

THE ST. LUKE'S DAY SCHOOL TEACHER

JOB DESCRIPTIONS

Characteristics

Teachers are chosen for the following:

1. Love for children and ability to teach them.
2. Competency and experience with age group to be taught.
3. Willingness to learn more about child development and early childhood education.
4. Ability to get along with colleagues.
5. Commitment to work in a Christian environment.

Day School Classroom Teacher

Day School Classroom Teachers work as the core teachers for an assigned group of children.

Lead One: Completes all tasks with another Lead One Teacher or is given responsibility for guiding a Lead Two Teacher

Lead Two and Lead Three: Completes all tasks under the guidance of a Lead One Teacher

Qualifications

A Day School Teacher (Lead One or Lead Two) is expected to have appropriate educational background. A minimum of a CDA certification is required. Bachelor's degree or higher in Child Development, Early Childhood Education, or a closely related field are desired. An Associate's degree in such fields as listed above or an unrelated degree held by a person with other outstanding qualifications may also be considered appropriate at the discretion of the Director. Those with degrees or certifications in progress may also be considered at the discretion of the Director. If hired, the teacher will be placed as a Lead Three.

A Day School Teacher is expected to have experience working with children, preferably in a pre-school setting. Student teaching is acceptable experience for new graduates. Other background, such as experience as a nanny, may be accepted.

A Day School Teacher must also meet the requirements for that position as stated in *Minimum Standards for Day Care*.

Physical Demands of the Job*					
Lifting			Mobility		
	Not applicable	√	Standing	√	Kneeling
	10lbs. max	√	Walking	√	Crouching
	35lbs. max	√	Sitting	√	Crawling
√	50lbs. max	√	Stooping	√	Climbing
	100lbs. max	√	Reaching	√	Pushing
		√	Carrying	√	Pulling
		√	Balancing	√	Handling
Visual			Audio		
√	Close or highly concentrated visual work	√	Receive detailed information from verbal communication		
√	Color vision	√	In person		
		√	By telephone		

Essential Job Functions

Planning and carrying out a developmentally appropriate program in accordance with the policies of the school:

- Read, and periodically review, Texas childcare licensing standards. Uphold the requirements of accreditation by the National Association for the Education of Young Children (NAEYC) and the Southern Association of Colleges and Schools (SACS) and the standards of the National Association for the Education of Young Children (NAEYC).
- Work with your teaching partner/s to:
 - prepare the learning environment
 - create a daily class schedule and submit a copy to the office
 - write lesson plans to be turned in to the designated Program Coordinator
 - submit requests for classroom supplies
- Cooperate with the Director, other Administrative staff, your age-level department, and other members of the Day School and St. Luke's UMC staff to carry out the work of the school.

Insuring the welfare, health, and safety of each child in your care:

- Maintain constant supervision of each child while on church property.
- Stay with children at dismissal time until all have been released to family or office personnel.
- Follow good practices of health and hygiene.
- Report suspected cases of child abuse to the Director and appropriate agency.

Maintaining appropriate records:

- Child assessment: Keep up-to-date records on the development and progress of each child. This includes writing weekly anecdotal records, completing the individual assessment record for each child and preparing an individual portfolio noting each child's progress in five developmental domains.
- Write daily reports (as assigned by age-group) and Today We daily communications.
- Keep daily attendance report.
- Document parent contacts including phone calls and parent conferences.

Maintaining good communication with children, families, and co-workers:

- Orient each child prior to his/her entrance to school. Follow the instructions issued by the Admin Team for the school welcoming plan.
- Make contact with a late enrollee before the child's first day. Follow the checklist for late enrollee's orientation.
- Determine if your classroom is shared by Sunday School or other SLUMC programs and learn guidelines that are helpful for all.
- Take turns with your teaching partner to be at the door to cheerfully greet children and their families daily.
- Plan and conduct regularly scheduled school-wide parent conferences and reports; make parent contacts at other times as needed.
- Brainstorm lesson plan ideas with your teaching partner/s. Lead One Teachers are responsible for the final draft; Lead Two and Three Teachers are expected to share ideas and suggestions and participate in decision making regarding classroom activities.
- Place lesson plans in your classroom Parent Communication Binder. Make sure each teaching partner has a copy.

- Maintain your classroom Shutterfly Share Site, as outlined in the Shutterfly Share Site Standards Document. Includes writing notes as needed to inform families of classroom activities and events, a monthly classroom calendar, Today We postings, and so forth as directed.
- All e-mails to families go through your St. Luke's employee e-address.
- Work with your partner to create and maintain displays on the bulletin boards in your area. Refer to Classroom Environments section for information about parent postings, displays, and bulletin boards. Post calendar, notices, and brief reviews of activities for families in a manner that is orderly and not cluttered.

Taking care of school and church property:

- Complete requests for maintenance of equipment and property as needed and turn in to the Facilities, Events, and Resource Manager. *Do not contact the maintenance department directly.*
- Cooperate in the care and organization of the areas of common use, such as the resource room, age level materials closets, children's kitchen, aux office, teacher's lounge, etc.
- Keep the classroom neat, and attractive and uncluttered. (more information in Classroom Environments and Classroom Procedures sections)
- Abide by the policies and procedures for the St. Luke's UMC and Day School iPods, iPads, computers, and other equipment.
- Comply with the classroom iPod/iPad agreement.

