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Lalanne Handbook 2010-2011

University of Dayton

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Welcome to Lalanne!

You have been chosen for a journey that has led many closer to God through service. It is a journey unlike others—for it fosters both your development and the education and development of countless others you will meet.

The Lalanne program was conceived to serve children in Catholic schools in urban areas, but the benefits are far greater…

… The students you serve can end up teaching you more.

… The people with whom you live in community can enrich your life as much as you can enrich theirs.

… The professors and staff at UD who impact your professional development can be examples to you of the importance of the teaching vocation.

… The people you meet and the experiences you have could have an impact on you spiritually as you allow God to speak to you through them.

Service, living in community, professional development and the opportunity for spiritual development:
These are the cornerstones of Lalanne.

Welcome to this unique program that may blend your spiritual and academic growth with the ministry and vocation of Catholic education!

Jesus said, “Truly I tell you, unless you change and become like children, you will never enter the kingdom of heaven. Whoever becomes humble like this child is the greatest in the kingdom of heaven. Whoever welcomes one such child in my name welcomes me.”

Matthew 18: 3-4
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Using the Handbook

As a Lalanne teacher, you represent a program that serves students, promotes Catholic values, supports Catholic education, and strives to enable its participants to grow in their faith. As members of Lalanne, you are ambassadors of The University of Dayton. Thus, your deportment should reflect your commitment to live its mission: Learn, Lead and Serve.

This handbook of policies and procedures serves as a guide to providing you with the best possible experience as a Lalanne teacher. Much of what is expected of a member of Lalanne is a matter of using common sense and practicing sound judgment. Adherence to these guidelines will help build a stronger program and will contribute to a more enjoyable community experience. Disregarding the policies, procedures and guidelines in this handbook could result in your dismissal from the program.

Please note that the policies in this handbook are subject to change at the discretion of the Lalanne staff.

Acknowledgements

Special thanks to:

Dr. Madeleine Gervais, former director of the Urban Catholic Teacher Corps at Boston College who, in 1999, graciously shared the handbook for that program with the Lalanne staff and which became the basis for this document.

Mary Lou Toler of the Diocese of Cleveland who undertook a major revision of this handbook during the summer of 2003 using the comments and suggestions offered by the Lalanne
Advisory Board at their March 2003 meeting.
Purpose of Lalanne

Lalanne is designed to meet the needs of beginning teachers who would like to serve in a Catholic school. Lalanne teachers make a twenty-six month commitment to teach in an under-resourced school while living in community and pursuing professional and spiritual/personal development. Generally, under-resourced schools are identified as schools located in urban or inner-city areas, and whose student population has at least 35% living in poverty.

The Center for Catholic Education and the Program’s Namesake

Named in honor of Father Jean Baptiste Lalanne, the Lalanne program is an initiative of the Center for Catholic Education of the School of Education and Allied Professions (SOEAP) at the University of Dayton. Service in Lalanne is a commitment to making a difference in the lives of children who face unique challenges in their urban surroundings.

Lalanne developed from the Center for Catholic Education at the University of Dayton in 1999. The Center’s mission:

*Through collaboration, research, and creative action,*

*the Center for Catholic Education contributes to the overall mission of the Church.*

*The Center provides Catholic schools with programs and services that enhance the Church’s mission to evangelize, educate, and empower the people of God.*

For more information on the Center for Catholic Education, visit http://www.udayton.edu.

Jean Baptiste Lalanne was one of the original seven members of the Society of Mary (Marianists), the religious order founded by Father William Joseph Chaminade. It is this order that sponsors the University of Dayton. Father Lalanne was the first person to commit his life to the vision of this new religious order after learning of Father Chaminade’s plan. Lalanne was a noted educator and his success was due in large measure to his devotion to education as a ministry and a profession, his great love of children and his sympathetic understanding of their problems. His career as an educator spanned more than sixty years. Next to Father Chaminade, no one played a more important role in establishing and developing the Marianist educational tradition than Father Jean Baptiste Lalanne did.
The Charism (Spirit) of the Marianist Tradition

The mission of Lalanne is rooted in the spirit of the Marianist tradition. At the core of the Marianist Charism is Mary. Mary is a model as …

- a person of religious faith,
- one who ponders God’s ways,
- a person for others,
- a person who leads others to faith in Jesus, and
- a person who gathered in community and prayed with others.

The Marianist Charism is built on a spirit of faith that uses community to foster the spiritual “family.” Their mission is to lead others through community to faith in Jesus Christ, believing in equality among all members of the Marianist Family—ordained and non-ordained, lay and religious, women and men—to bring this to fruition.

You will find the threads of the Marianist Charism woven throughout the Lalanne program.
Cornerstones of Lalanne

Lalanne could be a spiritual, emotional, and professional challenge that will sometimes require you to set aside personal wants and needs for the good of the community. It might require you to stretch and grow to new levels of understanding and experience. It is a time to work with young men and women who share convictions and ideals similar to your own. It is a time to be aware of your daily blessings, to give thanks, to be good stewards, and to give back by serving young people and their families.

The fundamental principles of teaching as service, community life, professional development and opportunities for spiritual development are the cornerstones of Lalanne. Each aspect contributes to the quality of the experience and each is integral to the success of the program. The more you choose to dedicate yourself to each aspect of the program, the more likely you are to have a rewarding experience that will shape you for the rest of your life.
Catholic educators, then, express excellence and fulfill the demands of their vocation as they minister to the authentic needs of youth. Their work is not only a job, a profession requiring specialized expertise; it is also a divine calling, that is, a ministry requiring courage and confidence.

