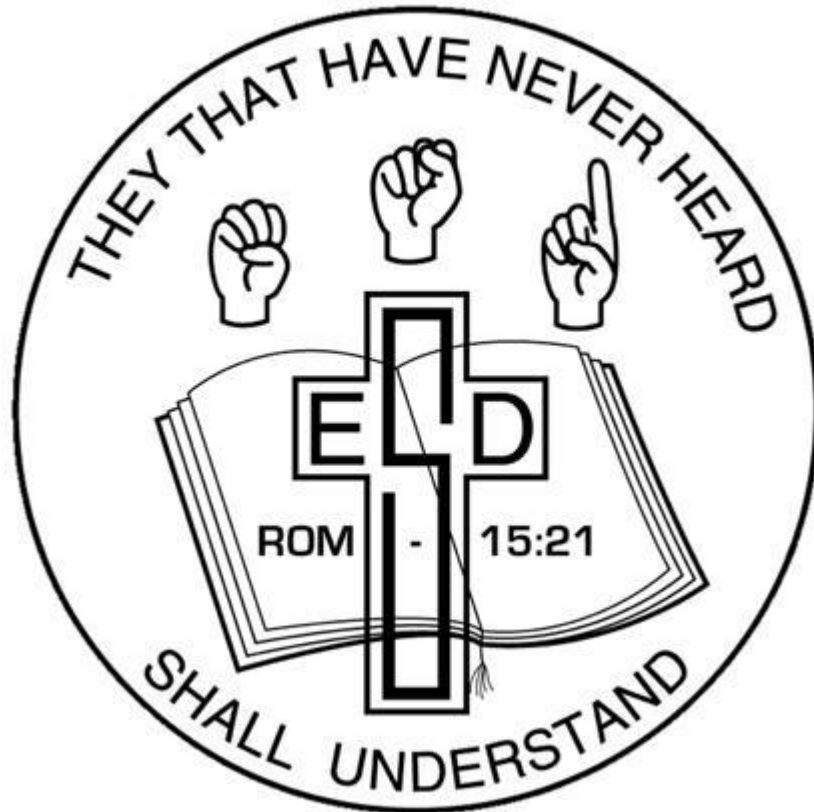


# Evangelical School for the Deaf Staff Handbook



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## ABOUT PUERTO RICO

### History and Economy

The Taino Indians were Puerto Rico's inhabitants in 1493 when Columbus - on his second voyage to the New World - first set foot on the island of Borinquen. In 1508 Ponce de Leon became governor of the first European settlement. Initial cordial relations between his people and the Taínos did not last long. The early Spaniards craved gold, but the island's supply was limited, and they soon had to settle down to farming and raising livestock to make a living.

During the next three centuries, settlers spent much time defending Puerto Rico from the Spanish Empire's traditional enemies - principally the Dutch in 1625, and the English in 1595, 1598 and 1797 - and the fortresses in Old San Juan grew more and more massive as a consequence. At the same time, islanders struggled to develop an internal economy, based primarily on the production of cattle, sugar cane, tobacco and coffee. By the end of the 1800's, Puerto Rico has succeeded in maturing socially, economically and politically. In 1815 new Spanish laws offered many advantages to immigrants from Spain and new Latin America republics. They in turn were instrumental in making Puerto Rico a top sugar-exporting colony.

Following the Spanish-American War in 1898, Spain ceded the island to the United States. Puerto Ricans became U.S. citizens in 1917 and adopted Commonwealth status in 1952. After World War II, the island began an intensive industrialization program, and today it is a major producer and exporter of manufactured goods, high technology equipment and pharmaceuticals.

### Geography and People

Lying between the Atlantic Ocean and the Caribbean Sea, Puerto Rico is the easternmost and smallest of the Greater Antilles. The 110-by-35 mile island has a population of more than 3.95 million. More than one-third of the population is concentrated in the San Juan-Bayamon-Carolina metropolitan area. Spanish is the primary language, with English a strong second language. The island's culture is a blend of Taino Indian, African and Spanish/European, with more recent influences coming from the United States. At the start of this century, most people worked in agriculture, but today Puerto Ricans hold jobs in a variety of industries as well as in service institutions and businesses common to all metropolitan areas. Annual incomes, though low compared to the States, are highest in Latin America.

### Culture and Climate

Puerto Rico is a unique blend of U.S. American, Latin American, and island cultures. Many people are disappointed at the extent of Americanization, yet frustrated because of the slower pace and island attitudes in business. It is still very much the island of 'mañana' where business is concerned. Doctors, dentists and other professionals rarely make appointments. Usually it is on a first come - first serve basis. You must allow yourself a lot of time waiting for appointments or waiting in line.

The Puerto Rican culture is a very Catholic culture. Mothers play the leading role in most families. Although Roman Catholicism is the main religion, it is a nominal one. Of the Protestant religions, the various Pentecostal churches are the majority. Evangelical and fundamental churches comprise only about 2% of the population.

Even so, the crime rate is very high on the island, but Luquillo is a small town and is relatively safe. In 1992 the incidents of car jackings in San Juan were higher per 100,000 than any city in the U.S. They were more than twice as high as Miami, the next highest city per capita.

Puerto Rico has a tropical climate with temperatures varying between 70 and 100. Most visitors, year 'round, are comfortable with light, summer clothing. Residents of the island find December through March cooler and may be seen wearing sweaters, long sleeves, and warmer clothing. Raincoats and umbrellas come in handy during the rainier times. Since Luquillo is at the base of El Yunque, the rain forest, we get around 200 inches of rain a year. There isn't really a rainy season as such, but it is often rainier during the hurricane season (June to November). Hurricanes, tropical storms, and tropical depressions are the weather systems we experience.

Most Puerto Rican homes use open windows, open doors and fans for air circulation and cooling purposes. An air conditioner is often used in bedrooms at night. Mosquito nets are sometimes used instead of, or in addition to screens on windows.

The Puerto Rican home and neighborhoods tend to be noisy, due to the open window lifestyle, acoustics of cement block homes, stereo equipment, and the tendency of many people to speak in raised voices.

Puerto Rican people are warm and friendly. They readily stop and help if you have car trouble or a problem of any kind.

Traditional foods are rice and beans, rice and chicken, plantain and bananas made in numerous ways, seafood, pork, and a variety of foods fried in oil. Today, most towns have at least one fast food restaurant, but we would recommend a visit to a bakery (panaderia) for a fresh sandwich, pastry, and coffee - Puerto Rican style with lots of milk and sugar, if desired.

for more information about Puerto Rico, you can view

<http://www.lonelyplanet.com/worldguide/destinations/caribbean/puerto-rico/essential?a=culture>

<http://welcome.topuertorico.org/people.shtml>

<http://puertorico-guide.info/travel.basics/crime/>

## A Brief History of ESD

We are grateful for past issues of the “With These Hands” (WTH) newsletters to help piece together the history of the missionary work among the deaf in Puerto Rico.

According to the first issue of WTH, January 1960, the Evangelical Deaf Mission was started at that time (1958) by a group of Americans as an independent missionary outreach to the deaf, basing out of a rented farm house in Luquillo. A variety of trained and untrained people served over the next ten years, some staying a few months others a few years. The work terminated in 1968-69 and the facility was closed down.

In 1970 the Evangelical School for the Deaf was reopened, later incorporated in 1971; it was actually incorporated much earlier as Evangelical Deaf Mission (1963?) but the name change happened in 1971. United Missionary Fellowship from California was their sponsoring mission board. In 1979, UMF informed the missionaries at ESD that they were closing the school, dismissing the missionaries and taking over all assets. The Canadian missionaries, led by Roger Rawlings and Pam Eadie, resisted this eviction and requested assistance from friends and associates in Canada to formulate a missionary service organization to facilitate the ministry to the deaf in Puerto Rico.

In the September 1980 issue of WTH there was an announcement that ESD was now associated with a Canadian missionary organization, World Mission to the Deaf. Having experienced the problems with a mission board (UMF) who claimed total control of operations and property, the missionaries of ESD desired to work with a missionary organization that would permit autonomy of the Puerto Rican ministry to the deaf. WMD sought to provide that type of independence for ESD. The role of this missionary organization is to help in locating new missionary staff for the school as well as in administrative matters in Canada relative to health care, forwarding funds from supporters and meeting the requirements of Revenue Canada.

The Mission Statement embodied in the WMD constitution refers to ‘sending out Christian missionaries to preach the gospel to the deaf in churches and schools as well as receiving and dispersing finances to support the work.’ WMD recognizes ESD and ECCD (The Evangelical Church and Center for the Deaf) as unique ministries to the deaf in Puerto Rico, each separately incorporated as charitable institutions with their own officers. ESD and ECCD operate independently of each other and of WMD but retain a friendly relationship. Each ministry has its own board, which provides oversight, direction and assistance in the ministry.

The board of directors which oversees the Evangelical School for the Deaf is incorporated as Christian School and Chapel for the Deaf Inc. This occurred in December 2011 after much prayer and discussion in order to broaden the scope of the ministry at ESD.

## **Guidelines for Staff Conduct and Dress**

### **Dress code:**

It is necessary to have some kind of standard of conduct and dress so that we, as leaders and professionals, might be good examples and uphold a Christian testimony before the students and the community at large. It is recognized that standards and restrictions do not in themselves produce spirituality and that all Christians do not have the same convictions in these areas.

Dress should be appropriate and modest at all times. While on duty between 7:00 a.m. – 4:00 p.m., CLASSROOM workers should wear:

- long pants for the men and
- skirts, dresses, skorts, capris, or pants for the ladies
- a polo, shirt or blouse of modest fit for both the men and ladies.

For those off duty staff on the school grounds, shorts should be mid-thigh in length or longer.

**Beach wear:** Ladies should wear modest one-piece swimsuits and men should wear boxer-style swimsuits.

### **Going to church:**

- Generally, Puerto Rican churches require dresses or skirts for women at all services and most men wear shirts and ties or guayaveras.
- Generally, follow the dress code of the pastor where you are attending – consult him for what is considered appropriate attire for church services.

