday, the hours will be from 8-4. In addition, we will have Grade Level Meetings weekly, PLC meetings monthly, from 7:30-8:15 or from 4:15-5:00 and staff meetings on Tuesdays at 7:30 once or twice a month at school principal's discretion. **It is encouraged for all teachers to tutor struggling students at least twice a week for an hour, either morning or after school.**

Please note: You operate on 34 hour a week contracts.

Fridays will be used as in-service days or Make-Up school days. **We will be having school on Fridays following a Holiday during the week.**

Unless otherwise noted, the office staff duty day begins at 7:30AM and ends at 4:30PM. There will always be somebody at school with the after school program until 6:00. All administrative staff is required to be at work on Fridays from 8:00 AM-4:00PM.

Absence or Lateness

If you are unable to report to work, or if you arrive late, contact the administrative assistant and your supervisor immediately. If you know in advance that you will be absent, you must request this time off from your supervisor. A consistent pattern of absences can be considered excessive. **Employees are not allowed to take time off during the last two weeks of school.** If the leave of absence is due to illness, a doctor's note must be provided to your supervisor. In-service days are mandatory and must be attended. Unauthorized or excessive absences, lateness, or leaving early may lead to disciplinary action, up to and including termination. **All leave of absence must be approved and reported in SchoolAbility Employee Portal in the timesheets section and a paper form must be submitted to the business office.**

Severe Weather and Emergency Conditions

School Closure: In the event of severe weather conditions or other emergencies, Christine Duncan's Heritage Academy may decide to close all or part of Christine Duncan's Heritage Academy for the remainder of the day. If your work site is closed, you will be notified as soon as possible. *Employees who are sent home early will not lose pay as a result of early dismissal for this reason.* Likewise, if you report to work and find that Christine Duncan's Heritage Academy is unexpectedly closed due to an emergency, no loss of pay will occur.

Abbreviated Day Schedule is a shortened school or work day that begins *two hours later* than the regular schedule but ends at the regular time. The most common use of the abbreviated day schedule occurs when severe weather causes street conditions that would endanger the safety of students and employees on their way to school.

An abbreviated day schedule is announced on the local news media, generally by 6:30 a.m. On mornings when weather conditions are severe, employees should listen to the radio or watch television for announcements concerning the school schedule. Following the announcement of an abbreviated schedule, weather conditions may worsen to the point that it is necessary to close the schools. This announcement will be made to the local media at approximately 9:00 a.m. **Christine Duncan's Heritage Academy will follow the Albuquerque Public Schools (APS) decisions.** The reporting time for all employees may be delayed up to a maximum of two hours.

SAFETY

All employees should be familiar with the evacuation maps posted throughout the school. All employees should also be familiar with the emergency procedures discussed in the Safety Handbook that is located in each room.

General Employee Safety

Christine Duncan's Heritage Academy is committed to the safety and health of all employees and recognizes the need to comply with regulations governing injury and accident prevention and employee safety. Maintaining a safe work environment, however, requires the continuous cooperation of all employees.

Christine Duncan's Heritage Academy will maintain safety and health practices consistent with the needs of our industry. If you are ever in doubt about how to safely perform a job, it is your responsibility to ask your supervisor for assistance. Any suspected unsafe conditions and all injuries that occur on the job must be reported immediately. Compliance with these safety rules is considered a condition of employment. Therefore, it is a requirement that each supervisor make the safety of employees an integral part of her/his regular management functions. It is the responsibility of each employee to accept and follow established safety regulations and procedures. Communicate with your supervisor or other administrative personnel regarding safety.

Reporting Safety Issues

All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to your supervisor. If you or another employee is injured, contact outside emergency response agencies, if needed. If an injury does not require medical attention, a Supervisor and Employee Report of Accident Form must still be completed in case medical treatment is later needed and to ensure that any safety hazards are corrected. The Employee's Claim for Workers' Compensation Benefits Form must be completed in all cases in which an injury requiring medical attention has occurred.

Federal law requires that we keep records of all illnesses and accidents that occur during the workday. The New Mexico State Workers' Compensation Act also requires that you report any workplace illness or injury, no matter how slight. If you fail to report an injury, you may jeopardize your right to collect workers' compensation payments as well as health benefits.

Administering Medication to Students

Only designated employees can administer medications to students. A student that must take prescription medicine during the school day must bring a written request from his or her parents and the medicine in its original, properly labeled container.

Student Discipline

Students are expected to follow campus rules, classroom rules and rules listed in the Parent/Student Handbook. Teachers and administrators are responsible for taking disciplinary action based on the range of disciplinary management strategies that have been adopted by Christine Duncan's Heritage Academy. This includes enforcing the Anti-Bullying Policy and the Uniform Policy approved by the Governance Council.

Teachers must file a written report via Synergy with the principal or another appropriate administrator when they have knowledge that a student has violated one of the school rules. A copy of the report will be sent to the principal and parents within 24 hours.

Visitors in Schools

All visitors are expected to enter any Christine Duncan's Heritage Academy facility through the main entrance and sign in and/or report to the main office. They will be issued a visitor's pass in the office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on Christine Duncan's Heritage Academy's premises should immediately direct visitors to the main office or contact the administrator in charge. All employee visitors must be approved by school administration in advance if they are to stay over a fifteen minute period and should not interfere with your teaching duties

Parking Areas

You are encouraged to use the parking areas designated for employees if required. Remember to lock your car every day and park within the specified areas. Christine Duncan's Heritage Academy is not responsible for any loss, theft or damage to your private vehicle or any personal property.

Courtesy and common sense in parking will help eliminate accidents, personal injuries, and damage to your vehicle and to the vehicles of other employees. If you should damage another car while parking or leaving, immediately report the incident, along with the license numbers of both vehicles and any other pertinent information you may have, to your supervisor

COMPENSATION

Paycheck

Employees are paid in accordance with administrative guidelines and a pay structure established for each position. Christine Duncan's Heritage Academy's pay structure is reviewed annually and will be adjusted as needed and as approved by the Governing Council. All employees will receive written notice of their pay and work schedules before the start of each school year.

Paychecks will be directly deposited to your bank account or distributed at your work site by your supervisor or designee on the pay dates specified. Paychecks are issued bi-weekly. If you do not receive your check or you believe that any amount on the check is in error, notify your supervisor and the business office immediately. If you are a new employee, your first paycheck will be a paper check. **Please advise your supervisor and the business office if you wish to pick it up from the business office or mailed to your home address.**

Mandatory Deductions from Paycheck

Christine Duncan's Heritage Academy is required by law to make certain deductions from your paycheck. Among these are your federal, state and local income taxes and your contribution to Social Security and Medicare, New Mexico Retirement and Retiree Healthcare. These deductions are itemized on your check stub.

The amount of the deduction depends upon your earnings and the information you furnished on your W-4 form. Other mandatory deductions that may be made from your paycheck, such as court-ordered garnishments, will be explained whenever Christine Duncan's Heritage Academy is ordered to make such deductions.

PERFORMANCE REVIEWS

Performance Reviews

Evaluation of an employee's job performance is a continuous process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other related criteria. All employees will participate in the evaluation process with their assigned supervisor. Written evaluations will be completed on forms provided by Christine Duncan's Heritage Academy. All employees will receive a copy of their final yearly evaluation.

Your Professional Development Plan (PDP) provides an opportunity for collaborative, two-way communication between you and your supervisor. This is a good time to discuss your interests and future goals. Your supervisor can recommend further training or additional opportunities for you and answer any questions you may have about the PDP and performance review process.

We use the state required ELEVATE NM Teacher Evaluation System on the CANVAS system and you are required to use it. Please become familiar with all 4 ELEVATE NM Domains.

LEAVES

CDHA offers employees paid and unpaid leaves of absence in times of personal need to eligible employees. Personal/sick leave is earned on a yearly basis. Employee's will accrue 6 sick leave days and 4 personal leave days, a maximum of 10 days per fiscal year. Time off is paid using your base rate, excluding shift premiums and overtime compensation, if any. Please review the leave policies for requirements.