The Vocation of the Catholic Educator (NCEA, 1996)

Through Lalanne, the University of Dayton is committed to providing to participating schools and dioceses professional educators who are engaged in the pursuit of excellence.

Lalanne teachers choose to serve children and to make their classrooms safe, emotionally supportive and educationally challenging environments. Part of teaching as a service is the focus on holistic student development. Your daily interactions with your students, colleagues, and other Lalanne teachers will have a profound effect on your own life and on the lives of those you serve.

Lalanne strives to provide you with the best possible experience. You, in turn, must strive to respond to the call to serve rather than the desire for personal achievement or recognition. In the midst of your teaching, you will catch a small but significant glimpse of progress as your students learn new concepts and ideas. In turn, you will grow in your ability as an educator and you will begin to overcome the obstacles that impede learning.

Moreover, you will become aware of your own gifts and talents. You may discover the ease
with which you are able to bring a smile to the face of a shy student, your ability to spark self-confidence in those who have none or the gift of quiet patience with students who need extra time and attention.

Many Lalanne teachers have found that a true sense of service must be rooted in the Gospel rather than in the self-serving notion of personally saving the world. Through the example of Jesus and the sometimes heroic sacrifices of parents and family, the resilience of students, and the commitment of other educators, many have learned that genuine service is founded on faith, humility, and solidarity.

Lalanne teachers build partnerships with each other, with more experienced teachers, with parents, with other community organizations and with the staff of the Center for Catholic Education and the School of Education and Allied Professions. Lalanne recognizes that the best kind of progress occurs when diverse groups join together in a collaborative approach to shared problems. Because a great deal of positive energy already exists in the communities in which you will serve, your two-year journey is one of mutual empowerment.

**Characteristics of Marianist Education**

- Educate for formation in faith
- Provide an integral, quality education
  - Educate in the family spirit
- Educate for service, justice, and peace
- Educate for adaptation and change

- Characteristics of Marianist Education-Rome, 1996

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Revised June 2010
Community living is much more than just sharing living space. At its best, you will become part of something that is a reflection of the first community of disciples of Jesus. Being aware of the needs of others and letting others know of your needs will provide many benefits. Embracing a communal way of life will enable you to identify more closely with the realities of those whom you serve and make you a better servant.

Building a community does not “just happen” without effort. You must plan to devote time and work to build community, just like you would with developing yourself academically. It is for these reasons that some of the practical aspects of community living are outlined below.

One component of community living is to live simply. Living simply is not the same as living in poverty. It is an invitation to reflect on the impact the material world has in your own life. Since resources are limited, each Lalanne teacher will be required to make difficult fiscal and social choices while trying to make ends meet within your budget. Sometimes you will have to make personal and communal sacrifices in negotiating appropriate ways to pool resources and funds.

The concept of community living embraces more than living simply. More importantly, it is
about building relationships, relying on one another, supporting each other and sharing the responsibility for the quality of life of the community. Community living has challenged many Lalanne teachers to focus on the important questions of faith in Jesus Christ, living harmoniously with others, and how selflessly they extend themselves for their students, co-workers, other Lalanne teachers, God and the global community.

*If we are going to use the word [“community”] meaningfully we must restrict it to a group of individuals who have learned how to communicate honestly with each other, whose relationships go deeper than their masks of composure, and who have developed some significant commitment to “rejoice together, mourn together, and to delight in each other, make other’s conditions our own.”*

M. Scott Peck, M.D.
*The Different Drum* (1988)

Community requires commitment to the other members of the group. Sometimes it requires sacrificing one’s own agenda to be with, to get to know, and to come to care for the other members of the group.

Individualism and competition are highly esteemed social values in our contemporary culture. A Lalanne community may challenge the values of individualism and competition that are prevalent in modern society by demonstrating that much can be accomplished by living and working together in a spirit of sacrifice, respect, dedication, and openness. A Lalanne community appreciates and celebrates the differences, individuality, and gifts of each of its members. It promotes collaboration rather than competition and cultivates a climate in which the members might choose to actively explore and nurture their faith.

Lalanne seeks to build a cooperative and supportive environment wherein Lalanne teachers may freely express their successes, joys, doubts, struggles and questions. The creation of such an environment requires each member to open him/herself to different or even opposing viewpoints, values, experiences, ideals, and expectations. The journey requires Lalanne teachers to explore, recognize, and appreciate that they live and work with people who have traveled different paths. Because it is rooted in Marianist tradition, the Lalanne community supports those who believe in a life of service. Lalanne teachers become more sensitive to diversity in community by opening their hearts and minds to honest, respectful dialogue.

The living reality of a Lalanne community can sustain and challenge you on a daily basis. Unlike the experience of roommates, neighboring tenants or even co-workers who occupy a common space, a Lalanne community demands that teachers risk vulnerability by openly sharing themselves.

Lalanne teachers are encouraged to honestly communicate feelings, hopes, dreams and fears with one another and actively search for the connections that make them a community.

Community living demands flexibility and compromise. You must be willing to share the routine and often mundane tasks of day-to-day living. You must willingly participate in
decision-making by consensus and agree to abide by the community’s decisions even when it
does not suit you.

Through participation in activities that might include prayer, group reflection, retreats, meetings
and the day-to-day tasks of housework, shopping, cooking, and so forth, Lalanne teachers work
together to create a cooperative and supportive environment. The service to which we are called
does not conclude at the end of the school day or at the end of the week. Rather, by serving one
another in community, Lalanne teachers continue the process of mutual understanding, support
and empowerment.

