



# **St. Luke's Day School**

## **Staff Handbook**

*Last amended 10/1/2024*

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## ABOUT OUR SCHOOL

### OUR MISSION

We are a Christ-centered early childhood program where educators and parents teach and strengthen each child's emotional, social, physical, intellectual, and spiritual skills while we are all playing and learning together.

### PHILOSOPHY AND VISION STATEMENT

St. Luke's Day School is committed to the development and enhancement of the whole child. In support of this, we view the family as the main source of security and identity for the young child. It is our ultimate goal, therefore, to achieve a fellowship of Christian love and understanding between parent, child, and school.

### Our School Culture

We are a Christ-centered school where our foundation of spirituality is honored, nurtured, and celebrated.

We maintain a balance of consideration and support for children, parents, teachers, administrators, and church family.

Our school is a place that encourages, upholds, and strives for professional excellence.

We have an ambiance of happiness, love, and warmth that radiates throughout our campus.

We create an early childhood education and care environment that fosters trust, collaboration, and inclusion.

We specialize in appropriate, child-centered early childhood education that prepares each child for the next step.

### ADMINISTRATIVE MODEL OF DAY SCHOOL

	Director	
	Assistant Director/Assessment Coordinator	
<u>Program</u>	<u>Facilities, Events, &amp; Resources</u>	<u>Administration &amp; Finance</u>
Program Coordinator-3s, PreK, TK	Facilities, Events, & Resources Manager (FERM)	Administration & Finance Manager
Program Coordinator-Infants/Toddlers/2s	FERM Champ	Registrar
ProCo Champ	Outdoor Ambassadors	Technology Coordinator
Age Level Specialists		Admin Champ

### GENERAL RESPONSIBILITIES

**Director:** Oversees all areas of SLDS program development, staff hiring, supervision and training, budgeting and fiscal management, communication with parents and church members, maintenance of state licensing and national accreditation standards. Appoints Admin Team members for implementation and support of best practices in early childhood education and care.

**Assistant Director/Assessment Coordinator:** Works with the Director to oversee the SLDS program. Assists with supervision, communication, training, and maintenance of licensing and accreditation standards. In addition, the Assistant Director is the Assessment Coordinator; works with the Director to monitor school-wide assessment processes as per our SLDS policies. Observes and assesses children as requested; suggests strategies to support children's success. In consultation with the Director, meets with teachers, parents, consultants, and therapists regarding action plans for potential or identified children with special needs. The Assistant Director acts as Director when necessary.

**Program Coordinators:** Responsible for support of curriculum and instruction for identified age-level departments, including SLDS Part-day and Luke's Place Full-day programming. Assists the Director with staff supervision and training of designated age levels. Communicates with Departmental Age Level Specialists to insure administrative attention to teacher ideas, concerns, and other issues of age-level program development. Communicates with parents/guardians and refers to Assistant Director or Director as needed. Works closely with ProCo Champ.

**Facility, Event, and Resources Manager:** Oversees management of the indoor and outdoor children's areas used by the Day School and SL Children's Ministries. Liaison to the SLUMC Director of Facilities and DTK housekeeping staff. Works closely with parents, administrators, and church staff to manage SLDS events. Oversees the FERM Champ position and maintains the resource budget.

**Administration and Finance Manager:** Oversees office management. Responsible for creating and maintaining computer records and various documents for programming and communication. Supports budgeting and financial record keeping. Collects and tracks tuition payments and other receivables. Supervises and assists Registrar, Technology Coordinator, and Admin Champ.

**Registrar:** Often first SLDS contact for the greater community. Handles SLDS tours, student enrollment, student records, and waiting lists. Conducts duties related to calendar requests, room bookings, volunteer coordination, teacher recommendation requests, and office tasks as requested by the Administration Manager.

**Technology Coordinator:** Manages information technology for SLDS including and not limited to technical duties related to payroll timekeeping, staff PTO, teacher's computer stations, classroom iPads, school website, and other technology tasks as requested by the Director or Assistant Director.

**FERM Champ:** Purchases, organizes, and maintains equipment and supplies for indoor and outdoor classrooms and administration as overseen by the Facilities, Events & Resources Manager.

**ProCo Champ:** Handles scheduling and classroom coverage.

**Admin Champ:** Front desk receptionist, manages children's medications and illness checks, assists with admin tasks and teacher paperwork as needed.

**Age Level Specialists:** Teaching staff liaison to the administrative team. Responsible for bringing the ideas, suggestions, and concerns of the teachers to the attention of the Director and Program Coordinators. Works closely with Program Coordinator to develop strategies for curriculum and instruction and other issues of age-level program development.

**Outdoor Ambassadors:** Outdoor classroom liaisons to age-level departments.

## COMMUNICATION

### Establishing Teacher/Parent Communication

Please carefully read the **Parent Communication** Section of the **Family Handbook** for important information regarding this subject.

## REMIND Communication

REMIND is the primary platform for communication between teachers and parents. Each class has a REMIND group; teachers can send announcements to the whole group) or messages to individual parents. Each announcement can have up to 10 attachments. Teachers will send photos, daily “Today We...,” reminders, sign-ups for parties and parent conferences, etc., paying careful attention to the timing and composition of messages.

## Photocopying

We need to be conservative in our copy needs:

- Be aware of and follow copyright laws for articles from books and magazines.
- **Any and all** parent communication needs to be approved by the Day School office and typed before it can be given out. Please allow ample turn-around time.
- Teachers may use the copiers in the Day School or Auxiliary office for copying handouts, etc. for your classroom. Office staff are available to make copies for you; be sure to note how many copies are needed.

## Oral Communication

Remember the most effective way to communicate with the parents is to talk to them. Regular conversations in person or by phone help to maintain strong parent/teacher relationships.

## Email and Other Electronic Communication

### St. Luke’s Day School on Instagram

Our school can be found on Instagram by searching for St. Luke’s Day School. This is a school-wide communication managed by the Director; individual classrooms do not have Instagram accounts.

Instagram is a mobile, desktop, and Internet-based photo-sharing application and service that allows users to share pictures and videos. SLDS uses this form of social media to communicate regularly with our SLDS families and faculty, as well as the general public. In respect to the privacy and safety of our young children, our SLDS photos for Instagram should express an idea or story **without showing the children’s faces**. Please see the Director if you have questions. Classroom photos are appreciated and may be saved or air-dropped directly to the Director.

### School Wide Email

The St. Luke’s Day School **Need to Know** highlights SLDS news and upcoming events and is sent via email to parents and staff two to four times per month.

### Teacher/Parent Email

All SLDS staff members are given an individual SLDS work e-mail account. Additionally, classroom teachers share a classroom email account accessed on the class iPad. Please use these or REMIND for your communication related to the school. Notification of events, birthday greetings, and other specific communications that apply to your class is appropriate. Copy (cc) your Program Coordinator on **every** email to parents. **Do not** use email to notify parents of a behavior concern, developmental issues, or any other sensitive information. All communication of this kind must be made in person—**no exceptions allowed**.

### Social Networking and Blogging

Be aware that your online presence and actions captured via photo images, posts, or comments can reflect on our program.

Do not reference or cite the children, families, or co-workers of St. Luke's Day School without their express consent. In all cases, do not publish any information regarding a Day School child and do not use photographs of the Day School children online. In addition, Day School logos may not be used without written consent.

Please understand that whatever you post online is public and you have no privacy rights in what you put out for the world to see. Anything in cyberspace can be used as grounds for employee disciplinary action, no matter whether it was written from work or outside of work.

Be mature, be ethical, and think before you type.

### **Texting**

Texting to parents is discouraged. As with all cell phone communication, texting that interferes with supervision of the children is never permitted and can result in employee disciplinary action and/or termination. Parents are alerted of this policy in the Family Handbook.

## **CHRISTIAN EDUCATION**

St. Luke's Day School is a ministry of St. Luke's United Methodist Church and therefore Christian Education is seen as a natural and important part of the daily program. Children will pray before meals, sing songs to God, celebrate major holidays of the church year, and hear religious stories suitable for their age. Children of all faiths and cultural backgrounds are welcome at our school.

Children enrolled in our Twos, Threes, PreK, and Transitional Kindergarten classes will participate in our weekly children's chapel services. The children experience a brief worship service where they sing songs, hear a story from the Bible, and share a birthday blessing for all children celebrating birthdays during that week. Parents are invited to join us.

### **Chapel Etiquette**

**In order for our chapel service to be a meaningful time for the children we have created chapel etiquette guidelines which are published in the Family Handbook:**

- School begins at 9 a.m. Please be on time so that your child can come to chapel with classmates.
- If chapel has begun, do not send your child in. The chapel usher will open the door in time for late arrivals to join the birthday celebration and music.
- Strollers and large bags must be left outside the chapel. Parents who arrive late must deliver their children's belongings to the classrooms.
- Parents are asked to model chapel manners for their children. Enter quietly, participate joyfully in the service, listen respectfully without talking, and remain for the entire service.
- Birthdays are celebrated each week. Those with birthdays Sunday through Saturday of the current week are honored. Summer birthdays are recognized in May. You are welcome to attend chapel for your child's special birthday blessing.
- When guests attend chapel, we request that they sit on the benches at the back so that children can see the worship leaders.

### **Service Projects**

There are opportunities throughout the year for our children to learn about caring for others. Age-appropriate service projects are planned, including canned food donations at Thanksgiving, a special Christmas donation, non-perishable foods ("Souper Bowl of Caring") in January, and another donation later in the spring. Various community agencies benefit from these donations.

Additionally, our PreK and TK classes choose their own annual service project as a part of their age-level curriculum and instruction.

## **SPECIALIST INSTRUCTION**

St. Luke's Day School offers instruction from the following specialists which enhances individual classroom curriculum. The frequency is one or two times per week, depending on the number of days your child attends.

Music – all ages, Infants through Transitional Kindergarten

Motor (children's physical education) – Twos through Transitional Kindergarten

Science – Threes, PreK and Transitional Kindergarten

Early Literacy Resource Teacher – Threes

Early Literacy Lab – PreK and Transitional Kindergarten



# 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.

#### Qualifications

A Day School Teacher 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 REMIND Account, as outlined in the REMIND 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 Classroom iPad, so that teaching partners are aware of communications. All teachers and administrators also have individual work email addresses.

- 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, 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 Campus Connection meetings, 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. **Apprentice Teachers meet with an assigned mentor weekly for their first 90 days of employment.**

### **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 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 – Our Campus Champs!

Day School Campus Champs and On-Call Substitute Teachers work as floating teachers to support the Admin staff and classroom teachers as needed. Assignments vary.

### Campus Champ Support Teacher

#### Qualifications

A Campus Champ serves on the SLDS staff and 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 Campus Champ 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 Campus Champ 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 Campus Champ 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 SLDS 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.

### **On-Call Substitute Teacher**

#### Qualifications

On-Call Substitute Teachers are 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.

On-Call Substitute Teachers must meet the requirements as stated in *Minimum Standards for Day Care*.

\*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.

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 On-Call Teacher include, but are not limited to:

- Assist the SLDS Teachers and other SLDS 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.

## **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 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, receive 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, and Outdoor Classroom Ambassador.

If you have questions regarding compensation, including possible pay rate errors, notify the Director or the SLUMC Payroll Manager. Compensation is confidential and not reviewed by other SLDS Administrators including the Technology 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.

The attire of Day School staff members should be neat and 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

Blue jeans are limited to "Spirit Fridays" and may be worn with a St. Luke's Day School logo t-shirt.

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.

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.

Our aim is to work comfortably and fully engage with young children while fulfilling the best hands-on, and often messy, practices of early childhood education/care and maintaining a professional appearance to uphold our ECE profession.



## **Identification Badge/Key Card and Classroom Keys**

SLDS teachers are issued an ID badge/key card to be worn at work every day. The badge 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.

All staff members are also issued a nametag to be worn on special occasions. Employees are responsible for storing the nametag. They will be charged a \$5 fee if lost.

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 Facilities, Events, and Resources Manager.

## **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 Branches 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 6 to 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. This includes on-call support teachers and 9-month teachers working during the summer.*
- 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 workday preceding and the workday 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 circumstances, 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 1<sup>st</sup> 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 Technology 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 Technology 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 exceeding three consecutive workdays, as well as for any leave of absence, will only be approved and paid to the amount accrued; 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 summer arrives. The employee may NOT automatically take the summer vacation without pay. The Technology 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 Technology Coordinator, in consultation with the Director and Assistant Director, will report the amount of PTO used/available for each employee to Payroll. The Technology 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 schoolyear. Questions regarding PTO should be directed to the Technology Coordinator.

For all eligible employees, PTO accrual starts on September 1<sup>st</sup> of each school year and ends on August 31<sup>st</sup>. PTO not used but accrued will rollover to the new school year as long as the employee has used 1 full day of their PTO balance. Rolled over PTO will be used first in the new school year. Rolled over PTO does not carryover from year to year.

**All PTO requests 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 SL Payroll Manager.**

### Time periods for requesting PTO

September-December: Open after PTO Presentation in August

January-August: After October 15<sup>th</sup>

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 Technology 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.