Supporting the school by participating in staff development opportunities and special school events:

- Complete a minimum of 24 contact hours of continuing education each year.
- Attend staff meetings, age level team meetings, the annual Methodist weekday ministry training event (ECMC), and other professional development opportunities as requested by the Director.
- Lead One Teachers will train Lead Two and Lead Three Teacher(s) in appropriate classroom practices, if needed.
- Carry out other requests made by the Director or other members of the Administrative Team.
- Attend and assist in special events such as Parent Orientation, Book Fair, and Spring Fundraiser/Family Picnic.

Other Job Functions:

- General assistance in any area of the church's ministry where your special talents and abilities are needed or requested.

Apprentice Teachers

All first-year teachers at SLDS are considered apprentice teachers and will receive orientation to our school and intentional first year professional development.

Lead One Apprentice Teachers: Meet with an assigned mentor weekly for their first 90 days of employment. Lead Two and Lead Three teachers will be assigned a mentor at the Director's discretion.

Shepherding Teachers

Experienced Lead Teachers who are assigned to work with Apprentice Lead Teachers are considered Shepherding Teachers. These teachers are responsible for guiding the new teachers through SLDS classroom procedures during the Apprentice's first year at our school. The Shepherd/Apprentice teaching partners will share all the duties for successful teaching and classroom management, while respecting the learning curve of the new staff member.

Coaching Teachers

Experienced Day School Lead One Teachers may be assigned to coach other teachers on specific areas of job performance as requested by the Director. Coaching allows teachers to work together professionally to encourage reflection and analysis of teaching practices, eliminate feelings of isolation, give specific feedback over time, foster collaboration, focus on continual improvement in teaching and learning. Coaching partners maintain a confidential relationship and meet weekly for an assigned period of time.

Day School Support Teachers – Campus Champs

Day School Campus Champs work as floating teachers to support the Admin staff and classroom teachers as needed throughout the week. Assignments vary.

Support One: Serves on the Day School staff; CDA or higher educational background

Support Two: Serves on the Day School staff; Documented training in early childhood education and/or child-care

Substitute: Serves “on call” basis

Support Teacher

Qualifications

A Support Teacher is expected to have appropriate early childhood educational background. Preference is given to those who have degrees or credentials in child development, early childhood education, or in a closely related field.

A Support Teacher is expected to have experience working with children. While working in a classroom setting is preferred, other experience, such as working as a church school volunteer or nanny, is acceptable.

A Support Teacher must meet the requirements as stated in *Minimum Standards for Day Care*.

Physical Demands of the Job*						
Lifting			Mobility			
	Not applicable		√	Standing	√	Kneeling
	10lbs. max		√	Walking	√	Crouching
	35lbs. max		√	Sitting	√	Crawling
√	50lbs. max		√	Stooping	√	Climbing
	100lbs. max		√	Reaching	√	Pushing
			√	Carrying	√	Pulling
			√	Balancing	√	Handling
Visual			Audio			
√	Close or highly concentrated visual work		√	Receive detailed information from verbal communication		
√	Color vision		√	In person		
			√	By telephone		

Essential Job Functions

Responsibilities of the Support Teacher include, but are not limited to:

- Read, and periodically review, Texas childcare licensing standards. Uphold the requirements of accreditation by the National Association for the Education of Young Children (NAEYC) and the

Southern Association of Colleges and Schools (SACS) and standards of the National Association for the Education of Young Children (NAEYC).

- Assist the Day School Teachers in carrying out a developmentally appropriate program in accordance with the policies of the school.
- Work with your temporarily assigned teaching partner to prepare the learning environment.
- Cooperate with the Director, other Administrative staff, the classroom teachers, and other members of the St. Luke's UMC staff to carry out the work of the school.

Insure the welfare, health, and safety of each child in your care:

- Maintain constant supervision of each child while on church property.
- Follow good practices of health and hygiene.
- Report suspected cases of child abuse to the Director and the appropriate agency.

Maintain good communication with children, families and co-workers:

- Cheerfully greet children and their families each day. Nametags may be used to identify children by name during the day.
- If assigned to a classroom, before the children arrive, review the lesson plans with your assigned teaching partner.
- Assist teachers in the Infant, Toddler, and Twos classes with written daily reports for each child as needed in a classroom assignment.
- Always defer to the classroom teacher on talking to parents regarding children's behavior or answering parents' questions. If the Lead Teacher is not available, assure the parents that the teacher will get back to them.

Take care of school and church property:

- Cooperate in the care and organization of the areas of common use, such as the resource room or consumable closet.
- Keep the classrooms neat and attractive.
- Abide by the policies and procedures for the St. Luke's UMC and Day School iPods, iPads, computers and other equipment.

Support the school by participating in staff development opportunities and special school events:

- Complete a minimum of 24 contact hours of continuing education each year.
- Attend staff meetings, the annual Methodist weekday ministry training event (ECMC), and other in-service training requested by the Director.
- Carry out other requests made by the Director or other members of the Administrative Team.
- Attend and assist in special events such as Parent Orientation, Book Fair, and Spring Fundraiser.

Other Job Functions:

- General assistance in any area of the church's ministry where your special talents and abilities are needed or requested.

Substitute Teacher

Qualifications

Substitute Teacher is called to work on an as needed basis. The substitute is expected to have experience working with children. While working in a classroom setting is preferred, other experience, such as working as a church school volunteer or nanny, is acceptable.