### **Entertainment guidelines:**

Staff should use discretion in all areas that are not regulated. The choice of television programs, renting of videos and DVDs, music, reading material, movie attendance, use of the Lord's Day and choice of associations should be matters of concern for every Christian. Proper discretion becomes extremely important in a community situation.

### **Conduct guidelines:**

BE SO CAREFUL! Please think BEFORE you act. Whether married or single, it is not wise to be alone in an enclosed room with a member of the opposite sex that is not your spouse. Show good practices to those who are watching. Our actions carry more weight than our words.

If you have a reason to be alone with a student or member of the opposite sex, do so with a door open. Move your conversation to a more public place.

For example, you may find yourself working alone in a classroom with a student -

- Make sure you are working on opposite sides of a table or desk.
- Ask another student to join in the work.
- Ask a staff person to stay in the area – especially if discipline is involved.

Do not put yourself (or the ministry) in a defensive position or subject to gossip. Use your position as an ambassador for Christ to demonstrate high standards in working and social relationships.

### **Visitors**

We ask that visitors call ahead to schedule meetings or leave a note so that they can come back at a time when they can speak to the administrator or other staff person. Give them a brochure and the office phone number. A letter is also available in the office to give to visitors. When a drop-in visitor arrives on the school grounds during a weekday or weekend, please be considerate to them. You may give them a tour of the grounds or present them with a brochure and ask them to arrange a meeting or help them to plan a meeting for a more appropriate time.

Please do not give out the personal phone numbers of staff persons or students. At all times, take the contact information of the person asking. Give the information to the appropriate person.

### **Off-island Visitors**

Planned visitors from outside of PR are a special blessing. Speak with those you share your home with (family or other missionaries) to ascertain who is visiting when. Overlap of visitors can strain any household. It is always advisable to plan for a break between visitors so that you and your family / housemates get some rest before the next group of visitors.

Some visitors may stay in the dormitories or school guest apartment if it is available. Please speak with the dorm counselors before saying YES to anyone. We are here as a school first and our responsibility is to our students and our duties. Your work schedule will not be lightened to accommodate visitors though you may ask another staff person to cover some of your duty time with the understanding that you will cover for them later.

### **Alcohol and Tobacco**

ESD missionaries should not be habitual users of alcohol or alcoholic beverages.

Tobacco and tobacco products should not be used on the ESD campus. ESD missionaries should not be users of tobacco or tobacco related products.

The same can be said of any illegal drugs (marijuana, cocaine, etc.) or legal drugs. If an addiction is suspected, it is within the rights of the ESD administration to ask for a medical evaluation at the expense of the missionary in question.

In all of the above-mentioned guidelines, we must emphasize that our desire is to honor the Lord and remember that we are representing Him and the Mission at all times.

## **CODE OF ETHICS**

As a staff person at ESD, you will undoubtedly be faced with situations where either directly or indirectly the effectiveness and testimony of the school are placed in danger. This code, in keeping with Scriptural principles and educational policies, is provided for your guidance.

### **STAFF – STAFF RELATIONSHIPS**

- I. Keep in mind that the other staff has been called by God to share this ministry.
- II. Remember to hold each other up in prayer as we labor together with Him.
- III. Never discuss another staff person's faults with anyone except that person or the administrator.
- IV. Avoid any comment or behavior that would belittle another person or weaken his ministry.
- V. If approached with a complaint about a staff member by an outside person, always assume the staff person is correct and refer the complainant to the person named or to the administrator.
- VI. You should not interfere between another staff member and pupil in matters such as grading and discipline (unless the student or staff person is obviously in danger due to escalating circumstances).

### **STAFF – PARENT RELATIONSHIPS**

- I. Parents have the God-given responsibility and authority over the child. The parents trust us to act in their place.
- II. Observe extreme caution in talking with parents so as not to reveal any information that is considered confidential (e.g. faculty decisions, another student's grades, etc.) nor to criticize the actions of another staff person or parent.

### **STAFF – STUDENT RELATIONSHIPS**

- I. Your calling is that of a missionary. Don't be a "policeman" and don't be "one of the gang".
- II. Avoid any undue physical contact.
- III. Avoid discussing matters relating to any individual student with anyone except the parents and those concerned with the student's welfare in a professional capacity.



IV. Once a strong relationship of respect and discipline has been established, a student may be invited as an occasional weekend guest. Such plans must be communicated to and approved by the principal. Considering other staff members and/or those living in close proximity is also required. (First year school staff persons may not invite students to stay over on weekends. Many of the students are not able to make a distinction between staff on-duty and staff off-duty.)

Communications with the parents should be clear as to the nature of the invitations and plans. Submit your plans in writing to the administrator so that translations can be examined and approved. Since in many cases language and culture can baffle communication, please request assistance when making special arrangements with parents.

V. For students going home by other methods or staying overnight under the care of a staff person, written permission is required from the student's parent or guardian. This should be given to the school office so that the drivers and staff on duty know transportation needs of the student.

VI. Students should be encouraged to not use staff homes or the school dormitories as an escape from their home environments. As a staff, we must encourage and edify our students to be strong, positive elements of their families.

Balance is the important word!

#### STAFF – ESD RELATIONSHIPS

I. God has called you to serve Him here. Give your wholehearted support and prayer to each aspect of mission life and service.

II. Observe professional courtesy by using the correct chain of command for official business.

III. If, for any reason, you know in advance that you will not be returning for another school year, it is your ethical responsibility to continue to give full support and energy to your work and to take care of all responsibilities at ESD before setting your date of departure.

IV. It will be considered unethical for you to make arbitrary decisions that counteract existing school policies or are not covered by specific school policies.

WHEN IN DOUBT, CHECK WITH THE ADMINISTRATOR.

## CONFLICT RESOLUTION

Living and working closely with fellow missionaries from varied backgrounds can be stressful. The following guidelines should help you to be prepared to deal maturely with the conflicts that occur between Christians sharing in a ministry:

1. Remember to uphold each of your fellow missionaries in prayer. Never discuss perceived faults with another person except with the person himself or with the administrator or other counselor as God leads you after much prayer.
2. Avoid making or listening to any comments that would belittle a person or weaken his/her ministry. If you speak to a person, regarding a perceived offense or area of conflict speak the truth in love, gently so as to edify not to devour.
3. If approached with a complaint from someone outside the ministry about a fellow missionary, always refer the complainant to back to the person or offer to go along to assist in communications. DO not attempt to explain the other staff person's motives. We must each be accountable for our own behavior.
4. If approached with a complaint from someone inside the ministry about a fellow missionary, refer the complainant back to the person. Do not tolerate continued complaints or gossip. Beware of gossip disguised as prayer requests! Pray with the complainant and direct that person to pray alone also.
5. The complainant should go to the person who created the offense. The two should discuss the immediate issue and take appropriate steps to resolve the problem. If the problem is resolved, thank God you have won your brother! Continue to pray for your relationship with your fellow servants.

If prayer resolves the problem, praise God! Many problems will be resolved as we obey and allow God to re-create our attitudes and mold us into the likeness of His character.

6. If the problem continues, the complainant should go to the administrator. (If the administrator has been the problem, the complainant should go to an outside member of the E.S.D. Board of Directors). The three should then sit down together and after some prayer, discussion, and Bible study regarding the immediate issue, appropriate steps to resolve the complaint or problem should be noted and taken. The third party should continue to observe or offer counsel or discipline until resolution is evidenced by reconciliation and restoration of fellowship over time.
7. If the problem continues, the administrator or E.S.D. Board member will take steps to ensure that counseling and discipline is enjoined either from the field or through the home/sending church. Where resolution is deemed complete and the setting is appropriate, the missionary may be restored to his/her given area of service. If for any reason, the setting is deemed inappropriate, the missionary will be assigned to a different area of service.

**When in doubt, PRAY. For God gives us the Spirit of Power and Love and a sound mind.**

## ESD POLICY ON CHILD ABUSE AND SEXUAL ABUSE

### **Definition**

Child sexual abuse is a criminal behavior that involves children in sexual behavior for which they are not personally, socially or developmentally ready. It may be violent and includes behaviors that include touching and non-touching aspects.

Child abuse may incorporate any or all of the following.

- physical harm
- sexual molestation or exploitation
- failure or refusal to provide medical treatment for physical harm or suffering
- emotional harm
- failure or refusal to provide treatment for a child having a mental, emotional, or developmental condition that could seriously impair the child's development.

### **General Statement**

The nature and mission of ESD requires that its staff members and volunteers relate to others on a basis of trust. This relationship calls for personal holiness, integrity, and sensitivity towards others in the spirit of Christian love.

ESD is committed to bringing the gospel to Deaf children in an educational environment and recognizes the Bible as the final authority for evaluating culture. ESD as a Christian organization accepts the Bible as the final rule and authority for sexual purity, both as adults towards one another and as adults towards children. ESD also realizes that we live in a fallen world and that child abuse and sexual abuse in its institution and by its members is possible.

### **Prevention**

ESD will maintain strict guidelines for its staff members and volunteers working with children in order to reduce the risk of potential abuse situations. This prevention includes:

- viewing of a child abuse / sexual abuse prevention video
- required reading and signing of statement on policy to be kept on file
- careful screening and selection of staff members and volunteers working specifically with children – no history of child abuse nor unresolved accusation of such plus careful orientation including awareness of abuse potential.

As a general practice, no staff and student, nor student and student combination should be in a closed or locked room at any time. All private encounters (counseling, disciplining) should take place in areas that are easily entered and well lighted or in the arranged presence of a third party. Hugging and touching should be done only in the presence of others (staff or student) and with care being given to not touch or hug inappropriately.

In all areas, staff should make precautions to not enter a closed room alone with a student. A single staff person should not remain alone in an area with a single student but should ask a second student or staff person to stay in the area.

In vehicles, no staff person should go alone with a student. Pairs or groups of students will maintain the integrity of any situation. Think ahead and plan ahead for this contingency when arranging trips and outings.