General Applications

1. **Unplanned Absence**

a. It is the responsibility of each employee to report their absence to CDH Administration, by calling their supervisor directly. After informing their supervisor, the employee shall call the school's main phone number at (505) 839-4971, to inform the office staff. If there is no answer, the employee shall leave a voice message.

b. The employee should provide the following information: Name and title, request for a substitute teacher & lesson plan guidance, reason for absence, and anticipated length of absence. For an unplanned absence, time is of the essence. Therefore, reporting an unplanned absence should be made as early as possible. **Emergency Substitute Teacher lesson plans are required and should be submitted during the first two weeks of school.**

2. **Planned Absence/Leave**

a. With the exception of emergencies, all leaves with or without pay, require approval of the Principal (or the Principal's designee shall have this same authority throughout this policy). Employees requesting leave shall submit a "Request For Leave" form to CDH Administration, as soon as the employee has knowledge that leave will be requested. Non-emergency requests for Leave shall be submitted (in writing) to the Principal - no less than five (5) business days prior to the first day of leave that is being requested. **All leave needs to be reported in the SchoolAbility Employee Portal and in a paper copy submitted to the business office.**

b. Advance approval is required for all Leave, except where emergencies or sudden illness prevent advance notice. Such approval may be made or withheld at the discretion of the Principal, who has the sole authority to weigh all of the interests and factors, and will make the final and binding decision on all such requests. Any prior decision by the Principal involving

employee requests shall not be interpreted in a manner which establishes a precedent, practice, pattern, or any form of future entitlement.

c. It is recognized and acknowledged that adequate classroom coverage, with substitute staff who meet the CDH standards, is essential. Therefore, the Principal is charged with the responsibility to ensure that the best interests of the students remain paramount.

d. In order to minimize time of absence from the classroom, leave may be taken in increments as small as one hour. Therefore, CDH will account for available and used leave in hourly increments. The hourly or daily amount of leave time utilized for any given absence shall be determined by the Principal or their designee.

e. Full pay shall be deducted from an employee's salary, for any unauthorized absence, when an employee no longer has a qualifying balance of leave benefit time available, or for any absence not meeting the criteria specified in this policy. The amount deducted is simply a calculation for administrative convenience and does not mean, nor shall it be construed to mean, that compensation is calculated on a daily or hourly basis.

f. Most of the definitions in this policy are structured for full-time employees. These leave benefits shall be pro-rated for part-time employees, unless otherwise indicated.

3. Under normal circumstances, Leave will not be approved for the teaching staff during the following timeframes (Note: Approval by the Principal may require documentation from a health care provider or other appropriate documenting sources):

§ During the first five (5) days and the last (5) days that students are in session for each school year (all employees).

§ On the last work day prior to, or the first work day following, a holiday.

§ On an in-service day

4. Leave is a benefit and a privilege which CDH makes available to its staff. However, absence from the classroom by the teaching staff has a significant effect on both the students and the school. Therefore, during the teaching period of the school year, leave is not intended to be nor should it be used as "vacation time." Rather, Leave is intended to facilitate the normal needs of its staff, while still meeting the classroom needs of CDH students during the teaching year.

5. Abuse of Leave or any benefit is subject to disciplinary actions. If a

supervisor becomes aware of facts, circumstances, or conduct that give rise to reasonable suspicion that Leave or absences are the subject of abuse (such as multiple Monday or Friday illnesses), the employee shall be subject to whatever disciplinary actions or future required documentations, deemed appropriate by the Principal.

Sick Leave

1. In general, sick leave is available to employees during absences due to illness or injury. Sick leave is a "stand-by" benefit, which is available in the following circumstances:

Personal illness or injury that prevents an employee from working in their regular position. Serious illness or injury to a member of the employee's direct and immediate family. Medical appointments which cannot be scheduled during non-working hours.

2. Accumulated sick leave has a maximum accumulation limit. Therefore, the maximum accumulated sick leave balance (cap) is capped at eight (8) days. Regardless of any other benefit provision, the total rolled-over sick leave balance may never exceed this eight day cap.

3. Subject to the maximum sick leave cap, sick leave benefits shall be available to all full-time staff at the rate of six (6) days of sick leave per school year. A credit for this benefit shall be available as follows: Three (3) days of sick leave on the first day of active, on-site employment (in the fall of each school year), and another three (3) days of sick leave on the first day of active, on-site employment following the Winter break (in January of the same school year). Sick leave shall be pro-rated for part-time staff.

4. As a "stand-by" benefit, accumulated sick leave days carry no monetary value and employees are not compensated for unused sick days. However, that portion of sick leave, which is not used by an employee during a given school year, may be carried over for use in the following school year - provided the following criteria are met:

§ The carry-over would not exceed the sick leave maximum balance cap.

§ The school renews an employee's current year contract, for the next school year.

§ Employees returning from the 2016-17 school year shall have their sick leave balance grandfathered into the 2017-18 school year and will continue to carry over those balances until they are used and are not subject to the 8-day maximum carryover limit.

5. In the last quarter of each school year, an employee shall have the option of donating unused sick leave days to the CDH Sick Leave Bank, if such a program is established and available. If such a qualifying donation is made, the donation is irreversible and is subject to the rules/regulations of the Bank.

Christine Duncan's Heritage Academy may, in its sole and absolute discretion, require a doctor's certificate verifying the necessity for absence(s) and the specific illness, injury, or other disability to which the absence is attributed as well as an expected return to work date.

Inappropriate or improper use of sick leave may be cause for disciplinary action, up to and including termination.

Sick leave accruals will discontinue when an employee is on a leave without pay status.

In the event of an illness or injury that is covered by workers' compensation insurance, this Sick Leave Policy will not apply, but will defer to state statutes.

At the time of termination of employment, the employee will receive no additional pay for unused sick leave.

Employees shall be required to give thirty (30) days advance notice in the event of a foreseeable medical treatment. To assist us in arranging work assignments during your absence, we ask that you give us prior notice, to the extent possible, of an expected birth or adoption, as well as an indication, to the extent known, of your expected return date. To facilitate your return to work, we also ask that you provide us with advance notification of your intended return date. Failure to do so may delay your return date.

Sick Leave Bank

Christine Duncan Heritage Academy hereby implement a policy providing employees who earn sick leave the opportunity to donate their leave to another employee for medical reasons, given the following limitations and conditions:

- 1) No employee may receive more than 30 days of donated sick leave in one school year;
- 2) No donating employee may donate more than 50% of their accrued sick leave;
- 3) The receiving employee may solicit leave days by first notifying the business office in writing (email is sufficient) and then via email to staff in general;
- 4) Those donating will advise the business office of the intent to donate within a reasonable amount of time either before or after the leave is taken, understanding that often emergencies occur;

- 5) The staff receiving the leave provide a document from a health care provider explaining that the employee is not able to work;
- 6) The employee receiving the leave must have exhausted the entirety of their accrued leave and any compensatory time prior to receiving donated leave;
- 7) One full day of teaching will be considered the equivalent of 7.5 hours of work time;
- 8) Any unused leave will revert to the donating employee at the end of the medical need or when no longer needed.

Personal Leave

1. Personal leave is available to employees, for absences which prevent the employee from working during the school year, related to the following general circumstances:

§ Appearance in court under subpoena / at the court's direction (Note: Detail below).

§ Death of an immediate family member.

§ An emergency caused by an accident, illness or crisis situation which requires an employee to be absent from work.

§ A personal emergency.

§ Urgent personal business, which cannot be addressed during non-work hours.

2. A personal leave benefit shall be available to all full-time staff at the rate of four (4) days of personal leave per school year. A credit for this benefit shall be available as follows:

Two (2) days on the first day of active, on-site employment (in the fall of each school year), and another two (2) days on the first day of active, on-site employment following the Christmas break (in January of the same school year). Personal leave is pro-rated for part-time staff.

Immediate Family:

The immediate family of an employee includes the employee's spouse, child, parent, parent-in-law, grandparent, grandchild, daughter-in-law, son-in-law, brother, sister, sister-in-law, brother-in-law, aunt, uncle, others who reside in the same household as the employee or a person in loco parentis.

Use of Leave: When an employee becomes ill or is injured on the job, sick leave begins at the time of inability to continue work, to the nearest half-hour. An employee, who is already on annual leave, personal leave, or leave without pay, including parental leave, may not be eligible to use sick leave benefits.

Illness in the Immediate Family Leave: Up to three (3) days of an employee's sick leave may be used by the employee for any illness of the

employee's immediate family or birth of a child to an employee. Any illness would be an illness requiring treatment by a physician and may be subject to provide proper documentation to justify the absence. Illness in the Immediate Family will be counted against an employee's FMLA entitlement.

Assault Leave may be granted, upon request, to employees who suffer time lost resulting from physical injuries caused by an assault while carrying on the duties/responsibilities of the position. *An assault shall mean an intentional act which causes an injury.* This leave is granted with or without pay, depending upon the circumstances of each situation. The Board reserves the right to have the employee examined by a physician, in order to determine the employee's right to receive benefits. Benefits will go into effect immediately and remain in effect until such time as it is determined that benefits should not be provided. In such an event, the employee will assume all expenses, including leave without pay if sick leave has been exhausted.

