



# TEACHER HANDBOOK

2019-2020

## Children and Youth Religious Education

**Jules Jaramillo**

Director of Religious Education  
Work Phone: (303) 279-5282 x18  
[julesjaramillo@jeffersonunitarian.org](mailto:julesjaramillo@jeffersonunitarian.org)

Dear RE Teaching Teams,

Welcome to the 2019-2020 Children and Youth Religious Education Program year and thank you for recognizing the importance of nurturing the spiritual, emotional, and intellectual development of our young Unitarian Universalists. I look forward to sharing this time with you and being a part of the growth we will experience together.

Our RE program is to create a community where children, youth, and families feel welcomed and nurtured in their spiritual growth. A place where we teach our young people that their beliefs should make sense in both their hearts and in their minds. We are a community of people with diverse beliefs, who come together in a shared commitment to help one another grow, to deepen understanding and respect of our religiously diverse world, and to live Unitarian Universalist principles and values in daily life. We learn to live these out through actively engaging in love, respect, community, rituals, stories, social justice, and service.

Remember you have been selected to be a teacher to bring who you are to teaching. As you teach, you not only bring the physical materials you use, but you also share who and what you are and what you love and value. Remember to relax – be yourself – and have fun!! You will be surprised at what you will learn and how your heart and faith will grow alongside those you are teaching. And Never Fear! You have your teaching team and my support right beside you- all the way!

In faith and love,  
*Jules*

*“We cannot hold a torch to light another's path without brightening our own.”*  
- [Ben Sweetland](#)



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## **Mission**

*Guided by Unitarian Universalist principles and powered by the energy and resources of its members, the mission of Jefferson Unitarian Church is to nurture our spiritual community, grow Unitarian Universalism, and transform the world outside our church walls.*

## **Covenant of Respectful Relationships**

*As a member of Jefferson Unitarian Church, I covenant to do the following: I will speak truthfully with care and compassion.*

*I will seek first to understand, then to be understood.*

*I will speak directly to any person(s) with whom I have a concern rather than complain to others.*

*I expect that there will be differences among us, and I will accept and care for others despite those differences.*

*I will not disparage people with whom I disagree.*

*I will refrain from judging other people's motives.*

*I will test my assumptions and examine my own motives.*

*I will honor my responsibility for upholding the spiritual principles and traditions of our community. In all things,*

*I will cherish the health of the congregation above individual agendas. I will remain engaged with compassion and respect when conflict occurs and participate in the process, knowing that truth emerges from a free and open exchange of ideas.*



# Teaching Teams

## Lead Teacher Responsibilities

- Review in advance and make needed preparations for the weekly lesson
- Be a loving and welcoming presence in the classroom
- Create a place of belonging to all in the classroom
- Leading lesson for the assigned week
- Contact RE Coordinator for needed supplies at least a week in advance
- Teacher Advisory Meeting

## Support Teacher Responsibilities

- Take attendance on classroom clipboard
- Set up & assist young people with clean-up
- Have knowledge of lesson before class and assist in the lesson when needed
- Support children as needed throughout the class
- Teacher Advisory Meeting

## Substitute Teacher Responsibilities

- Take attendance on classroom clipboard
- Set up & assist young people with clean-up
- Have knowledge of lesson before class and assist in the lesson when needed
- Support children as needed throughout the class

## Finding a Sub

- If you are a lead teacher, please contact the other team members teachers to find a replacement.
  - If you are unable to find a team member to cover your absence, please contact a substitute from our substitute list.
  - If you need additional assistance, please contact the RE Coordinator or DRE.
- If you are a support teacher, please contact the other team members teachers to find a replacement.
  - If you are unable to find a team member to cover your absence, please contact a substitute from our substitute list.
  - If you need additional assistance, please contact the RE Coordinator or DRE.



# Classroom Curriculum, Preparation, and Structure

## Curriculum and Resources

- Each class has its own curriculum that will be available in the classroom on Sunday morning and on the shared on Google Drive.
- You may adapt materials as appropriate to your own experience, teaching style, and particular student needs, but I ask that the core content remain the same. Remember you are bringing yourself, your life and faith experience into the classroom.