A Substitute Teacher must meet the requirements as stated in *Minimum Standards for Day Care*.

Physical Demands of the Job*						
Lifting			Mobility			
	Not applicable		√	Standing	√	Kneeling
	10lbs. max		√	Walking	√	Crouching
	35lbs. max		√	Sitting	√	Crawling
√	50lbs. max		√	Stooping	√	Climbing
	100lbs. max		√	Reaching	√	Pushing
			√	Carrying	√	Pulling
			√	Balancing	√	Handling
Visual			Audio			
√	Close or highly concentrated visual work		√	Receive detailed information from verbal communication		
√	Color vision		√	In person		
			√	By telephone		

Essential Job Functions

Responsibilities of the Substitute Teacher include, but are not limited to:

- Assist the Day School Teachers and other Day School staff in carrying out a developmentally appropriate program in accordance with the policies of the school:
- Read, and periodically review, the St. Luke’s Day School substitute guidelines for school procedures including Texas childcare licensing standards.
- Work with your daily assigned teaching partner to prepare the learning environment.
- Cooperate with the Director, other Administrative staff, the classroom teachers, and other members of the St. Luke’s UMC staff to carry out the work of the school.

Insure the welfare, health, and safety of each child in your care:

- Maintain constant supervision of each child while on church property.
- Follow good practices of health and hygiene.
- Report suspected cases of child abuse to the Director and the appropriate agency.

Maintain good communication with children, families and co-workers:

- Before the children arrive, review the lesson plans with your assigned teaching partner.
- Cheerfully greet children and their families each day. Nametags may be used to identify children by name during the day.
- As requested, assist teachers in the Infant, Toddler, and Twos classes with written daily reports for each child.

Take care of school and church property:

- Cooperate in the care and organization of the areas of common use, such as the resource room or consumable closet.
- Keep the classrooms neat and attractive.

Other Job Functions:

- General assistance in any area of the school where your special talents and abilities are temporarily needed or requested.

*The Physical Demand charts in the job descriptions list the physical requirements of our teaching positions. An employee must be capable of meeting these physical demands as these abilities are inherent to the job.

DAY SCHOOL TEACHER POLICIES/PROCEDURES

Ethical Conduct

All teaching staff know and use ethical guidelines in their conduct for serving in a faith-based Christian setting and the early childhood education profession. Please review the N.A.E.Y.C. code of ethical conduct each year to refresh yourself on these important practices.

Staff Professional Development Plan

Professional development is a core value of our program. We encourage our staff to play and learn right alongside our children! All teaching staff evaluate and improve their own performance based on participation in training experiences as well as on-going reflection and feedback from supervisors, peers, children, and families. Please take advantage of the many opportunities for continuing education that will be offered to you throughout each school year.

Our formal education goal is for every classroom teacher to have a CDA certification or a higher degree in Early Childhood Education or a related field. CDA is the minimum classroom teacher educational requirement for accreditation, and we make sure that all of our teachers who do not have higher degrees meet this criterion. We provide the CDA training on our campus through the Ella Hawes Institute for Early Childhood Educators. Each CDA candidate's class tuition and all associated fees are underwritten by our school. At time of hiring, an agreement will be made for teachers without this qualification to complete the CDA certification during the first year of employment.

All CDA teachers must keep up with renewal procedures and follow them carefully to maintain certification. The Assistant Director will go over the procedures and teachers are responsible for taking initiative to carry them out. This includes being aware of the renewal date and required professional development hours and beginning the procedure in a timely manner before expiration of certification.

We have partnered with San Jacinto Junior College to support teachers who want to continue their education and get an Associate's degree in Early Childhood Education. A plan has been made to award college credit for teachers who have completed the CDA through the Ella Hawes Institute as they continue their studies at the college.

Teachers who wish to go further with Bachelor's or Master's degrees have our highest encouragement and admiration. We do our best to help our teachers find educational scholarships through professional organizations like the Early Childhood Methodist Conference and Houston's Collaborative for Children.

Additionally, all of our staff, including CDA and degreed teachers, receives a minimum of 24 clock hours of professional development each school year. Most of our teachers clock more than this minimum amount. Our teachers receive on-going training in policies, procedures, all aspects of curriculum, developmentally appropriate teaching practices, health and safety, building positive relationships, partnering with families and community, teamwork, and ethical issues.

Other specialized training is offered such as summer institute and yearlong internships with the Rice University School Literacy and Culture Project, Gesell Child Development screening certification, various workshops, and professional conference attendance.

New Lead One, and sometimes, Lead Two and Three teachers are assigned a mentor for their first year of service. Mentoring and coaching are available for all staff as the need arises.

We provide incentives for our staff to participate in staff development opportunities by paying the all fees associated with the required 24 clock hours of approved staff training, CDA certification, professional conferences, and other opportunities as we are able. Staff training hours are to be completed during the twelve-month school year. Director's discretion will be used for financial sponsorship of summer training opportunities. On-line restrictions as per state licensing apply.

Parents are our partners in supporting professional development. A portion of the funds from our annual Book Fair is designated for this purpose. We are grateful for the generosity that has allowed us to provide great training and offer educational opportunities that otherwise would have been missed.

Compensation

At time of hire, the Day School salary compensation scale is based on education and relevant experience in early childhood education and care. Current employees receive an annual review which is considered for their on-going compensation plan at St. Luke's.

