

Faculty/Staff Handbook

Instilling Goodness Elementary and
Developing Virtue Secondary Schools
(Kindergarten to Twelfth Grade)

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1 Instructions from the Venerable Master Hua

An Educator's Responsibility

At the City of Ten Thousand Buddhas, in our elementary and secondary schools and in our university, we teach both worldly knowledge and transcendent wisdom. Our fundamental aim is to instruct youngsters at an early age the underlying principles of being human. We teach them how to be pillars of society, how to help their communities, and how to become better people. Since we want to help society and humankind, we teach our students to get rid of greed, hatred, and delusion. We help them develop good character. We teach them not to harm others in order to benefit themselves. We teach them to nurture beneficence and virtue rather than to concentrate on how to make money. We use expedients that help them learn to have filial piety for their parents and to support their country. We wish to instill in them from a very young age a sense of responsibility for the welfare of their country and for making the best use of their own lives. We do not want them to become arrogant or self-satisfied. We stress the virtues of humility and reciprocity.

Entrusted with such a task, teachers at our elementary schools, high schools, and university should regard others' children as even more important than their own. Exhaust your efforts in teaching them how to be good people. Don't fear difficulty. Teach them as much as you know. Devise all sorts of methods to help them understand the principles that will allow them to make the fullest use of their human potential. We teach worldly subjects in our school, but only as part of the process of laying a firm foundation for becoming a good person. And that foundation will enable people to transcend the world. That is why I consider the establishment of the schools more important than my own life. I hope that I have made my views on education clear to you. If so, then you will take care not to confuse or obstruct students in any way. Instead, exhaust your efforts in helping them learn to be good people.

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All the teachers are standing in for me to teach the students. Originally I wanted to teach all the students myself, from the elementary school, through the secondary school, and up to the university. I wish to teach every student myself, but I cannot be in so many places at once, so you are representing me in teaching all these students. Every single student in the elementary school, secondary school, or the university, is like my very own life... If you wish your teacher to enjoy good health and live a little longer, you should do a good job of teaching all my students. It should not be the case that you take care of and pay attention to certain students more than others. Every single student is as important as my very own life; even more important than my life. If you regard your students' lives as being your teacher's life, then you will not do less than your best.

[Venerable Master's words of inspiration to volunteer teachers:] If you think about the hardships and poverty that Confucius endured as he traveled through the various feudal states of China to teach and transform the people, you can see that the environment and facilities at the City of Ten Thousand Buddhas are very fine in comparison. All we need is to bring forth a true resolve to teach the students. "How can we cultivators (of the Buddhist or spiritual path) teach in school?" you ask. Teaching is itself cultivating the Path. If you teach people to be good, aren't you increasing your own virtue? That's precisely what "developing virtue" means. "Developing virtue" does not refer only to developing students' virtue; it also refers to developing the teacher's virtue as well as developing the virtue of the nation. Therefore, we must develop the qualities of a sage within and the qualities of a king without. When we are lofty and wise within, we will teach everyone else to be wise, so that day by day, they become more intelligent and their views become more proper. That's called developing virtue, which is the name of our secondary school. We develop our own virtue as well as helping others to develop theirs. When you fulfill your responsibilities, you earn virtue....Our teachers (or currently many of our teachers) receive no financial compensation,

because they are volunteers. As volunteers, they earn virtue. You should all understand how volunteerism relates to developing virtue.

I will now teach you “An Explication of the Great Unity through the Functioning of Propriety” [from the *Book of Rites*]. After I have taught you, you should teach all the students. Although this essay is very short, the meaning of every line is very profound.

An Explication of the Great Unity through the Functioning of Propriety
--By Confucius

When the Great Way prevails, every person is out for the public good, and the public good belongs to everyone. The virtuous and the able are chosen for public office. Fidelity and friendliness are valued by all. People not only cherish their own parents and children, but cherish the parents and children of others as well. The elderly live out their last years in happiness; adults in their prime are productively employed; children are raised properly. Widowers, widows, orphans, and the childless, aged, the crippled and the ailing, are well cared for. All men share their social responsibilities, and all women have their respective roles. Natural resources are not wasted or appropriated for selfish ends. People want to contribute their strength and ability to society for the public good— not for private gain. Trickery and intrigue cannot occur in such a society. Robbery, larceny, and other crimes all disappear. Gates and doors need not be locked. This is known as the Great Unity.

Education--A Nation's Best Defense

A talk given by Venerable Master Hua on October 24, 1990 at UNESCO in Paris, France

Good and wise advisors: wherever our delegation goes, we propagate Buddhist education. Buddhist education is about saving human nature; it is an education that saves people's souls, an education that saves people's lives.

Any individual with intelligence, good conscience, and common sense should know that the mistakes made by our present-day educational system and by the educators of this age can harm society in ways worse than a deadly disease. The errors of modern education plague us more grievously than cancer. They are potentially more dangerous than the disaster of nuclear war. Imperceptibly, through poor education, we are killing our own younger generation. We are causing our children to forsake their own natures, to compromise their souls, and even to forfeit their lives.

That is why our delegation travels about, advocating loudly at every lecture site. We hope to wake up the people of the world, and urge everyone we meet to reform the educational system. In this way we want to pull the next generation back from the brink of disaster, to save the world from extinction, and keep humanity from its demise.

My purpose in saying these things is not to startle the world or to rock the boat, nor to intimidate anyone. Take a look at our school children. Even while in elementary school, students have already learned to kill, set fires, and behave promiscuously. I ask you, what manner of education is this? It is extremely alarming that these things are going on even at the elementary school level. What kind of future can we expect for this world? We are, in effect, cutting off the roots of our younger generation. Once those roots are cut through, we face the extinction of humanity and the end of civilization. There is no need for nuclear explosions or for poisonous gases to bring an end to the world. Our present education system is harmful enough as it is, for it leads students into dark by-paths away from the road of light.

By high school age, some students are exposed to drugs. Drug pushers are everywhere, making their poisonous substances available around the world and teaching innocent children to use them. If you think about it, this problem potentially endangers all of humanity. It is an international menace. Yet our governments are not taking care of the problem at its root. They are prepared to build up national defense systems to guard against invasion by other countries, but they do not realize that education is the most thorough and fundamental form of national defense. If a nation does not educate its people well, then whatever national defense it has is useless. It may have nuclear weapons and technology for chemical warfare, but no one will know how to use them. So no matter what kind of weapons technology a country has, it will amount to nothing.

Citizens of every nation should quickly wake up from their dreams and not indulge in the five desires of wealth, sex, fame, food, and sleep. We are meant for more than eating, drinking, and enjoying the so-called "good life." If we don't pay serious attention to education, our world will be in great danger.

I often tell American audiences that education in the world has gone bankrupt. The major cause of this bankruptcy is the negative influence of television on children. The television set in every home is a monster in disguise. This monster not only teaches our children bad habits, it also saps their vital energy. Students study very little and spend most of their time poisoning themselves in front of the tube. This is why I say education has been driven bankrupt by the television.

Of course, some places have so far escaped the influence of television, but this kind of "virus" is transmitted very easily and is rapidly spreading to every corner of the world. If we don't come up with some preventive measures, the consequences will be extremely severe.

What preventive measures are there? The solution is very simple and easy to apply. We do not need a big budget to solve this problem--not at all. All we need is to employ the eight virtues of traditional Chinese culture: filial piety, brotherhood, citizenship, trustworthiness, respect, fairness, integrity, and a sense of shame. If every family advocates these eight virtues and every person cherishes them, then our educational system can be rescued from its current predicament. These eight virtues are a wonder drug that can save people's spiritual natures; they are a miracle medicine capable of saving our souls and our lives. They are an elixir for rescuing and revitalizing education throughout the world.

If instead of revitalizing education with these eight virtues, we continue to teach children skills that lead them to crave fame and profit, to seek the biggest salary after graduation, and to pursue power and position, we will simply be guiding people down the wrong road without their realizing it.

The basis of education should be teaching children not to contend, not to be greedy, not to seek, not to be selfish, not to want personal advantage, and not to lie. If every school can teach its students not to contend, not to be greedy, not to seek, not to be selfish, not to want personal advantage, and not to lie, and to avoid alcohol, tobacco, drugs, and promiscuity, then there is hope for the revival of education and the younger generation need not face oblivion. If this cannot be done, however, then the world is in unthinkable peril and the fall of civilization is certain; it is only a question of time.

At the end of the Zhou Dynasty in China, a wave of corruption and licentiousness swept over the country. Fathers did not fulfill their roles as fathers, and sons did not act like sons. The rulers did not know how to rule, and ministers failed to behave as ministers. People did not act like proper people, and even animals showed uncommon traits. As dishonesty and deception became widespread, no one in the country trusted anyone else. That was when Confucius was born. He traveled throughout the land, preaching humaneness, justice, and virtue. He taught filial piety, brotherhood, citizenship, trustworthiness, respect, fairness, integrity, and a sense of shame. These traditional Confucian values have held Chinese society together for thousands of years. This cultural heritage kept Chinese civilization intact from ancient times to the present, and protected China from being partitioned and swallowed up by foreign powers.

The modern world is flooded by licentiousness as people freely indulge their desires. The leaders of nations consider national defense their top priority, but overlook the vital matter of the education of our younger generation. Nowhere do we find leaders who emphasize humaneness, justice, virtue, filial piety, brotherhood, citizenship, trustworthiness, respect, fairness, integrity, and a sense of shame. The people who

govern our countries are either infatuated with wealth or indulge in sex. If wealth and sex aren't their preoccupation, they will seek after fame or crave good food. Such people pass their lives working to appease the five desires for wealth, sex, fame, food, and sleep. They fight for power and profit. The ancients had a saying:

Respect, fairness, integrity, and
a sense of shame are the four pillars of a nation.
If the four pillars aren't set upright,
the country will decline and fall.