## Arrival and Preparation

- Arrive at least 15 minutes prior to the start of class
- For Grades PreK-5th, **Support Teachers** are asked to attend the first 15 minutes of worship on the first Sunday of the month, then accompany children as they are sung out of the Sanctuary and walk to their classrooms.
  - **Lead teacher** should remain in the classroom to prepare the lesson and wait to greet children coming into class.

## Classroom Ritual

- Each class begins with a brief time of centering – lighting the chalice, opening words, and a closing song, meditation or prayer.
- Resources for these rituals are included in your curriculum.

## Attendance & Visitors

- Fill out attendance sheet on clipboard each week.
- Visitors should be added to the attendance weekly for evacuation purposes.
- Be sure visitors fill out a visitor card for the first 3 times they visit the classroom. They will be sent an email reminder to register the child(ren) online after their third visit.

## Nametags

- We are using computer check-in for children. Parents will receive instructions on how to check-in their children or how their children can self-check-in when they register. All children that are registered will have a printed name tag that will include their name, a cell phone to call in an emergency, any allergies they have, and a code. Parents or guardians will receive a tag that will have a code. When they pick up their children they will match their code to their child's name tag and their child can be released to that adult.
- All children should have name tags when they are checked in by their families or themselves. Please remind them to wear them and be sure to wear yours. If they are not being checked in by their parents, please remind their parents. If this is happening consistently, please inform the DRE or RE Coordinator.



## Parental Involvement

- We strive to welcome parents and have an open-door policy.
- Parents are welcome and are expected to follow the rules and covenant of the classroom.
- Teachers may invite visiting parents to assist in the classroom, as needed.
- If you have any concerns about a parent visiting the class, please notify the DLFD as soon as possible.

## Supplies

- Pre-School Supplies will be provided for in the classroom
- K-5 will have the classroom's standard supplies in the classrooms. Head, Heart, and Hand activity supplies will be on each center carts. If you wish to adapt or expand on the lesson please feel free to bring in additional supplies.
- 6-8th grades please speak to the RE Coordinator or DRE for supplies needed well in advance of lessons.
- YRUU please speak to the RE Coordinator or DRE for supplies needed well in advance of lessons.

## Expenses

- If you need supplies or have an expense outside of what we provide, please contact the DRE or RE Coordinator to make arrangements for purchase or to see about how to reimburse the item **BEFORE** the item is purchased in order to ensure reimbursement.

## Field Trips

- Arrange all field trip in advance with the DRE
  - A permission slip must be obtained from parents for each off-site activity with a clear description of the activity and time of departure and return.
- Transportation
  - Driving one-on-one creates a secluded situation. When driving, follow the **Children and Youth Safety Policy: Rule of 3** which means there must be at least one adult and two children/teens or two unrelated adults and one child/teen in a vehicle.
  - Adult drivers are expected to follow all traffic laws while transporting any adults or young people. Drivers must require that seat belts be used at all times and the number of passengers must not exceed the number of seatbelts.

## Classroom Clean-Up & Departure

- Part of the class should always be having children and youth taking care of their space. Remind them that this is their church home and it is our responsibility to take care of it.
- Please leave the room clean and remove any dishes or cups.



# CLASSROOM MANAGEMENT

Welcome every child with a heart that tells them that we are so glad they are here!

Hints in creating a supportive classroom for all:

- Follow the Opening Ritual to provide consistency and grounding for each class.
- Reposition children who may need to refocus.
- Give positive attention to appropriate behavior!
- Give children who are distracting a job to do.
- Utilize going outside when weather permits – fresh air can make a big difference to mood and attention.
- Utilize large body movement whenever you can
- Use materials and activities that speak to a variety of learning styles (verbal, auditory, kinesthetic, interpersonal, intrapersonal, etc.)
- Try to understand that some behaviors are normal parts of learning socially appropriate behavior for young children and children with developmental challenges.