#### 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
15	15	15	0.58	45	1.73	60	2.31
12	12	12	0.46	36	1.38	48	1.85

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
75	2.88	90	3.46
60	2.31	72	2.77

## 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

Hours per Week	Spring Break Not Accrued	First Year of Service 1 Week	Accrual Rate per Paycheck	2+ Years of Service	Accrual Rate per Paycheck
30	30	30	1.5	66	3.3
24	24	24	1.2	54	2.08
18	18	18	0.9	42	2.1
15	15				
12	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 Technology 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 Technology 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 Technology Coordinator.

## Separation or Termination from Employment

Upon separation from employment, an employee's current year accrued or awarded, unused PTO will be paid out in their final paycheck. Regardless of balance remaining, an employee may receive a maximum of two weeks paid out PTO. Any additional accrued or awarded, unused PTO, beyond two weeks, is forfeited. 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](mailto: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 Technology Coordinator as soon as possible.

### Guidelines for Working with Campus Champs or On-Call 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 she feels in a room, the more help she 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 him/her.
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 allowed to transport children other than their own family members to and from school; a Permission to Transport form must be signed by the child’s parents prior to any transportation. See your Program Coordinator for the proper procedures.

**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 Way Maker Team of administrators and Age-level Specialists 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 as needed. 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 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 upcoming 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. Terminations of employment include an exit interview.

## **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 St. Luke's UMC Facility Manager 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 SLUMC.



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. 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.

**RSV vaccine** protects against respiratory syncytial virus (RSV), a common respiratory virus that usually causes mild, cold-like symptoms. Most people recover in a week or two, but RSV can be serious. Infants and older adults are more likely to develop severe RSV and need hospitalization. Vaccines are available to protect older adults from severe RSV.

### **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](http://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](http://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](http://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 on the SLUMC website. 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 are also available to you as needed.

## **JUST FOR FUN**

### **Secret Santa**

Christmas celebrations at St. Luke's include a tradition of SLDS 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 SLDS Staff 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. SLDS staff may wear blue jeans and SLDS t-shirts on Fridays to promote school spirit!

## HEALTH AND SAFETY

Children depend on adults to make safe and healthy choices for them and to teach them to do this for themselves. Our program strives to promote and protect children's health and control infectious disease; to support children's nutritional well-being; and to maintain a healthy and safe environment.

### SUPERVISION

Supervision is basic to the health and safety of each child in our program. Every teacher must be familiar with Standard 746.1205 of the Minimum Standards of Childcare Licensing regarding appropriate supervision of the children. (Also see, Supervision section of SLDS Classroom Procedures regarding **Face to Name** procedures)

In addition, for PreK and Kaleidoscope TK (TK) children, supervision is primarily by sight. Sound supervision is permissible as long as the children who are in sound supervision are checked frequently and teachers are aware of where in the classroom the children are at all times.

TK children may be out of sight and sound supervision for a short period of time (example: going to the restroom) if they are in a safe and secure environment. Teacher will check on these children if they do not return promptly to the classroom. Children in TK are not allowed anywhere but the restroom without adult supervision.

### HANDWASHING

Hand washing technique for adults and children: Children 18 months of age and older and adults must wash their hands with soap and running water. Turn on water to a comfortable temperature. Pre-moistened towelettes or wipes and waterless hand sanitizers are not a substitute for soap and running water.

1. Moisten hands with water and work up heavy soap lather
2. Rub hands for at least 15 to 20 seconds, paying attention to the areas between the fingers and under nails and the backs of both hands.
3. Rinse well under running water.
4. Dry hands with a paper towel.
5. Use the same towel to turn off the water faucet and discard the towel.

For infants and toddlers, you can modify this technique to allow more frequent hand washing.

1. Moisten a damp paper towel with liquid soap to wipe the baby's hands.
2. Use a second towel moistened with clean water to rinse the hands.
3. With a third towel, dry the baby's hands and turn off the water faucet.

### INFECTION CONTROL

Sometimes the best way to control the spread of illness is the easiest. Proper hand washing has been identified as the single most effective means of stopping disease infection. Studies also show that when you wash and how you wash are more important than what you wash with (Healthy Young Children, 1991). Children and caregivers should always wash their hands:

- before handling food
- before feeding or eating
- after diapering or toileting
- after sneezing or wiping noses
- after playing outdoors or in sand or water

- after handling or cleaning up body fluids
- after handling or feeding pets

Teach children and caregivers how to catch a sneeze or cough. Sneeze and cough away from other people and toward the floor, into the crook of your elbow. If you catch a sneeze or cough in a tissue or your hands, immediately wash your hands.

## **PROTECTING FROM SUN EXPOSURE AND INSECT-BORNE DISEASE**

In addition to extreme cold or heat and injury, children must be protected from sun exposure and insect-borne disease to the best of our abilities. Review and follow procedures as stated in this section of the Family Handbook.

## **SANITIZING PROCEDURES**

Read and follow the NAEYC Cleaning and Sanitation Frequency Table included at the end of this section on the next page.

Equipment and materials in child-care facilities should be made of washable materials, especially if they are mouthed during play. Mouthed toys should be washed, rinsed, and disinfected between users. Label a “Dirty Toy” bucket where mouthed toys are placed after they have been put down by a child. These toys are washed and disinfected at naptime.

The school provides a disinfectant for classroom use. Use a labeled spray bottle to dispense the solution and store it out of the reach of children. Children may not spray the disinfectant when helping with classroom clean-up.

Sanitizing requires a four-step process. For the sanitizing process to be effective, you must follow these steps in order:

1. Washing with water and soap
2. Rinsing with clear water
3. Soaking in or spraying on a disinfecting solution (at least two minutes). Rinsing with cool water only those items that children are likely to place in their mouths and
4. Allowing the surface or article to air-dry

Additional sanitizing procedures:

- Surfaces that may come in contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized.
- Staff use gloves and other barriers that minimize contact of mucous membranes or of openings in skin with potentially infectious body fluids to reduce the spread of infectious disease.
- When spills of body fluids occur, staff clean up immediately with detergent followed by water rinsing.
- After cleaning, staff sanitize nonporous surfaces by using the procedure for sanitizing designated *changing surfaces* described in the Cleaning and Sanitation Frequency Table.
- Staff clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning.
- Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie, which is then placed in a closed container.

**Table 2. Cleaning and Sanitation Frequency Table**  
(see 5.A.08, 5.C.01, 5.C.02, and 9.C.06)

Area: <i>Classrooms, child care, and food areas</i>	Clean <sup>a</sup>	Sanitize <sup>b</sup>	Frequency
Countertops, tables	X	X	Daily and when soiled
Food preparation and service surfaces	X	X	Before and after contact with food activity, between preparation of raw and cooked foods
Floors	X	X	Daily and when soiled
Door and cabinet handles	X	X	Daily and when soiled
Carpets and large area rugs	X		<i>Daily:</i> Vacuum when children are not present; clean with a carpet cleaning method consistent with local health regulations (and only when children will not be present until the carpet is dry) <i>Monthly:</i> Clean carpets at least monthly in infant areas and at least every three months in other areas and when soiled
Small rugs	X		Daily: Shake outdoors or vacuum Weekly: Launder
Utensils, surfaces, and toys that go into the mouth or have been in contact with saliva or other body fluids	X	X	After each child's use (or use disposable, one-time use utensils or toys)
Toys	X		Weekly and when soiled
Dress-up clothes not worn on the head	X		Weekly
Sheets and pillowcases, individual cloth towels (if used), combs and hairbrushes, washcloths, and machine-washable cloth toys	X		Weekly and when visibly soiled (items are used by only one child)
Blankets, sleeping bags, and cubbies	X		Monthly and when soiled
Hats	X		After each child's use (or use disposable hats that only one child wears.)
Cribs and mattresses	X		Weekly or before use by a different child
Mops and cleaning rags	X	X	Before and after a day of use, wash, rinse, and sanitize mops and cleaning rags.
Area: <i>Toilet and diapering areas</i>	Clean <sup>a</sup>	Sanitize <sup>b</sup>	Frequency
Hand-washing sinks, faucets, surrounding counters	X	X	Daily and when soiled
Soap dispensers	X	X	Daily and when soiled
Toilet seats, toilet handles, cubicle handles and other touchable surfaces, floors	X	X	Daily or immediately if visibly soiled
Toilet bowls	X	X	Daily
Doorknobs	X	X	Daily
Changing tables	X	X	After each child's use
Potty chairs	X	X	After each child's use. (Use of potty chairs in child care is discouraged because of high risk of contamination.)
Any surface contaminated with body fluids (i.e., saliva, mucus, vomit, urine, stool, or blood)	X	X	<b>Immediately</b>

Source: Adapted from Susan Aronson, ed., *Healthy Young Children: A Manual for Programs*, 4th ed. (Washington, DC: NAEYC, 2002), 128.

<sup>a</sup> Cleaning is removing dirt and soil with soap (or detergent) and water.

<sup>b</sup> Sanitizing is removing dirt and certain bacteria so that the number of germs is reduced to such a level that the spread of disease is unlikely.

## DIAPER CHANGING PROCEDURES

Teachers must promptly change soiled or wet diapers or clothing and follow the following steps:

- Gather diapering materials (clean diaper, wipes, gloves, plastic bag for soiled diaper) before starting
- Roll out fresh paper onto the changing table
- Put new gloves on both hands

- Place child on the changing table and secure with straps
- Remove diaper and place soiled diaper in bag
- Wipe the child's diaper area gently and thoroughly
- Place soiled wipes and gloves in bag, tie bag, and throw away in a trash can with a lid.
- Put clean diaper on the child
- Wash child's hands with soap and water; dry hands with a paper towel; turn water off with paper towel
- Tear off paper on changing table and throw away
- Spray and wipe changing table with soap.
- Spray and wipe changing table with water.
- Spray and wipe table with disinfectant
- Wash hands with soap and water; dry hands with a paper towel; turn water off with paper towel.

### **Diaper Cream Application**

Diaper cream is considered a medication; therefore we require written permission to apply the cream and document the application. Here is a review of our procedures:

- Parent brings diaper cream and signs the permission form (kept in classroom).
  - Signed permission forms are kept in the child's information sleeve.
- Once we obtain diaper cream with permission form, both the cream and the permission slip may be kept in the classroom.
  - After the original application, you must notify the parent (in person or by telephone) before applying the cream on a new rash.
  - Diaper cream must be kept out of the reach of children.
- Record the application of diaper cream on the diaper cream log.
- Note application on the child's daily report. Example: 1:15 dc (dc for diaper cream).

### **ILLNESS POLICY FOR CHILDREN**

All Day School staff must read the current Day School Family Handbook section, Security, Health, & Safety. This includes our Illness Policy and detailed information for parents regarding medications. Parents and teachers will be notified of any updates or changes to the policy that occur after the annual printing of the handbook.

An ill child needs to be at home. The following symptoms are to be used to determine whether or not a child should be at school:

- The child is unable to participate comfortably in all activities
- The child has a greater need for care than teachers can provide while caring for the other children
- The child has one of the following:
  - An ear (tympanic) temperature of 100.0 or greater accompanied by behavior changes or other signs of illness
  - Uncontrolled diarrhea
  - Two or more vomiting episodes
  - Excessive coughing
  - Rash with fever
  - Mouth sores with drooling
  - Behavior changes or other signs that the child may be severely ill.

If a child becomes ill during the day, the Day School office will call the parent and ask them to pick up the child. Depending on the circumstances, the child may remain with a familiar teacher or may be cared for by the office staff until the parent arrives. All parents are advised that they must have emergency plans established to care for ill children. Children must be fever/symptom free without medication for 24 hours or one program day, whichever is longer, before returning to school.

## **REPORTING COMMUNICABLE DISEASES**

Communicable diseases must be reported to the Day School Administrative Staff. Notices will be emailed from the Day School office concerning children who have been exposed to communicable diseases. Parents are asked to notify the school at once if their child has a communicable disease or has been exposed to one (the Communicable Disease Chart is available in the Day School office).

The Administrative Staff contacts the Health Department as required for certain diseases.

## **FOOD AND OTHER ALLERGIES**

Parents of children with severe food allergies will request an Allergy Action Plan form from the Day School office. Copies of the completed form will be kept in the classroom and the office. We ask that families of children with food allergies give us consent for posting information about each child's allergy so that it is a visible reminder to all who interact with these children during the program day. An allergy alert sign will be posted near the classroom sink, and all parents in the classroom will be notified of any foods that are restricted. All common areas such as the Outdoor Classrooms, Children's Chapel, Children's Library, and hallways are allergy alert areas, and parents and staff must strive to prevent these areas from becoming contaminated. No food of any kind may be consumed in these areas.

**Due to the severity of some food allergies, such as peanuts and tree nuts, we will prohibit all classmates from bringing food items that are life threatening to an individual child.** For other known allergies that require special procedures, parents will be contacted for instructions.

Once school has started, any parent who reports a newly diagnosed allergy should be referred to the main office.

