



HOME OF THE ZORROS!

SCHOOL HANDBOOK FOR PARENTS AND STUDENTS 2026-2027

**Pre-K-8 Dual Language School
FREE PUBLIC EDUCATION**

**Dr. Jesús Moncada, Executive Director
Mr. Casey Benavidez, Operations Principal
Ms. Sayra Brambila, Instructional Principal**

**1900 Atrisco Dr. NW
Albuquerque, NM 87120
PHONE: (505) 839-4971
FAX: (505) 831-9027
www.christineduncan.org**

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Letter to Parents

Dear Parents,

Welcome to another fantastic school year! Thank you for trusting us with your children. We honor your support, patience, and cooperation this school year. We are proud to be in our 21st year of our charter school! We have great ideas pending implementation for this school year to improve student achievement by at least one year's worth of academic achievement in a safe, dual-language learning environment that promotes college and career readiness. We are also proud to continue to have a full-time Early Pre-K program and will now have four classes for Early PreK and PreK!! Additionally, 1st grade will now have 4 classes and 6th grade will have 3.

Our small class sizes and school size will allow us to teach your children in many innovative ways, using the NM Common Core State Standards as a guide for instruction. We also offer a school-wide culture that is proactive, positive, and consistent, and with high behavioral expectations understood, taught, and modeled by students and staff. We also strive to make the community aware of and support the expectations of Christine Duncan Heritage Academy.

In this handbook, you will find a wealth of information about what is expected of you and your child at school. We encourage you to come into the school to see what we are doing and how the students are learning! Remember to sign in at the office for visits. We look forward to building a great partnership this year, and continue that positive relationship for your child to be successful. We want you to always feel welcome at our school. You can come and spend time in your child's classroom at any time just let us know in advance. Parents who are at school frequently will be asked to follow volunteer guidelines at the school to ensure school safety for all students.

Sincerely,

Dr. Jesús Moncada, Executive Director

Mr. Casey Benavidez, Operations Principal

Ms. Sayra Brambila, Instructional Principal





Christine Duncan

HERITAGE ACADEMY

Vision and Mission

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.

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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.

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 program in order 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

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. 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 several members:

- Ms. Silvia Fraire Nino, President
- Mr. Timothy Woodard, Vice President
- Ms. Monica Aguilar, Treasurer
- Ms. Pamela Tianguistengo, Secretary
- Ms. Vilma Alejandra Ruiz, Member
- Dr. Barbara Medina, Member
- Ms. Elma Garcia, Member
- Ms. Nohemi Chevere Manzano, Member

The Christine Duncan Heritage Academy staff believes in the worth, dignity, and cultural background of each and every individual. We see individual strengths and nurture those strengths; we strive to help people reach their highest potential in a bilingual environment. Christine Duncan Heritage Academy staff is highly qualified and uses innovative strategies and techniques including differentiated instruction, teacher-created standards-based lesson plans, and research-based short-cycle assessments to individually track the educational development of our students.

We accept the premise that the best school program can only be successful if there is a strong relationship between home and school and that the partnership between home and school will create a powerful force in Christine's academic, social, emotional, and physical success for Christine Duncan Heritage Academy students.

"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

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.

School Administration 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 APS Police 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.

School 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.

School 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.

Please see the school's [revised strategic plan](#). We hope to count on your support!!

Christine Duncan Heritage Academy Philosophy

The Christine Duncan Heritage Academy staff values the dignity of every person. We recognize individual strengths and provide guidance to help students reach their greatest potential. The staff incorporates innovative strategies and techniques that prove to be highly successful.

We support the premise that the best school program can only be successful if there is a strong relationship between home and school. We have great respect and deep understanding that parents, guardians, and families have for their children. We believe in bringing our knowledge and understanding together with you to create a powerful force in the academic, social, emotional, and physical success of our students.

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

The Christine Duncan Heritage Academy staff expects our students to have good values and strong character. Good values and strong character don't just happen. It is up to each one of us, at CDHA, teachers, parents, students and the community must create a solid foundation for character development, teaching students to distinguish between good and bad and acting as positive role models. All persons who follow these rules and regulations will help CDHA students build **RESPECT, RESPONSIBILITY, EQUALITY, TRUST, CARING, AND CITIZENSHIP**.

RESPONSIBILITIES AND RIGHTS OF STUDENTS

You have the right to:

- feel safe and learn
- Be taught, and graded clearly, correctly and fairly
- Know exactly what is expected of you in class
- Be treated with dignity and respect
- Give your version if you are accused of breaking school rules
- Receive help in solving problems with other students

You have the responsibility:

- Respect and obey all adults
- Respect and care for your school
- Respect the rights of others, to learn and be safe
- Make known to your teachers or the administration any situation in which you feel in danger or that you feel you have been treated unfairly
- **Attend school every day** and make up any missed work if you are absent
- **Be prepared and be on time for each class every day**
- Do your work at school and at home
- Dress appropriately – school is your "workplace"
- Follow school rules, including rules set by each teacher, and accept responsibility for their actions
- Make a good effort to find solutions to problems
- Abide by all policies of Christine Duncan's Heritage Academy

General information:

Master Calendar – The Master Calendar is published at the beginning of the school year and contains the dates and times of vacations, parent/guardian-teacher conferences, performances, family nights, and other special events. Early Pre-K and Pre-K calendar differs slightly from the

regular school calendar. The school calendar for this school year can be found on the school website or a hard copy will be available at the front desk of the administration building.

Bilingual Newsletter:

The bilingual newsletter is sent home monthly. Provides information on events at Christine Duncan. Teachers are also expected to send monthly classroom letters.

Daily Schedules:

Hours (Monday-Thursday) 8:05 am-4:00 pm

Pre-K 8:30-3:30 (breakfast, lunch and dinner in the classroom)

6:45-8:05 Before School Program with RGEK and Breakfast in the classroom from 7:40-8:05 (and first 15 minutes of the day, up to 8:20 while doing simple activities)

8:05 Classes start (Please be on TIME!)

10:30-11:00 K Lunch

11:00-11:30 1 – 2 Lunch (1st - South Campus and 2nd - Main Campus)

11:30-12:00 3 - 4 Lunch (Main Campus)

12:00-12:30 5 - 6 Lunch (Main Campus)

12:00-12:30 7 – 8 Lunch (South Campus)

DINNER schedule

3:00-3:30 PreK Dinner in class

3:30-3:40 K Dinner in class

3:30-3:40 1-2 Dinner in class

3:30-3:50 3-5 Dinner in class

3:50-4:00 6-8 Dinner in class

Students in Early Pre K and Regular Pre-K will be dismissed through the west doors at 3:30 pm daily. Students in these grades (Early Pre K and Pre K) must be checked in and checked out by a parent or designee daily at the students classroom with the teacher or EA. Students will not be dismissed to older siblings. All students in grades K-2 will be dismissed through the west door at 3:50. Students in grades 3-5 will be dismissed through the north door at 4:00. Students in grades 6-8 will be dismissed through the north gate at 4:00. Parents/siblings **MUST** wait outside the doors until children are dismissed, please do not disrupt instruction. In the event of an after school event (school activity), students must leave campus and return at the time of the event, unless arrangements have been made with P.E. Coaches, RGEK or classroom teachers.

School ends at 4:00 for all grades, K-8. Students not enrolled in after school programs are not to be on campus. The programs are free but require frequent attendance and registration.

Important Note:

In order to minimize class interruptions prior to dismissal time, early dismissal after 3:30 pm will not be permitted unless you bring a doctor's note for your appointment. **NO MESSAGES WILL BE GIVEN BETWEEN 3:00 AND 4:00 TO STUDENTS IN THE CLASSROOM**, please plan your day accordingly. Identification must be shown when picking up a student prior to dismissal time. If the person picking up the student is not on the emergency contact list, the student will not be released to him/her. If you need to make changes to the list, you need to come into the office to make your change. Please park properly and do not leave your car abandoned obstructing traffic. Changes cannot be made over the phone. Also, please wait outside your child's classroom. We want to minimize interruptions in the main office and ask that you wait behind the counter to be seen. We greatly appreciate your assistance!

4:00-6:00 After School Program (all students wait in the gym)
We have three sources of income for the before and after school program, RGEC, Tutoring through the Title I program and the Community School Initiative grant (funds from the City of Albuquerque).

Attendance

The office is open from 7:30 a.m. to 4:30 p.m. daily. The school's voicemail is available 24 hours a day. **Parents or guardians are responsible for reporting a student's absence.** We care about the safety of our students. Each day your child is absent, please call the office **505-839-4971** to notify us that he or she will be absent. All absences must be documented, please send a note to the office with the reason for the absence the next day. If a child has more than three absences they will be notified immediately. If the absenteeism is continuous, you will be contacted to appear in court and may receive a fine. Research clearly establishes that consistent school attendance is highly proportional to academic success. **Attendance counts for the school's evaluation system and we are working very hard to improve our school's academic performance. Your cooperation is greatly appreciated!** The staff at Christine Duncan Heritage Academy considers school attendance and punctuality to be very important factors for a student to achieve high academic achievement in school. It is very important for your child to be at school every day and on time. The school will follow a tier system for attendance;

Tier 1: Whole school prevention

Tier 2: Individualized Prevention Plan

Tier 3: Early Intervention
Tier 4: Intensive Support

Extenuating circumstances regarding the student's health or well being will be taken into account during health and wellness meetings should the student acquire 10 absences. Students are allowed 10 absences per school year prior to the school taking drastic measures regarding student attendance. Warning letters will be sent out at the 5th, 7th and 10th absences. After the 10th absence, a health and wellness meeting will be scheduled. Should the health and wellness committee feel the absences are chronic, a referral to CYFD (Children's Youth and Family Department) could be made. CYFD will investigate the absences further usually with a school or/and home visit. Extenuating circumstances may include:

- Death in the family
- Religious commitment
- Illness or injury
- Family emergency

Chronic absences fall under Tier 4 and may result in school administrative investigation and request for additional documentation. Family vacations are considered unexcused absences and parents are expected to schedule vacations during periods of time when school is not in session. Students who are signed out before the end of the instructional day must be signed in to document the reason (as defined in absences) or be subject to the same consequences as being tardy.

* The NM Attendance for Success Act of 2019 is the new law that repealed and replaced the NM Compulsory School Attendance Law of NMSA 1978 for more information, please review our Attendance policy <https://www.christineduncan.org>

Parent permission is required if a student leaves school during the day; students must report to the main office. Parents/guardians must pick up their child in the administration office. If someone other than the parent is picking up the child, they must be listed on the school student information system (Synergy). Front office staff will require a current photo ID before releasing the student. If the person picking up the student is not listed on the student information system, the student will not be released to that person.

Make up homework in case of an absence

- Students are required to make up homework for all absences, excused and unexcused with the following exceptions. Principals have the discretion to decide if truant students can do their work.
- It is the student's responsibility to request assignments due to their absence.
- Teachers may need 24 hours from the time of request to compile assignments.

The student will have the opportunity to complete the work in a period of time equal to the number of days absent, unless other arrangements have been mutually agreed upon by the student and the teacher.

Tardies

Parents/guardians must come in to the main administration building and sign their child in after 8:05

Students who are constantly late for classes may be asked to attend school on Fridays. The tardy will be documented and three tardies will equal one absence. Students with excessive tardiness will begin Tier 2 of the process and may be reported to CYFD if the issue continues.

School Notices

The Christine Duncan staff makes every effort to communicate clearly and often with students and parents. We request the participation of parents/guardians and students to maintain good communication with us. Please check student backpacks daily for important announcements or communication regarding your child(ren). We will also send out robo calls and text messages using the following platforms: Synergy, School Messenger, and Class Dojo.

Student Information Changes

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
- Medicine
- Diseases
- doctors
- hospital choice
- Address
- Phone number
- emergency contacts
- Authorized person who can pick up the child from school
- **Custody issues:** The school will follow only the order of the court. Proper documentation from the courts will need to be supplied to office staff.

Visitors:

Safety is very important at our school. All visitors must report to the **administrative** 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 that if you do not have a pass you may be questioned and sent to the office. We just want to make sure that all visitors have a legitimate reason to be on our campus. All visitors and volunteers are required to wear a visitor's pass at school. Staff/faculty visitors must also meet the same requirement.

