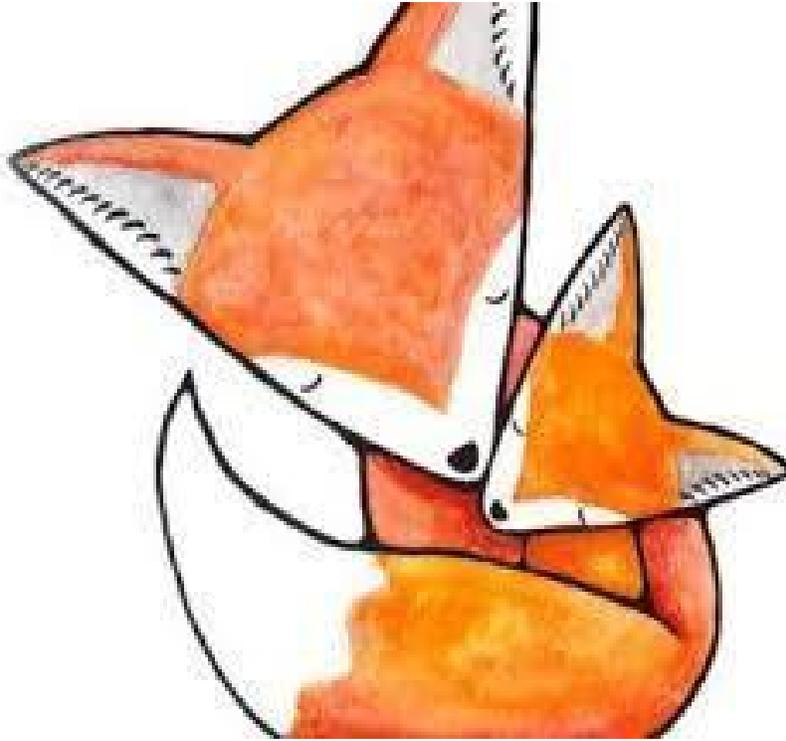


Christine Duncan Heritage Academy Pre-K Family Handbook



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

2025-2026

**Dual Language Early PreK-8 School
APS - FREE PUBLIC CHARTER SCHOOL
Dr. Jesús Moncada, Executive Director
Mr. Casey Benavidez, Principal
Sayra Brambila, Assistant Principal
Mrs. Julie Weeks, Special Education Director
1900 Atrisco Dr. NW
Albuquerque, NM 87120
PHONE: (505) 839-4971
FAX: (505) 831-9027
www.christineduncan.org**

TABLE OF CONTENTS

Meet our PreK Staff!!	4
Program Overview	6
Vision and Mission Statements	7
Christine Duncan Heritage Academy Philosophy	8
Charter School Goals	8
Daily Schedule (Monday-Thursday)	15
After School Programs	15
Meals	16
Preschool Wellness Policy	16
POLICY	18
Attendance	22
Tardiness	23
Announcements	23
Changing of Student Information	23
Visitors	24
Purpose of School Volunteers	24
Positive Discipline Program	27
Dress Code: Student Attire and Grooming	28
PARENT AND STUDENT RESPONSIBILITY	28
Fire/Emergency Drill	28
Evacuation	29
Lock down and Shelter in Place	29
Assemblies	29
Immunization	29
Medications	30
Schedule Change	30
Section 504 of the American with Disabilities Act (ADA)	30
Special Education	30
Discipline of Students with Disabilities/Behavior	31
Dual Language School	31
Personal Items	31
Recruitment, Prioritization, and Enrollment	32
Eligibility for NM PreK	32
Early PreK Requirements	32
The Lottery Process	33
Suspension and Expulsions	33



Bullying Prevention Policy..... 34
Bullying Prevention Procedural Directive..... 34
Weapons..... 36
Harassment..... 36



Meet our PreK Staff!!

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

I hold a Master's degree in Educational Leadership from the University of New Mexico and am a Level III certified bilingual teacher. I earned my Bachelor's degree in Early Childhood Education, also from the University of New Mexico. This is my fifth year at Christine Duncan Heritage Academy, and I have been working with children since 2008.

