



Christine Duncan
HERITAGE ACADEMY

2025-2026

CDHA
Employee Handbook

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

MISSION STATEMENT: Christine Duncan 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

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Christine Duncan Heritage Academy

Welcome Letter and School Philosophy

WELCOME! At Christine Duncan Heritage Academy, we believe in the worth and dignity of each individual. We recognize individual strengths and provide guidance to help students achieve their greatest potential. Staff will incorporate innovative teaching strategies and techniques that support dual language education and that are 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, Executive Director



Mission/Vision Statement

School Vision:

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

Declaración de la Visión de la escuela:

Christine Duncan Heritage Academy promueve la excelencia académica, el bilingüismo y el aprendizaje permanente. CDHA valora un entorno diverso e inclusivo que fomenta la participación de la familia y la comunidad.

School Mission Statement:

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

Declaración de la misión de la escuela:

Christine Duncan Heritage Academy se centrará en la instrucción bilingüe doble vía de lenguaje, en español e inglés, para lograr el objetivo de la alfabetización bilingüe y el bilingüismo utilizando prácticas basadas en investigaciones e instrucción basada en datos para mantener un entorno escolar diverso para que todos los estudiantes gocen del éxito.

CHRISTINE DUNCAN HERITAGE ACADEMY

Charter School Goals

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.
- Specific: 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.
- Measurable: At least 40% of students in the 8th grade will participate in Spanish AP classes and 75% of these students will pass with at least a 3. This would allow

students to earn high school and college credit and will count toward a high school bilingual seal, if desired.

- Time-Specific with Target Dates: In the next five years, we expect to increase the percent of students in the eighth grade taking Spanish AP to at least 50% with a pass percentage range of at least 85%.

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.
- Specific: Students in grades K-8 who have attended Christine Duncan Heritage Academy for at least two consecutive semesters and are identified as English Language Learners 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.
- Measurable: **At least 40%** 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.
- Ambitious and Attainable: **At least 40%** 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.
- Reflective of the School's Mission: **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.**
- Time-Specific with Target Dates: In the next five years, we expect to have at least 55% of all assessed ELL students **who have been enrolled at CDHA for at least three years** demonstrate an increase in proficiency (.5 gain) on the ACCESS or a similar state approved English Language Proficiency Assessment.

SPECIFIC CHARTER SCHOOL GOAL #3

- **At least 40% of all** students in grades K-5 who have attended Christine Duncan Heritage Academy for at least two consecutive semesters will demonstrate at least a .5 point gain in the raw score as measured by the spring administration of the AVANT STAMP 4Se assessment or a similar assessment or previously scored at

- the advanced level.
- Specific: **At least 40% of all** students in grades K-5 who have attended Christine Duncan Heritage Academy for at least two consecutive semesters will demonstrate at least a .5 point gain in the raw score as measured by the spring administration of the AVANT STAMP 4Se assessment or a similar assessment or previously scored at the advanced level.
 - Measurable: **At least 40%** of all tested students will demonstrate an increase in proficiency (.5 gain) on the AVANT STAMP 4S/4Se assessment.
 - Ambitious and Attainable: **At least 40%** of all tested students **who have been enrolled at CDHA for at least three years** will demonstrate an increase in proficiency (.5 gain) on the AVANT STAMP 4Se assessment.
 - Reflective of the School's Mission: **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.**
 - Time-Specific with Target Dates: In the next five years, we expect to have at least **50%** of all assessed students **who remained enrolled at CDHA** demonstrate an increase in proficiency (.5 gain) on the AVANT STAMP 4Se assessment

LEADERSHIP THROUGH FOUR DOMAINS FOR STRATEGIC PLANNING

The Christine Duncan Heritage Academy staff was divided into Four Domains so that all could participate in the development of this Strategic Plan. Staff worked together in Domains and also in large groups to determine the elements of this plan and to create action plans around SMART goals that will provide for implementation of the school turnaround process.

The Four Domain Leads; Principal (Domain I), Special Education Coordinator (Domain II), Turnaround Coach (Domain III) and Vice Principal (Domain IV) leads the process of development of goals and strategic plans and coordinated together to assure smooth articulation between the domains.



This graphic represents the 4 Domains of Rapid School Improvement, a Systematic Turnaround and Improvement Model developed by WestEd, 2017.