Teachers give their attention to students during class time, so parents are encouraged to make appointments to meet with teachers during their preparation periods. Group teachers can be arranged through your child. In the interest of maintaining confidentiality and professionalism, teachers should respectfully request that all parents/guardians make an appointment at least 24 hours in advance for any conference.

Parents/guardians may not request parent teacher conferences during instructional hours, please do not interrupt classes.

Additionally, students are not allowed to bring visitors to school (older siblings, cousins, friends, or school-age visitors) unless approved by the administration. This violates Christine Duncan Heritage Academy security policy. Parents and adult family members are always welcome! Students may be left alone with their parents or an authorized person. Please schedule volunteer time with our parent liaison in the office or with the teacher at least one week before the volunteer date.

Positive Discipline Program:

An important part of student learning is how to live and work with other people. At Christine Duncan students are expected to follow the P.A.W.S principles for behavior:

- **Positive Behavior:** Concern for others, charity, citizenship, reliable, etc.
- **Attentive:** make your participation, sense of authority, respect for the law, integrity, honesty, trustworthiness, loyalty, resourceful, helpful, etc.
- **Wise Decisions:** Responsible, Options Accountability, Wise, Pursue Excellence, Self-Control, keep good grades, good attendance, etc
- **Show Respect:** Respect, "Golden Rule", tolerance, acceptance, non-violence, equity, justice, openness

We use this program and students earn Fox money for positive behavior. They are also eligible for a quarterly raffle and end of the year raffle for great prizes. There will be a monthly recognition assembly for exemplary P.A.W.S. behavior. Additionally, these students may get to have lunch with the principal and share their school experience with them.

Code of conduct

The principles that govern behavior in school are the principles of "character." Courtesy; sportsmanship and consideration for others are the foundation of our discipline policy. Staff will use the P.A.W.S program as a form of Positive Behavior Intervention Support (PBIS) along with the "No Nonsense Nurturer" approach to develop tomorrow's leaders.

RESPECT personal boundaries at all times.

Public Displays of Affection: Christine Duncan prohibits public display of affection between students on school grounds. This includes:

- Holding hands
- Inappropriate touching
- Kissing
- Sitting on the laps (legs) of other students
- Locking Arms
- Frontal Hugs
- Any discretionary behaviors will be left to the decision of the administration.

The following are basic classroom guidelines for disciplining students: Students and teachers are supplied with a behavioral matrix that shows the process of how negative behaviors will be handled.

- **WARNING:** The student will be given a verbal warning about his/her behavior the first time.
- If the behavior(s) continue we will follow the behavior matrix which includes teacher managed discipline and administrative managed discipline processes.
- Teacher Managed Discipline Process will include the following after a verbal warning:
 1. Timeout - Students may be asked to sit in a separate place in the classroom for a period no longer than 3 minutes to mentally reflect on how their actions are affecting the classroom learning process or removed from the classroom for time to reflect on their action(s).
 2. If the behavior continues, then the student will be issued a reflection sheet. The reflection sheet is a sheet that has 4 questions and is issued in order for the student to write down how his actions are affecting his own learning and the learning of others.
 3. If the negative behaviors continue, the student will be issued a disciplinary referral. At this point, the actions taken will be managed by the school administration.
- Administrator Managed Discipline Process will include the following after a teacher referral warning: Depending on the disciplinary infraction, the administrator may assign the following:
 1. **Lunch Detention** - Students will remain in an administrative observed area during lunch and recess.
 2. **Reverse Suspension**- Instead of students being sent home for regular suspension, Parents are required to come in and observe their student in class for a period of time discussed at a behavioral meeting between the parents, student and administrator.

3. **Regular suspension-** Student is sent home for a period of time as discussed at a behavioral meeting between the parents, student and administrator.
4. **Friday or Saturday School-** Students will be required to attend Friday or Saturday School from 8 to 12. During this time, the students may work on existing classroom assignments, read or if they wish they may help office or custodial staff.
5. **Contracts-** in certain circumstances and with certain disciplinary infractions, a student may be issued a contract. The contract will be presented and signed by the student and parents. If the contract is not followed, we may then consider expulsion.
6. **Expulsion-** for acts of disciplinary infractions that are level III or more serious infractions, administration may consider Expulsion from the school. If expulsion is an option, the administration will hold an expulsion hearing where administration, teachers, counselors, parents and the student will all be present. They will act as a committee to come to a decision whether the student should be expelled. All expulsions are for a minimum of one calendar year at minimum.

At any time, Christine Duncan reserves the right to suspend or expel a student for misconduct or behaviors deemed dangerous to the safety or educational process of others including, but not limited to, carrying or using deadly weapons. Administration, at its own discretion, determines consequences as necessary.

Acts of Aggression:

No acts of aggression are tolerated on the Christine Duncan campus or during any Christine Duncan sponsored activity.

Acts of aggression are defined as:

- The injury of another person intentionally or through failure to behave responsibly.

Verbal abuse

- Use of profane language
- Abusive behavior or language
- Sexually explicit language
- Threats
- Bullying behavior/acts (see approved Anti-Bullying policy)
- Physical contact of any kind to include behavior that may be considered offensive or lewd gestures will not be tolerated.

Suspension and expulsion

Christine Duncan defines suspension as the removal of a student from the Christine Duncan campus for a designated period of time not to exceed ten

days. Suspension may be defined as Out-of-School Suspension (OSS) or In-School Suspension (ISS) and is assigned at the discretion of the school administration. Reverse Suspension may be an option. This would require the parents of a student to come into school and observe the student for a period of time as determined by the administrator. Expulsion is defined as the removal of a student from Christine Duncan School for one semester, one academic year, or permanently. If the behaviors are not remedied, suspension or expulsion may follow. Any act that is potentially dangerous to students such as but not limited to weapons, sexual assault, aggressive behavior, etc., is grounds for immediate suspension or expulsion.

- **Drug, Alcohol and Tobacco Free Campus**

The Christine Duncan campus is drug, alcohol, and tobacco free. All persons entering the Christine Duncan campus are prohibited from carrying or using tobacco, alcohol, or non-prescribed drugs. This includes electronic cigarettes or vapes.

- **Vandalism**

Destruction of any Christine Duncan property or property on Christine Duncan's campus requires disciplinary action. Depending on the degree of vandalism, disciplinary action may range from environmental restoration to suspension or expulsion.

- **Weapons**

Christine Duncan recognizes that the presence of weapons or imitation weapons on campus not only presents a danger to everyone, but also presents a climate that is not conducive to learning. Anyone carrying a weapon on campus, or to any event sponsored by Christine Duncan, will be permanently barred from performances and expelled from Christine Duncan Heritage Academy. We reserve the right to include imitation weapons of any kind to be held to the same criteria.

- **Bullying**

Harassment of students, whether sexual, verbal, physical, intimidation, etc. by other students, parents/guardians, 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 attempt to change a previous relationship, creating a hostile

environment, and jokes, insults, or teasing; unwanted, inappropriate touching.

- **Racism, ethnic jokes or insults are inappropriate and intolerable.** Internet, blogging, text messaging or email harassment will not be **tolerated**. Inappropriate behavior via media or social networks outside of school hours will be the responsibility of the parent/guardian and parents/guardians will be encouraged to notify the authorities and file charges against the harasser.

Harassment extends to any person who is physically or mentally disabled and

who is subjected to any form of verbal, written or physical abuse.

Students who believe they have been subjected to bullying should discuss

the problem with their parents/guardians, teacher, principal, social worker,

parent/guardian volunteers, counselor, or any other certified staff Member of Christine Duncan.

Harassment by students will be handled administratively and could result in

suspension from school and a report filed with the Albuquerque Police

Department. Harassment and intimidation is punishable by law.

Dress Code: Student and Prep Attire

Policies

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.

See Uniform Policy: [Revised Uniform Policy](#)

Regulation

All school staff members are responsible for enforcing the school's uniform policy (see approved uniform policy using link above).

An individual's dress, grooming, cleanliness, and behavior reflect sensitivity and respect for others. Attire that causes a distraction to the instructional process or the educational environment of the preparation will not be permitted. The final decision in those situations of disagreement will be made by the school administrative staff after consultation with the student and parents/guardians.

Process

When, in the opinion of the school administration, a student is dressed or groomed in such a way as to violate school policy, the administration must advise the student of the violation and take appropriate action. When possible and appropriate, the school administration will contact the parents, present the problems and seek their cooperation in rectifying the situation. Disciplinary measures may be required if it is a repeated offense.

Access to computers

Computers are accessible in all classrooms and are also available for use before and after the school program. The equipment will be used for educational purposes only. Plagiarism, invasion of privacy and misuse of international prohibited sites are strictly prohibited. Christine Duncan requires all parents/guardians and students to sign an Internet Safe Use Form or Agreement.

Fire/emergency drill

A fire drill may or may not be a real emergency. Fire drills are practiced throughout the school year. It will start with a weekly drill for the first four weeks of school followed by periodic drills throughout the school year. It is essential that students remain absolutely calm and follow instructions exactly. There is a map posted in each room next to the exit that shows the emergency exit route for that class. If any emergency drill occurs during passing period or at lunch, exit to the nearest exit and to the area assigned to your previous class period. Pupils are not to talk, run or push. They must maintain order during the evacuation of the building. Once you

and your teacher leave the building, stay together so the teacher can take attendance. The administrator will give a signal when it is safe to return to class.

Evacuation

If the need arises to evacuate the Christine Duncan campus due to fire, chemical spill, smoke inhalation, etc., depending on the distance to be evacuated, students will move to a safer location depending on the emergency. Parents will be notified by phone, text, and news of the communication. We will relocate to Casa del Rey as a first option and to West Bluff Park as a second option depending on the circumstances.

Assemblies

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

1. Enter quietly and quickly
2. Sit with your teacher and your class.
3. Do not chat with neighbors while the Assembly is in progress
4. Show appreciation, applaud at the right time in a respectful manner.
5. Wait to evacuate the assembly site upon being dismissed by the section.
6. Walk to class in an orderly manner.

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

Textbooks

Textbooks are the property of the school and are provided by the taxpayers for student use. All textbooks are loaned to students with the expectation that they will be used properly, treated with care, and returned in good condition. Charges will apply for lost or damaged books. If a student receives a book that is marked or dirty, the student must inform the teacher immediately, so that the student is not responsible for such damage.

If a student loses a book, they must notify the teacher. The teacher will send the student to the office to pay for it. The student must then show the receipt in order to be given another book. If the student finds the original book, he/she must present the receipt along with the lost book to the main office to receive a refund.

The New Mexico legislature passed House Bill 93 during the 1989 legislature session, and Christine Duncan must follow the law as cited below.

"A school district may hold a responsible parent, guardian, or student liable for the loss, damage, or destruction of instructional materials while the instructional materials are in the student's possession. A school district may withhold grades, diplomas, and transcripts from the student

liable for damages or loss of instructional material until the parent, guardian, or students pay for the damage or loss."

Textbooks can be checked out for home use if a teacher is using a set of books.

Immunization

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

- HEP B (Hepatitis B) series: 3 doses
- DTaP (diphtheria, tetanus, pertussis), at least 4 doses after 4 years
- IVP (Oral Polio) in lease dose 4, one after 4 years
- MMR (mumps, measles, rubella) 2 doses, 1 left. Between 4-6 years.
- Varicella 1 dose or had disease
- Hib (Haemophilus Influenzae type b) 3 doses per 1 year of age

*Covid/FLU vaccine (strongly recommended)

Medication

Students are not allowed to bring over-the-counter medications to school, nor are they allowed to bring prescribed medications from the pharmacy. If a student is prescribed medication by a doctor, the parents/guardians must bring the medication to the school office or health office in an original, closed, labeled container with a written document by the physician to be able to administer the medication at school. Possession of any medication not handled in the above manner will result in disciplinary action. The medical prescription is taken according to the directions of the student's physician so that the school can legally administer the medication. Please ask your doctor to fax instructions to 505-831-9027.