## **MEDICAL INJURY OR EMERGENCY**

### **Medical Emergency Statement from Family Handbook**

In the case of illness or injury during school hours, the following procedures will be followed:

1. Office staff will attempt to contact one or both parents.
2. If parents cannot be reached, designated persons in the child's file will be contacted.
3. Parents will be notified immediately if it is suspected that a child has sustained a concussion
4. If a child needs urgent medical attention, an administrator will call 911.
5. In the event a parent or guardian is not present and cannot be reached, St. Luke's Day School will follow the recommendation of 911 emergency personnel for treatment and/or transport to the emergency room. All expenses incurred are the responsibility of the parents.

### **EMERGENCY CONTACT NUMBERS**

Ambulance/Police	911
Poison Control	1-800-222-1222
Campus Security	713-416-3004

## **STAFF INSTRUCTIONS**

### **ACUTE MEDICAL EMERGENCY SITUATIONS**

Take appropriate First Aid measures while another adult contacts the office or person in charge.

911 will be called to obtain an ambulance.

If you must call 911, state clearly:

Your name

St. Luke's United Methodist Church Day School

3471 Westheimer

The phone number you are calling from and/or

713-402-5030 - Day School Office

713-402-5075 - St. Luke's All Day Summer Camp

713-622-5710 - Church Office

Answer any questions you may be asked

DO NOT HANG UP UNTIL TOLD TO.

The Director or person in charge will attempt to call the parents or child's physician immediately to coordinate emergency services.

Send copy of the Emergency Medical Information form with the child.

Complete an Accident Report Form and place it in the Director's box.

### **MEDICAL ATTENTION NEEDED/NOT ACUTE SITUATION**

Take appropriate First Aid measures, then contact office.

The office staff will contact the parents or child's physician immediately. If you are the designated person, call the parents or child's physician and tell them of the situation.

### **MINOR EMERGENCY OR ILLNESS**

When a child is injured (scrape, cut, bump, bite, etc.) take appropriate First Aid measures. Simple First Aid kits can be found in the classroom backpacks. The Resource Room has more extensive supplies. If a second opinion is needed, take the child to the office, or designated first aid area. Complete an accident report to be sent to the parents and one for the office to be placed in the Program Coordinator's box.

Sometimes a child sustains an injury to the head or face, an abrasion that causes considerable bleeding, or some other minor injury that might alarm a parent but does not require sending the child home immediately. In such case, the teacher or office will call the parent to give a report as soon as possible and before regular dismissal time.

If the child becomes ill or appears ill during the school day, take the child to the **AUX office** or designated first aid area to have his temperature taken and symptoms assessed. The office will contact the parents to pick up the child if needed.

### **DISPENSING MEDICATION**

All SLDS teaching staff must complete annual training on procedures for dispensing children's medication and how to use an Epi Pen in the event of anaphylactic allergic reaction.

If, during the school day, a child needs medicine already authorized by a parent with written permission, bring the child to the AUX Office to receive the medicine. AUX Office staff or the classroom teacher will:

- Locate the child's medication and dosage form.
- Follow parent's written direction for dosage.



- After dispensing medication, complete the Medication Dosage form in the red Medicine Dosage binder.
- A second staff member-must witness and initial the Medication Dosage form.
- For very young children or in specific circumstances, permission may be given to dispense medication in the classroom.

Licensing requires that parents bring all medication in original containers/[packaging](#) and clearly labeled with the child's first and last name, name of clinician, expiration date, and manufacturer's instructions. Over the counter medications must have dosage instructions for the child's age. If there are no dosage instructions for the child's age, the medication must be accompanied by a signed doctor's note stating the dosage instructions.

## **EMERGENCY PROCEDURES**

The following forms are posted in every classroom: Fire Drill Procedures, Emergency Contacts with Phone Numbers, and an Evacuation Map. You must notify someone in the chain of command in the event of an emergency in your classroom or elsewhere on the campus.

### **FIRE**

3 minutes or less to clear building

Alarm will make a continuous whooping sound including a voice over instruction to clear the building.

1. Classroom teacher one – Line children up at the door. Do a quick Face to Name, check and count the children as you leave the room. Take the classroom backpack and walkie-talkie with you.
2. Classroom teacher two– Position yourself at the end of the children's line. Check classroom and restroom to assure clearance and close the classroom door as you exit. **Do not touch the light switch.**
3. Proceed to the designated Fire Drill gathering area for this room (see evacuation posting), or if away from your classroom when the alarm sounds, find the nearest exit.
4. Count children again and repeat your Face to Name check. When all children and adults from your room are accounted for, raise your class binder with room number visible until noted by office staff.
5. Return to building when All-Clear signal is given. Repeat your count and Face to Name procedures.

### **FIRE EXTINGUISHER OPERATING INSTRUCTIONS**

Refer to the map of the building (About the School section) for location of fire extinguishers and fire alarm pull stations.

1. Take fire extinguisher off the wall holder or out of cabinet.
2. Stand back from fire 6-8 feet.
3. Pull out ring pin.
4. Hold fire extinguisher upright.
5. Aim nozzle at the base of the fire.
6. Squeeze handles.
7. Spray, using a side-to-side motion.

### **SHELTER IN PLACE**

We will **Shelter in Place** in the event of a biological or chemical emergency in our city. **We will lock down the building for the safety of the children.**

In the event of an actual chemical/biological emergency, teachers will be instructed to move the children to a designated area of our building. Once we have accounted for each child and staff member, this area will be locked. The area will be secured and not opened until we receive an all clear from the proper authorities.

Should an emergency occur, all parents are advised to follow instructions given by ~~the~~ local authorities. Parents who arrive at St. Luke's after the children are secured in the building will be directed to a safe place in the Church building where they may wait for children to be released.

#### **EARLY/LATE LUKE'S PLACE FIRE ALARM PLAN**

- Please check out with the AUX office representative at the end of each day once all children have been relieved from your care.
- If you suspect having an infrequently late child in your care, report to the AUX office no later than 5:25pm so a call can be made.
- Once a child has been counted as late, please sign-in inside the Late Binder and have the parents sign-out once the child is picked-up (*If you have a parent that is a repeat offender, please contact the Day School office*).
- Please report any suspicious activity or concerns to the AUX office representative as they will have a list of emergency numbers to contact if needed.
- In the event the fire alarm sounds after 4:00pm, **ALL classes please report to the Outdoor Classroom** and follow traditional fire drill procedures.
- Please bring your iPad to the closet between 5 and 5:30pm to be locked by our AUX office representative at 5:30pm.

#### **Off Hours- Emergency Guidelines**

- 7:00am-8:00am- Mrs. McIntyre or designated Administrator on duty will check the Panel.
- Between 7:00am-8:00am, Mrs. McIntyre or the administrator on campus will instruct all LP classes to the Outdoor Classrooms (Edloe) communicated on the Walkie Talkie.
- 4:00-5:30pm- Mrs. Scott, Ms. Trepa, Mrs. Weymouth, or administrator will check the Panel. After 4:00pm, Mrs. Scott and Mrs. Weymouth will notify Ms. Trepa when they are leaving for the day.
- After 4:00pm, Ms. Trepa or the administrator on duty will be instructing all LP classes to exit to the Outdoor Classrooms (Edloe) communicated on the Walkie Talkie.

#### **EMERGENCY EVACUATION PLAN**

Certain emergency circumstances might lead the school to release students quickly and safely to their homes. Parents will be notified of an emergency dismissal through the following communication network: an SLDS text message, a REMIND group email notification, a recorded message on the school's main telephone line, as well as notification on the school website if time permits the website update. In the event of an emergency dismissal the school will release a student directly to the parent(s) or to others authorized by the parent(s) as per the child's current release form.

Should extreme circumstances require the immediate evacuation of our campus, St. Luke's Day School maintains a reciprocal agreement with St. John's School (2401 Claremont Lane, 713-850-0222) and River Oaks Baptist School (2300 Willowick, 713-623-6938). In some scenarios, children could be evacuated across Edloe Street from our main campus to other property that is owned by SLUMC. Parents are given this information in the St. Luke's Day School Family Handbook.

In such case, depending on the circumstances, the Director or other administrative personnel of St. Luke's United Methodist Church will advise the teachers of the plan for evacuation. Emergency backpacks are issued to the teachers at the beginning of each school term and include parent contact information. During emergency evacuation, teachers are responsible for their assigned group of children and may not be released from that duty without the permission of the Director. We will transport children via church vans, private automobile, or on foot, with assistance from all school and church staff.

Children younger than 24 months of age, children who have limited mobility, or who otherwise may need assistance will be transported in routine manner as they are able (i.e., in evacuation cribs, by foot, in individual equipment provided for handicap, such as a wheelchair). If necessary, they will be relocated with proper supervision to the safest area of the building (determined at the time of the emergency by Director or person designated in charge) until transportation can be provided.

### **SEVERE WEATHER ALERT**

If threatening weather conditions occur, such as extremely dark clouds, high winds, or hail, keep children away from classroom windows and be ready to respond if the DS office calls a severe weather alert.

In case of an immediate severe weather event in our area, the alarm will be given by intercom and/or room to room notification. ***“We have severe weather NOW.”***

1. Classroom teacher one– Gather children into designated place in your classroom or line up to go to your designated place and follow previously stated procedures.  
Designated areas are identified on your evacuation map and reviewed with you periodically. If there is a restroom in your classroom, this is most likely your designated area to shelter from severe weather. (Check your posting)
2. Classroom teacher two – If leaving classroom, position yourself at the end of the line, check classroom and restroom to assure clearance, and close the door. Do not touch the light switch.
3. In case of immediate danger, seated children and teachers should put their heads on their knees and clasp their hands behind their necks if possible.
4. Await an All-Clear signal before returning to classroom. (Repeat count/Face to Name)

### **SECURITY PROCEDURES**

#### **In case of need to alert the office of a suspicious person on campus:**

It is the responsibility of every staff member to be alert to all individuals they see in the building. We are often called upon to give directions to people entering the church for appropriate reasons.

If someone appears suspicious and **danger is not imminent** you will walkie-talkie, intercom, call, or send word to the Aux office (5030) or DS office (5140) and help will be sent immediately to follow up with that individual.

If a threatening situation is imminent call 911 from a school phone or your cell phone and report it to the office as quickly as possible.

To reach campus security call 713-416-3004.

#### **Alert:**

In case of suspicious yet unconfirmed dangerous activity in proximity to our campus, we will initiate Alert campus status. This is not a Lockout or a Lockdown. Administrators will inform teachers of such activities in the area, so that the teachers’ awareness will be heightened. Activities will proceed as normal. In case of confirmation from our security team of dangerous activity in the area, teachers will be notified immediately of Lock-out or Lock-down status.

#### **Lockout:**

Should security personnel notify St. Luke’s of a confirmed threat near campus, the school will go on lockout. All classes outside of their rooms will be instructed to return to their classrooms immediately. Teachers will lock the door and close the blinds. Classes will participate in planned activities inside of the classroom until given the All-Clear by administrative staff.

### **Intruder/Lockdown:**

Office personnel or other DS staff will announce ***“Intruder on campus”*** to alert the DS staff of a threatening situation. This will be done in the fastest manner possible via intercom, walkie-talkie, or word of mouth. If the location of the intruder is known, the last known location will be stated. In this case, stay clear of that area and proceed to the nearest secure location.

Inside the building, classroom doors should already be locked. Teachers turn out the lights, lower the lockdown door blind, close the window blinds, and move furniture in front of the door, and hide. As quickly and safely as possible, teachers should take the classroom backpack and move their students to the room’s designated intruder alert location. If possible, cell phones should be silenced, and everyone should remain calm and quiet. If outside of the building during an alert, teachers will use best judgment to keep the children out of harm’s way, including crossing the street to leave the campus if necessary.

All teachers and staff are to complete a class count and Face to Name check and keep children secure until an All-Clear notification is received from DS office staff or emergency personnel. Do not leave the room or respond to anyone at the door, even if a fire alarm is sounded, until notification of an ALL-CLEAR is made by appropriate staff.

### **In case of a missing child:**

The teacher who is missing a child will contact the office immediately. All staff will be alerted.

When you hear this announcement, quickly check your room and restroom. At the same time, the office staff will be checking the common areas upstairs and downstairs. If you find the child, report to the AUX or Day School office immediately. A follow-up announcement will be made to let staff know when the child has been located.

### **In case of a utility failure:**

Teachers will use their flashlights, located in their backpacks, as temporary light. Lanterns are also available. If the school is informed that the failure is to be extended, parents will be notified, and children are to be picked up as soon as possible.

## **VOLUNTEER AND VISITOR INFORMATION**

Classroom volunteers must complete a Safe Sanctuary registration process and be approved before working with children. **All volunteers and classroom visitors must sign-in and sign-out** in the AUX office or the classroom-on the day of the visit and wear a nametag.