Bereavement (Funeral) Leave: Up to three (3) working days of leave with pay (not charged to other leave time) may be granted, upon request, to full-time employees to make arrangements for and attend funeral services of the employee's spouse, child, parent, parent-in-law, grandparent, grandchild, daughter-in-law, son-in-law, brother, sister, sister-in-law, brother-in-law, aunt, uncle, others who reside in the same household as the employee, or a person *in loco parentis*. If requested, additional days may be granted with or without pay to allow for travel time as necessary at supervisor's discretion.

If the death occurs at a time when work is not scheduled, payment will not be made. If a holiday or part of your vacation occurs on any of the days of the absence, you may not receive holiday or vacation pay in addition to paid funeral leave.

Court Leave: Except as a plaintiff or defendant, court leaves with pay will be provided where an employee is required by a lawful subpoena to testify in a court or administrative proceeding.

Court leave with pay will be granted for jury duty, provided a copy of the summons or subpoena must be attached to the Request for Leave Form. The employee submits money received for jury duty, except that paid for mileage and/or subsistence, to the budget analyst.

Court leave with pay will be granted to employees whose absence is due to an action against the Board on account of physical injuries suffered by the employee while on duty, but not for absence resulting from the employee bringing action

against the Board for any other reason.

Military Leave

1. In general, employees who are enrolled in the military are encouraged to perform voluntary and/or discretionary duties (such as training sessions), during the summer months rather than during the teaching year, as this would constitute a major disruption of the classroom and teaching setting. The military leave benefit is available to full-time, non-probationary employees and is not available to part-time employees.

2. Military leave shall be without pay. However, personal leave may be used for this purpose, if an employee has personal leave hours available and if the full-time, non-probationary employee is required to leave their CDH position as a result of being called into active duty in the active or reserve components of organized military units. In such cases, these employees shall be entitled to military leave - not to exceed fifteen (15) days annually. In addition, such employees are entitled to re-employment rights under the Veterans' Re-Employment Rights Act and are eligible to return to duty to the first available position of the kind which was held by the employee at the time of conduction in the armed forces.

Parental Leave: A parental leave of absence for up to one (1) year without pay shall be granted to an employee for the purpose of childbearing and/or child rearing as follows:

An employee who is pregnant shall be entitled upon request to a leave to begin at any time between the commencement of her pregnancy and one (1) year after a child is born to her. Except in case of emergency, the employee shall submit a Leave of Absence Request Form at least thirty (30) days prior to the date on which her leave is to begin. A physician's certificate indicating an approximate date of delivery is also required. An employee who is pregnant may continue in active employment as late into her pregnancy as she desires, provided she is able to properly perform her duties. If not on parental leave of absence, any portion of an employee's absence from work because of a medical disability connected with or resulting from her pregnancy may be charged to available sick leave. A male employee shall be entitled to leave beginning at any time between the birth of his child and one (1) year thereafter. An employee adopting a child shall be entitled to leave commencing when custody occurs or prior to receiving custody if necessary to fulfill the requirement of adoption.

Personal Leave of Absence: In special circumstances, Christine Duncan's Heritage Academy may grant a personal leave of absence without pay for up to one (1) year. Employees must have at least three years of employment preceding the request. Request personal leave from your supervisor in advance and obtain approval. Employees going on an unpaid disability leave of absence may apply their personal leave at the time the leave starts if they wish. Personal leave cannot be applied if the illness or injury is covered by worker's compensation insurance.

Personal Emergency Leave may be granted to an employee to cover situations, other than personal illness, which are beyond the control of the employee and which would significantly impair the employee's job performance. Vacation and other benefits do not accrue during a period of leave of absence. Consult your group insurance booklet to determine your insurance coverage during such a leave of absence. Failure to return from a leave at the time agreed may result in termination of employment.

Benefits that accumulate on an accrual basis (vacation, sick and personal days) will cease to accrue during the leave period. Employees may choose to use all accrued, unused vacation and personal days during the leave period. Once such benefits are exhausted, the balance of the leave will be without pay.

Group insurance benefits (medical, dental, vision, LTD and life) will continue during the leave provided the employee continues to make required contributions to these plans. Failure to make such contributions will result in the termination of these benefits. If an employee fails to return to work after Family Medical Leave, the employee will be held liable for the amount of health insurance premiums paid by Christine Duncan's Heritage Academy during the employee's unpaid leave. Other benefits, such as retirement and 403(b) plans, will be governed in accordance with the terms of each plan.

In the case of an employee's own serious health condition, before the employee will be permitted to return from medical leave, he or she will be required to present Christine Duncan's Heritage Academy with a written physician's statement indicating that the employee can return to work and perform the essential functions of his/her position.

Family and Medical Leave will be granted to employees who have worked for Christine Duncan for at least twelve (12) months and who have worked at least 1250 hours in the previous 12 months. This leave is without pay and may be taken for up to (1) year from

the first date the leave is taken. This leave is granted only for the following reasons:

- To care for a child upon the birth or placement for adoption or foster care of the child.
- To care for a spouse, child or parent who has a serious health condition.
- When the employee has a serious health condition.

In the event of a serious health condition of the employee or his/her child, spouse, or parent, creating a need for unforeseen family or medical leave, the employee must provide notice, as soon as practicable. If the employee will be absent for ten (10) consecutive days or more, a Leave of Absence Request Form must be completed along with a written physician's certificate. The certificate must include the date on which the health condition occurred, the probable duration of the condition, an estimate of the amount of time you need to be of work to care for the family member or for our own health condition, and confirmation that the nature of the condition warrants you to be away from work to care for yourself or your dependent.

Employees shall be required to give thirty (30) days advance notice in the event of a foreseeable medical treatment. To assist us in arranging work assignments during your absence, we ask that you give us prior notice, to the extent possible, of an expected birth or adoption, as well as an indication, to the extent known, of your expected return date. To facilitate your return to work, we also ask that you provide us with advance notification of your intended return date. Failure to do so may delay your return date.

Benefits that accumulate on an accrual basis (vacation, sick and personal days) will cease to accrue during the leave period. Employees may choose to use all accrued, unused vacation and personal days during the leave period. Once such benefits are exhausted, the balance of the leave will be without pay. Check with your insurance benefits specialist for specific details regarding your benefits.

SEPARATION OF EMPLOYMENT

Voluntary Termination

Christine Duncan's Heritage Academy will consider you to have voluntarily terminated your employment if you:

- o Resign from Christine Duncan's Heritage Academy;
- o Retire from Christine Duncan's Heritage Academy;
- o Fail to return from an approved leave of absence on the date specified; or
- o Fail to report to work or call in for three (3) or more consecutive work days.

Involuntary Termination

Christine Duncan's Heritage Academy may terminate your employment for poor performance, misconduct, excessive absences, tardiness, discrimination or other violations of Christine Duncan's Heritage Academy policies. If your employment is at-will, you or Christine Duncan's Heritage Academy may terminate the employment relationship at any time and for any or no reason.

Non-Reemployment

Christine Duncan's Heritage Academy may elect not to renew the expiring contracts of some employees.

Return of Christine Duncan's Heritage Academy Property

Any property Christine Duncan's Heritage Academy issues to you, such as keys, uniforms, computer equipment, parking passes or vehicles, etc., must be returned at the time of termination. You will be responsible for any lost or damaged items. The value of property issued and not returned may be deducted from your paycheck. You may be required to sign a wage deduction authorization form for this purpose.

Exit interviews will be scheduled for all employees leaving Christine Duncan's Heritage Academy. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at that time.

Separating employees are asked to provide Christine Duncan's Heritage Academy with a forwarding address and phone number and complete a questionnaire that provides Christine Duncan's Heritage Academy with feedback on their employment experience.

Reporting Child Abuse

According to New Mexico law, ANYONE who suspects or has knowledge of abuse or neglect must report it. Failure to report is subject to a misdemeanor in a court of law. Under New Mexico's Children Code 32A-4-3 **we MUST report child abuse or negligence.**

Report child abuse if you see:

- The child has current marks or bruises
- The student needs immediate medical attention
- You suspect sexual abuse

Call CYFD (Children, Youth and Families Department) at 1-800-797-3260 or in Albuquerque 841-6100. Immediately notify your supervisor.

CHRISTINE DUNCAN'S HERITAGE ACADEMY BULLYING PREVENTION POLICY

The Governance Council of Christine Duncan's 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's 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.

CHRISTINE DUNCAN'S HERITAGE ACADEMY 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's 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's 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's Heritage Academy employee.