### **Procedure**

- When any child or volunteer has allegedly been sexually assaulted or abused in other ways, it is the responsibility of ESD/CSCD Inc. to work as quickly and as sensitively as possible.
- ESD will take all accusations seriously and will try if at all possible to protect the identities of the alleged victim(s), the accused and their families. If possible the identity of the accuser will not be revealed to the accused.
- The accused will immediately be removed from ministry with children or any situation where potential abuse may occur. The accused will be reassigned or suspended during the investigation period.
- When a staff member, volunteer, or anyone closely associated with ESD becomes suspicious that a child at the ESD facility has been abused or sexually abused, that member or associate must immediately document and communicate all facts relevant to the suspected abuse to his/her supervisor or the highest level administrator over the member.
- Any supervisor or administrator receiving a report of actual or suspected abuse will immediately notify the CSCD Inc. president and initiate an investigation to determine the veracity of the report.
- Careful documentation of the entire situation will take place from the first notification of the problem.
- Whether the accused admits or denies the allegations, the investigators should discreetly try to determine if there are other victims. Contact should be made with the parents of the other children to determine this without naming the accused.
- If there is a lack of facts from the alleged victim and an absence of acknowledgement by the accused abuser, the administrator at ESD will determine whether or not to investigate further, realizing the potential risk to both the children and the accused.
- ESD/CSCD Inc. will form a Crisis Team to deal with the situation if needed.
- If it is determined that the accusations are true beyond reasonable doubt, the accused will be dismissed from ESD. CSCD Inc. will return the accused to the home or sending church to receive their actions or discipline and will notify the home or sending church of the situation.
- If the accused is never determined guilty while the alleged victim's testimony continues unchanged, the accused in consultation with the ESD mission staff and CSCD Inc. Board of Directors may be encouraged to seek another area or ministry that does not involve children.

## **RESPONSIBILITY AND ACCOUNTABILITY IN MISSIONS**

From the New Testament scriptures it is clear that the Biblical pattern of missionary service was that – of being called by God the Holy Spirit and then commissioned/supported by the local church (Acts 13:2-3). Although there is no scriptural foundation for mission boards or service organizations, they have greatly assisted in the area of foreign missions in areas of administration, government requirements and missionary health care.

In sorting out areas of *responsibility and accountability* we should start with some definitions: *Responsibility* is where a person has a duty to act responsibly in a situation because of moral standards or courtesy. *Accountability* is where a person answers for his/her conduct to some other person or body because of a divinely mandated relationship (I Cor. 4:1-5).

Therefore a missionary ...

- Is *accountable* in the strictest sense only to the Lord This would touch the whole matter of his/her service; the when, where, how and why. He/she answers to the Lord and will one day give an account to Him. He/she is, in fact, the Lord's servant.
- Is *responsible* before the Lord to respect the advice and counsel of godly men and women, whether they are fellow missionaries, leaders in the commissioning church or service organization.
- Is *responsible* before the Lord to communicate with the commissioning church, with respect to any changes in service, furloughs, doctrinal concerns etc.
- Is *responsible* before the Lord to communicate with other churches and individuals that have been led by the Lord to share in the financial living and ministry cost.
- Is *responsible* before the Lord to work in harmony with other missionaries.
- Is *responsible* before the Lord to render to governments; both local and in the homeland; those duties that are required by the governments.

The local (commissioning) church ...

- Is *accountable* to the Lord for those the Lord has placed in its care; to support financially and prayerfully, to nurture, encourage and care for them in various ways. The Scripture indicates that the elders of the local church will give an account for those under them.

Missionary service organizations, in this case ESD, are responsible to carry out their constitutional requirements as outlined in the terms of the arrangements made with each missionary before going to the foreign field.

## **CALENDAR**

Ours is not a secular job whose hours are 9:00 – 5:00 with an hour for lunch. Many of the jobs within the school and ministry require odd hours, split shifts, hours of preparation and study time in addition to regularly scheduled activities.

Your time on the field should not be counted by hours per week; it should be viewed in light of eternity: Have I done my best for Jesus?

The ESD Staff follows a school year calendar. The school year is divided into two semesters with reports going home at the end of each 9-week period. These times are marked on the calendar. Each team member should be ready with marks at this time.

About once a month there is a Monday holiday for the students and staff. Many other vacations and breaks for the students are scheduled as workdays for the staff. Painting, cleaning, paperwork, grounds work, preparation of coursework and worksheets are all a part of staff workdays. All staff divide up the work and each one may complete the work according to their own schedule or desires.

The week of American Thanksgiving has been scheduled as a holiday. Staff persons are expected to reserve Monday through Wednesday of that week for meetings, retreats or special work assignments unless there are special arrangements made. That is, Monday through Wednesday of the fourth week of November are staff workdays.

## **VACATIONS**

Generally, ESD short-term missionaries (serving for one to four years) receive three weeks of summer vacation. Missionaries with five or more years of service will receive four to six weeks vacation depending on need and availability of time. Missionaries who move laterally to ESD from another missionary organization will be credited with their past consecutive service.

Missionaries who serve with ESD for less than one year receive the regular holidays but do not receive summer vacation time. If you are on the field for 9 or 10 months, you should plan your leave so that you have time to regroup when you return to your home base. You are asked to stay through June 30 to assist with summer maintenance and security coverage while the long-term missionaries have their break.

Extra time off for special events should be discussed with the administrator as soon as possible. The ESD Missionaries are asked to discuss their plans for summer holidays so that there is summer maintenance and security coverage of the ESD grounds.

All long-term staff persons are asked to remain on hand for at least 1 week after the last day of school. This may be negotiable for special cases. We expect returning staff to be on hand two weeks before the beginning of school. New staff persons may be asked to come three weeks before the school year so as to have time to settle into their living accommodations.

## **WHEN YOU ARE ILL**

As many of the duty areas and times overlap, it is sometime difficult for other staff to cover the duties of a sick staff person. We can combine classes to relieve teaching staff that are non-functional due to illness and in free times it is possible to have combined activities.

Coverage can be made when necessary – such as teachers cooking supper and dorm staff covering office duties. However, as this means doubling up on duties for the staff person

covering, it should only be requested when absolutely necessary. Each missionary is asked to report illnesses to their supervisor and together, an arrangement for assistance and altering responsibilities can be made.

## **STAFF MEETINGS**

Staff Meetings – usually begin promptly at 6:00 p.m. each Monday evening through the school year. Staff meetings are considered duty time and all staff are required to be at the meetings. Attendance is required for all staff meetings. It is the responsibility the worker to speak with the administrator or staff meeting chairperson to obtain permission to miss a meeting. Meetings include prayer time, discussion of business and the weekly calendar, Bible study or other edification.

Chapel - 8:00 - 8:30 a.m.

All staff will attend chapel. This is the one time each day when we are all together. It is a unifying time. Often business for the staff is discussed before or after chapel.

Many staff who are in support positions and not directly in contact with the students during the school day have found the morning chapel times to be a time when they can make some special connections with the students. By following along with the singing, this is a terrific time to learn some signs or even to make sure signs you know are the same as those being used at ESD. Staff and Missionary Kids (MKs) should follow the dress code. MKs are the responsibility of their parents unless other arrangements have been made for the child to be under the authority of a classroom teacher or other staff person.

(Most staff through the years have found that chapel time provides the benefit of fellowship and unity. Often our various responsibilities isolate us from the other staff. Chapel is the perfect opportunity to make a daily connection and to stay in touch with every one. Your participation and attendance show that you desire to be part of the team. Your suggestions for modifying chapel time are greatly appreciated.

A word of caution: please speak suggestions carefully. One seasoned missionary has made the observation that the first year missionary should observe and do rather than speak. As you observe and submit, you earn the respect of those you are serving with. Your suggestions will be received when they are backed by patience, grace and a servant attitude.

### Selected articles on Community

Selections from The Ascent of a Leader (1999) :

(pages 32 - 33) An environment of grace works hand in hand with relationships of grace to create a cultures in which trust, creativity, hope and other positive outcomes emerge.

Leadership sage Chris Argyris also observed this parallel: “Without interpersonal competence or a ‘psychologically safe’ environment, the organization is a breeding ground for mistrust, intergroup conflict, rigidity and so on which lead to a decrease in organizational success in problem solving.” The right relationships without the right environment will not last long and vice versa.

In an atmosphere of ungrace, all favor and love must be earned. When humans, who all fall short, feel they cannot earn favor or love without meeting a too-high standard, they lose hope. Or they put their hope in their ability to pretend that they have no frailties or weaknesses, at least long enough to get to the top.

(page 14) Dr. J. Robert Clinton, professor of leadership at Fuller Theological Seminary believes that more than 70 percent of leaders do not finish well. He bases this startling statistic on six criteria: First, LEADERS who do not finish well lose their learning posture. THEY stop listening and growing. Second, the attractiveness of their character wanes. Third, THEY stop living by their convictions. Fourth, THEY fail to leave behind ultimate contributions. Fifth, THEY stop walking in an awareness of their influence and destiny. Finally LEADERS who finish poorly lose their once vibrant relationship with God. (Now go back and read that again and where you read leader or they, please think *teacher, missionary, mother, father, counselor, mentor* because we all lead in some capacity)

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Isn't it unbelievable the variety of people types we work and live with as missionaries? We have to get along. We have to get along because if we don't, we are not going to be able to do the work we came to do.

If we don't get along, we are going to be rotten models for anyone who sees us with each other. And if we don't get along, we rob each other of a vital source of strength. Paul says it best when he comments: “from Christ the whole body, joined and held together by every supporting ligament, grows and builds itself up in love, as each part does its work. (Eph. 4:16)

Everybody knows that we have to get along, but what is a fair and practical and Biblically correct pattern for us? People say we have to be friends, but I think this isn't realistic. Friendship has a special magic that cannot be legislated. Friends have an inbuilt tolerance, oiled by the pleasure of the relationship, which cannot be demanded.

But if we do not require the magic, I think we can ask that missionaries act in a friendship manner; I call it Friendship Behavior.



In simple, practical terms, it means lifting burdens, being kind, serving, interacting with, choosing to show interest in, listening to, not giving up on, accepting the present reality about, being willing to facilitate the other's growth, helping make the person know he is special, chosen.