STRATEGIC INTENTIONS: ACADEMIC AND BEHAVIORAL SMART GOALS

Domain I: SMART Goal #1a: Elements 1-9

CDHA Turnaround Leadership will address the urgency for improved academic performance with short- and long-term goals that target activities to support the schools Strategic Plan through June 2025. Improved Academic performance will be defined as a demonstrated 5% growth in Reading, Math and Science for all grade levels in year one with an additional 5% per year for a total of 20% growth in each area for each grade level over the four-year period. Success of this goal will be measured using Istation (K-2nd grade), NMSSA ELA and Math scores (3rd-8th grade) and NMASR science (grades 5th-8th).

Domain II: SMART Goal #1a: Elements 1-2. Teacher Recruitment/Retention

CDHA will improve the recruitment and retention process and quality of certified staff and non-certified staff, by using a research-based program, creating an employee on-boarding system, setting clear expectations, revisiting job descriptions, and improving interview questions, and retaining at least 90 % of the teaching staff yearly, which will impact student achievement positively.

Domain III: SMART Goal #1: Elements 1-4

All students at Christine Duncan Heritage Academy will show a 5% yearly growth for a total of 20% or more growth over four years in the areas of ELA, Math, and Science. Students will be measured using Istation Kindergarten through Second Grade, NMSSA ELA and Math Third through Eighth grade, and NMASR Science in Fifth and Eighth grade.

Domain IV: SMART Goal # 1a Elements 1-2

By the end of August 2022, 100% of CDHA staff will be trained in a new school wide student discipline referral process, to build bridges towards a better student-teacher relationship, as measured by a decrease of 20% in the amount of student discipline referrals submitted in the first semester.

Domain IV: SMART Goal #2a Elements 1-3

By 2025, all CDHA Students in K-8th will commit to becoming lifelong learners by adapting to a growth mindset through the use of language, technology, and community, as measured by 60% of student participation in community/environmental projects, such as recycling for k-2nd grade students, environmental greenhouse effects for 3rd – 5th grade students and GEAR UP, AVID, and leadership opportunities for 6th – 8th grade students.

Domain IV: SMART Goal #3a Elements 1

By May of 2023 overall K-8 student Chronic Absenteeism Rate at Christine Duncan Heritage Academy will decrease by 5% in level 1 for a total of 35%, and Level 2 for a total of 22% student overall attendance as measured by Synergy Reports, STARS and New Mexico Vista. By the end of the school year 2023-2024 overall K-8 students' Chronic Absenteeism rate will decrease by an additional 5% in Level 1 to reach a total of 30% overall students' attendance.

Faculty and Staff Specific Goals:

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

Action plan

Please refer to these links for attendance policy and flowchart.

<https://www.christineduncan.org/parents/school-policies>

Teachers agree to...

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

Management agrees to...

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

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

School Goal #2: Increase RIGOR in the classroom!

Action plan

Teachers agree to...

- Submit lesson plans weekly, no exceptions!

- Bring more interactive technology into the classroom by using laptops, iPads, computers, promethean boards, smart boards, or LCD projectors during instruction.
- Implement and monitor software programs; Benchmark Advanced Reading, EnVision Math, ESL programs, eBooks, etc.
- Differentiate instruction based on student needs following the MLSS Model.
- Create Classroom Improvement Plans (CIPs) and monitor student progress at least three times a year.
- Complete data charts and monitor student progress three times a year and submit to administration, in a timely manner and as requested (separate data charts for ELL students and special education students in their classroom)
- Work with the Student Assistance Team (SAT) to support students in need and follow the Multi-Layered System of Supports (MLSS) Model.
- Tutor needy students twice a week; Tuesday and Thursday.
- Actively participate in all professional development offered by the school.

Administration agrees to....

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

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

Goal #3: Data Driven Instruction

Action plan

Teachers agree to...