Progress Report

At the conclusion of each trimester, parents/guardians will receive a report on their child's grades. Parent conferences will be held at the end of the first and second trimesters. Report cards are given to parents/guardians at that time, and teachers are available to meet with parents. There are no classes on these two days. Parents/guardians may request a conference with their child's teacher at any time during the school year. In order to maintain confidentiality and professionalism, teachers should request that all parents/guardians make an appointment at least 24 hours in advance for any conference to prepare for the meeting. Interrupting instruction for unscheduled conferences is not permitted as we must honor instructional hours. Please schedule them with the teacher.

Schedule changes to schedule due to inclement weather (late, early release, or class cancellation)

In the event of inclement weather, classes may start with a two hour delay, classes may be canceled or the school may have an early dismissal. Announcements will be made by robo-call. Christine Duncan will follow the same abbreviated or closed school schedule as Albuquerque Public Schools. However, the school reserves the right to implement online learning during inclement weather if they feel prepared for it.

Search and questioning

Christine Duncan reserves the right to search a person, a backpack, and other objects if there is reasonable cause to believe the student took something and hid it in the backpack or if we have reason to believe the student is carrying or using a dangerous weapon, drugs, alcohol, etc., or who intends to act in an illegal and unsafe manner that may harm others or themselves. CDHA reserves the right to conduct random checks of backpacks at any time and for reasonable reasons for school protocol and safety. If a serious infraction is committed and police are summoned, CDHA will make every attempt to assist parents/guardians so that they can be present for police questioning and interrogation of students. CDHA will conduct the juvenile inspection with another adult present. Any student found to be in violation of our CHDA policies must be held accountable for their actions. CDHA confiscates the items that caused the infraction (such as drugs, weapons, vapes, tobacco, etc.) and they will either be turned over to the Albuquerque Police Department or be destroyed and disposed of.

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. Its goal is to ensure that students under Section 504 receive a free appropriate public education, with appropriate accommodations and modifications. Generally, the 504 Plan is temporary.

Special education

Christine Duncan Heritage Academy provides special education services to students enrolled in Pre-K through 8th grade. A free appropriate public education (FAPE) must be available to all children between the ages of 3 and 21. Students at Christine Duncan Heritage Academy receive

special education services pursuant to 34 CFR Sec. 300.115 as mandated by IDEA which indicates each student with a disability be placed in the Least Restrictive Environment (LRE) possible based on his/her needs. Christine Duncan Heritage Academy follows all state and federal laws when it comes to identifying students who receive special education services and implementation of their IEPs. Some students who attend Christine Duncan Heritage Academy are identified through Child Find; while others are identified through the SAT process. Since Christine Duncan has a population of EL students, we conduct bilingual evaluation when it is necessary to avoid over identifying our students due to language barriers instead of a disability. Christine Duncan Heritage Academy provides most of its special education services in the general education classroom as part of the inclusion model. Special education staff will make sure students are provided accommodations and have work modified as indicated in their IEP, while they receive instruction in the general education classroom. Christine Duncan Heritage Academy administration ensures special education and general education teachers work collaboratively to meet the needs of students who receive special education services. General education and special education teachers are encouraged to co-teach in order to meet the needs of the students. For those students who require more one-on-one or small group support, services are provided in a more restrictive environment. Students who need a more restrictive environment work individually or in a small group with a special education teacher or an educational assistant. The special education teacher and/or the educational assistant will focus on each student's IEP goals. Christine Duncan Heritage Academy staff realize it is important for students who receive special education services be exposed to grade level curriculum with their general education peers. Students must be provided the support needed to address their academic and social emotional needs. The goal of Christine Duncan Heritage Academy is to always provide students the support and services they need in the least restrictive environment. When IEP meetings are conducted the amount of support and the setting in which students receive it are always reviewed and updated annually. The mission of Christine Duncan Heritage Academy is to promote social and high academic achievement with differentiated instruction in a dual language setting for all students.

Christine Duncan Heritage Academy Continuum of Services

Christine Duncan Heritage Academy's Continuum of Services ensures that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. Christine Duncan Heritage Academy's continuum includes:

- 1) Instruction in general education classes,
- 2) Provision for supplementary services/materials such as resources/strategies, in-person instruction, and/or virtual instruction, to be provided in conjunction with general education classroom placement,
- 3) Instruction in special education classrooms in a small group/individual setting,
- 4) Speech, Social Work, Recreational Therapy, and Occupational Therapy Services,
- 5) Other services needed based-on a student's individual needs in order to provide the best education to all students.

There is no requirement that each of the placements on the continuum be utilized. Instead, Christine Duncan Heritage Academy shall ensure that, to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (OSEP Redacted Letter (March 30, 2009))

Placement decisions for children with disabilities shall be made on an individual basis, based on the unique needs of each child, by the IEP Team which consists of the principal designee, special education teacher, general education teacher, parents, ancillary staff, and diagnostician (as needed). (34 CFR § 300.116(a)(1))

Once evaluated, using the IEP Team process, Christine Duncan Heritage Academy shall ensure that:

- The placement decision, including for a preschool age child, is made by the IEP Team in conformity with the least restrictive environment provisions of the IDEA.

- The child's placement is determined at least annually.
- The child's placement is based on the child's IEP.
- In selecting the LRE, consideration is given to any potential harmful effects on the child or on the quality of services that he or she needs.
- A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

(34 C.F.R. §300.116)

The IEP shall include a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child:

- To advance appropriately toward attaining the annual goals
- To be involved in and make progress in the general curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and
- To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section.

(34 C.F.R. §300.320(a)(4))

The IEP shall include an explanation of the extent, if any, to which the child will not participate with nondisabled children in:

- The regular class
- The general curriculum; and
- Extracurricular and nonacademic activities. (34 C.F.R. ' 300.320(a)(5))

The Tenth Circuit in *L.B. and J.B. ex rel. K.B. v. Nebo Sch. Dist.*, 379 F.3d 966 (10th Cir. 2004), adopted the standard (two-part test) and factors articulated in *Daniel R.R. v. SBOE*, 874 F.2d 1036 (5th Cir. 1989).

Standard (Two-Part Test):

- Ask whether education in the regular classroom, with the use of supplementary aids and services, can be achieved satisfactorily.
- If the answer is “no,” and the school intends to provide special education or to remove the child from regular education, ask whether the school has mainstreamed the child to the maximum extent appropriate.

Factors to consider:

- Has the district taken steps to accommodate the child with disabilities in regular education?
- Were these efforts sufficient or token?
- Will the child receive an educational benefit from regular education?
- What will be the child's overall educational experience in the mainstreamed environment, balancing the benefits of regular and special education?
- What effect does the disabled child's presence have on the regular classroom environment?

Christine Duncan Heritage Academy is not a homeschool for any student with or without disabilities. It is a Charter School where parents choose to enroll their child no matter the student's needs.

Christine Duncan Heritage Academy shall take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities. (34 C.F.R. §300.107(a))

Christine Duncan Heritage Academy shall ensure that each child with a disability has the supplementary aids and services determined by the IEP Team to be appropriate and necessary for the child to participate in nonacademic settings. (34 C.F.R. §300.117)

In providing or arranging for the provision of nonacademic and extracurricular services and activities, Christine Duncan Heritage Academy shall ensure that each child with a disability has an equal opportunity to participate with nondisabled children in those services and activities subject to the rules that are applicable to all Albuquerque Public School students. These services and activities may include:

- Meals
- Recess periods
- Counseling services
- Athletics
- Transportation
- Health Services
- Recreational activities
- Special interest groups or clubs sponsored by Christine Duncan Heritage Academy
- Referrals to agencies that provide assistance to individuals with disabilities (34 C.F.R. §§ 300.117; 300.107(b))

For more information about the legal references below, refer to the following sites:

- [United States Code \(U.S.C.\)](#)[External link](#)
- [Code of Federal Regulations \(CFR\)](#)[External link](#)

IEP/Re-Evaluation Process

Although a few students are identified by Child Find prior to enrolling at Christine Duncan Heritage Academy, most of the students who are performing 1-2 or more grade levels below and/or who are not making adequate progress are placed in the Student Assistance Team (SAT) or Multilayer Student Support (MLSS) process by the general education teacher or as a parent request where the team implements various strategies and interventions to assist the student with possible progress and growth in the area(s) of concern. After several SAT team meetings where student data is evaluated and insufficient growth is made, the SAT team including the parent refers the student to be evaluated by the Christine Duncan Heritage Academy diagnostician, speech therapist,

and other related service providers, if recommended. The Special Education Director obtains permission to test from the parents and guardians. The team will have 60 days from consent to complete the evaluation. Based on whether a student is an English Language Learner or not, the diagnostician and other evaluators will give the student a bilingual evaluation, if necessary. This determination will be made based-on the home survey given to the family at the time of registration and/or whether the student's home language is Spanish. Once the diagnostician and/or other evaluators have evaluated the student the special education team including the LEA representative, diagnostician, general education teacher, special education teacher, parents, and other related service providers meet to discuss 1) if the student meets testing criteria and 2) if the student requires specialized instruction in order to access and make progress with grade level curriculum. The parents will be notified of this meeting through a parent notification letter as well as phone contact.

Following eligibility determination, if the team agrees with the recommendations, the team proceeds with the IEP meeting where goals and services are identified based-on the student's needs and disabilities. The IEP is reviewed annually and every three-years a re-evaluation is conducted for each student on an IEP. The re-evaluation consists of a Review of Existing Educational Data (REED) where the team including the parent and students when appropriate looks at current observations, short-cycle assessments, student work samples, and other valid data to determine if the student needs to be further evaluated. A student needs to be further evaluated if one of the following criteria is met:

1. The present levels of academic needs and related development needs have changed
2. The team is considering adding or changing eligibility; or the student could be exited and may not need to continue to have special education or a related service
3. Any other additions or modifications that a child may need to meet annual goals and participate in the general education curriculum

A student will be evaluated in the area of concern if the student has already been receiving services in that area; however, if the student needs to add new services, the student will be placed in tier II interventions prior to having an evaluation completed. For example, if the student has received services in basic reading skills and reading fluency but not math, and the team feels the student may have a disability in math the student will need to complete the tier II intervention

process first. If a decision to further evaluate the student is determined, the diagnostician and other service providers will evaluate the student based-on needs and eligibility after receiving a signed consent to evaluate form from the parents/guardian. The team meets to discuss eligibility and needs and decide whether the student continues to need services or not. If services are no longer needed, the child is exited from special education. On the other hand, if the child continues to need services the team proceeds with the IEP.

When students are identified as a student who needs to receive special education services or needs to have changes made to their IEP, based on data, we update their information in Synergy and/or hold an initial, annual, or addendum IEP meeting. A master spreadsheet is created by the special education director with all annual IEP dates and Re-Eval dates for all students for the upcoming school year. The dates of the IEPs, Re-Evaluation Meetings, other meetings will be sent to the team through email and Google Calendar. If the student has a re-evaluation due, a day is assigned on the spreadsheet when to start filling out the REED. The REED will be initiated at least 3 months before the Re-Eval due date. The entire team including the special education director, special education teacher, general education teacher, parents, related service providers, and other members of the team will have input on the REED. After the REED is completed, it will be determined if formal testing is required. If formal testing is needed the special education director will send out a consent to evaluate form to obtain a parental signature to evaluate. Once consent has been given the special education director will notify the diagnostician that the school contracts with at least 4 weeks before the annual IEP and/or Re-Evaluation due dates. The caseload teacher/special education director will contact the parents and schedule the meeting.

The caseload manager will also send out forms to the general education teachers to get the student's present levels. This form needs to be returned to the caseload manager within a week. During this period, the caseload manager will give the student the Brigance or other short cycle assessment to get current ability levels. If a student is in eighth grade or will be turning 14 prior to the next IEP date, the student will be given an interest profiler survey and the transition portion of the IEP will be filled out. The caseload teachers will notify the special education director a week before the IEP is scheduled to look over the IEP. The special education director will send out parent notifications inviting the parents to the meeting 10-14 days prior to the meeting. All students in 6th grade or higher will be invited to their IEP meeting. If the student is in eighth grade or will be turning 14 prior to their next IEP date, the student will receive a formal invite. The special education director will send out a Zoom Link or

Google Meets link three days prior to the meeting if the meeting is to be conducted virtually. The special education director will make sure the draft IEP is ready to present to the parents and that all the paperwork/documents to hold the meeting are completed. The meeting will only be held if all necessary team members are present. This includes, but not limited to: Principal Designee, Parents/Guardian, Caseload Manager, General Education Teacher, Diagnostician (if evaluation or reevaluation), related-service providers, and the student for transition IEPs.