Theologically, of course, it is the agape love, God-originating, and Holy Spirit enabled, that I Corinthians speaks about in chapter 13, verses 4 through 8A.

When we ask people to choose to touch each other with Friendship Behavior, we are asking, in a sense, for a "marriage of convenience." We are asking them to participate in relationships that will have the quality of good friendships without, sometimes, the enhancement of good feelings.

At the same time, when we quit demanding that people be friends, we remove the guilt and resentment that often accompanies unsuccessful attempts at friendship among strangers thrown together for Christian service.

We ask people to be fair with each other, even if they are not fond of each other. We ask them to be a source of renewal to one another when natural affection is not involved.

Personally, I have found this freeing. I can ignore feelings about someone I am involved with, positive or negative, enchanted or bored. I can ignore my emotional responses to them and concern myself with lifting their burdens. Because this matches up with what God is like, we know that the release of His life through us will make our Friendship Behavior possible.

[Win Couchman](#)

Use the link above to read more about Win Couchman.

You will be evaluated as follows at times through your term of service.

STAFF EVALUATION FORM

Name		Date		Evaluator	
4 = excellent	3 = good	2 = average	1 = fair	0 = weak	

**Personal Competency**

1. Personal appearance
2. Sign Language Ability (ASL, PSE, SE)
3. Enthusiasm
4. Dependability in responsibilities
5. Self-control
6. Concern for work excellence
7. Initiative on the job
8. Willingness to do extra

**Professional Competency**

1. Appearance and upkeep of work area (Classroom, dorm, office, kitchen, shop)
2. Preparations for work (lesson plans, activity materials, devotion prep, snacks)
3. Organization (record keeping: grading, physical space, time)
4. Communication sensitivity (listening skills, body language, awareness of miscommunication and misunderstanding)
5. Accessibility and manner toward students (professional yet caring)
6. Maintain control of student groups (use of fair rules and logical consequences)
7. Discipline with individual problems (discipline with a goal of increased self-control)
8. Consistent and fair discipline (no favoritism, no laxness, no postponement)
9. Follow through on stated discipline (personal involvement to see that the student learns respect and self-control)
10. Punctual for duty time (arrive early or on time with everything ready for the activity or duty to follow)

**Interpersonal Relationships**

1. Acceptance of authority
2. Reaction to criticism
3. Relationship with other staff
4. Resolve conflicts quickly and biblically

/88 personal eval		Supervisor eval
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Comments:	
Signature:	Date:
Follow-up / Further comments:	
Signature:	Date:
Follow-up / Additional comments:	
Signature:	Date:

## Miscellaneous Information

### **Absenteeism**

Each worker is required to give 2 weeks notice or more for absences other than illness, emergency or deaths. Each absence must be pre-approved and plans should not be made until approval has been explicitly given.

Each worker is expected to provide his/her own plan to cover a planned absence. The plan should include agreement with those who will be covering his/her duty time, orientation of the person or persons involved, specific lesson or activity plans written out and approved by the immediate supervisor well before the departure of the worker, and contact information.

Holidays taken during non-school times must be planned with the administrator so that security coverage of the school grounds is provided.

Terminating workers are requested to stay through June 30 to provide assistance for security and grounds care while the returning workers get their summer break.

### **Tardiness**

Any worker who consistently arrives late, does not show up for duty or otherwise creates stresses on the ministry by absences or tardiness may be in a position to have privileges removed. The worker and circumstances will be discussed before the ESD Inc Board of Directors prior to removal of privileges. (See guidelines for first year workers.)

### **Student transportation**

We provide some student transportation and it is often necessary one staff person to drive students to their homes. All students should remain seated and in their seatbelts as you drive them. In addition, students will be seated with students of their own gender – if a situation arises in which a female student must be seated with a male student, the driver should ask the female student to sit with the youngest male student and in a place observable by the driver so that no inappropriate behavior may occur.

Routine problems in the van will require creative responses in discipline. **DO NOT HESITATE** to pull over to the side of the road, put the vehicle in park and discuss the student's behavior in clear age-appropriate terms.

When picking up or dropping off students, take time to speak with the parents and remind them of the next drop off or pick up time. Don't be in a hurry – it is cultural to be late and to take time to chat. Ask them how their day has been and practice some conversational Spanish ☺.

If a child is not met as per daily routine, please return to the school with him/her unless another drop-off point has been established. Routine problems at drop-off or pick up may result in the transportation privilege being revoked.

**PG-13 and mature discussions**

Today, sex is treated as an open topic and our students do not show a respect for the private and intimate nature of sexuality. We also do not want those who are innocent in their understanding to be affected by the stories and misunderstandings of the others. Any conversations about SEX should be treated with care and control.

Students may like to “ONE UP” or adopt another student’s story on this subject. At any point in time when discussing things like sex, drug use, felonies, driving without a license, alcohol consumption, etc, if a student begins to share a personal experience, please show respect for the student and the subject and the others by ending the group discussion and continuing the students discussion in private.

Begin any discussion on a serious topic by framing the topic with prayer and maturity. Remind the older students that some topics are shared with them because they are older and more ready for the information, that ‘adult’ or ‘mature’ content (like movie ratings) means that they should not discuss the material in the dining room or in general with younger kids. Encourage them to bring their questions and concerns to you as the adult in charge for information. You may give examples of misunderstandings that you have heard before and the truth about these things.

## E.S.D. MISSIONARY STAFF CONDUCT AGREEMENT

The purpose of this staff conduct policy is to articulate for missionaries the standards and principles of E.S.D. that expresses loving faithfulness and service to the Lord Jesus Christ as a condition of working with E.S.D.

As Christians, we are required to undertake each activity with an attitude of worship and thanksgiving, with the understanding that no task in which we are engaged, however simple or routine, is detached from, or unrelated to, our requirement and desire to serve and honor the Lord Jesus Christ.

ESD Missionary Staff are encouraged to establish in their lives spiritual disciplines needed to maintain and promote a relationship with God which is essential to effective service, including prayer, Bible Study and sharing their faith and beliefs with others.

### PART I

The following requirements are based on principles of Scriptures, which are considered by ESD to be the final authority in guiding our faith and conduct.

#### STAFF ARE REQUIRED TO:

1. Agree and adhere to the ESD/CSCD Inc. Statement of Faith. (Available on-line or by request.)
2. Participate in staff prayer and devotion times as a corporate expression of our commitment to the Lord Jesus Christ.
3. Regularly attend a church whose beliefs are consistent with ESD's Statement of Faith.
4. Tell each other the truth in love and to maintain honest and responsible interaction and not gossip.
5. Serve a 6 to 12 month probation period that is considered "on-the-job training". At the end of the probationary period ESD full time missionaries and/or officers of the corporation decide if the person(s) are suitable for full time service in their particular ministry. This process eliminates the cost and time of attending an orientation program unless the candidate wants to avail themselves of such training on their own.

These items are consistent with the ESD Constitution and By-laws to which all ESD Missionaries subscribed upon application and acceptance to the Mission.

### PART II

Should serious misconduct issues involving ESD Missionary Staff occur, this general policy should assist in resolving the situation.

Without limiting the generality of examples of inappropriate behavior, some serious misconduct issues include immoral or abusive behavior, criminal acts, lying, breach of trust or any other conduct which is deemed to bring discredit or dishonor to the name or cause of the Lord Jesus Christ.

In the event of an occurrence or allegation of misconduct, those persons acting on behalf of ESD will gather all the information and attempt to resolve the situation and bring about restoration of the staff person(s) in order to maintain a Christian testimony within the organization.

#### STAGE 1 OF DISCIPLINE

If discipline is deemed to be required, the first stage shall be a review of the problem between the staff member and their supervisor. In most instances locally administered discipline will resolve the problem.

#### STAGE 2 OF DISCIPLINE

If attempts to bring about change to do bring results, the staff supervisor will be required to take the matter before the Board of Directors. It is encouraged that matters not be allowed to continue past the end of any school term, that as mature Christians, workers be able to accept instruction and amend their behaviors. If a worker feels unjustly criticized or disciplined, s/he should also feel free to talk to a member of the ESD Board or outside counsel in order to restore fellowship and reconcile with their accuser.

#### STAGE 3 OF DISCIPLINE

For very serious or repeated misconduct a higher level of discipline may be necessary. This would involve ESD consulting with the commending church of the Staff Person who may recommend the individual undergo professional and/or spiritual counseling. At this point the Missionary Staff member becomes the responsibility of the commending church that may call their missionary home.

In each stage of disciplinary attempts, the ESD supervisor or outside investigator involved will seek to conduct the process in a prayerful and considerate manner. Where restoration is deemed complete and is determined to be successful, ESD will provide on-going moral and spiritual support with the view to reinstate the Staff Person if appropriate.

ESD expressly reserves the right under this policy to suspend and/or terminate a missionary's service for just cause upon violation of the specific or general elements of this policy.

## JOB DESCRIPTIONS AND DUTIES

While each missionary has a designated position, we are here to serve above and beyond call of the duties listed.

We do not always have a complete compliment of staff and each missionary is asked to assist with other duties necessary to the smooth running of the ministry. These duties may include

- cutting the grass
- maintaining the mailing list
- assisting with vehicle maintenance
- covering dorm times
- answering correspondence
- checking the e-mail
- providing partial summer 'guard' duties
- visiting students' families
- teaching sign language classes
- counseling students
- assisting with student trips after school and on weekends
- planning special activities
- working with work teams
- baking cookies
- shopping
- inventory
- banking
- checking mail and sorting mail
- cooking for staff activities
- cleaning
- handling Campbell's Labels for Education and General Mills' Boxtops4Education
- etc.



## **Administrator and Principal**

The Administrator/Principal must be a person of high Christian morals and character. The Administrator/Principal is responsible to God and the ESD, Inc. Board for the spiritual and educational standards of the Evangelical School for the Deaf.