Opportunities for additional compensation for teachers include but are not limited to the following positions: Team Leader, Teaching Coach, Shepherding Teacher, Substitute Teacher, and Outdoor Classroom Ambassador.

If you have questions regarding compensation, including possible pay rate errors, notify the Director or the SLUMC Payroll Accountant. Compensation is confidential and not reviewed by other SLDS Administrators including the Staff Systems Coordinator who manages SLDS payroll hours.

Proper Attire

Every SLDS employee represents the Day School and our ECE profession in her or his appearance. Proper attire is required of each employee.

An employee reporting for work improperly dressed or groomed shall be instructed by her or his immediate supervisor or the Director to return home for a change of clothes or other appropriate corrective action may be taken.

The attire of Day School staff members should be appropriate for working with young children.

Please note the following examples of inappropriate clothing:

- any clothing that restricts movement
- any clothing that would cause the teacher to limit interactions or activities with the children
- high heels
- leggings or tights worn with tops that do not cover the buttocks
- jogging shorts, bicycle shorts; cutoffs; short shorts
- miniskirts
- t-shirts or other clothing items with inappropriate logos or political statements
- slacks or jeans that are faded, frayed, have holes, or are cut off
- sweat suits, warm-ups, or athletic wear
- tight or revealing clothing; again, beware of leggings or other tight pants paired with short shirts/blouses, and choose shirt/blouse length to cover appropriately
- extreme visible piercings or tattoos; see the Director if you have a question about this; may be asked to cover tattoos or remove piercings during work hours

All SLDS t-shirts represent St. Luke's UMC. Alcoholic beverages may not be consumed in public while wearing St. Luke's t-shirts or other school clothing items.

Identification Badge/Key Card and Classroom Keys

SLDS teachers are issued an ID Badge/Key Card to be worn at work every day. The Key Card allows each teacher access to the Children's Secure Area. Each teacher signs an acknowledgement of procedures when the ID Badge/Key Card is issued. The employee is responsible for reporting loss of badge immediately and paying for replacement badge.

Additionally, each teacher is issued a classroom key and keys to lockable classroom cabinets. If you have questions regarding the keys, please report to the Staff Resource Coordinator.

Addressing SLDS Staff Members

When in the presence of children, follow the tradition of addressing other SL staff members using their last name. No nicknames, please.

SLDS Staff Parking

Teachers are requested to park in spaces furthest away from the Activity Center/Student Ministries buildings, leaving spaces closest to the main entrance to our school available to families loading and unloading young children. This includes the central spaces between the Activity Center and The Story Houston buildings. Limited parking is also available in the St. Luke's UMC/St. John's parking deck on the east side of the campus.

If you have a young child, or if you have a health issue that prohibits you from walking the further distance, please see the Director or Assistant Director for permission to park closer to the Activity Center entrance.

Logging In and Out

Day School Staff is expected to log in upon arrival each day and log out upon departure. This includes assigned break time of 30-60 minutes. Please be **in your room** at your assigned arrival time. At end of class time, you may leave as soon as all your children have been picked up and your room is in order. Note that there is a 7-minute window after each pick-up time to allow you to deliver any late children to the office and to put your room in order.

Computers/kiosks for logging in and out are located throughout the school campus. Staff may also choose to do this on their phones. Teachers must not log out/ leave the building without letting the designated office staff know that all children are released.

Mailbox

Day School Staff members are provided with mailboxes where written communications and other items are delivered.

Teachers should check their boxes upon arrival and before leaving each day. Administrative staff will contact the teaching staff if teachers should check their boxes during the day.

Holidays and Time Off (PTO)

Paid Holidays

St. Luke's Day School currently recognizes the following paid holidays:

- New Year's Day
- Martin Luther King Jr. Day
- Easter Friday and Monday
- Memorial Day
- Independence Day

- Labor Day
- Thanksgiving Break*
- Christmas Break*

A list of holidays for the upcoming year, and the dates of their observance, as well as days for school breaks*, will be published and distributed by the Director at the start of each school year. At its discretion, St. Luke's Day School reserves the right to change the paid holidays observed.

In order to be eligible for holiday pay, an employee must be:

- Employed on a full or part-time basis; *temporary, seasonal and intermittent employees are not eligible for holiday pay.*
- Regularly scheduled to work a minimum of 18 hours per week in their primary job.
- In an active, paid status; *inactive employees and employees on unpaid leave are not eligible for holiday pay.*
- At work, or on approved PTO, both the work day preceding and the work day following a holiday. An employee experiencing an unexpected absence immediately prior to or after a holiday may not be eligible for holiday pay. At the discretion of the Director, the employee may be asked to provide a physician's statement or other substantiating documentation, for their absence, to be paid for the holiday.

Paid Weather or Other Closure Days

In case of school closures for weather days, or other hazardous conditions, employees scheduled to work on those days will receive closure pay.

Pay for individuals with previously scheduled PTO is not considered closure pay.

Paid Time Off - PTO

PTO is available to employees to use for vacation, Spring Break, illness, medical leave or any other type of personal absence. Excluded from PTO are jury duty and time for bereavement, which are covered separately in the SLUMC Employee Handbook. Holidays that fall during a scheduled PTO period will not be counted as PTO days.