Educational Assistants

Hanay Escobar, Educational Assistant, Associates Degree in Early Multicultural Childhood Education

Jennifer Perea, Educational Assistant, Associates Degree in Early Multicultural Childhood Education

Valentina Londoño Taborda (Teacher Resident)

Sandra Sanchez (Teacher Resident)

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

I received my Bachelor of Education Studies from the University Center of Sciences and Research in Los Mochis, Sinaloa, Mexico. I am a level 2 certified bilingual teacher. This is my sixth year at Christine Duncan Heritage Academy and I started working with children in 2015. This is my fifth year as a Pre-K lead teacher and my seventh year working at Christine Duncan Heritage Academy in Pre-K.

Educational Assistants

Ana Contreras, Educational Assistant, Associates Degree in Early Multicultural Childhood Education and Bachelors Degree in Accounting from Honduras

Ariana Salas (Educator Fellow)

Mrs. Jessica Carrillo, Early PK Teacher, jcarrillo@Christineduncan.org

I earned a Bachelor of Science degree in Early Multicultural Childhood Education, with endorsements in Bilingual Education and TESOL, from Northern New Mexico University. I am a Level I certified bilingual teacher. This is my first year teaching Pre-K as a lead teacher and my seventh year working at Christine Duncan Heritage Academy.

Educational Assistants

Mireya Guerrero, Level 3 Educational Assistant

Citlali Gonzalez Lerma, Level 3 Educational Assistant



Jenifer Marmol, Level 3 Educational Assistant, Bachelors Degree, Ecuador

Mrs. Yajaira Del Pilar Herrera, Early PK Teacher, Yherrera@Christineduncan.org

I earned a Bachelor of Science degree in Early Childhood Education, with minors in Bilingual Education and TESOL, from Universidad Veracruzana in Veracruz, Mexico. I am a Level I certified bilingual teacher and am currently pursuing a Master's degree in Technology for Teachers at the University of EXPRO. This is my first year working as a lead Pre-K teacher and my second year working at Christine Duncan Heritage Academy.

Educational Assistants

Dora Castillo, Level 3 Educational Assistant

Yolanda Marquez, Educational Assistant, Associates Degree in Early Multicultural Childhood Education

Monique Garcia, Level 3 Educational Assistant



Program Overview

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

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

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



Vision and Mission Statements

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.

Declaración de la Visión de la escuela:

Christine Duncan Heritage Academy brindará excelencia académica, bilingüismo y aprendizaje permanente. Valoramos la equidad, la diversidad y la inclusión. Promovemos y fomentamos la participación familiar y comunitaria.

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.

Declaración de la misión de la escuela:

Christine Duncan Heritage Academy se centrará en implementar una educación de doble vía de lenguaje para lograr el objetivo de la alfabetización bilingüe a través de prácticas basadas en investigaciones e instrucción basada en datos para mantener un entorno escolar exitoso para todos los estudiantes.



Christine Duncan Heritage Academy Philosophy

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

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

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

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

Charter School Goals

SPECIFIC CHARTER SCHOOL GOAL #1:

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

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

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



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

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

SPECIFIC CHARTER SCHOOL GOAL #2

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

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

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

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

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



SPECIFIC CHARTER SCHOOL GOAL #3

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

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

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

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

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

School General Goals:

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

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



but hope we can do much more to involve YOU this school year. We expect to have a monthly family event, parent/guardian meetings, and also encourage students to participate in extracurricular activities including:

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

The Governing Council is made up of six members:

- Dr. Barbara Medina, President
- Dr. Edward Monaghan, Vice President
- Ms. Silvia Fraire-Nino, Treasurer
- Mr. Ben Maes, Member
- Ms. Vilma Alejandra Ruiz, Member
- Mrs. Elma Garcia, Member

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

Action plan

Teachers agree to...

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



Management agrees to...

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

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

School Goal #2: Increase RIGOR in the classroom!

Action plan

Teachers agree to...

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



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

Management agrees to...

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

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

Goal #3: Data Driven Instruction

Action plan

Teachers agree to...

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



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

Management agrees to...