**With prior approval from the director**, teachers’ children may visit their parent’s classroom to be a reader or help with a party. Check with the Registrar to make sure your child has the proper forms on file. The children are often called “helpers,” but it is critical that staff remember that all children under 16 years of age must be counted in the child/staff ratio. **The children must remain with their parent or another adult at all times.**

## **SUPPORTING GOOD NUTRITION**

Our program takes steps to promote healthy eating, and ensure health department requirements, refrigeration requirements, and allergies restrictions. Each teacher must be familiar with Texas child-care licensing and NAEYC accreditation guidelines from Standard 5.B for nutritional well-being and food service. Also see the Family Handbook sections, *Snacks and Lunches at School* and *Healthy Lunch Suggestions*.

The Day School supports nursing mothers by properly storing/serving expressed milk and by offering a place to breastfeed with comfort and privacy. Breast-feeding may take place in the classrooms or the church Nursing Nook (designated lactation room) as most appropriate for the family and classmates.

Parents are requested to bring food cut into small, bite sized pieces which are the appropriate size for the child's ability to chew and swallow. If the food is not the correct size, then the staff will cut foods into pieces no larger than ¼ inch square for infants and ½ inch square for toddler /twos, according to each child's chewing and swallowing capability.

Talk directly or send a note home to parents if they send any food that is not the correct size or is on the choking hazard list (i.e., raisins and popcorn). We cannot serve food considered to be a choking hazard.

At snack and mealtimes, teaching staff regularly sit and eat with children and engage in conversation.

## **OUTDOOR CLASSROOM AREAS**

Teachers must check the Outdoor Classrooms for safety issues each time they take the children outdoors. Make sure that gates are locked and latched. Immediately report to the Facilities, Events & Resources Manager any broken equipment or unsafe conditions in the Outdoor Classrooms.

Buggies and strollers should remain on sidewalks as able. In areas where the buggy/stroller route includes the driveway (near Outdoor Classrooms) extra precautions must be taken. Do not take buggy/stroller rides in the main parking lot or enter any area where there are moving vehicles.

## **REPORTING ABUSE AND NEGLECT**

Teachers and/or other Day School personnel meet with the Director immediately when abuse or neglect of a child enrolled in the school program is suspected.

Texas law requires caregivers to report suspected child abuse or neglect to the Texas Health and Human Services or to law enforcement. Call 1-800-252-5400 to make confidential reports. Failure to report suspected abuse or neglect is a crime. Employers are prohibited from retaliating against caregivers who make reports in good faith.

# CLASSROOM ENVIRONMENTS

## Classroom Environments Initiative

St. Luke's Day School has established 3 important values to guide our decisions for ongoing design changes in our classrooms.

### ***Child-Centeredness***

Thoughtful selection of materials, equipment, furnishings, and lessons that support our mission;

### ***Visual Order***

Uncluttered space to set the tone for appropriate play & learning and peaceful interactions;

### ***Natural Elements***

Physical reflections of our Creator, God, who made all this beauty with great love for us!

The Director, Program Coordinators (ProCos), and Facility, Events and Resources Manager (FERM) will offer guidance as our plan continues to develop.

## COMMON CLASSROOM DESIGN ELEMENTS

### Child-Centeredness Checklist

- Large photos of children will be displayed in one area of the Lambs, Bunnies, Penguins, and Honeybees classrooms.
- All classrooms will incorporate photos of children in action as appropriate for documentation of activities, class books, etc.
- Children's artwork will be thoughtfully and respectfully displayed (no curled edges or out of season artwork) in one area of classroom, location chosen in collaboration with the Facilities, Events and Resources Manager.
- Family photos will be included in one area of the classroom. Possibilities include class books, placemats, crib photos and framed displays.
- A Birthday wall celebrating each child will be displayed in one area of the classroom, location chosen in collaboration with the Facilities, Events and Resources Manager.
- Cubbies will be labeled attractively with each child's name and photo.
- All equipment, toys and books will be chosen and thoughtfully arranged according to the age/stage of children assigned to the classroom.
- Special postings (who's here, pictorial daily schedule, etc.) are limited and placed in collaboration with the Facilities, Events and Resources Manager.

### Visual Order Checklist

- Countertops will remain free of clutter. Teacher materials should be organized attractively and purposefully. Use enclosed storage efficiently.
- Tops of manipulative shelves will remain free of teacher clutter and only hold items which enhance classroom environment or pertain to curriculum (plants, natural objects, lamps, photos, manipulatives).

- Nothing is to be stored on top of or behind cabinets, furniture, or doors.
- A Parent Communication bulletin board, issued by the Facilities, Events and Resources Manager, will be located near each classroom entry door.
- Items posted for parents are limited to Daily Schedules and Lesson Plans. Additional pertinent information may be posted if it fits neatly on your Parent Communication Board without hanging off the edges.
- All other parent communication will be shared via REMIND.
- A Communication Crate, including children's folders, will be located near classroom entry for parents' easy access.
- No postings or decorations on exterior of classroom door. Birthday signs for children may be posted on the child's cubbie.
- Centers will remain open and inviting for children; please do not cover with cloth or turn them to indicate centers are closed. (See Facilities, Events and Resources Manager for suggestions)
- Window of classroom door will not be obstructed.
- Rest mats will be stored out of sight.
- No Teacher Supply Store or similar "store bought" or computer graphic decorations or labeling will be used in classroom; see the Facilities, Events and Resources Manager if you have questions.
- No items with logos, product placement, cartoon, or Disney characters are to be used in classrooms.
- Classroom rules are not posted on walls.
- Lunch box notes are not posted; instead make a binder that can be kept in your Book Nook.

### **Natural Elements Checklist**

- Natural elements will be used liberally throughout your classroom environment (creative uses for baskets and light as well as materials for children to explore including shells, rocks, water, sand, and plants).
- Windows will be accessible to children; do not block with furniture without approval.
- Window blinds will remain open until nap time to allow for natural light.
- Include lamps or alternative light sources in the classroom when possible.
- Manipulatives and materials will be shelved in open, natural baskets or neutral-colored containers (not plastic tubs). Limit choices so as not to overwhelm or clutter, and rotate materials frequently.
- Please incorporate at least one live plant in your classroom. You may enhance other areas with a limited number of approved artificial plants.
- Neutral colored soft elements and textiles should be used throughout your classroom and must be washable.

### **Classroom Set-up Checklist**

- ▶ Arrange the room attractively in a variety of developmentally appropriate learning centers. The centers are arranged to accommodate children individually, in small groups, and in large groups. Private areas where children may play alone are available.
  1. Assess your furniture needs. Speak to your Program Coordinator about furniture ideas before turning in an official request. Make sure all furnishings are clean and in good repair. Request maintenance as needed.
  2. Check out toys, manipulatives, puzzles and books for your classroom. Make sure they are all in good repair and no pieces are missing.
  3. Wash dramatic play and baby doll clothes as necessary.

4. Get crayons, markers, paper, etc. from the **Resource Room EW-136**
  5. Complete a final safety check: no sharp edges; no pinch, crush, or shear points. Toys for children two years and under must be checked to ensure that they are large enough to prevent swallowing and/or choking.
  6. The room is arranged so that adults can supervise children at all times.
  7. Diverse, nonsexist, non-stereotypical pictures, dolls, books, and materials are available.
  8. The environment includes soft elements.
- ▶ Organize your closet space to best meet your needs. Due to our extremely limited storage space teachers may not keep large amounts of personal teaching items at school. See the Facilities, Events and Resources Manager with specific questions.
  - ▶ Make sure storage areas (i.e., cubbies, hooks, closets) are ready for each child's personal belongings.
  - ▶ Create photo/name labels for cubbies, hooks and diaper bag storage for younger children.
  - ▶ Ready your approved bulletin boards with appropriate displays or make them ready to post children's work. No pre-packaged bulletin board sets or borders from the teacher supply store! Be creative.
  - ▶ Make sure the Emergency Procedure Plan and Evacuation Map are posted near or on the back of the classroom door.
  - ▶ Handwashing and Diaper Changing Rebus Charts are posted by the Facilities, Events and Resources Manager. Please request one if yours is missing.
  - ▶ Children's Name/Birthday List is kept nearby for reference.
  - ▶ Allergy information will be posted near your sink area (Any rooms without a sink area will see the Facilities, Events and Resources Manager for alternative)
  - ▶ Notes for a Substitute are kept in an easily accessible folder in the teacher area of the classroom or in the classroom emergency backpack.
  - ▶ Obtain "Where Are We?" sign from Facilities, Events and Resources Manager.
  - ▶ Locate all necessary diaper changing supplies, including wipes, gloves, changing paper, soap and water bottles, and disinfectant. The diapering area and covered trash can are clean.
  - ▶ All chemicals and potentially dangerous products are stored in labeled containers out of the reach of children – preferably in locked cabinets.
  - ▶ Walkie-Talkies and other electronics should be charged out of reach of children. Please do not unplug the Sunday School nametag printers or use the outlets where these are located. Please do not store anything on or in the printer boxes. These are for Sunday School use only.
  - ▶ Check that a broom and dustpan are available and stored appropriately for use in your classroom.
  - ▶ Each room has two trash cans, lined with plastic bags. Plastic trash cans are clean. Food items and diapers go in the cans with lids. All paper and other non-food trash goes in open cans. Materials contaminated with blood or bodily fluids should be sealed in a plastic bag before disposal in a can with a lid.
  - ▶ Comfortable arrangements for rest time are planned. The school provides mats for all Toddler classes. Parents of Twos-K purchase mats from the school and bring to the class. If a mat is torn, it must be



replaced. Bedding (cover sheets, blankets, etc.) may not be stored with mats. Parents may not send cloth covered mats. Blankets are not allowed for infants under one year old.

## **A FEW MORE THINGS TO KNOW ABOUT YOUR DAY SCHOOL CLASSROOM**

### **Housekeeping**

At day's end:

1. Toys are back on shelves
2. Blocks are put back according to size
3. Tables are wiped clean and sprayed with disinfectant
4. Messy art areas are cleaned up
5. Floors are swept of food
6. Glue is removed from tables
7. Paint brushes are cleaned
8. Paint cups are wiped clean or disposed of; paint should never be poured down a drain
9. Chairs stacked on top of tables
10. Countertops are cleared of clutter and teaching materials are put away
11. Overhead fluorescent lights are turned off
12. Floor lamps or table lamps are turned off
13. Doors closed and locked

### **Reduce, Reuse, Recycle**

Please make every effort to make our school an environmentally friendly place. Look for ways to “go green” in your classroom and teach the children appropriate practices for reducing waste while reusing and recycling classroom materials. Children and adults are to bring re-usable cups, containers, and utensils that will be sent home daily for washing/disinfecting.

### **Maintenance Requests**

Maintenance requests for classrooms or DS equipment should be submitted to the **Facilities, Events and Resources Manager by email**. Do not make requests directly to the custodial or church facilities staff.

### **No Postings on Day School Painted Hallways or Doors**

Do not use tape, staples, ticktack, or any other materials on painted hallway walls or doors. Notices may be placed on a clipboard inside your room or communicated to parents via REMIND.

## CLASSROOM PROCEDURES

Day School classroom procedures are critical to the success of our program. We base our procedures on Texas child-care licensing regulations, SACS accreditation requirements, and best NAEYC practices.

### SUPERVISION

Supervision of young children is the highest priority in all aspects of classroom and outdoor play procedures. Make sure that you are familiar with state licensing requirements. (Also see, *Health and Safety* section of this handbook.)

#### Face to Name and Counting Procedures

Teachers are expected to use the *Face to Name* procedure for checking attendance throughout the day including all transitions in/out of classroom or building. The procedure is to confirm each child's presence by looking at the enrollment list and matching that list to the children's faces. At the beginning of each school year classroom teachers will make a *Face to Name* photo chart of the children enrolled in the classroom. The chart is used as a quick reference for the Face to Name procedure. These charts must be updated as children are added or dropped from the program. Templates for updating your *Face to Name* are located on the Staff Portal.

Counting the total number of children is another important transition procedure. The count will be taken routinely throughout the day and at the beginning/end of transitions. **IMPORTANT: Counting NEVER replaces the *Face to Name* procedure.**

### SCHOOL START-UP

As a first step in setting up your classroom at the beginning of the school year, refer to the Classroom Environments section for guidance on overall design elements and classroom set up. All classrooms must incorporate the vision of the Classroom Environments Initiative:

Child-Centeredness – thoughtful selection of materials, equipment, furnishings, and lessons that support our mission,

Visual Order – uncluttered space to set the tone for appropriate play and learning, and peaceful interactions,

Natural Elements – physical reflections of our Creator, God, who made all this beauty with great love for us!

The Director, Assistant Director, Program Coordinators (ProCos), and Facilities, Events and Resources Manager (FERM) will offer guidance.

#### General Preparation Checklist

- Your keys will be distributed to you.
- Refer to the Classroom Environments section for guidance on overall design elements and classroom set up.
- Make nametags for each child. Name tags are available in the resource room. NO necklace-type nametags that could be a strangulation hazard.
- Make sure your classroom has a copy of the *Innovations* curriculum book(s) available for quick reference.
- Basic office supplies can be picked up in the Teacher Work Room (EW136).

#### Paperwork and Binders

- Work with your teaching partner to prepare the lesson plans for the first week of school.