### **Administrator:**

- Is appointed by the ESD Inc. Board of Directors in agreement with the World Mission to the Deaf council.
- Coordinates ESD's ministry in Puerto Rico.
- Oversees that business duties in relation to ESD are done according to Biblical principles and with good business practices.
- Oversees the receiving, receipting and disbursing of finances in relation to ESD.
- Oversees the maintenance of property known as ESD including the functionality, appearance and safety of the facilities, grounds, fixtures, buildings and equipment.
- Fulfills obligations to government agencies in P.R. as they pertain to ESD, maintaining certificates and licenses that are required by each agency.
- Ensures that all aspects of the ministry are dealt with in a Christ-honoring, Biblically sound manner.
- Holds a voting seat on the Board of Directors of the Evangelical School for the Deaf, Inc.
- reports to the ESD INC board and carries out duties as delineated in the ESD By-laws

### **Principal:**

- Responsible to maintain the Christian stand and testimony of ESD to the community.
- Maintains the physical, emotional, educational and spiritual well being of the student body.
- Responsible for the philosophy, curriculum, standards and values, discipline and educational resources of the school.
- Responsible for the evaluation of and assistance in teacher performance and classroom standards.
- Responsible for the evaluation of and assistance in residence counselors' performance and dormitory standards.
- Responsible for evaluation and assistance in maintaining the kitchen facilities, providing nutritionally balanced menus, and dining room etiquette.
- Responsible for maintaining communications between the school and parents of the students.
- Ensures that all teaching is carried out in accord with Biblical principles.

**Evaluation:**

- Uses formal and informal methods to evaluate, encourage and improve the abilities of teaching and support staff.
- The Principal/Administrator is evaluated by the demonstrated completion of all duties and accountable / answers to the ESD, Inc. Board of Directors.

**Professionalism:**

- Sets up staff development activities
- Sets up and organizes staff meetings – meet regularly with each staff person to review their lesson plans and classroom management, meet regularly with the staff as a whole to discuss policies, problems, and lead in spiritual development and edification.
- Understands and respects confidentiality of student, staff and ESD communications and information.
- Strives to keep abreast of current issues in education theory and practice and impart knowledge to teachers and classroom workers.
- Maintains accurate and timely reports and records.
- Carries out the policies and procedures of the Evangelical School in a professional, positive manner within and outside the school.
- Represents the school and ESD community in a positive, professional manner at professional meetings and conferences.

## **Teacher**

### **Planning and Preparation:**

- Is required to qualify for Puerto Rico teacher certification by completion of university courses equal to or greater than an Associates Degree. Preferably teachers will have training in the field of Deafness, Linguistics, ESOL, Missions, or Deaf Culture.
- Prepares IEPs.
- Plans short and long term educational goals.
- Prepares lesson plans to meet IEP goals and objectives.
- Maintains classroom in order and functionality.

### **Classroom Management:**

- Maintains an effective orderly classroom.
- Maintains an attractive, stimulating classroom environment.
- Responds in a fair, firm, consistent manner toward students.
- Demonstrates an understanding of child development.
- Promotes social, cognitive, emotional and physical growth in students.
- Uses instructional materials effectively (audio-visual, computer etc).

### **Evaluation:**

- Uses formal and informal methods to evaluate student progress.
- Maintains lessons and objectives in accord with the IEP goals and Biblical principles.
- The teacher is evaluated by observation and/or discussion of lesson plans and given weekly feedback through meetings in group or private.

### **Professionalism:**

- Participates in staff development activities.
- Participates in staff meetings.
- Understands and respects confidentiality of student information.
- Strives to keep abreast of current issues in education theory and practice.
- Maintains accurate and timely reports and records.
- Maintains contact with parents.
- Participates in various school-related committees.
- Carries out the policies and procedures of the Evangelical School in a professional, positive manner within and outside the school.
- Represents the school in a positive, professional manner at professional meetings and conferences.

## Teachers' Aide

### **Responsibilities:**

- Assists teacher in coordinating student classroom activities and projects.
- Assists teacher in creating a classroom environment that is conducive to learning and appropriate for the students.
- Provides instruction using teacher's materials with individual or small student group.
- Participates in required in-service education courses.
- Participates in vocational development plans and attends job placement with student.
- Participates on various school-related committees.
- Carries out policies and procedures of the Evangelical School in a professional, positive manner within and outside the school.
- Represents the department, school and community in a positive, professional manner at professional meetings and conferences.

### **Planning and Preparation:**

- Plans short and long term educational goals based on IEP goals.
- Maintains classroom in order and functionality.

### **Student/Small Group Management:**

- Maintains students in an effective orderly manner.
- Contributes to an attractive, stimulating classroom environment.
- Responds in a fair, firm, consistent manner toward students.
- Accept and apply instruction regarding child development.
- Promotes social, cognitive, emotional and physical growth in students.
- Uses instructional materials effectively (audio-visual, computer etc).

### **Evaluation:**

- Uses formal and informal methods to evaluate student progress.
- The teacher's aide is evaluated by observation and/or discussion of lesson plans and given weekly feedback through meetings with the supervising teacher.

### **Professionalism:**

- Participates in staff development activities.
- Participates in staff meetings.
- Understands and respects confidentiality of student information.
- Strives to keep abreast of current issues in education theory and practice.
- Maintains accurate and timely reports and records.
- Maintains contact with parents.
- Participates in various school-related committees.
- Carries out the policies and procedures of the Evangelical School in a professional, positive manner within and outside the school.
- Represents the school in a positive, professional manner at professional meetings and conferences.

## FIRST YEAR TEACHERS/TEACHING ASSISTANTS:

You should be prepared for each class or activity before you begin teaching that day. This means, you should prepare your classroom before leaving the day before OR you should be in the classroom with sufficient time before your classes begin to prepare your things for the day. Many times, you will be detained by a student or another staff person. To prevent times in which the students are standing around with nothing to do, all materials should be on hand well before the activity is planned to begin.

### ORGANIZING:

Please obtain a three ring binder (2 inch or larger) and subject dividers – one for each subject and each level you are teaching

Label the subject dividers according to class or group: Reading 1, Reading 2, American History, Art/Art Appreciation, Gym, Choir, Drama/Creative Writing, etc. Also include dividers labeled for Weekly Plans, Grades, and Notes.

Please copy the grid/form outlining your week's responsibilities. Date each one by week and place these in your Weekly Plans section. These will be your most basic guideline to what you are doing in a week.

### PLANNING:

#### ALL ACADEMIC SUBJECTS:

In the beginning, you will be asked to write lesson plans according to the provided form. These plans as well as this general schedule should be submitted to your supervising teacher on the Wednesday morning one week before your planned implementation. Place one copy of each piece of seatwork (review notes, worksheets, drills, practice questions, tests) with the lesson plan for approval. If a test is scheduled, there is no need to complete a lesson plan.

Place each full lesson plan in the appropriate section of your plans binder. Number them in the order you use them. This way your plans will be easily found by your supervising teacher and yourself when they are needed. Your plans for each subject also become a help to future teachers coming in to teach this same subject material.

You may find that one completed lesson plan will take two or more class periods to carry out. It is better to plan MORE than necessary. It is also a good idea to have some review exercises or games to use as drills if you finish a class early.

As you gain experience in preparing lesson plans and as you show responsibility in being prepared for class, the requirement of writing lengthy and specific lesson plans will be dropped. You will always be required to have lesson plans written in grid/outline form ready for presentation one week in advance.

If lesson plans are not completed, there is no problem with carrying over part of lessons to another day. To complete the course curriculum for the year, you should have a general idea of how much you need to accomplish each day or week. In all subjects, it is important to

cover information thoroughly enough so that students have a good grasp of it but quickly enough so that you do not bore them with it.

NON-ACADEMIC SUBJECTS such as GYM, ART, CHOIR, DRAMA and other activities should be written on your weekly schedule. If you are unsure if a subject is in the academic or non-academic segment of the curriculum, err on the side of over-preparation. Ask beforehand or complete your first full lesson plans for the subject to show that you have a handle on the activity.

In the Gym, Drama, Art and Choir, etc. sections of your binder please place an overview of the year and your expectations. You can do this by weeks – Week 1, Week 2, etc in a chart format for the entire school year.

Plans for these non-academic areas should be written up briefly in the various sections of your plan book. Please date all activities so that yourself and your supervising teacher easily find them for reference. Include lists of materials you will need for the activities you will do.

It is important to maintain discipline in all areas of teaching. Even though you are being more physically active in Choir or Gym for example, the students should still be paying attention and working towards goals. Make your goals clear to them. Help them to set reasonable goals for themselves.

#### ACTIVITY TIMES:

Varied activities will help the students to be interested and to participate. You may repeat activities throughout the school year but generally, after playing a game; it should be not be played again on a weekly basis. Change the game. Change the rules. Make your activities interesting for yourself as well as the students under your charge. (Of course, if the students ask to play it again and again, let them enjoy it!)

#### EVALUATION:

Many informal evaluations happen as other teachers walk in to ask a question or walk by your door and observe what is happening in the classroom. If someone questions you, be open to their observations and consider how you can improve your teaching or classroom management style. Please keep in mind that teaching is a professional position. Dress and act accordingly. We have many visitors who will simply arrive at the classroom doors. Please have your students under control at all times.

You will have a formal evaluation each year reviewing your general performance. You will have many less formal reviews – the frequency depending on specific problem areas, which arise, and on your background and training. Use your reviews as a time to ask questions and present specific problems you are facing as you teach; work with the students and work with the other staff in the mission.

#### Second year and forward:

Each year, your abilities will be re-evaluated. You will eventually have less *written* lesson planning to do though your course load will remain heavy. You will be expected to have

lesson plans written and ready for evaluation at any time. This is especially important if you are sick or have an emergency keeping you out of classes. Forward preparation is always an excellent teacher preparation trait.

As much as possible, please keep yourself so well prepared that anyone could walk into your classroom and with minimal effort pick up where you have left off. A few years ago, one teacher was called to Canada to assist her sick mother. When she left- within 24 hours of the phone call – in her classroom were enough language worksheets to last the entire month she was gone. Her previous lesson plans for all subjects and plans for the coming weeks were clear enough for all classes to go ahead on schedule.