Any country that fails to honor these four virtues will certainly perish. Yet no matter where you look, you won't find even one child who actually understands respect, fairness, integrity, and a sense of shame. Can you find a student who practices these virtues? Most of them haven't even heard of them before, how much the less would they have practiced them.

Our era resembles the period before the demise of the Eastern Zhou Dynasty. Men do not behave as they should, nor do women. No matter where you look, you will find both sexes running wild and heedlessly indulging their desires. People everywhere think that life is all about eating, drinking, and making merry without satiation. They don't realize that:

Enduring suffering puts an end to suffering.
Enjoying blessings exhausts blessings.

Confucius traveled among the feudal states of ancient China teaching humaneness, justice, virtue, respect, fairness, integrity, and a sense of shame. His wonder drugs are responsible for keeping China together as a society for several thousand years. China's culture survived all the way up to the end of the Qing Dynasty and the beginning of the Republic. Then a group of irresponsible villains usurped power by overthrowing Confucius the Sage. They struggled with Confucius and nearly brought his good teaching to its knees. And by doing so, they condemned the Chinese people to a nightmare of misery and despair, to homelessness, exile, and unspeakable suffering.

Now I want to travel among the member countries of the United Nations with these qualities of humaneness, justice, virtue, filial piety, brotherhood, citizenship, trustworthiness, respect, fairness, integrity, and a sense of shame, using this elixir to save the souls, lives, and inherent natures of all young people throughout the world.

Please pay heed, everyone! What I am telling you is the critical formula for saving the world. You should not think that I am just trying to intimidate all of you. This is the Space Age, and some people are already thinking of moving to outer space. When people all move to outer space, the Earth will be destroyed. Even if people are able to continue to survive on this planet, we may all turn into mentally challenged people or "vegetables" due to the severe pollution of the air, land, and water.

2 Introduction

2.1 Mission Statement

Our Buddhist school, in partnership with parents, works to instill and develop in our students the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity, and humility. We provide an environment for our students to achieve their full academic potential and become outstanding citizens who contribute to making their community and the world a better place.

2.2 Student Outcomes

Graduates of Instilling Goodness Developing Virtue Boys or Girls Secondary School:

1. **Manifest the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity, and humility.**
 - a. Cherish life in all its forms, are responsible stewards of the environment, and exercise frugality.
 - b. Are confident, well-rounded persons who interact harmoniously with others and take responsibility for their own actions.
 - c. Have developed the skills of a good citizen and explored within themselves the complementary qualities of leadership and responsible teamwork through active service to others and volunteerism.
2. **Have gained a deep appreciation of their own inherent spiritual wisdom through meditation and other spiritual practices and teachings.**
 - a. Have an appreciation and understanding of the fundamental teachings in Buddhist philosophy and ethics that inspire them to follow a life of integrity in accordance with their own philosophical or religious beliefs.
3. **Have explored and developed their individual academic potential and talents in the humanities, sciences or arts.**
 - a. Have developed an enthusiasm for the pursuit of knowledge.
 - b. Are prepared for success in college.
 - c. Have the ability to think and write critically and analytically.
 - d. Have developed their individual creative potential in thinking, expression, and problem solving.
4. **Express a multinational, global awareness and understanding; and show an appreciation and respect for a variety of cultures and religions.**

3 The Dharma Realm Buddhist Association Board of Directors' Resolutions Concerning Primary and Secondary Education

3.1 Dharma Realm Buddhist Association Board of Education Establishment

The Dharma Realm Buddhist Association (DRBA) Board of Directors established the DRBA Board of Education to oversee operation of the schools. The DRBA Board of Directors also provided an Education Advisory Board to assist the DRBA Board of Education in their duties. The organization put in place by the DRBA Board of Directors is shown in **Figure 1**.

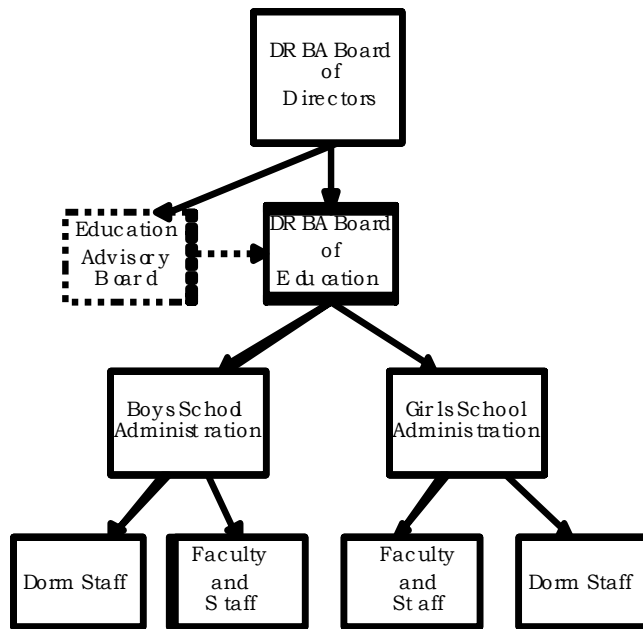


Figure 1. Primary and Secondary Education Organization Established by the DRBA Board of Directors.

The DRBA Board of Directors affirms the policy that individuals, residents of the City of Ten Thousand Buddhas (CTTB), parents, teachers, principals, individual Sangha members, the Sangha committee, and the Abbot act through the DRBA Board of Education rather than individually on any issues involving Instilling Goodness Developing Virtue Schools (IGDVS). The DRBA Board of Education preserves and honors Sangha input whenever possible.

3.2 Scope of the DRBA Board of Directors as related to education

- 1) Appointment of principals and members of the DRBA Board of Education.
- 2) Fundamental changes in school policy.
- 3) Establishing new schools and major new educational programs.
- 4) Goals and purpose.
- 5) Disciplinary action with regard to misconduct of principals or DRBA Board of Education members.
- 6) Final approval of the yearly budget. (Once the budget is passed, and approved by designated approvers, requests for purchases within the budget should be honored unless timely appeal is made to the DRBA Board of Education.)
- 7) Approval of new buildings and major renovation.
- 8) Change of location.
- 9) Any legal problems that arise.
- 10) Decisions involving students', teachers', and staffs' immigration status through the Visa Committee of the DRBA Board.
- 11) Approval of general principles concerning teacher stipend policy, salaries, and teacher benefits.
- 12) Review any proposed policies and the operation of the DRBA Board of Education.
- 13) The power to override any decisions of the DRBA Board of Education. The DRBA Board of Directors has final authority and administrative oversight in situations of dispute.
- 14) Once approved, support policies and authority of the DRBA Board of Education.

3.3 Membership, duties and authority of the DRBA Board of Education

The DRBA Board of Directors approves appointments to serve on the DRBA Board of Education. Table 1 shows the current composition of the DRBA Board of Education and the Education Advisory Board.

DRBA Board of Education	Education Advisory Board
Bhikshu Jin Fan	Bhikshu Heng Sure
Bhikshu Jin Yan	Bhikshu Heng Lyu
Bhikshuni Heng Liang	Bhikshu Heng Tsung
Bhikshuni Heng Yin	Bhikshuni Heng Chih
Snjezana Akpinar	Bhikshuni Heng Gwei
Martin Verhoeven	Bhikshuni Heng Shr
Douglas Powers	Bhikshuni Jin Rou
John Vu	Terri Nicholson
<i>Bhikshuni Jin Jr*</i>	Ronald Epstein
<i>Juan Gracia*</i>	
School Representatives (Determined each year)*	

Table 1. Composition of the DRBA Board of Education and Education Advisory Board (as of 2018)

*Administrators of the schools (Bhikshuni Jin Jr, Instilling Goodness Developing Virtue Girls School (IGDVGS) Principal; Douglas Powers, Instilling Goodness Developing Virtue Boys School (IGDVBS) Principal; and the faculty representatives are non-voting members of the DRBA Board of Education. They attend meetings expressly to furnish coordination and school perspectives on agenda items when requested. Faculty representatives are elected annually and serve for a period of one year. The presence of three members constitutes a quorum. The role of chairperson rotates among the members of the DRBA Board of Education. The Education Advisory Board, consisting of very experienced and knowledgeable individuals, convenes when the scope of considerations requires expertise not found in the DRBA Board of Education.

Duties and Authority

- 1) Approve any changes in the hours of the school day.
- 2) Add or subtract requirements for graduation and grant diplomas.
- 3) Set Mendocino College attendance policy. Grant exceptions to said policy.
- 4) Make final decisions regarding whether a student is qualified to graduate.
- 5) Recommend and submit to the Financial Committee an annual school budget for approval.
- 6) Oversee curriculum design, goals, and implementation.
- 7) Oversee teacher and administrative education regarding sensitive issues such as race, religion, gender, and sexual orientation.
- 8) Members will attend meetings on a regular basis, which will be held at least one time per month. Any decisions made in meetings of smaller subcommittees must be ratified at the main meeting.
- 9) Make semi-annual reports (each semester) on the state of the schools to the DRBA Board of Directors.
- 10) Set policy and review the hiring and dismissal of both paid and volunteer staff and teachers. See that contracts are provided for all teachers. A member of the Sangha Coordinating Committee must sign all Sangha members' contracts.
- 11) Be responsible for the creation and overseeing of an appeals system for students and parents.
- 12) Handle disciplinary matters with regard to major misconduct of teachers and staff members.
- 13) Make the final decision in matters involving expulsion of students. In the process of making such decisions the board will consult with appropriate Sangha members.

- 14) Approve proposals for policy changes, new programs and regulations.
- 15) Ensure compliance with all local, state, and federal laws and regulations, and that the information is clearly displayed and disseminated.
- 16) Establish a grievance process for teachers, staff, parents, and students.
- 17) Develop and oversee a yearly teacher and staff evaluation process and criteria for those evaluations.

