Table of Contents

I. Welcome
II. Center for Community Engagement (CCE) Overview
   A. Our Commitment to Anti-Racism
III. Kindergarten - 12th Grade (K12) Overview
   A. Seattle University Youth Initiative (SUYI)
   B. SUYI Core School Partners & Program Area Descriptions
IV. Getting Started
   A. Types of Student Engagement
   B. Background Checks
   C. Required Trainings
      1. Seattle Public Schools Adult Sexual Misconduct Prevention
      2. Student Employee FERPA Training
      3. Racial Equity Training
   D. Logging Hours & Getting Paid
V. Student Employee Responsibilities
   A. While On Site
   B. Communication
   C. Commitment to Community
   D. Safety
   E. Conflict Management
VI. Leadership and Reflection
   A. Nurturing Leadership Among Your Peers
   B. Proactive Classroom Strategies
   C. Entering Communities You are Not Part of
VII. Preventing and Reporting Harm and Abuse
VIII. Appendix
   A. Attendance
   B. Serve Local Signature Events
   C. SPS Dress Code
   D. Drug and Alcohol Policy
   E. Seattle Public Schools Academic Calendar
   F. Seattle U Center for Community Engagement Staff
Welcome to the Seattle University Youth Initiative K12 Team!

Thank you for your commitment to our place-based approach of pursuing equitable opportunities that support the academic success of scholars and families in the community. As both a student and now a member of the K12 Team, you are an asset to this work, and we hope that your time in the schools is both enjoyable and transformative.

The Center for Community Engagement (CCE) is the hub for the Seattle University Youth Initiative (SUYY). Through SUYY, we aim to strengthen education and support structures for neighborhood scholars and their families while enhancing the University by providing service, learning and research experience for students, faculty, and staff.

As a K12 volunteer, service learner or student employee, you will have the opportunity to engage with our partner schools, scholars, and families in ways that will require you to support and guide youth as they foster their growth as self-directed independent learners prepared for rigorous academic curricula. Through your commitment, you will have a special responsibility as an educator, mentor, and role model working in partnership with scholars, families, school district staff, and other Seattle U students as a cooperative team to provide and in engage in transformative learning experiences.

We know that you will handle this responsibility with care. We hope that you will consider the core values and beliefs of the K12 Team as a basis for action that is responsive to the needs of our community, interrogates oppressive systems and structures, and dismantles racist practices.

As an educator on the K12 Team, we will continue to ask you to:

- Engage in this work and new learning with your full self and in ways that probe the impact that socio-political context, race and culture has on educational outcomes.
- Utilize leadership styles that involve shared planning, good communication, and culturally responsive strategies.
- Commit to regular reflective practice, with authenticity, honesty and inquiry.

This guidebook lays out the professional expectations that will support and guide Seattle U students working, volunteering and learning with scholars and families in our K12 partner schools. We’re glad you’re here, and our hope for you is that you learn about the community and yourself while building strong connections and relationships.
Founded in 2004, the Center for Community Engagement is a dynamic outgrowth of Seattle University’s Jesuit Catholic tradition and mission of “educating the whole person, to professional formation and to empowering leaders for a just and humane world.” The Center serves as the main entry point for students, faculty and staff who want to engage in the local community. The Center also acts as the focal point for community-based organizations and government institutions seeking University support to address unmet community needs.

Seattle University defines quality community engagement as social action that strives for equal impact on campus and community. As the hub of the University’s interface between community and campus, the Center for Community Engagement emphasizes long-term place-based partnerships and anti-racist, inclusive frameworks. Community engagement at Seattle University includes but is not limited to Service-learning, university-assisted community schools, direct service, community-based research, advocacy, public scholarship, activism, and anchor institution strategies.

The Center’s signature focus is the Seattle University Youth Initiative (SUYI). Since 2011, the Youth Initiative unites the campus and the wider community to enhance Seattle U students’ learning and improve the academic achievement of 1,000+ neighborhood youth from low-income backgrounds. The Center pursues SUYI’s goals through a holistic approach focusing on strong schools, stable housing, access to health care, safe neighborhoods and living-wage jobs.

**Mission** The Center for Community Engagement connects campus and community to pursue a more just and humane world.

**Vision** By building a seamless web of interconnection between the educational programs of Seattle University and the needs and assets of the local community, the Center will positively transform our university and our communities.
Living and Leading as an Anti-Racist Organization

Inspired by Seattle University’s Jesuit Catholic ethos and in partnership with the City of Seattle, Seattle Public Schools and many other organizations, the Center for Community Engagement (CCE) strives to live and lead as an anti-racist organization. We commit to anti-racist practices in order to honor the full humanity of all community members and collaborate across cultures and generations.

The Center pursues this commitment by strategically strengthening our capacity to think critically about the role race plays in our relationships, programs, organizations and institutions and takes bold action to build a more equitable community. Center staff, student leaders, faculty and staff are guided by the wisdom and insights of community members. We are committed to disrupting legacies of injustice that have led to the continued gaps in achievement, health and wealth between white people and people of color.

The commitment to live and lead as an anti-racist person looks differently depending on our racial identities. People of color have been working to name, analyze and dismantle racism in the United States for centuries. In the context of our work in Seattle, those of us who are staff, faculty, students and community members of color expand and deepen the Center for Community Engagement’s capacity as leaders confront unjust practices in our organizations, schools and communities. This commitment is rooted in the success of all youth, the well-being of all families and the health of the community.

It is imperative for those of us who are white to explore our own racial identity in order to be more aware of the impact of privilege, power, and dominant culture on our relationships and work. Despite how good our intentions may be, without a fundamental understanding of how institutional and individual racism operates, we may be allowing a culture of racism to persist in which we are complicit. White staff, faculty, students, and community members must reject the “white savior complex” and instead collaborate in solidarity across racial difference in equitable relationships. The more we can openly discuss the reality and impact of systemic racism, the more equipped we are to pursue a more just and humane world.

The Center acknowledges that the work of racial justice is an unfolding, dynamic and collaborative process. Despite our best efforts to address and prevent racism, systems and individual acts of bias may continue to occur in our programs and in the community. With this recognition we lift up the words of the Seattle University Chief Diversity Officer, Natasha Martin, “When circumstances occur that impact the health of our climate or the safety of members of our campus community we aim to respond wholeheartedly and mindfully.” We welcome feedback from our campus and community partners about how we might better work towards living and leading as an anti-racist organization.
Mission: The Seattle University Youth Initiative (SUYI) Kindergarten through 12th Grade (K12) program connects campus and K12 school communities to pursue a more just and humane world.

Vision: By engaging with our K12 schools and partners by building pathways of support for scholars, families and schools through a dual capacity framework, the Seattle University Youth Initiative (SUYI) K12 program will positively transform our university and our school partners.

Purpose: We are committed to engaging Seattle University students, K12 scholars, and their families through a pathway of high quality learning opportunities, programming and partnerships that support their growth and development as civically engaged leaders, especially those who are the furthest from educational equity.

Our actions are guided by the following values:

- We are committed to anti-racist practices that honor the full humanity of our students, families and community members.
- We pursue partnerships and programming that acknowledge the dignity of all individuals, recognize culture as an asset, contribute to environments and systems in which all students thrive, and that build leadership capacity among all of our constituents.
- We emphasize an asset-based model where we work collectively with students, families, schools and community partners to center the knowledge, skills and lived experiences of our constituents.
- We believe that people learn best through hands-on experiences coupled with intentional reflection that implores us to consider our own experiences, biases, values and strengths, deepening our ability to act intentionally.
- We recognize the importance of and commit to engaging our K12 scholars and their families and SU students with compassion, creativity and care for the whole person.
- We honor our responsibility to utilize our resources efficiently and effectively and to make decisions that are grounded in our values and core beliefs.
K12 Program Core Beliefs

**Scholars:** We believe all youth are innately curious, possess unique assets, and have the capacity to be self-directed independent learners and successful change agents and leaders for a just and humane world.

**Educators:** We believe educators are responsible for their own professional development and are accountable for building healthy relationships with scholars to foster social-emotional and academic growth.

**Families:** We believe families are their children’s first educators and are invaluable influential partners in our collective efforts.

**Education and Community:** We believe all people have the right to a high quality, transformative education and community experiences which upholds dignity and affirms diverse identities and lived experiences.