- Create a daily schedule at the end of the first week of school. (Follow the CAP Curriculum Alignment Program for the Dual Language model and language instruction)

- Follow the 90/10 PK, 80/20 Kinder, 70/30 1st, 40/60 2nd, 50/50 3rd - 8th grade model of the dual language program for instruction.
- Ensure that all students receive instruction in math and reading in two languages.
- Implement the PDSA model; Plan, Do, Study, Act.
- Provide weekly testing opportunities to students.
- Analyze student data to make instructional decisions.
- Document the strategies used in the classroom in your instructional plan.
- Monitor student progress based on data.
- Inform parents of exams given to students and their results.
- Be loyal to the implementation of exams required by the school.
- Analyze Classroom Improvement Plans (CIP) and reflect on pedagogical practices based on student progress.
- Analyze graphs of student data and student progress, including the progress of students with special needs and those still learning English.
- Implement and monitor the data of the use of programs on computers; MobyMax, Reading Plus, Prodigy, EnVision Math, ESL Programs, eBooks, etc.
- Use data to differentiate instruction according to student needs.
- Work with families to support efforts to educate students based on student data collected.
- Inform parents of student progress weekly and send weekly progress reports and monthly classroom news with the focus of the month.
- Have weekly meetings with colleagues in PLCs.

Administration agrees to...

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

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

“When children get their hands on what is rich and real, or learn to do something useful with their brains and hands, when they are taught the practice of doing something valuable, they learn the necessity of knowledge. Education must be derived from actual individual experience.”

-Mary Christine Duncan

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 Heritage Academy. Also, see [Letter of Commitment 2025-2026](#)

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

SCHOOL HISTORY

Christine Duncan 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 20th year of charter school implementation and year four of the fourth renewal term. Our school received a re-accreditation by COGNIA NCA-CASI for six years in 2023. We also added a half-day Pre-K Program in 2015-2016 and now have a very successful full day Pre-K Program and Early Pre-K Program with space for 60 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.

The Governing Council is made up of eight members:

- Dr. Barbara Medina, President
- Dr. Edward Monaghan, Vice President
- Ms. Silvia Fraire-Niño, Treasurer
- Ms. Vilma Alejandra Ruiz, Member
- Mr. Tim Woodard, Member
- Ms. Elma Garcia, Member
- Mrs. Pamela Tangistengo
- Mrs. Nahomi Chevere

WORKPLACE POLICIES

Open Communication Policy

Christine Duncan 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 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 Check Policy

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

Christine Duncan 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 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 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 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 Heritage Academy.

Purpose of School Volunteer Programs

Christine Duncan Heritage Academy encourages parents, guardians, family and community members to volunteer in its schools. Christine Duncan 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 Heritage Academy Community Schools and Partnerships

Christine Duncan 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 develop 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 programs. 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 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 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 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 making 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 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 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 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 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 Heritage Academy employee is prohibited on school premises or as part of any Christine Duncan 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 Heritage Academy activity.

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

Violence in the Workplace

Christine Duncan 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 Heritage Academy or its employees or which occur on Christine Duncan Heritage Academy property will not be tolerated. This policy applies to all persons involved in Christine Duncan Heritage Academy operation, including personnel, contract and temporary employees and anyone else on Christine Duncan 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:

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

Weapons

Christine Duncan Heritage Academy prohibits all persons who enter Christine Duncan 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 Heritage Academy to carry a weapon on the property.

Smoking

Use of tobacco, tobacco products, vapes or electronic cigarettes on the Christine Duncan Heritage Academy campus and extending to all function locations such as games and field trips is prohibited.

Employee Technology Acceptable Use

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

- Knowingly send, receive, or display sexually oriented images, messages, or cartoons.
- 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.
- Knowingly send, receive, or display communications that demean, threaten, insult, harass, or defame others.
- Knowingly send, receive, or display communications that disparage or berate Christine Duncan 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 Heritage Academy business.
- Violate any local, State, or Federal statute or regulation including, but not limited

- to copyright laws.
- Solicit, endorse, or proselytize others for commercial ventures, outside organizations, or religious, social, or political causes.
 - Disrupt, disable, damage, or interfere with services, equipment, or other users.
 - 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 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 attired and groomed in a professional manner during working hours and when representing CDHA. All staff members serve as role models for our students to follow in their attitude, appearance, and groom. 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, therefore, staff members are not allowed to wear leggings or sweats. There are some exceptions to this rule for example, PE coaches may use sweat pants because it directly pertains to their subject matter. Also, during professional development days, when students are not present, and PD is held at the school, staff may use sweats pants or leggings if they wish. 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 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 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. Violation of this policy can result in disciplinary action including reprimand, termination, and legal action.

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 Heritage Academy.

Unacceptable Activities

Christine Duncan 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 Heritage Academy.