For example:

- Grabbing a toy out of someone's hand
- Pushing or stepping on someone due to "high energy"
- Throwing objects (not toward someone)
- Yelling/speaking very loudly when others are trying to be quiet
- Getting into supplies (like glue or play-doh) or centers when it isn't time

Most minor behaviors can provide opportunities for social learning

- encourage apologies to other children where applicable
- request the child's help in cleaning up

If teacher responses don't seem to work, if other children seem to feel unsafe or the class continues to experience disruption – simple things can help:

- Refocusing the child's attention (for example, asking a child to help with a task)
- Intervening between children who are distracting each other (having teacher sit between them)
- Some children respond well to a brief conversation with one of the teachers or with the Religious Educator in the hallway before returning to the classroom.
- Allow children to tell you when they need space to regroup (Self-monitoring/regulation)

If a child continues to be disruptive, the child's parent may be asked to take the child from the classroom. Ask the DRE for assistance. Please inform the DRE of unmanageably disruptive behavior.





# STAGES OF DEVELOPMENT

Adapted from Tracey Hurd Book *Nurturing Children and Youth: A Developmental Guidebook*, a Tapestry of Faith Toolkit

## Pre-School-Aged Child's Development

Physical	Cognitive/ Intellectual	Social/Affective	Moral	Spiritual/ Religious
Acquiring motor skills	Object permanence Can mentally picture an object that is not there	Social circle of family is reference point	Wrong and right rigidly categorized	Intuitive-projective stage Learns by experiences
Learns by doing	Categorizes and classifies Enters fantasy easily	Starting to understand "friend"	Needs help linking words to actions and moral issues	Open to spirituality through feelings from their surroundings or experiences
Needs sensory experiences	Appearance = reality	Empathetic, but centered on self	Morals issues reflect others responses to behavior	Likely to ask "big questions" where do things come from
Has an impact on things	Needs a problem to solve	Cares about their world and predicts what is going to happen today, tomorrow	Responds to gender and race by how they see others respond	Ritual and routines Wonder and awe People they identify with and people that are different in stories,



## Early School-Aged Child's Development

Physical	Cognitive/ Intellectual	Social/Affective	Moral	Spiritual/ Religious
Starts coordinating motor skills	Starting to understand the idea of conversations	Learns through social interaction	Listens to authority	Does religion to know religion
Uses tools for drawing and writing	Likes being right	Starting of true friendships	Uses rules	Needs to have rigidly held ideas gently challenged
Needs play and learns by doing	Interested in numbers, letters, facts	Enjoys working with peers	Begins to understand motive	Feels uncomfortable out of the cultural "norm"

## School-Aged Child's Development

Physical	Cognitive/ Intellectual	Social/Affective	Moral	Spiritual/ Religious
Motor skills almost fully developed Fine motor may vary. Height weight vary greatly	Logical thinking Attention span develops from 15 minutes up to an hour	Peers/friends very important tend to identify with social "norms" that are being taught.	Uses "Golden Rule" rule-breaking a way to negotiate expectations	Enjoys belonging/ faith community
Body image identity Secondary sexual characteristics	Hierarchical reasoning	Navigates self through relationships	Interested in fairness, justice, care	Does religion and spirituality
Top consumers of media images of bodies/ideals	Developing a specific learning style	May segregate based on identity	Aware of moral issues, wants to help	Connects to awe & wonder Begins to question



## Early Adolescent's Development

Physical	Cognitive/ Intellectual	Social/Affective	Moral	Spiritual/ Religious
Transitions into adult body	Focuses on self and how others see self	Peer relationships very important Identity shift in circles of relationships	Interest in ethics of care and justice	Interest in religion that matches values
Eats and sleeps more	Engages an "imaginary audience" Concrete thinking	Learning what it means to be "sexual" Need for privacy	Respects social order, but sometimes challenges it	Develops by engaging in a community that allows questioning
Seeks support for self-esteem, body image Gender Identity	Particular strengths show up	Criticism of self and others	Notices inconsistency in what I say and what I do.	Notices and pays attention to other beliefs