- Start-up attendance and sign-in/out sheets will be distributed.
- The templates will be located on the Staff Portal.
- You will receive a black or blue fire drill binder with one plastic sleeve per child with the Authorization to Pick Up, Medical form, and Introduce Us to Your Child form. Read the Introduce Us form for each child before visitation day. Add Emergency Information cards to the sleeve after the first day of school.
- Make sure Infant, Toddler and Two-Year-Old teachers have a supply of daily report sheets to send home each day.
- Make sure Infant teachers have supply of “Infant Care Forms” as required by state licensing.
- Complete the setup of classroom binders, if necessary. Note: these binders will be returned to the office (with children’s records complete) at the end of the school year.
  - **Fire Drill binder** (black or blue) – holds child information sleeves and attendance pages. Kept in classroom backpack.
  - **Daily Sign In/Out binder** – includes a pocket to hold lists of approved volunteers, nametags, and sign in sheets (which must be used for each party/classroom event).
  - **Individual Assessments binder** – includes index tabs for each child. Holds individual assessments and parent conference forms.
- You will be issued a plastic bin or crate to be used for gathering materials for children’s portfolios. The crate should be set up and in use by the end of September.

### Health and Safety Items

- Check class emergency backpack and make sure supplies are stocked and up to date (nothing expired). Check against list inside backpack.
- Disinfectant (called Grenadier) is available to clean and sanitize toys used by children 2 years and under. Toys must be cleaned daily.
- Check electrical outlets for safety covers, including computer power strips.
- Become familiar with all fire escape routes. Know the location of fire extinguishers and fire pulls.
- Hall doors should remain closed while you are preparing your rooms each morning. They may be opened 5 minutes before the program starts and remain open briefly while the children are arriving. **Due to fire regulations, doors must be closed during program operation.**
- **Classroom doors are to be locked** except as instructed for drop-off and pick-up times. See your Program Coordinator if you have questions.
- Prepare to teach the children health and safety practices specific to your age group and classroom. Include opportunities to practice good health and safety procedures at the beginning of and throughout the year.

### PARENT COMMUNICATION

The Day School uses four fonts: Arial, Calibri, **Comic Sans**, and Century Gothic. Please choose one of these fonts for all parent communication. Century Gothic should be used for any items posted in the classroom.

#### Parent Packet

Turn in a draft of your parent packets to your Program Coordinator **before** you make copies. **All handouts** – calendars, daily schedules, notes for your class parents – **must be approved** before being copied and sent home. **This applies to all handouts that are sent home all year.** Write each child’s name on their handout packet so you will know whose was not picked up. Continue this practice all year.

#### Welcoming Video, Calls and Letters

Follow the instructions for Welcoming Calls and Letters that are issued each school year along with your class lists. Teachers will create a brief welcome video to be posted on the class welcome page before the first day of school.

### **REMIND Classroom Communication**

REMIND is a program which we use to send parents and staff 3 types of communication: Announcements, conversation and Urgent Message. Parents and staff can access the REMIND app and receive notifications via app, text, or email. REMIND class groups will be set up by the Technology Coordinator at the beginning of each school year, and will add you and your parents to your class REMIND account.

Guidelines for use:

- 3 types of communication – Announcement, Conversation, urgent Message
  - **Announcement** sends to everyone in the class (Program Coordinators are included in the class).
    - If a parent responds to the message, it will only be seen by the teacher. It does NOT operate like a group text.
  - **Conversation** is between only a few select people. For example, a teacher may message Anne's parents that she needs more diapers. Only Anne's parents will receive it, not the entire class.
  - Important Note: your Program Coordinator must always be included on all Conversations. You must add her, it is not automatic.
    - § If a parent responds, the teacher and Program Coordinator will receive the reply.
  - **Urgent Message** is only for Administrators to use in an emergency situation or when Administration has a message for the whole school/staff. It overrides any parent that has opted out of regular communications.
- 10 attachments are allowed per message.
  - Important Note: please remember to check your photos for quality, especially notice what is in the background. A picture is a message.
  - All attachments sent in a message are archived under the tab of Files. It could be helpful if you need to access a photo for a portfolio.
- Calls can be made to parents through the REMIND app. It will show the designated REMIND phone number and keep your cell phone number private.
  - REMIND is a phone number that starts with 415-
  - Parents cannot call back on the REMIND number.
- REMIND notification should be sent out to your class daily and include your "Today We" giving your parents a brief overview of your day.
  - Part-Day classes should send REMIND after 12:30 and before 2:30
  - Luke's Place classes should send REMIND after 12:30 and before 4:30.

### **START OF SCHOOL EVENTS FOR FAMILIES**

#### **Little Learners Meet the Teacher**

Parents and children are invited to come to the classroom to visit before the first day of school. The focus is on the children to provide an opportunity them to become familiar with the school environment and get acquainted with classmates and teachers in a small group. The parents are to stay for the visitation. Dates and schedule times are assigned by the office. Classes are split into small groups. Teachers will be issued the schedule.

## Parent Expo

Parents are invited at the beginning of each school year to join us for a parent orientation event which includes Parents' Classroom Introduction, an all-school assembly, and an expo with PAC, church departments, parenting resources, etc. Children are not included; childcare is not available. Before or after a general assembly, teachers welcome the parents into the classrooms and inform them of important classroom guidelines and procedures. Use this time to help the parents feel comfortable and well informed of the plan for their children. See the age-appropriate parent orientation outline on the staff portal. Be sure to edit if needed and see your Program Coordinator for questions.

## ADDITIONAL CLASSROOM PROCEDURES

### Late Enrollment

Special efforts must be made to greet and orient late enrolling families. The office will notify you in advance if a new child is added to your class. Make sure to:

- § Make a welcoming call;
- § Provide parents with classroom orientation materials and add parents to REMIND
- § Personalize classroom for additional child.

### Real Food as Play Material

While curriculum books may suggest the use of real food for various early childhood art and play activities, we ask that you do not use real food as a play material. In general, we avoid using food this way for two reasons.

First, and most importantly, using food as play material (for example, rice or beans in a sensory tub) indirectly teaches young children that it is acceptable to waste food. Considering the increased rates of poverty for young children in our community, nation, and around the world we cannot justify the use of food for play when we know that families struggle to afford this necessity. Let's not send an unintended message to our children that it is ok to waste food when others are hungry.

Secondly, using food as play material teaches young children that it is acceptable to eat play materials (for example, painting with pudding) and to play with real food. If teachers encourage young children to eat play materials, the children may reach a very dangerous conclusion that there is no difference between edible and non-edible (poisonous and non-poisonous) materials. They may also innocently transfer the act of playing with food to the family dinner table where this is generally not acceptable.

### Coffee, Cokes, Snacks

Coffee, soft drinks, and teacher snacks may be taken to your classroom during preparation time. All must be consumed before the children arrive. Coffee or other hot beverages are not permitted around the children as an accidental spill could result in a child being burned. Soft drink cans/bottles are not allowed in the classroom – pour your drink into another container. Liquid/foods hotter than 110° are kept out of children's reach.

### Restrooms

For downstairs classes: when children go to the restroom outside their own room, they must be accompanied by an adult. Hallway doors to restrooms outside the classrooms must remain open while the children are inside – the teacher holds the door open while the children use the facilities.

PreK restrooms are outside the classrooms. **The children must be accompanied by at least one teacher when they go to the restroom.**

## **Pajama and Pizza Parties**

Pajama or “PJ” parties are limited to twice each school year. Once during the winter Book Fair (date determined by committee) and the second at the end of the class school year—May for Day School and August for Luke’s Place.

Pizza parties are to be limited to once a year in the Part-day program. Full-day classes may have an additional pizza party during the summer. Importantly, follow the procedure of cutting pizza into appropriately sized pieces for children two and younger.

## **CURRICULUM AND LESSON PLAN GUIDELINES**

### **Curriculum**

SLDS uses a curriculum framework that guides the teachers’ development and implementation of learning opportunities consistent with the program’s philosophy, goals, and objectives. The *Innovations* curriculum series is used by teachers of each age group. Many curriculum and child development books are available to borrow from your Program Coordinator.

Curriculum is to be implemented in a manner that reflects responsiveness to:

- family home values, beliefs, experiences, and language
- assessment of each child’s progress
- adaptations and modifications to ensure access to the curriculum for all children (including infants and children with special needs)
- multiple domains of child development (social, emotional, physical, intellectual, and spiritual)
- children as active participants in the learning process

SLDS curriculum includes:

- Goals for knowledge and skills to be acquired by the children (see each age level’s individual assessment form);
- Planned learning experiences linked to these goals;
- A daily schedule and routines into which activities and opportunities are integrated; and
- Availability and organization of materials and equipment for children and teachers.

### **Lesson Plans**

Teaching teams have several opportunities to meet and plan during each week. Teachers in our full-day program have full autonomy when deciding their planning time, based on classroom needs. Part-day teachers have at least four closed school days a year designated to planning time. 8:30-9:00am each school day is also available, and 2:30-3:00pm for those teachers who opt in.

Teachers also meet during the children’s nap time to talk about curriculum and child progress. They use the teacher worksheet to document observations and then work together to make individual plans to meet the needs and interests of the children in their group.

Classroom teaching partners are responsible for knowing and implementing guidelines/policies concerning lesson plans. Collaboration in lesson planning is expected.

In preparing the lesson plans teachers should ask themselves:

- What do the children need to learn?
- How will each child learn best?
- How do we help the children build on what they already know?

Lesson plans are required for each class and typically include all elements from the Innovations Curriculum which may include but are not limited to the following:

- **Books, Fingerplays, and Songs:** Include copies of fingerplays and songs, along with a list of books to be read during the week.
- **Diversity / Non-sexist Activities:** Your room and lesson plans should reflect acceptance of all children. Family life is highlighted each week. Indicate in your plans additions or deletions of items in this category. (Ex. Add books including children with disabilities, multicultural block people, photographs of the children in your class and their families.)
- **Blocks:** Vary the block center by adding props such as cars, trucks, signs, and people. List all additions/deletions.
- **Dramatic Play:** For twos and younger, the kitchen center is familiar and necessary. For threes and older, the center may be renamed to reflect the theme. (Ex. Center becomes a vet's office, a restaurant, a post office, etc.)
- **Math:** Hands-on manipulatives for matching, one to one correspondence, counting, sorting, classifying, etc.
- **Language Arts:** Include lots of poetry and rhyme, a writing center, story dictation, etc.
- **Science and Discovery:** Exciting area for children! Please avail yourself of our many science reference and resource books and plan accordingly.
- **Outdoors:** Plan outside art, games, etc. on a regular basis. A gathering time is also essential.
- **Individual Education Plans (IEPs):** Special enrichment plans for a child who may be ahead or behind the group. (Ex. Child is having trouble skipping. Plan to work one-on-one with that child, breaking down skipping into simpler steps.)
- **Media:** The use of passive media such as television, videos, and iPads is limited to developmentally appropriate programming that is relevant to curriculum. Audio books are approved during naptime use in the classroom. Must have prior approval for any use of visual media by your Program Coordinator.

#### **Procedure for completing and turning in lesson plans:**

- Work with your teaching partner to determine the lesson plan and make sure that you have reviewed this together before each week begins.
- Turn in lesson plans to your Program Coordinator weekly, bi-monthly, or monthly as designated for your class and age-group.
- Lesson plans should show enough detail so that a substitute could understand and follow them.
- **IMPORTANT!** If you were responsible for lesson plans and are absent on Monday, it is your responsibility to make sure that your teaching partner or substitute has lesson plans before the start of the school day. **NO EXCEPTIONS!**

#### **VALUE OF TEACHING THROUGH LEARNING CENTERS**

The ***Objectives of Learning Centers/Activities*** handout is posted on each class welcome page at the beginning of the school year or when their child enrolls. Teachers are to be able to discuss these ideas with parents.

#### **OUTDOOR CLASSROOM GUIDELINES**

We are fortunate to have three fully equipped and certified Nature Explore Outdoor Classrooms. Each Outdoor Classroom (OC) has been thoughtfully designed to serve our children by age level, with Infants and Toddlers playing in the IT OC and Gram's House, 2-year-olds in the Twos OC, and 3-year-olds, Pre-K and TK in the Big OC.

## Safety

- All teachers are responsible for the safety of all children playing in the Outdoor Classrooms.
- Infants & Toddlers in buggies must enter their Outdoor Classroom or Gram's house via the Edloe doorway. Infants & Toddlers on foot must enter their Outdoor Classroom or Gram's house via the Parlor.
- The green plastic safety panels at the Edloe doorway should remain in a closed position during program hours.
- Fences with locking gates have been installed as an enhancement to our secure access system. Gates are for **emergency exit only**. You may not allow parents or other staff members to enter or exit the gates.
- Teachers will check that the Outdoor Classroom gates are closed and latched prior to their playtime time with children.
- Please report any safety hazards or needs for repair to the Facilities, Events and Resources Manager or FERM Champ.
- Broken and unsafe toys should be either thrown away or taken directly to the FERM for repair.
- All Outdoor Classrooms are Allergy Alert Areas. No food or drink (except water) should be consumed in the OCs.