**Collective Impact:** Our community partners are the experts in the community.

**Systemic Oppression:** Our responsibility is to advocate for all youth and families in order to disrupt practices that perpetuate structural inequity and societal systems that tend to privilege the powerful. Young people of color have historically and are currently being underserved by education systems; this perpetuates structural oppression, including racism and injustice. We uplift and collaborate with all youth and families to foster empowerment, self-determination, and their capacity to thrive.
Seattle University Youth Initiative

The Seattle University Youth Initiative (SUYI) launched in 2011, strives to strengthen education and support systems for 1,000 neighborhood youth and their families while enhancing the university by providing service learning and research experience to students, faculty, and staff.

The Youth Initiative works with schools, community-based programs, University students, faculty, and staff to offer academic and enrichment opportunities for youth living in a large geographic zone just south of the campus. Throughout the year, including summers, youth participate in events and programs that support for youth to ensure proficiency in core academic subjects in order to successfully transition to the next grade levels and to develop a college-going identity.

Using a collective impact model, the University engages partners who provide education, housing, health and employment opportunities to support youth and their families. This approach arose from listening sessions with community and campus stakeholders to develop a genuine mutual partnership between the community and the University.
SUl Core School Partners

Bailey Gatzert Elementary (BGE) School is our PreK through 5th grade school partner site, and is home to the Bailey Bears! BGE is affectionately known to many as Gatzert, and has a vision of honoring and cultivating each child’s individual gifts and talents while developing academic excellence and social-emotional strength.

Principal: Ronnie Belle, rbelle@seattleschools.org

BGE School Site Manager: Jaycee Coleman, colemaja@seattleu.edu

Address: 1301 E. Yesler Way, Seattle, 98122

Main Office: 206.252.2810

Bell Schedule Start Time: 7:55 a.m. End Time: 2:25 p.m.

Wednesday Early Release: Start Time: 7:55 a.m. End Time: 1:10 p.m.

Extended Learning Program at Bailey Gatzert Elementary

The Extended Learning Program (ELP) is designed to be an enriching academic experience for Gatzert Scholars, where they can learn and grow in a safe and positive learning environment. We are fully committed to ensuring that scholars from all types of racial, cultural, ethnic, and religious backgrounds can thrive in a supportive setting, surrounded by adults who care about their academic and social emotional growth.

We use the term “scholar” to refer to our students in recognition that ALL children are brilliant and highly capable. Scholars in ELP are members of a learning community, in which they are held to the highest expectation that they will conduct themselves in a respectful manner, showing their peers and teachers that they respect and care for the well-being of others and themselves. Learning can be so much more fulfilling when everyone works together!
ELP and the 3 “B’s” Program Expectations

1. BE KIND

- We show kindness by only using positive and uplifting language to build up our peers to encourage; never to tear each other down.
- We show kindness by keeping our hands and feet to ourselves at all times.
- We show kindness by sharing equipment and resources, including all students, and taking turns.
- We show kindness by looking for opportunities to help others.

2. BE RESPECTFUL

- We respect others’ personal space, feelings, and belongings.
- We respect our teachers and other adults who are here to help us learn, always following directions the first time.
- We respect our school and classroom spaces by cleaning up after ourselves and keeping our school free of litter and vandalism.
- We respect school property and use equipment only as directed by program staff.

3. BE A LEARNER

- A learner is a scholar!
- A scholar gives their best effort and always tries their hardest, even when things are difficult.
- A scholar says “I'll try” instead of “I can’t.”
- A scholar works together with their peers.
- A scholar always participates in activities and stays eager to learn.
- A scholar perseveres, or does not give up.
- A scholar has fun while learning!

ELP takes place Monday, Tuesday, Thursday and Friday from 2:40pm - 5:15pm. Due to Early Release on Wednesdays, there is no afterschool on-site programming at BGE.
Washington Middle School (WMS) is our 6th grade through 8th grade school partner site and home to the Junior Huskies! WMS has a mission of creating a safe, trusting, collaborative, and learning-focused community where we can all be our BEST (Brave, Empathetic, Safe, Tenacious) selves.

Principal: Katrina M Hunt, kmhunt@seattleschools.org

WMS Success Coordinator: LaKesha Kimbrough, kimbroughlak@seattleu.edu

Address: 2101 S Jackson St. Seattle, 98144

Main Office: 206-252-2600

Bell Schedule Start and End Time: 8:55 a.m. - 3:45 p.m.

Early Release Wednesday: 8:55 a.m. - 2:30 p.m.

Redhawk Academic Mentoring Program (RAMP) at WMS

The Redhawk Academic Mentoring Program (RAMP) seeks to be a safe conduit through which scholars and families have opportunities to build, grow, and strengthen skills and relationships. We envision students and families fully, intentionally, and authentically engaged in the learning process and decision making as it relates to their journeys. We value: justice, relationship, inclusion, respect, and holism. We seek to engage WMS scholars and families in such a way that allows them to see themselves as vital parts of the school and larger community, allowing students to feel ownership of their education, which will lead to increased academic performance.

RAMP at WMS is comprised of two components: daytime one-to-one mentoring, and after school mentoring. Seattle U students also support individual classrooms during the day by offering academic support one-on-one or in small groups.

During the school day, middle school scholars work with their Seattle University mentor once a week during a non-academic class period. Mentors and mentees build relationship as mentors work to support their mentee’s social emotional academic development.
In the after school program, Seattle U students meet with and support 6th and 7th graders twice a week to strengthen their social emotional academic development in large and small group settings.

Individual classroom support is a way for Seattle University students to support the social emotional academic growth of students in a classroom setting. University students are placed in a classroom and support the teacher by working with small groups.

We approach our work and partnerships from an authentic place of connection and relationship, strength awareness (asset based), and commitment to the whole individual. We hope to transform education one relationship at a time.
Garfield High School (GHS) is our 9th grade through 12th grade school partner site, and is home to the Bulldogs! Garfield has a mission of being a community of learners who recognize the history of its institution and of its vision and voice to encourage critical thinking and compassion as a means of creating future leaders.

**Principal:** Ted Howard II, trhoward@seattleschools.org

**GHS Success Coordinator:** Marquinta Obomanu, mobomanu@seattleu.edu

**Address:** 400 23rd Ave, Seattle 98122

**Main Office:** 206-252-2270

**Bell Schedule**

- Start and End Time: 8:55 a.m. - 3:45 p.m.
- Early Release Wednesday: 8:55 a.m. - 2:30 p.m.

**Redhawk Academic Mentoring Program (RAMP) at GHS**

The Redhawk Academic Mentoring Program (RAMP) at GHS seeks to engage scholars and families around 4 core values:

1. Integrated student supports and mentorship
2. Expanded learning time that includes college and career exploration
3. Family & community engagement
4. Civic engagement, social justice and leadership formation

RAMP is comprised of both daytime and after-school mentoring, as well as classroom and advisory support. Students are referred to RAMP through the administration team, teachers, staff, or community based organizations in the GHS building. Our team also supports after-school tutoring for students who request subject-specific support.
During the 2019-20 academic year, the GHS team will collaborate with the WMS team to launch the Change Makers Cohort that will include participation from ten rising 9th graders matriculating from WMS to GHS. The Change Makers Cohort will focus on on-time high school graduation, internship opportunities, campus life exploration, access to immersive and relevant civic engagement opportunities, leadership development, and college readiness.

**SUYI Family Engagement Program**

Our family engagement work is approached through a dual capacity-building framework; we aim to amplify and incorporate family voice at all of our partner schools, while at the same time, supporting each school’s capacity to listen and respond to family feedback and needs. A majority of our family engagement programming portfolio takes place at Bailey Gatzert Elementary over the course of the academic year, but there are a number of ways to support this work across all of our school sites.

Family Engagement Manager: Gia Ledesman, ledesmagia@seattleu.edu

**PROGRAMMING**

**Family Talk & Tech Time** is a morning class that combines English language learning, computer skills, and school and community navigation. Each class starts with breakfast and coffee in the Family Room. The Family Room is a dedicated classroom for family meetings, events, classes and leadership development in Room 3. Child activities are provided for younger kiddos not yet in school. Class goals are based on the goals of the students, such as communicating with a teacher, using an Orca card, or ordering at a restaurant. Field trips, community presentations, computers, and hands on activities are regularly incorporated.

Class is hosted Mondays, Wednesdays and Fridays. Coffee, breakfast, and conversation starts at 8 am and class formally runs from 9am-10:30 in the Family Room at Gatzert.

