

**DIOCESE OF CHARLOTTE
TEACHER-MINISTER EMPLOYMENT CONTRACT**

Salary Level	<u>«SALARY LEVEL»</u>
Experience Level	<u>«EXPERIENCE LEVEL»</u>
Subject or Grade:	<u>«POSITION»</u>
School:	<u>«SCHOOL»</u>

THIS AGREEMENT, made and entered into this «Day» day of «Month», «Year», by and between _____, hereinafter referred to as “School”, and the Teacher-Minister, «TEACHER-MINISTER», hereinafter referred to as “Teacher.”

WITNESSETH:

WHEREAS, School wishes to hire Teacher to teach for the academic year of «SCHOOL_TERM»; and
WHEREAS, Teacher wishes to teach in the school system for said academic year;

AND, Teacher and School understands and acknowledges that this is a ministerial position and that it is a teaching of the Roman Catholic Church that Teachers in a Catholic school are truly and in a very real sense engaged in a special ministry, or apostolate, of the Roman Catholic Church and that such Teachers should bear witness to Christ in their lives as much as in their classroom instruction regardless of the subject areas, grades, or courses being taught.

NOW, THEREFORE, by and with the consent of both parties, the parties hereto covenant and agree as follows:

1. The above is incorporated herein and made a part hereof.
2. **TERM:** The term of this Contract is for the Academic Year «SCHOOL_TERM».
2. **SALARY:** In consideration of Teacher performing the services hereinafter described, School shall pay to Teacher the total sum of «SALARY»,
3. **AGREEMENT:**
 - Teacher agrees to perform any and all duties for the position and all other duties as assigned.
 - Teacher agrees to support and exemplify in conduct, appearance, and instruction, Catholic doctrine and morality.
 - Teacher will refrain from any willful or reckless action that would discredit the School, Diocese of Charlotte, the Roman Catholic Church, or be contrary to its religious doctrines and tenets—especially in public forums including social media
 - Teacher agrees to teach and supervise the grade(s) and/or subjects assigned.
 - Teacher agrees to attend /participate in all mandatory faculty meetings, professional development, and parent meetings, and promote collaboration between Teachers and parents.
 - Teacher agrees to submit a valid NC teaching license. If the Teacher does not have a valid NC teaching license, the Teacher agrees to pursue licensure through either NC Department of Public Instruction or the Diocese of Charlotte, whichever the Catholic Schools Office determines to be appropriate.
 - Teacher agrees to observe all policies and procedures of the local parish/school as well as the policies and regulations of the Diocese of Charlotte, including but not limited to the Personnel Policies Handbook of the Diocese of Charlotte and the Policies and Regulations as promulgated by the Diocesan Board of Education, and the Superintendent of Catholic Schools for the Diocese of Charlotte.
 - Teacher agrees to all position expectations as outlined in the attached job description and the school level faculty handbook.
4. **TERMINATION DURING TERM OF CONTRACT:** This Agreement may be terminated as follows:
 - a. By mutual consent of both parties;
 - b. By School, upon thirty (30) days written notice to Teacher, in the event of declining enrollment in the school or other necessity as determined by the principal.
 - c. By School, upon written notice to Teacher, for cause including, but not limited to, failure to cooperate with any investigation regarding his/her performance and/or conduct as a Teacher, inefficiency; neglect of duty; unprofessional action/conduct; incompetency; insubordination; failure to adhere to the Personnel Policies Handbook of the Diocese of Charlotte and the Policies and Regulations as promulgated by the Diocesan Board of Education, and the Superintendent of Catholic Schools for the Diocese of Charlotte; moral misconduct; current abuse of alcohol; current use of illegal drugs; current misuse of prescription drugs; conviction of a felony or a crime involving moral turpitude; failure to support and exemplify in conduct, appearance, and instruction, Catholic doctrine and morality; failure to maintain teaching certificate in current status; or breach of this Agreement.

d. By School, for any reason or no reason, during the three-month introductory period.

5. **TERMINATION BY TEACHER:** In the event this Agreement is terminated unilaterally by Teacher, Teacher shall provide School at least two weeks' notice of his/her intention to terminate.

6. **SPECIAL TERMS AND CONDITIONS:** Teacher shall further comply with the following special terms and conditions:

- a. «SPECIAL_TERMS_AND_CONDITIONS_a»
- b. «SPECIAL_TERMS_AND_CONDITIONS_b»
- c. «SPECIAL_TERMS_AND_CONDITIONS_c»

7. **DIOCESAN RULES AND REGULATION:** The Personnel Policies Handbook of the Diocese of Charlotte and the Policies and Regulations as promulgated by the Diocesan Board of Education, and the Superintendent of Catholic Schools for the Diocese of Charlotte are incorporated herein and made a part hereof. It is Teacher's responsibility to remain current on said policies, regulations and procedures.