1. Violation of any Christine Duncan Heritage Academy policy.
2. Violation of security or safety rules or failure to observe safety rules or Christine Duncan Heritage Academy safety practices; failure to wear required safety equipment; tampering with Christine Duncan 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 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 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 Heritage Academy premises or when representing Christine Duncan Heritage Academy; fighting, or provoking a fight on Christine Duncan 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 Heritage Academy property, or the property of fellow employees, customers, suppliers, or visitors in any manner.
10. Theft or unauthorized possession of Christine Duncan Heritage Academy property or the property of fellow employees; unauthorized possession or removal of any Christine Duncan Heritage Academy property, including documents, from the premises without prior permission from Administration; unauthorized use of Christine Duncan Heritage Academy equipment or property for personal reasons; using Christine Duncan 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 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 Heritage Academy property.
14. Conducting a lottery or gambling on Christine Duncan 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 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 Heritage Academy premises.
24. Failure to immediately report damage to, or an accident involving, Christine Duncan 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 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. Communicating with students through social media platforms or telephone texting students directly on personal cell phones without parent consent.
 28. Any other act or omission which impairs or restricts the ability of the Christine Duncan 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 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.

Employment Matters

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.

Grievance Policy and Procedures

CHRISTINE DUNCAN HERITAGE ACADEMY EMPLOYEE DISPUTE RESOLUTION

POLICY STATEMENT

As an employee of Christine Duncan 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 2024-2025 for required participation in school night events.

The teachers' duty day begins at 7:45AM and ends at 4:15PM, unless you have assigned duty. 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 7:30-8:05 or from 4:15-5:00 and staff meetings on Tuesdays at 7:30 once or twice a month. If staff are not reading the weekly MEMO and following directives, we will have weekly staff meetings. We will arrange to meet with grade levels during school working hours. **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 40 hour a week contracts.

In general, teaching staff will not work on Fridays during the regular school year. There will be approximately 10 Fridays that will be used as in-service days. We may also use Fridays for Make-Up school days. **We will be having school on Fridays following a Monday 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 7:30 AM-4:00PM.

Absence or Lateness

If you are unable to report to work, or if you arrive late, contact 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 using the employee leave form or electronically if available through aptafund in the timesheets section. Report ALL absences to Ms. Isabel Loya or designee in the main office for classroom coverage.

Severe Weather and Emergency Conditions

School Closure: In the event of severe weather conditions or other emergencies, Christine Duncan Heritage Academy may decide to close all or part of Christine Duncan 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 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 Heritage Academy will follow the Albuquerque Public Schools (APS) decisions but may decide to do remote learning if prepared to do so.** The reporting time for all employees may be delayed up to a maximum of two hours. In the event of a delayed school day, all staff must report at least 30 minutes prior to the arrival time of the students. For example, if there is a 2 hour delay, students report at 10am and staff should be on school grounds ready to receive the students no later than 9:30am. Robo calls will be sent out to announce the school's decision through school messenger or Synergy..

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 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 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 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, or hard copy, 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 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 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 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 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. It is strongly recommended that you review your biweekly paycheck stubs for payment accuracy as the system may generate unexpected errors. If you are a new employee, your first two paychecks 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. In addition, you will have to sign in for all professional development days outside the normal scope of your contract in order to get proper compensation.

Mandatory Deductions from Paycheck

Christine Duncan 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 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 a trained supervisor. Written evaluations will be completed using the NMPED's ELEVATE NM Teacher Evaluation System in the Canvas System where teachers have opportunities to enter their PDP's, have walk through evaluations and formal evaluations. It also gives the teacher and the supervisor the ability to communicate with each other as to areas of growth and development and

also areas which may need improvement.

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

Employee Leave Policy

Employee Leave Policy for Christine Duncan Heritage Academy offers employees paid and unpaid leaves of absence in times of personal need. Personal and sick leave is earned on a yearly basis. Personal leave is granted at a rate of two (2) days per school year. Sick leave is accrued monthly at a rate of (1) day worth of sick leave per month from August-May with a maximum accrual of 10 days per school year. Any unused sick leave will be carried over to the subsequent school year.