C. Activities:

- o Christine Duncan's 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's Heritage Academy shall develop and implement measures to strongly discourage, address and establish consequences for false reports of bullying.
- o Christine Duncan's 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's 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.

- 1 Christine Duncan's Heritage Academy is required to develop and implement a comprehensive written bullying prevention plan as part of a school-wide prevention plan. Each plan shall be based on specific school needs and shall include implementation of a universal, data-driven bullying prevention program, or adoption of a pre-existing evidence-based bullying prevention program.
- 2 All students will be educated about bullying prevention as part of the health education curriculum as set forth in 6.30.2.19 NMAC ("content standard for health education").
- 3 Corrective action will be determined by the number of previous acts, the nature of the act, the maturity of the parties, and the context in which the alleged act occurred. Consequences can range from positive behavioral interventions to suspension and expulsion and shall include consideration of compliance with state and federal IDEA requirements. Christine Duncan's Heritage Academy shall include parents/guardians in the remediation of severe and/or escalating behavior.

CHRISTINE DUNCAN HERITAGE ACADEMY UNIFORM POLICY

In an effort to improve student learning and to facilitate a safe learning environment, the School is mandating uniforms for students in all grades, Pre-K-8. Student uniforms will encourage and teach students the appropriate manner in which to dress, including the school environment. Student uniforms will also ensure the campus is able to easily identify students to better secure the campus.

Effective the 2016-2017 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 Pre-K-8 STUDENTS

Uniform Slacks and Pants:

- o Color: Uniform slacks/dress pants, **shorts**, and pants must be one solid color: **Khaki or Black**.

- 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 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 OVERSHIRT (POLO) OR PLAIN WHITE WITHOUT LOGOS**

Skirts, Skorts and Jumpers:

- Color: Khaki 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
- Style: Pull-overs, hoodies, must be a solid school color. **(NAVY BLUE 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.**

Footwear:

- Style: Athletic shoes, loafers, dress shoes, or other closed toe/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.

FUNDING SOURCE

The school shall partner with outside agencies to ensure disadvantaged students who cannot afford to purchase uniforms are afforded a uniform.

GIFTS, GRANTS, AND BEQUEST

All gifts, grants, and bequests shall be accepted. Parents may DONATE outgrown gently used school uniforms.

CURRICULUM and EXTRACURRICULAR RELATED ACTIVITIES:

Deviations or exceptions to the policy must relate to the curriculum of the specific class, i.e. team sports related activity, Mariachi, etc.

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. Insignia on outerwear not related to the school is prohibited and not limited to professional sports teams, 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).

REQUEST FOR EXEMPTION – OBJECTION PROCESS

Any request for uniform exemption must be requested in writing, by the student’s parents, to the School’s Governance Council. The letter must address the reasons for refusal to wear a school uniform. The School’s Governance Council will decide whether to grant or refuse the request and will notify the parents. In addition, all students who have filed a philosophical or religious objection and are choosing to opt out of the “Appropriate Attire” provisions provided herein must provide written documentation to the Governance Council describing the attire to be worn in place of the “Appropriate Attire.”

VIOLATIONS

GROOMING VIOLATIONS

Appropriate discipline procedures shall be followed in all cases, in accordance with the student handbook Code of Conduct. Dress and grooming violations will be enforced by calling parents to bring appropriate attire. If parents cannot be reached, the child will spend the day in ISS. After spending 3 days in ISS for dress code violations, parents will have a meeting with administration to discuss reasons for repeated violation.

Repeated offenses may result in more serious disciplinary action.

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.

SPECIAL EVENTS

Administrators are authorized to designate up to one day per week as a non-school uniform day, inviting students to participate in activities such as “50s Day,” Spirit Day, etc.

NEW STUDENTS K-8

The administrator shall establish campus procedures and a minimum inventory of student uniform components to the basic uniform (shirt and pants) to new students who do not have a uniform. The administrator may allow a student to enroll and give the family a week to comply with the school’s uniform policy.

DATE REVISED 04/20/16 (to exclude jeans and change color of shirts; kept navy blue polo shirts and school designed shirts. Allowed hoodies but must wear outside the classroom only.

Identify students in need of clothes and shoes and report to social worker for vouchers...

APPROVED WELLNESS POLICY 2018

HEALTH EDUCATION

Goal: The goal of a comprehensive health education curriculum within a coordinated school health approach is to provide opportunities for students to acquire life skills in order to attain personal, family, community, consumer and environmental health.

Definition: Instructional content, process, and performance standards for health education based on NM standards.

General	<p>Activities</p> <ol style="list-style-type: none"> 1) The charter school will provide a planned, sequential, health education curricular framework that addresses the physical, mental, emotional and social dimensions of health, and is aligned to the Health Education Content Standards with Benchmarks and Performance Standards as set forth in 6.30.2.19 NMAC. 2) The charter school will provide activities in comprehensive health education that align with the New Mexico health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC. 3) The charter school will follow state and district procedures outlined in <i>Human Sexuality and AIDS Instructional Materials and Exemptions from Health or Physical Education Curriculum</i> for instruction on HIV and related issues, and student exemption from parts of the health education curriculum that addresses sexuality.
Classroom	Teachers follow science standards to cover life science and biology, which include the human body and wellness.
School Wide	<p>We provide a puberty and hygiene class for students in 5th through 8th.</p> <p>Assemblies for cyberbullying and social media awareness</p> <p>Advisory groups focusing on social emotional learning to make good healthy mental choices</p> <p>Family Night to provide families with instructions on healthy eating and meal preparation.</p>

NUTRITION AND NUTRITION EDUCATION

Goal: The goal of nutrition is to promote the role of nutrition in academic performance and quality of life, and to ensure the adoption of school policies which provide adequate opportunities to be able to encourage and support healthy eating by students.

Definition: Integration of programs that provide access to a variety of nutritious, affordable and appealing meals and snacks for students; nutrition education; and an environment that promotes healthy eating behaviors.

General	<p>Activities:</p> <ol style="list-style-type: none"> 1) The school principal will ensure that all foods and beverages made available through vending machines, a la carte, student stores, food vendors, snack bars, and school-sponsored fundraisers before, during and after normal school hours shall minimally meet nutrition standards set forth in Subsection B and C in the New Mexico Public Education Department’s Competitive Foods Nutrition Regulations (6.12.5.8 NMAC). “A la carte” refers to food sales by the Food & Nutrition Services Dept., DECA, or other established group with a food permit that sells entrée-type items during the lunch period. “Fundraisers” refers to all other food sales designed to raise money for the school, school club or activity. See Addendum: Nutrition Rule Grid. 2) The Health and Wellness Advisory Committee will ensure that foods and beverages sold or served in the school meal programs are in compliance with the Dietary Guidelines for Americans and the USDA regulations for the National School Lunch and Breakfast Programs set forth under the 7 CFR Part 210 and Part 220. 3) The charter school will provide nutrition education activities that align with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards as set forth in 6.30.2.19 NMAC.
Classroom	<p>Students learn about their daily snacks in class, such as nutrients, health benefits and how they grow. NMSU Nutrition Class, students learn about healthy food choices, reading labels and how to prepare healthy snacks.</p>
School wide	<p>Fruit and Vegetables Snacks every two days, for the whole school year for grades for K-6th grade Student Council helps write Monthly lunch menu, the menu is reviewed to meet guidelines set by NM Health Education Salad bar is provided with all meals Breakfast, Lunch and Dinner is provided. Family Night to provide families with instructions on healthy eating and meal preparation.</p>

PHYSICAL ACTIVITY

Goal: The goal of physical activity within the coordinated school health approach provides students with increased opportunities to engage in moderate to vigorous physical activity before, during and/or after school.

Definition: Body movement of any type which includes recreational, fitness and sport activities.
Note: physical activity is a component of, but is not a substitute for, quality physical education. Physical education is one source, but should not be the only source of physical activity before, during and/or after school.