Community living is one of the most important aspects of Lalanne experience. A supportive
community will make a tremendous difference in your personal development and in your
performance as a teacher. Becoming a community requires commitment and self-sacrifice.
Your community will challenge you to grow and because of that, at times, you may have to
sacrifice your personal interests for the sake of the community. Unlike most beginning teachers,
you have the advantage of a community that provides opportunities for professional and spiritual
support.

Community can be the best part of the Lalanne experience but it can also be the most difficult.
Living in community is not the equivalent of living in a dorm or apartment setting. In a good
community, the members are committed to each other, they make time for one another, they
share concerns and ideas, they care for each other, and they sacrifice for each other. Members
strive to become more aware of how their daily actions or indifference may affect the lives of
those around them. The reward of a successful community experience is one of the advantages
that set Lalanne apart from other programs.

Lalanne teachers should keep a communal calendar, being aware of and honoring the following
expectations and particulars of community living:

- **Eating dinner together.** The community should decide on a schedule for sharing dinner
together. You are encouraged to do this as often as is possible, but it is expected that the
entire community will share dinner at least once per week. This means that
extra-curricular activities should be planned to take place before or after the dinner hour
on agreed upon nights. On some community evenings, members may invite co-workers,
their diocesan contact, and other guests who can share insight into professional
development, community living, spiritual growth, etc. *Eating together as many nights as
possible is encouraged with the understanding that extra-curricular activities and other
commitments will mean that not every member of the community will be able to be there
every night.*

- **Doing household chores such as cooking, shopping, cleaning, etc. together, when feasible.**

- **Meeting for prayer and faith sharing.** You might decide on times of prayer together.
When you have made the commitment, it is your responsibility to honor that
commitment. Consider taking turns planning and leading the community in prayer. Take time to prepare the prayer in order to make it a helpful experience to the other members of the community. Be creative, take risks and try new types of prayer. The guidelines suggested for prayer also apply to the time of faith sharing.

- **Planning and participating in monthly community events.** As a community, you should plan at least one community event per month like going to the movies, a game night at the house, putt-putt golf, etc. All community members must attend the event, as its purpose is to strengthen group unity, cohesiveness, and camaraderie. When planning the event, Lalanne teachers should be sensitive to and respectful of others' interests. The community may sometimes invite other people to participate in a community activity.

- **Meeting regularly to discuss community issues.** It will be important to take time to discuss and plan certain aspects of your life together. The regular meeting will be a time to talk about the days and weeks ahead so that your schedules can be altered to make room for community events, to discuss how faithful you have been as a community to your agreements, etc. To function smoothly, the community must establish a method of decision-making and distribution of responsibility. Regularly scheduled meetings (at least monthly), attended by all community members, are strongly recommended. It is best to establish a set time and day for these meetings (for example, the 2nd Tuesday of the month at 6:30) so Lalanne teachers can plan their schedules accordingly.

- **Submit a reflection twice a year.** In November and March, each Lalanne teacher will submit a reflection on community life to the Lalanne staff. Reflections will focus on what aspects of community life are going well, and what areas need attention.

- **Honoring the communal living rules.**
  - Except for vacations and occasional trips, Lalanne teachers are expected to live in the community residence daily and on weekends when they are in town.
  - Due to rental and liability agreements, overnight guests are not permitted in Lalanne residences. Any exceptions to this must be cleared by the Lalanne director in advance.
  - Due to the nature of community, cohabitation and physical intimacy are prohibited in the community residences. Lalanne will not place persons directly involved in intimate personal relationships in the same community.

- **Pooling Community Resources—financial resources and time spent working together.** Lalanne teachers will be required to pool their resources and work together to maintain a budget for weekly groceries and other community expenses. Unlike purely individual financial responsibilities, this requires members to openly communicate about accounting matters and to come to consensus regarding the grocery lists, community events etc.

Lalanne values the efforts you make toward living in true community. In that light, the program will support you in a variety of ways, including visits from the Lalanne staff or members of the sponsoring diocesan staff, reading materials that may be helpful, retreats to support the
community (including retreats among the wide-spread Lalanne community) and the availability of the director and diocesan contacts.

The climate of acceptance that Marianists call family spirit presume an attention to the quality of relationships among the people in community. At the level of daily interaction, all members of the community treat each other with respect and speak with simple openness. Over the long term, these daily habits acknowledge the value and dignity of every member of the community, and create the ground in which genuine friendships can flourish.

-Characteristics of Marianist Universities: A Resource Paper (Chaminade University of Honolulu, St. Mary’s University, University of Dayton, 1999), 36.

The Third Cornerstone—Opportunity for Spiritual Development
Pray in your own way, according to your own understanding, for God heeds and respects all languages of the human heart.

Liane Codes
The Reflecting Pond

...their ministry requires Catholic educators to stand before their students as living witnesses, symbols of God’s and the Church’s personal interest in their lives.

The Vocation of the Catholic Educator (NCEA, 1996)

Prayer and faith-sharing may be the inextricable links which draw together service and community living and form the foundation for building and maintaining a healthy community. As an ecumenical group, Lalanne teachers are encouraged to enter respectfully into dialogue and open themselves to deeper questions of the heart. By celebrating, questioning, sharing faith and oneself, the Lalanne fellowship experience has helped many to transcend an often hidden but real assumption that one's spirituality is a purely private matter which should not be expressed in public. In fact, for many, spirituality comes alive when Lalanne teachers recognize that their service as teachers, their lives in community, and their professional growth are all intimately connected to their faith in a generous and compassionate God who invites us to serve one another.