## Supervision and Engagement

- Teachers will spread out strategically around the play area and in close proximity to children in order to engage in their playing and learning. Teachers should not stand together or sit unless they are engaging with a child.
- The full teaching team should remain outside for the entire play time. No restroom, planning or break time during your Outdoor Classroom time.
- Teachers are watching/playing with children at all times. Remember, no cell phones, paperwork, or other distractions.
- If children need diapering or to be taken to the restroom, please notify other teachers who are outside or an Admin to ensure the ongoing supervision of all children.

## Remember these guidelines for children:

- Rubber-soled shoes are recommended for children to play on the equipment. Sandals and cowboy style boots are discouraged. Please ask parents to send appropriate play shoes if you notice children are having difficulty with ill-fitting shoes (see Family Handbook page 13).
- Aggressive play is discouraged; supervised "big body" play is allowed. See your Program Coordinator for clarification.
- Help your children keep sand in the sand boxes. No sand throwing or carrying to other areas of the Outdoor Classrooms.
- Play materials should remain in their designated activity area – sand toys in the sand box, blocks on the block deck, magnets near the magnet wall, kitchen accessories in the mulch kitchen area, etc.
- Exploration materials from the Outdoor Classroom Closet should be closely supervised and returned to the closet after your play time.
- Sit down on the tire swing – maximum of three children at one time.
- Trees and fences are off-limits for climbing.
- Children should not be allowed to climb on top of storage structures or roofs of climbing equipment.
- Teach children to stop bikes before crashing.
- Sidewalk chalk may not be used on the building or any play structure.
- Bikes and sand toys must be put away by the end of the day.



Texas licensing standards require all children on campus to be supervised by an adult during the hours the school operates. The Outdoor Classrooms are for licensed programs only during the hours of 7:30 a.m. to 5:30 p.m. daily.

## **DISCIPLINE/GUIDANCE**

Behavioral guidance is handled in a very positive way. We are committed to helping children learn to express and manage their feelings, cooperate with other children, and negotiate their own conflicts.

Teachers need to be informed of any special circumstances that may contribute to a child's behavior, such as a move, a new sibling, etc.

When interventions are necessary, they will be clearly defined and consistently maintained. Techniques are:

- Individualized and consistent for each child;
- Appropriate to the child's level of understanding; and
- Directed toward teaching the child acceptable behavior and self-control.

We rely on positive methods of discipline and guidance that encourage self-esteem, self-control, and self-direction. Some of our techniques include:

- Using encouragement and appropriate praise of good behavior instead of focusing on unacceptable behavior;
- Communicating behavioral expectations in clear, positive statements;
- Redirecting behavior by diverting attention to constructive pursuits;
- Compromising or arbitrating differences and encouraging children to seek alternatives; and
- Using brief supervised separation from the group when appropriate for the child's age and stage of development after which a reassuring adult helps the child re-enter the classroom activity.
- If applicable, bring children back together to resolve the issue in a positive manner.

There will be no harsh, cruel, or unusual treatment of any child. The following types of discipline are prohibited:

- Corporal punishment or threats of corporal punishment including hitting a child with a hand or instrument;
- Punishment associated with food, naps, or toilet training;
- Pinching, shaking, or biting a child;
- Putting anything in a child's mouth;
- Humiliating, ridiculing, rejecting, or yelling at a child;
- Subjecting a child to harsh, abusive, or profane language;
- Placing a child in a locked or dark room, bathroom, or closet with the door closed;
- Requiring a child to remain silent or inactive for inappropriately long periods of time for the child's age.

Serious behavior problems are referred to the Director or Assistant Director/Assessment Coordinator. For children with persistently challenging behavior, our expectation is for teachers, families, and other professionals to work as a team to develop and implement an individualized plan that supports the child's inclusion and success.

## **CONFIDENTIALITY OF CHILDREN'S RECORDS**

Confidentiality is very important here at St. Luke's Day School. Children's permanent files are kept in secure file cabinets in the Day School office and are accessed only by office personnel (Director, Assistant

Director/Assessment Coordinator, Program Coordinator, Registrar, and Office Manager) and the child's teachers. The teachers also keep enrollment records with parent's contact information, along with ongoing assessment tools such as individual assessments and portfolio documentation in a secure place in the classroom.

Regarding regulations governing access to files and family rights, the Texas Attorney General Opinion No. JC-0538 states the following: Generally, all student records are available to parents. Only under very narrow and unusual circumstances may a minor child's school counseling records be withheld from a parent.

Before sharing information about a child with other relevant providers, agencies, or other programs, staff obtain written consent from the family.

## **ASSESSMENT OF CHILD PROGRESS**

### **Purpose, Value, and Use**

Classroom teachers must be able to explain the purposes, values, and uses of assessment in their classroom.

The purpose of assessment is to observe, record, and otherwise document what children do and how they do it as a basis for a variety of educational decisions that affect the child. Day School teachers receive training from the Director and Program Coordinators to make informal assessments throughout the school day as children participate in classroom activities. Specialists are hired for more formal assessments such as speech, language, hearing, and vision screening.

Assessment is valued because teachers use assessment to identify the children's interests and needs, to describe the developmental progress and learning of each child, to improve the curriculum and adapt teaching practices, to change the environment, to plan program improvements, and to communicate progress to parents.

Assessment is used to help us be better teachers and really make a difference for the children in our care. The information we gain from assessment is used to plan classroom activities that meet the needs and interests of the children, instead of simply presenting material we enjoy presenting. Assessment identifies the strengths and weaknesses in each child's development. We have an amazing opportunity to help children reach their full potential by using these thoughtful practices!

### **Examples of Ways We Assess Children's Progress**

We use several tools and measures to assess the children's progress:

- First, we ask that parents help us know their child through the "Introduce Us" form and the "Getting to Know You" Fall Parent Conference, which includes the child's Brag Page.
- At the Fall Parent Conference, teachers and parents discuss goals for each child's school year.
- Over the course of the year, teachers will complete an Individual Assessment for each child. This list includes attributes from the social, emotional, physical, intellectual, and spiritual domains that are related to each child's chronological age at the beginning of the school year, as well as an area for recording anecdotal observations in these domains. Parents are given a bulleted version of this list at the Fall Parent Conference.
- Photo documentation is used extensively.
- Our PreK children receive speech, language, hearing, and vision screening as well as the Gesell screening of Kindergarten readiness. Parents receive summaries of these reports and may see the full assessment upon request.
- Observations from home are shared by the child's parents.

- During February, part-day families receive a progress report of their child's mid-year progress. These reports are mailed home. PreK and TK teachers will hold an in-person mid-year conference to discuss future plans with parents.
- At the Spring Parent Conference, teachers and parents discuss the child's progress during the school year and future learning opportunities.
- An individual portfolio is created for each child and given to the parents at the end of the part-day or full-day programs.
- During August, full-day families receive a progress report of their child's end of year progress. These reports are handed directly to the parent in a sealed envelope.

### **Communicating with Families and Involving Families in the Assessment Process**

Assessment information is reported formally to parents three times during the school year and once more during the summer for Luke's Place year-round families. Progress reports are given in person at the Fall and Spring Parent Conferences, and mid-year for PreK and TK only. Written documentation is sent home at mid-year and in the summer for Luke's Place children.

The classroom teachers, Program Coordinator, and Assistant Director/Assessment Coordinator meet with parents when our observations show that further developmental screening or referral for diagnostic testing is indicated. The Day School maintains a current referral list of specialists that have a positive history with our school or are highly recommended by Day School families.

All assessments are confidential and are kept secure by the classroom teachers or Day School office staff. Assessments will be shared with other professionals as requested in writing by the child's parents or legal guardians.

Should the family determine that their child will work with a relevant specialist, we ask that the school be informed. We would like to establish regular opportunities to communicate with the parents and specialists to plan appropriate learning activities and support the child's progress.

We do our best to communicate with families about their child's assessments in ways that are sensitive to family values, culture, identity, and home language.

### **ARRIVAL OF CHILDREN**

The following are guidelines as written to the parents in the Family Handbook:

#### ***Luke's Place (LP) Full-day Class Participants***

*Arrival begins at 7:30 a.m. Your child should be taken to their Big Luke's Place or Little Luke's Place classroom and signed in at the door. If your child's core teacher is not present at drop-off, any special instructions for the day should be in writing for best communication.*

#### ***SLDS Part-day (PD) Program Class Participants***

*Bring your child to his/her classroom between 9 and 9:15 a.m. Be sure to sign in daily. **No child will be accepted before 9 a.m. as teachers are preparing for the day.** If you arrive early, you will be asked to stay with your child outside the room until the teacher is ready. Any special instructions for the day should be written down in advance and handed to the teacher at the door.*

#### ***Late Arrival***

***Teachers report that children who arrive late (after 9 a.m. in both full-day and part-day classes) often have difficulty assimilating into the group. Older children may miss greeting rituals and instructions for the day.***

*You can help us ensure the best possible beginning for your child's day by arriving by 9 a.m. We understand that conflicts may arise and appreciate contact with your child's teacher regarding special plans for the day.*

*All children must be escorted by an adult to the classrooms, signed in, and left with the supervising teachers.*

### **Other Important Arrival Information**

*Please **slow down** and drive cautiously through the parking lot. Note our Parking Lot Safety guidelines and please follow them:*

*Please support your child's emerging independence during the arrival routine by having him carry his own lunch kit and school bag, hang his own coat, and put away personal things in his cubby. Similar practices should be observed at pick-up time as well.*

*We also require that children's hands are washed with running water upon arrival to the classroom. The use of hand sanitizer does not replace hand washing.*

*Due to licensing regulations and the many public events scheduled at St. Luke's, we ask that you keep your children with you as you enter and exit the classrooms and make your way through the building. Please do not let them lag behind or run ahead out of your sight.*

## **DISMISSAL OF CHILDREN**

### **Authorization to Pick Up**

At dismissal all children are picked up in the classrooms. A child may only be released to a parent or other authorized individuals listed in our records.

- Teachers keep copies of the *Authorization to Pick Up* forms for quick reference.
- If a person unknown to the teacher arrives to pick up a child, the teacher will follow the following procedures:
  - Ask the person for photo ID.
  - Check the ID against the names listed on the *Authorization* form.
  - If the person is listed, the teacher may release the child to him/her.
  - If the person is not listed and the parent **did not** send a note indicating that a new person would be picking up, send that person to the office and keep the child with you.
  - The office will contact the parent and then let you know if it is ok to release the child to the new person.
  - Children are only released to parents, persons listed on the Authorization form, and persons for whom the parent gave specific written permission, as in a play date.

### **Dismissal Times**

- Part-day classes: 2:15 – 2:30 p.m.
- Full-day classes: by 5:30 p.m.

### **Late Pick-up**

Children who are not picked up on time (by 2:30 p.m. or 5:30 p.m.) must be brought to the AUX office immediately. Teachers will sign the child in and notify office staff who will contact the parent. It is important to contact late parents in a timely manner and enforce late pick-up consistently across all classrooms.

## PROPER ENTRANCE TO THE BUILDING & SECURE ACCESS

Parents should park in the main parking lot of the church and enter the building through the Activity Center entrance. All other doors on the Day School (west) side of the campus and to the Johnson building will remain locked during Day School hours --7:30 a.m. to 5:30 p.m. with the exception of brief periods at high traffic drop-off and pick-up times. Intercoms are in place next to certain entrances and may be used to alert staff for entry.

Please advise parents not to park on the Edloe side of the building or enter the school through the Edloe door, outdoor classroom (playground), or classrooms that open to the outdoor classroom. Teachers are not to open outdoor classroom gates unless they must be used for **emergency exit**. Redirect parents to park in the south parking lot and use the AC entrance. We all must put children's safety first!

When children are on the outdoor classrooms, teachers or other DS staff arriving and departing for the day, for break times, or for other purposes may not open outdoor classroom gates to access the building.

## MISCELLANEOUS IMPORTANT PROCEDURES

### Luke's Place End of Day & Emergency Guidelines

- Please check out with the AUX office representative at the end of each day once all children have been relieved from your care.
- If you suspect having an infrequently late child in your care, report to the AUX office no later than 5:25pm so a call can be made.
- Once a child has been counted as late, please sign-in inside the Late Binder and have the parents sign-out once the child is picked-up (*If you have a parent that is a repeat offender, please contact the Day School office*).
- Please report any suspicious activity or concerns to the AUX office representative as they will have a list of emergency numbers to contact if needed.
- In the event the fire alarm sounds after 4:00pm, **ALL classes please report to the Outdoor Classroom** and follow traditional fire drill procedures.
- Please bring your iPad to the closet between 5 and 5:30pm to be locked by our AUX office representative at 5:30pm.

### Off Hours- Emergency Guidelines

- 7:00am-8:00am- Mrs. McIntyre or designated Administrator on duty will check the Panel.
- Between 7:00am-8:00am, Mrs. McIntyre or the administrator on campus will instruct all LP classes to the Outdoor Classrooms (Edloe) communicated on the Walkie Talkie.
- 4:00-5:30pm- Mrs. Scott, Ms. Trepa, Mrs. Weymouth, or administrator will check the Panel. After 4:00pm, Mrs. Scott and Mrs. Weymouth will notify Ms. Trepa when they are leaving for the day.
- After 4:00pm, Ms. Trepa or the administrator on duty will be instructing all LP classes to exit to the Outdoor Classrooms (Edloe) communicated on the Walkie Talkie.