In order to be eligible for PTO, an employee must be:

- Employed on a full or part-time basis; *temporary, seasonal and intermittent employees are not eligible for PTO.*
- Regularly scheduled to work a minimum of 18 hours per week in their primary job.
- In active status; *inactive employees and employees on leave do not accrue PTO.*
- Have completed at least one school year of employment. *In addition to Spring Break, new hires are granted five days of PTO. If hired after March, no PTO is granted until the next school year, when they begin their first year of PTO.* Starting September 1st of the year following their year of hire, new hires are credited with a full year of service for PTO accrual.
- Employees who leave for more than a year and then return, will begin again as a second-year employee in regards to their PTO.
- Employees who work only during the summer as substitutes or in temporary positions, do not get PTO.

PTO Administration and Procedure

Requests for PTO must be scheduled and approved by the Staff Systems Coordinator in consultation with the Director or Program Coordinators. Requests for PTO cannot be granted during certain times of the Day School year and are noted on the staff calendar as "blackout days." Exceptions must be approved by the Director.

Unanticipated PTO, such as for illness or personal emergency, must be handled per the procedure detailed in *Absences/Substitutes*. If plans change and the day off is not required, the Staff Systems Coordinator must be notified prior to the day of the scheduled absence.

PTO may be approved and paid for scheduled vacations prior to being accrued; scheduled vacations have definitive start and end dates. PTO for sick and other medical absences will only be approved and paid to the amount the employee has available; the duration of a medical absence may be indefinite. Employees may not use PTO in less than 15-minute increments. Partial day and per day requests must be submitted with sufficient notice so that classrooms will not be disrupted. Requests for 3-5 days, or requests that extend a weekend or holiday, must be approved BEFORE employees make travel arrangements. PTO may not be used to cover for an employee's tardiness or leaving early from work.

Advance scheduling of PTO does NOT guarantee approval. When an employee's PTO has been exhausted prior to the requested dates the procedures are as follows: If unanticipated absences happen during the school year, *due to illnesses and other personal emergencies that occur prior to the requested time off*, an employee's PTO may be exhausted before their requested vacation occurs. The employee may NOT automatically take the vacation without pay. This is a particular concern during the summer. The Staff Systems Coordinator will review requests for unpaid time off and submit to the Director or Assistant Director as warranted. **Taking unpaid time away without approval, regardless of prior approval when PTO was still available, may result in disciplinary action, including termination of employment.**

Additionally, some PTO requests may be returned noting that the employee is on a **waitlist** for the requested days. This can happen when all our Support Teachers are already scheduled for the day/days requested. Please do not make plans or travel arrangements if you are wait-listed for requested days. We will let you know any updates on the status of your request as soon as possible.

Regarding Summer full week requests. If the employee must release days, summer weeks must be released in full weeks, unless approved by the Director. A waitlist will be kept and people on the waitlist will be notified.

Employees are advised to keep a personal record of their PTO. The Staff Systems Coordinator, in consultation with the Director and Assistant Director, will report the amount of PTO used/available for each employee to Payroll. The Staff Systems Coordinator will, as a courtesy, advise each employee of the amount of PTO used/available at regular intervals during the employee's 9- or 12-month school year. Questions regarding PTO should be directed to the Staff Systems Coordinator.

For all eligible employees, PTO accrual starts on September 1st of each school year and ends on August 31st. At the end of the school year, remaining accrued, unused PTO may be rolled over. Rollover PTO is limited to the prior school year's accrued, unused PTO and **does not** carryover from year to year. To retain their rollover balance, an employee must have taken at least 1 full day of PTO during the school year. Rolled over PTO will be used first in the new school year. The Church requires employees to use PTO toward any approved leave.

As of the 2019-2020 school year: All PTO request are to be submitted through the Paylocity system. Following annual PTO procedural training, questions regarding the use of or complications with Paylocity are directed to the SLUMC Payroll Accountant.

Time periods for requesting PTO

September-December: Open after PTO Presentation in August

January-August: After October 15th

Full Weeks in Summer: After Summer PTO Presentation in March

Summer Single Days: After April and subject to availability

Employees may be limited to no greater than two consecutive weeks of PTO. Requested PTO which exceeds two consecutive weeks must be approved by the Director.

Please see the SLUMC Human Resources Manager for specific questions and updates regarding remaining accrued unused PTO.

Twelve-Month Employees – Spring Break and PTO Accrual

All twelve-month employees, who start before December of the current school year, including new hires, are required to take at least five consecutive days of PTO as Spring Break. Spring Break must be taken between February 1st and April 30th (ECMC week excluded). Twelve-month teachers, with core classroom responsibilities in the nine-month, part-day program and ancillary teachers, will take Spring Break during the program’s Spring Break closure, unless an alternative date is requested by the Staff Systems Coordinator in consultation with the Director or Assistant Director.

The chart below displays PTO accrual for twelve-month teachers, based upon hours worked and years of service. Teacher working less than 18 hours a week only get spring break.