**STEAM Ahead! Field Trips** support BGE scholars and their families attending weekend and class day field trips including museum visits, theater events, professional sports games, and
interactive family events on SU’s campus. Past STEAM Ahead family outings have included the musical The Lion King, Cirque du Soleil, a Sounders soccer game, and an Aviation Day hosted by the Museum of Flight, among others. All outings include food and transportation.

This program also supports school day and overnight field trips for each grade level at BGE. Teachers are encouraged to plan collaborate and plan school day educational field trips based on the topics that they are teaching in class.

**SU Family Nights** is an 8 week evening program hosted at BGE fall quarter. Each week, trained facilitators guide families through topics identified by the participants. Families eat dinner together, then divide into adult and kid groups. Families come back together at the end of the evening to participate in a shared activity.

**Bailey Bears Read at Home** Family Engagement works directly with families, teachers and school staff, scholars, and community partners to support Gatzert's current focus on literacy, which includes:

- Books and literacy materials sent home with PreK, Kinder and 1st graders.
- Quarterly literacy events and activities, hosted in partnership with Seattle Public Library and Bailey Gatzert School.
- The formation of a Lit Club, a group of parents and caregivers who are interested in collaborating with teachers to identify books to send home with scholars.
- Direct collaboration with faculty from the College of Education who teach and research effective practices for engaging multilingual families.

**Read and Rise** is an 8 week evening program for families of preschoolers and elementary age children. Each week focuses on the importance of the school to home connection, and supporting literacy in the home. Families are encouraged to think about their own experiences with education growing up, and identify ways they can support their children’s education and love of learning.

**Spirit of Giving** combines our work on campus and our work in the community. Each holiday season, the family engagement team coordinates food and gift donations from SU students, staff, and faculty. University departments such as Athletics support the effort. Food donations and gifts are delivered to schools and community organizations in the SUYI neighborhood. In 2018, we collected over 2,000 donated food items and 114 new toys to be distributed to youth in the community.
Types of Student Engagement

There are three main types of student engagement through K12 programs: Student Employment (work-study and non work-study), Service Learners, and Volunteers.

Student Employment

SU students may apply for K12 student employment opportunities. These positions are available to students with or without federal work study status. Student Employment positions vary by program area.

According to the policy established by SU, student employees may work no more than 20 hours per week while school is in session.

During periods when classes are not in session, student employees may work up to 40 hours per week. The scheduled periods of non-enrollment are winter, spring and summer breaks. During Summer Break, students are limited to 20 hours per week at any time they are enrolled half-time or more.

Service Learning

Academic Service-Learning connects concepts in the classroom to service experiences in the community. The CCE works with instructors to identify community organizations that offer service-learning placements to students. Service-learning isn't charity but an opportunity to engage in social change in the neighborhood.

To participate in service-learning, you must be a member of your service-learning class portal in ConnectSU (powered by OrgSync).

Step 1: Complete Your Training

Check your email for a link to the online training. You can also find the link in your service-learning portal in ConnectSU.

Step 2: Register for a Position
Review the position options in your service-learning class portal and register for your position by clicking on the green “Sign up Now” button.

If you change your mind, please click on the “Can’t Make It” button to reopen the slot for other students. Only sign up for one position at a time.

Step 3: Contact your Supervisor

Call and/or email your supervisor. You are not guaranteed a position until you have confirmed the placement with your supervisor. Schedule an orientation date and your first shift as soon as possible.

Step 4: Track Your Involvement

After every shift, click on the “Track Your Involvement” button on your ConnectSU service-learning portal to log your hours.

Volunteer Positions

Volunteers are the heart of the Center for Community Engagement and the Seattle U Youth Initiative. We rely on the passion and compassion of Seattle U students supporting our programs and community partners with their time, talents and commitment.

Volunteers can find one-time events in the community to assist, positions posted by a community partner, or reach out to organizations on our online platform, ConnectSU to see what other opportunities are available.

Supervisors are prohibited from accepting volunteer hours from a paid employees, except in specific situations as described in the SU Supervisor’s Guide to on-campus student employment. In addition, students may not receive any promise, expectation or receipt of compensation, grades, enrollment in classes, participation in any activity or employment as a result of volunteer hours.

Background Checks

Every volunteer, service-learner, student employee or staff member must be screened using our approved criminal background check methods prior to beginning service at any partner school site as a requirement of both the University and Seattle Public Schools. You will receive a link to complete the background check via email. The CCE covers the cost of each background check. Background checks must be renewed every year. If you have questions or need assistance, please reach out to Tess Honan, Placement Coordinator at honant@seattleu.edu or (206) 220-8569.
Required Trainings

Seattle Public Schools Adult Sexual Misconduct Prevention

The Adult Sexual Misconduct Prevention Training addresses the school community’s role in prevention and response. This course provides insight on how to recognize and report sexual abuse in schools and keep students safe. All Seattle Public Schools volunteers and any members working with the K12 Team are required to complete this online course before beginning their service.

This 17-minute online training provides SPS volunteers and community partners with information about sexual misconduct as well as guidance on appropriate adult/student interaction.

The course can be found here: https://epd.seattleschools.org/volunteerasm/

At the end of this course you will be asked to enter the following information:

● Your Name
● School Name (if your school name is not listed, choose "other")
● Organizational Affiliation (if any)

Once your information is submitted, you will receive an email confirmation titled "Automated Email Response" from webmaster@seattleschools.org. If you do not receive this email, please check your "bulk mail", "promotions", or "junk mail" folders. Upon receipt of this email, you will forward it to your supervisor as confirmation that you have completed the course.

This video is for exclusive use by Seattle Public Schools volunteers and approved community partners. No other use is authorized.

FERPA

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects personally identifiable information (PII) in students' education records from unauthorized disclosure. It affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right for parents and eligible students to have some control over the disclosure of PII from education records.

FERPA includes provisions allowing students' PII from education records to be disclosed without the prior written consent of parents, if the disclosure meets the criteria for one of the permitted consent exceptions.
For all Seattle University student employees, we have an on-line training program. This training takes approximately 20 minutes. All student employees are required to take training as part of the hiring process.

All persons employed by the university, including faculty, staff, and students, are required to take FERPA training every two years.

A record of individuals who have completed FERPA training will be maintained by the university. Access to administrative computing systems, including Colleague and SUDDS, will be allowed only after completion of FERPA training.

“FERPA Training” for student employees is available online at https://www.seattleu.edu/academic-records/ferpa/

Any questions regarding this policy should be directed to the Office of the Registrar.

Racial Equity Training

This required workshop is designed to help develop and/or further develop anti-racist practices. We welcome back CCE partner and workshop facilitator, Karena Hooks and colleagues. This workshop explores institutionalized racism, its prevalence in our schools and its long-term implications for our youth. This workshop is considered foundational and therefore is required for all new CCE student employees, as well as any volunteers and service-learners who engage with youth in schools.

**Light breakfast with coffee, lunch and snacks will be provided.

Fall Quarter:

Saturday, October 5, 2019 | 9:00am-4:00pm | Student Center 160

Saturday, October 12, 2019 | 9:00am-4:00pm | Harding Room 143

Winter Quarter: Saturday, January 11, 2020 | 9:00am-4:00pm | Harding Room 143

Spring Quarter: Saturday, April 4, 2020 | 9:00am-4:00pm | Location TBA
2019-2020 Racial Equity Training for CCE/SUYI Serve Local Leaders (paid employees)

As employees of the Center for Community Engagement, we are called to learn, lead and live into the CCE’s commitment to anti-racist practices. CCE student employees will complete a 3-part racial equity training series, completing a workshop together as a group each quarter. Each workshop you attend will build on the others, while keeping the focus on your roles and real-time processing.

This 3-part workshop series is considered foundational and therefore all 3 workshops are required for paid CCE student employees.

Part 1: October 26, 2019 | 9:00am – 4:00pm | Chardin Hall Room 145
Part 2: January 25, 2020 | 9:00am – 4:00pm | Location TBA
Part 3: April 18, 2020 | 9:00am – 4:00pm | Location TBA

If this workshop is full, please email Tess Honan honant@seattleu.edu to be placed on a waitlist. Please contact the Center for Community Engagement with any questions cce@seattleu.edu or call us at (206) 296-2569.

Racial Equity Training Q&A

Q: I’ve never volunteered or worked at any CCE or SUYI partner sites, do I have to complete this training?