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

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



Student Rights and Responsibilities

You have the right:

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

You have the responsibility:

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

Daily Schedule (Monday-Thursday)

Our school hours are Monday through Thursday from 8:30 to 3:30. We occasionally have Mondays off for Federal holidays. When this occurs, we will have school on the following Friday. We are participating in the K-12+ Program which is state funded.

Our general daily schedule is:

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

*Subject to change to meet NMPREK state requirements

After School Programs

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



Meals

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

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

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

Preschool Wellness Policy

Christine Duncan Heritage Academy

MISSION & IMPACT

Mission:

Christine Duncan Heritage Academy will create the healthiest possible environment for the children in our care, and for our faculty and staff. All students will develop healthy habits by doing physical activity, developing healthy eating habits, building self esteem and promoting family engagement.

Vision:

Healthy kids, Healthy Minds!

Impact:

Benefits for children

Enhances motor/social skills and brain development, promotes emotional well-being and self-esteem, shapes positive eating and physical activity behaviors, and helps children sleep better.

Benefits for families



Supports healthy family behaviors, eliminates confusion for parents by setting consistent standards, and strengthens partnerships between the school and the families.

Benefits for our facility and staff

Creates a healthy environment, eliminates confusion for staff by setting consistent standards, and enhances licensure status.

PROCEDURES & LEADERSHIP: WELLNESS TEAM, IMPLEMENTATION & ASSESSMENT

WELLNESS TEAM

To lead, plan, implement, and evaluate our Wellness Policy, we have appointed a Wellness Team, consisting of the following members:

Director, Special Education Director, Pre- K Teachers

IMPLEMENTATION

- All staff members and families are given a current copy of the Preschool Wellness Policy (PWP) in the Student and Parent School Handbook..
 - All staff members participate in a 1-2 CEU hour training on implementing our PWP.
 - This may be obtained through completion of a webinar or on-site training by a TTAP trainer through Healthy Kids Healthy Preschool.
- Wellness Team Meetings are held 12 times per year.
- At Wellness Team meetings, we:
 - Use the PWP Action Planner from the last meeting as a guide, discuss PWP implementation since the last meeting.
 - Special Education Director takes meeting notes on feedback from staff, and saves it for annual review.
 - Complete new action planner for implementation of PWP until next meeting
 - § Assign action tasks and deadlines.
 - § Set the next meeting date.

ASSESSMENT

- We send home a questionnaire for feedback on our PWP from families at the beginning and at the end of the school year.



- At our annual PWP Assessment + Revision meeting, held in summer, we:
 - Review feedback gathered from staff at Wellness Team meetings throughout the year by the Special Education Director..
 - Review feedback gathered from families via questionnaire.
 - Identify policies that need updating.
 - Make revisions during the meeting.
 - Get revised PWP Approved after meeting.

POLICY COMPONENTS

- Nutrition
- Physical Activity
- Screen Time & Handheld Devices
- Staff Wellness
- Parent Engagement

POLICY

NUTRITION

Menu Planning & CACFP Compliance

- **We use a menu cycle of 4 weeks or longer, seasonal variation and minimal repetition of foods.**
 - CACFP offers a great model cycle of 4 week menu cycle plans for each season with complete recipes & shopping lists
 - <https://healthymeals.nal.usda.gov/hsmrs/Wisconsin/cacfp-menu-planning.pdf>
- **Our menu follows the CACFP meal pattern, offering a greater variety of fruits and vegetables than in previous years.**
- **Our center will not prepare foods by deep-fat frying.**
- **Our Center does not serve fried or pre-fried (French fries, hash browns, tater tots) potatoes. Comparable items will be homemade and baked.**
- **Our menu includes a variety of whole or whole-grain rich food items served daily, and 50% of the grains served are whole grains.**



Our menu includes foods from a variety of cultures.

- Our center will develop and implement a plan to integrate local produce into meals served as part of the program. The plan will identify specific strategies and goals to increase the use of local produce.
- Our goal is to have at least 20% of produce purchased and served to be locally grown fresh produce.
- Our school does serve fresh fruit smoothies at least 3 times per week.
- Our school provides fresh produce and meat several times per year.
- Beverages
- **Water is available at all times and offered to younger children several times a day, both inside and outside.**
- **For children 2 years old and older, only unflavored skim or 1% milk is served.**
- Soda and other vending machines are not located on-site.