In choosing to share your personal stories and your faith, you will explore the sometimes intangible and reflective questions of the heart. For example the following questions could be the basis of a faith sharing evening.
God chose to become human. Spiritual life is rooted in one’s ordinary human life. It embraces the life circumstances, culture, personality, and experiences of each Lalanne teacher. Through a common exploration of how each member finds God in his/her life many Lalanne teachers have taken the time to notice and appreciate more of life and open themselves to a new dimension of the spiritual journey.

While recognizing that time for private personal reflection is needed to nurture a vibrant faith-life, Lalanne teachers might share their joys and struggles in the context of evenings of fellowship. Realizing that each person brings a unique perspective to bear on questions relating to faith, Lalanne teachers must be sensitive to various stages of spiritual development and the individual level of comfort each member brings to the fellowship gathering.

Fellowship evenings provide Lalanne teachers with an opportunity to listen to one’s own experience and to the life experience of a few others. Many Lalanne teachers have connected their daily lives with their faith in God. The rewards of a life of service and community living become more apparent as teachers listen to one another. The evenings of fellowship/faith-sharing can sustain you through the trials, tribulations and triumphs of your Lalanne experience.

Choosing to take advantage of both individual and communal prayer opportunities could enhance your experience of Lalanne and make it the powerful experience that it can be.

- **Prayer and Faith Sharing.** An opportunity for Spiritual Development is a cornerstone for Lalanne. It is fundamental to the spirit of the program and is essential to the process of becoming community as reflected in the Marianist tradition. Therefore, the community is encouraged to consider prayer and faith sharing as part of weekly fellowship evenings and nothing must be allowed to interfere with these meetings.
school event is scheduled on the same evening as the fellowship meeting, the community must arrange to meet on another evening during that week. To support the spiritual development of you and your community, Lalanne will provide you with a variety of materials and readings that may be of help to you in leading prayer and reflecting on the questions above. You can choose to make use of these or come up with your own resources.

- **Liturgy.** Many Lalanne teachers have found a supportive Catholic worship community beyond Lalanne for weekly liturgies to celebrate with the larger Church family. Lalanne teachers are encouraged to participate as lectors, Eucharistic ministers, choir members, etc. in the parish if they choose to join. While all members may not worship at the same church every Sunday, communities are encouraged to seek this outside support. During the summer, teachers have the opportunity to attend Eucharistic celebrations that are designated as part of the summer program.

- **Retreats and other experiences.** Members have the opportunity to participate in weekend retreats or evenings of reflection that may be scheduled during the year by Lalanne. In addition, you may wish to participate in diocesan opportunities for retreat and prayer. You may also be invited to participate in school/faculty retreat experiences as well. If you wish, the Lalanne staff and/or the diocesan contact person can provide the names of possible spiritual directors for individual community members who desire this opportunity.

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**The Fourth Cornerstone**—Professional Development

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It takes time to develop excellent teachers...excellence demonstrates itself as they build upon their skilled competence and continuously struggle to convey authentic educational experiences that stimulate their students’ learning.

The Vocation of the Catholic Educator (NCEA, 1996)

Lalanne teachers are expected to participate in training programs, workshops, and in-service days available to them through their schools and sponsoring diocesan Office of Catholic Education.

To enhance best practices and continue to develop professionally in each summer following their service, Lalanne teachers may take graduate courses. Learning with peers in similar situations who have just experienced the reality of the classroom and transferring that knowledge back to the classroom is an ideal learning experience for the Lalanne teacher. The graduate courses are taken in the School of Education or the Religious Studies Department at the University of Dayton. Normally a load of 9-12 semester credit hours may be taken each summer. During the first summer, teachers will establish a plan of study with their advisors and a copy of this plan will be kept on file in the Lalanne office. With the consent of the Director in consultation with academic advisors, participants may be able to take more credits.

New times call for new methods. -Chaminade
Policies
It is assumed that teachers in Lalanne are mature adults. It is not the intention of these guidelines to tell you how to behave in every situation, nor are they to be viewed as a list of "dos" and "don’ts". Rather, the policies described herein are meant to clarify any assumptions you may have regarding your participation in Lalanne.

A noteworthy reality is that as a member of Lalanne you represent The University of Dayton and the diocese in which you are serving. In that regard, you are a public person and must conduct yourself in a professional, ethical and moral manner at all times.

Housing
Diocesan-sponsored housing is provided for use during the teaching months of the year of service. The rent for the house, along with the necessary household furnishings including beds, dressers, desks, kitchen appliances etc., is provided by the sponsoring diocese, and sometimes by Lalanne. Teachers returning and those new to any Lalanne residence can expect to move in no sooner than 10 days before the teaching service begins. Those living in Lalanne housing are expected to respect the no pets and no smoking in the house agreements. Teachers who have classroom pets are asked to make arrangements for their care over the summer or long holiday periods.

At year’s end, Lalanne teachers will clean the house and prepare to have their personal items moved within 10 days of the end of the teaching service. Housing is not to be used as a residence over the summer period unless arrangements have been discussed with and are acceptable to both the Lalanne staff and the parish/diocesan contact. This allows time for the parish/landlord to make any repairs or schedule any additional cleaning that will be done. Please note that anyone whose personal items are not moved within the stated 10 days may be subject to a storage fee.

Keys
Each Lalanne teacher receives a key to the residence. If a key is lost or stolen it should be reported immediately to the Director or landlord. If locks need to be changed because of lost keys, the cost is the responsibility of the teacher who lost the key.