4 Personnel Position Descriptions

Instilling Goodness Developing Virtue Schools employ volunteer and contract personnel. These may be either part-time or full-time workers.

4.1 Principal

The principal shall be a representative of the Dharma Realm Buddhist Association in the moral, educational, and administrative leadership of Instilling Goodness Developing Virtue Schools. The principal is responsible directly to the DRBA Board of Education and, through the Board of Education, to the DRBA Board of Directors. The principal should be a model and a facilitator, leading faculty, students, and parents to work harmoniously together to create the best educational environment for all. It is the principal's job to be an advocate for all three of these groups while upholding the basic principles and policies set by the DRBA Board of Directors and the DRBA Board of Education.

4.1.1 Specific Duties

- 1) Serve as or appoint a Chair along with relevant teachers for each admissions interview.
- 2) Implement goals and purpose set by the DRBA Board of Directors and the DRBA Board of Education.
- 3) Be responsible for ensuring that appropriate classes are offered which meet academic and non-academic requirements of the school set by the DRBA Board of Education and the state of California.
- 4) Ensure that students are properly counseled regarding the matters set forth in #3 above.
- 5) Participate with the DRBA Board of Education in the hiring of faculty and staff.
- 6) Be responsible for carrying out the DRBA Board of Education's policy for students' attendance at Mendocino College.
- 7) Be responsible for the publication of faculty/staff and parent/student handbooks that are current and clarify administrative procedures, policies, rules, curriculum, graduation requirements, and goals of the school.
- 8) Enforce the Faculty Code of Ethics and oversee discipline, ensuring that school and classroom discipline is carried out in accordance with the California Code of Education and state law.
- 9) Regularly observe all teachers in the classroom, provide feedback and recommendations as well as encourage continuing education for teachers. See that all teachers are evaluated at least once every two years using criteria set by the DRBA Board of Education.
- 10) Carry out DRBA Board of Education policy and Federal law that requires that all students are treated fairly and equally regardless of race, religion, nationality, or ethnic origin and that their needs and concerns are represented fairly.
- 11) Facilitate communication between parents, students, and teachers, ensuring that there is regular communication between parents and teachers and parents are dealt with reasonably and respectfully.
- 12) Mediate disputes between teachers or teachers and parents fairly and equitably.
- 13) Mediate disputes between teachers and students fairly and equitably.
- 14) See that the schools are in compliance with all local, state, and federal safety and fire regulations.
- 15) Be responsible for the availability of appropriate teaching materials and textbooks and for reporting to the DRBA Board of Education any curriculum issues that arise.
- 16) Be a non-voting member and regularly attend meetings of the DRBA Board of Education.
- 17) Chair regular faculty and staff meetings.

18) Oversee proper maintenance and issuance of records, transcripts, and report cards.

4.1.2 Knowledge and Ability

- 1) Knowledge of and sensitivity to the needs of families of different cultures.
- 2) Effective organizational and time management skills.
- 3) Ability to manage faculty and teams to accomplish goals.
- 4) Knowledge of the California Education Code.
- 5) Ability to work and communicate effectively with personnel, parents, students and members of the community.
- 6) Knowledge of community resources and services available.
- 7) Broad and effective administration skills.

4.1.3 Requirements

- 1) Five years teaching or school administration experience.
- 2) University degree.

4.1.4 Desired Qualifications

- 1) Advanced degree.
- 2) California (or another state) Administrative Credential.
- 3) Bilingual (Chinese/English, Spanish/English, etc.).
- 4) Previous experience in working with culturally diverse groups.
- 5) Interest in and/or experience in the study and practice of Buddhism or other spiritual traditions.
- 6) Possession of a valid California driver's license; current personal vehicle insurance and safe driving record.

4.2 Dormitory Supervisor

The Dormitory Supervisor shall fill the role of parents in the moral, educational, and development of Instilling Goodness Developing Virtue Schools dormitory students. The Dormitory Supervisor is responsible directly to the Principal and, through the Principal, to the DRBA Board of Education. Dormitory Supervisors should be exemplary role models for the students in their care.

4.2.1 Specific Duties

- 1) Ensure the safety and well-being of all dormitory students during non-school hours.
- 2) Supervise Dormitory Assistants to ensure that school goals are met.
- 3) Be responsible for ensuring that dormitory rules are understood and obeyed by all students.
- 4) Provide opportunities for students to interact and cooperate with one another in the dormitory. Provide appropriate learning opportunities that promote the physical, emotional and cognitive growth of students according to their level of development.
- 5) Participate with the DRBA Board of Education in the hiring of dormitory faculty and staff.
- 6) Meet all the needs of the students for recreation, shopping, healthcare, communicating with parents and other condoned activities.
- 7) Oversee dormitory discipline, ensuring that discipline is carried out in accordance with the California Code of Education and state law.
- 8) Facilitate communication between parents, students, and teachers concerning dormitory matters.
- 9) Mediate disputes between students fairly and equitably.
- 10) Attend faculty and staff meetings.

4.2.2 Knowledge and Ability

- 1) Knowledge of and sensitivity to the needs of families of different cultures.
- 2) Effective organizational and time management skills.
- 3) Ability to manage students to accomplish goals.
- 4) Ability to work and communicate effectively with dormitory personnel, parents, and students.

4.2.3 Requirements

- 1) One year dormitory or teaching experience.

- 2) Make a suitable role model for the social and character development of young men or women.

4.2.4 Desired Qualifications

- 1) College/University degree.
- 2) California (or another state) Teaching Credential.
- 3) Bilingual (Chinese/English, Spanish/English, etc.).
- 4) Previous experience in working with culturally diverse groups.
- 5) Interest in and/or experience in the study and practice of Buddhism or other spiritual traditions.
- 6) Possession of a valid California driver's license; current personal vehicle insurance and safe driving record.

4.3 Dormitory Assistant

The Dormitory Assistant shall assist the Dormitory Supervisor to provide a quality dormitory experience for students. Dormitory Assistant participates as a member of the dormitory team, cooperating with parents to implement a dormitory environment promoting the physical, emotional, character and intellectual growth of dormitory students.

4.3.1 Specific Duties

- 1) Promote a safe, clean, healthy, and nurturing environment for dormitory students.
- 2) Participate with staff to develop and implement dormitory policies and practices.
- 3) Implement positive daily routine and rules, which are understood and accepted by students and adults.
- 4) Provide opportunities for students to interact and cooperate with one another. Provide appropriate learning opportunities and materials that promote the physical, emotional and cognitive growth of students according to their level of development.
- 5) Maintain confidentiality with respect to information and records concerning students and families served.
- 6) Participate, along with other staff, in the daily cleaning and maintenance of the classroom in order to maintain a healthy and safe environment.
- 7) Develop and maintain anecdotal notes on students' development.
- 8) Attend all professional development workshops and training events sponsored at the school, as assigned.
- 9) May be required to enroll in a course of study leading to the completion of 6 Elementary Education units within two semesters after hire.

4.3.2 Knowledge and Abilities

- 1) Ability to work and communicate effectively with students, parents, members of the community, and staff.
- 2) Ability to learn skills and methods of observation, lesson planning, implementation, and evaluation.
- 3) Ability to learn federal, state, and local regulations pertaining to the safe operation of a school.
- 4) Physical ability to lift heavy objects and books, as necessary.

4.3.3 Requirements

- 1) High school diploma or begin/continue enrollment in coursework leading to G.E.D.
- 2) Previous experience working with elementary students.
- 3) Sensitivity to the needs of families of different cultures.

4.3.4 Desired Qualifications

It is highly desired that all Dormitory Assistants are bilingual (Chinese/English, Spanish/English, etc.).

4.4 Position Description: Core Teacher

Under the principal's supervision, a core teacher is expected to: (1) Provide quality educational experiences in consonance with the mission of Instilling Goodness Developing Virtue Schools. (2) Provide support and guidance for and supervise assistants and classroom volunteers. (3) Implement a developmental curriculum in conjunction with other staff members. (4) Communicate regularly with parents and work with parents to

help student succeed in both home and classroom. (5) Work as part of a team and in cooperation with other staff members and parents to ensure that families receive a full range of services as appropriate. (6) High school core teachers should also serve as academic advisors for students and provide them with college counseling services by themselves and/or qualified individuals.

4.4.1 Specific Duties

- 1) Teach the same group of students 3 or more periods a day including most of the main academic classes (this is for K-6 core teachers).
- 2) Work directly with students and groups on a day-to-day basis.
- 3) Listen to and communicate with students.
- 4) Maintain a clean, healthy and safe environment.
- 5) Work with parents in communicating school's philosophy and determining their needs.
- 6) Administer developmental screening tests, conduct observations, and gather information from other teachers to develop an individual education plan for each student.
- 7) Identify students with special needs and implement individual education plans appropriate for such students.
- 8) Share information and observations regarding students' daily activities, progress, and development.
- 9) Provide opportunities for students to interact and cooperate with one another. Provide appropriate learning opportunities and materials that promote the physical, emotional and cognitive growth of students according to their level of development.
- 10) Participate in weekly staff meetings, as assigned.
- 11) Hold parent conferences at least once a semester.
- 12) Serve as an appropriate model for and encourage positive interactions among staff/student/parents.
- 13) Attend all professional development workshops and training events sponsored at the school, as assigned. Receive at least 20 hours of continuing education annually (in-service training at school may be counted).

4.4.2 Knowledge and Ability

- 1) Knowledge of and sensitivity to the needs of families of different cultures.
- 2) Effective organizational and time management skills.
- 3) Ability to work as a team member to accomplish goals.
- 4) Ability to initiate constructive action and resolve problems.
- 5) Ability to work and communicate effectively with personnel, parents, students and members of the community.
- 6) Familiarity with community resources and services.
- 7) Ability to travel occasionally within and outside the local community.
- 8) Ability to learn and comply with federal, state, and local laws concerning the operation of a school.