Meals

- **The combined fruit and vegetable component is now a separate vegetable component and a separate fruit component to allow children to be exposed to a variety of vegetables each day.**
- **For breakfast**
 - ½ cup serving of a fruit or vegetable is required.
 - Whole fruits or vegetables are preferred.
 - Frozen fruits or vegetables are permitted.
 - Canned fruits or vegetables should be served in their own juice, not syrup.
 - Fruit juice is not an acceptable substitute.
- **For lunch and dinner**
 - The combined fruit and vegetable component is now a separate vegetable component and a separate fruit component.

Both a fruit AND vegetable component are offered at lunch.
- Most of our meals are cooked from scratch.

Nutrition Education

- **Staff and parents receive training on nutrition at least once a month.**



- **Children receive nutrition education at least once a month.**
- We use CACFP, HKHP, and CHILE nutrition education curricula in our centers.
- Once a month NEW food tastings are used as a nutrition education experience.
 - We recommend the CHILE plus curriculum for these activities.
- Teachers will be encouraged to incorporate the garden as part of curriculum to enrich children’s learning opportunities on food, nutrition, and the environment.
- Teachers will be encouraged to work together to provide nutrition education to highlight local foods and may include hands-on activities such as taste tests of local fruits and vegetables, gardening, and visits to farms or farmers markets or visits by local farmers.

Nutrition Environment

- **Meals are always served Family Style so that children learn to serve themselves.**
- We will serve a variety of foods in creative ways that are appealing to children.
- We will encourage, but never force, children to try and taste new foods.
- We will intentionally make mealtimes an enjoyable experience.
- Staff members model behaviors for healthy eating and positive body image in the presence of children, and refrain from consuming unhealthy foods and beverages in front of children.
- Teachers will use the Farm to School program to promote awareness of how food choices affect our health, communities, and environment.
- Center will work to establish an edible garden.

Food from Home

- Our school provides all the meals while the children are in our care, therefore, there is no food allowed from outside.

Celebrations & Parties

AND/OR

- We allow families to bring a treat to share for children’s birthdays, as follows:
 - Pre-coordinate the treat with your child’s teacher at the beginning of the school week or at least the day before the birthday.
- Treat must be store bought, package unopened, with ingredients labeled (for food safety & health code).



- Please read the labels or choose ingredients as follows:

§ Low sugar (no artificial sweeteners)

§ Whole grain & whole food ingredients

§ Raw or cooked whole fruits & vegetables are great.

§ Include nut, gluten and/or dairy free options for children with any food sensitivities (ask your teacher)

PHYSICAL ACTIVITY

- **Children ages 3-6 will participate in 100 minutes of physical activity daily.**
- 50 of these minutes will be teacher-led structured physical activity.
- We limit the time children are seated to no more than 30 minutes.
- Children will have at least two opportunities for outdoor play daily, unless bad weather is present.

SCREENTIME & HANDHELD DEVICES

Children and parents are not allowed to bring personal handheld devices into our Center.

- We encourage families to limit home screen time to 2 hours per day maximum.

STAFF WELLNESS

- **Staff will be given a current copy of and trained on the implementation of our PWP.**
- We believe the health and wellbeing of every staff member is important.
- We believe that staff members are a powerful influence in modeling healthy choices to the children in our center; our staff act as positive role models of wellness in our center.
- We encourage our staff to be actively involved in our PWP by participating in our meetings and check-ins about our policy.
- We promote & provide activities & resources to our staff to support & practice a healthy active lifestyle.
 - Staff wellness retreats once a season
 - Sports Programs available to parents and staff after school
 - An on site wellness room with yoga balls, fitness equipment, relaxation recordings, Essential oils, books and more that staff can use up to 30 min per day



- Staff wellness fitness challenges (walk it out)
- Collect recipes and turn them into a center cookbook
- Staff members are consistently offered at least 15-30 minutes per day for physical activity.
- We serve healthy snacks, practice fit breaks, and set personal wellness goals at our staff meetings.