A: This workshop is considered foundational and therefore is required for all new CCE student employees, as well as any volunteers and service-learners who engage with youth in schools.

Q: I’m a returning volunteer at a SUYI partner site (volunteering with youth). Will I need to complete this training again?

A: If you can verify that you completed this workshop during the 2018-2019 academic year, you might not have to complete it for 2019-2020. This will need to be verified in advance, so be sure to contact Tess Honan honant@seattleu.edu or Julie Hurst hurstju@seattleu.edu to find out more.

Q: I’m a returning student employee of the CCE. Will I need to complete this training again?

A: 2019-2020 student employees of the CCE have a separate, 3-part racial equity series to complete, and will participate in a different training each quarter. To find out more, contact your CCE supervisor or Julie Hurst hurstju@seattleu.edu for training dates and details.
Q: I completed this workshop before; do I have to complete it again?

A: If you are a service-learner, volunteer, or student employee at a SUYI partner site (volunteering or working with youth), and can verify that you completed this workshop during the 2018-2019 academic year, you might not have to complete it for 2019-2020. This will need to be verified in advance of starting, so be sure to contact Tess honant@seattleu.edu or Julie hurstju@seattleu.edu to find out more.

If you have a different question related to this training, please contact cce@seattleu.edu or call us at (206) 296-2569. Text messages are not received at this number.

*Please note: In the event the University is closed due to inclement weather, this training will be rescheduled.*

**Logging Hours and Getting Paid**

**Web Time Entry:** As a student employee, in order to be paid, you must complete the the Web Time Entry process through your SU Online account. To complete the online process, log into your SU Online account and select the “Employee” option on the main menu. Select the “Time Entry” option. Enter the hours you have worked and submit the results for review by your supervisor.

You must record your hours worked during each pay period. There are two pay periods each month: from the 1st to the 15th and the 16th to the last day of the month. You must submit your Web Time Entry online on the 1st and 15th of every month. Your supervisor must then approve all time sheets by the 2nd and 17th of each month. There are no exceptions to these dates, even when they fall on a weekend or holiday.

When timesheets and payroll documents are correctly completed and submitted on time, paychecks or direct deposit notices are mailed on the 10th and 25th of each month. These notices will be mailed on the Friday before if the 10th or 25th falls on a weekend or holiday.

Questions regarding the Web Time Entry process? Contact the Payroll Office at extension 5880.

**If you do not submit your hours on time:** You will get “locked out” and will not be able to record hours. Missing the deadline delays compensation and is problematic for CCE staff and our budgeting process. Ongoing issues with recording and submitting hours on time are considered as a violation of student employee policies.

**Volunteer Hours:** To log your volunteer hours, sign in and record the number of hours you serve in the volunteer/service portal for the school you are volunteering at on ConnectSU. Additionally, be sure to keep your own written record in a notebook, calendar, or phone.
While on Site

Representing Seattle University: We ask that all Seattle U students consider that they are part of the whole while in their individual roles. We hope you will demonstrate maturity and an integrated sense of self through respectful and appropriate behavior on- and off-campus. What you choose to say and do (both on and off-campus) reflects directly on Seattle University.

What Should I Wear? All Seattle U K12 volunteers and employees are given a Serve Local shirt. Although it may not always be possible, wearing these shirts on site help identify you as part of the SU team to youth, families and school staff.

*Please wear your name badge at all times inside school buildings.*

Accountability: We ask all of our K12 volunteers and employees to be on time and prepared. To ensure the safety of all youth and colleagues, do not leave your placement site until you are scheduled to do so. We expect that you clearly communicate any absences, late arrivals, or other attendance issues promptly so that we can best serve the scholars and families in our programs. Please see the full attendance policy in the appendix for details.

Work Schedule: Establish a work schedule that does not interfere with your class schedule. Notify professional staff in advance of any changes to your class schedule or other commitments that will affect work availability.

Presence: Your mood, effort and energy levels are very noticeable to scholars and our partner teachers. It is important to bring your enthusiasm and encouragement, and to maintain a positive attitude even when situations might challenge you. The youth you interact with will know whether or not you are motivated, and they will often mirror your attitude and level of commitment to the programs and learning. Respect, kindness, patience, and empathy are key to your success.
Flexibility: Occasionally sessions are disrupted by field trips, absences etc. If you arrive at your school and your plans have changed, ask your site supervisor if there are other tasks to be completed or other youth that need assistance.

Cell Phone Use: Do not text or take personal phone calls during work. Phones are a distraction and using them during your service may send a disrespectful message about the value of the program. If you must take an emergency phone call during a shift, please alert fellow volunteers/employees in the room and return back to the space as soon as possible.

Boundaries: Maintain professional relationships with youth and school personnel. Personal information about yourself should only be shared as it is relevant to the work you are doing at your site.

- Do not give personal contact information such as your address, phone, Facebook page, and email to the youth you work with.
- Do not borrow or lend money to others at your placement site.
- Do not offer students rides in a personal vehicle.
- Do not invite students off-site to events (unless they are an official part of programming, such as a field trip).
- Do not invite students to your home.

Electronic Communications Policy: Any electronic communication with youth, including the use of social networking websites like Facebook, instant messaging, texting, and blogging or leaving comments on blogs, is prohibited. All personal social networking profiles and blogs of SU students must be private and inaccessible to youth. SU students with personal profiles on social networking sites may not request to be friends with youth or approve friend requests from youth. SU students are prohibited from emailing youth using their personal email accounts. All email communications with youth should occur on University email accounts, and be copied and/or forwarded to supervisory personnel and parents or guardians.

Photography Policy: The Center for Community Engagement is committed to ethical photography and videography. This means that we have current photo releases on hand for all youth and families who participate in our programs, have a lanyard system for opting out at public events and also engage in verbal consent whenever possible. Seattle U student should NOT take photos/videos of youth on their phones or personal cameras or post any images of youth/families online on personal social media accounts. The only exception to this is sharing an image from the official CCE accounts (@su_cce) onto your personal social media accounts. Only students working in an official role with the CCE Communications Specialist are allowed to take photos/video during programming. If you would like to be involved with documentation or have questions, reach out to Erin Burrows, Communications Specialist at burrower@seattleu.edu or (206) 220-8567.
Communication

We approach relationships at our schools with respect. Schools have cultures that include norms for behavior, structures of authority, ways of communicating and interacting socially. In order for you to learn your school’s culture and be integrated into the community, it is important to keep the lines of communication open and collaborative.

- Express feedback respectfully and appropriately.
- If you are placed within a classroom, exchange contact information with your teachers and discuss best ways to communicate (email, notes, informal chats etc.). Ask how you will be informed of the daily service tasks/activities.
- Front Office tips: The front office staff are very important people. Introduce yourself and re-introduce yourself to office staff multiple times. Let office staff know the days and times you will be working. It may take a while to be recognized and known, but have patience.
- If you are experiencing any difficulties at your site, talk with your site supervisor and your Seattle U supervisor immediately. Do NOT wait to see if things will resolve themselves.
- Communicate to support the needs of youth: Know the names of the children and adults you work with. Make it a personal goal to know everyone’s names within the first few weeks of your placement. Know the special strengths and talents of individuals. If you are stuck trying to reach or teach a youth, always ask your peers, your site supervisors and teachers for suggestions.

Confidentiality  Please use discretion as you may be exposed to confidential information about students, upcoming events, and professional staff members. If you do not know if the information you receive through your course of employment is confidential, please talk to professional staff.

Students, families, staff and faculty must be able to trust in the confidentiality of their information and its careful handling. Unauthorized release of confidential information is a serious violation of the Family Educational Rights and Privacy Act (FERPA) may result in termination of employment. Please see the required FERPA training for full details. If someone persists in seeking information, refer that person to a CCE or school staff member. This can be particularly important when information is requested by phone. Consult your site supervisor to find out any specific details that relate to the department you work in. Respect student and family information as if it was your own personal information.
Commitment to Community

**Consistency:** Having the opportunity to work with youth as a young adult is a gift. Because our young people thrive in consistency and structure we ask that all Seattle U students who choose to get involved with K12 programs make a minimum commitment of two quarters. Some Seattle U students choose to stay engaged for their entire undergraduate or graduate experience! Talk to your site supervisor about other opportunities available to student leaders including Serve Local Ambassadors, Summer Fellowships, Shinnyo-en Foundation fellowships and more.