4.4.3 Requirements

- 1) Minimum of six months experience teaching or working with students and/or college coursework in education.
- 2) Level of physical condition appropriate to work (occasional lifting of heavy objects; bending, stooping, etc.)
- 3) Possession of First Aid and Pediatric CPR certification.

4.4.4 Desired Qualifications

- 1) California (or another state) Teaching Credential.
- 2) Bilingual (Chinese/English, Spanish/English, etc.).
- 3) Previous experience in working with culturally diverse groups.
- 4) Interest in and/or experience in the study and practice of Buddhism or other spiritual traditions.
- 5) Possession of a valid California driver's license; current personal vehicle insurance and safe driving record.

4.5 Teacher

Under the principal and core teacher's supervision, a teacher is expected to: (1) Provide quality educational experiences and grade appropriate curriculum, instruction, and assessment in consonance with the mission and student outcomes (ESLR's) of Instilling Goodness Developing Virtue Schools. (2) Provide support and guidance for and supervise assistants and classroom volunteers. (3) Communicate regularly with parents and work with parents to help students succeed in both home and classroom. (5) Work as part of a team and in cooperation with other staff members and parents to ensure that families receive a full range of services as appropriate.

4.5.1 Specific Duties

- 1) Work directly with students and groups on a day-to-day basis.
- 2) Listen to and communicate with students.
- 3) Maintain a clean, healthy and safe environment.
- 4) Share information and observations regarding student's daily activities, progress, and development.
- 5) Provide opportunities for students to interact and cooperate with one another. Provide appropriate learning opportunities and materials that promote the physical, emotional and intellectual growth of students according to their level of development.
- 6) Participate in staff meetings as assigned.
- 7) Participate in parent conferences at least once a semester.
- 8) Attend all professional development workshops and training events sponsored at the school, as assigned. Receive at least 20 hours of continuing education annually (in-service training at school may be counted).

4.5.2 Knowledge and Ability

- 1) Knowledge of and sensitivity to the needs of families of different cultures.
- 2) Effective organizational and time management skills.
- 3) Ability to work as a team member to accomplish goals.
- 4) Ability to initiate constructive action and resolve problems.
- 5) Ability to work and communicate effectively with personnel, parents, students and members of the community.
- 6) Familiarity with community resources and services.
- 7) Ability to travel occasionally within and outside the local community.
- 8) Ability to learn and comply with federal, state, and local laws concerning the operation of a school.

4.5.3 Requirements

- 1) Minimum of six months experience teaching or working with students and/or college coursework in education.
- 2) Level of physical condition appropriate to work (occasional lifting of heavy objects; bending, stooping, etc.)

4.5.4 Desired Qualifications

- 1) California (or another state) Teaching Credential.
- 2) Bilingual (Chinese/English, Spanish/English, etc.).
- 3) Previous experience in working with culturally diverse groups.
- 4) Interest in and/or experience in the study and practice of Buddhism or other spiritual traditions.
- 5) Possession of a valid California driver's license; current personal vehicle insurance and safe driving record.
- 6) Possession of First Aid and Pediatric CPR certification.

4.6 Advisor

(This may be part of the duties of the high school core teacher.) Under principal's supervision, an advisor is expected to: (1) Provide quality educational experiences in consonance with the mission of Instilling

Goodness Developing Virtue Schools. (2) Provide support and guidance for students in their academic and social life. (3) Communicate regularly with faculty and work with parents to help students succeed in both home and classroom. (4) Work as part of a team and in cooperation with other staff members and parents to ensure that families receive a full range of services as appropriate.

4.6.1 Specific Duties

- 1) Work directly with students and groups on a day-to-day basis.
- 2) Listen to and communicate with students.
- 3) Provide academic and college counseling information and resources.
- 4) Share information and observations regarding student's daily activities, progress, and development.
- 5) Participate in staff meetings as assigned.
- 6) Participate in parent conferences at least once a semester.
- 7) Attend all professional development workshops and training events sponsored at the school, as assigned. Receive at least 20 hours of continuing education annually (in-service training at school may be counted).

4.6.2 Knowledge and Ability

- 1) Knowledge of and sensitivity to the needs of families of different cultures.
- 2) Effective organizational and time management skills.
- 3) Ability to work as a team member to accomplish goals.
- 4) Ability to initiate constructive action and resolve problems.
- 5) Ability to work and communicate effectively with personnel, parents, students and members of the community.
- 6) Familiarity with community resources and services.
- 7) Ability to travel occasionally within and outside the local community.
- 8) Ability to learn and comply with federal, state, and local laws concerning the operation of a school.

4.6.3 Requirements

- 1) Minimum of six months experience working with students and/or college coursework in education.
- 2) Level of physical condition appropriate to work (occasional lifting of heavy objects; bending, stooping, etc.)

4.6.4 Desired Qualifications

- 1) California (or another state) Teaching Credential.
- 2) Bilingual (Chinese/English, Spanish/English, etc.).
- 3) Previous experience in working with culturally diverse groups.
- 4) Interest in and/or experience in the study and practice of Buddhism or other spiritual traditions.
- 5) Possession of First Aid and Pediatric CPR certification.

4.7 Teacher's Assistant

Teacher's Assistant shall assist the teacher to provide a quality educational experience for students. He/she participates as a member of a teaching team with parents to implement a developmental curriculum and works with parents on appropriate learning activities for the student in the classroom and home.

4.7.1 Specific Duties

- 1) Promote a safe, clean, healthy, and nurturing environment for students.
- 2) Participate with staff to develop and implement plans for curriculum, policies, and rules.
- 3) Implement a positive daily routine and rules, which are understood and accepted by students and adults.
- 4) Provide opportunities for students to interact and cooperate with one another. Provide appropriate learning opportunities and materials that promote the physical, emotional and cognitive growth of students according to their level of development.

- 5) Maintain confidentiality with respect to information and records concerning students and families.
 - 6) Participate, along with other staff, in the daily cleaning and maintenance of the classroom in order to maintain a healthy and safe environment.
 - 7) Develop and maintain anecdotal notes on students' development.
 - 8) Attend all professional development workshops and training events sponsored at the school, as assigned.
 - 9) May be required to enroll in a course of study leading to the completion of 6 Elementary Education units within two semesters after hire.
- 4.7.2 Knowledge and Abilities
- 1) Ability to work and communicate effectively with students, parents, members of the community, and staff.
 - 2) Ability to learn skills and methods of observation, lesson planning, implementation, and evaluation.
 - 3) Ability to learn federal, state, and local regulations pertaining to the safe operation of a school.
 - 4) Physical ability to lift heavy objects and books, as necessary.
- 4.7.3 Requirements
- 1) High school diploma or begin/continue enrollment in coursework leading to G.E.D.
 - 2) Previous experience working with elementary students.
 - 3) Sensitivity to the needs of families of different cultures.
- 4.7.4 Desired Qualifications
- It is highly desired that all Teacher's Assistants are bilingual (Chinese/English, Spanish/English, etc.).

5 Guidelines for Teachers

5.1 Syllabi

By the end of the first week of the semester, please give the school office (or principal), as well as the department chair, a syllabus and course outline (including all planned field trips) for each course you are teaching. The school can provide sample templates. (If you are teaching a standard course, the school may already have a standard syllabus.) The syllabus and course outline should also be made available to students.

5.2 Lesson Plans

Develop lesson plans for each class, and maintain a cumulative file of lesson plans and materials used in class throughout the year. They will be useful in curriculum development and also for substitute teachers. You may be asked to share your lesson plans with the principal.

5.3 Attendance

Take attendance each day, marking students who are absent or tardy. Students who are tardy or absent should bring a signed excuse form from parents. Elementary students should give the note to their core teacher, while high school students should take it to the office. Please inform the office if a student misses class once or is late more than twice.

5.4 Purchases

Please be familiar with the Purchasing Procedures in Appendix II. If you need to purchase any textbooks or instructional materials, please fill out a request form (front and back).

5.5 Absences

- a. In case of illness or personal emergency, please notify the office no later than 7:45 a.m. on the day of the absence. Please provide clear lesson plans, preferably specifying an assignment that students must hand in at the end of each period.

- b. Absences for personal leave must be requested in writing at least 3 days in advance and approved by the principal (See Appendix VI: Leave of Absence Request Form). Teachers are encouraged to arrange for their own substitutes, subject to approval by principal. Please provide complete lesson plans and attendance roster for substitutes.

5.6 Lateness

If you are going to be late, please notify the school as early as possible so that someone can stay with your class.

5.7 Dress

Please dress in a neat and professional manner, keeping in mind that you are a model for the students and that this is a monastic community.

Dress code for women: Long slacks (no jeans, shorts, or leggings), skirts (knee-length or longer), blouses and shirts should be loose and not revealing with subdued colors. No low necklines or sleeveless tops. Avoid tight clothing. Please use minimal cosmetics and jewelry keeping in mind that our students are asked to wear none, and keep hairstyle neat and professional—nothing extreme. Please do not wear slippers.

Dress code for men: Shirts and ties are encouraged for lay faculty and staff members keeping in mind that these are required for students. No jeans, shorts, or slippers.

5.8 Food/Drink Policy

No food is allowed in the classrooms other than at lunch. Please use the Teacher's Lounge if you need to eat.

5.9 Fellowship with Teachers and Students

Teachers are encouraged to spend time in school to interact with other faculty and staff members and with students as well as to do their class preparation and grading. Please let us know what you need to be comfortable.