General	<p>Activities:</p> <ol style="list-style-type: none"> 1) In addition to the Physical Education and Health Education Content Standards, schools will provide opportunities for all students to participate in before, during and/or after school physical activity programs outside of physical education programs (i.e., 10-minute “brain breaks” integrated into curriculum, Safe Routes to School encouragement and education activities, intramurals, clubs, and at the secondary level, interscholastic athletics). Those opportunities will offer diverse and developmentally appropriate activities for all students of a competitive and non-competitive nature. 2) The charter school will provide education on the health benefits of physical activity that align with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards as set forth in 6.30.2.19 NMAC.
Classroom	Teachers will use “Kids Focus” activities in the classroom to get students out of their seats and moving. Teachers also do breathing exercises to help students calm down and focus. Students have at least one recess with their teacher during the morning or afternoon (separate from lunch recess) Teachers use classroom “energizers” to help students be motivated in class. Some teachers do yoga with their students.
School Wide	All grades will have at least 20 minutes of supervised lunch recess, during which moderate to vigorous physical activity will be encouraged. In the event that recess must be held indoors, teachers and staff will follow indoor recess guidelines. Students will participate in basketball, volleyball, dance or other small group games in the gym. The school provides Volleyball, Basketball, Soccer, Zumba, and Folklorico extracurricular activities. Bike racks are provided for students who ride their bikes to school.

PHYSICAL EDUCATION

Goal: To provide students with physical education using appropriate practices to assure that all students are able to learn and develop the skills, knowledge and attitudes necessary to be physically active.

Definition: Instructional content, process, and performance standards for physical education based on NM standards.

General	<p>Activities:</p> <p>The charter school will provide a planned, sequential, physical education curricular framework that provides the optimal opportunity for students to learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity, and is aligned to the Physical Education Content Standards with Benchmarks and Performance Standards as per 6.30.2.20 NMAC</p>
Classroom	<p>Each class has PE for 60mins. once a week. Coach conducts a physical assessment once a month of all students, to meet the national standards.</p>
School Wide	<p>All grades will have at least 20 minutes of supervised lunch recess, during which moderate to vigorous physical activity will be encouraged. In the event that recess must be held indoors, teachers and staff will follow indoor recess guidelines. Students will participate in basketball, volleyball, dance or other small group games in the gym. The school provides Volleyball, Basketball, Soccer, Zumba, and Folklorico extracurricular activities</p>

Healthy and Safe Environment

Goal: The goal of school safety is to promote a climate and culture before, during and after school for students, teachers, staff, parents and community members that support academic achievement.

Definition: The physical and aesthetic surroundings and the psychosocial climate and culture of the school. It supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness and freedom from discrimination and abuse.

General	<p>A. Activities:</p> <ol style="list-style-type: none"> 1) The charter school will utilize guidelines for a Safe & Quality Learning and Working Environment. The Guidebook will include prevention, policies and procedures and tactical emergency response plans that focus on supporting healthy and safe environments. 2) The charter school will perform 12 emergency drills annually. Emergency drills shall consist of 9 fire drills, 2 shelter in place drills and
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	<p>one evacuation drill at the intervals set forth in subsection M of 6.30.2.10 NMAC.</p> <p>3) The charter school facility will provide safety procedures and appropriate training for students, teachers, parents, and staff that support personal safety and a violence/harassment-free environment (such as OSHA, child abuse, suicide prevention, bullying, and lockdown). <i>Refer to related district policy and procedures.</i></p> <p>4) The charter school building and grounds, structure, buses and equipment will meet current PED, DOT safety standards & fire codes.</p> <p>5) The charter school facility will abide by district policies which create and promote an environment free of tobacco, alcohol and other drugs. <i>Refer to APS Policy A.04 Tobacco-free Schools.</i></p> <p>6) Implementation of a school-wide prevention program will be based on needs of each school and best practices in coordination with the APS Health/Mental Health Department as needed.</p>
Classroom	<p>All teachers need to have a Classroom Management Plan setting classroom procedures and routines.</p> <p>All teachers are trained and follow the No Nonsense Nurture strategies, maintaining consistent school discipline to minimize school disruptions</p>
School Wide	<p>Monthly Fire drills twice a month, Lockdown practice</p> <p>Teachers will be trained in lockdown procedures and how to use a fire extinguisher</p> <p>We provide an environment free of tobacco, alcohol and drugs.</p> <p>Staff is trained and certified in CPI Non-Violent Intervention Strategies.</p> <p>We have video cameras to maintain surveillance</p>
	<p>Incident reports will be written, and parents will be notified of any incidents concerning their child.</p> <p>All classrooms are equipped with a first aid kit and an emergency classroom kit (red bucket)</p>

SOCIAL and EMOTIONAL Well-Being

Goal: The goal of social and emotional well-being is to collaborate with students, parents, staff and community to influence student success by building awareness and promoting strategies to maintain and/or improve student mental health.

Definition: Services provided to maintain and/or improve student’s mental, emotional, behavioral and social health.

<p>General</p>	<p>Activities:</p> <ol style="list-style-type: none"> 1) The charter school’s wellness plan will include activities addressing the behavioral health needs of all students in the educational process by focusing on students’ social and emotional well-being. This section of the wellness plan will include prevention, early intervention, and tertiary intervention. 2) The charter school will have an active Health/Mental Health team consisting of a nurse, counselor, social worker, and psychologist as needed, that meets at least every two weeks to address student specific and school-wide issues as needed. 3) The charter school will have a documented procedure in place for students to request assistance when needed, and all school staff will have annual information on this procedure in conjunction with review of other related procedures (i.e., child abuse & neglect). 4) The charter school will follow the bully prevention and intervention policy. 5) The charter school will have an individual student safety plan for students that are exhibiting behaviors that could impact the safety of the students and/or school. 6) The charter school will implement and measure a comprehensive counseling program as necessary.
<p>Classroom</p>	<p>All teachers are trained and follow the No Nonsense Nurture strategies Teachers use the Nurtured Heart Approach to help students build their self confidence Teachers are first hand responders to identifying students in possible substance or child abuse. Teachers will follow school protocol to notify SHAC.</p>
<p>School Wide</p>	<p>Assemblies for cyberbullying and social media awareness Advisory groups focusing on social emotional learning to make good healthy mental choices Mentoring group facilitated by the school’s social worker to help students develop social skills and good study habits. Assemblies with Guero Loco who encourages students to stay in school, study hard and learn a different language. All teachers are trained and follow the No Nonsense Nurture strategies Teachers use the Nurtured Heart Approach to help students build their self confidence Comadre a Comadre class that provides parents with emotional support. “I Care” Box students can anonymously report or tell about a personal problem Children have access to the school’s social worker at all times. Social worker will meet with the student as needed.</p>

HEALTH SERVICES

Goal: The goal of health services is to provide coordinated, accessible health and mental health services for students, families and staff.

Definition: Services provided for students to appraise, protect, and promote individual, family and community health. These include preventive services, education, emergency care, referrals, management of acute and chronic health problems, and services that promote and provide optimum sanitary conditions for a safe school facility and school environment.

General	<p>Activities:</p> <ol style="list-style-type: none"> 1) The charter school wellness plan will include activities addressing the health services needs of students in the educational process. 2) The charter school provided follow best practices in partnership with students, parents, staff and community. <p>The Christine Duncan Heritage Academy staff will follow standards of care of each role group and applicable school policy and procedures.</p> <p>Health service programs shall meet all reporting, record-keeping and confidentiality requirements of state and federal regulations.</p> <p>CDHA policy includes to ensure all students with HIV/AIDS have appropriate access to public education and that their rights to privacy are protected as set in 6.1.2.10NMAC Human Immunodeficiency Virus (HIV)</p>
Classroom	<p>All teachers are trained in Blood borne pathogens and follow specific protocols when dealing with students' health</p> <p>All classroom are equipped with a first aid kit and an emergency classroom kit (red bucket)</p>
School Wide	<p>The school has a School Nurse and a Health Assistant</p> <p>Flu shots are provided</p> <p>Vision and hearing tests</p> <p>Social Worker</p> <p>Medication is administered by trained and certified professionals and kept locked in a safe place.</p> <p>Student health records are maintained and updated accordingly</p> <p>School nurse will contact parents immediately in case of an emergency</p> <p>IEPs and 504 are implemented for students with disabilities or medical problems.</p>

STAFF WELLNESS

Goal: The goal of staff wellness is to promote the physical, emotional and mental health of employees as well as to prevent disease and disability by providing opportunities for staff to learn and practice skills to make personal decisions about health-enhancing daily habits.

Definition: Activities that help maintain and improve the health of staff, contributing to improved morale and a greater personal commitment to the school's overall coordinated school health approach.