**Recognize that change takes time:** The challenges that you may encounter while working in Seattle Public Schools are not simple or without historical context. While we recognize the many assets of the students we work with and the communities in which they live, our youth also exist within complex systems of oppression and privilege. The intersectionality of these systems and the lived experiences of our students have the potential to create barriers to their academic success. It is important to recognize that the work you and your schools are committed to will make an impact, but it may take years of this work to break down such barriers. Your work may not be the final solution, but it is valuable nonetheless. It is worthwhile to learn as much as you can about the challenges faced in SPS and in our neighborhood. When a student demonstrates growth and improvements it is extremely rewarding, but such improvements rarely happen overnight. Building positive relationships may take hard, ongoing work, and measurable progress sometimes take even longer. Be patient with the students and adults you work with and with yourself.

**Self-Care:** This work can be as challenging as it is fulfilling. We do not expect or want you to address complex and difficult situations by yourself. When youth and adults are struggling or in crisis, they often experience feelings of frustration and anxiety that could manifest as negative or challenging behaviors. It’s important not to take things personally. If you are feeling overwhelmed by what your students are going through, talk to your site supervisor about tools to positively address your needs and your students’ needs.

**Academic Excellence:** Your academic status and success as a student takes priority over all co-curricular and extracurricular activities. Maintain academic honesty and refrain from lying, cheating, or stealing. You must meet the expectations of your specific college and maintain a minimum GPA of 2.0 to continue in your position.

The Seattle U Learning Assistance Program is available Monday through Friday, 9am-5pm in the Lemieux Library on the 2nd floor. Learn more about resources available to SU students at [www.seattleu.edu/learning-assistance](http://www.seattleu.edu/learning-assistance)

Phone: (206) 398-4450
E-mail: [learningassistance@seattleu.edu](mailto:learningassistance@seattleu.edu)
Safety

Personal Safety Traveling to and from Sites

- Use caution and common sense when traveling to and from school sites. Use your intuition and trust your feelings. If you feel that a situation is not right, move out of the area immediately.
- Offer to travel or walk to and from campus to sites with other SU students.
- Use well-lit walkways with open businesses, if available.
- Be aware of your surroundings. Be alert to places and situations that may make you vulnerable.
- Walk confidently and alertly. Do not walk looking at your cellphone or with headphones on.

- If you are at a site after 6pm, you may also access a ride via the **Night Hawk**, a student staffed program managed by the Department of Public Safety and Transportation
  - Call in your ride request at 206.398.Hawk (4295).
  - Check the **TapRide app** for the most up-to-date service information
  - All questions about service modification or adjustments should be directed to the Public Safety shift supervisor by calling (206)296-5990
  - During periods of normal operation, Night Hawk hours are:
    - Sunday – Thursday: 6pm to Midnight
    - Friday and Saturday: 6pm to 2am
- In case of imminent physical danger or injury requiring immediate assistance, contact 911 or Seattle U Public Safety
  - **24-Hour Emergency Line**: (206) 296-5911
  - **24-Hour Non-Emergency Line**: (206) 296-5990
Conflict Management

Misunderstandings or conflicts can arise in any group. To ensure effective working relations, it is important that such matters be resolved before serious problems develop. If a situation exists which you believe is detrimental to you or to the University, you should first discuss the matter with your site supervisor. If the problem is not resolved, or if for any reason you do not wish to discuss the matter with your direct supervisor, you may discuss the matter with the Director of Education Partnerships, Colina Bruce at brucecolina@seattleu.edu or (206) 220-8573. You should expect to receive a formal response regarding the issue within (5) working days of meeting with the Director. Suggestions for dealing with conflicts in the workplace: Talking confidentially with your supervisor or a trusted adviser may help you see a situation more objectively. Arrange a time to do this in a private, quiet setting.

1. Identify the problem - Define the problem succinctly in your own mind. Try to pinpoint a specific behavior or procedure that you think needs to be changed.

2. Brainstorm for options - List all possible solutions whether or not they seem realistic.

3. Evaluate those options - Which one is most logical? Are there departmental or university guidelines that cover the issue?

4. Pick the one best solution.

5. Set goals - It helps to break a solution or goal into component parts to be tackled one at a time.

6. Keep a record - Give yourself due credit for progress made.
Culturally Responsive Practice

Culture is central to learning for both scholars and educators. Acknowledging, responding to, and celebrating cultures offers equitable access to education for all scholars. Culturally responsive teaching is a pedagogy that recognizes the importance of including students’ cultural references in all aspects of learning (Ladson-Billings, 1994). Some of the characteristics include:

- **Positive perspectives on parents and families**
  Parents are the child’s first teacher and are critically important partners when it comes to a scholar’s academic success. Communicate with families, and gain cross-cultural skills necessary for successful exchange and collaboration.

- **Communication of high expectations**
  All students should receive the consistent message that they are expected to attain high standards in their school work. Communicate clear expectations. Be specific in what you expect students to know and be able to do. Create an environment in which there is genuine respect for students and a belief in their capability.

- **Student-centered instruction**
  Student-centered instruction happens when learning is cooperative, collaborative, and community-oriented. Promote student engagement, create inquiry-based/discovery-oriented curriculum, and encourage a community of learners.

- **Culturally mediated instruction**
  Instruction is culturally mediated when it incorporates and integrates diverse ways of knowing, understanding, and representing information. Design and implement different ways for students to be successful in achieving developmental milestones by setting realistic yet rigorous goals for individual students. Allow students ample opportunities to share their cultural knowledge.

Adapted from the Wisconsin Department of Public Instruction, available via: [https://dpi.wi.gov/rti/equity](https://dpi.wi.gov/rti/equity)
Entering Communities You’re Not Part of

Community is about joining together with other people and engaging in a community that might be different from the one you’re from means working across difference. A critical aspect of being able to co-create healthy communities is multicultural competence and anti-racism: having the skills, knowledge, and awareness to effectively engage in cultural and racial difference.

Co-creating healthy communities involves understanding the convergence of multiple identities within 1) the individual, 2) within cultural groups, and 3) across cultural groups. Thus, it is essential to understand how different behaviors, values, and identities (race, class, gender, sexuality, ability, etc.) influence our perceptions and actions. This is often true given the vast power/privilege differential that exists between “on-campus” and “off-campus.”

The Cultural Iceberg Model helps us think about how culture influences our relationships with others and is especially important in a service context where power differences are often magnified.

Edith Ng shares the following: “In the picture, there are two icebergs. The wavy line is the water. Each iceberg represents a person or a group of people. Behaviors, which are ways people act and which we can see, are above the water line. So are acknowledged beliefs and articulated values. These are the beliefs and values that we demonstrate or talk about openly to others. These behaviors, beliefs, and values are conscious, may be easily changed and are usually taught to us directly by someone else, e.g., family member, relative, friend, etc. This is what we
see. Below the water line is what we don’t see which also includes beliefs, values, and thought patterns. However, these are unconscious, difficult to change and are things we learned even though they were never discussed.

Notice where the two icebergs collide; this is where a lot of conflict happens – between the parts of people which are below the surface and unconscious. They are difficult to deal with because we can’t even see what’s clashing: it’s below the water line. We tend to focus on the behavior above the water line because we are unconscious of what’s below the water line and it makes it difficult to resolve the conflict.” The goal in learning about diversity, cultures, others and yourself is to lower your own personal water line so that when your iceberg and someone else’s iceberg run into each other, you have a better chance of seeing where the problem is. Lowering the water line means you become more conscious of your own motives, resentments, fears, beliefs, etc. Lowering the water line does not mean exposing yourself to others. If you lower the water line, you have choice.

If you remain unconscious about your issues, you have no choice because you don’t know. You can also lower the water line of someone else’s iceberg by asking questions. Explore his/her/their feelings, intentions, assumptions, perceptions, etc. Multicultural competence is something that we develop over time through continuous learning and curiosity. Being open-minded is more than an attitude, it is a skill-set. It is important to remember that just thinking of ourselves as “open-minded” is not enough. Our hope is that through your experiences, you will have many opportunities to develop what King & Baxter Magolda (2005) describe as “intercultural maturity” which includes a “complex understanding of cultural differences,” a “capacity to accept and not feel threatened by cultural differences,” and a “capacity to function interpedently with diverse others.”