## Middle Adolescent Development

Physical	Cognitive/ Intellectual	Social/Affective	Moral	Spiritual/ Religious
Develops sexually; gendered attraction central	Can think deductively, inductively, hypothetically, conceptually	Tries to claim social identities Push for independence	Thinks conceptually	Sees religion as outside authority that can be questioned
Navigates increased risks relating to alcohol, drugs, sex	Practices mindfulness of self	Needs belonging and self-worth	Enjoys moral reasoning	Questions faith and seeks answers
Difference in physical development females can be fully developed	Critical of world Logic in looking at risks yet may be driven by emotion in making choices	Questions and develops gender/sexual identity	Principled morality more important than laws or rules	Deepens spiritual and religious identity



## Late Adolescent Development

Physical	Cognitive/ Intellectual	Social/Affective	Moral	Spiritual/ Religious
Full physical development	Open to learning	Self-reliance	Wrestles with personal morality and life choices	Claims authority around issues of faith
More assurance about body image	Expresses ideas with more linguistic skill	Sense of identity and intimacy	Interest in moral and philosophical thinking	Engages in "faith" beyond organized religion
Sexual activity; more likely to be partnered	Sees many points of view Can gauge risks	Sense of vocational and life choices	May question path in life	Faith intersect impact on world view

## INCLUSIVITY IN OUR RE PROGRAM

1. Jefferson Unitarian Church is an inclusive community for all people in all aspects of church life, including religious education, regardless of ability.
2. The Religious Education staff at Jefferson Unitarian Church needs and expects families participating in our religious education program to share information about their child(ren)'s needs for additional support in the classroom. The information will be kept confidential and only shared with the volunteer teachers as needed. We need this information so we are able to serve all families to the best of our ability.
3. Parents/Guardians can request to have a meeting with the DRE at any time to discuss their child(ren)'s support needs and how we, as a congregation, can best serve their child(ren).
4. Information about additional support needed will be relayed to volunteer teachers by the RE staff. The volunteer teachers are to treat this information with confidentiality. The RE staff will work with the volunteer teacher(s) as well as the family/child(ren) to ensure that they are included in church activities to the best of everyone's ability.
5. Volunteer teachers will request to have a meeting with the DRE if they have children in their classrooms in need of additional support and require further assistance. If helpful, there will then be a meeting with the parents/guardians, the teacher, and the DRE.
6. Other resources may be used as a quiet/calm down space for the child(ren) on Sunday if available and as needed. Please have a classroom helper locate the DRE or RE Coordinator and they will sit with the child(ren) until they are ready to return to class.

Let us keep in mind that for the most part, we do not know the whole story of the children and youth entering our classrooms. We may have some information from parents, registration



forms or conversations we may have personally had with families. We do not have ISP/IEPs (Individualized Service Plan/Individualized Education Program) for our young people for the 60 minutes they are with us. I have spoken to many parents over the years and the one commonality is a desire to have one place in their lives that their child learn, speak, hear, receive information, experience the world, walks, or a variety of other things do not set them apart; a place outside of their own home where their children are simply loved and accepted without exception. We will continue to evaluate our environment, the way we teach, the way we welcome, and include ALL of our children into our classrooms to improve how they are welcomed and included.

We can strive to continue to create an atmosphere where all are welcome and all are loved without hesitation, where we listen to all voices. Yes, there can be challenges in this, so please, if you need anything to have this manifest in your classroom, ask for help. We are here for one another; the child, the class, and the family.

## **MULTICULTURAL, ANTI-RACISM, ANTI-OPPRESSION EDUCATION**

### **What is multicultural, anti-racism, anti-oppression, education?**

- Multicultural AR/AO education is a way of thinking – a culture that makes space for perspectives that have been pushed to the margins. It's a way of asking questions that brings groups that have been on the margins into the center of society.
- James A. Banks, a primary theorist in multicultural education, says, "Multicultural Education helps people to develop the knowledge, attitudes, and skills to participate in a democratic and free society."
- Multicultural AR/AO education's core aim is to eradicate racial, cultural, and religious stereotypes—caring and taking action to make our society more just and humane.
- Multicultural education presents and honors the experiences and perspectives of many people. It welcomes everyone's stories.
- Multicultural education is not just about race and ethnicity. It embraces all attributes of identity and culture, including gender, sexual orientation, physical and mental ability, socio-economic status, age or stage in life, family structure, national origin and/or native language.
- Multicultural AR/AO education is not something we do only at certain times of the year. It is a philosophy of education that should encompass the whole religious education program, and indeed the entire congregation, all the time.