12 Month Employees - 26 Paychecks

Hours per Week	Spring Break Not Accrued	First Year of Service 1 Week	Accrual Rate per Paycheck	2-4 Years of Service 3 Weeks	Accrual Rate per Paycheck	5-9 Years of Service 4 Weeks	Accrual Rate per Paycheck
40	40	40	1.54	120	4.62	160	6.15
37.5	37.5	37.5	1.44	112.5	4.33	150	5.77
37	37	37	1.42	111	4.27	148	5.69
30	30	30	1.15	90	3.46	120	4.62
24	24	24	0.92	72	2.77	96	3.69
18	18	18	0.69	54	2.08	72	2.77

10-19 Years of Service 5 Weeks	Accrual Rate per Paycheck	20+ Years of Service 6 Weeks	Accrual Rate per Paycheck
200	7.69	240	9.23
187.5	7.21	225	8.65
185	7.12	222	8.54
150	5.77	180	6.92
120	4.62	144	5.54
90	3.46	108	4.15

Nine-Month Employees – Spring Break and PTO Accrual

Spring break for nine-month employees, who start before December of the current school year, will occur during a week designated by the Director; typically the week when the nine month, part-day program is closed for Spring Break. All nine-month employees will be required to take this week as PTO. Nine-month employees

are given a defined amount of PTO per school year, based upon hours worked, which includes Spring Break. PTO for nine-month employees does not increase based upon years of service. Nine-month employees should plan their vacations and other time away from work for when school is not in session.

The chart below displays PTO awarded to nine-month teachers, based upon hours worked.

9 Month Employees - 20 Paychecks (may change depending on # of paychecks within Sept to May)

Hours per Week/ Hours per Day	Spring Break Not Accrued	First Year of Service 1 Week	Accrual Rate per Paycheck	2+ Years of Service	Accrual Rate per Paycheck
40 / 8hrs	40	40	2	48	2.4
37.5 / 7.5hrs	37.5	37.5	1.88	45	2.25
35 / 7hrs	35	35	1.75	42	2.10
30 / 6hrs	30	30	1.5	36	1.8
24 / 6hs for 4 days	24	24	1.2	30	1.5
18 / 6hrs for 3 days	18	18	0.9	24	1.2
12 / 6hrs for 2 days	12				

Scheduling Spring Break

Teachers in the 3 Teacher Luke’s Place Classrooms will work with their teaching partners to coordinate Spring Breaks, so that two teachers remain on duty when one is away. Each LP teaching partnership will receive a Spring Break worksheet at the end of January, come to an agreement, and turn the worksheet into the Staff Systems Coordinator.

Teachers with core classes in the nine-month, part-day program will not be issued preference forms; if requested by Administration to take an alternate Spring Break from the designated part-day Spring Break, that teacher's assigned week will be given separate consideration. Ancillary/Campus Champ teachers request Spring Break in coordination with the Assistant Director and Staff Systems Coordinator.

Once dates are selected/assigned, they cannot be altered. If a teacher picks a week with a holiday in it, that day’s PTO is placed back in their PTO bank.

Any Spring Break PTO that is not used during the designated Spring Break period will be forfeited unless an exception has been approved by the Director. Questions or unusual circumstances should be directed to the Staff Systems Coordinator.

Separation or Termination from Employment

Upon separation from employment, an employee’s rollover and current year accrued, unused PTO will be paid out in their final paycheck. If an employee has taken and been paid for more PTO than they have accrued or been awarded, the negative PTO balance will be deducted from their final paycheck.

Absences/Substitutes

Unanticipated Absences

1. The procedures for an unanticipated absence, such as illness, family emergency, and so forth, are as follows: Email schedule@stlukesdayschool.org to report your absence; let us know your circumstance and when you expect to return. Please include your daily scheduled hours.
2. Lead Teachers, or Support Teachers in interim assignments, such as covering a maternity leave, will call their teaching partners to let them know of the change in plans for the day.
3. You must have a doctor's return to work for absences due to illness exceeding 3 consecutive days.
4. If plans change and the day or time off is not required, notify the Staff Systems Coordinator as soon as possible.

Guidelines for Working with Campus Champs or Substitute Teachers

The following are a few reminders of how the classroom teachers can help the substitutes as they assist in the classroom. Just as children can feel ill at ease and uncomfortable in strange surroundings, so can a substitute. Even our experienced Campus Champs appreciate your help as they learn about your classroom. Here are some guidelines for helping a substitute become familiar with a room, children, and a schedule. Remember, the more comfortable a substitute feels in a room, the more help she/he will be!

1. Greet the substitute, show her/him around the room, and make sure the sub has a name tag.
2. Make sure the substitute is aware of any children who have allergies.
3. Point out the centers, emergency exit maps, cubbies, where the lunches are kept, where the teacher's supplies are kept: i.e., mats, tissues, disinfectant, cups, napkins, etc.
4. Briefly go over your daily schedule, including transition songs, etc. you may use.
5. Show her/him the lesson plan that is posted in your Shutterfly account and explain the activities.
6. **Be specific** about what you want her/him to do. You may want to assign her/him a particular task, such as supervising the art table, changing diapers, reading a story, etc.
7. When the children start arriving, be sure to introduce the substitute. This will help the children and the sub feel more comfortable. The sub will wear a nametag so the parents will know what to call her/him.
8. Nametags on the children are really helpful. This can be as simple as using a sharpie to write the child's name on masking tape. Generally not necessary to put the taped name on the child's back; this is a common practice that can cause confusion as adults need to constantly turn the child around to see the name. (Masking tape on the back for the little ones.)
9. Make sure all items brought in by the children are marked with their names (lunch packs, blankets, sheets, coats, toys, etc.).
10. If appropriate, explain the diapering procedures. Be sure to instruct the sub as to where changing supplies are kept, where the diapers are discarded, how to disinfect the mat, and to wash hands after every change.
11. For older children, explain your procedure and times your class goes to the bathroom.
12. Ask the substitute to help you keep a head count with the face to name count when coming and going from the room.
13. Let the substitute know when she/he can take a break and describe the teacher lunch procedure. Impress upon her/him that she/he needs to tell you if she/he is leaving the indoor or outdoor classroom.