Monetary Compensation for Unused Leave

Christine Duncan Heritage Academy values the health and well-being of its employees and recognizes the importance of providing comprehensive leave benefits. To encourage responsible use of leave and ensure employee welfare, CDHA offers monetary compensation for unused sick leave or personal leave under the following conditions:

1. **Eligibility Criteria:**
 - Employees must have accrued a personal sick bank of at least 10 days.
2. **Compensation Details:**
 - Employees will be compensated at a rate of \$100 per unused leave day.
 - Compensation is provided for up to eight days of unused leave per school year.
3. **Process:**
 - At the end of each school year, Human Resources will calculate the total number of unused sick leave days for each eligible employee if they wish to be compensated.
 - Eligible employees will receive compensation based on the number of unused days, up to a maximum of eight days.
4. **Conditions:**
 - Compensation will be included in the employee's final paycheck for the school year.
 - Unused leave days can be carried forward to the next school year in order to build a larger sick leave bank than the required 10 sick days if the employee wishes.
5. **Purpose:**
 - The purpose of this policy is to incentivize responsible leave management while providing financial recognition for employees who maintain good health and attendance throughout the school year.

General Provisions

Application for Leave: All leaves of ten (10) consecutive work days or less must be requested through and approved by the school administration. Extended leave of more than ten (10) days, with or without pay, must also be requested through the school administration. Employees must complete the required Leave Forms and receive the necessary approval before the leave requested may be taken. All leave needs to be reported in the AptaFund Portal or its equal if the software is replaced, and a paper copy of the leave form must be submitted to the business office. All employees must create emergency lesson plans and turn them into the business office to be stored. This should occur within the first two weeks of school.

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
- § Unapproved leave will result in leave without pay

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.

Types of Leave

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 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, step-child, parent, step-parent, parent-in-law,

grandparent, grandchild, daughter-in-law, son-in-law, brother, sister, sister-in-law, brother-in-law, others who reside in the same household as the employee, or a person in loco parentis.

Court Leave/Jury Duty:

Except as a plaintiff or defendant, court leave 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 shall remit 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.

Funeral Leave:

Employees may be excused without loss of pay by their immediate supervisor, for a period up to three (3) hours, to attend funeral services of others than members of the immediate family provided no substitute is required.

Personal Leave:

Two (2) days per year with pay is granted to eligible employees to accomplish personal business that cannot be done during other than your normal working hours. Any unused personal days may not be carried over to subsequent years as sick leave or compensated.

Professional Leave:

Leave with pay may be granted for professional visitation and attendance at job-related meetings, conferences and training services or other activities that in the administration's judgment would be beneficial to the work of the employee or to the School. Such leave may or may not involve the reimbursement of expenses, including substitutes, depending upon the mutually agreeable arrangements made prior to leave. One day of leave may be granted to a certified employee on the day of the certified employee's oral examination for an advanced degree.

Religious Leave:

Leave may be granted, upon request, to all employees for observance of recognized religious events. This leave is unpaid and may be granted for up to two (2) days per year.

Sick Leave:

Sick leave is accrued monthly at a rate of one (1) day per month with a maximum accrual of 10 days per school year. Employees must call their supervisor as soon as they know they will be absent from school and schedule a substitute teacher if necessary. Christine Duncan 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. Accrual: Unused paid sick leave may be accumulated and carried over from year to

year. The allowable number of accumulated hours and/or days may be different with each employee group.

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 involving the use of sick leave. 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. The employee may or may not qualify for unpaid leave under the federal Family Medical Leave Act (FMLA). 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 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 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. In addition, the employee must submit the Return to Work Certificate which the treating physician completes.

FMLA Leave:

Christine Duncan Heritage Academy grants unpaid, job-protected leaves of absence pursuant to the FMLA to eligible employees. To be eligible under the FMLA, the employee must be employed at least 12 months and have worked at least 1,250 hours at the school during the 12 months preceding the commencement of leave. Whenever possible, employees must notify their supervisor at least 30 days prior to taking FMLA leave, stating the reason for the leave. Appropriate certifications for any serious illness or health condition may be required. The school may ask for or require a second medical opinion at the school's expense. Documentation confirming family relationship, adoption or foster care may be required. The maximum time allowed for FMLA leave is a total of 12 weeks in the 12-month period as defined by the school.