In a service context, first becoming comfortable with your own identity and culture and then challenging yourself to notice, but not judge, cultural differences with partners is paramount if the change envisioned in the community is authentic and not forced on the community – in which case the change will be short-lived if it ever comes to exist.

Adapted from UC Berkeley’s Public Service Center Student Toolkit (2016-17) available at https://publicservice.berkeley.edu/sites/default/files/pdf/Student_Toolkit_2016-17_FINAL.pdf
Preventing harm is our collective responsibility.

All Seattle U volunteers, employees and service-learners must have a completed background check before working with youth. We ask that you demonstrate positive, healthy, respectful and appropriate behavior with everyone in our shared community but especially with young people. You are required to follow both Seattle University and Seattle Public Schools policies and comply with all applicable laws.

- Always work with youth in an open area, never behind closed doors.
- Always demonstrate consent and appropriate touch.
- Never go off site with youth or give a child or client a ride in a personal vehicle.
- Do not engage in any sexual activity, make sexual comments, tell sexual jokes or share sexually explicit material with youth or assist in any way to provide access to such materials.
- Do not provide gifts to youth and their families.
- Do not engage or communicate with youth through email, text message, social media, online multiplayer games, chat or other forms of online communication unless there is a clear educational purpose and content consistent with Seattle University’s K12 mission, vision and goals.
- Never restrain a child or adult at your placement site. Even if you think an aggressive act needs to be stopped directly, do not grab or hold the aggressor. Call for school staff immediately.

Appropriate Displays of Affection

- Eye contact and smiles
- Verbal praise
- Side hugs, shoulder to shoulder
- Pats on the shoulder or back
- Handshakes, High-fives and fist bumps
Inappropriate Displays of Affection

- Any form of affection that is unwanted.
- Full frontal hugs
- Sitting on laps
- Kissing Touching bottoms, chests, or genital areas
- Showing affection in isolated areas of the building
- Touching knees or legs
- Wrestling or piggyback rides
- Tickling or any type of massage
- Allowing youth to cling to a volunteer’s leg
- Compliments or comments that relate to physique or body development
- Any form of aggressive or abusive contact including verbal abuse/bullying, striking, hitting, punching, poking, spanking or restraining.

Policy on Reporting Suspected Child Abuse

Suspecting that a youth you work with may be experiencing neglect, harm or abuse can be an overwhelming and scary experience. You are not alone. Seattle U students working or volunteering with youth should immediately share observations with your site supervisor. Our top priority is to ensure the safety of all young people. If you suspect child abuse or neglect immediately provide your site supervisor with a verbal and written account outlining your concerns.

Steps for Reporting:

- **Notify** community partner supervisor/school district personnel before leaving site
- **Inform** CCE Staff supervisor in person or by phone IMMEDIATELY after leaving site
- **Document.** As soon as possible after a disclosure, when you are no longer with the child/youth, write down a full account of what they said. This will help ensure that details are not forgotten. Be objective and provide factual information about what was observed or heard.
- **Print and fill out a Protection of Minors Incident Report within 24 hours**

Access a PDF on the CCE website here:


Or https://tinyurl.com/CCEincidentreport

**Please download and print the form to fill-out by hand.** Do not save an electronic version of the form on your personal computer in order to protect the privacy of those involved. The form includes:
● Date
● Site/School
● Name of Child
● Nature of the extent of the injury (mental, physical, or emotional)
● What led to the suspicion of child abuse or other safety concerns?

☑ Submit all incident reports to direct supervisor by dropping off a hard copy in a sealed envelope to the Program Director in the Center for Community Engagement, located in The Douglas (1223 E. Cherry St.) at the corner of 13th St and E. Cherry St. The Center is open Monday-Friday, 8:30am-5pm

☑ Seek support while respecting the confidentiality of those involved.

Some Signs of Possible Child Abuse

The following factors may be present when abuse has occurred, but do not guarantee an abusive situation. Again, if any of the following signs are present in your student, be sure to discuss your concerns with your site supervisor.

● Signs of injury, such as welts, bruising, cuts, burns, fractures, or swellings.
● A history of repeated, untreated, or unexplained physical injury.
● A contradiction between the story, “I fell off my bed”, and the physical evidence, such as repeated bruising.
● The child appears to be uncomfortable or fearful when talking about the injury.
● Child alludes to or seems preoccupied with sexual matters.

Responding to Youth Disclosures

Sometimes youth will initiate a conversation about harm that they have or are currently experiencing. Below are some tips for Seattle University Students who are approached by youth wanting to disclose an incident of abuse:

● Be on the same eye level as the mentee; be sensitive and have no physical barriers between you and the youth.
● Assess safety needs, urgency of the situation and ask if they have told anyone.
● Do not interrogate or interview the youth after asking this first question. Keep questions to an absolute minimum to ensure a clear and accurate understanding of what has been said. Do not ask about explicit details.
● Listen to the youth and take what they say seriously.
● Do not comment on the youth’s situation as being bad or good; let them tell their story; leave out your own assumptions and value judgments.
● Be calm and in control of your responses and emotions.
● Find out what the youth wants from you.
● Validate the youth’s feelings.
● Trust the youth and be supportive.
● Assure the child/youth that you care, you are still their mentor, and they are not to blame.
● Tell them you're glad they told you.
● Don't make promises you cannot keep.
● Let the child/youth know what you will do.
  ○ Tell the youth you will have to tell someone whose job it is to help youth with these kinds of situations.
● Seek confidential support for yourself.

Policy of Zero Tolerance for Abuse in Seattle University Student Handbook: Seattle University affirms respect, responsibility, and caring between all persons. Admission to the University carries with it the presumption that students will conduct themselves as responsible members of the community, and refrain from actions that would endanger the health, welfare or safety of others. Conduct constituting a sexual offense, such as rape, acquaintance rape or sexual assault, will not be tolerated. Behavior of this nature is inconsistent with Seattle University values, and is a violation of the Code of Student Conduct, University policy and state and federal law. Students committing a sexual offense in any form can be prosecuted under the Washington State Criminal Code (Title 9A RCW) and/or disciplined under the Code of Student Conduct.

Support and Confidentiality: Suspecting that a young person is experiencing harm, receiving a disclosure of abuse and neglect can be an emotionally challenging and distressing. Please reach out to your site supervisor to process the experience and discuss resources. You may also want to talk with other people you trust, such as family and close friends, but please be very mindful of confidentiality. Do not reveal any identifying information about those involved. Sharing identifying information beyond those who need to know (including your site supervisor, the program director, and any staff that must be informed at the site) may be a FERPA violation. If you have questions or concerns, please consult with your site supervisor.

You may also want to seek confidential support at Seattle U’s Counseling and Psychological Support (CAPS), located Pigott Pavilion for Leadership, Suite 120. Monday - Friday, 8:30am - 12pm and 1pm - 4:30pm. Learn more about resources and services available at https://www.seattleu.edu/caps.
Attendance Policy

Building positive relationships with our youth, our school partners, and with each other is fundamental to who we are and what we aspire to achieve. Tardiness, early departure from assigned shifts, and absenteeism undermines our mission, vision and values. Therefore, K12 Student Employees are expected to be accountable and report to their work shifts as scheduled and on time. To hold one another accountable we adhere to the following policy:

- **Arriving Late/Departing Early:** If you are going to be late or must depart early from a work shift, you must call (text) and email both your supervisor at your school and your Seattle University supervisor. Notify both supervisors as soon as you become aware of your need, allowing as much time for your site supervisor to respond. If your late arrival or early departure is planned, communicate this at least 48 hours prior.

- **Unplanned Absences:** When personal illness or injury, or the illness, injury or death of a family member, prevents you from working are considered unplanned absences. For unplanned absences you must notify your supervisors as soon as possible and no less than 1 hour before your shift is scheduled to begin.

- **Planned Absences:** Notify both supervisors one week prior to a planned absence (ex. a family trip, doctor or dentist appointment, religious holiday or other special one-time event). In addition, email or text your site supervisor a reminder of the planned absence 48 hours prior. When possible find a replacement for your shift. This is especially important for those of you who have a leadership role with youth programming. Calling in and emailing is the responsibility of every employee who is absent or late. If your supervisors do not receive a text message or email within the allowed time preceding your absence/late arrival/early departure, it will be considered unreported and will count against your adherence to the attendance policy.
• **Policy Violation and Disciplinary Action:** Chronic tardiness, early departure from your shift, and/or absenteeism will be addressed by a verbal warning from your Seattle U supervisor followed by a written warning from your Seattle U supervisor. Any staff member that arrives tardy, departs early, or misses more than 10% of his/her scheduled work shifts will be considered as exhibiting chronic behavior. After verbal and written warnings have been issued, continued tardiness, early departure from your shift, and/or absenteeism will result in your termination as a student employee. Absence for three consecutive workdays without notifying your school site supervisor and your Seattle U supervisor is considered a voluntary termination.