- Multicultural AR/AO education is not an attempt to become politically correct. It is an earnest effort to seek ways to identify systems of oppression and respond to them with justice and equity.

## **WHY DO WE (UUs) NEED MULTICULTURAL ANTI-RACIST ANTI- OPPRESSION EDUCATION?**

### **Social and political reasons**

Multicultural AR/AO education will help us build societies where:

- All are free to work toward individual accomplishment, unhampered by others' biases about age, race, gender, socioeconomic status, or perceived capabilities.
- Pathways are not closed to any individual because of any aspect of their identity or culture—for example, sexual orientation, ethnic background, or skin color.
- Multicultural AR/AO education provides spiritual grounding and practical skills to actively pursue social justice, a core value in our faith. It helps people internalize a justice-oriented lens.

### **Religious and moral reasons**

Our seventh UU Principle talks about an interdependent web.

- If we believe we are each accountable to the whole, then the diversity in our communities, nation, and world demands we address the reality and embrace the possibilities of multiculturalism.
- Our first UU Principle calls us to respect the inherent worth and dignity of every person. To acknowledge and honor each person's uniqueness is a religious act. This is our mandate to seek out and listen to voices from the margins.

### **Reasons of psychological and social health**

- Multicultural, AR/AO education helps us build, maintain, and deepen our own cultural self-knowledge while broadening our perspectives beyond our own experiences. It prepares our children to live flexibly and productively in an increasingly multicultural world.
  - Whether or not our children live in communities that are diverse, they will need the ability to make authentic connections across cultural and identity differences.

### **For the future of our religious movement**

Multicultural, anti-Racism, anti-oppression education:

- Demonstrates and strengthens the spirit of Unitarian Universalist's beloved community.



- Multicultural AR/AO education builds an awareness of diversity and a culture of inclusion which will help all families feel comfortable in our congregations and across our movement.
- Multicultural AR/AO Education promotes an atmosphere in which we come together to celebrate the gifts of individuals from all backgrounds, and act for change that benefits all.

## Teaching as a Spiritual Act & Practice

### 7 Principles of Teaching as a Spiritual Act & Practice

Adapted from *The Soul Only Avails: Teaching as a Spiritual Act* by Dr. Barry Andrews, MRE

**#1 Respect The Children:** Respect them to the end, but also respect yourselves. Be the companions of their thoughts, the lovers of their virtue. Let them find us so true to our own selves, that they will be true to theirs.

**#2 Be True To Yourself:** By being exposed to a variety of adults, children, and youth learn more about the possibilities of being human. This includes sharing your own faith and religious identity. There is no one way of being Unitarian Universalist, and children benefit from being exposed to a multiplicity of perspectives. What is important is that we embody our faith, that we are an example to children and youth of what it means to be a Unitarian Universalist. And when you talk with children, speak from the heart; answer for yourself as a living, breathing Unitarian Universalist.

**#3 Promote Community:** One of the basic rights of children, recognized by the United Nations, is the right to a religious identity. A good community leaves no child behind—not the shy, the handicapped, the infrequent attendee, not even the disruptive or the hard-to-reach. It is in community, when we gather together in a special place, that our faith and values take on a visible shape, where our Unitarian Universalist principles are promoted and reinforced. And, truth be told, in providing a place for children and youth, we are developing a valuable sense of community for ourselves, too.

**#4 Make It Sacred:** The primary reason people come to churches and bring their children is to develop a spiritual life. Whatever we do as teachers need to be performed in light of our Unitarian Universalist principles and with the intention of touching “inward springs”.

**#5 Cultivate Your Soul:** As much as children and youth need a spiritual life, teachers need one, too. We all lead busy, stressful lives, juggling jobs, personal needs, and family obligations. Awaken and excite your slumbering souls and rediscover a sense of wonder. As we walk the spiritual path with them, they help us to remember ours.

**#6 Grow In Your Faith:** Embrace your own identity as a Unitarian Universalist. The lessons you teach will also be the lessons that draw you closer to your Unitarian Universalist faith.