Please note that the Lalanne Director or the local diocesan contact has a key for all locks. It is used only in case of emergency or to make household repairs.

Upon arrival for the summer program, all keys will be collected from teachers and held in the Lalanne office. Anyone needing to go to a community house over the summer must first get permission from the director. You would then be given a key and expected to return it once back on campus.

Utilities (Gas, Electric, Water)
The cost of utilities for the houses that Lalanne rents for the teachers are evenly distributed among the participants in the program. Based on collected data, each teacher will be assessed a total amount that they will contribute to the payment of utilities. The total amount assessed can
be paid on a monthly or quarterly basis. Your assessment will be given to you by August 1 of each year of service along with options for paying the assessment.

This method of distributing the cost of utilities depends upon your individual and communal cooperation in a number of ways:

- Each community should work to conserve energy by keeping temperature at a comfortable level and turning AC up or off and/or heating down while no one is in the house (each day during school hours, over breaks, etc.).
- All bills must be faxed PROMPTLY to the Lalanne office so that they can be paid in a timely manner. The teachers in any house are responsible for any late fees that result because the bill did not arrive to the Lalanne office so it could be paid on time.
- Payment by each Lalanne teacher of their assessment is expected in a timely manner. Failure to make payments in a timely manner will result in withholding meal plans and gift cards for food over the summer. If the late payments are not resolved by the first week of the summer session, teachers will be assessed an additional $10 per week fee, for each week the payment is late.
- The Lalanne office will do everything it can to accurately predict that the amount of money that is needed to cover utilities is not exceeding the actual cost. No refunds will be given if costs come in under estimates that were used to calculate the assessment.

**Internet Connection**

Each community must have a basic internet connection. The cost of this connection is shared equally by the teachers living in the house. Use of a computer is a necessary part of a teacher’s job. In some cases computers are provided by the school. Downloading or distributing obscene material, making threats, harassment, posting photos that could be compromising, or any activity that threatens the well being of another person, is strictly forbidden.

**Food**

The community will agree on a dollar amount per week per Lalanne teacher to be used for groceries. This amount will include food that you buy for school activities (food that you might be asked to bring for teacher pot-luck lunches, social events, etc.), and occasional dinner guests (including Lalanne staff and diocesan personnel). This amount would not include the food that you would buy at the school cafeteria.

**Household Maintenance**

Proper care for the Lalanne residence will make your community living experience much more pleasant.

- Please promptly report maintenance problems first to the residential contact, and then the diocesan contact.
- Make a schedule for regular cleaning and stick to it.
- An amount should be agreed upon for monthly purchases of cleaning supplies, light bulbs, vacuum cleaner bags, paper products, etc. Purchasing these and other items at discount warehouses or stores may save you money.
Legal Responsibility for Possessions
Lalanne is not responsible for the loss of money or other personal belongings of a Lalanne teacher. Lalanne teachers must bring their own vehicles to the residence and are encouraged to offer rides to other members who may not have their own vehicles. Neither Lalanne nor the diocese is responsible for any damage to vehicles. Lalanne teachers are strongly encouraged to have renter’s insurance to cover any damages or loss of possessions.

Professional Expectations
Lalanne teachers are expected, at all times, to present themselves to their students and their communities in the most professional manner. Appropriate boundaries must always be maintained in the student-teacher relationship.

Teachers are expected to fulfill all professional duties, and abide by diocesan and school policies as highlighted in the school’s handbook. **Failure to fulfill professional duties or abide by said guidelines will result in a teacher’s dismissal from Lalanne.**

In order to fully support Lalanne teachers, it is important that the Director be made aware of any difficulties a member may be having at school or in the community. Lalanne teachers should seek assistance from the principal, mentor teacher, or the Lalanne Director if discipline issues arise at school, or if difficulties with students' parents or other school staff members occur.

Absenteeism/Tardiness
Lalanne teachers who are absent or late for work must follow the protocol of the school of employment regarding absenteeism and tardiness. Except in the case of illness, you are expected to be at your job on a daily basis. Any anticipated absence needs to be approved by the Lalanne director and the principal prior to making any plans. As a teacher, you should not cause hardship on the principal or the school by your absence from your teaching responsibilities.

Bereavement Leave
Lalanne teachers must consult school policy and the school principal in regard to leave associated with the death of an immediate or extended family member.

Vacations
Lalanne teachers should consult the school calendar for vacation information. Members may spend their vacation time away unless a community event is planned for that time. In the event that a retreat or other community event is planned, Lalanne teachers must participate in the planned event. The community is encouraged to maintain a community calendar on which members will record the dates when they will be away as well as scheduled community events. **Vacations cannot be taken during any part of the summer program; weekend trips for family reunions, weddings, and other events need to be cleared by the Lalanne director in advance.**

Appearance
As a Lalanne teacher, you are expected to dress professionally in accordance with your school’s policies. In the Lalanne residence a sense of modesty must prevail. Please be sensitive to the
coed living situation and employ your common sense.

*Alcohol and Substance Abuse Policy*

Alcohol and substance abuse and the use of illegal substances will not be tolerated. The habitual use of alcohol is discouraged. The inability to perform school related activities such as teaching and extracurricular activities, failure to participate in community life, or inappropriate behavior resulting from substance abuse are grounds for immediate dismissal from Lalanne. At parties or gatherings it is your responsibility to make sure that those consuming alcohol are of legal age.