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We would also like to have a MAINTENANCE PERSON, COOK and OFFICE PERSONNEL but these positions have not been filled for some time.

### **Maintenance**

#### Responsibilities:

- Maintain the grounds, vehicles and buildings safety and appearance.
- Grounds work including grass, hedges, flowerbeds, fruit trees, fence line, and general appearance of the property.
- Building maintenance including painting, operation of doors, screens and windows, fire extinguisher charging, general plumbing and electrical needs, roof maintenance and general repairs.
- Vehicles:
  - Check and maintain fluid levels, brakes, oil, lights and tire pressures on a routine basis.
  - Arrange for repairs or repair any items necessary to the safe operation of the vehicles.
- Miscellaneous responsibilities:
  - Maintain playground equipment appearance and safety.
  - Maintain signs to office and parking areas.
  - Control populations of rats and stray animals through traps and collection as appropriate.

## FINANCES

### 1. Personal Support

Each check or gift that comes in for a missionary is deposited in that person's account or fund in the school office. At the end of each month, this amount is tallied and a check is written for the total amount to each missionary or family. The support for a missionary comes in during a specific month. Nothing is held over to the next month. Accompanying each check is a list of where the money has come from.

If a missionary's support comes directly to the missionary from their church, it is requested that a summary of the support is given to the school office each month. The missionary is to pay in to the school office rent and expenses as determined beforehand and between the missionary and the administrator.

### 2. Money Owed To Missionary

If you have to use your own money to purchase something, submit the bill to the school with any necessary information and you will be reimbursed. This can be added to your next support check by using the appropriate spaces on your financial reporting sheet.

### 3. Money Owed By Missionary

The missionary will pay the school for items purchased. (i.e. foods, copies made, insurance, use of vehicles, fax or school phone.) Please do not pay in small increments through the month. You should pay this amount to the school office directly.

i.e.:	printing, postage	\$10.00
	phone	\$ 6.92
	food	\$ 2.00
	insurance	\$ 6.00
	misc. (Washer/Dryer use)	\$14.30
	vehicle use	<u>\$42.00</u>
		\$81.12

Usually 10% of the missionary's support is given towards living expenses if the missionary is living on the school grounds. A monthly rental of no less than \$30 should be paid.

Missionaries with enough support are asked to rent off of the school grounds.

### 4. Purchase of Items

The spending of school money needs the approval of the administrator. Often it will be a staff decision. However the necessary repairs for vehicles or other emergency purchases are



permitted. Purchases over \$50 require the approval of the school administrator. Purchases over \$1000 require the approval of the Board of Directors.

## 5. Opening a Bank Account in Puerto Rico

You will need the following:

Social Security #

Driver's license or passport (photo ID)

Addresses (mailing & physical)

**Mailing:** HC-01 Buzón (Box) 7111, Luquillo, PR 00773-9602

**Physical:** Barrio Casa Blanca, Carretera (Road.) 983 Km 1.6, Luquillo, PR 00773-9602

Phone # - if you have a cell # use that,  
if living at the school use the school number - 787-889-3488.

You will need money to open the account.

Decide if you want checking or savings. They will send you an ATM (ATH) card, which you will have to take back to the bank to be activated.

If you want to be able to access your account online, ask them to set this up at the same time.

**Remember:** however you sign your name on the account card is the way you must sign always. Example: If you sign in full (Elisabeth Hoke) then always sign that way. If you sign using only your first initial and last name (E Hoke) then always sign that way.

**COSTS**

(costs increase with times so please don't be surprised when they change)

<b>Copies</b>	8.5 x 11	.05	double-sided	.08
	8.5 x 14	.08	double-sided	.10
	colored.	.08	your own paper	.05

**Lamination** per page .50

**Paper** - 500 sheets for 5.00

**Vehicles** .40 per mile for personal use

**Dryer** \$4.00 per hour of use

**Washer (flat rates)**

Singles - \$50.00 per year + \$0.50 per load for water and electricity

Families - \$150.00 per year + \$0.50 per load for water and electricity

Families staying longer than 2 years should consider purchasing a machine for their family use.

**Accident insurance** \$6.00 per person

This insurance covers all accidents in school time. We find it helpful for the adults because it covers accidents in working hours. You and your children will be included unless you inform the administrator otherwise.

**Guest apartment** (when available) and/or dorm

\$10.00 per person per night

The use of the apartment or dorm needs to be approved and the office personnel notified. It is the staff person's responsibility to make ready and to clean up, wash sheets, etc. afterwards. Often during the summer, camps or summer missionaries, etc use our facilities. The cost, at present, is the same for them.

**Use of Facilities** \$25.00 for a group for one day (this includes the use of the kitchen).

**Kitchen Use** \$100.00 per week (plus possible purchase of propane gas)

## Use of ESD Campus

### Overview:

Most use of the ESD campus for non-ESD groups and activities takes place during the “down time” of the ESD residents. Therefore, use of the ESD campus during ESD “off” hours by “outside” groups is evaluated by residential staff decision. Permission is then granted or denied based on dates and previous experience.

### GENERAL GUIDELINES

The visiting group assumes the responsibility for the set-up and clean-up of the activities for which they use the ESD campus. The ESD maintenance man will assist with campus work if he is available. If the visiting group considers grounds work necessary, they may do it using the ESD equipment under the supervisions of an ESD staff person. As the campus is available at a cheap cost, ESD will not pay an outside person to do work as long as able bodies from the visiting group are available to do it.

Any area used must be left ready for ESD use. Any area that requires cleaning after use will be given to the attention of the event director. No group may leave the ESD campus until a post-visit inspection is carried out.

Before the event, the event director must contact the school administrator to arrange to have needed areas opened or keys given. Areas NOT requested will be maintained off-limits to the event attendees and will be locked unless opened by an ESD staff person. Keys will be given to the event staff as needed.

By fire code, ESD may house not more than 60 residents at any given time. This number includes residential staff as well as students or visitors.

All visitors will be instructed by the event director to respect the residents’ privacy and explain that ESD staff homes are off-limits. ESD campus residents in the area of the activity come under the advisement of the event staff in charge and should promptly obey instructions or requests given. If an event attendee or staff violates the privacy of the resident or their home, an ESD staff person will report the problem and its parties to the event staff person in charge.

Residential Staff request that “QUIET HOURS” on the campus be respected between 10 p.m. and 8 a.m.

Only the kitchen/dining room area, dorms and grounds are available for use. The laundry room and chapel may be opened by special request. The library is off limits unless specifically requested and approved.

### Cost:

ESD charges \$10 per person per night to any group staying overnight. An additional \$100 per week fee for use of the kitchen will be applied if that area is needed. Charges per load of laundry can be negotiated. Costs for day groups will be determined by size of group, length of stay and facilities used.

## **EQUIPMENT**

If equipment is not being used or scheduled for use by the school or dorm, you may borrow any of it for personal use. We ask that you take care of each item. Multiple use is very hard on equipment, so we ask that you follow these guidelines.

1. Whether for ministry or personal use, equipment should be signed out and returned when finished. If you plan extended use, it still should be returned when not in use and signed out again or mentioned at a staff meeting so that the equipment location is known.
2. For the use of equipment such as the Camcorder, VCR projector, etc., please read the operating manuals first so that you know how to operate.
3. The equipment is not to be operated by untrained persons. This refers to projectors, DVD players, computers, etc. Some of the students and missionary kids have proven their abilities to operate computers. They may do so with supervision. If your children want to watch a video and you don't have a personal VCR, then you or another adult needs to operate the school machine.
4. There is a lot of equipment that can be used for activities, devotions, etc. The computers need to remain in the library or chapel.
5. It is the responsibility of the staff to teach the deaf students as well as their own children to have respect for the property of the school. They should take pride in the school and not be destructive. Many of the staff apartments have furniture and appliances that belong to the school. We would ask that these items also be taken care of.

## **Vans**

It is the policy of ESD that ESD staff may use the ESD vans for functions outside of ESD when the vehicles are available. The ESD staff person should be responsible to drive the van and ensure that all safety features are used. Vans are not habitually loaned or rented to outside groups (Esther Frey's camp ministry is one exception.)

Groups coming to work at ESD may be asked to rent a van or may use an ESD vehicle if available. We ask them to designate a driver and for that driver to be responsible for the van's well being.

Any accidents or problems should be reported to the school administrator as soon as possible for the problem to be addressed.

## EQUIPMENT INVENTORY

All equipment belonging to the school, is inventoried and marked. (*Well, we need to get back onto this and create an accurate inventory.*) It has a number, destination code and a year. (e.g. 432 Of 92 = number 432 on the inventory list, kept in the office, and purchased in 1992)

Anything new purchased, or items donated for school, dorm, etc., that is not consumable, should be reported to the office, given a number and marked. Anything thrown out should be reported to the office so it can be taken off the inventory list. A piece of paper with the number and a note saying delete is all that is necessary.

Since everything is marked, it can be returned to the proper place if it is borrowed for any reason. Or if you find something in an odd place that is marked for another destination, please check about it.

List of Destination Codes:

Sh	Shop		
St 1	Downstairs Apt.		
St 2	Apt. Above Office		
St 3	Apt. Above Classrooms		
Gu	Guest Apt.		
K	Kitchen		
SR	Teacher's Supply Room		
TMR	Teacher's Meeting Room		
Of	Office		
GD	Girl's Dorm		
BD	Boy's Dorm		
C 1	Classroom		
C 2	Classroom	C 3	Classroom
C 4	Classroom	L	Library
Ch	Chapel	Sp	Sports Room
Sc	School		
La	Laundry	W	White Container

## LIBRARY PROCEDURES

### 1. Borrowing Books

- Sign name on borrower's card and keep it in the book.
- When finished, please replace the book back on the shelf.
- Teachers are responsible for their classes; missionary parents are responsible for their children. Please do not just leave the books on the table for someone else to put away.
- Rules for library use are posted in the library.
- Students are **not** to take books home, which have a value greater than \$25.00. The value of such books is marked in the back of the book.
- All reference material (marked 'R') is to stay in the library at all times.