210+ Day Contract Employee: Full-time employees and part-time employees working a contract year of 210 days or more are eligible to accrue personal and sick leave on a prorated basis. Days begin accruing on your hire date. Full time employees receive personal leave days at the rate of 10 days per year accrued from August to May at the rate of 1 day/month. Full time employees receive sick leave days at the rate of 10 days per year accrued from August to May at the rate of 1 day/month. Employees are encouraged to use their vacation time off. Vacation will accrue until the employee has reached a maximum of 20 sick leave days. Personal time off must be authorized by your supervisor in writing. Your supervisor has the responsibility to maintain adequate staffing levels and has the authority to limit the approval of vacation requests in order to meet operational needs.

Military Leave of Absence:

CHRISTINE DUNCAN HERITAGE ACADEMY will grant a military leave of absence if an employee is absent from work because he/she is serving in the U.S. uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA). Employees who perform duty, voluntarily or involuntarily, in the “uniformed services,” which include the Army, Navy, Marine Corps, Air Force, Coast Guard, as well as the reserve components of each of these services, Army National Guard, Air Force National Guard, Commissioned Corps of the Public Health Service, and any other category of persons designated by the President in time or war or emergency, will be eligible for re-employment after completing duty, provided: 32 a. They provide written or verbal notice of their orders to their supervisor/Human Resources as soon as received (unless precluded by military necessity or otherwise impossible/unreasonable) b. They satisfactorily complete duty of five (5) years or less; c. They begin duty directly from employment with CHRISTINE DUNCAN HERITAGE ACADEMY; and d. They apply for and are available for re-employment as follows:

- 1) Less than 31 days of service: By the beginning of the first regularly scheduled work period after the end of the calendar day of duty, plus time required to return home safely and an eight hour rest period. If this is impossible or unreasonable, then it must occur as soon as possible.
- 2) 31 to 180 days: No later than 14 days after completion of duty. If this is impossible or unreasonable through no fault of the employee, then as soon as possible.
- 3) 181 days or more: No later than 90 days after completion of duty.
- 4) Service-connected injury/illness: Reporting or application deadlines are extended for up to two (2) years for persons who are hospitalized or recovering.

SEPARATION OF EMPLOYMENT

Voluntary Termination

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

- Resign from Christine Duncan Heritage Academy;
- Retire from Christine Duncan Heritage Academy;

- Fail to return from an approved leave of absence on the date specified; or
- Fail to report to work or call in for three (3) or more consecutive work days.

Involuntary Termination

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

Non-Reemployment

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

Return of Christine Duncan Heritage Academy Property

Any property Christine Duncan 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 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 Heritage Academy with a forwarding address and phone number and complete a questionnaire that provides Christine Duncan 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.

Anti-Bullying Policy

CHRISTINE DUNCAN HERITAGE ACADEMY BULLYING PREVENTION POLICY

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

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

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

Prohibition

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

C. Activities:

- o Christine Duncan Heritage Academy shall annually notify all school and district personnel (including substitutes), school volunteers, students, and their parents/guardians of the policy, including procedures for reporting and responding to bullying.
- o All school personnel are required to report alleged or suspected incidents of bullying. All other members of the school community are encouraged to report alleged or suspected incidents of bullying.
- o Christine Duncan Heritage Academy shall develop and implement measures to strongly discourage, address and establish consequences for false reports of bullying.
- o Christine Duncan Heritage Academy will develop a bullying reporting process, which ensures the confidentiality of reporters, witnesses, victims and alleged perpetrators.

- o The School prohibits reprisal or retaliation against any person who reports an act of bullying. Appropriate measures shall be put in place by the school to protect reporters, witnesses and victims of bullying from retaliation.
 - o Christine Duncan Heritage Academy is responsible for developing and implementing procedures for administration to investigate allegations of bullying, which ensure the confidentiality of reporters, witnesses, victims and alleged perpetrators. Every reported and suspected bullying incident requires that the school respond consistently and promptly to all individuals involved in the alleged bullying.
 - o All instructional and operational administrative staff shall participate in mandatory bullying prevention training provided by the School at a minimum of once every three years. It is the responsibility of administrators to train their staff periodically including bullying prevention strategies, and identifying, reporting, and effectively responding to bullying.
1. Christine Duncan 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 Heritage Academy shall include parents/guardians in the remediation of severe and/or escalating behavior.