#7 Put Down Roots: If we feel grateful for the fact that this congregation was here for us when we needed it, we must take responsibility for making it a sanctuary for others. Our work as religious educators is a vital part of the life of the congregation as a whole, and what we do for children and youth cannot be done in isolation. Therefore, I would urge all of you to take an active interest in the affairs of the overall congregation life. Make your voice heard, and be an advocate for the needs of the children and youth.

## **You are the Blessing**

The time you spend on teaching and caring for the children and youth of this community is a very special ministry. I ask you to keep in mind that what you are doing is ministry. Our children and youth are delicate growing souls. Tend to them with care and love.

### **Teachers**

Enable me to teach with wisdom

### **DRE**

For you help to shape the mind

### **Teachers**

Equip me to teach with truth

### **DRE**

For you help to shape the conscience

### **Teachers**

Encourage me to teach with vision

### **DRE**

For you help to shape the future

### **Teachers**

Empower me to teach with love

### **DRE**

For you help to shape the world

*Thank you for committing your time, energy, spirit, and talent to our children and youth.  
You are the blessing!*



# Children, Youth and Adult Safety Guidelines

## Emergency Contacts

### Emergency Phone Number:

911 - Police, Fire, Ambulance  
Poison Control 1-800-222-1222

### You are located at:

Jefferson Unitarian Church  
14350 W 32nd Ave  
Golden CO 80401  
303-279-5282

### JUC Contact:

Jules Jaramillo  
Director of Religious Education  
[julesjaramillo@jeffersonunitarian.org](mailto:julesjaramillo@jeffersonunitarian.org)



# In Case of An Emergency

## In case of evacuation due to fire or fire drill:

- **Take your sign-in sheet with you.** Then evacuate, notify adjoining classrooms to evacuate immediately to your designated waiting area.
- Confirm you all the children or youth on your attendance clipboard.
- Notify the fire/rescue personnel and the DRE immediately if a child is missing.
- Fire extinguishers are not in the classroom. They are in white cases at the beginning of the RE hall and at the door from the patio to the Mills building.
- Children will be released to a parent/guardian from the designated waiting area.

## In case of evacuation due to other emergencies:

- **Take your attendance clipboard with you.** Then evacuate, notify adjoining classrooms to evacuate to Maple Grove Park (½ block east)
  - Exit the building
  - Travel by foot to the park
  - Meet children by the park
- Check to be sure that you have with you all the children on your attendance clipboard.
- Wait for further instructions
- Children will be released to a parent/guardian from the designated waiting area.

## Children's Health and Medical Concerns:

- Children's health concerns will be noted in the classroom binders.
- We ask that parents/guardians whose children are on specific medications or have medical conditions alert their child's teachers to their needs as they see fit.
- **Children are not allowed in RE with fever, flu, or communicable illnesses such as chickenpox, conjunctivitis, etc.**
- Bandages and minor medical supplies are located in the classrooms and in the RE supply closet.

*Notify the DRE of all incidents requiring first aid attention before the family leaves the grounds. Fill out the Incident Report Form (located in each classroom and the RE closet files) and bring to the DRE or RE Coordinator. Always use rubber gloves to clean up vomit, urine, blood and/or other bodily fluids*



# Safety Guidelines

*The following guidelines are for the protection of our children, youth, and adult volunteers.*

## While at Jefferson Unitarian Church

### Arrival and Departure

- Take attendance each Sunday on the clipboard for emergency procedures.
- Children may be released only to their parents/guardians unless they have made prior arrangements directly with the teacher.
- At the end of class, please check the attendance sheet to verify that all children have been picked up by their parent or guardian.
- Children's Religious Education is concluded at 10:00 AM for first service classes and at noon for the second service classes. Parents/guardians are to pick up their children on time. Please alert the RE staff if parents/guardians are chronically late.

### Rule of Three Guidelines

- Any time a child or children are present, other than your own, Rule of Three must be followed. This includes classrooms, playgrounds, and field trips. (Adults who are married or in committed relationships are considered to be "ONE" adult.)