### 2. Using Computers

- There is a weekly schedule where you can sign up for use of any library computer. School use will take priority over personal use.
- The office computer is for office use only.
- Be sure each computer is turned off at the end of each day.
- Keep food and drinks away from the computers.

**3. The Library and chapel** are community places and as such, should be maintained in functional order at all times. You or friends or family may use the library or chapel during evenings and on weekends – but please contribute to the use of electricity (AC, computers, projectors) by paying either the recommended \$25/month library use fee for those who use the library or chapel for personal enjoyment in an habitual manner or other compensation for the use of the library or chapel.

## DISCIPLINE

We, the staff of ESD, believe it is our responsibility and privilege to train our students to become responsible Christian young people.

We believe in creative discipline where logic is clearly related. (i.e. if a child writes on a wall or desk, he/she may find themselves cleaning the area, painting a wall, washing desks, etc.) Punishments should be equal to the crime under consideration.

We believe the best discipline is positive interaction and a sense of fair judgment. A first offense may receive only a warning; continued offenses may require action to be taken. A "small" offense many times becomes major because of escalating emotions. Always take the time to review:

1. the severity and frequency of the offense
2. your **pre-determined** plan of action.

Showing good judgment shows respect and maturity. This is important to the student's perceptions of you as a staff person and as a Christian.

Keep in mind:

1. Plan ahead.
2. Plan for success and a positive environment.
3. Plan for contingencies if discipline is required.
4. Explain your plan clearly at the very beginning. It is easier to modify and lighten up later, than to try to gain control when you are looked on as a pushover!
5. Review each child's behavior patterns.
  - Is there a specific trigger to a problem?
  - Are you finding praise-worthy areas to give positive feedback?
6. What is your non-language communication telling about your attitudes?
  - If the students are not developing respect for you, ask yourself if are you showing them the respect and love of a sister or brother in the Family of God?
  - Tell the students daily of your love for them. Pray with them.
  - Be sincere. If it is not sincere, the hypocrisy will be seen and problems will increase as the child tests the boundaries of God's love in you.

*Disciplining* should be viewed as a step of *discipling* our students for the Lord.

## HOW TO DISCIPLINE

The most confused and unhappy children are those who have no logical, reasonable, or consistent discipline. We must not allow consistency in discipline to be determined by circumstances, convenience, or feelings. A desire or taste needs to be created within the child to do that which is right. God still loves him, but is displeased with his behavior. Let him know that you are representing God when you punish him. Helping him realize that he has sinned against God prevents resentment toward discipline. “For whom the Lord loveth He chasteneth...” (Hebrews 12:6). After his punishment, the child should ask God for forgiveness.

“He that spareth his rod hateth his son; but he that loveth him chasteneth him.” (Proverbs 13:26) Love with proper discipline will produce a child with self-respect, self-control, and self-discipline. It is not what we do for a child, but how we train him to do for himself that determines his development.

### PROVERBS REGARDING DISCIPLINE

BE LOVING	3:12	“For whom the Lord loveth he correcteth; even as a father the son in whom he delighteth.
	13:24	“He that spareth his rod hateth his son.....”
BE GENTLE	15:1	“A soft answer turneth away wrath.”
	25:15	“A soft tongue breaketh the bone.”
BE WISE	17:2	“A wise servant shall have rule over a son that causeth shame....”
	25:12	“As a earring of gold, and an ornament of fine gold, so is a wise reprove upon an obedient ear.”
BE JUST	21:3	“To do justice and judgment is more acceptable to the Lord than sacrifice.”
	21:15	“It is joy to the just to do judgment.”
BE DETERMINED	19:18	“Let not thy soul spare for his crying.”
	23:14	“Thou shalt beat him with the rod, and shalt deliver his soul from hell.”
BE REJOICING	23:24	“The father of the righteous shall greatly rejoice.”
	23:23	“He that begetteth a wise child shall have joy of him.”



Perspective of Expected Student Behaviors:

1. Obedience
2. Peaceful living
3. To maintain a safe and secure environment
4. Demonstrate good choices and self-control

Perspective of Expected Staff Behaviors:

1. Establish a climate where obedience is demonstrated
2. Exercise God-given authority in a fair and loving manner
3. Maintain an environment which is safe for all
4. Self-control is not equal to self-discipline but we can only teach self-control

Planning ahead for a positive environment:

1. What are your goals for students' behavior?
2. How can you clarify these goals for student use?
3. What can you do if students do not respect these goals?

Is your system working?

If it is, keep it up! Consistency is important to maintaining a positive environment!

If not,

1. Evaluate your goals
  - a. Are they realistic?
  - b. Do they benefit the student?
2. What can be more motivating or rewarding?

The problem of respect (or is it love?):

1. You are STAFF.
2. Respect will be given as you show your intention to act in the capacity of a staff person.
3. Show respect to gain respect. Your non-language communication speaks louder than your signs or your voice.
4. Do all to the glory of God and do it in the power of His loving Spirit.

The student behaviors you may have to face include:

1. Attitudinal - rudeness, complaining, anger, etc.
2. Physical - aggressive actions, escape, withdrawal, etc

Discipline and discipleship should focus on developing right attitudes towards God and other in authority. Make sure your lessons and behaviors are examples of a right attitude towards God and others in authority.

We believe that as Christians, we should love God and walk worthy of His calling, being confident of our status IN HIM. This should be the focus of our teaching (actual and incidental) with our children. We believe "self-esteem" and "ego" to be inconsistent with Biblical doctrines as they put much emphasis on feelings and self rather than on obedience and God. (E.G.O. has been said to Edge God Out.)

### **MEALTIME DISCIPLINE**

1. Hats, books, pencils, etc. should be left outside of the dining room or in a designated place within the dining room.
2. Keep in mind; it is a dining room. The students should be encouraged to enter and sit down with no horsing around.
3. The students are required to sit up at the table. They should eat with their mouths closed and practice good manners at all times in the dining room. Staff on duty must remind the students of good manners. If a student continues to demonstrate bad manners, he or she may be given an assigned seat with a staff person until manners improve.
4. The children should be eating enough to get them through to next meal. If the student eats little, please inform the teacher so that she does not offer snacks later which may prevent the student from eating the regular meal.
5. The children should not be up walking around except when they go for seconds with permission.
6. Watch that the students are not eating other things before a meal. Classroom snacks may be permitted by the teacher but should be well before or well after lunch time.
7. There is to be no studying, homework, etc. at the table at noon. If a student needs to study, they may carry their lunch to the classroom.
8. The staff may plan to have some fun meals. Of course, the rules will be adjusted accordingly. Some ideas include backwards, twin, western, utensil, specific color, mystery, nostalgia, hats, dress up,
  1. different country, Chinese, Mexican, junk food, picnics, make your own
9. The same rules apply to missionary children when they eat in the dining room.

## **THE ROLE OF PRAYER in DISCIPLINE**

The Holy Spirit convicts. Not us. We may TRY to get a child to repent, but we cannot. Only God can lead us, or a child, to repentance.

Pray for the salvation of each of the children in your ministry.  
Pray that they will be a credit to God's kingdom.  
Pray that they will develop a Christ-like character.  
Pray that each child will serve God and others.

Before you embark on a disciplinary action, PRAY alone. Seek God's guidance as you counsel with any student or staff person. Ask God to open the eyes of their heart. Ask God to bring to their mind anything that needs confession.

Pray with the person you are disciplining. You will not be with them every minute of the day but God is watching. Commit the person to His hands. Commit your conversation to His ears/eyes.

Prayerfully confess anything you need to God and to the student being disciplined. If you have shown anger, ask forgiveness. If you were somehow at fault, admit that and ask for forgiveness for the part you played in causing the situation being discussed.

Pray alone after the encounter. Thank God for His wisdom and help in the meeting. Give any leftover burdens to His care. Listen for His further guidance as to what He would have you do next in this situation. Praise Him for all He has done and the lessons He is teaching you through this trouble.

### **When disciplining remember, we want to nurture:**

- An atmosphere of love and awareness of God's presence. Our school should be a place of security and spiritual refreshment. We must work to make our students aware that Christ is our Head.
- Strong relationships within the school. Strong relationships grow out of good communication. We must communicate and teach our students to communicate. Sign at all times!
- Respect. We must show respect for each other and for the children with whom we minister. Our school should be a place where the students will be met with love, fairness, and a desire to see them grow to become all that God knows they can be.
- A strong work ethic. Our "job" is to train these children. Their "job" is to learn. We must help them develop a desire to work and to do their best.
- Our witness to the community. This is a dual witness – as Deaf people and as Christians. We want to accept visitors into our school and invitations to go out to minister to others to share the Good News of salvation and the truth that deafness does not hinder people from leading full and successful lives.

**EVANGELICAL SCHOOL FOR THE DEAF, INC.  
ESCUELA EVANGELICA PARA SORDOS**

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**Student Rules**

1. All students and staff will attend Chapel, devotions, Bible classes and scheduled prayer times.
2. No smoking
3. No alcoholic drinks
4. No drugs. Also no medicines kept by students. All medicines need to be kept by school staff.
5. No knives or guns (of any kind – including toy).
6. No skateboards or roller-skates.
7. No radios, CD players or CDs, MP3, ipods, cellphones, etc.
8. All food, candy, gum should be given to the school staff for distribution.
9. No running in the buildings.
10. No borrowing or trading except with special permission from staff. Must not take anything home belonging to another student.
11. Ask permission to enter all rooms. Students should line up outside and wait for staff permission to enter rooms.
12. Must have signed permission from both sets of parents to leave the school grounds with another student.
13. Must have signed permission from the school to bring a pet to school. Must have signed permission from the parents to send a school or other pet home. No dangerous pets permitted.
14. Swings
  - no standing near swings
  - no standing on swings
  - no twisting
  - no jumping off swings
15. Climbing bars –there must be a spotter for the high bars. Only three students may be on top of monkey bars. Staff on duty must enforce these rules aggressively.
16. No physical contact at all. Acts of physical contact (aggressive or intimate) can lead to suspension or expulsion from the school after investigation.
17. No pagers, beepers or cell phones are permitted in the classrooms. All cellphones, beepers, text-messagers, laptops, etc should be received by the teacher at the beginning of the day and returned to the student at the end of the school day. Teachers may allow use of these devices during breaks at their own discretion.