1. **Drug-related Offenses at Work:** Pursuant to the Drug-Free Workplace Act of 1988, employees (i.e. Lalanne teachers) are prohibited from unlawfully manufacturing, distributing, dispensing, possessing or using a controlled substance in the workplace. As further required under the Drug-Free Workplace Act, a teacher, as a condition of participation in Lalanne, must notify Lalanne if she or he is convicted of any criminal drug statute violation occurring in the workplace no later than five days after the conviction.

2. **Drug and Alcohol Use:** Unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, and excessive use of alcohol, that may adversely affect an employee’s job performance, or that may reflect unfavorably upon public or governmental confidence in the manner in which Lalanne carries out its activities, is prohibited.

3. **Employee Assistance:** Assistance in dealing with drug and alcohol abuse is available through Lalanne. Lalanne’s health insurance also provides coverage of certain expenses associated with the treatment of drug and alcohol addiction.

4. **Disciplinary Action:** Failure to adhere to this policy may result in disciplinary action, including termination.

*Confidentiality*

On occasion, Lalanne teachers may share issues of a personal nature with other Lalanne teachers or the Lalanne staff. It is expected that whatever is shared in the group or with individual Lalanne teachers will be kept in strict confidence except as described below. While striving to respect confidentiality, Lalanne teachers have a responsibility to bring to the attention of the Director anything that may adversely affect a member, his/her service to the school, or the well-being of the community. This obligation is meant to protect and preserve the welfare of Lalanne teachers, the community, and the students we serve. Any such information will be dealt with sensitivity and with respect for those involved.

*Renewal of Contract and Termination*

The Lalanne Program runs for twenty six consecutive months in total. As such, Lalanne teachers make a commitment to serve in Lalanne for that entire period of time twenty-six months, including three summer sessions. In February of the first year, Lalanne teachers who are
in their first year of the program are asked to sign and submit their Letter of Intent to Return to the Lalanne program for the second year. Returning the commitment form on time is considered part of your obligation as a Lalanne teacher. Completing and signing the form confirms your commitment to participate in Lalanne.

In addition to the policies set forth in this Handbook, and the relevant University of Dayton Policies and Procedures, all Lalanne teachers are expected to abide by the guidelines set by their school for renewal of teaching contracts. Deadlines for handing in letters of intent and for contract renewal should be respected by the Lalanne teacher.

In some cases, a Lalanne teacher may choose to or be asked to leave the program before the end of the commitment. If a Lalanne teacher leaves the program prematurely, the Lalanne Director will make a final determination of the financial obligations on a case by case basis.

**Early Termination (Voluntary)**
Philosophical differences, difficulty with community living, problems in adapting to a different culture, physical and/or emotional health concerns, etc. may lead a Lalanne teacher to voluntarily withdraw from the program.

Before making a decision to leave the program, a Lalanne teacher must first discuss the situation with the Director. While a decision to leave the program is ultimately a Lalanne teacher’s decision and will ultimately be respected, these decisions should not be made lightly. Openness to the insights and suggestions of others is requested.

The Lalanne teacher must declare the decision to terminate in writing and submitted to the Director. Please note that this does not mean that you are automatically released from the contract that you have signed with the school in which you are teaching. All contractual agreements with the school have to be met and/or negotiated by the teacher and the school.

The financial consequences of a voluntary termination include but are not limited to:

1. Graduate school tuition obligations become the individual’s responsibility. Please note that the Americorps grant will not be issued if the service obligation of teaching is not met in full.
2. Reimbursement for books is at the discretion of the Director.
3. Reimbursement for your share of the rent for the remainder of the year.
4. Reimbursement for your share of the utilities, telephone and other expenses for the remainder of the year.
5. Any moneys that may be owed for obligations incurred such as long distance phone calls, food, property damage, etc.
6. $1000 fee for the expenses/lost revenue that the Lalanne program has incurred as a result of the early termination.

**Early Termination (Involuntary)**
The Director may terminate a Lalanne teacher’s participation in the program at any time.

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Lalanne teachers may be terminated for any serious moral or ethical offense, disregard of philosophical, ethical beliefs of the school or the program, consistent failure in the classroom, the inability to live harmoniously with other Lalanne teachers, and/or serious physical or emotional problems.

In addition, the school principal may terminate the teacher’s participation in the program at any time for just cause and/or reserves the right not to renew the contract of a teacher at the end of the first year of service for any reason.

The financial consequences of an involuntary termination include but are not limited to:

1. Graduate school tuition obligations become the individual’s responsibility. Please note that the Americorps grant will not be issued if the service obligation of teaching is not met in full.
2. Reimbursement for books is at the discretion of the Director.
3. Reimbursement for your share of the rent for the remainder of the year.
4. Reimbursement for your share of the utilities, telephone and other expenses for the remainder of the year.
5. Any moneys that may be owed for obligations incurred such as long distance phone calls, food, property damage, etc.

**Grievance Procedure**

**Scope**
This procedure addresses situations in which participants in Lalanne, or those that are contractually associated with the Lalanne program, may pursue grievances specifically related to the administration of Lalanne; for instance, in disputes concerning the location or nature of participant assignments. Lalanne participants are reminded of the overlapping relationships that constitute Lalanne. Lalanne participants are simultaneously members of Lalanne, students governed by academic policies and rules of conduct, and employees of host institutions. Accordingly, this grievance procedure complements, but does not supplant, other requirements or policies that affect the participants. Policies governing academic performance, student conduct, and program eligibility, as well as those policies governing the employment relationship between participants and their host institutions remain fully in force independent and are not overridden by, this grievance procedure. Program participants are directed to apprise themselves of the specific procedures and remedies contained within either the relevant University of Dayton handbook or the employment agreement with their host school governing those respective relationships.