#### RULE OF THREE

- one adult and two children
- two unrelated adults and one child
- Please tell the DRE or RE Coordinator if another adult is needed.
- Check with the DRE or RE Coordinator when arranging trips, outside activities or recruiting chaperones.
- When you are in the bathroom with a child, make sure your co-teacher knows where you are.
- Make sure two adults are present during dismissal. Do not stay in a classroom with just one child while waiting for parents to arrive.

### Playground Guidelines

- Parents/guardians are responsible for supervising their own children on the playground after they pick them up from Sunday school.
- Do not allow children to use the equipment in ways it was not intended.
- Please put all the toys back in their proper places.
- Report any safety concerns regarding grounds and equipment to the RE office ASAP.

### Snacks

- Parents/guardians should let the teachers know of any food allergies or special dietary needs for their children on the registration form and in person.
- **No peanut products are allowed in the classrooms for snacks or for crafts.**



## Digital & Social Media

When adults and youth are communicating digitally, pairs must copy an assigned advisor, teacher, mentor or designated church staff member. Adults must always copy another adult or a designated church staff member when communicating with a young person. If a teen initiates communication, the adult on the receiving end should reply and copy the appropriate person. Digital communication is preferred over voice communication as it provides an archivable record. If communication occurs which is not shared with an additional designated adult, the mentor is expected to notify the designated adult as soon as possible and not repeat the action. (If a voice phone conversation is needed, approved adults will call the parent phone number and ask the parent to hand the phone to the teen.)

Adults should not initiate “friend” requests with anyone in our church community under the age of 18 years, including their mentee. Teens may send “friend” requests to adults and adults should discern the level of contact they want to maintain with the teen prior to responding to these requests.

Adults are role models and your behavior and choices will influence your mentee and any other young people you include in your social media/social circle. “Friend” a young person only if you accept responsibility for what they will be exposed to on your social media accounts. This responsibility extends for the full length of time you are in contact with the young person, not simply the months you are volunteering in a youth program.

Obtain parental permission before offering advice about how to access or improve access to social media. Parents often object to their children using social media and we must abide by their wishes.

## While Off-Site of Jefferson Unitarian Church

### Field Trips

- When planning church-sponsored trips, whether around the church or away from the church, please alert the DRE and parents/guardians as far in advance as possible.
- All drivers must be 25 years of age (unless prior arrangements have been made), have a current driver’s license, be able to show proof of current insurance, **and have submitted to a criminal background check at least 2 weeks prior to the field trip.**
- When children are to be taken off the church grounds, the parent/guardian’s permission must be obtained and a liability/medical release form must be in the possession of the lead teacher in case of emergency. (Unless location otherwise approved)
- If there is no release from signed, the child may not participate in the field trip. **NO EXCEPTIONS.**
- A minimum of two adults must be present with the children on trips, and there should be one adult per eight children/youth. This includes transporting children to/from church events.
- When it is not possible to provide two adult chaperones, parents/guardians must be informed **IN WRITING, IN ADVANCE OF THE EVENT** that only one adult will be supervising their child. Parents/guardians must sign a consent form outlining the details of the event including the number and names of chaperones.





- Supervision will be provided by two continually roving pairs, a pair of adults and a pair of youth leaders. The pair of adults and pair of youth will take turns “sweeping” the building with the other pair remaining in the “awake” space.
- Adults will organize their shifts in such a way as to minimize interference with drivers’ abilities after the event.

### **When youth are expected to sleep:**

- When there is a curfew as part of the rules/expectations and covenant staff or volunteers can approve the following policy in lieu of the “awake all night” supervision policy (above):
  - Congregations will provide sleeping spaces for youth and adults such that at least two adults sleep in each youth sleeping space positioned strategically for awareness of youth activity.
  - When numbers of adults permit, single-gender rooms will be offered in addition to the all-gender sleeping room.
  - Leaders should create a plan to wake up to check (in pairs) overnight at times not pre-announced to see that everyone is in their own bedspace and that boundaries are maintained.
  - Youth out of this space (for reasons other than trips to the bathroom or to attend to personal necessity) is a significant violation of the trust we place in youth and will have consequences. Such violations of curfew will be immediately reported to the right relationship team (group assigned to monitor the community well-being) and consequences may involve being sent home.
  - Adult leaders and sponsors will organize their shifts in such a way as to minimize interference with drivers’ abilities after the event.