Discipline Plan

All students who receive special education services follow the school-wide discipline plan. CDHA expects all its staff to use Positive Behavior Intervention Strategies as well as the “No Nonsense Nurturing” to build respectful, responsible leaders for tomorrow. If a student who receives special education services has behavior which starts to impact his/her learning a Functional Behavioral Assessment will be done. Teachers will document behaviors to give the IEP team a better idea of when and what is causing the behaviors. If behaviors continue to impact a student’s learning, a meeting will be scheduled to create a Behavioral Intervention Plan (BIP). The BIP will be implemented and reviewed/revised if it is not working. If behaviors continue and result in suspension the number cannot exceed 10 days per year. It is always the goal of CDHA staff to address behaviors that could cause a student to be suspended. CDHA takes pride in getting to know its students and their parents and having conferences with the appropriate members of the school staff to prevent situations from getting out of hand. Any act that is potentially hazardous to students such as but not limited to weapons, aggressive behavior, sexual assault, etc., is means for immediate suspension or expulsion. A manifestation determination meeting will be conducted immediately if a student on an IEP has violated a school rule that warrants a long-term suspension or expulsion. CDHA believes that the best school program can only be successful if there is a strong home/school relationship.

Alternative Educational Setting

If a student who receives special education services has been removed from his/her current placement for more than ten days and the behavior is not a manifestation of the child's disability or who is removed under special circumstances, the student shall:

- 1) Continue to receive educational services (FAPE), so as to enable the child to continue to participate in the general education curriculum, although in another setting (that may be an interim alternative setting), and to progress toward meeting the goals set out in the child's IEP.
- 2) Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not happen again. The IEP Team determines the interim alternative educational setting for removals that are changes of placement.

Gifted Student Identification Policy

Introduction:

At Christine Duncan Heritage Academy, we are committed to providing an inclusive and supportive learning environment that nurtures the diverse talents and abilities of all our students. In line with this commitment, we recognize the importance of identifying and supporting gifted students who demonstrate exceptional intellectual capabilities. This policy outlines the procedures and criteria for identifying gifted students at our school, utilizing the Cognitive Abilities Test (CogAT) screener as one of the assessment tools.

Definition of Giftedness:

Giftedness is not solely defined by high academic achievement, but rather encompasses a wide range of exceptional abilities and potential. At Christine Duncan Heritage Academy, we define giftedness as:

"Gifted students are those who demonstrate outstanding levels of aptitude or competence in one or more domains, including intellectual, creative, artistic, leadership, or specific academic areas, and who require

differentiated educational programs or services beyond those normally provided by the regular school program in order to fully develop their capabilities."

Identification Process:

1. Screening Phase:
 - o All students at Christine Duncan Heritage Academy will undergo universal screening using the Cognitive Abilities Test (CogAT) during a specified grade level. The CogAT will be administered to students in third grade.
 - o The CogAT will assess students' cognitive abilities in three domains: verbal, quantitative, and nonverbal reasoning.
2. Criteria for Selection:
 - o Students who score in the 97 percentile on the overall composite score for Verbal, Quantitative, and Nonverbal (VQN) of the CogAT Screener will be identified as candidates for additional full diagnostic evaluation.
 - o Students who meet the criteria will proceed to the next phase of the identification process which is the formal evaluation with a diagnostician.
 - o Students who do not meet the above criteria may retake the CogAT every two years.
3. Further Assessment:
 - o Identified students will undergo further assessment, which may include:
 - § Review of academic performance and achievements.
 - § Teacher and parent nominations and observations.
 - § Additional standardized testing if deemed necessary.
 - o The purpose of further assessment is to gather comprehensive information about students' abilities and needs to determine eligibility for gifted services.
4. Identification Decision:
 - o A Gifted Identification Committee, comprised of administrators, teachers, counselors, and specialists, will review all assessment data and make a determination regarding gifted identification for each student.
 - o The committee will consider multiple criteria and perspectives to ensure fair and equitable identification practices.
5. Notification:

- o Parents/guardians will be notified of the identification decision and provided with information about the gifted program and available services.
- o Students identified as gifted will have access to appropriate differentiated instruction and enrichment opportunities tailored to their unique strengths and needs, as outlined in the NMPED Team Gifted Manual.

Appeals Process:

Parents/guardians who disagree with the identification decision may request an appeal. The appeals process will involve a review of the student's assessment data by an impartial panel, followed by a reconsideration of the identification decision.

Confidentiality:

All information related to gifted identification and services will be kept confidential in accordance with applicable privacy laws and regulations.

Review and Revision:

This Gifted Student Identification Policy will be reviewed periodically to ensure its effectiveness and alignment with best practices in gifted education. Any revisions or updates will be communicated to stakeholders accordingly.

Conclusion:

At Christine Duncan Heritage Academy, we are dedicated to recognizing and supporting the unique abilities and potential of our gifted students. By implementing a comprehensive identification process that utilizes the CogAT screener among other assessment tools, we strive to provide an enriching educational experience that meets the diverse needs of all learners.

Julie Weeks/Special Education Director

Christine Duncan Heritage Academy

Christine Duncan Heritage Due Process Policies

Discipline of students with disabilities and behavior.

The manifestation determination form is used to conduct a manifestation determination review prior to a disciplinary change of placement. In the disciplinary context, the functional behavior assessment (FBA) form, when the student's misconduct is a manifestation of the child's disability; or as the case may be, when the misconduct is not a manifestation of the child's disability.

At the disciplinary level, 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 applicable, when the misconduct is not a manifestation of the child's disability.

District Personnel Authority (see 34 CFR §300.530)

Case-by-case determination

School staff may consider any unique circumstances on a case-by-case basis to determine whether a change of placement, in accordance with the following discipline-related requirements, is appropriate for a child with a disability who violates a school code of conduct.

Additional Authority

If the behavior that violates the student code of conduct was not a manifestation of the child's disability and the disciplinary change in placement would exceed ten (10) consecutive days, district personnel may apply disciplinary procedures to that child with a disability of the same manner and for the same length of time as non-disabled years, except that the school must provide services to that child as described in the "Services" section of this governance procedure. The child's IEP team will determine the interim alternative educational setting for such services.

Services

When Christine Duncan's Heritage Academy provides services to a child without a disability who has been removed from his or her current placement for (10) days or less in that school year, CDHA also provides services to a child with a disability. These services may be provided in an interim alternative educational setting.

However, when Christine Duncan Heritage Academy does not provide services to a child without a disability who has been removed from his or her current placement for ten (10) days or less in that school year, CDHA shall not provide services to a child with a disability. A child with a disability who is removed from the child's current placement for more than ten (10) school days and the behavior is not a manifestation of the child's disability or is removed under special circumstances shall:

- Continue to receive educational services (FAPE), in order to enable children to continue to participate in the general education

program, albeit in another setting (which may be an interim alternative educational setting), and to progress toward meeting goals established in the child's IEP; Y

- Receive, when appropriate, a functional behavioral assessment and behavioral intervention services and modifications, which are designed to address behavior violations so that they do not recur. Please see the "Manifestation Determination" and "Special Circumstances" section of the directive process for more information.

After a child with a disability has been removed from his or her current placement for (10) days in that same year, and if the current removal is for (10) consecutive days or less and if the removal is not a change of placement, that school personnel, in consultation with at least one of the child's teachers, will determine the extent to which services are necessary for the child to continue to participate in the general education program, albeit in another setting, and to progress toward the meeting the goals set forth in the child's IEP.

If the removal is a change of placement, the child's IEP team will determine appropriate services to enable the child to continue to participate in the general education program, albeit in another setting (which may be an interim alternative educational setting) and at progress toward meeting the goals set forth in the child's IEP. Please refer to the "Change of Placement Due to Disciplinary Transfer" section of the management process for more information.

Manifestation Determination

Within ten (10) days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a suspension that is ten (10) consecutive days or less and not a change of placement), Christine Duncan Heritage Academy, the parents/guardians, and other relevant members of the IEP team (as determined by the parents/guardians and the district) will review all pertinent information in the student's file, including the Child's IEP, teacher observations, and any relevant information provided by parents/guardians to determine:

- Whether the conduct is caused by, or had a direct and substantial relationship to, the child's disability; either
- Whether the conduct in question was the direct result of the district's failure to implement the child's IEP

If Christine Duncan Heritage Academy, the parents, and other relevant members of the child's IEP team determine that any of those conditions are met, the conduct will be determined to be a manifestation of the child's disability.

If Christine Duncan Heritage Academy, the parents, and other relevant members of the child's IEP team determine that the conduct in question was the direct result of the district's failure to implement the IEP, CDHA will take immediate action to remedy these definitions.

Determination that the conduct was a manifestation of the child's disability

If Christine Duncan Heritage Academy, the parents, and other relevant members of the child's IEP team determine that the questioning was a manifestation of the child's disability, the team; IEP shall either;

- Conduct a functional behavioral assessment, or unless CDHA had conducted a functional behavioral assessment prior to the behavior that resulted in the change of placement and implement a behavioral intervention plan for the child.
- If a behavioral intervention plan has already been developed, the behavioral intervention plan must be evaluated and modified, as necessary, to address the behavior.

Except as described below in the "Special Circumstances" section of this governance process, Christine Duncan Heritage Academy will return the child to the placement from which the child was removed, unless the parents/guardians and the sending school agree to a change of placement as part of the modification of the behavioral intervention plan.

Special Circumstances

Whether or not the behavior is a manifestation of the child's disability, district personnel may remove a student to an interim alternative educational setting (determined by the child's IEP team) for not more than forty-five (45) days. school, if the child:

- Brings a weapon to school or possesses a weapon at school, on school grounds, or at a school function under the jurisdiction of the New Mexico Public Education Department or Christine Duncan Heritage Academy;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the New Mexico Public Education Department or Christine Duncan's Heritage Academy; either
- Has inflicted serious bodily injury on another person while at school, on school premises, or at a school function under the jurisdiction of the New Mexico Public Education Department or Christine Duncan Heritage Academy.

Change of placement due to disciplinary moves

A removal of a child with a disability from the child's current educational placement is a change of placement if:

- The suspension is for more than 10 consecutive school days; or • The child has had a series of removals that constitute a pattern because:
- The series of suspensions totals more than 10 school days in a school year 28 ● The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of suspensions; Y
- Of additional factors such as the length of each suspension, the total amount of time the child has been suspended, and the proximity of the suspensions to each other. (34 CFR §300.536)

Whether a pattern of suspensions constitutes a change of placement will be determined on a case-by-case basis by Christine Duncan Heritage Academy and, if contested, will be subject to review through due process and judicial procedures.

Notification of a change of location

On the date that Christine Duncan Heritage Academy makes the decision to make a suspension that is a change of placement of a child due to a violation of a code of student conduct, the school will notify the parent/guardian of that decision, with a notice of procedural safeguards.

Setting Determination

The IEP team determines the interim alternative educational setting for placement changes and the rules in the "Additional Authority" and "Special Circumstances" section of this procedural directive. (34 C.F.R. §300.531)

Appeals of Disciplinary Decisions General

The parent/guardian may file a due process complaint to request a due process hearing if the parent disagrees with:

- Any decision about an IEP placement made under these disciplinary provisions; either
- The manifestation determination described above. Christine Duncan's Heritage Academy may file a due process complaint to request a due process hearing if it believes that maintaining the child's current placement is substantially likely to cause injury to the child or others.

Placement during appeals

When, as described above, the parent or the district files a due process complaint related to disciplinary matters, the child (unless the parent/guardian and the Albuquerque Public Schools agree otherwise) remain in the interim alternative educational setting, until the hearing officer, OR until the expiration of the period of suspension as provided and described in the "Authority of School Personnel" section of this procedural directive, whichever comes first. (34 CFR §300.533)

Basis of Knowledge for Disciplinary Matters

Christine Duncan's Heritage Academy will be deemed to have knowledge that the child is a child with a disability if, before the behavior that prompted the disciplinary action occurred:

- The parent expressed concern in writing to Christine Duncan School administrative or supervisory personnel, or the child's teacher that the child is in need of special education and related services;
- The parent/guardian requested an evaluation related to eligibility for special education and related services under Part B of IDEA; either
- The child's teacher or other Christine Duncan School staff expressed specific concerns about a pattern of behavior demonstrated by the child directly to the Christine Duncan School Director of Special Education or other Christine Duncan School supervisory staff.