In all cases, participants are encouraged to maintain open communication with the Lalanne Director or his/her designee in order to resolve any issues informally. In the event that issues concerning program administration cannot be resolved informally, the steps to be taken by the participant are provided in this procedure. While participants may have advisors of their own choosing and expense, these advisors may not actively participate in the grievance procedure. Minor deviations or exceptions for good cause as determined by the Lalanne Director to these
procedures shall not invalidate these procedures or decisions.

**Alternative Dispute Resolution (ADR)**
ADR is available but must be selected within 45 days of the underlying dispute. If an aggrieved party chooses ADR as a first option, a neutral party designated by the program will attempt to facilitate a mutually agreeable resolution. The neutral party must not have participated in any previous decisions concerning the issue in dispute. ADR is confidential, non-binding, and informal. No communications or proceedings of ADR may be referred to at the grievance hearing or arbitration stages. The neutral party may not participate in subsequent proceedings. If ADR is chosen by the aggrieved party, the deadlines for convening a hearing and of a hearing decision, 30 and 60 days respectively, are held in abeyance until the conclusion of ADR. At the initial session of ADR, the neutral party must provide written notice to the aggrieved party of his or her right to request a hearing. If ADR does not resolve the matter within 30 calendar days, the neutral party must again notify the aggrieved party of his or her right to request a hearing. At any time, the aggrieved party may decline ADR and proceed directly to the hearing process.

**Hearing**
An aggrieved party may request a grievance hearing without participating in ADR or, if ADR is selected, if it fails to result in a mutually agreeable resolution. The aggrieved party should make a written request for a hearing to the Lalanne Director. A request for a hearing must be made within one year after the date of the alleged occurrence. At the time a request for a hearing is made, the program should make available to the aggrieved party information that it relied upon in its disciplinary decision. The program will arrange for one or more pre-hearing conferences at a time mutually convenient to the parties. Pre-hearing conferences are not a substitute for a hearing. They are intended to facilitate a mutually agreeable resolution of the matter to make a hearing unnecessary or to narrow the issues to be decided at the hearing. The format of the pre-hearing conference may be flexible, involving meetings with one party at a time and/or with both parties together. Pre-hearing conferences are conducted by a faculty or staff member of the School of Education and Allied Professions who is mutually acceptable to both parties or as otherwise approved by the Lalanne Director. The Lalanne Director, the Director of the Center for Catholic Education or his/her designee will conduct the hearing. The person conducting the hearing may not have participated in any previous decisions concerning the issue in dispute. A hearing must be held no later than 30 calendar days after the filing of the grievance, and a written decision must be made no later than 60 calendar days after filing. This decision is final and not subject to appeal.

**Financial Information**

**Catholic Network of Volunteer Service (CNVS) and AmeriCorps Education Awards Program (AEAP)**
Lalanne has been a member of the Catholic Network of Volunteer Service (CNVS) since 1999. CNVS assists member programs in many ways. Through CNVS, Lalanne teachers may be eligible to participate in the AmeriCorps Education Awards Program (AEAP). If available, teachers will participate in AmeriCorps for two years total.
With the Lalanne Director, each teacher will determine at which level (full-time, part-time, or reduced part-time) to enroll. For those teachers who will not be able to enroll as full-time AEAP participants because they teach religion, Lalanne will make up the difference between the AmeriCorps full-time award and the enrollment level of the teacher provided they participate in the summer school program at the University of Dayton. The award given by Lalanne is subject to all guidelines of the AmeriCorps award.

Teachers can choose to contribute the entire amount of their first AEAP award to the University of Dayton to cover the cost of graduate work completed as part of the Lalanne program. If a teacher enrolls in AmeriCorps but does not complete the hours or other requirements to receive an Education Award, the teacher is still responsible for paying the appropriate equivalent amount to cover their graduate courses.

**Perkins Loans and Stafford Loans**
Perkins Loans and Stafford Loans may be deferred or put in forbearance for economic hardship. The benefits of each loan are listed on your copy of the promissory note. The Lalanne Director will be able to assist you in determining if you qualify for deferment or loan forgiveness. Lalanne teachers should contact their lending agency or the financial aid office of the college or university they attended as an undergraduate to verify the benefits and obtain the appropriate forms.

**Private Loans**
Most private loans are not subject to deferment. Contact the lending agency to verify any options you might have.

**Part-Time Jobs/School Service Opportunities**
Jobs (part-time or other) are not permitted without the permission of the Director. In most cases, outside employment during the school year will not be permitted.

Lalanne teachers may participate in other activities as part of their service commitment. With communication or discussion between the school principal, Lalanne Director and Lalanne teacher, other service to the school such as coaching, student council, etc. may be permitted if it is feasible and does not unduly hinder teaching and/or community responsibilities. The scope of involvement, the size of the program and the stage of professional development will all be considered before approval is given. It is the policy of Lalanne that no teachers in their first semester of teaching coach a sport.

**Other Important Information**

**Emergencies**
It is especially important that Lalanne teachers contact the Lalanne Director immediately at the office or at home if there is any emergency or accident involving a Lalanne teacher or the Lalanne residence. This includes medical, household, automobile or programmatic emergencies.

Immediately report all accidents and instances of theft to local police, and then to the diocesan
contact and Lalanne Director. In case of an accident, mishap, or a substantial community conflict, the Lalanne Director may ask you to write an incident report that will be kept on file in the Lalanne office and used for clarification, if necessary.