### Closing Due to Weather

It is possible that we may have to close due to bad weather conditions. We will be closed when HISD makes the decision to close. Listen to local news media for word of HISD's, and therefore our, decision to close.

We reserve the right to close school even when HISD does not if conditions in the church area become treacherous for children and their families. In this event, you will be informed as quickly as possible via REMIND.

## Birthdays

A birthday is an important event in the life of every child, and it is a joy to celebrate with him or her. Children in two-year-old classes and older are recognized at chapel with a special blessing. All children will be honored in their classrooms.

Since a child's birthday holds great meaning, we want to focus on this special event with specific goals in mind:

- Promoting self-worth and confidence by recognizing that each child in our school is a wonderfully made child of God,
- Supporting a classroom community where all children and adults feel welcomed and honored,
- Providing an excellent opportunity to extend learning in a natural and meaningful way.

Keeping these goals in mind, **we have eliminated the school birthday party** (treats from home at snack time) and **have created a more comprehensive celebration!**

Throughout the day the child will be valued as a VIP through holding special jobs, being given places of honor during transitions and meals, sung *Happy Birthday* to during large group time, and various other ways that are relevant to each class!

Additionally, each classroom will include a birthday canvas that celebrates the uniqueness of each individual child through a self-portrait or photograph. Each child will be involved in creating or decorating his own birthday canvas, as able depending on the age group. The birthday canvas will be given to the children at the end of the school year as a special keepsake of the child's classroom experience.

**Please respect this plan by saving cookies, cupcakes, or other traditional birthday foods for your child's celebration at home. Do not bring these to school on your child's birthday.** We want to save families the time and expense it takes to provide birthday party food and paper goods at school. An extra benefit is that we have cut down on the number of times children are exposed to sugary treats that some families wish to avoid. We promise that our birthday plan will honor your child in a special way!

Also please note that invitations to birthday parties may **not** be distributed at school. Guest lists are often appropriately limited to a smaller number than is in the class. Please be sensitive to each child's feelings by delivering the invitations away from school.

## Birthday Book Club

To help our library collection grow, parents may make a donation to purchase a book in honor of their child's birthday or half-birthday. The PAC volunteers will select a book for each child that participates and make every effort to choose one that is age-appropriate. Birthday Book Club books will be delivered to the classroom the week of the child's birthday (or half-birthday). Please read the book to the class then send the book home (the book has already been checked out in the child's name). The parents are responsible for returning the book to our library within two weeks.

## Balloons and Candles

The Day School does not allow the use of latex balloons or candles during classroom parties or holiday celebrations. Balloons are a choking hazard and can be extremely dangerous to children. The use of candles is prohibited in the classrooms.

Mylar balloons may be used as decoration at large school functions only, such as the Book Fair or the Spring Fundraiser, where they are out of the reach of children.

**Water Activities**

The children will participate in Wet and Wonderful Day play that may include water activities during the warm weather months. Guidelines from the Texas Department of Family and Protective Services are used to determine the number of children one teacher may supervise during this kind of water play.

The number is based on the age of the youngest child in the group. Sprinkler play does not require additional teachers. Children are carefully supervised during water play.

**Animals**

From time to time a class will have a child-friendly animal come for a visit. Parents will be notified in writing in either case and care will be given to ensure that the animals do not create unsafe or unsanitary conditions. Teachers and children will practice good hygiene and hand washing after handling or coming in contact with an animal and/or items used by an animal, such as water bowls, food bowls, and cages. Teaching staff supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals. Children will not handle animals that show any sign of illness.

**Collection of Cash**

Teachers may not collect cash in the classroom for any reason. This includes projects, book orders, and other cash purchases.

## RESOURCES AND FORMS

### RESOURCES

Listed below are all resource rooms/closets and a basic list of what is stored in each location. Questions regarding resources should be directed to the Facilities, Events and Resources Manager (FERM) or the FERM Champ.

#### Literacy Closet (EW132)

Big Books

Circle Time Story Boxes (CTSB)

- Please take and return the **entire** Circle Time Story Box. A complete list of CTSBs is posted in the Literacy Closet.

Story Basket Boxes (SBB)

- Please take and return the **entire** Story Basket Box. A complete list of SBBs is posted in the Literacy Closet.

Dramatization Books

Felt Boards/Felt Story Sets

Folder Games

Puppets

Story Tapes/Books

#### Teacher Workroom (EW136)

Note: Please **take only what you need; do not take containers**. If supply is unavailable, list the need on supply request clipboard posted in the Teacher Workroom. Please clean up after yourself.

Die Cut Machine

Laminator

Paper Cutter

Paper

Craft Materials

Office and basic supplies

Paint

Seasonal/Holiday books and toys (distribution dates vary)

#### Infant/Toddler Closet (EW125)

Manipulatives for IT

Puzzles for IT

#### 2s/3s Resource Closet (EW134)

Note: Please take and return the **entire box with lid and all contents unless otherwise noted** on the box.

Manipulatives for 2s and 3s

Puzzles for 2s and 3s

Loose parts (take only what you need)



### **PreK / TK Closets (2nd Floor)**

EW202/EW206 &      Puzzles, construction, literacy, manipulatives distributed  
EW209/EW211:      between closets  
EW208:              TK resources

### **Outdoor Classroom Closet (EW111)**

Age designated Outdoor Classroom materials. Please take the entire box and return it to the closet after your playtime. Boxes should not remain outside overnight.

### **Auxiliary Office (EW102)**

Teacher Resource Books

### **Science Materials Closet (EW207)**

This closet is located inside a classroom. Access only between 7:30-8:45 a.m. with permission from the Science teacher.

### **Children's Kitchen (EW119)**

Cups, Kleenex

Wipes, gloves, other diapering supplies (wipes are for Luke's Place and Kingdom Kids classes only)

### **Children's Chapel (EW116)**

Bible Story Boxes for Chapel Centers

## **ADDITIONAL THINGS TO KNOW ABOUT RESOURCES**

### **Supply Requests**

- Regularly stocked materials needing replenishing should be noted on the "Supply Requests" clipboard in the Teacher Work Room.
- Classroom budgets are to be used for expendable class-specific resources. Your classroom budget will be charged for items purchased that are class specific.

### **Repair Requests**

- Please report classroom or Outdoor Classroom maintenance/repair needs by email to [CFrazier@stlukesmethodist.org](mailto:CFrazier@stlukesmethodist.org).
- Urgent repair needs should be communicated directly to the Facilities, Events and Resources Manager.
- **Do not** directly request repairs from any Maintenance Staff (DTK) or Church Facilities team member. All requests for repairs must go through Facilities, Events and Resources Manager; DTK requests go through the office.

### **3rd Floor Attic**

- Storage space in the attic is very limited.
- Requests for items to be moved to or from the attic must be made through the Facilities, Events and Resources Manager or FERM Champ.
- **Do not** leave furniture, etc. in the hallway without prior authorization.

## **ST. LUKE'S CHILDREN'S LIBRARY**

The library at St. Luke's is open for use by Day School teachers. It is also heavily used by church members and Day School families. The collection grows annually by donations of pre-selected books during the Book Fair (December) and Birthday Book Club (throughout the year).

Along with the library volunteers, please help us keep the library in good working order by following these procedures:

- Take time to check books out (teacher's last name and room number). Do not remove books from the library until the library card is filled out and placed in the check-out box.
- Return books to the library in a timely manner to the bin outside the library. Library staff will check books in and re-shelve them.
- While you have books in your classroom, treat them gently and with respect.
- Teach the children in your class how to properly handle books, including turning pages. When they are still learning, please supervise them. Board books are a great learning tool for young children. If a book is damaged, put a note with it so repairs can be made before it is re-shelved.

Please feel free to offer suggestions on children's books to purchase—new titles or current books of which we need more copies. Email book suggestions directly to Anne McIntyre at [AMcintyre@stlukesmemothdist.org](mailto:AMcintyre@stlukesmemothdist.org).

## **EARLY LITERACY LAB and EARLY LITERACY SPECIALIST**

**The SLDS Early Literacy Lab** was created to reinforce the developmentally appropriate and excellent approach to early literacy teaching endorsed by the Rice School Literacy and Culture program. PreK and Kindergarten classes will spend one morning a week in the ELL. The PreK/K classroom teachers collaborate with the Early Literacy Lab Lead Teacher for a comprehensive and cohesive approach in the lab and throughout the week.

Our **Early Literacy Specialist** consults with teachers in the Threes, PreK, and Transitional Kindergarten departments regarding specific practices that enhance the development of early literacy skills. Teachers in younger classrooms may also utilize the ELL Resource Teacher to answer questions about appropriate practice as needed.

## **DONATIONS FROM PARENTS and/or TEACHERS**

Teachers may not request monetary donations from parents at any time for any reason. Requests for materials are limited to boxes of wipes (Infant, Toddler & Twos part-time classes) and recycled items for occasional special projects in the classroom.

We appreciate donations of gently used toys and books from parents. If a parent in your class asks about making such a donation, please direct them to the Facilities, Events and Resources Manager. \*All products must be approved for safety and suitability for group usage using the guidelines of the Consumer Product Safety Commission before they are placed into classroom inventory. Books and toys in good, safe condition that cannot be used by the school will be forwarded to the Christian Community Service Center.

\*This includes any toys and resources supplied by classroom teachers.

## **FORMS and FONTS**

**The Day School uses four fonts: Arial, Calibri, Comic Sans, and Century Gothic. Please choose one of these fonts for all communication. Century Gothic should be used for any items posted in the classroom.**

The forms listed below are located in the AUX office in a file cabinet, on the network, or in other locations as directed by the office staff. If you take a form and notice that there are only 2-3 remaining in the folder, please notify the Admin Champ so additional copies can be made.

Many forms are available as templates on the computer network or on the classroom iPad. They can be accessed by going to the DS (Z:) drive and opening the folder named @FORMS TEMPLATES. When using a template, open the file, click "File", then "Save As" to create a new document. You may rename the document and it must be placed in your personal folder on the DS drive.

#### **ACCIDENT REPORT**

- Who:** Any staff member/teacher  
**Purpose:** To inform the Director/ProCo and to document an accident  
**When:** Any time a child has an accident on the school/church campus that requires medical/personal care  
**Where:** The completed Accident Report goes in your Program Coordinator's box located in the main office **the same day**

#### **ACCIDENT - PARENT NOTIFICATION OF ACCIDENT OR INJURY**

- Who:** Any staff member/teacher  
**Purpose:** **To inform the family of the injured child of the accident**  
**When:** For every accident, complete and send home a parent notification form  
**Where:** The form goes home with the child the same day

#### **DAILY REPORTS**

- Who:** Distributed to the teachers of Infant, Toddler, and 2s classes by semester by DS office  
**Purpose:** To give parents details of child's day  
**When:** Throughout the school year (See you ProCo for procedures for 2s classes)  
**Where:** The form goes home with the child that same day

#### **INDIVIDUAL ASSESSMENT**

- Who:** Teachers  
**Purpose:** Tool for observation and assessment  
**When:** Throughout the school year, checked periodically by ProCo  
**Where:** Kept in individual assessment binder; turned in to the office at year end

#### **INDIVIDUAL EDUCATION PLAN (IEP)**

- Who:** Teachers of children with diagnosed special needs  
**Purpose:** Provide individualized support in curriculum planning  
**When:** Upon diagnosis of special need  
**Where:** Kept in lesson plan book, turned in to the office at end of school year

#### **INFANT CARE FORM**

- Who:** All teachers of children under 1 year of age  
**Purpose:** Record of feeding and care **required by licensing**  
**When:** Must be updated and signed by parents every 30 days  
**Where:** Posted inside a cabinet in classroom. Turned in to the office at year end.

### **REIMBURSEMENT REQUEST**

- Who:** Administration and teachers
- Purpose:** To receive reimbursement for supplies purchased and used in the classroom
- When:** Completed form with receipts stapled to the back is turned in **within 30 days of purchase** (on each receipt, circle amounts to be reimbursed—no highlighters). No sales tax or receipts older than 30 days will be reimbursed.
- Where:** Completed form with receipts in the Facilities, Events and Resource Manager's box

### **TAX EXEMPT FORM**

- Who:** All teachers who make purchases for their classrooms
- Purpose:** To prove that school is exempt from state sales tax; sales tax cannot be reimbursed
- When:** Upon purchase
- Where:** At store; more copies are available in the main office

### **TRAINING LOG**

- Who:** Administration and teachers
- Purpose:** Tracking all training hours by content area for the staff person for the school year (24 hours/year required by Licensing)
- When:** Each time a staff person attends and completes a continuing education workshop or seminar, the training hours are recorded on this form
- Where:** Kept in the continuing education file. Each staff member has a folder and it is the staff member's responsibility to update and keep the form current. **Put original training certificates in your file.** Admin will check the file at mid-year conference; file turned in to Admin at end of year review.