Exception

Christine Duncan's Heritage Academy will not be deemed to have such knowledge if:

- The parent/guardian has not allowed an evaluation of the child or has refused special education services; either
- The child has been evaluated and determined not to be a child with a disability under Part B of IDEA.

Conditions that apply if there is no knowledge base

If prior to taking disciplinary action against the child, CDHA does not have knowledge that the child is a child with a disability, as described in the subsections "Basis of Knowledge for Disciplinary Matters" and "Exception," the child may be subjected to the disciplinary measures that apply to children without disabilities who engage in comparable behavior.

However, if a request for an evaluation of the child is made during the period the child is subject to disciplinary action, the evaluation will be conducted on an expedited basis.

Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which may include suspension or expulsion without educational services.

If the child is determined to be a child with a disability, based on information from the evaluation conducted by CDHA, and information provided by the parent, Christine Duncan School will provide special education and related services in accordance with the IDEA Part B, including the disciplinary requirements described in this procedural directive.

Law Enforcement Referral and Action

Part B of the IDEA and this procedural directive shall not:

- Prohibit Christine Duncan's Heritage Academy from reporting a crime committed by a child with a disability to the appropriate authorities;
- Prevent state and local law enforcement and judicial authorities from exercising their responsibilities with respect to the application of federal and state law to crimes committed by a child with a disability. (34 CFR §300.535)

Transmission of logs

If Christine Duncan's Heritage Academy reports a crime committed by a child with a disability, the school:

- Request parental consent to transmit copies of the child's special education and disciplinary records

If consent is granted, you must forward copies of the child's special education and disciplinary records for consideration by the authorities to which the agency reports the crime. Approved by the CDHA Board of Directors on May 22, 2017 For more information on policies or directives, please see the Albuquerque Public Schools link below:

<http://www.aps.edu/about-us/policies-and-procedural-directives/procedural-directives/i-instruction/special-education-procedural-directives>

Dual Language School (TWO-WAY DUAL LANGUAGE EDUCATION - 90/10 MODEL)

We firmly believe in the importance of being bilingual and multicultural. We want to give all students equal opportunities to learn two languages (English and Spanish). We want to teach to appreciate other cultures and accept individual differences. We are implementing the 90/10 model in PreK, the 80/20 model in Kindergarten, 70/30 in first, 60/40 in second, and 50/50 in third through eighth grade of the dual language program. This model allows students to be exposed to the Spanish language in 90% in PreK, 80% in Kindergarten, 70% in first, 60% in second, and 50% in third through eighth grade of their classes. Parents' full support and understanding of this model is essential to students' overall growth and mastery for their English and Spanish language acquisition. In many cases, we use a teacher-researcher approach (bilingual class and elective teachers) to plan and implement a comprehensive curriculum in language arts, math, science, and social studies with an emphasis on fine arts and Spanish language development. It is a research model based on...

- Limited English speaking students receive strong foundational concept development in Spanish, which strengthens their ability to learn English.
- Monolingual English-speaking students are immersed in Spanish, which research shows is the optimal method of 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.

90:10 Dual Language Program Model

Students with a home background of Spanish received Dual Language instruction. The grade level language allocation chart below illustrates how instruction in English increases as the students moves from one grade to another.

Preschool receives 90:10, Kindergarten 80:20 of the instruction in Spanish (80%) and (20%) in English.

1st grade students receive 70% of the instruction in Spanish and 30% in English whereas 2nd Grade students receive 60% of the instruction in Spanish and 40% in English.

Classroom instruction reaches 50% in Spanish in 50% in English in 3rd Grade through 5th Grade.

Language instruction in either Spanish and English is based on the grade-level language allocation. Students receive Content/Literacy based instruction ELA/ELD.

	%	PREK	K	1st	2nd	3rd	4th	5th
Spanish	100%							
English	90%							
	80%							
	70%							
	60%							
	50%							
	40%							
	30%							
	20%							
	10%							

Christine Duncan Heritage Academy - CURRICULUM ALIGNMENT PLAN 2026-2027

Dual Language Program 90/10

Grades	Program Allocation	Approx. Time English - Spanish	SLA Interdisciplinary R/W/L/S	Science/SS Interdisciplinary Inquiry	Math Instruction		ELA/ELD/ESL SOR	MLSS integrated with SLA/ELA/Math	ART Integration	PE Integration
PREK	90/10	280/30 = 310	210 min	25 min	60 min		5 min	10 min Technology	FREE CHOICE TIME integrated with Literacy Centers/Math	
K	80/20	285/75 = 360	165 min	55 min	90 min		20 min	30 min Technology	55 min	55 min
1	70/30	252/108 = 360	132 min	70 min	90 min		38 min	30 min	55 min	55 min
2	60/40	216/144 = 360	126 min	90 min	90 min		54 min	30 min Integrated	55 min	55 min
3	50/50	180/180 = 360	110 min	110 min	70 min	70 min	70 min	30 min Integrated	55 min	55 min
4	50/50	180/180 = 360	110min	110 min	70 min	70 min	70 min	30 min Integrated	55 min	55 min
5	50/50	180/180 = 360	110 min	110 min	70 min	70 min	70 min	30 min Integrated	55 min	55 min

Green: Spanish

Blue: English

Mustard yellow = English or Spanish

Christine Duncan Heritage Academy - CURRICULUM ALIGNMENT PLAN 2026-2027

Dual Language Program 90/10

PREK	KINDER	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
90/10	80/20 2025-2026	70/30 2025-2026	60/40 2025-2026	3rd 50/50 2025-2026	4TH 50/50 2025-2026	5TH 50/50 2025-2026
TOTAL 310 min of Instruction 280 min Spanish 40 min English	TOTAL 360 min. of Instruction 285 min Spanish 75 min English	TOTAL 360 min. of Instruction 252 min Spanish 108 min English	TOTAL 360 min. of Instruction 216 Spanish 144 English	TOTAL 360 min. Of Instruction 180 Spanish 180 English	TOTAL 360 min. Of Instruction 180 Spanish 180 English	TOTAL 360 min. Of Instruction 180 Spanish 180 English

**CHRISTINE DUNCAN HERITAGE ACADEMY
MIDDLE SCHOOL LANGUAGE OF INSTRUCTION ALLOCATION**

GRADE	ENGLISH LANGUAGE ARTS	SPANISH LANGUAGE ARTS	SOCIAL STUDIES	SCIENCE	MATH	PE/HEALTH	ROTATION ELECTIVES
6th	Literacy-Based ELA - ELD	Humanities Block		Content-Based	Content-Based		
7th	Literacy-Based ELA - ELD	Literacy-Based SLA- SLD	Humanities Block	Content-Based	Content-Based		
8th	Literacy-Based ELA - ELD	Literacy-Based SLA- SLD	Humanities Block	Content-Based	Content-Based		

Green: Spanish

Blue: English

Mustard yellow = English or Spanish

After School Programs

We take pride in our before and after school programs. We have an after school program available for our students in grades K-8. During the program students receive help with their homework, receive tutoring, participate in enrichment activities inside and outside the classroom. We also offer boys' basketball and girls' volleyball for students in grades 6-8, and co-ed soccer for students in grades 6-8, Ballet Folklorico, chess club for grades 3-8, Zumba or Hip Hop for grades K-4, and after school tutoring. Please ask the office for hours if you are interested. This year we will continue working with RGECC-Rio Grande Educational Collaborative and CDHA teachers for the after school program and extracurricular activities.

Tentative Schedule

Event	Monday	Tuesday	Wednesday	Thursday	
Student Council	Elected Students				
RGECC-Before and After School Program	4:00-6:00	4:00-6:00	4:00-6:00	4:00-6:00	
Ballet Folklorico			4:00-5:00		
Chess (K-8)		4:00-5:00			
Hip Hop (K-4)	4:00-5:00				
Boys Basketball	Fall Season(6-8)				
Girls Volleyball	Spring Season (5-8)				
Co-ed Elementary and Middle School Soccer	Spring Season (3-8)				
Southwest Youth Basketball	Year Long Activities (K-8) Please call Marvin Johnson at (505) 710-7005				
Tutoring (K-8)	4:00-5:00	4:00-5:00	4:00-5:00	4:00-5:00	

- Hours may change please confirm in the office

**All students failing will be referred to tutoring by their teachers on Tuesdays and

Thursdays and will not be able to participate in extracurricular activities on those days.

Field Trip Days

To enrich student learning experiences, field trip days are scheduled throughout the year, however, students with ANY disciplinary issues may not be allowed to attend the trip at the discretion of the administrative team and classroom teacher. Before students can participate, they **MUST** complete a **permission slip** and turn in money if there is a cost. This form must be signed by parents/guardians and students, and then returned to the school prior to the field trip. An alternate activity will be planned for students who do not participate or do not have a permission form or whose parents do not want them to participate in the trip. Permission to attend a field trip can be faxed to the school with the original form from the school but you cannot call and give permission. Parents are encouraged and welcome to participate in school field trips and all school-sponsored activities. However, there are some rules that we must follow. We apologize for any inconvenience these rules may cause but there are security and liability issues that we should always be aware of. We ask that parents not ride school buses with siblings, young children. **You will be asked to provide your own transportation if you are bringing other children.** Please understand that for reasons of responsibility your child must ride the bus to the destination and return to school. If you want to take your child on a field trip you must write a letter to the teacher to take full responsibility for your child. We understand that siblings want to go with their brothers or sisters, but it is a matter of responsibility for them to participate in the field trip. **Parents can participate as chaperones and ride the bus if room permits and if the bus company allows it.** You are unable to supervise students when you are busy taking care of your own children. If you decide not to allow your child to participate in a field trip day, you must still send your child to school because it is counted as an instructional day and your child will be counted absent. CDHA students in other grades or classes may not miss school to attend a field trip day in which their class is not participating; will count as an absence. Please follow the teachers' instructions for the trip and follow through on what is asked of you to help them prepare for the trip. If you do not follow instructions, the administration will not support your request; For example, if you do not send money for yourself or your child to attend the trip on time, you will not be allowed to participate because sometimes tickets must be purchased in advance. If you decide to pay to attend the trip, and later decide that you cannot attend, your money will not be refunded. We appreciate your support and understanding in this matter.

Parent Teacher Organization (P.T.O) and Parent/Guardian Involvement

The Parent-Teacher Organization exists primarily to encourage and help

be the link between home and school. Its goals, committees and activities lead to this important purpose. Participation in the association ensures a greater degree of interaction and communication between the two places in the primary and secondary schools where students spend most of their days. We encourage you to participate in this vital group. Notices of meetings and activities throughout the year will be sent home. There is a small fee for PTO membership, see our parent/guardian link. We have an annual calendar of parent/guardian events with activities scheduled for you by the school and the PTO. We encourage you to participate in these school events for the benefit of your children. We also offer parent/guardian workshops that you can participate in free of charge. Information about these workshops will be sent to you. Let us know in the office if you are interested in participating in the school's PTO.

*Please see the Title I Parental Involvement Policy, Volunteer Guidelines, as well as the Learning Compacts in the appendix.

Lost and found money/values/cell phones

- Students should never carry unnecessary amounts of money. If money is needed at school to pay for items, it should be brought on the day it is due and taken as soon as possible to the appropriate person.
- Textbooks and personal belongings: jackets, coats, clothing, lunch boxes, sack lunches, etc. must be marked with the student's name.
- Students must keep all personal items with them and not leave them unattended. CELL PHONES ARE NOT ALLOWED. We are not responsible for any cell phones lost at school. We ask that students do not bring their cell phones or any other electronics.
- Textbooks that are lost, stolen, or damaged are the responsibility of the student.

Should something be found that belongs to someone else, it must be turned in to the office.