5.10 Staff Meetings

To ensure our faculty has a chance to give input on school activities and development, all full-time faculty members are required to attend regular staff meetings. All part-time faculty members are required to attend all-school staff meetings and meetings in their subject area.

5.11 Teachers Work Days

Attendance is mandatory at all in-service workshops or meetings sponsored by the school on designated Teacher Work Days during the school year, unless excused by principal. The content of training will include, but not be limited to, the following:

- Principles of classroom management and positive discipline
- New knowledge and techniques in specific areas of teaching
- Curriculum development and evaluation
- State and federal laws and standards relating to education
- First aid and CPR training
- Community resources and services

5.12 Continuing Education

All teachers are required to attend **at least 20 hours** a year of professional development workshops and conferences related to their subject area and age-level of education. (In-service training sponsored by the school may be counted.)

5.13 Observations

It is the principal's duty to arrange for regular observations of every teacher during the semester, to help teachers with any problems they might encounter and also to determine what kind of professional development might be useful. Teachers may also arrange to observe other teachers' classes to learn different teaching methods.

5.14 Teaching Load

Teachers are expected to spend an adequate amount of time preparing lessons and grading homework. If your workload is too heavy, please let the principal know so an adjustment can be made.

5.15 Other Duties

Teachers are required to do their share of miscellaneous duties at school, as assigned. Such duties may include:

- Lunch and study hall supervision
- Supervision of library, office, computer lab, etc.
- After-school supervision
- Tidying teachers' office and lounge
- Tidying school building and grounds

Duties will be assigned according to teachers' schedules and workloads.

5.16 School Activities

Teachers are encouraged to attend and support school events, such as: Honoring Elders Day, Cherishing Youth Day, Back-to-School Night, PTO (Parent-Teacher Organization) meetings, student presentations, field trips, athletic events, and after-school clubs.

6 Health and Safety Procedures

- 6.1 Stay with your students until the next teacher arrives. If you have to leave your students unexpectedly, notify the principal or another teacher/staff member. **Never leave a group of students unsupervised.**
- 6.2 Report all accidents, however minor, to the principal or core teacher. He/she will authorize the proper procedure.
- 6.3 Report to the principal any piece of equipment or area of the building and grounds that seems to be in need of repairs or anything that could endanger a student.
- 6.4 Become familiar with the escape routes and emergency procedures (see below).
- 6.5 Become familiar with field trip guidelines, playground rules, and other safety rules (see appendices as well as Parent-Student Handbook).
- 6.6 Report to the school office when you see strangers approach or enter the school premises. Politely inform them that the school grounds (including playground) are not open to the public.

7 Personnel Policy

7.1 Non-Discrimination Policy

Instilling Goodness Developing Virtue Schools is an equal opportunity employer. We will not discriminate or tolerate discrimination by our employees against any applicant or against any employee on the basis of race, color, religion, national origin, ancestry, sex, disability, age, genetic information, marital status, sexual orientation and identity, AIDS/HIV, medical condition, political activities or affiliation, military or veteran status or any other basis protected by federal, state or local law. Hiring will be based on qualifications and capabilities as required by each position.

7.2 Anti-Harassment Policy

Instilling Goodness Developing Virtue Schools maintains a strict policy prohibiting unlawful harassment, including harassment on the basis of race, color, religion, national origin, ancestry, sex, disability, age, genetic information, marital status, sexual orientation and identity, AIDS/HIV, medical condition, political activities or affiliation, military or veteran status or any other basis protected by federal, state or local law. This policy applies to all employees, officers, directors, independent contractors, applicants, vendors, volunteers, and any other business contacts of Instilling Goodness Developing Virtue Schools.

7.3 Complaint Procedures

Instilling Goodness Developing Virtue Schools encourages its faculty and staff to report suspected or actual illegal or improper activity, harassment or otherwise, by employees, officers, directors, independent contractors, applicants, vendors, volunteers, and any other business contacts. Employees should report to the principal any activities believed to be illegal or improper. Instilling Goodness Developing Virtue Schools will provide an immediate, thorough and objective investigation of any claim of unlawful or prohibited behavior by employees and will take any action it deems appropriate.

7.4 Application Procedure

Applicants are to submit a job application, resume, and two letters of reference. After all materials have been submitted, an interview will be held with the principal and members of the DRBA Board of Education.

All personnel are required to submit the following to be kept on file:

1. Health screening report
2. Current tuberculosis (TB) clearance (must be renewed every 3-5 years)
3. Application
4. Copies of transcripts/credentials/certificates (core teachers, teachers and advisors)

All personnel, before presence in school, must submit fingerprints through Livescan to the Department of Justice.

The contents of each employee's file are confidential and private and will be shared only with those personnel who have a need to access information in the file.

7.5 At-Will Employment

Instilling Goodness Developing Virtue Schools is an "at-will" employer and any employment with Instilling Goodness Developing Virtue Schools is for no definite period of time and can be terminated at the will of Instilling Goodness Developing Virtue Schools or the employee at any time, with or without cause and with or without advance notice. Nothing in this Faculty/Staff Handbook shall be deemed to restrict or in any way modify Instilling Goodness Developing Virtue Schools' right to terminate the employment relationship at-will.

7.6 Orientation

All new faculty or staff members are required to attend an orientation prior to beginning work. The orientation, conducted by the principal, will review the job expectations, school and personnel policies, daily schedules, curriculum plans, and other pertinent information.

7.7 Contract

All faculty and staff members, including both full- and part-time volunteer teachers, must sign a yearly contract with the school specifying work hours, salary (if applicable), and responsibilities they are expected to fulfill.

7.8 Staff Coverage

The school administration shall ensure that enough staff is available during all hours of operation so that a teacher working alone has no more than fifteen elementary students to supervise, and a teacher working with an assistant has no more than twenty-five elementary students to supervise.

7.9 Payment: Leave of Absence and Holidays

Teachers and staff will be paid on the 5th of the month for ten months in a year. If the pay date occurs on a weekend or holiday, employees will be paid the previous business day. Some staff members who work over the summer are paid for twelve months in a year. Teachers and staff will be permitted up to two weeks sick and personal leave annually. Teachers and staff will be permitted up to two weeks sick and personal leave annually. If a teacher is absent for more than two weeks, pay deduction will be made accordingly.

7.10 Volunteer Teacher Requirements

- 1) Professional teaching credential/certificate and/or substantial teaching experience are preferred, but not required. Those with no training or experience must undergo a training/internship period consisting of self-study or classes (in child development, curriculum development, health and safety, etc.), observation, assisting, and student teaching under an experienced teacher.
- 2) Has submitted a complete application including references, health form, proof of TB clearance within the last 3-5 years, and fingerprints submitted to Department of Justice for criminal record check.
- 3) Understands and supports the mission of Instilling Goodness Developing Virtue Schools. Agrees to comply with all the policies and regulations of the school as listed in this Handbook.
- 4) If living at the CTTB, agrees to fulfill the duties and responsibilities of CTTB residents (following rules, attending ceremonies, community service, etc.).
- 5) Undergoes one semester probation period.

7.10.1 Full-time Volunteer Duties

- 1) Teach at least 15 periods* per week and be available in school 30 hours per week.
- 2) Supervise students in one or more of the following 3-5 hours per week:
 - a. Accompany students to and from lunch, supervise at lunch.
 - b. Accompany students to breakfast or dinner.
 - c. Supervise study halls (before, during, and after school)
 - d. Help with after school or weekend activities (e.g. student club meetings)
 - e. General supervision of school building and grounds

Note: Administrative or other types of work may be substituted with principal's permission.

**Teachers who teach more than 15 periods/week may be exempted from other supervisory work. Teachers who also have administrative responsibilities may teach fewer hours, but must devote those hours to administrative work.*

7.10.2 Part-time Volunteer Duties

- 1) Teach 5-14 periods per week.
- 2) Supervise students in one or more of the following 1-2 hours per week:
 - a) Accompany students to and from lunch, supervise at lunch.
 - b) Accompany students to breakfast or dinner.
 - c) Supervise study halls (before, during, and after school)
 - d) Help with after school or weekend activities (e.g. student club meetings)
 - e) General supervision of school building and grounds

Note: Administrative or other types of work may be substituted with principal's permission.

7.10.3 Full-time volunteer benefits

During and after the probation period a full-time volunteer receives:

- 1) Free room and board for self and immediate family at CTTB.
- 2) School-related training and continuing education subject to board/principals' approval.

After the probation period, a full-time teacher may qualify for additional benefits, which may include the following:

- 1) A small monthly stipend.
- 2) Tuition waived for children in our schools.

7.10.4 Part-time volunteer teacher benefits

- 1) School-related training and continuing education subject to board/principals' approval.
- 2) Tuition may be reduced for children after a probation period (for residents, based on need/length of residence and contribution).

7.11 Medical Subsidy

Medical subsidy is available for full-time teachers.

7.12 Calendar

The school year is divided into two semesters during the regular academic year. School begins in late August/early September and continues through to early or mid-June, with a three-week winter break and one week spring break. Nine and a half to ten months of salary are paid over the year, depending on the school calendar.

7.13 Grievance Procedure

Grievances will be heard on an informal basis with the principal. A teacher/staff member who has a grievance with another teacher/staff member should bring it to the principal instead of directly confronting the other teacher/staff member. If both parties do not reach satisfaction, the staff member may submit a written grievance to the DRBA Board of Education, who will hold a meeting with the staff member and the principal within two weeks of the request. The outcome of this meeting will be submitted to the staff member in writing within five days. This decision will be considered final.

7.14 Reporting of Suspected Child Abuse

All personnel will be informed of their responsibility to report suspected child abuse and the procedure for doing so. See Appendix III: **Child Abuse and Neglect: Reporting Law**. The distinction between discipline and abuse is sometimes difficult to make, and is also a culturally sensitive issue. Teachers in this school and community should be sensitive to the different cultural backgrounds of students and parents. If at all possible under the circumstances, teachers who are not sure whether their judgment is correct are advised to consult the principal and/or the DRBA Board of Education.