FAMILY ENGAGEMENT

- Upon enrollment in our program, parents will be informed of and given a copy of our PWP.
- We send a monthly newsletter and/or handouts throughout the month home to families to share the lessons we teach on healthy eating & physical activity.
- We post healthy eating and active living activities and resources on our bulletin board.
- We do family events 3 times per year, in which we engage, inspire and educate our families in healthy eating and active living practices.
- ○ Family 5-2-1-0 challenge

§ We host the Family 5-2-1-0 challenge in the Spring

§ Families track 21 days of best practices for wellness at home!

Attendance

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

Excuses absences are as follows:

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

Excessive excused absences may result in further inquiry from the principal and request for additional documentation. Family vacations are considered unexcused



absences, and it is expected that parents will schedule vacations during periods of time when school is not in session.

***The New Mexico Attendance for Success Act (HB 236), passed during the 2019 legislative session, and repealed and replaced the Compulsory School Attendance Law. The law identifies definitions and interventions related to reducing chronic absenteeism. Pursuant to the law, all school districts are required to submit an attendance improvement plan (AIP) to PED with 45 days of the beginning of the school year. Schools with 5% or greater of students with a chronic absence rate (10 or more absent) from the prior year, and schools with 5% or greater of a student subgroup with chronic absence rate from the prior year (2021-2022) must also complete an AIP. This Attendance Success Plan template is the required attendance improvement plan. Please make sure your child is present daily and review the school's website for new attendance law information. www.christineduncan.org**

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

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

Tardiness

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

Announcements

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

Changing of Student Information

It is very important for parents to keep the school informed, in writing, of any changes in



student information to include but not limited to:

- Allergies
- Medication
- Illnesses
- Doctors
- Hospital Choice
- Address
- Phone number
- Emergency Contact Numbers
- *Authorized person who may pick up your child from school*
- *Unauthorized individuals who are not permitted to pick up your child from school.*
- *Custody Issues: School will follow Court Order Documents ONLY.*

Visitors

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

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

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

Purpose of School Volunteers

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

- Supports academic achievement and district goals, to assist teachers in providing basic skills instruction, to enrich quality of instruction, to enhance interpersonal experiences for students, and to assist school staff with support services.



- Increases children’s motivation for learning.
- Builds an understanding of school programs among interested citizens and business/community organization partnerships.
- Strengthens school/family/community relations and engagement through positive participation.

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

Guidelines for Parent Volunteers

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

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

Background Checks

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



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

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

The Parent Teacher Association exists primarily to encourage and assist in being the home/school liaison. Its goals, committees and activities all lead to this one important purpose. Participation in the association ensures a higher degree of interaction and better communication between the two places where elementary and middle school students spend most of their school days. We encourage you to become active in this vital group. Notices of meetings and activities throughout the year will be sent home. There is a small fee for becoming members of the PTA, please ask our PTA president or Parent Liaison. We have an annual parent events calendar with activities prepared for you by school staff and PTA. We encourage you to participate in these school functions as it benefits all children. We will also offer parent workshops and will let you know of schedules so you can participate.

Parent Involvement

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

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

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

Field Trips

To enrich the learning experiences of students, field trips are scheduled throughout the year. Before students are permitted to participate, they must complete a Field Trip Permission Slip and any monies requested. This form must be read and signed by parents. Then returned to school before the field trip takes place. Permission to attend a field trip can be faxed to school with original school form but may not be phoned in. Parents are encouraged and welcomed to participate on school field trips and all school sponsored activities. There are, however, some rules for which we must adhere to. We are sorry for the inconvenience these rules may cause but there are valid safety issues and liabilities



we must always consider. We ask that parents do not ride on the school buses with siblings, or small children. **You will be required to provide your own transportation if you are taking other kids with you.** Please understand, for liability reasons your child must ride the bus to the destination and back to the school. If you want to take your child from the field trip, you must sign your child out with the teacher and assume full responsibility for your child. We understand siblings would like to go with their older brother or sister, but it is a liability issue for them to join in the field trip. CDHA students in other grades or classes may not miss school to attend a field trip that their class is not a part of; it will count as an absence. Please follow teacher instructions on field trip letters to assist them in preparing for the field trip in advance. ***If you do not follow their instructions, administration will not support your requests; for example, if you fail to pay on time for you or your child to attend, you will not be allowed to participate as tickets may need to be purchased in advance. If you decide to pay to participate on a fieldtrip, and later on you decide you're not participating, you will not be refunded.*** We appreciate your support and understanding.