Personal articles:

Students are not allowed to bring personal toys, sports equipment, and toys to school (including Hoverboards). The school does NOT assume responsibility for loss or damage to valuables brought to school, including cell phones or any other electronics. Bringing items increases the chances of these ending up broken, stolen, or lost. Personal belongings serve to cause disagreements, disrupt organized activities, and could cause undue stress on the student and others. Please understand that we have your child's safety and well-being in mind. Again, please do not allow your child to bring these items to school or they will be confiscated. Parents/guardians will be called and asked to come pick them up at the

office. Skates, roller shoes (Heelys) and scooters are not allowed at school or Hoverboards. Wheels must be removed from roller shoes before entering the school.

Transition Plan: Pre-Kindergarten to Kindergarten

It is our goal that every child can be successful at CDHA. Our PreK program is a way to offer children the opportunity to prepare for Kindergarten. Through this goal, teachers will meet with parents/guardians throughout the school year through home visits, parent-teacher conferences, and informally at school to discuss individual student progress and future plans. At the end of the school year, teachers will meet with parents to discuss their child's transition plan to Kindergarten. The PreK teachers will be collaborating with the Kindergarten teachers from CDHA and planned a visit for the PreK children to their classroom for a Kindergarten for a day experience. Parents will have the opportunity to meet the Kindergarten teachers during a parent orientation with the Kindergarten teachers at the end of the school year. PreK students interact with CDHA children and it is our hope that parents will pre-register their children for Kindergarten at CDHA.

Admissions Policy

Christine Duncan Heritage Academy (CDHA) prides itself on offering a caring learning environment for students with small class sizes, dedicated teachers, and an adapted curriculum. We understand that you have many options for your child's education and we greatly appreciate your interest in Christine Duncan Heritage Academy.

Short school tours will be offered each Thursday that we are in session from 8:30 am to 8:45 am from December 1 to February 17. Tours are by appointment only. Please sign in for each adult who will be attending the tour. If there is more than one person in your group, make sure each person is signed on their own. We are located at 1900 Atrisco Dr. NW, Albuquerque NM 87120.

In addition, two Information Nights will be offered for prospective new families and interested families will be encouraged to attend on either date. Reservations are not required. These dates are January 17 and February 14 at 6:00 pm. Please visit the school website christineduncan.org and check the calendar for any changes.

Tours after the lottery are held and will be offered only to families contacted by CDHA Administrative Assistant, Paul Pickerel, and will be by appointment only.

The number of spaces available for each grade, PreK through eighth grade, for a given year, will be determined by subtracting the number of

continued students and their siblings receiving preference from the total number of spaces for each grade. When the number of applicants exceeds the available spaces for a given grade, a lottery process will be used to fill the available spaces for that grade. There are no minimum requirements to submit a lottery application, as Christine Duncan Heritage Academy is a tuition-free, public school.

The lottery application will be available and posted on the website late in the Fall. Applications will be accepted until the second Friday in February. The lottery will be held on the third Friday of February at 4 pm. Once all positions available have been filled using the lottery, a waiting list will be established for each grade.

Parents will be contacted if their child has attained a spot at the school using the lottery system. Once notification is given, the parent has up to three calendar days to accept or deny the position. Notification of an available space is made to the next parent/student on the waiting list as soon as an opening occurs.

If you have questions about your child's waitlist status, please email pickereelpaul@christineduncan.org or designee.

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

Please note that NM state law requires children to be 5 years of age as of September 1 to enroll in a New Mexico public school. Your child, regardless of ability, will not be able to start kindergarten unless the minimum age requirement is met.

The lottery process

1. Parents/guardians interested in enrolling their student in CDHA must complete an online application by the lottery application deadline (2nd Friday of February).
2. All siblings will be placed in an electronic randomization. Sibling waiting list
will be created. If one sibling is accepted via lottery selection and another is placed on a waiting list, the waiting list sibling automatically goes to the top of the waiting list in an effort to accept the student using the sibling rule for lotteries.
3. For each grade level, the names of all applicants will be placed on an electronic randomizer. A neutral party will oversee the lottery.
 - Families whose applicant has been selected by random for an available spot will be notified by phone within 48 hours of the lottery. Families whose applicant has been placed on the waiting list will be able to view the waiting list on our website. Families must respond and notify the accepting school within 24 hours, clarifying their decision to

accept or decline enrollment. If families do not respond within 24 hours, the applicant's spot will be forfeited.

- To ensure enrollment, the appropriate forms must be returned to the school office within one week. Enrollment forms including birth certificate, immunization record, and report cards. If all forms are not received within one week, the school will offer the position to the next applicant on the waiting list.
- Students entering CDHA are expected to attend the first day of school.

4 For siblings, if the first sibling is selected, for example, for grade 4, the

second sibling will automatically receive a seat in their respective grade, if a seat is available. If a seat is not available, then that sibling will be added to the sibling waiting list.

- This sibling preference will only be honored if the first sibling maintains enrollment for 40 school days.

5. Once all seats are filled, the waiting list will be created by the randomizer.

Lottery attendance is not required, although parents are welcome to attend.

6. We do not encourage children to attend. For questions about admission or registration, please email the Administrative Assistant, Mr. Paul Pickerel at

pickerelpaul@christineduncan.org

Approved by the board of directors on May 22, 2018.

SY 26-27 CHRISTINE DUNCAN HERITAGE ACADEMY SCHOOL EVENTS AND PARENT ENGAGEMENT ACTIVITIES

JULY 2026

07/15 to 7/22	SPECIAL SCHEDULE	PREK HOME VISITS
07/15/26 K-5	JUMP START	Students and parents are welcomed to visit the classrooms and meet teachers.
7/16/26 6-8	JUMP START	Students and parents are welcomed to visit the classrooms and meet

		teachers.
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CHRISTINE DUNCAN HERITAGE ACADEMY UNIFORM POLICY

[Click here to view CDHA's uniform policy](#)

Student and Staff Wellness POLICY (Board of Trustees)

HEALTH EDUCATION

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

Definition: Instructional content, process, and unemployment standards for

health education based on SL standards.

General	Activities: 1. The charter school provides a planned and sequential health education curriculum framework that addresses the physical, mental, emotional, and social dimensions of health and is aligned with the Health Education Content Standards with Benchmarks and Performance Standards. unemployment established at 6.30.2.19 NMAC. 2. The charter school provides comprehensive health education activities that align with the New Mexico Health Education Content Standards with Benchmarks and Unemployment Standards as set forth in 6.30.2.19 NMAC. 3. The charter school will follow the state and district procedures outlined in Human Sexuality and AIDS Instructional Materials and Exemptions from the Health or Physical Education Curriculum for Instruction on HIV and Related Topics and the Student's Exemption from Part of the Curriculum health studies that address sexuality.
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Classroom	Teachers follow science standards to cover life sciences and biology, including the human body and wellness.
Whole school	We provide a puberty and hygiene class for students in grades 5-8. Assemblies for cyberbullying and social media awareness. Counseling groups focused on social emotional learning to make good healthy mental decisions. Family Night to provide families with instructions on how to eat healthy and prepare healthy meals.

NUTRITIONAL EDUCATION AND NUTRITION

Goal: The goal of tradition is to promote the role of nutrition in your academic performance and quality of life, ensure the adoption of policies which promote opportunities to encourage students to develop healthy eating habits.

Definition: Integration of programs that provide a variety of foods healthy; nutrition education, healthy snacks, a friendly environment that promotes healthy eating behaviors.

General	Activities: 1. The school principal will ensure that all food and beverages are available through vending machines, face-to-face, student stores, food vendors, and school-sponsored fundraising events before, during, and after school hours. normal school compliance below is Subsection B and C in the New Mexico Public Education Department Competitive Foods Nutrition Regulations (6.12.5.8 NMAC) 2. "A la carte refers to the sale of food by the Department of Food and Nutrition Services, DECA, another group established with a food permit that sells entrees during the lunch period. "Fundraisers" means all other food sales designed to raise money for the school, school club, or activity. See Appendix: Nutrition Rules Grid. 3. The Health and Wellness Advisory Committee will ensure that foods and beverages sold or served in school meal programs comply with the Dietary Guidelines for Americans and the USDA regulations for the National School
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	Lunch and School Breakfast Programs set forth in Part 7 CFR. 210 and part 220/ 4. The charter school will provide nutrition education activities that align with the New Mexico Health Education Content Standards with the Benchmarks and Performance Standards set forth in 6.30.2.19 NMAC
Classroom	Students will learn about their daily snacks in class, such as nutrients, health benefits, and how they grow. NMSU Nutrition class, students learn about healthy food choices, reading labels, and how to prepare healthy snacks
Whole school	Fruit and vegetable snacks every other day, throughout the school year for grades K-6 Student Council helps write monthly lunch menu, menu is reviewed to meet guidelines set by NM Health Education The salad bar is provided with all meals. Breakfast, lunch and dinner Family Night to provide families with instructions on how to eat healthy and prepare healthy meals.

PHYSICAL ACTIVITY

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

Definition: Bodily movement of any kind that includes activities recreational, exercise and sports.

Note: physical activity is a component of, but not a substitute for of , quality physical education physical education in a source, but should not be the only source of physical activity before, during and/or after school.

General	Activities: 1. In addition to the Physical Education and Physical Education Content Standards, the school will provide opportunities for all students to participate in physical activity programs before, during, and/or after school outside of physical education programs (i.e.,
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	breaks 10-minute brainstorms) integrated into the curriculum, encouragement activity and education of Safe Routes to School, intramurals, clubs, and at the secondary level, Interscholastic athletics) These opportunities offer diverse and developmentally appropriate activities for all students of the competitive and non-competitive nature.
Classroom	Teachers will use “Kids Spotlight” activities in the classroom to get students up and moving. Teachers also do breathing exercises to help students calm down and focus. Students have at least one recess with their teachers in the morning or afternoon (separate from lunch recess). Teachers use stimulants in the classroom to help students get motivated in class. Some teachers do yoga with their students in class.
Whole school	All grades will have at least 20 minutes of supervised recess during lunch, during which moderate to vigorous physical activity will be encouraged. In the event recess must be held indoors, teachers and staff will follow indoor recess guidelines. Students participate in basketball, volleyball, dance, or other small group games. The school offers extracurricular activities of Volleyball, Basketball, Soccer, Zumba and Folkloric. Bike racks are provided for students who ride their bikes to school.

PHYSICAL EDUCATION

Goal: Provide students with physical education using practices appropriate to ensure that all students can learn and develop skills, knowledge and attitudes necessary to stay physically active.

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

General	Activities: The charter school provides a planned and sequential physical education curriculum framework that provides the optimal opportunity for students to learn and develop the skills, knowledge, and attitudes necessary to make a personal choice to engage in lifelong healthy physical activity and
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	aligns with the content of the physical education standards with benchmarks and performance standards per 6.30.2.20 NMAC.
Classroom	Each class has PE for at least 60 minutes, at least once a week. The coach conducts a physical evaluation once a month on all students to meet national standards.
Whole school	All grades will have at least 20 minutes of supervised recess during lunch, during which moderate to vigorous physical activity will be encouraged. In the event recess must be held indoors, teachers and staff will follow indoor recess guidelines. Students will participate in basketball, volleyball, dance, or other small group games. The school offers extracurricular activities of Volleyball, Basketball, Soccer, Zumba, and Folkloric.

HEALTHY AND SAFE ENVIRONMENT

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

Definition: The physical and aesthetic environment and the psychosocial climate and culture of the school. Supports a total learning experience that promotes personal growth, interpersonal relationships health, well-being and freedom from discrimination and abuse.

General	Activities: 1. The charter school will use the guidelines for a Quality Learning and Working Environment. The guidance will include prevention, policies and procedures, and tactical emergency response plans that focus on supporting healthy and safe environments. 2. Charter schools hold 12 emergency drills annually. Emergency drills shall constitute 9 fire drills, 2 shelter-in-place drills, 1 evacuation drill at the intervals established in subsection M of 6.30.2.10 NMAC. 3. The charter school facility will provide appropriate safety procedures and training
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	for students, teachers, parents, and staff that support personal safety and an environment free from violence/harassment (such as OSHA, child abuse, suicide prevention, intimidation, and lockdown). Please refer to the district's policy and procedures related to this topic. 4. The charter school buildings and grounds, structure, buses, and equipment will meet current PED and DOT fire and safety standards. 5. The charter school facility will comply with district policies that create and promote an environment free of tobacco, alcohol, and other drugs. See Policy APA.04 Tobacco Free Schools. 6. Implementation of a school-wide prevention program will be based on individual school needs and best practices in coordination with the APS Health/Mental Health Department as needed.
Classroom	All teachers need to have a classroom management plan that establishes classroom procedures and routines. All teachers are trained and follow Non Nonsense Nurturer strategies, maintaining consistent school discipline to minimize school disruptions.
Whole school	Monthly fire drills twice a month. lockdown practice. Teachers will be trained in lockdown procedures and how to use a fire extinguisher. We provide an environment free of tobacco, alcohol and drugs. Staff are trained and certified in CPI's nonviolent intervention strategies. We have video cameras to keep surveillance Incident reports will be written and parents will be notified of any incident involving their child. All classrooms are equipped with a first aid kit and classroom emergency kit (red)

SOCIAL AND EMOTIONAL WELL-BEING

Goal: The goal of social and emotional wellness is to collaborate with students, parents, staff, community to influence the student success by creating awareness and

promotion of strategies to maintain and/or improve mental health of the students.