General	<p>Activities:</p> <ol style="list-style-type: none"> 1) The charter school wellness plan will include activities addressing staff wellness needs that minimally insures an equitable work environment and meets requirements of the Americans with Disabilities Act, Part III. 2) The charter school Wellness Coordinator, with Human Resources Department and other department support as necessary, will provide staff with information related to exercise, stress management and nutrition (i.e. newsletters, yoga, pilates, menopause information, weight lifting, cardio improvement classes, etc). <p>The charter school Wellness Coordinator, with Human Resources Department and other department support as necessary, will encourage and provide opportunities for staff to participate in health promotion activities and events focusing on exercise, stress management and nutrition (i.e. health fairs, fun runs, walks, school wellness days, etc).</p>
Classroom	<p>Deep Breathing Peer Buddy Accountability Partner Talking to SHAC "I CARE" Box for teachers</p>
School Wide	<p>Sunshine Committee gatherings (healthy potlucks, staff parties) Monthly team activity Monthly workshops to promote personal wellness Teacher Appreciation</p>

Approved 1-10-18

After thoughtful consideration and efforts at informal problem solving and with the goal of conciliation and maintenance of professional and productive working relationships, I hereby seek resolution of the following grievance:

Complainant's Name: _____ Position: _____
Phone Number: _____

Directions:

Provide the information requested below. Attach additional pages, if necessary. Attach a copy of the policy, procedure or rule, if any, pertinent to the complaint. Attach any additional relevant documentation. Submit one copy and keep one copy.

Date of Incident: _____

Describe Incident:

Names of Witnesses: _____

Names of other parties involved:

Describe policy, procedure or rule, if any, pertinent to incident:

Describe prior efforts to resolve the complaint: _____

Describe the resolution sought:

Complainant _____

Date _____

Principal or Council President

Date

CHRISTINE DUNCAN HERITAGE ACADEMY

TITLE I PARENT ENGAGEMENT POLICY 2023-2024

All schools receiving Title I funds must consult with parents and teachers of children participating in Title I programs on the design and implementation of those programs. Through these meetings, activities, and efforts, parents are provided opportunities to participate in the program planning process at the Charter School level. In addition, parents are exposed to a vast amount of information on almost every topic related to encouraging and ensuring a successful educational experience for their child.

Parents of students attending our charter school who are eligible to receive Title I funds will be provided with parental involvement opportunities. Such parents will be included in timely and meaningful consultation regarding program planning and parental involvement opportunities.

1. The goal of Title I parental involvement opportunities are to build effective partnerships with the school community to support student academic achievement and Common Core State Standards implementation.
2. The parent/teacher organization (PTA) will support the goals of this policy.
3. A critical means of supporting this partnership is the school/parent compact. The compact ensures *shared* responsibility in student performance. It is discussed at a parent-teacher conference at least annually as it relates to the individual child's achievement.
4. Utilize two-way lines of communication between parents and school staff on Title I goals and responsibilities.
5. Work with parents, yearly, to revise guidelines for school volunteers (see last two pages)
6. The school will keep track of 20 hours of parental involvement from each family.

I. PARENT INVOLVEMENT TIMELINES

A. AUGUST - SEPTEMBER

Annual Mandatory Meeting

During Open House in August or September the school will have the Title I required annual meeting in which school personnel will review the school's Title I program design including description and explanation of the curriculum and assessment information on school performance profiles; solicit input from parents to plan the remainder of the school's parent meetings; and discuss and distribute the Title I Parent Involvement Policy. Parents will be informed of their right of consultation in terms of flexible and regular meetings (am, pm) with transportation/childcare provided as needed; provide parents with an opportunity to establish mechanisms for reasonable access to staff, opportunities to volunteer and participate in their child's class, and observe classroom activities; and written evaluations following activities with timely responses to parents' suggestions. Parents will also complete a Parent-Student-Teacher-Administrator Learning Compacts.

The Annual Meeting during Open House will be documented by having record of meeting invitation, agenda, sign in sheets, and minutes submitted to the Title I office. Parent Meeting: Literacy Night

B. OCTOBER - DECEMBER

A parent/teacher conference will be held in November to discuss the student academic progress. Teachers will also provide activities to parents that focus on the development and reinforcement of parenting skills/training that support their child's educational plan.

Parent Meeting: Fall Festival (Discuss Reading Test Scores) and Winter Program (Discuss Math Test Scores)

C. JANUARY - MAY

Schools hold parent meetings that continue training and building strong parent involvement in the school. This should include needs assessment and program planning sessions for the following year.

Parent Meeting: Math Night and Science Night COMBINED in April

II. STRUCTURES AND OPERATION: CHARTER SCHOOL LEVEL

The Charter Schools Title I parent advisory meets for the purpose of providing direction, support, and education for the general operation of the Title I Parent Involvement component and may be involved in Title I program planning on an advisory level.

III. STRUCTURES AND OPERATION: SCHOOL LEVEL

A. Each Title I school should hold their Title I Parent Involvement Annual meeting early in August or September to review the school's Title I program design for the current school year, and discuss meetings/activities for the remainder of the school year. At least one of the meetings will involve consulting with parents on the design and implementation of the program for the next school year. Title I parents will also be members of the school's program planning committee, the group responsible for planning the Title I program. All Title I schools must ensure that the parents signing the Title I Proposal are not also Christine Duncan's Heritage Academy employees.

B. Schools may provide information on a wide variety of topics, including: reinforcing academic skills at home, setting up a stimulating learning environment at home, monitoring television/computer use, fostering positive self-esteem in their children, assisting in homework completion, monitoring attendance, understanding key issues in child development, and providing even more encouragement for their child to do their very best in school

C. Parents of Title I students, Title I teachers and educational assistants, and other school personnel may participate in the parent activities. Interested parties may attend the Title I activities as long as no additional expenditures of money will result from their participation and that the intent of the activity is to address needs, interest, and concerns of Title I parents.

D. A Plan/Calendar of the school-level parent activities should include a flexible series of meetings during the school year.

PARENTAL INVOLVEMENT POLICY

Christine Duncan's Heritage Academy Governing Council recognizes that parents should be involved in the education of their children for children to be more successful in school. The Governing Council of Christine Duncan's Heritage Academy is committed to providing support for parental involvement in our school and in meeting its goals:

1. The goal of Title I parental involvement opportunities are to build effective partnerships with the school community to support student academic achievement and Common Core State Standards implementation.
2. The parent/teacher organization (PTA) will support the goals of this policy.
3. A critical means of supporting this partnership is the school/parent compact. The compact ensures *shared* responsibility in student performance. It is discussed at a parent-teacher conference at least annually as it relates to the individual child's achievement.
4. Utilize two-way lines of communication between parents and school staff on Title I goals and responsibilities.
5. Work with parents, yearly, to revise guidelines for school volunteers (see last two pages)
6. The school will keep track of 20 hours of parental involvement from each family.

Christine Duncan Heritage Academy values and encourages parental involvement. Below please find some guidelines for parent volunteers.

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 into 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 children in the cafeteria but must bring healthy food for them to eat if not eating cafeteria food. Fast foods such as McDonalds 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 persons 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. If your child is taking an assessment, quiz or test, you must sit away from your child.
9. You must respect instructional time and schedule parent/teacher conferences or meetings with the teacher and refrain from confronting or conferring with teachers about your child's progress or behavior during instructional time.
10. You must refrain from talking about other students with other parents or staff while in class.
11. It is prohibited to have conversations with adults during instructional time in order to avoid interrupting students and teachers.
12. You may not transport students other than your own.
13. In order to promote a positive school environment, it is important to take any negative conversations off of school grounds.
14. 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!

CDHA Title I Learning Compact 2023-2024

Parent/Guardian Agreement: I want my child to achieve in school. Therefore, I shall strive to:

- Provide a caring home environment and a quiet place for my child to do schoolwork.
- Teach my child the value of respecting self, others, and property. I will also teach my child appropriate behavior and good manners.
- Make sure my child is punctual and strives for 100% attendance. I will also make sure my child completes the full school day by not taking them out from school early.
- If my child is absent, I will contact the school. (839-4971)
- Be responsible for reviewing the school calendar frequently to ensure school is in session.
- Be involved in my child's education, which includes reading with my child every night and completing homework.
- Read all the information that the school sends home and contact the school when I have a question or concern and return information as appropriate.
- Seek the school and community resources that support the well-being of my child.
- Monitor the amount of television my children watch and the amount of technology time at home.
- Volunteer in the classroom/school to support academic achievement among students. (see volunteer guidelines)
- Promote positive use of my child's extracurricular activities.
- Participate, as appropriate, in decisions related to my child's education including attending meetings and serving, to the extent possible, on policy advisory groups, such as being the Title I parent representative on the school's School Improvement Plan, the Title I Policy Advisory Committee, the School Support Team or other school advisory or policy groups.
- Provide 20 hours of my time as a volunteer in the school according to their needs.
- Will pick up my child from school at 4:00 if not registered to participate in any after school related activity.