# PARENTS

## FAMILY HANDBOOK

Please read the Family Handbook (found [here](#)) carefully as many important aspects of our work with the families are described there. You are expected to know and follow all the guidelines we have outlined for the parents.

## ESTABLISHING RELATIONSHIPS

### Why are relationships important to quality?

Relationships with each child's family matter! Remember that we work in partnership with parents and family members. Engage in productive, sensitive, and informative dialogue with families to:

- show families that they are valued partners in the education and care of their child/children
- learn details of a child's home life that will help you better meet the child's needs and interests – race, religion, culture, home language, and family structure
- pay attention to and use information obtained through discussion with families as you teach and interact with individual children
- ensure a smooth transition between home and school with special sensitivity to reassure family members who are concerned about leaving children in non-family childcare
- know and respond to family concerns or questions with curiosity and openness rather than defensiveness or dismissal

## Parent Orientation

The beginning of each school year is a critical time to get parents and children off to the best start for a successful experience in your class. Detailed procedures for Class Welcome Pages, Visitation Days, Parent Orientation, launching class REMIND, and Welcoming Calls are issued each year. Familiarize yourself with the many ways we share information about classroom expectations, routines, and rules.

Remember to continue to inform parents regarding classroom issues as needed throughout the year.

## PARENT CONFERENCES

### Conference Schedule

#### Fall: (generally scheduled in October)

Purpose:           Getting to know you  
                      Goal setting  
                      Laying the groundwork for collaborating in the child's best interest throughout the schoolyear

- Parents will help the teachers "get to know" each child by discussing their thoughts on the child's development, family history, goals for the school year, and other information that will be beneficial to the child's school experience and to the teacher.
- Teachers will share information about the child's adjustment to school and broad goals for the school year. This is also a good time to review the daily school routine.
- Teachers and parents discuss how the family and the staff handle different aspects of child-rearing, such as discipline, feeding, toileting, and other pertinent issues.

- Remember that this conference is a time to listen as well as talk – a time to establish a relationship of trust with the parents.

### **Mid Year (PreK only)**

Purpose: Progress review  
Applications for Kindergarten; student's next steps

- Parents and teachers discuss the child's progress considering PreK is the last year at SLDS for most of the children.

### **Spring: (generally scheduled in April or early May)**

Purpose: Progress review  
Plan for upcoming year

- Parents and teachers will discuss the cognitive, social, emotional, spiritual, and physical development of the child as seen over the course of the school year.
- Parents and teachers will discuss the plans for the summer and upcoming year so that the child will have a smooth transition from one class to the next. The Director or Program Coordinators will be called in for consultation when necessary.

### **Mid-Year and Year-End Conference Report (I/T, Twos, Threes)**

- A brief, mid-year update on children in part-day Infants-Threes classes is mailed to each family in January or early February, and an end-of-year conference report for all Luke's Place children is given to parents in August.

### **Ongoing:**

In addition to these scheduled conferences, parents are encouraged to make an appointment with his/her child's teacher and/or Program Coordinator or Assessment Coordinator any time they have a question, concern, or idea to share.

### **Hints for Productive Conferences**

- Conference format is preferably in-person but may be virtual (i.e. Zoom or FaceTime), or over the phone if absolutely necessary.
- Provide a digital conference sign-up via REMIND at least 10 days prior to conferences. If a parent has a scheduling conflict during your conference times, make special arrangements to meet at another time. If classroom coverage is needed, seek approval from the ProCo Champ and secure a room booking with the Registrar before confirming the new conference time with the parent.
- Schedule a pre-conference meeting with the Director, Program Coordinator, and/or Assessment Coordinator regarding children who may have need of development support, or any other major concern you may have about a child.
- Always aim to begin and end conferences on a positive note.
- Parent teacher conference forms are provided for all conferences. Make sure one is completed, printed, and signed at the end of each conference. Digital signatures are acceptable. Originals are filed in the child's folder at the end of the school year.
- Parenting articles are available for certain developmental milestones – potty training, going to big school, language development, etc. These may be helpful to you in your discussions with the parents or you may want simply to take advantage of this opportunity to encourage parenting education. See the Director or Program Coordinators for help locating appropriate articles for your age group; all articles must be cleared by the Director before distribution to parents.
- Be prepared!

## **SUGGESTIONS TO OFFER FOR PARENT INVOLVEMENT**

### **Support**

Parents may:

- Offer to help the teachers by preparing materials for classroom activities. Simple things can be done at home. For example, gather dress-ups or other props to change the dramatic play center, or bring the ingredients for a class cooking project.
- Participate in volunteer activities that support the program, like the annual Book Fair.
- Talk to the teachers every day – keep the lines of communication open.
- Attend all parent conference opportunities to share hopes and goals and listen to what the teachers have learned about the child.
- Volunteer to read stories to the children before pick-up.
- Provide food/decorations/party favors for class parties (signup sheets on REMIND)

### **Parent Enrichment**

- Invite to a parenting education session (SLDS PEP Talks).
- Offer educational practices to try at home.
- Highlight information about child development and education, as well as school news.

### **Organizational Roles**

- Invite a parent or two to serve as the class room parent/s. The teachers will ask parents to assist in communicating with the other parents in the class and organizing class parties.
- Encourage sign-ups to organize a class party or volunteer to help at other events.
- Join a PAC committee to help organize a school-wide event or area of school enrichment.
- Make phone calls as needed for the teacher or the room parent.

### **Follow Up At Home**

- Encourage each parent to take time to talk to the child about his day at school.
- Encourage participation in school events and other community activities that support the school experience.
- Emphasize the value of reading to the child every day.

## **PARENT ADVISORY COUNCIL**

### **Job Descriptions / Information**

**Chairman:** Oversees council; works closely with the Director.

#### **Birthday Book Club:**

Coordinates the Birthday Book Club program. Processes order forms, works with parents to choose each child's book, attaches book plates, deliver books (already checked out to the child) to the classroom on the child's birthday.

#### **Book Bags:**

Oversees the creation, distribution, and maintenance of the PreK book bags.

#### **Book Fair:**

Oversees the planning and execution of our annual Book Fair, which takes place in late fall, usually the week after Thanksgiving. The committee is large, with chairmen for different areas. In addition to a wonderful selection of books, there is a donation table (books donated to the St. Luke's library), photos with Santa, special events, and children's activities in the afternoons, and a Grandparents/Special Friends event.

The Book Fair committee depends on support from teachers to help make this event successful. The teachers are required to attend the night of the school-wide open house (Grandparents'/Special Friends Night).

Funds raised at the Book Fair are used for the purchase of books for the children's library, school-wide literacy initiatives, staff professional development, and children's scholarships.

**Church Liaison/Secretary:**

A Church member who attends the Children's Ministries Council meetings and is a "voice" for the Day School. This member also takes minutes at the PAC meetings and emails meeting notices.

**Fundraising:**

Organizes the small fundraising projects and serves as underwriting chair on Book Fair and Spring Picnic committees. Distributes information for supporting the school via grocery rebate programs (such as Kroger and Randall's), Box Tops for Education, and researches other small fundraising opportunities.

**Transportation Day:**

Working closely with the Facilities, Events and Resources Manager (FERM), the Chair will oversee the school's Transportation Day. The FERM maintains a list of established contacts, and the Chair may also add new contacts to the list. The Chair will coordinate all communication with vehicles owners, enlist parent volunteers, and manage event day set-up in close coordination with the Facilities, Events and Resources Manager.

**Hospitality:**

Will work to welcome new families and help them integrate into the SLDS community. On behalf of PAC, send notes of congratulations (births) or condolences (deaths) to SLDS families.

**Library:**

Oversees the committee that helps the SLDS Librarian by re-shelving books and processing new books that are donated through Birthday Book Club and during the Book Fair.

**Busy Parents:**

Coordinates meetings and activities for parents working outside the home (open to all parents, Luke's Place Full-day and SLDS Part-day).

**PEP Talks (Preschool Education for Parents):**

Coordinates PEP Talks programs that feature speakers who address parenting, child development, and other interesting topics. This committee is also responsible for publicizing and implementing each program. This committee relies on the teachers to help with publicity, reminding parents of upcoming programs. Teachers are welcome to attend any program and may receive in-service training hours for most programs.

**Pictures & Screenings:**

Oversees volunteers who assist on picture days, assisting the photographer as needed and escorting classes to and from photo site. Oversees volunteers who escort small groups of children (PreK and some 3s) to and from on-site screenings for speech and language, vision, and hearing. Volunteers supervise children while they wait for screening; teachers stay in the classroom with the rest of their class.

**Publicity:**

The Publicity Chair coordinates school communications with the goal of ensuring parents are well informed and engaged in the life of the school. Tasks include publishing a monthly PAC newsletter, streamlining room parent messages in partnership with the Room Parent Chair, recommending posts for the SLDS Instagram account, and coordinating other school-wide event publicity for activities such as PEP Talks and PAC Perks.

**Room Parents:**

Oversees the training of room parents. Updates and distributes the room parent guidelines so that parties, gifts, etc. are more uniform across classes and age levels. Communicates with room parents about upcoming events throughout the year.



**Spring Picnic:**

Oversees the Spring Picnic which is the school's annual picnic, celebration, and fundraiser. The large committee has chairmen for different areas of the event. This committee depends on teachers to help make this event successful. Classroom projects and/or activity booths may be expected. Teachers receive complimentary dinner at the event.

Funds raised at the Spring Picnic primarily support the outdoor classrooms, children's scholarships, and other school initiatives such as classroom iPads.

**Teacher Appreciation:**

Plan and implement the PAC monthly lunches for staff, as well as special luncheons during in-service at the start and end of school and at Christmas.

**Safe Sanctuary: St. Luke's Safety Policy for Children, Youth, and Vulnerable Adults**

In accordance with the Safe Sanctuary program of the United Methodist Church, St. Luke's has initiated a training and registration plan for all volunteers who work with children, youth, and vulnerable adults. **All Day School volunteers must be approved and registered by our church before they can volunteer on our campus in any capacity.** The registration process includes an application and a clear criminal background check. Parents who are registered with Children's Ministries are automatically approved to volunteer in the Day School.

When the initial registration process is complete, teachers will receive a list of registered volunteers. The list will be updated as necessary during the school year.

Once a volunteer has been registered, that person will remain on the list each school year as long as they complete an annual renewal form.

Teachers **may not** have volunteer readers, party helpers, or any other adult volunteers in the classrooms unless they are registered. Please refer the parents with questions to the office.

All short-term visitors to the classrooms must sign in and wear a visitor name tag. Examples include a grandparent visiting from out of town who is joining the child for lunch, a dad who does not volunteer regularly but is coming for Dads Breakfast, or a teacher from another school that is observing in the classroom. Please be sure that sign-in sheets and name tags are available in the classroom for events such as class parties and Dad's breakfasts.

Both teachers must remain present in the classroom when a volunteer or visitor is present unless otherwise approved by the Program Coordinator.

Any parent questions regarding the volunteer registration process should be referred to the Day School office.

**Transition to the Next Class or Next School**

Please assist families when the time comes to transition to the child's next class or school.

When a parent asks you for guidance about our school, **do not recommend** specific SLDS teachers for the child's next class. This is frustrating to the parent since we do not take parent requests for specific teachers. Instead, talk to the parent about teaching qualities the child responds well to – and, again, do not name SLDS teachers who have these qualities.

Our administrative staff regularly communicates with other early childhood programs and elementary schools to help our families prepare for and manage their children's transitions between programs. Refer the parents to administrators as needed to provide basic general information on enrollment procedures and practices, visiting opportunities, and school options.

The Registrar manages the teacher recommendation process. The first step for parents needing teacher recommendations is to fill out a form on our website. Classroom teachers will complete recommendation forms with parent permission as requested by the school to which children are applying. Most schools have switched to an online system, so parents are asked to use her email ([hnguyen@stlukesmethodist.org](mailto:hnguyen@stlukesmethodist.org)) instead of individual teacher emails. If teachers receive a request from a school or directly from a parent, they must forward it to the Registrar immediately.

We have asked parents to request teacher recommendations at least 2 weeks prior to the due date and no later than December 9. The Registrar will give them to you once received. Please complete the form in pencil and return it to your Program Coordinator for review and the Director's signature. A copy will be kept in the child's file in the office.

## **ADULT CONDUCT**

We expect parents, grandparents, nannies, and other adults to join us in appropriate and respectful conduct at all times. The following actions while on our campus will result in either a meeting with the Director or Assistant Director or dismissal from the program:

- Harsh, cruel, or unusual treatment of any child
- Threatening, harassing, or demonstrating disrespectful behavior (speech or gestures, verbal or written) to staff, parents, children, or other guests on our campus
- Making negative or disparaging comments regarding the school, and/or disregarding proper procedures for grievances and conflict resolution
- Disregarding policies designated to provide safety and security on our campus

If you witness inappropriate conduct by an adult, including fellow staff members, please report this immediately and directly to the Director or Assistant Director.