

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, Cognia 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 or manipulatives used by children of **all** age groups. 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 Senior Program 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 2:30 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 Orientation and 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 notify Senior Program Coordinator to 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-weekly, or monthly as designated for your class and age-group.
- Lesson plans should show enough detail so that a Campus Champ or On-Call Teacher could understand and follow them.

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 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 Procedures

- At the end of the day, after all children have been picked up from your classroom, please check out with the AUX office representative.
- At 5:25, please take all children remaining in your classroom to the Activity Center Foyer to wait for parent pick-up.
- After 5:30, children are counted as a late pick-up. Please write their name in the Late Binder and have parents sign-out in the binder at the time of pick up. (If you have a parent that is habitually late, please contact the Day School office.)
- Please report any suspicious activity or concerns to the AUX office representative.
- No later than 5:30, please take your classroom iPad to the charging cabinet to be locked up.

Early Morning/Late Afternoon Emergency Guidelines

If the fire alarm goes off **before 8:00AM or after 4:00PM**, it will not be a drill but an actual fire emergency. **All classrooms should evacuate to the nearest Outdoor Classroom to be counted.** The Administrator on duty will check the alarm panel and communicate with classroom teachers via 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

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

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 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.