Student Agreement: It is important that I work to the best of my abilities. Therefore, I shall strive to:

- Believe that I can learn and will learn.
- Achieve 100% attendance.
- Come to school prepared with ALL supplies necessary for learning.
- Be responsible for maintaining my agenda/homework journals, schoolwork, accountability cards and books.
- Respect the rights of others to learn and respect all adults on school grounds.
- Take responsibility for my schoolwork and behavior.
- Abide by the school's dress code (uniform) and conduct policies.
- Ask for help from my parents and teachers when I don't understand.

- Provide my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Complete all homework assignments and read daily for at least 30 minutes every day outside of the school time including weekends, holidays and summer vacation.
- Will follow all cell phone policies.

Teacher Agreement: It is important that all students achieve. Therefore, I shall strive to:

- Always conduct myself in a courteous and professional manner.
 1. Meet with students privately in class to discuss any academic or behavior matters.
 2. Arrange parent/teacher conferences to discuss any academic or behavior matters with parents aside from my instructional time when possible.
- Utilize a challenging curriculum with high standards and expectations in academics and behavior, which meets all students' needs, and common core state standards.
 1. Implement the Common Core State Standards/Curriculum
 2. Prepare students for state testing in an effective way.
 3. Student Support Services
 4. Professional Development
 5. Balanced Literacy Program
 6. Professional Learning Communities
- Communicate in a clear, respectful and prompt manner.
- Facilitate opportunities for parent involvement.
- Provide students with encouragement and an opportunity to succeed.
- Encourage students and parents by providing information about student progress.

Principal Agreement: It is important that all students achieve. Therefore, I shall strive to:

- Create channels of communication that are easily understood, informative, and convenient between school and home.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so

that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Give parents of participating children information in a timely manner about Title I, programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure student's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Furnish each parent an individual student report about the performance of their child on State Assessments as applicable and as it is available.
- Act as an instructional leader by supporting teachers in their classrooms.
- Create a welcoming atmosphere for students and parents.
- Facilitate appropriate staff development and training for teachers and parents.

Student Behavior Management

Student Behavior Management Process

Staff Observes Problem Behavior

Step 1: Problem-solve with student(s) and complete a reflection/goal setting sheet.

Is the behavior office managed?

Yes	No
<p><i>Write a major referral slip to the office.</i></p> <p><i>Student(s) remain in the room, if possible until Administration is available.</i></p>	<p><i>Use the teacher consequence below.</i></p> <ul style="list-style-type: none"> ● <i>Reflection</i> ● <i>Parent Contact By Teacher</i> ● <i>Log in Synergy</i>
<p style="text-align: center;"><i>Administration Determines Consequence</i></p> <p style="text-align: center;"><i>Office managed offenses include</i></p> <p><i>Level 3: Immediate Office Referral</i></p> <ul style="list-style-type: none"> ● <i>Truancy (3, 5, 10 day letters)</i> ● <i>Fighting</i> ● <i>Arson</i> ● <i>Bomb threat, false alarm</i> ● <i>Use, possession of alcohol</i> ● <i>Use, possession of prescription or non-prescription drugs, editables</i> ● <i>Use, possession of tobacco, e cigarettes</i> ● <i>Use, possession of weapons</i> <p><i>Level 2: Teacher Discretion for Major Referral</i></p> <ul style="list-style-type: none"> ● <i>Pushing/Shoving</i> ● <i>Harassment, teasing, taunting (physical and/or verbal)</i> ● <i>Abusive Language</i> ● <i>Theft</i> ● <i>Property Damage</i> ● <i>Technology Violations</i> 	<p style="text-align: center;"><i>Complete Minor Referral slip</i></p> <ol style="list-style-type: none"> 1. <i>Referral slip when student does not respond to redirection, verbal warning, or precorrection.</i> 2. <i>Teacher notifies parents for ALL minor referrals with a phone call, letter, email, etc. Document contact on referral sheet.</i> 3. <i>When possible, have a corrective action corresponding to the behavior being corrected. Contact parents with updates.</i> <div style="background-color: #f08080; text-align: center; padding: 5px; margin: 10px 0;"> <p>IF MINOR BEHAVIOR CONTINUES...(AFTER 3 MINOR REFERRALS)</p> </div> <p style="text-align: center;"><i>Write a major referral to the office and attach copies of a minimum of 3 minor referrals for Administration Reference.</i></p> <p><i>Level 1: Minor Referral</i></p> <ul style="list-style-type: none"> ● <i>Inappropriate Language</i> ● <i>Horseplay</i> ● <i>Defiance, disrespect, insubordination, non-compliance</i> ● <i>Lying, cheating, not prepared for class</i> ● <i>Disruption, excessive talking,</i>

- | | |
|--|---|
| | <ul style="list-style-type: none">• <i>Dress code violation</i> |
|--|---|

APPENDIX: Forms

Christine Duncan Heritage Academy Student/Teacher Goal and Strategy Sheet (PAWS)

Please come up with specific strategies that can lead to successfully accomplishing each goal.

Student Goal: Example: I will respect my teacher and the guidelines of his/her classroom, and take responsibility for my actions by coming to class ready to learn.

Strategy #1:

Strategy #2:

Strategy #3:

Teacher Goal: I will help my student(s) work toward success by providing them with the needed support to meet the Triple Crown challenge (being respectful, responsible, and ready to learn).

Strategy #1:

Strategy #2:

Strategy #3:

Signatures: Student _____ Teacher: _____

Parent Contact (Please list dates and times):

Weekly Progress Report Christine Duncan Heritage Academy

Dates: _____

Student: _____

	Positive Attitude	Attentive	Wise Decision	Show Respect
Outdoor/walkway	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A If no, please explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A If no, please explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A If no, please explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A If no, please explain.
Classroom	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A If no, please explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A If no, please explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A If no, please explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A If no, please explain.
Cafeteria	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A If no, please explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A If no, please explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A If no, please explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A If no, please explain.

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**Christine Duncan Heritage Academy
Student in Need of Assistance**

When completed, place it in the PBIS mailbox.

Student Name: _____ Date: _____

Teacher: _____ Grade: _____

Briefly describe inappropriate behaviors including frequency, duration and setting:

Date(s) of phone contacts with parent:

(Initial contact) (2-week follow-up) _____

Parent Response: _____

Date Goal Sheet Implemented: _____

Student in Need (Follow-up)

Please attach a copy of the following:

- Behavioral Goal Sheets from the last 4 weeks
- Weekly Conduct Sheets from the last 4 weeks

Recommendations from the Instructional Support Team:

Employee Relations Policy

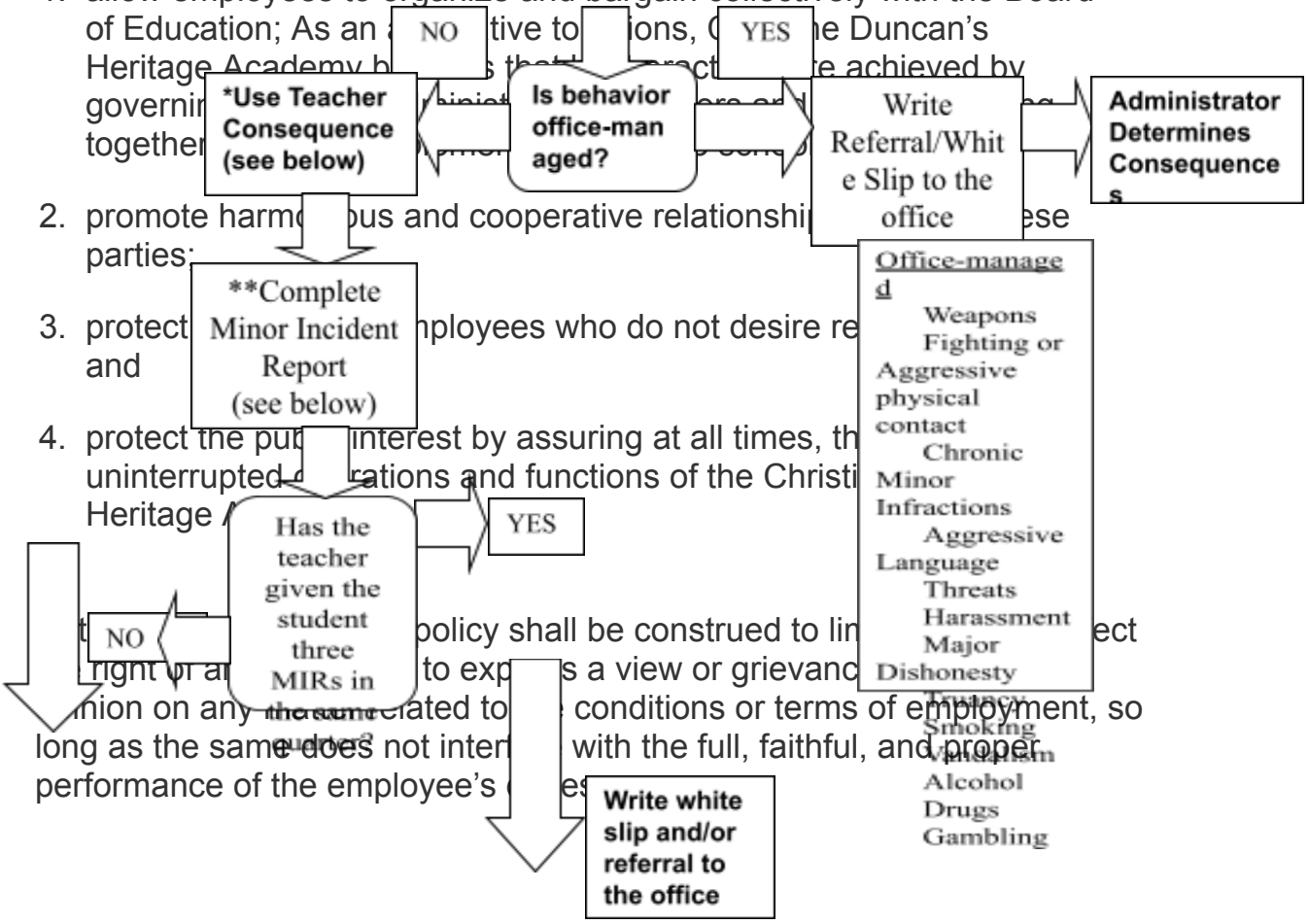
This policy will be cited as the "Christine Duncan's Heritage Academy Employee Relations Policy." It is the policy in this School to