8 Emergency Procedures

8.1 Fire

When a fire breaks out and no alarm goes off, teacher yells fire and pulls alarm. When one hears “Fire!” or the fire alarm sounds, follow this procedure:

1. The teacher or a student takes the orange emergency bag. The teacher is the last to leave the room, insuring that all students have exited and that the emergency bag has been taken.
2. Accompany your class with your attendance sheet and lead students to the designated assembly area.
3. If you are in the office, bring the medical consent forms for all students with you. Principal to check that forms are taken.
4. Direct students to use either the main or alternate exit route.
5. Close the classroom door.
6. If any of your students are not in the classroom, e.g. restroom/library/computer lab, you must gather them while the rest of your class goes outside.
7. Make sure all your students have left the building before you leave.
8. Students must walk quickly and in an orderly fashion and listen carefully for instructions.
9. In the event that an exit or hallway is obstructed, remain calm and take an alternate route.
10. Once outside the building, proceed to the assembly area. Faculty member in charge of facilities will ensure the gas line to the building is shut off.
11. At the assembly area, the teacher takes roll and awaits further instructions.
12. If anyone is missing or injured, take the HELP/OK red/green sign from the orange bag and hold up the HELP sign.
13. Office staff on duty will check with teachers to gather information concerning injured or missing children. Office staff on duty would report back to Principal or Incident Commander (IC), the person responsible for all aspects of the incident.
14. The Principal or IC will then take necessary actions to mitigate the reported issues. The teacher stays with his/her students at all times until the “all clear” is given.

Questions to discuss with your students at the beginning of the school year and periodically:

- a. What would you do if our regular exits were blocked?
- b. What would you do if you were in the Restroom? Library? Etc.

8.2 Earthquakes

The warning for this type of emergency is a rumbling sound and shaking of the building.

1. Teacher or other person in authority will say “Duck and cover!”
 - a. Inside School Building: Students and staff immediately take protective position under desks or tables, with backs to windows and staying away from exterior walls, and hold on. (Drop to knees, hold on to a heavy or secure structure, bury face in arm and protect the neck by covering it with second arm. Make body as small as possible, close eyes.)
 - b. Exiting Building: After earthquake tremors subside, teacher says “All Clear” and directs students to evacuate the building using main or alternate exit route. Avoid glass and falling objects. Move away from windows and out from under heavy suspended light fixtures. Make sure all your students have left the building before you leave. If you are in the office, bring the medical consent forms for all students with you. Principal to check that forms are taken.
 - c. Outside Building: Tell students to move quickly away from building, being careful of electrical wires, trees, and other objects that could fall. Gather at the assembly area. Faculty member in charge of facilities will ensure that utilities to the building are shut off in the case of severe damage. Principal will check.
2. Follow steps 11-14 in the Fire emergency procedures above.

9 Faculty Code of Ethics

We must not discriminate against any student because of race, color, religion, national origin, ancestry, sex, disability, genetic information, sexual orientation and identity, AIDS/HIV, medical condition, political activities or affiliation or any other basis protected by federal, state or local law. We must respect the beliefs and customs of all students even if they are very different from our own. At all times teachers and administrators must be an example of tolerance and respect for all living beings, and try to understand others rather than sit in judgment upon them. We should respect the religions of others, not try to convince others to believe in our own.

- 9.1 Teachers must never speak with one student about the faults of another or with anyone, other than a fellow faculty member, about a student's personal or academic problems.
- 9.2 Teachers must never speak of the shortcomings of a fellow teacher with students, parents, or another faculty member. Any problems should be brought to the principal or the DRBA Board of Education.
- 9.3 As teachers, we must make sure that any admonishments or corrections given to students are given in such a way that students can benefit from them and not in order to give vent to our own frustration or anger.
- 9.4 If a student needs to be corrected, teachers should make every effort to preserve the student's self-respect. When at all possible, any serious transgressions shall be discussed with the student in private or in the presence of his or her parents. Whenever possible the principal or another faculty member should be present as well.
- 9.5 Teachers shall never use any kind of physical punishment or punishment designed with the sole purpose of humiliating the student.
- 9.6 Because we are a small school with many parent volunteers, it sometimes happens that a teacher must teach his or her own child or relative. If a problem arises between your child and another, or your child and another faculty member, ask the principal or a faculty member who is not involved in the situation to handle the problem. In this way, both you and your child are protected from accusations of partiality.
- 9.7 Problems involving the school administration should be brought up in a public situation (DRBA Board of Education or faculty meeting) and should not be discussed in private meetings with parents, students, or faculty members.
- 9.8 The Buddhadharma is a precious treasure that has been given to us to guide us to leave suffering and attain happiness. Buddhist practices or ceremonies should never be used as punishment. Buddhist principles should never be used as a weapon or means of frightening students into behaving well. This will only serve to cause them to reject its principles. Threatening students is not a proper or effective method of discipline.
- 9.9 Anything discussed in a faculty meeting or a meeting with other teachers, especially any individual teacher's comments, is confidential and should not be repeated to parents or students without permission.
- 9.10 If an incident occurs in the classroom that you feel requires communication with parents, please first discuss the matter with the core teacher or the principal.
- 9.11 All teachers should observe the five precepts (no killing, no stealing, no sexual misconduct, no lying, and no use of intoxicants,) and try, to the very best of their ability, to follow the six guiding principles of the CTTB (cooperation, generosity, contentment, selflessness, service, and truthfulness).
- 9.12 Correspondence or communication between faculty, staff, parents, or students of the two schools must go through the school administration. A teacher may not visit the other school without permission. Anyone who violates this rule will be subject to dismissal. In compliance with the rules of the CTTB, every individual must be accompanied by another member of the same sex when communicating with anyone of the opposite sex.

Appendix I: Policy on the Use of Technology

A. Use of Computers

1. Guiding Principles: The philosophical perspective of our school is guided by the following:

While recognizing that computer proficiency is a skill highly useful in today's society, there is limited time to teach all the knowledge we'd like our students to learn. As teachers we'd like to focus on subject matter and use computers as a tool when relevant to these subjects rather than have computers become a subject in and of themselves. Computers would be useful in research in various subjects, and in writing reports, making charts, etc.

The use of computers should be done in increments at each grade level. For example, first and second graders would learn to use the card catalog on computer at the library. This relates to their reading unit. By the upper grades in high school, teachers may choose to teach students how to use the Internet. The emphasis is on educating students in ethics, discipline, and values in computer use so they will not use the computer in negative ways.

In this way we hope our students' education will give them skills equal to students from other schools and have them view computers as merely tools for a higher purpose with awareness that this tool can be dangerous if not handled properly.

- 1) Computers and technology are tools that we can train our students to use properly. They cannot **teach** human values and should never be used in place of teaching and the human interaction students need to become wholesome human beings.
- 2) In the same way that we would educate students thoroughly about how to protect themselves from harm when operating dangerous machinery, it is essential that we teach students how to protect their own bodies and psyches from harm when using a computer. This should include proper posture, protection from radiation, etc. This instruction should always take place **before** students are allowed access to computers and should be ongoing. In fact, even if students do not use computers in the classroom, they should be given this instruction yearly, at the appropriate level.

Kindergarten

Students of this age should be exposed as little as possible to technology. Parents should be encouraged to limit their children's exposure to television, videos, and video games. An occasional (1-2 per month) instructional video may be shown if first carefully considered and screened.

Grades One to Three

Beginning age-appropriate ethics in protecting their minds and understanding how movies, video games, etc., affect the mind. Technology should play a minimum role in the classroom. However, the use of technology may be discussed in class when related to the curriculum. Students may gain limited exposure to computers, for example on a trip to the local library.

Grades Four to Six

This is a time when students begin to show intense interest in technology. It is important that students learn that computers are tools that must be used properly and the dangers of improper use. Basic keyboarding may be taught starting in fourth grade, but the emphasis should be on penmanship. Word processing may be taught starting in sixth grade, and students may have the option of doing a report using a word processor. Students should be taught what plagiarism is and how to avoid it as well as why it is wrong. The majority of classroom work should still be handwritten and penmanship perfected. This is a good time to help students develop hobbies and other strong interests so that later they will not be so easily lured into video and computer games, and will be able to balance computer use with other activities.

Grade Seven to Eight

Since students of this age are learning to write more formal reports and to do research, through their junior high years they should shift to word-processed rather than handwritten assignments, especially essays and reports.

Grade Seven to Twelve

All students need to become proficient in word processing. Beginning in seventh grade students may be introduced to Internet as a research tool. Internet access must always be guided and supervised.

Computer / Internet ethics must be included in both computer instruction and ethics instruction. This should include applying the five precepts and six guiding principles to computer use, an awareness of advertisers who use cyberspace to take advantage of the teenage population's vulnerability, and the importance of not violating the privacy of others. Students should be guided in the use of desktop publishing and other programs and of resources on the Internet (e.g. different search engines and their uses; learning to ask the proper questions to find the information needed). In general, this is a time to guide students in their use of computers so that when they are on their own in college they will not only be skillful, but also aware of how to minimize the negative effects.

2. Facilities Guidelines

Computer Lab

Students may use school's computer lab with faculty permission. Internet access must be supervised by a teacher. No food or drinks are allowed in the lab. Labs are on a first-come, first-served basis. There is a one hour limit on using the lab if there are other students waiting.

B. Use of Videos

Note: No videos should be shown in school or in the dorms merely for entertainment that have no redeeming educational value.