8. Contracts are to be returned and signed within fourteen (14) working days upon receipt of Contract. This Contract is void beyond the deadline unless an extension of time has been specifically agreed to, in writing, by the Teacher and superintendent.

9. **EXCLUSIVE AGREEMENT:** This Contract contains complete agreement concerning the employment arrangement between the parties. Any amendment, deletion or addition to this Contract must be in writing and signed by all parties.

EMPLOYER

Date Offered

Pastor/Principal Signature

Date Accepted

Teacher-Minister Signature

SELECT ONE: SALARY IS REQUESTED TO BE PAID

____ OVER THE SCHOOL YEAR (22 PAYMENTS) OR ____ OVER THE SCHOOL YEAR AND FOLLOWING SUMMER (26 PAYMENTS)

(Subject to appropriate deductions for State, Federal and Local taxes, FICA and any other deductions authorized by Teacher).

1 copy to Teacher

1 copy for School File

1 copy for Diocesan Office

1 copy for Payroll

Revised 03/19/2021

Diocese of Charlotte
MINISTRY DESCRIPTION for
TEACHER-MINISTER
FINAL 03.07.2021

I. IDENTIFYING INFORMATION

Title: Catholic School Teacher-Minister/Faculty Members

Status: Part Time or Full-time, Exempt

Reports To: Principal

II. PRIMARY FUNCTIONS

Adhering to mission, and under the supervision of the principal in conjunction with pastor or chaplain, the Teacher-Minister will collaborate with parents and fellow professional educators to foster the spiritual, academic, physical, social, and emotional growth of the student entrusted to his/her care.

III. POSITION CONTENT

A. Role: Facilitates Faith Formation

1. Prays with and for students, families and colleagues and their intentions. Plans and participates in liturgies and prayer services, unless delegated to a particular community member
2. Teaches and celebrates Catholic traditions and all observances in the Liturgical Year.
3. Continually exhibits a bone fide effort to Model the example of Jesus, the Master Teacher-Minister, in what He taught, how He lived, and how He treated others.
4. Communicates the Catholic faith to students by direct teaching of Religion and/or, as appropriate, by the integration of moral values in all curriculum areas.
5. Conveys the Church's message and carries out its mission by modeling a Christ-centered life.
6. Participates in religious instruction and Catholic formation, including Catholic services, offered at the school.

B. Role: Designs and Plans Instruction

1. Uses diocesan and state curriculum standards for planning and achieving long-range and short-range objectives.
2. Prepares daily lesson plans, and submits them to the principal per the principal's directive.
3. Provides varied learning strategies to meet the needs of all students, using formative and summative assessment data to inform instructional practices.
4. Provides enrichment for high-ability students and accommodations/modifications for students with learning differences in accordance with Learning Service Plans.
5. Chooses high quality and appropriate supplementary instructional materials.
6. Plans, where appropriate, field trips that enrich the curriculum.

C. Role: Implements Curriculum and Manages Instruction

1. Conducts large group, small group and individual instruction to meet the needs of all learners.
2. Uses a variety of methods and strategies suited to the students and the lessons taught.

3. Encourages higher level thinking skills.
4. Establishes efficient classroom routines to maximize "bell to bell" instructional time.
5. Encourages self-advocacy for all students, but recognizes that some students require advocacy skill development—especially those with specific learning needs—and follows their SAP or 504 plan.
6. Exercises/Displays flexibility in providing support for student learning outside class hours (before and after school support, etc.).

D. Role: Assesses and Communicates Learning Results

1. Uses both formal and informal methods to evaluate students and adjusts instruction in response to the needs of learners.
2. Aligns formative and summative assessments with learning objectives and standards and uses the data to enhance instruction for the growth of all learners.
3. Administers standardized tests as required by Diocese of Charlotte and State of North Carolina.
4. Provides frequent and useful feedback on progress to students and parents along with specific suggestions for improving performance.
5. Communicates academic progress according to the quarterly school schedule.
6. Communicates academic progress to the principal.
7. Initiates parent and Teacher conferences as appropriate and conducts parent-Teacher conferences as scheduled by the school and as requested by parents.
8. Maintains accurate records for students.