**Seattle Public Schools District Dress Code**

The Seattle Public School district’s core values related to student dress that serve as the foundation for the rules in the policy are as follows:

- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming;
- Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity;
- Students and staff are responsible for managing their personal distractions; and
- Students should not face unnecessary barriers to school attendance.

Seattle Public School students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, etc.);
- Bottom (pants, shorts, skirt, dress, etc.); and
- Footwear

As detailed in the policy, students may not wear attire that intentionally shows private parts, presents a health or safety hazard, and/or would contribute to a hostile or intimidating school environment.

The emphasis of this policy is on equitable treatment of students and regulation of student dress must be free from bias. Students will no longer be disciplined or removed from class as a consequence for their attire, and staff will use reasonable efforts to avoid shaming students in front of other students. Student attire enforcement will not create disparities in class time or increase marginalization of any group. No student shall be referred to as a “distraction” due to their attire.
Drug/Alcohol/Manufactured Controlled Substances Policy

A) The unlawful possession, use, distribution, dispensation or manufacture of a controlled substance, e.g. illegal drugs, on the premises of the K12 programs, at any service site or location at which a member is performing program services, or at any time a member is representing the program, may be the basis for disciplinary action up to and including termination of service.

B) Within five days of a conviction for a drug-related violation, the member is required to notify their site manager in writing, who will then notify the program director.

C) The program director will then impose the following sanctions or remedial measures on any member who is convicted of drug abuse violations:

1. Take appropriate disciplinary action toward the member, up to and including termination of service;

2. Require such member to satisfactorily participate in a drug abuse assistance or rehabilitation program approved for such purposes by federal, state, or local health, law enforcement, or other appropriate agency as a condition of continuing in service with the Center for Community Engagement, and;

3. Require the member to undergo appropriate tests designed to detect the presence of alcohol, illegal drugs, or other controlled substances where it has reason to believe that the member may be under the influence of any of these substances. Refusal to consent to submit to these tests, or any resulting positive test finding, may result in disciplinary action up to and including termination of service.
2019-2020 SCHOOL YEAR CALENDAR

**September 2019**
1 | 4 | First day of school for grades 1-12 (regular hours)
2 | 4-6 | Family Connections Conference for incoming kindergarten and preschool families
3 | 9 | First day of school for kindergarten, preschool, and Head Start

**October 2019**
4 | 11 | No school; state in-service day
5 | 16 | School-day PSAT for grades 11-12

**November 2019**
6 | 11 | No school; Veterans Day
7 | 25-27 | No school; elementary conference days (elementary and K-8 students vary by school)
8 | 28-29 | No school; Thanksgiving and Native American Heritage Day

**December 2019**
9 | 20 | 1-hour early dismissal
10 | Dec. 23-Jan. 3 | No school; winter break

**January 2020**
11 | 20 | No school; Martin Luther King, Jr. Day
12 | 29* | No school day between semesters (possible snow make-up day, 1 of 3)

**February 2020**
13 | 17-21 | No school; mid-winter break, including President's Day

**March 2020**
14 | 4 | School-day SAT for grade 12

**April 2020**
15 | 13-17 | No school; spring break

**May 2020**
16 | 25 | No school; Memorial Day

**June 2020**
17 | 18 | 1-hour early dismissal, last day of school
18 | 19, 22* | Possible snow make-up days

---

**School Year**
September 4, 2019 – June 18, 2020

**Seminesters**
Sept. 4 – Jan. 28; Jan. 30 – June 18

**Quarters**
Sept. 4 – Nov. 6; Nov. 7 – Jan. 28; Jan. 30 – Apr. 8; Apr. 9 – June 18

**Trimesters**
Sept. 4 – Nov. 29; Dec. 2 – Mar. 18; Mar. 19 – June 18

All schools have 75-minute early release every Wednesday (except first day of school).

School:
Start time:
End time:
Weds. end time:

www.seattleschools.org
## Center for Community Engagement Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Office Phone</th>
<th>SU Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aileah Slepski</td>
<td>Jumpstart program Manager</td>
<td>206-296-2339</td>
<td><a href="mailto:slepskia@seattleu.edu">slepskia@seattleu.edu</a></td>
</tr>
<tr>
<td>Alex Bishop</td>
<td>AmeriCorps – Family Engagement</td>
<td>206-220-8570</td>
<td><a href="mailto:bishopa2@seattleu.edu">bishopa2@seattleu.edu</a></td>
</tr>
<tr>
<td>Amy Sytsma</td>
<td>Student Engagement Manager</td>
<td>206-220-8571</td>
<td><a href="mailto:sytsmaam@seattleu.edu">sytsmaam@seattleu.edu</a></td>
</tr>
<tr>
<td>AyeNay Abye</td>
<td>Deputy Director</td>
<td>206-296-2325</td>
<td><a href="mailto:abyea@seattleu.edu">abyea@seattleu.edu</a></td>
</tr>
<tr>
<td>Bonnie Nelson</td>
<td>Senior Data &amp; Evaluation Analyst</td>
<td>206-220-8246</td>
<td><a href="mailto:nelsonbo@seattleu.edu">nelsonbo@seattleu.edu</a></td>
</tr>
<tr>
<td>Colina Bruce</td>
<td>Director of Education Partnerships</td>
<td>206-220-8573</td>
<td><a href="mailto:brucecolina@seattleu.edu">brucecolina@seattleu.edu</a></td>
</tr>
<tr>
<td>Elizabeth Seymour</td>
<td>Associate Director for Faculty</td>
<td>206-398-4626</td>
<td><a href="mailto:esymour@seattleu.edu">esymour@seattleu.edu</a></td>
</tr>
<tr>
<td>Erin Burrows</td>
<td>Communications Specialist</td>
<td>206-220-8567</td>
<td><a href="mailto:Burrower@seattleu.edu">Burrower@seattleu.edu</a></td>
</tr>
<tr>
<td>Gia Ledesma</td>
<td>Family Engagement Manager</td>
<td>206-296-6411</td>
<td><a href="mailto:Ledesmagia@seattleu.edu">Ledesmagia@seattleu.edu</a></td>
</tr>
<tr>
<td>Jaime Macadangdang</td>
<td>Finance and Operations Manager</td>
<td>206-220-8568</td>
<td><a href="mailto:Macadanj@seattleu.edu">Macadanj@seattleu.edu</a></td>
</tr>
<tr>
<td>Jaycee Coleman</td>
<td>Bailey Gatzert School Site Manager</td>
<td>206-252-2835</td>
<td><a href="mailto:Colemanja@seattleu.edu">Colemanja@seattleu.edu</a></td>
</tr>
<tr>
<td>Julie Hurst</td>
<td>Director of Campus Engagement</td>
<td>206-296-2327</td>
<td><a href="mailto:Hurstju@seattleu.edu">Hurstju@seattleu.edu</a></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Phone</td>
<td>Email</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------</td>
<td>---------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Kent Koth</td>
<td>Executive Director</td>
<td>206-296-2329</td>
<td><a href="mailto:Kothk@seattleu.edu">Kothk@seattleu.edu</a></td>
</tr>
<tr>
<td>LaKesha Kimbrough</td>
<td>Washington Middle School Success Coordinator</td>
<td>206-252-2643</td>
<td><a href="mailto:Kimbroughlak@seattleu.edu">Kimbroughlak@seattleu.edu</a></td>
</tr>
<tr>
<td>Lauren Thurlow</td>
<td>Senior Administrative Assistant</td>
<td>206-296-2569</td>
<td><a href="mailto:thurlowl@seattleu.edu">thurlowl@seattleu.edu</a></td>
</tr>
<tr>
<td>Lupita Torrez</td>
<td>Early Learning Manager</td>
<td>206-296-2326</td>
<td><a href="mailto:gtorrez@seattleu.edu">gtorrez@seattleu.edu</a></td>
</tr>
<tr>
<td>Marquinta Obomanu</td>
<td>Garfield High School Success Coordinator</td>
<td>206-252-2381</td>
<td><a href="mailto:mobomanu@seattleu.edu">mobomanu@seattleu.edu</a></td>
</tr>
<tr>
<td>Melissa Bacon</td>
<td>AmeriCorps – Bailey Gatzert Elementary</td>
<td>206-252-2835</td>
<td><a href="mailto:Baconm1@seattleu.edu">Baconm1@seattleu.edu</a></td>
</tr>
<tr>
<td>Nakiya Baker</td>
<td>AmeriCorps – Washington Middle School</td>
<td>206-252-2643</td>
<td><a href="mailto:Bakern3@seattleu.edu">Bakern3@seattleu.edu</a></td>
</tr>
<tr>
<td>Nicole Freitas</td>
<td>AmeriCorps – Family Engagement</td>
<td>206-220-8570</td>
<td><a href="mailto:freitasn@seattleu.edu">freitasn@seattleu.edu</a></td>
</tr>
<tr>
<td>Ruth Yohannes</td>
<td>AmeriCorps – Bailey Gatzert Elementary</td>
<td>206-252-2835</td>
<td><a href="mailto:Yohanne5@seattleu.edu">Yohanne5@seattleu.edu</a></td>
</tr>
<tr>
<td>Tammy Shadair</td>
<td>Director of Administration and Communication</td>
<td>206-220-8554</td>
<td><a href="mailto:shadairt@seattleu.edu">shadairt@seattleu.edu</a></td>
</tr>
<tr>
<td>Tess Honan</td>
<td>Placement Coordinator</td>
<td>206-296-8569</td>
<td><a href="mailto:honant@seattleu.edu">honant@seattleu.edu</a></td>
</tr>
<tr>
<td>Travis Kim</td>
<td>Graduate Assistant – Student Engagement</td>
<td>206-220-8572</td>
<td><a href="mailto:Kimtravis@seattleu.edu">Kimtravis@seattleu.edu</a></td>
</tr>
</tbody>
</table>
Seattle University Youth Initiative