**Health Benefits**

While you are a Lalanne teacher, your health and dental insurances are provided by programs through the University of Dayton. The health care provider is Anthem. The dental care provider is Superior Dental Care. Each teacher receives a folder containing specific information about the coverage provided at the time of enrollment. Insurance cards are mailed to the teacher usually within two weeks of enrollment.

More information about your health coverage can be found at the following websites:

www.bluecares.com  
www.anthem.com

The toll free phone number for Anthem is 1-800-223-9717.

More information about your dental coverage can be found at the following website:  
www.superiordental.com

The toll free phone number for Superior Dental is 1-800-762-3159.

Questions or concerns about your health or dental insurance can be addressed to Beth Schwartz or Anita Harris in the Department of Human Resources at the University of Dayton. Call 937-229-2541 to reach either of them.

**Lalanne Office Hours**

The Director and Coordinator of Lalanne may be reached at The University of Dayton, Chaminade Hall 313, Monday through Friday, 8:30 a.m. to 4:30 p.m. The phone number for Jacinta Mergler, Director is (937) 229-3928. The phone number for Amy Delamer, Coordinator of Lalanne is (937) 229-3177. The main office number is (937) 229-3778.

**Additional Resources**

Lalanne belongs to the University Consortium for Catholic Education (UCCE). The consortium establishes and supports a collaborative cadre of primarily Catholic colleges and universities as they design and implement graduate level teaching service programs for the purpose of supporting Catholic/Parochial education in the United States. During the year the consortium publishes UCCE CONNECT, a newsletter by teachers in the various UCCE programs as a way for teachers across all programs to share ideas and communicate with each other. Visit uceconnect.com to learn more.
Description of Personnel

The primary purpose of Lalanne staff, the school principals and the mentors is to provide support and guidance to Lalanne teachers throughout Lalanne experience.

Center For Catholic Education Director
The Director supervises all programs and personnel that are part of the Center.

Lalanne Director
The Director is the person in charge of the day-to-day operations of Lalanne. The Director supervises the staff and Lalanne teachers, administers the budget, recruits and screens candidates, and develops policies and procedures.

Coordinator of Lalanne
The Coordinator of Lalanne will assist the Lalanne Director with the recruitment, selection, training, supervision and support of Lalanne teachers. The Coordinator will assist with administrative duties, visits to communities, and attend meetings with various publics including potential teachers, diocesan and school personnel, and University personnel.

Lalanne Teacher
A Lalanne teacher is one who has been accepted as a member of Lalanne and has accepted a teaching position within the program. Lalanne teachers live in community and dedicate themselves to two years of teaching service, a simple lifestyle, and shared beliefs.

Mentors for Professional Development
The school principal assigns a mentor to each Lalanne teacher, both for practical guidance as well as for state requirements for Entry-Year (EY) teachers. The mentor is an experienced teacher (usually at the Lalanne member's school) who provides guidance and support to the volunteer.

In supplying mentors for Lalanne teachers, principals should consider the following questions:

- What can the mentoring relationship look like? What could an entry-year teacher find useful from a mentor?
- Is the entry-year teacher getting the professional development he/she needs from the mentor (for Praxis assessment, for familiarity with school guidelines, for assistance with parents, for support, etc.)?

Ideally, the mentor teaches at the same general grade level as Lalanne member. Those mentoring Lalanne teachers who are working toward initial licensure need to be in the same content area. Lalanne teachers must comply with the policies and procedures required of them at their individual schools and are expected to heed the advice given by the principal, their mentors and other experienced teachers. Mentor teachers and principals maintain regular contact with the Director in order to provide the best possible support to the Lalanne member.

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Local/Diocesan Contact(s)
Each community has a local/diocesan contact person. The contact person is appointed by the diocesan superintendent in conjunction with the Lalanne Director. The contact person will help the Lalanne teachers as they settle into the city and visit the community on a monthly basis. It is the responsibility of the Lalanne teachers to initiate this monthly visit and it should be set at a time where all of the teachers will be present. Setting the meeting at a time when prayer and/or a meal can be shared is ideal. The Lalanne teachers should look to the local contact person to help them with difficulties associated with adjusting to their new surroundings and/or with community issues. The contact person, in turn, should be in communication with the Lalanne Director about these concerns.

Administrative Assistant for the Center for Catholic Education
The assistant is responsible for providing administrative support for Lalanne. He/she is responsible for the day-to-day operation of the office and serves as a resource person to the public. The assistant reports to the Director of the Center for Catholic Education.

Grow in the grace and knowledge of Our Lord. 2 Peter 3:18
Contact Information

My school is __________________________________________

School Address ________________________________________

Phone ________________________________________________

Fax ___________________________________________________
My principal is ____________________________________________

Phone ____________________________________________

Email ____________________________________________

My mentor is ____________________________________________

Phone ____________________________________________

Email ____________________________________________

My diocesan contact is ____________________________________________

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______________________________________________

Phone ____________________________________________

Email ____________________________________________

______________________________

______________________________________________
My Residence Contact is __________________________________________

Fax __________________________________________________________

Lalanne Director is  Jacinta Mergler ________________________________

Phone  937-229-3928 (w) 937-430-0350 (c) 937-253-2110 (h)
Email

jacinta.mergler@notes.udayton.edu

Lalanne Coordinator is

Amy Delamer

Phone

937-229-3177 (w) 937-657-5407 (c)

Email

amy.delamer@notes.udayton.edu

Other Important Numbers

Fire/Police/EMT

911

Anthem (Health Insurance)

1-800-223-9717

Superior Dental (Insurance)

1-800-762-3159