### **Dress code (students)**

Your manner of dress reflects your attitude towards yourself, your family, your school and your friends. Please dress as business-like as possible. Going to school is your job until you graduate.

School uniform:

1. Students may choose to wear one small bracelet or watch with the school uniform. The student prior to arrival at school should remove any other items of jewelry, Items of jewelry which interfere with classroom learning and discipline, will be held by the teacher or principal until they can be returned to the parent or guardian. Girls may have small earrings; boys are not permitted to wear earrings to school. Other piercings (including tongue, nose, eyebrow) may not be worn with the school uniform.
2. Shirts: white or light blue polo shirt or button-up dress shirt with collar (short-sleeved).
3. Pants, skorts, skirts, jumpers: navy blue
  - a. All pants will be dress pants (no denim, no spandex) worn from the top of the hip, not hanging from below the hips. All pants should have a neat hem (no fringe or dragging hems).
  - b. All dresses, skirts and skorts will be to the top the knee or longer. White socks and dark shoes will accompany them.
4. Shoes will be worn at all times in the classrooms and on the school grounds. No open-toe sandals are permitted on the students in the classrooms. Dress shoes (no tennis or running shoed or sports shoes) of brown or black are required. These should be worn with either white or dark colored socks.
5. Sweaters and jackets: white, navy blue, grey or tan sweaters may be worn with the school uniform. All sweaters and jackets should be free from decoration (no pictures, words or distracting items).
6. All male students will keep their hair in a modest manner. Hair should be trimmed to above the collar and over the ears. Male students with facial hair are permitted to have a trimmed mustache. They are required to keep themselves clean-shaven on a daily (or as needed) basis.
7. All female students must keep their hair neat and orderly. If hair is long, it should be kept back with a clip or fastener so as not to interfere with classroom activities. Short hair must be maintained in a neat fashion.
8. GYM: Each student will wear a plain white t0shirt (no pictures or words) or school logo t-shirt, a pair of navy glue gym shorts, white socks and sports shoes for gym class. No jewelry should be worn to gym class except for small earrings (no hoops or dangles). Girls must time back long hair with a non-metallic elastic band. We presently have gym class twice weekly.

EACH STAFF PERSON is required to enforce the dress code among their "homeroom" students. Infractions will be brought to the attention of the homeroom teacher to confront and remedy. If the student does not comply, please bring the student to the attention of the principal.

7. BEACH wear:
  - a. Boys: modest boxer style swimming trunks (worn at the hips with a hand-width allowance below the bellybutton), t-shirt and appropriate footwear.
  - b. Girls: modest one-piece style swimming suits (no thongs, no low necklines), t-shirt or other cover-up and appropriate footwear.
  - c. Any student attending a swimming or beach activity without proper beach wear will be asked to keep their t-shirt on throughout the activity. If this becomes a problem, the student will be removed from the activity and/or the parents will be called to pick up their child.
  - d. Parents are asked to check their child's apparel before sending them to an activity.

EACH STAFF PERSON should be checking that students obey the dress code at all events. If any student arrives to an event inappropriately dressed, please speak to the student or parent – whichever is most appropriate.

Please use the chart below to follow through on dress code or rules violations:

Repeated violation of any of these rules or dress code will be dealt with in the following process:

**First step:** telephone call or informal interview with teacher and parent/tutor. (We trust that most behavior problems will be resolved with this first step as the students see the cooperation between the family and the school staff)

**Second step:** request for formal interview with the student, parents and teacher and agreement on acceptable discipline for follow-through- we may recommend an in-school suspension, parental interviews/contact daily for a specified time period, counseling, parent-child

**Third step:** written warning and partial week suspension and re-entry interview with student, parents, teacher and principal

**Fourth step:** writing warning and 5-day suspension and re-entry interview with student, parents, teacher and principal

**Fifth step:** written warning and 10-day suspension and re-entry interview with student, parents, teacher and principal

**Final step:** expulsion from the school

*This form is maintained in Spanish in the student's files.*

I have read all these rules and I agree with them.

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

**EVANGELICAL SCHOOL FOR THE DEAF, INC.  
ESCUELA EVANGELICA PARA SORDOS**

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**Computer Use Policy**

1. I will not bring food or drinks near the computers. I understand that all food and drinks must be left outside of the computer area. If I take food or drink into the computer area, I understand that my food or drink will be thrown away and I will not be reimbursed for this I will also lose ALL computer privileges for the remainder of the week.
2. I will not turn a computer on or off without staff permission. I understand that if I turn a computer on, I MUST use it. I understand that if I turn a computer off without permission, I will lose ALL computer privileges for the remainder of the week.
3. I will print pages only with staff permission. If I print something wrongly, I will pay for each page I printed. I understand that I will not be allowed to print more pages until I have paid my fine.
4. I will never change system settings on any computer. If I change system settings on any computer, I understand that I will lose ALL computer privileges for 30 days.

**INTERNET**

I will only use the Internet with staff permission.

I will only visit websites that show no nudity, use no bad words, and do not hurt others.

If I go into a website that goes against the ESD rules, I will call the staff immediately. I understand that if any “bad” site shows up in history during the time that I was using the Internet, I will lose Internet privileges for 30 days.

I will report any Internet mis-use - mine or my classmates - to the staff when it happens .

I understand that if I disobey any of these rules, I will lose computer privileges. I will accept my punishment willingly and without complaint.

---

student signature

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date

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teacher signature

**EVANGELICAL SCHOOL FOR THE DEAF, INC.  
ESCUELA EVANGELICA PARA SORDOS**

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**STUDENT BEHAVIOUR / INCIDENT FORM**

Date of Report: \_\_\_\_\_ Date of Incident \_\_\_\_\_  
Student(s): \_\_\_\_\_

Time of incident: \_\_\_\_\_ Witnesses \_\_\_\_\_

Situation:

Please comment as to what action (discipline, conference, clinic etc) you have taken in this matter:

Staff signature: \_\_\_\_\_

--

**FOR OFFICE USE ONLY:**

Comments:

( )Phone Call:

To: \_\_\_\_\_ Time/Date : \_\_\_\_\_ Called From: \_\_\_\_\_

Outcome \_\_\_\_\_

( )Letter: attach copy please

Contact with:

Parent: \_\_\_\_\_ Counselor: \_\_\_\_\_

Teacher: \_\_\_\_\_ Other: \_\_\_\_\_



PLEASE PRINT AND RETURN THESE PAGES

*The following pages should be printed out or copied and signed by the missionary and a representative of the sending church then given to the ESD Administrator for placement in your file to be maintained in confidentiality in the school office.*

Dear Missionary Candidate:

We ask that prior to your active service with ESD you read thoroughly and agree to the standards and policies contained in the ESD Staff Handbook. As evidence of this, we ask that you sign the following pages. Additionally, we ask that your church partnering with you in sending you to ESD appoint a contact/representative who will discuss the agreement with you and then sign the form signifying their support of you in coming to ESD.

I hereby acknowledge that I have read the

EVANGELICAL SCHOOL FOR THE DEAF, INC. STAFF HANDBOOK including:

DRESS CODE AND CODE OF ETHICS (pages 6 - 9)

POLICY ON CONFLICT RESOLUTION (pages 10)

POLICY ON CHILD ABUSE AND SEXUAL ABUSE (pages 11 - 12)

POLICY ON HOLIDAYS AND VACATIONS, ATTENDANCE AND SICKNESS (pages 13 - 15)

MISSIONARY CONDUCT AGREEMENT (pages 22 - 23)

POLICY ON MISSIONARY FINANCES (pages 35- 36)

DRESS CODE and RULES FOR STUDENTS, and guidelines for discipline (pages 42 - 51).

I hereby acknowledge that I have read the EVANGELICAL SCHOOL FOR THE DEAF, INC. MISSIONARY STAFF HANDBOOK and agree to adhere to the standards and policies contained therein during my service with ESD. I am willing to receive constructive criticism and submit to these policies and guidelines, and to those persons placed in authority over me during my term of service at the Evangelical School for the Deaf. Additionally, I recognize that teaching and/or behavior inconsistent with the standards and policies set forth in this agreement may result in private or public discipline, disclosure to my sending church as named below or dismissal from service with ESD.

I agree that my term of service at the Evangelical School for the Deaf will be from \_\_\_\_\_ (initial date) through \_\_\_\_\_ (approximate ending date if any) and will keep myself free from any new and/or conflicting commitments (including serious dating relationships, marriage and unplanned pregnancy) which may interfere with my commitment to ESD during my term of service.

Missionary's Name \_\_\_\_\_

Date \_\_\_\_\_ Signature \_\_\_\_\_

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On behalf of \_\_\_\_\_ (insert name of sending church) ,

and \_\_\_\_\_(insert name(s) of missionary)

I hereby acknowledge that I have acquainted myself with the policies and standards of the EVANGELICAL SCHOOL FOR THE DEAF, INC. as set forth in the Staff Handbook and I agree to support our missionary in prayer as (s)he endeavors to adhere to the standards and policies of ESD during their term of service with ESD.

I recognize that behavior contrary to the standards and practices described may result in private or corporate discipline by the ESD administration, disclosure of problems to myself as a church representative and possible dismissal from ministry with ESD.

I stand ready to support the ministry of ESD and the administrator, board of directors and general ministry of ESD and may be contacted regarding our missionary.

Likewise, I understand that I may contact the administration or board of ESD if I believe our missionary to be in need of assistance (emotional, spiritual, physical, financial) or to discuss matters pertaining to the missionary's service on the field or at home.

Additional comments if needed:

Church Representative's Name \_\_\_\_\_ Position \_\_\_\_\_

Contact information: \_\_\_\_\_  
e-mail, mailing address, telephone

\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_ Signature \_\_\_\_\_