Positive Discipline Program

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

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

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

We do this by:

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



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

Dress Code: Student Attire and Grooming

- o Christine Duncan takes great pride in demonstrating the high standards we adhere to. It is our belief that the way our staff and students dress and behave reflects who we are in the community at large. We recognize that the way a student dresses and behaves also influences the way other students and professional staff react toward the individual. An emphasis to dress and grooming should be clean and well-groomed. If a style of dress and grooming is shown to be disruptive to the educational processes, pose a potential threat to the safety and health of students or others, or be in violation of any law, it would not be permitted at the school. Within these limits, we believe that the final decision regarding dress and grooming should be a cooperative decision of students, parents/guardians, and administrative staff. Should a disagreement arise, the principal shall make the final decision.
- o See Uniform Policy: [Revised Uniform Policy](#)

PARENT AND STUDENT RESPONSIBILITY

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

Fire/Emergency Drill

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



Evacuation

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

Lock down and Shelter in Place

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

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

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

Assemblies

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

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

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

Immunization

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

- Hep B Series (Hepatitis B): 3 doses
- DTaP (Diphtheria, Tetanus, Pertussis) At least 4 doses, one after 4 yrs. old
- IVP (Oral Polio) At least 4 doses, one after 4 yrs. old
- MMR (Mumps, Measles, Rubella) 2 doses, 1 recomm. Between 4-6 yrs.



- Varicella (Chickenpox) 1 dose or had disease
- Hib (Haemophilus Influenza type b) 3 doses by 1 year of age

Medications

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

Schedule Change

(Late Start, early release or cancellation of classes)

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

Section 504 of the American with Disabilities Act (ADA)

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

Special Education

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

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



Discipline of Students with Disabilities/Behavior

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

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

In the disciplinary context, the Behavior Intervention Plan form is used to develop a behavior intervention plan (BIP) when the student's misconduct is a manifestation of the child's disability; or if appropriate, when the misconduct is not a manifestation of the child's disability. PreK students are not to be suspended from school due to behavior issues, the school works with the family on intervention protocols.

Dual Language School

We strongly believe in the importance of being bilingual and multicultural. We wish to give all students an equal opportunity to learn two languages (English and Spanish). We want them to learn to embrace other cultures and accept individual differences. We are implementing the dual language program 90/10 model. **This model allows students to be exposed to the Spanish language in 90% of their time in PreK. Full parental support and understanding of this model is essential to the overall growth and mastery for your students' English and Spanish Language acquisition.** In many cases, we use a team-teaching approach (bilingual classroom and elective teachers) to plan and implement a comprehensive core curriculum of Language Arts, Mathematics, Science, and Social Studies through an emphasis on Fine Arts and Spanish Language development. This is a research based model in which...

- Limited English speaking students receive strong core concept development in Spanish, which strengthens their ability to learn English.
- Monolingual English speaking students are immersed in Spanish, which research shows this is the optimal method for learning a second language and provides cognitive academic advantages.
- Bilingual students recover and refine the heritage language and develop strong academic ability in both languages.
- **We were recognized by PED as a school with an effective bilingual/multicultural program on January 2017, 2019 and 2023**

Personal Items

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



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

Transition Plans: Pre-Kindergarten to Kindergarten Transition Plan

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

Recruitment, Prioritization, and Enrollment

CDHA uses several methods to help families become aware of our PreK program. We mail flyers to homes in our immediate community each year. We advertise on our school website. We hand out flyers and make announcements during school presentations. We attend charter school fairs to promote our school and our programs.

Although we are always willing to take waitlist applications, our main recruitment time starts in January.