This looks like a lot, but most of it takes only a few minutes, and can be done during the course of your day. The reward will be a relaxed, confident substitute, who will help make your day go more smoothly.

Personal Breaks

Teachers should not work more than four consecutive hours directly with children without taking a 15-minute break. SLDS Part-day teaching partners are responsible for providing this opportunity for each other. Breaks of five to 15 minutes may be taken when the licensing standards for staff/child ratios will not be compromised. For example, one teacher may take a break when a music or motor teacher is leading activities with the children or during the children's nap time. Teachers must not take a break during outdoor classroom time unless there are three teachers assigned to the classroom.

Luke's Place Full-day teachers working in three teacher classrooms will coordinate their one-hour breaks with their teaching partners.

In some circumstances, the administrative staff may work with teachers to determine if a "break person" is needed. A Campus Champ may be assigned to the classroom to maintain staff/child ratios during teacher breaks as directed.

In addition, staff may request temporary relief when they are unable to perform their duties.

If your scheduled hours on campus are:	Your break is:
8 hours or less	5-15 minutes as above (during times when ratio allows)
9 hours	1 scheduled hour (coordinated with teaching partners)

Examples: 8:30-2:30pm is 6 hours; 7:00-3:00pm is 8 hours; 7:00-4:00pm is 9 hours; 8:00-5:00pm is 9 hours; 8:30-5:30pm is 9 hours

Cellular Phones, Tablets, and Other Personal Electronics

Cell phone or personal electronics use, including talking, texting or messaging, that interferes with supervision of children is never permitted and can result in employee disciplinary action and/or termination of employment.

Cellular telephones should be kept out of reach of children. Employees are free to use telephones on break as desired. Employees may only use cellular phones in the classrooms on a limited basis for emergency situations. See your Program Coordinator and follow accepted procedures. Please do not use your cell phone to check the time or take photos as this may be misunderstood by others and may result in a report that you are using your phone inappropriately.

Use of SLUMC Technology (see SLUMC Handbook)

The SLUMC policies are inclusive of all equipment issued to and used by SLDS staff; examples include but are not limited to iPad tablets, iPods, laptops, and computers.

Transporting Children

Day School teachers are not allowed to transport children other than their own family members to and from school. See your Program Coordinator if you have questions regarding this policy.

Babysitting Children Attending Your Current Class

Teachers (Leads and Campus Champs) may not babysit children attending classes in which they have a current assignment.

Program Review

Periodically teachers will be asked to complete a program evaluation to measure our policies, procedures and program quality. In addition, teachers are asked annually to submit program evaluation information to help

our Leadership Team of administrators and Team Leaders as they set program goals. Goals and expectations for each year are shared with the entire staff.

Parents are also asked to evaluate the program. All teachers with children in the program should participate in any parent surveys.

Your ideas and suggestions are important to us! Please participate in these opportunities to assist in the decision-making process to make necessary changes and improvements to our program!

MID-YEAR MEETING and EMPLOYMENT REVIEW

The Director and/or designated Program Coordinator meet with individual teachers mid-way through the current school year, usually in Dec/Jan/Feb. These mid-year meetings are not formal reviews. The purpose of the mid-year meeting is to give each teacher the opportunity to meet face-to-face with supervisors to discuss how the year is going so far. Teaching teams will meet together unless they request individual meetings. Professional development training logs may be checked and feedback and/or coaching are offered as needed.

All SLDS staff members participate in annual employment reviews with the Director and designated assigned Program Coordinator. Please see the end of this section for an example of the self-evaluation form you will be typically required to complete prior to your end-of-year conference/employment review. These reviews are generally held late April and May at the end of the nine-month school year or during the summer. In addition to the self-evaluation, each teacher may be expected to present a professional portfolio at the time of the review. At the time of the annual review, the teacher and supervisors will also set an individual professional development plan for the up-coming school year.

If circumstances prevent an annual review meeting, your Director and Program Coordinator will review your self-evaluation and inform you of your invitation to continue employment at SLDS. Professional development portfolios will be reviewed separately. All terminations of employment will include a meeting.

HEALTH AND SAFETY IN THE WORKPLACE

Steps are taken to reduce occupational hazards. For instance, teachers are trained in sanitation procedures and proper hand washing techniques that prevent the spread of diseases.

Precautions will be taken with pregnant staff, as we are able, to notify them of infectious diseases and to insure their safe daily practices. We ask all employees to notify administrators immediately of pregnancy so that we may support them.

Our building is monitored by our SLUMC Director of Facilities for environmental exposure and we are alerted of any concerns and plans of action.

See the Benefits, Policies and Procedures section for cases of on the job injuries.

VACCINE-PREVENTABLE DISEASES and RECOMMENDED VACCINATIONS

Based on the level of risk the employee presents to children by the employee's routine and direct exposure to children, St. Luke's Day School recommends, but does not require, employee immunizations. This may be changed at any time in accordance with direction from St. Luke's Executive Staff and Church governance boards and committees.