CHRISTINE DUNCAN HERITAGE ACADEMY UNIFORM POLICY

https://docs.google.com/document/d/1TqtgyCE2__oOeqK8piPc3MBZ0I0fENgZ/edit?usp=sharing&ouid=108698103283589364266&rtpof=true&sd=true

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

Wellness Policy

Please review the School's Health and Wellness Policy:
[School's Health and Wellness Policy](#)

EMPLOYEE GRIEVANCE REPORT

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

TITLE I POLICIES

TITLE I PARENT ENGAGEMENT POLICY

CHRISTINE DUNCAN HERITAGE ACADEMY
TITLE I PARENT ENGAGEMENT POLICY, LEARNING COMPACTS, BUDGET

<https://www.christineduncan.org/parents/school-policies>

**TITLE I PARENT VOLUNTEER GUIDELINES
TITLE I LEARNING COMPACTS**

STUDENT BEHAVIOR (PAWS)

Student Behavior Management

Office Discipline Referral Form											
Student: _____ Referring Staff: _____ Grade: _____ Date: _____ Time: _____ Description of event: _____ _____ _____											
Location Classroom Playground (Elementary) Commons (Passing Period) Hallway/Breezeway	Cafeteria Bathroom Gym Library	Playground (Secondary) Parking Lot Special Event/Assembly/Field trip Other									
Problem Behaviors:											
Level I: Inappropriate Language Horse play/Rough housing Defiance/Disrespect/Non-Compliance Behavioral Disruption Chronic dress code violations Technology Violation Property Misuse Chronic tardiness to school/classes Lying/Cheating Use of cellphone Tease Bus disruption Other:	Level II: Threatening Language Fighting/Physical/contact/aggression Harassment/Bullying Public (Inappropriate) Display of affection Skip class/Truancy Leaving class or school without permission Disrupting a school activity Theft Tobacco/E-sigs Non-compliance with disciplinary consequences Chronic/Unmodified Level I behaviors Other	Level III: Off School Location/Field Trip disruption Property Damage/Vandalism: Criminal Damage/ Graffiti Assault (Physically) of Staff Assault (Physically) of Student Assault (verbal) Staff Assault (verbal) Student Possession of Drugs (Prescription or Nonprescription) Alcohol Bomb Threat Arson Weapons Continuation of Level II misbehavior Other									
Possible Motivation: <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Obtain Peer Attention</td> <td style="width: 33%;">Avoid Task/Activity</td> <td style="width: 33%;">Don't Know</td> </tr> <tr> <td>Obtain Adult Attention</td> <td>Avoid Peer(s)</td> <td>Other _____</td> </tr> <tr> <td>Obtain Item/Activities</td> <td>Avoid Adult (s)</td> <td></td> </tr> </table>			Obtain Peer Attention	Avoid Task/Activity	Don't Know	Obtain Adult Attention	Avoid Peer(s)	Other _____	Obtain Item/Activities	Avoid Adult (s)	
Obtain Peer Attention	Avoid Task/Activity	Don't Know									
Obtain Adult Attention	Avoid Peer(s)	Other _____									
Obtain Item/Activities	Avoid Adult (s)										
Others Involved: None Peer Staff Teacher Substitute Unknown Other											
Administrative consequence: Time in office Detention Friday School In-School suspension Loss of privilege Parent contact Individualized Instruction Out-of-School Suspension Conference with Student/Parent/Guardian Other:											
Office use/comments: _Parent/Guardian contacted by: phone call email letter Date/time of contact: _____ Office signature: _____ Date: _____ Parent Signature: _____ Date: _____											

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.

**Christine Duncan Heritage Academy
Student in Need of Assistance / MLSS Form**

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 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 believes that best practices are achieved by governing councils, administrators, teachers and parents working together to create, implement and change school policies.
2. promote harmonious and cooperative relationships between these parties;
3. protect the rights of employees who do not desire representation; and
4. protect the public interest by assuring at all times, the orderly and uninterrupted operations and functions of the Christine Duncan's Heritage Academy.

Nothing contained in this policy shall be construed to limit, impair, or affect the right of any employee to express a view or grievance, complaint, or opinion on any matter related to the conditions or terms of employment, so long as the same does not interfere with the full, faithful, and proper performance of the employee's duties.

Treatment of Religious Issues Policy

Christine Duncan Heritage Academy shall strive to maintain a neutral stance in matters involving religion. Christine Duncan 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 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 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 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.

Print name/Letra de molde:

Employee Signature: _____
Firma del empleado

Date/Fecha: _____

RECEIVED BY: _____