E. Role: Develops and Maintains a Positive Learning Environment

1. Maintains a caring rapport and relationship with students both inside and outside of the classroom and demonstrates an enjoyment in working with them.
2. Contributes positively to the learning environment of the entire institution.
3. Proactively identifies and addresses physical, social, emotional, and spiritual needs of individuals and of the community of learners, engaging other professionals as appropriate.
4. Uses classroom management techniques that provide a Christ-centered atmosphere that fosters self-discipline and a sense of personal responsibility.
5. Maintains and communicates high academic and behavioral expectations and supports students in meeting those expectations.
6. Develops and maintains a stimulating, safe, and engaging learning environment in a neat, orderly, attractive classroom, including appropriate and engaging instructional bulletin boards and displays of student work.
7. Supports positive student behavior so that instructional goals can be accomplished.
8. Addresses behavior and academic issues in an effective, consistent, and fair manner.
9. Documents and communicates behavioral issues to parents and the principal, and/or his/her designee(s) in a timely and appropriate manner.
10. Provides supervision and engages students outside of the classroom and as assigned by the principal.

F. Role: Professional Growth and Development

1. Commits to lifelong learning and demonstrates a passion for ongoing professional growth and development.
2. Meets professional growth requirements as determined by the principal and/or his/her designee(s).
3. Participates fully in faculty meetings and professional development meetings/in-services, contributes to school-wide goals, and supports colleagues and administrators in their own professional growth.
4. Participates in spiritual retreats, days of reflection, and spiritual formation programs as directed by the principal or chaplain.

G. Role: Additional Professional Responsibilities

1. Follows local protocol as published in the faculty/staff handbook, student/family handbook, and in other related policies, protocols, rules and regulations.

2. Serves on school committees and in other capacities as directed by the school principal.
3. Assists as requested with school fundraisers and development efforts.
4. Prepares for, attends, and participates in Registration, Open House, Christmas Program, graduation, etc. as directed by the school principal.
5. Prepares, attends, and participates in grade level specific events/programs/initiatives, etc.

H. **Communication and Interpersonal Effectiveness**

1. Contributes positively to morale and to the culture of the Catholic school in service of the mission in all communications and actions.
2. Demonstrates loyalty to the school and its mission above individual views.
3. Openly and respectfully communicates concerns at the appropriate level.
4. Collaborates with and supports fellow Teacher-Ministers, staff members, and school administration.
5. Proactively engages parents and partners in the formation of their children.
6. Communicates effectively with parents and works to resolve concerns or disagreements in a constructive manner.
7. Respects and maintains confidentiality.
8. Maintains the good reputation of the school and Diocese of Charlotte.
9. Acts as an advocate for the school and engages with guests to the school when and where appropriate.

IV. **POSITION SPECIFICATION/REQUIREMENTS**

A. **MINISTERIAL EXPECTATIONS**

1. Display of Gospel values, good judgment, diplomacy, and the safeguarding of confidential information are required.
2. Has the potential and talent to be an effective Catholic school Teacher-Minister.

B. **EDUCATION, TRAINING, AND/OR EXPERIENCE**

Licensure/Degree

1. A Bachelor's Degree in Elementary or Secondary Education, a Master's in Education or the equivalent in another field, or any combination of education/training and experience deemed sufficient.

Other Requirements

2. Child Protection Training
3. Criminal Background Check
4. Acknowledgment of this Ministry Description document for Teacher-Minister
5. Ongoing professional development and faith formation

V. **WORKING ENVIRONMENT**

- A. Catholic schools are ministries of the Catholic Church, and Teacher-Ministers are vital ministers sharing the mission of the Church. Teacher-Ministers are expected to be role models and are expressly charged with leading their students toward Christian maturity and with teaching the Word of God. As role models for students, the personal conduct of every Teacher-Minister and staff member, both at school and away from school in the public forum, must convey and be supportive of the teachings of the Catholic Church. A thorough description of Catholic Church teaching can be found in the *Catechism of the Catholic Church*.
 1. Determining whether a Teacher-Minister is conducting him/herself in accordance with the teachings of the Catholic Church is an internal Church matter and is at the sole discretion of the administrator and/or Bishop, or his designee.
- B. The administrator reserves the right to reasonably update policies, procedures and expectations in accordance with; changes in the needs of the school community; directives from the Catholic Schools Office; and Directives from the Bishop
- C. Work Schedule: normal school schedule; some evening and weekend work may be required.
- D. Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Physical activity required to maintain the classroom environment, and to ensure the safety of students at all times. Repetitive physical activity involved in use of the whiteboard, correcting classwork, preparing lesson plans and reports; responding to parent communications; use of school computer systems, software and email.