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

General	Activities: 1. Charter School's wellness plan will include activities that address the behavioral health needs of all students in the educational process by focusing on the social and emotional well-being of students. This section of the wellness plan includes prevention, early intervention, and tertiary intervention. 2. The charter school will have an active health/mental health team composed of a nurse, counselor, social worker, and psychologist as needed, meeting at least every two weeks to address specific student and school-wide issues as needed. 3. Charter schools will have a documented procedure for students to request help when needed, and all school staff will have annual information on this procedure along with review of other related procedures (i.e. child abuse and neglect) 4. The charter school adheres to the bullying prevention and intervention policy. 5. The charter school will have an individual safety plan for students who exhibit behaviors that could affect the safety of the students and/or the school. 6. The charter school will implement and measure a comprehensive counseling program as needed.
Classroom	All teachers are trained to follow the No Nonsense Nurturer strategies. Teachers use the Nurtured Heart Approach to help students build their self-confidence. Teachers are the first responders to screen students for possible child or substance abuse. Teachers ensure school protocol for notifying the health committee.
Whole school	• Assemblies for cyber bullying and social media awareness. • Counseling groups focused on social

	emotional learning to make good healthy mental decisions. • Mentor group facilitated by the school social worker to help students develop social skills and good study habits. • Assemblies with Guero Loco that encourages students to stay in school, study hard, and learn a different language. • All teachers are trained and follow the No Nonsense Nurturer strategies. • Teachers use the Nurtured Heart Approach to help students build their self-confidence. • Comadre a Comadre classes that provides emotional support to parents. • Students will have access to a prevention system called "I Care Box" in which they can anonymously report or tell about a personal problem to the administration. • Children have access to the school social worker at all times. The social worker met with the student as needed.
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HEALTH SERVICES

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

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

General	Activities: 1. The charter school's wellness plan will include activities that address the health service needs of students in the educational process. 2. The charter school provided follows best practices in partnership with students, parents, staff, and the community.
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	3. Christine Duncan Heritage Academy staff will follow the standards of care for each role group and applicable school policies and procedures. Health services programs comply with all reporting, recordkeeping, and confidentiality requirements of state and federal regulations. CDHA policy includes ensuring that all students with HIV/AIDS have appropriate access to public education and that their rights to privacy are protected as set forth in 6.1.2.10 NMAC Human Immunodeficiency Virus (HIV)
Classroom	All teachers are trained in bloodborne pathogen prevention and follow specific protocols when it comes to student health. All classrooms are equipped with a first aid kit and an emergency classroom kit (red bucket)
Whole school	The school has a school nurse and a health assistant Flu shots provided Vision and hearing tests Social worker Medications are administered by trained and certified professionals and are kept locked in a secure location. Student health records are maintained and updated frequently. The school nurse contacts parents immediately in the event of an emergency. IEPs and 504s will be implemented for students with disabilities or medical problems.

STAFF WELFARE

Goal: The goal of staff wellness is to promote health physical, emotional and mental health of employees, as well as prevent

illnesses and disabilities, providing opportunities for the staff to learn and practice decision-making skills personal decisions about daily habits that improve health.

Definition: Activities that help maintain and improve the health of staff school, helping to improve morale and greater commitment staff with the coordinated approach to school health at the school.

General	Activities: 1. The charter school's wellness plan will include activities that address staff wellness needs that minimally ensure an equitable work environment and meet the requirements of the Americans with Disabilities Act, Part III. 2. The charter school wellness coordinator, with the Human Resources Department and other departments as needed, will provide staff with information related to exercise, stress management, and nutrition (i.e. newsletters, yoga, pillars, menopause information , weightlifting, cardiovascular improvement classes, etc.) The charter school Wellness Coordinator, with the Human Resources Department and other departments as needed, will encourage and provide opportunities for staff to participate in health promotion activities and events focused on exercise, stress management, and nutrition. (ie health fairs, fun runs, field trips, school wellness days, etc.).
Classroom	Deep breathing Fellowship liability partner Talking to the health committee "I CARE" chart for teachers
Whole school	Sunshine Committee meetings (healthy meals, staff parties) monthly team activity Monthly workshops to promote personal wellness teacher appreciation

Approved 1-10-18

CHRISTINE DUNCAN HERITAGE ACADEMY BULLYING PREVENTION POLICY

The Christine Duncan Heritage Academy Governing Board 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 Governing Council believes that preventing bullying is important in 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 educational community should be aware of the Governing Council's expectation of a safe, respectful, and fear-free school and work environment and should model this in their own behaviors. The Governing Council directs the Deputy Director to establish procedures to implement this policy.

CHRISTINE HERITAGE ACADEMY BULLYING PREVENTION DUNCAN PROCEDURAL DIRECTIVE

The Governing Council has adopted a number of the Governing Council's policies related to a safe, respectful, and fear-free environment, which prohibits bullying. The following will apply this policy:

- A. Definition: Bullying is a form of using aggressive energy in which a person is subjected to intentional, unwanted, and unprovoked hurtful verbal or physical actions. Results in the victim feeling oppressed, fearful, distressed, hurt or uncomfortable from the bullying. Aggression is repeated on more than one occasion and can include either: physical, verbal, emotional, racial, sexual, written, electronic, property damage, social exclusion, and bullying. 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 disabilities. Bullying often occurs in a social context. The Bystanders play a critical role in impacting bullying either positively or negatively.
- B. Purpose: 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 support the expectation of a safe, respectful, and fear-free school and work environment and model this in their own behaviors.

All stakeholders of the school including students, staff, parents, community partners, and visitors are expected to experience a positive school environment where all individuals are honored and respected. It is the responsibility of all actors to conduct themselves in a way that promotes and supports this commitment.

Prohibition

Bullying is strictly prohibited for all members of the school community. Bullying is strictly prohibited by students on the way to or from school, in the parking lot, during school or sanctioned activities, at school, in school vehicles, using school technology, or

during school. lunchtime either on or off campus. Those who encourage bullying are subject to corrective action. Incidents of bullying will not be tolerated by any employee of Christine Duncan Heritage Academy.

C. Activities:

- Christine Duncan Heritage Academy will annually notify all school and district personnel (including substitutes), volunteers,
 - students and their parents of the school's policy, including procedures for reporting and responding to bullying.
 - All school personnel are required to report suspected or suspected incidents of bullying. We encourage all other members of the school community to report suspected incidents of bullying. Christine Duncan Heritage Academy shall develop and implement measures to discourage, strongly address, and establish consequences for false reports of bullying.
 - All school personnel are required to report suspected or suspected incidents of bullying. We encourage all other members of the school community to report suspected incidents of bullying.
 - Christine Duncan Heritage Academy shall develop and implement measures to discourage, strongly address, and establish consequences for false reports of bullying.
 - Christine Duncan Heritage Academy will develop a process reporting intimidation, which guarantees the confidentiality of reporters, witnesses, victims and alleged perpetrators. o The school prohibits retaliation or retaliation against anyone who reports an act of bullying. Measures will be put in place by the school to protect journalists, witnesses and victims of bullying from retaliation.
 - Christine Duncan Heritage Academy is responsible for developing and implementing procedures for the administration to investigate allegations of bullying, which ensure the confidentiality of reporters, witnesses, victims, and alleged perpetrators. Each reported and suspected incident of bullying requires the school to respond consistently and promptly to all persons implicated in the alleged bullying.
 - That all educational and operational administrative personnel participate in the school's mandatory bullying prevention training at least once every three years. It is the responsibility of administrators to train their staff on a regular basis including bullying prevention strategies, effectively identifying, reporting, and 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 the specific needs of the school and shall include the implementation of a universal, data-driven bullying prevention program, or the adoption of a pre-existing evidence-based bullying prevention program.

2. All students must be educated about preventative bullying as part of the Health Education curriculum as set forth in 6.30.2.19 NMAC ("standard health education content").
3. Corrective action will be determined by the number of prior acts, the nature of the act, the maturity of the parties, and the context in which the alleged act occurred. Consequences may range from positive behavior interventions to suspension and expulsion and shall include consideration of compliance with state and federal IDEA requirements. Christine Duncan Heritage Academy will include parents or guardians in correcting serious behavior or escalation.

POLICY FOR PREGNANT OR PARENT STUDENTS

PREGNANCY or PARENTING STUDENTS---Pregnant or parenting students, regardless of marital status, have the right to attend school and to participate in any program or activity for which they would otherwise qualify in an environment free from discrimination or harassment. Classes, programs, and materials offered to pregnant and parenting students must be the same as those offered to other students, and students must be provided access to classes necessary to complete their course of study. Pregnant students and parents have the right to full participation in classes, programs, and activities, and it is the responsibility of the school to make reasonable accommodations to protect pregnant students on campus and facilitate their participation. These accommodations may include, but are not limited to: additional time for use of facilities and class changes; change control to minimize class time missed due to childbirth and recovery or to facilitate access to child care; provide independent study activities during pregnancy related illness or recovery absences at the request of the student and family. Students should not be removed from a school or program based on their pregnancy or parenting status. Pregnant and Parenting Students with absences such as pregnancy-related illnesses, medical care-related conditions due to illness, or a child's medical appointment for which students are the custodial parents will be treated like all other students with absences. Students with absences will be allowed to complete all assignments and tests missed, or a reasonable equivalent of the work missed during their absence and full credit will be given upon satisfactory completion of that work in a reasonable period of time. For more information about pregnant and parenting teens, contact the school counselor. cell phone policy Cell Phone Policy Students may bring personal cell phones for family contact to school only if the student:

Cell Phone Policy

Cell Phone Policy CELL PHONES ARE PROHIBITED.

- If the student brings the cell phone to school, they must turn off the cell phone and give it to the teacher in their classroom in the morning; The teacher will place it in a plastic bag with the student's name on it and students will be able to pick it up after school. Failure to comply with this policy will result in the following consequences:
- The first and only time a student is found the cell phone will be confiscated and the parent will be asked to pick it up from school and the student will be disciplined. Students may ask teachers or office staff for phone use to contact parents.
- Students who wish to post any school event on Internet sites, such as YouTube, will need permission from the school principal before posting in whole or in part a school-related event.
- Students who violate this policy will be subject to suspension from school for a maximum of 10 days or expulsion from school. CDHA will not be responsible for loss or damage of personal property brought onto school premises, and reserves the right to confiscate any personal property brought to school that is disruptive to the learning environment.

Failure to sign this cell phone policy will result in your child's cell phone privileges being revoked and if a cell phone is found on your child, the cell phone will become the property of the school for the remainder of the school year.

Approved by the board of directors in March 2019

Electronic Devices with Recording or Streaming Capabilities

To protect the privacy and safety of students and staff, wearable electronic devices capable of recording, photographing, livestreaming, or transmitting audio or video (including, but not limited to, Meta Smart Glasses, smart glasses, and similar devices) are prohibited on school campus during the school day and at school-sponsored activities unless expressly authorized by school administration for an educational purpose. Students who bring such devices to school must keep them powered off and stored out of sight. Unauthorized use may result in confiscation of the device, parent notification, and disciplinary action in accordance with the Student Code of Conduct.

Christine Duncan Heritage Academy Attendance Policy Flowchart

This policy was developed to comply with state law, in addition to meeting the needs of Christine Duncan Heritage Academy (CDHA) students and their families.