Immunizations are not just for children. Keeping up-to-date on your vaccinations helps protect you and the children you work with from vaccine-preventable diseases that can be transmitted in a child care setting, including influenza, pertussis (whooping cough), and varicella.

As an early childhood educator, you come into contact with many viruses and bacteria while working with children. Some diseases, such as pertussis, are more serious in children, while others, such as chicken pox, are worse for adults.

What vaccines should SLDS staff consider?

The COVID-19 fully vaccinated staff member is protected from COVID-19 and the virus variants to the published percentage of the vaccine received (i.e., Pfizer, Moderna, J&J). COVID-19 vaccination by eligible staff members significantly protects unvaccinated children and colleagues from the spread of COVID-19, a life-threatening virus. Currently, SLUMC recommends but does not require the COVID-19 vaccine for church employees including SLDS staff. Prompt notification will be given if this position changes.

Yearly Flu vaccine not only protects you from the flu each year but also helps make sure you do not spread the disease to children. The flu vaccine is recommended for everyone over the age of 6 months. Since the type of flu that sickens people every year changes, you should get a vaccination every year.

One Tdap vaccine protects against pertussis (whooping cough), which affects the lungs and is spread from person to person through the air. Pertussis can be very serious, especially for infants who are too young to be vaccinated. An individual with a mild case of pertussis may have a bad, lingering cough and can still transmit the disease to young children. You likely received a series of vaccines as a child to prevent pertussis, tetanus and diphtheria. However, the protection from those vaccines may have worn off. You can receive one Tdap vaccine as the best way to prevent pertussis as an adult.

Td is a booster vaccine for tetanus and diphtheria. It does not protect against pertussis. Routine booster shots of the Td vaccine every 10 years adequately protect against tetanus and diphtheria.

Varicella vaccine protects against chickenpox. Many adults already have had chickenpox and are now immune to it. However, the disease can be serious for adults so adults who have never had chickenpox or been vaccinated should get two doses of the vaccine.

Resources

Talk to your doctor about getting the vaccines you need. Many places offer free or low-cost vaccines to people who do not have insurance or who cannot afford their copay. Call 2-1-1 to find out which clinics in your area offer immunizations.

The **Texas Department of State Health Services** provides Texas resources and you can also order posters and brochures. www.dshs.state.tx.us/immunize or (800) 252-9152.

The Centers for Disease Control and Prevention (CDC) offers reliable information about vaccines, vaccine-preventable diseases, and national recommendations. The website includes many resources, including a printable version of the adult immunization schedule www.cdc.gov/vaccines/recs/schedules/default.html. For more information on vaccine safety and frequently asked questions go to www.cdc.gov/vaccinesafety/Concerns/Index.html.

The **Immunization Action Coalition** offers educational materials on vaccines and diseases.

TEACHER SUPPORT AND STRESS MANAGEMENT

Our SLDS staff strives to support one another in maintaining personal balance emotionally, socially, physically, intellectually, and spiritually just as we support these aspects of child development. A variety of strategies are established each year so that teachers and administrators may get to know and care for one another.

Prayer requests may be submitted to the Admin Team at any time and are honored faithfully. St. Luke's UMC prayer requests may be written and submitted at the SL prayer tree. Any staff member or SLDS family may complete confidential requests to the SL Prayer Team and clergy. Membership not required.

The Director and Program Coordinators have resources to promote wellness, prevention and treatment of depression, and stress management. Please come see us if you need support or suggestions. The pastors of St. Luke's United Methodist Church and the Nick Finnegan Counseling Center (formerly known as the St. Luke's Counseling Center) are also available to you as needed.

JUST FOR FUN

Staff Birthdays

Staff birthdays are important and recognized at the school. Birthdays are announced and celebrated in the school-wide morning greetings or at Campus Connection meetings. Summer birthdays may be celebrated during the nine-month school year, since many of our teachers do not work in our summer program.

Class families typically celebrate their children's teachers as well. *(Please wait for them to ask if you have favorites birthday treats and do not send out a personal birthday wish list.)*

Secret Santa

Christmas celebrations at St. Luke's include a tradition of Day School Staff Secret Santa Days. Staff members who wish to participate fill out a Secret Santa Information Sheet. Names are drawn and staff members are surprised with small, thoughtful items for a week in December. Items such as notes, candy, and small inexpensive gifts are delivered secretly each day (we encourage free or very minimally expensive items; please do not exceed a total of \$10 over the week) and a final gift of approximately \$10 to \$15 in value is exchanged when Secret Santa identities are revealed at the Day School Christmas party.

Pink Day

Pink Day was originally established on a day in October to honor SLDS staff members, and their loved ones, diagnosed with breast cancer. Over time breast cancer education has become our school's designated public health awareness cause. Teachers, children, and families are encouraged to wear pink on a designated day in October, Breast Cancer Awareness Month. We explain this simply to the children by saying that we want to keep our mommies and other loved ones healthy. Adults receive information regarding the disease and preventative care. Staff members are offered many fun incentives to take care of themselves and others.

Go Texan Day

The Day School supports community awareness by encouraging participation in Houston's annual *Go Texan Day* associated with the opening of the Houston Livestock Show and Rodeo. Staff, children, and parents dress western for the day.

School Spirit Days

From time to time the School Spirit Team and Administrators will organize fun activities to encourage camaraderie and a sense of school identity and community.