K12 Program Service Agreement

I. Position

Name:____________________________________ SU ID Number: ___________________

Email Address: __________________________________________

Site: o Bailey Gatzert Elementary

o Washington Middle School

o Garfield High School

Position Title: o Service Learner

o Student Employee

o Volunteer

Name of Supervisor: _________________________________________________

II. Length of Service

This position begins on _________________ and is anticipated to end on
_______________ . To be eligible to work in subsequent years, you must reapply for the
position.

III. Center for Community Engagement Service Agreement and Permission for
Background Check

The agreement applies to Seattle University student employees who are engaged in service in a
K12 Partner school as part of Seattle University Youth Initiative. In consideration of being
allowed to participate as an employee of the Center for Community Engagement and part of the
SUYI K12 Program, I hereby acknowledge and agree as follows:

1. Seattle University does not control the way in which the community agency, school, or
partner (“Agency”) is structured or operates.

2. I understand and acknowledge that by participating in the K12 Program, I am being
provided with an opportunity for personal growth and a real world educational
experience. I also understand and acknowledge there are certain risks inherent in my
participation in this program, but not limited to, risks arising from: Commuting to and from the placement site; Providing services to members of the community or their family members who may have criminal backgrounds (including, in some instances, as sex offenders) or who may otherwise become unpredictable, angry, or violent; Exposure to communicable or infectious diseases, bodily fluids, medicinal preparations, or toxic substances; and Working in unfamiliar surroundings, neighborhoods or communities.

3. I acknowledge that all risks cannot be prevented and some risks could result in loss or damage to my personal property or injury to my body, including death. I agree to assume those risks, whether foreseen or unforeseen, that are beyond the reasonable control of Seattle University or the staff at the Agency.

4. I acknowledge and agree that it is my responsibility to understand and follow the school’s safety procedures and safety guidelines as described by my school supervisor to minimize risks and enhance my safety while placed at the school. I understand that I will not be forced to engage in work in which my safety or well-being is at risk. I agree to report to my Agency supervisor, my professors, and the Center for Community Engagement any incidents in which I am or feel threatened or unsafe while at the Program site.

5. I understand that in connection with my employment, I must have the ability to interpret, adapt, and apply safety procedures and guidelines. I must be able to react calmly and effectively in emergency situations and have the ability to establish and maintain effective relationships with a variety of populations, agency staff, faculty, social work or service professionals, and the public.

6. If I have a physical, mental, or sensory condition which could affect my ability to participate fully or to perform the essential duties and responsibilities associated with the position it is my responsibility to timely notify the Seattle University Learning Center/Disabilities Services (206.296.5740) to discuss reasonable accommodations or modifications.

7. When I am participating in the program activities, I am doing so as a Seattle University student, and not as an employee of Seattle Public Schools or another community organization. Therefore, if I am injured or hurt or become ill in connection with my employment, I understand that I am not eligible for worker’s compensation insurance or benefits.

8. If I require emergency medical treatment as a result of an accident or illness arising during employment, I consent to such treatment. I understand that Seattle University does not provide health or accident insurance for student employees participants. I agree to be financially responsible for any medical bills that I may incur resulting from emergency or other medical treatment. I acknowledge that I am required to purchase student insurance through the University or provide proof of sufficient insurance coverage.

9. I agree to notify the Center for Community Engagement and my Agency supervisor of any medical conditions that might necessitate an emergency response by the K12 program site.
10. I understand that if I use my personal vehicle for the benefit of the Agency with whom I perform my employment Seattle University has no liability for personal injury or property damage that may result from that use.

11. I understand that the responsibilities and circumstances of an off-campus employment opportunity require a standard of professional decorum (refer to K12 Guidebook). Therefore, I indicate my willingness to understand and conform to the standards, policies, and procedures of the Agency. I further understand that it is important to the success of the K12 Program and the continuance of future employees that students observe standards of conduct that would not compromise Seattle University in the eyes of individuals and organizations with which it has dealings, and I acknowledge the Center for Community Engagement’s responsibility for setting rules and interpreting conduct for this purpose. I agree that the University or the Agency has the right to terminate me from my position because of conduct that might bring the program into disrepute or that violates Seattle University or Agency policies. All final resolutions of my academic status in such situations will be made by the University.

12. Seattle University obtains or asks others on its behalf to obtain Background Checks for criminal convictions and civil findings related to violence, abuse, and/or neglect against minors or vulnerable adults, from a consumer reporting agency. These reports assist us in evaluating individuals for volunteer and service learner placement with Seattle University’s partner schools and organizations. If I am working with a site that requires a Background Check (listed in the site’s position description), I understand that I will receive an email from Sterling Talent Solutions with an online link and instructions for applying for my Background Check. I understand that the Center for Community Engagement may share results of my Background Check with my service-learning site supervisor. If I fail to complete the Background Check application within 48 hours of receiving email instructions, I understand that my registration with this service site may be dropped. I understand that I have an ongoing obligation to report any future criminal convictions or civil adjudications to the Center for Community Engagement while I am participating in service. I understand that this Background Check does not take the place of any application processes that my service site requires.

- I agree and I am at least 18 years of age and legally competent to sign this document.
- I am under age 18 and need a parent/guardian to agree to this statement.

Signature: ________________________________________ Date: _______________

IV. K12 Program Lead Expectations and Policies Agreement

The K12 Program Lead Handbook outlines program policies and expectations. As noted in the handbook, violation of specific policies will result in immediate termination. In addition, after verbal and written warnings have been issued, continued failure to meet the program expectations will result in your termination as a Center for Community Engagement student.
employee. Furthermore, absence for three consecutive workdays without notifying your supervisor is considered a voluntary termination.

Please put your initials next to each section outlined in the K12 Program Guidebook to indicate that you have read and understand program expectations and policies.

1. Background Checks: ________

2. Required Trainings: ________

3. Logging Hours and Getting Paid: ________

4. Student Responsibilities: ________

5. Leadership and Reflection: ________

6. Preventing Harm and Reporting Abuse: ________

7. Attendance Policy: ________

8. Drug and Alcohol Policy: ________

V. Authorization

The K12 Program student staff and professional staff member hereby acknowledge by their signatures below that they agree to all program expectations and to follow all program policies.

Student Name (print): __________________________________________________________

Student Signature: ____________________________________________________ Date: ________

K12 Program Staff Name (print): ________________________________________________

K12 Program Staff Signature: __________________________________________ Date: ________