**CHRISTINE DUNCAN HERITAGE ACADEMY
TITLE I PARENTAL INVOLVEMENT POLICY, LEARNING
COMPACTS, BUDGET**

<https://www.christineduncan.org/parents>

Criminal Background Check

Christine Duncan School will conduct background checks, based on fingerprint identification, on all prospective employees.

Christine Duncan School will conduct background checks, based on fingerprint identification, on all school contractors and contractor employees who may have unsupervised access to students.

Christine Duncan School will conduct background checks, based on the identification of fingerprints or other personally identifiable information, on all volunteers who may have unsupervised access to students.

School volunteer services can increase school resources and should affect stronger ties between Christine Duncan School, families, and other members of the community.

The school board authorizes a school volunteer program that must comply with state statutes and regulations.

Approved by the board of directors 9-9-2015

Definitions

For purposes of this procedural directive, "volunteer" means a non-salaried person (ie, parent, guardian, family member, or community member) authorized by Christine Duncan to perform volunteer services for the school. A volunteer is any person who is not a guest or visitor at a school. A volunteer shall serve in such capacity without compensation or employee benefits of any kind. All volunteers serve at the discretion of school administrators without any expressed or implied privileges beyond those found in this procedural directive and may be released from volunteering at the discretion of the principal or designee.

For purposes of this procedural directive, "guest" means a non-salaried person who, with principal approval, attends a school on a non-regular or one-time basis. Guests report their presence to the school administrative

office and will be subject to the policies and procedural guidelines established by the school.

For purposes of this procedural directive, "visitor" means a non-salaried person who attends a district-sponsored event or activity or visits a district site for a short time. Visitors must 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 Christine Duncan's policies and procedural guidelines.

Purpose of the Volunteer Program

Christine Duncan encourages parents, guardians, family members, and community members to volunteer at their schools. Christine Duncan will strive to have a volunteer program that:

- Supports academic achievement and district goals, to assist teachers in providing
 - basic skills instruction, enriching the quality of instruction, improving interpersonal
 - experiences for students, and assisting school staff with support services.
- Increases children's motivation for learning.
- Supports the dropout prevention program by providing supplemental instruction
 - such as tutoring/tutoring.
- Builds an understanding of school programs among interested citizens and
 - associations of business and community organizations.
- Strengthens school/family/community relationships and engagement through
 - positive involvement.
- Promotes family involvement by actively supporting and seeking collaboration with
 - the PTA, school/community advisory councils, and other parent groups.
- Enhances the district's educational programs, but does not displace school employees.

Volunteer Quality

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

- The individual applying to volunteer is not subject to the 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 and enthusiasm for working with children.
- Ability to work cooperatively with school personnel.
- Adequate communication skills.
- Good health, moral character, trustworthiness and personal hygiene.
- Ability and willingness to participate regularly.
- Persons who volunteer in the classroom during the instructional day may not bring children with them without the permission of the principal and teacher.

Visitors – No criminal record required

This category includes visitors or guests who enter a school for a one-time event. This person should not have any unsupervised exposure or contact with students. Examples of guests and visitors include, but are not limited to:

- guest speakers/resources
- a one-time appearance for school or class events, such as literacy day or a game
- parents and family members who come to school for lunch
- visitors for a single family engagement activity with your student
- parents drop off items for their student at school
- vendors making a delivery to a school

Guests and visitors must meet the following requirements:

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

Volunteers and Review Requirements

If a person is not a guest or visitor, they most likely consider themselves a volunteer at a school. Volunteers may be considered to have supervised or unsupervised contact with children. However, all volunteers must have a background clearance. Volunteers holding a background clearance may be required to renew their clearance at the discretion of the building principal.

Supervised contact with students

Supervised contact with children includes volunteers participating in activities

schoolchildren in open and public places, and volunteers with classroom exposure who work with children and are supervised by school staff.

Volunteer conditions are typically public places and classrooms where staff or other adults can observe at all times, no lonely time with children, and always within unobstructed view. Examples of these situations include, but are not limited to:

- tutoring in class
- Reading in the classroom
- classroom assistance
- after school programs where the volunteer is supervised by district staff
- 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 are typically areas outside of the classroom where staff or other adults can observe in most cases, but may occasionally include short solitary time with children and short duration of obstructed view, such as on-site tutoring outside of the classroom.

Constant and unsupervised contact with students

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

volunteer coaches

- athletic support staff
- external tutors

Mentors

- excursion and overnight trip chaperones

Chaperones who lead field trips will be required to meet the requirements in additional Board of Education policies and administrative procedure directives.

Screening requirements for all volunteers

- Receive a background clearance provided by the Background and Fingerprinting

Department at the APS District Offices. (Voluntary applicants may require

fingerprints.)

- Sign in at the main office.
- Once approved, you will be asked to show volunteer identification to be handed out at the end of the day's volunteer activity.

Christine Duncan's Heritage Academy Responsibilities Community Schools and Associations

Christine Duncan shall develop goals and guidelines for managing all phases of school volunteer programs. The school will also maintain a database of active volunteers serving throughout the school.

The school will complete the following tasks:

- implement the objectives of the volunteer program
- oversee school volunteer programs
- conduct mandatory annual training for site directors and 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
- liaise with school personnel, local agencies, business associations/organizations, and the community

Individual School Sites - School Directors

School principals will be responsible for:

- determine, with the help of the existing parent/community organization or appropriate staff member, the scope of the school volunteer program at the site
- appoint a volunteer site coordinator to act as, or act in that capacity as, the administrator and immediate supervisor of the program
- attend district-mandated training regarding volunteer screening

*** To properly implement the above responsibilities, the school principal:**

- Determine the extent and scope of volunteer needs after consultation with school personnel.
- Shall designate a volunteer coordinator (or serve in that capacity), and submit the name of that person to the Parent Coordinator(s).
- Strive to promote a climate and develop an infrastructure where volunteers feel welcome and needed on campus.
- May hold recognition/appreciation events at school to support retention and recognition.

- In accordance with state regulations, an evaluation of the school volunteer program will be conducted. The evaluation instruments will be made available to directors in the Volunteer Coordinator's Manual.
- Attend, along with the volunteer site coordinator, the district-mandated training conducted by the Department of Schools and Community Partnerships on school volunteers.
- In accordance with state regulation, will conduct interviews, or designate the volunteer site coordinator to conduct interviews, of all volunteers, as appropriate.
All volunteers, except district student volunteers, will fall into one of two categories. All volunteers will be processed annually.
- May approve volunteer status, sign application forms, and require a background clearance provided by the Background and Fingerprinting Department.

Fingerprinting

Individual School Sites - Site Volunteer Coordinator

The volunteer site coordinator will be responsible for:

- organize and implement the school volunteer program in the school
- attend district-mandated training
- carry out an appropriate selection of volunteers
- maintain volunteer records
- promote, recruit and provide orientation and recognition
- organization and coordination of volunteer services
- tracking the number of volunteer hours and volunteers at the school

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

You will need to organize a school volunteer program and recruit volunteers with the support of the Department of Schools and Community Partnerships.

You will need to organize a school volunteer program and recruit volunteers with the support of the Department of Schools and Community Partnerships.

- Will attend, along with the school principal, the district-mandated training conducted by the Department of Schools and Community Partnerships on school volunteers.
- Ensure all volunteers complete a volunteer application and properly review volunteer applications.
- Instruct all volunteers to sign in at the main office.
- You will need to notify the school principal of applicants who disclose criminal records on the volunteer application and submit a

new background check request from the Background and Fingerprinting Department.

- In accordance with state regulation, you will provide orientation to school volunteers and may request specific training assistance from the Department of Schools and Community Partnerships. The orientation may cover the following basic topics:
- Christine Duncan Heritage Academy procedures regarding the selection of volunteers, school policies and procedures, including the login procedure
- Volunteer ID - All volunteers will receive a volunteer school ID to wear while on campus and will turn in their name badge at the end of each day's volunteer activity.
- Locations in the school, i.e. where to sign in, where to park, location of restrooms, staff lounge, and a school map.
- People in the school - principal, assistant principal, school secretary, custodian, counselor, and nurse.
- School hours and calendar
- Communication at school - who and when to call if the volunteer will be absent; Where to go 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, orientation, and supervision.
- Shall, after consultation with the principal, terminate volunteer workers when necessary and request assistance from the Parent Liaison(s)
- Keeps track of the school volunteer program through sign-in sheets, showing days and hours worked.

Volunteers in Schools

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

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

HR department

Human Resources will conduct appropriate screening and background checks for volunteers. Human Resources will maintain all criminal history records.

SCHOOL TRANSPORTATION

- **Student Responsibilities**

- Always follow the driver's instructions.
- Arrive at the bus stop 10 minutes before the scheduled arrival time of the bus.
- Wait until the bus comes to a complete stop and the doors open before approaching the bus.
- Use the handrail. Take care that no clothing or belongings get caught in the handrail.
- Sit in assigned seats, facing forward, feet on the ground, and speak in a normal tone of voice.
- Middle school students are required to show their student identification cards upon request.
- Glass items, live animals, weapons, or other dangerous objects are prohibited on the bus, as are large objects that will block aisles.
- Follow the provisions of the school's Student Conduct Handbook, including the expectations of citizenship, such as respect for authority, property, and the rights of others; Avoiding confrontation and any activity that has the potential to cause verbal or physical conflict; Uphold standards of integrity and responsibility; Maintain a safe environment; And report any/all information/circumstances related to safety and issues (fights, weapons, or drugs). Students are reminded that the school's Student Conduct Handbook is in effect while students are riding the bus and infractions will be dealt with according to the provisions in the handbook.

Parent/Guardian Responsibilities

Make sure your child knows your bus number, which stop to get off, home address, and phone number.

Make sure your child understands bus safety rules and expected behavior. Please make sure your child arrives at the designated bus stop 10 minutes before the bus is scheduled to arrive.

Parents/guardians must be present to serve Kindergarten students.

Kindergarten children will not be left unattended at a bus stop in the afternoon if a parent/guardian is not there to meet the child unless the school and bus company have prior written approval from the parent/guardian to do so. allowing the student to be left unattended or go home with an older sibling.

Notify the school of any changes in contact information so parents can be notified in an emergency.

Be responsible for any observed damage caused by your children on the bus or at the bus stop.

Religious Matters Treatment Policy

- Christine Duncan's Heritage Academy will strive to maintain a neutral stance on matters related to religion. Christine Duncan will adhere to the following guidelines regarding religion and the instructional day:
- The school year calendar will be planned to avoid conflicts with religious holidays.
- In case of conflict, students will be allowed excused absences to observe religious holidays.
- The sacred literature of all religions can only be studied for its historical, artistic, cultural, literary or other importance.
- Religious displays, music, or the display of religious objects or symbols may be permitted only if used as learning materials in these studies. Christine Duncan believes in the importance of sharing student culture, including religion.
- Lesson Plans must support valid educational standards.
- School facilities may be used by religious groups outside of instructional hours or when such use does not conflict or interfere with the school program in accordance with Governing Council policy and administrative procedure directive.
- Christine Duncan's Heritage Academy will not perform or sanction formal invocations, blessings, and prayers at any district-sponsored activity.
- Administrative Position: Academic Director
- Department Director: Albuquerque Public Schools Adopted Policy

References

Legal Cross Ref.:

§22-12-3 NMSA 1978

§22-15-15 to §22-15-20 NMSA 1978 • §22-27-2 NMSA 1978

Cross Reference: CDHA Student Behavior Handbook

Local Swim & Water Safety Resources:

Families seeking swim lessons may consider 505 Swimming, a local learn-to-swim provider serving Albuquerque. 505 Swimming offers year-round group and private swim lessons for children beginning at 12 months of age through adults. All instructors are background checked and certified, and lessons emphasize water safety, confidence, and skill development. Registration is available online at www.505swimming.com/abq, with Albuquerque lessons conducted at the Sandia and Valley pools year-round as well as the city's outdoor pools seasonally. Scholarships are available for free lessons for low-income families.

Parent's Signature Form

Christine Duncan Heritage Academy

1900 Atrisco Dr. NW
Albuquerque, NM 87120
(505) 839-4971

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.

Parent/Guardian's Name: _____
Nombre del padre/tutor

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

Date/Fecha: _____

Student's Signature: _____
Firma 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.