Eligibility for NM PreK

All children must be 4 years old before September 1, 2025 (born before 12:01 a.m.) to enroll in the four year old program. All children are eligible to enroll, regardless of medical, behavior and toileting conditions. We believe that all children are able to learn and grow. All children can contribute to the learning environment.

Early PreK Requirements

All students attending the three-year program needed to be three years old on or before November 15, 2025.

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



The Lottery Process

- Parents interested in enrolling their student at CDHA must complete an online application by the deadline for the lottery applications (February 16, 2025).
- All siblings will be placed in an electronic randomizer. The Sibling Waitlist will then be created.
- For each grade level the names of all applicants will be placed in an electronic randomizer. A neutral party will oversee the lottery.
- Families whose applicant has been picked by the randomizer for an available spot will be notified by phone within 48 hours of the lottery. Families whose applicant has been placed on the waitlist will be able to view the waitlist on our website. Families MUST reply and notify the school of acceptance within 24 hours, clarifying their decision to accept or decline the enrollment. If families do not respond within 24 hours, the applicant's spot will be lost.
- To secure enrollment, appropriate forms must be returned to the school office within one week. Enrollment forms including birth certificate, shot records, and report cards. If all forms are not received within one week, the school will make an offer to the next applicant on the waitlist.
- Students who are admitted to CDHA are expected to attend the first day of school.
- *In the case of siblings, if the first sibling is selected, e.g., for grade 4, then the 2nd sibling will automatically be given a seat in his/her respective grade level, if a seat is available. If a seat is not available, that sibling will be added to the sibling wait list.*
- *This sibling preference will only be honored if the first sibling maintains enrollment for 40 school days.*
- Once all the seats are filled, the waitlist will be created by the randomizer.
- Attendance at the lottery is not required, though parents are welcome to attend. We do not encourage children to attend.

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

Suspension and Expulsions

PreK students will not be suspended or expelled from school. They may be sent home early per Principals discretion only if behavior is threatening to the safety of other students.



Bullying Prevention Policy

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

Bullying Prevention Procedural Directive

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

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

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

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



Prohibition

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

C. Activities:

- o Christine Duncan Heritage Academy shall annually notify all school and district personnel (including substitutes), school volunteers, students, and their parents/guardians of the policy, including procedures for reporting and responding to bullying.
- o All school personnel are required to report alleged or suspected incidents of bullying. All other members of the school community are encouraged to report alleged or suspected incidents of bullying.
- o Christine Duncan Heritage Academy shall develop and implement measures to strongly discourage, address and establish consequences for false reports of bullying.
- o Christine Duncan Heritage Academy will develop a bullying reporting process, which ensures the confidentiality of reporters, witnesses, victims and alleged perpetrators.
- o The School prohibits reprisal or retaliation against any person who reports an act of bullying. Appropriate measures shall be put in place by the school to protect reporters, witnesses and victims of bullying from retaliation.
- o Christine Duncan Heritage Academy is responsible for developing and implementing procedures for administration to investigate allegations of bullying, which ensure the confidentiality of reporters, witnesses, victims and alleged perpetrators. Every reported and suspected bullying incident requires that the school respond consistently and promptly to all individuals involved in the alleged bullying.
- o All instructional and operational administrative staff shall participate in mandatory bullying prevention training provided by the School at a minimum of once every three years. It is the responsibility of administrators to train their staff periodically including bullying prevention strategies, and identifying, reporting, and effectively responding to bullying.



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

Weapons

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

Harassment

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

Racial or ethnic joking or name-calling is inappropriate.

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

Students who believe they have been subject to harassment should discuss the problem with their parents, teacher, principal, social worker, parent liaison, counselor, or any other certified staff member at Christine Duncan. Harassment by students will be dealt with in an administrative and a call to Child Family Youth Department (CYFD) can be made.

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

THERE WILL BE SCHOOL ON FRIDAYS FOLLOWING A HOLIDAY!!



Parent/Student Handbook
Parent's Signature Form

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

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

Print Parent Name: _____

Print Student Name: _____

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

Date/Fecha: _____



Student's Name: _____
Nombre del estudiante:

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

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