1. Videos in School

- 1) Teachers should list any videos to be shown during the year in the course outline submitted at the beginning of the year. After reviewing all course outlines, school may restrict the total number of videos/DVDs.
- 2) While videos/DVDs may occasionally be used as an effective teaching tool, teachers should not rely on videos/DVDs as a primary means of instruction. Any video/DVD to be shown must be previewed by teacher and approved by principal, who may refer it to the DRBA Board of Education.
- 3) Videos and movies should be relevant to curriculum and age-appropriate. Without special approval from DRBA board of Education, movies rated PG should not be shown in elementary school, those rated PG-13 should not be shown in elementary and junior high school, and R-rated movies should not be shown at any grade level. Unrated videos must be carefully previewed for inappropriate scenes, which should be fast-forwarded when shown.
- 4) Teachers should help students to become critical viewers who are aware of how this medium is used to influence their emotions and opinions.
- 5) No more than 10 class periods should be spent viewing videos, and no more than 2 movies (not documentaries) should be shown per semester. Any exceptions must be approved by the DRBA Board of Education.

2. Showing Videos/DVDs in Dormitory

- 1) Videos/DVDs should be previewed by dorm supervisor and approved by principal. Students should not be left to watch videos/DVDs unsupervised.
- 2) Dorm teachers should consult with school administration to determine the appropriate amount of video/DVD watching in dorm students' activity schedule. Dorm teachers are encouraged to provide more creative activities that actively engage students in lieu of videos/DVDs.
- 3) Videos/DVDs should be chosen for meaningful educational content and should be rated G, PG, or PG-13 (PG-13 may not be shown to those under 13 without explicit parental permission). Inappropriate scenes should be fast-forwarded through.

Appendix II: Purchasing Procedures

A. Philosophy of Frugality

In order to teach students to cherish their blessings, teachers should not only set examples in the conservative use of water, electricity, food, paper, copier usage, and other resources, but be creative in using and recycling the instructional materials we already have instead of purchasing new materials every year. Generally, textbooks should be used for at least 5-10 years before a new set is purchased.

B. A Note on Copier Usage

Teachers are encouraged to find alternatives to the copier such as: purchasing a set of texts instead of copying textbooks, using the chalkboard or overhead projector and training students to take notes, and using classroom copies of material instead of giving each student their own copy.

C. Check Request/Claim System

Check Requests

This system was set up to protect the school from misuse of funds, discourage waste and unnecessary spending, and eliminate the need for teachers and other school workers to use their personal funds or to ask others to do so.

When you need to buy something, first fill out a Check Request/Claim Form. In the rectangle marked “name and address of vendor,” write the name of the person/recipient who should receive the check. Do not write “cash” or the names of more than one person or company. Give the Request/Claim Form to the principal for approval. (The principal will check to make sure that the item requested is not already available elsewhere at CTTB). For most purchases it is necessary to have this form signed by three approvers after being initially approved by the principal.

Whenever possible check three different stores for the cheapest price. When purchasing textbooks, always check the Academic Book Services and Follett catalogues to see if the books are available used. Mendocino Book Company gives us a 10% discount. (Also check the box at the bottom of the form that says check needed. For ordering books and other supplies, the company will send a bill first.) Almost all checking of prices can be done by phone.

Please consider the quality of the item you are buying. The cheapest brand may not be the most durable.

Answer all questions on both sides of the form.

There are weekly financial meetings on Tuesday during most of the school year. Requests handed in by Monday will be approved on Tuesday, and checks available the following Tuesday. If you plan ahead, you should be able to get the approvals and checks in time.

Check Claims

A claim is used (instead of a request) if you have already spent the money and are asking to be reimbursed. These should be used only in an emergency situation—for example, an emergency repair or part needed.

Claims should not be used to avoid going through the proper request procedure. If you spend money without prior approval you run the risk of not being reimbursed.

D. Petty Cash

Petty cash is a small fund that is kept in the school for small expenses such as postage, gasoline, a special material for an art project, a few last minute instructional materials—usually not more than \$10-15 a purchase. Original receipts must be submitted and petty cash request slip signed.

E. Purchase Order

Sometimes the store or company you want to purchase something from will ask for a purchase order. Simply write on top of the request form that you need a purchase order. The Financial Office, not the person requesting the purchase, will fill out the Purchase Order. Materials should not be ordered until the request is approved.

F. Summary

In general, always get approval first before you buy things, keep all receipts and packing slips, and notify the Financial Office when the ordered materials are received. (Turn in packing slips marked “Received by” with your signature and the date.)

G. Frequently Asked Questions

Can I put in a request for a specific item with an approximate price?

Sometimes approvers will allow this in a special situation. If they approve, you can pay for the item yourself and claim the amount, making sure to staple the approved request to your claim form. In general, avoid claims whenever possible, but if you need to buy something and claim the amount at least get approval to do so **before** you make the purchase.

Can't I just ask for one check to cover all the things I'm going to need to buy and give back any money that's left over?

Only if you clearly itemize and get the purchases approved beforehand. We can't just give people money and tell them to buy whatever they need. Even if it is more convenient, it's also too easy to make mistakes, spend too much or buy things we don't really need. Remember, the system protects YOU as well as the school. If you have approval you cannot be accused of wrongly using school money.

Appendix III: Child Abuse and Neglect: Reporting Law (P.C. 11166) Reporter Responsibility and Sample Employee Form

Definitions: The following situations are reportable conditions:

- Physical abuse
- Sexual abuse
- Child exploitation, child pornography and child prostitution
- Neglect
- Extreme corporal punishment resulting in injury
- Willful cruelty or unjustifiable punishment

Who Reports: The following individuals are included in the list of legally mandated reporters:

- Childcare custodians (including a teacher, an instructional assistant, a teacher's assistant and principals)
- Health practitioners
- Commercial film or photographic print processors in specified instances
- Child Protective Agencies

Although school volunteers are not mandated reporters, they are encouraged to report any suspected abuse or neglect.

When to Report: A telephone report must be made immediately when the reporter observes a child in his/her professional capacity or within the scope of his/her employment and has knowledge of, or has reasonable suspicion that the child has been abused. A written report, on a standard form, must be sent within 36 hours after the telephone report has been made.

To Whom Do You Report: You have a choice of reporting to the Police or Sheriff's Department or the County Child Protective Services.

Individual Responsibility: Any individual who is named in the reporting law must report abuse. If the individual confers with a superior and a decision is made that the superior file the report, one report is sufficient. However if the superior disagrees, the individual with the original suspicion must report.

Anonymous Reporting: Mandated reporters are required to give their names. Non-mandated reporters may report anonymously. Child protective agencies are required to keep the mandated reporter's name confidential, unless a court orders the information disclosed.

Immunity: Any legally mandated reporter has immunity when making a report. In the event a civil suit is filed against the reporter, reimbursement for fees incurred in the suit will occur up to \$50,000. No individual can be dismissed, disciplined or harassed for making a report of suspected child abuse.

Liability: Legally mandated reporters can be criminally liable for failing to report suspected abuse. The penalty for this misdemeanor is up to six months in county jail, a fine of not more than \$1,000 or both. Mandated reporters can also be civilly liable for failure to report.

Notification Regarding Abuse: You are not legally required to notify the parents that you are making a report; however, it is often beneficial to let the parents know you are reporting for benefit of a future relationship.

I understand that I am a legally mandated reporter. I have clarified any information listed above which I did not understand, and am now aware of my reporting responsibilities, and am willing to comply. I have also requested an explanation of reporting policies within this agency and understand them as well.

Employee's Name

Witness (Supervisor)

Date

Appendix IV: Off-Campus Field Trips

A. General Field Trip Policy

1. Given the dangers of automobile travel and the liability to our association, field trips are not encouraged. Teachers must inform the principal and obtain his/her approval for any field trips (even if the dates are still tentative) at the beginning of each semester or at least one month in advance.
2. School field trips must have educational value, be related to the curriculum, and be local as much as possible.
3. Field trips must not interfere with students' academic studies. High school field trips must not interfere with students preparing for mid-term and final exams.
4. There should be no more than one long-distance (outside of Ukiah) field trip per multi-grade group (e.g. K-1, 2-3,4-6, 7-8, 9-10, 11-12) per semester. Local field trips per group should not exceed 3 per semester.
5. Teachers who plan field trips should first make sure their students know how to behave properly in public and be aware of safety guidelines. (See Field Trip Guidelines for Teachers below.)
6. For safety reasons, a field trip request may be turned down if students have not demonstrated responsible behavior or if the teacher is not well trained in handling students.
7. If you need to borrow other teachers' class time, please obtain their consent beforehand and arrange to return the time if possible.

B. Instructions for Individual Field Trip

1. Submit "Field Trip Request" to principal at the beginning of the semester, or at least one month prior to the intended field trip. To avoid conflicts with other field trips, please plan as far ahead as possible. Once trip is approved, the teacher must submit all vehicle requests to CTTB Office at least one week in advance. If needed, the mobile phone must be requested from boys school at least one week in advance.
2. All students going on field trips must have permission slips for the specific trip (with destination and departure and return times) signed by parent/guardian prior to departure. Permission slips should be sent home one week before the trip. All students must also have Emergency Consent Forms signed by parent/legal guardian and filed in the school office. Teachers must bring permission slips and copies of the Emergency Consent Forms with them on the trip, as well as a list of general emergency contact numbers provided by school office.
3. There must be at least 2 adults (including the teacher) on every field trip regardless of the number of students. In addition, there must be a ratio of 1 adult per 5 elementary students or 7 high school students.

C. General Rules for Field Trip Drivers

1. Only drivers authorized by the school will be allowed to drive on school-related field trips. Only drivers on the CTTB insurance list will be allowed to drive CTTB vehicles.
2. Parents may apply to become authorized drivers by filling out a School Driver Certification Form and undergoing any training required by school.
3. Field trip drivers must possess a valid California Driver License and have a good driving record.