1. allow employees to organize and bargain collectively with the Board of Education; As an alternative to unions, Christine Duncan's Heritage Academy has established a grievance procedure to be achieved by governing together.

2. promote harmonious and cooperative relationships between the parties;

3. protect employees who do not desire representation and

4. protect the public interest by assuring at all times, the uninterrupted operations and functions of the Christine Duncan's Heritage Academy.



Treatment of Religious Issues Policy

Christine Duncan’s Heritage Academy shall strive to maintain a neutral stance in matters involving religion. Christine Duncan’s Heritage Academy shall adhere to the following guidelines regarding religion and the instructional day:

- The school year calendar shall be planned to avoid conflict with religious holidays.
- In case of conflict, students shall be allowed excused absences to observe religious holidays.
- The sacred literature of all faiths may be studied only for its historical, artistic, cultural, literary or other secular importance.
- Religious exhibits, music or display of religious objects or symbols may be permissible only if they are used as learning materials in these studies. Christine Duncan’s Heritage Academy believes in the importance of sharing students’ culture, including religion.
- Lesson Plans should support valid instructional standards.

School facilities may be used by religious groups outside of instructional hours or when such use will not conflict or interfere with the school program in accordance with Governing Council policy and administrative procedural directive.

Christine Duncan’s Heritage Academy shall not conduct or sanction any invocations, benedictions, or formal prayers at any district-sponsored activities.

Administrative Position: Chief Academic Officer

Department Director:

Adopted Policy from Albuquerque Public Schools

References Legal Cross Ref.:

- §22-12-3 NMSA 1978
- §22-15-15 through §22-15-20 NMSA 1978
- §22-27-2 NMSA 1978

**Christine Duncan Heritage Academy
Criteria for Use of Videos, DVDs and Other Instructional Media**

All use of videos and other audiovisual media shall comply with all copyright laws and regulations. Teachers or other staff members using video or audiovisual media shall be responsible for following all School procedures and state and federal laws regarding their use. Video or audiovisual media, if used, shall be an integral part of standards-based instruction. Use of personal streaming video subscriptions in the classroom shall be forbidden.

The School shall not extend legal or insurance protection to any employee who violates copyright law or regulations.

In addition, for all use of videos, DVDs, and other instructional media, consider the following:

- Capacity of the video, DVD, or instructional media to support the curriculum.
- Capacity to reach the personal interest level and ability of students.
- Importance of the subject matter.
- Age appropriateness using Motion Picture Association of America guidelines where applicable and reviews from other recognized sources.

Procedures for Using All Videos/DVDs and Other Instructional Media

- Teachers or other staff members wishing to use a video/film must shall written permission from the principal prior to the planned showing.
- A parent/guardian permission form including descriptive information about the video/DVD as well as instructional purpose is required if there is any doubt about the appropriateness of the video/DVD.
- Videos/DVDs of student performances may be shown to students if they meet the instructional criteria listed above. Any student participating in a filmed student performance shall have a signed video release form prior to the filming.
- If a non-rated video or DVD has been approved by a review committee, the same video or DVD may be used in subsequent months or school years if the intended instructional use is the same as that presented to the original committee. However, videos/DVDs used to support human sexuality and AIDS/HIV instruction shall be reviewed at least every other year or when significant changes are made in instructional delivery. If the age group or lesson plan changes, the video/DVD shall be reviewed for intended context.

Additional Procedures for Use of Videos/DVDs Rated by the Motion Picture Association of America

The ratings used by the Motion Picture Association of America (MPAA) shall be one consideration of several in connection with the other selection criteria. If using an MPAA rated video/DVD, the following additional guidelines must also be followed:

- Parents/guardians shall receive one week advance written notice when teachers plan to use commercial video/DVD recordings that are rated PG with elementary students, PG 13 with middle school students or R with high school students. Such notice shall include an accurate description of the contents and instructional purpose of the video/DVD recording and where it may be obtained/rented for parent/guardian review. Teachers shall notify the school's principal at least 10 days in advance of showing a PG 13 or R rated video/DVD.
 - G - No signed permission form is necessary.
 - PG - A signed parental permission form is required for students under age 13. If requested for use in an elementary school, the principal will ask a committee to review the use of the video/DVD prior to granting permission.
 - PG 13 - A signed parental permission form is required for students under age 14. If requested for use in a middle school, the principal will ask a committee to review the use of the video/DVD prior to granting permission. (Use of PG 13 videos/DVDs is limited to middle and high schools.)
 - R - A signed parental permission form is required for all students. The principal will ask a committee to review the proposed video/DVD before granting permission. (Use of R-videos/DVDs is limited to high schools only.)
 - NC 17 - Use of videos/DVDs rated NC 17 by the Motion Picture Association of America is prohibited.

Video and Audiovisual Media Review Committees

In the situations described above, and in any other situation where there is a possibility that a video or other audiovisual material may be controversial or age inappropriate, a review committee shall be formed.

Elementary Committee: This committee shall be, at a minimum, composed of the teacher requesting the use of the video/DVD, the appropriate grade level chairperson, a parent appointed by the school's Instructional Council chairperson, and the principal or designee.

Middle School Committee: This committee shall be, at a minimum, composed of the teacher requesting use of the video/DVD, the content area team leader, a parent appointed by the school's Instructional Council chairperson, and the principal or designee.

High School Committee: This committee shall, at a minimum, be comprised of the teacher requesting use of the video/DVD, the appropriate department chairperson or team leader, another teacher from that department elected by department members, a parent appointed by the school's Instructional Council chairperson, and the principal or designee.

The committee shall review the use of the video/DVD using criteria outlined in the preceding section, and shall in that context consider the material in terms of:

- the instructional goals and learning outcomes hoped to be achieved through use of the video/DVD;
- Local community standards;
- and the availability of other instructional materials that could meet these goals.

The committee shall present recommendations to the principal. The principal shall make the final determination based on those recommendations.

Alternative Assignments

If it is established that a student or parent/guardian objects as a matter of principle to the viewing of a particular video/DVD, a meaningful alternative and related activity will be assigned without penalty or embarrassment to the student.

Alternative assignments shall consist of useful work related to valid instructional goals. They may not be punitive or burdensome in length of time or type of work required.

Approved by the Christine Duncan Heritage Academy Governing Council

Christine Duncan's Heritage Academy
1900 Atrisco Dr. NW
Albuquerque, NM 87120
(505) 839-4971

Employee Handbook
Signature Form

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

He leído el libro de pólizas del empleado y estoy de acuerdo en seguir las reglas y los procedimientos mencionados.

Employee Signature: _____
Firma del empleado

Date/Fecha: _____

RECEIVED BY: _____