4. Drivers of private vehicles are required to possess liability insurance of at least \$300,000 per occurrence. Owners, drivers, and passengers shall be informed that the registered owner and his/her insurance company are responsible for any accidents that may occur.
5. A seat belt (or toddler seat for students under 40 lbs.) must be provided for each passenger. No student under 12 may sit in a front seat with an airbag.
6. Trucks and pickups may not transport more persons than can safely sit in the passenger compartment.
7. Reimbursement for gas and use of private vehicles will be paid for by student funds.
8. Driving Guidelines:
 - a. If the field trip involves more than one vehicle, the vehicles should travel in tandem or at least in pairs. (Two adults must ride in any vehicle traveling alone.) Decide what order the vehicles will travel in beforehand. Stay close to, but do not pass the vehicle in front of you. Signal well in advance before making a turn or taking an exit. Make sure all drivers are familiar with emergency signals.
 - b. On the highway, vehicles should stay in the right lane unless passing or yielding to traffic, and should observe the speed limit. Do not drive too fast or too slow.
 - c. Gas tank should always be more than a quarter full.

D. Emergency Procedures

Vehicle breaks down on the highway: Pull onto the shoulder and turn on hazard lights. If no other adult is present, do not leave students unattended. Follow procedure to flag down help. Meanwhile, call the school and make sure you speak to someone. If no one in charge can be reached at either school, call the CTTB Office 462-0939 and inform them that you need to be picked up. If you still cannot reach anyone, try the emergency contact numbers provided by the school office.

If you have AAA, you may call Road Service to tow you to the nearest phone and toilet facility. You should also try to get towed off the side of the highway, since remaining there is very dangerous. Remain calm, and ask the students to be calm and patient. If you wish, you may lead them in reciting the Buddha's or Bodhisattva's name or some other calming activity.

If you estimate a delay of an hour or more in returning, call a parent and use phone tree to notify all parents of the situation and your whereabouts. The parents may want to come and pick up their children themselves.

In case of student injury: Apply First Aid as necessary. If he/she needs medical care and another adult is available, one of you should take the student to the hospital and the other should stay with the class. Contact the parents from the hospital. If they cannot be reached, call the emergency contact (Emergency Consent Form). Report the situation to the school or, if no one can be reached, the CTTB Office.

E. Field Trip Guidelines for Teachers

All students and adults are representing the school in the public's eye. Behavior should be especially respectful and reflect our school's teachings.

The teacher setting up the field trip has the ultimate responsibility for the safety and behavior of all students. Because of this responsibility, the teacher in charge will not be a driver on long field trips.

1. Every student must be assigned a partner to assure secondary tracking.
2. Roll call must be taken by the teacher before leaving for the trip and also before returning. Teachers should always be taking a visual count throughout the trip.
3. If students need to use the bathroom, they must be accompanied by a teacher.
4. No students can be without a teacher at any time.
5. While in a car, students must be quiet and not distract the driver.
6. Whenever possible (if there are monastics or experienced lay followers on the trip), the meal offering can be recited even though the students are eating off-campus or on a picnic.
7. Teachers may have a 'no candy or gum' rule.
8. Students should remember to respect the places they visit by walking quietly and in a well-organized manner, talking quietly, staying with their teachers, respecting the plants, trees and lawns by not picking flowers or leaves and not littering.
9. During a performance or lecture, students should give their full attention to the performance or speaker. No talking – even whispers will carry and distract others. In a theater, feet are not to be placed on the seat in front.

Checklist for Field Trip Teacher

- Have all permission slips and money been collected?
- Has the reservation (with theater, museum, etc.) been confirmed?
- Have I informed parents and students of all things needed on the trip, as well as the required behavior and dress code? School uniform should be worn on all trips except hiking or camping, etc.
- Have I requested and obtained enough vehicles and drivers to safely and legally carry all students? Have all drivers been trained and authorized by school?
- Have I provided clear directions (and map) to all drivers? Have I informed all drivers of the order and procedure for traveling in tandem, as well as emergency procedures?
- Have I taken a roll call to make sure all students, teachers and parents are present?
- Are all vehicles filled with gas and equipped with enough seat belts, a spare tire and jack? If not, you should not use those vehicles. (Also recommended: cell phone, fire extinguisher)
- Do I have a First Aid kit and folder of Emergency Consent Forms for all students?
- Have I given the phone number and address of the destination to the School Office?
- Have I collected enough money from students to cover gas, toll, food, etc.?

(Upon return)

- Have I submitted a clear account of money collected and paid, together with receipts, to the School Office?
- Have I returned all CTTB vehicles to the Office with the same amount of gas and same degree of cleanliness?
- Have I reported all vehicle problems to the CTTB Office?
- Have I returned the mobile phone and accessories to the boys school?

Date: _____

FIELD TRIP REQUEST

Who: (name and position)

When: (dates)

Where:

Purpose:

Chaperones:

Number of students:

Transportation/Drivers:

Departure time:

Return time:

Approved by: _____ Date: _____

Principal

Appendix V: Playground/Athletic (or Sport) Field Rules

K-8:

1. Never let any child out of your sight. (Take a visual count periodically.) Exception: If a child needs to go inside, he/she should first obtain your permission.
2. There should be at least 2 teachers supervising the playground if more than one class is playing. The two teachers should not stand together talking, but should spread out, each watching a different area.

9-12:

3. If there is an accident or injury, one teacher should take care of the injured child/student and the other should stay with the rest of the students.
4. Make sure all students are aware of the following rules (the rules should be explained in the beginning of the year and enforced consistently).

Note: Core teacher can add more rules

a. Use words.

Talk things over when there is a problem or asking a teacher for help. Do not try to solve problems by tripping, shoving, kicking, fighting, or throwing things at a classmate.

b. Be safe.

Watch out for each other and get help when someone gets hurt or is being treated unfairly.

K-8: No fighting or “play-fighting”. Play where the teachers can see you. No playing with sticks. No throwing sand. No running near play equipment (on chips). No equipment allowed on play equipment. One at a time on the swings. No standing, jumping, being pushed by others, twisting, throwing or catching objects while swinging. No sitting on top of monkey bars.

c. Be fair (sportsmanship).

Take turns. Follow the rules of the game. If you do not understand the rules or think they are unfair, ask for time out and discuss it calmly with your classmates.

d. Be responsible.

Return all play equipment to the storage room and keep playground clean.

Always ask the teacher before going inside to get a drink or use the restroom.

K-8: When teacher calls “Time,” wait at the door and go into the classroom with your teacher.

e. Uniforms.

Always wear the school PE uniform when coming for class.

f. Comradeship.

Help each other in class when a fellow student is behind in learning. Have proper attitude: Play the sport for the sake of playing, not to compete to get ahead or get a good grade.

Appendix VI: Forms

9.1 Leave of Absence Request Form for Teachers

Leave of Absence Request Form for Teachers

Teacher's Name: _____ Dates of Absence: _____

Class(es): _____ Substitute(s): _____

Note: For absences of 3 hours or more, please request approval from the Principal at least 3 days in advance. Teachers are encouraged to arrange for their own substitutes, subject to approval by principal. Please provide complete lesson plans and attendance roster for substitutes.

Teacher's Signature _____ Date _____

Approved? Yes__ No__ _____

Principal's Signature

Date

9.2 Teacher Absence Request

Teacher Absence Request

_____ Employee's Name	_____ Today's Date
(1) _____	_____
(2) _____	_____
(3) _____	_____
(4) _____ Class / Time / Room #	_____ Substitute

I **shall be** absent from the school

I **have been** absent from the school

Date(s): _____

Date(s): _____

Number of days: _____

Number of days: _____

Illness

Jury Duty (attach summons)

Kin Care

Bereavement _____
Relationship to deceased

Other (explain): _____

Employee's Signature

Date

Supervisor's Approval

Date

9.3 School Driver Certification Form

School Driver Certification Form

School/Class: _____ Purpose: _____

Driver Information: (please circle one) **Parent** **Volunteer** **Teacher** **Other**

Name: _____ Date of Birth: _____

Address: _____ CDL#: _____

_____ Expiration Date: _____

Phone: (home) _____ (work) _____

Vehicle Information

Description of Automobile

Name of Owner: _____ Year/Make: _____

Address: _____ # of Seat Belts: _____

_____ License Plate #: _____

Phone: (home) _____ (work) _____

Insurance Information

Auto Insurance Company: _____

Policy #: _____ Expiration Date: _____

Minimum Liability Coverage Required:

Bodily Injury	\$100,000 each person / \$300,000 each occurrence
Property Damage	\$25,000 each occurrence
or	
Bodily Injury and Property Damage	\$300,000 combined minimum

I certify that I have read the Minimum Liability Coverage Requirements above and that my automobile insurance coverage meets these requirements. All information provided above is true and correct. I understand that, if an accident occurs, my insurance carrier shall bear primary responsibility for any losses or claims of damage.

Signed: _____ Date: _____
Driver Applicant

I certify that the above driver applicant has the required competency to drive on school field trips.

Signed: _____ Date: _____
Designated School Official

Approved: _____ Date: _____
Principal

Appendix VII: Acknowledgment of Receipt

I, (print employee name) _____, have received my copy of Instilling Goodness Developing Virtue Schools' Faculty/Staff Handbook. I understand and agree that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand and agree that nothing in the Handbook creates or is intended to create a promise or representation of continued employment and that employment at Instilling Goodness Developing Virtue Schools is at-will and that my employment may be terminated at the will of either Instilling Goodness Developing Virtue Schools or myself at any time, without notice and without cause. My signature below certifies that I understand that the Handbook is not entitled as an employment agreement or to alter my at-will employment status and that the handbook may be changed or revised at any time.

Employee Signature: _____ Date: _____