### **Cabins and Camp Facilities**

#### When events are held at camp facilities:

- Camp facilities should be appropriately licensed for their state
- Events will follow all necessary rules to comply with state laws

#### Nighttime Supervision and Housing in Cabins

- Events, where sleeping occurs in camps with cabins, will assign sleeping spaces by self-identified gender identity.
- Awake adult supervision is provided until curfew, after which youth are expected to be in their bunks, in their own bed, and asleep.
- If sleeping accommodations do not allow single beds, teens may share a bed as long as they have their own sleep bedding (individual blankets or sleeping bags).
- All cabins will have two adult counselors sleeping in the cabin for overnight supervision- unless it interferes with drivers’ abilities after the event.
- Adults need to be mindful to never be alone in the cabin with a youth camper (See Rule of Three).
- Youth should be asked if they need alternative accommodations and any requests for singles or other configurations based on orientation, gender identity, medical issues, etc. should be met if possible.
- Only individuals assigned to a cabin are allowed in the cabin during overnight or quiet hours.
- Violations of these boundaries or curfew will be immediately reported to the group assigned to monitor the community well-being and consequences may involve being sent home.



## Dormitories

- Dormitories are used when programs are on college/university campuses, some retreat centers, and hostels. They typically have 2 or more beds with either shared or en-suite bathroom facilities.
- A designated staff person (or equivalent responsible adult) must be available by predetermined means at all times in the building where youth are staying.
- Training events held in dormitories will house youth by self-identified gender identity. Youth with non-binary gender identity will be housed on a case by case basis, such as housed with another youth known to be supportive and affirming. Awake adult supervision is provided until curfew, after which youth are expected to be in their rooms, in their own bed, and asleep.
- Youth under 18 will not be roomed with youth 18 or older, to avoid putting youth over 18 into a legally unequal situation. Participants attending as youth will never be housed with participants attending as young adults.
- Youth should be asked if they need alternative accommodations and any requests for singles or other configurations based on orientation, gender identity, medical issues, etc. should be met if possible.
- Only individuals assigned to a room are allowed in the room when the door is closed.
- Violations of these boundaries or curfew will be immediately reported to the group assigned to monitor the community well-being and consequences may involve being sent home.

## Hotels and Convention Centers

*NOTE: This does not apply to multigenerational events such as General Assembly where youth are the responsibility of their parent/guardian or Sponsor.*

- Hotel-based programs or programs with hotel housing are rare for youth ministry events and have their own challenges. Hotel rooms typically have one or two beds with an option to get a cot and an en-suite bathroom. Some hotel rooms may be connected to other rooms directly.
- A designated staff person (or equivalent responsible adult) must be available by predetermined means at all times in the building where youth are staying.
- Under no circumstances should non-familial youth and adults be rooming together in a small room (e.g. hotel).
- Youth under 18 will not be roomed with youth 18 or older, to avoid putting youth over 18 into a legally unequal situation. Participants attending as youth will never be housed with participants attending as young adults.
- Every youth must have their own bed.
- When multiple youths are present, they are typically placed in single rooms or in same-gender double rooms based on the self-identified gender that youth indicate on their registration forms.
- Youth should also be asked if they need alternative accommodations and any requests for singles or other configurations based on orientation, gender identity, medical issues, etc. should be met if possible.
- Only individuals assigned to a room are allowed in the room when the door is closed. Violations of these boundaries or curfew will be immediately reported to the group assigned to monitor the community well-being and consequences may involve being sent home.



- NOTE: Most private hotels will not allow minors, or often those under 21, to register for or check into a room by themselves. UUA staff usually have to co-sign room registrations with youth.

## Medications

A designated adult will be in charge of administering medications during field trips and retreats to ensure medications are secure and taken when prescribed.

# Expectations for Working with Children and Youth

Adults and older youth working with children and youth in the context of our Unitarian Universalist faith have a crucial and privileged role. To help our children grow up to be caring and responsible adults can be a meaningful and joyful experience for the adult and a lifetime benefit to the young person. It is important to recognize that this role carries with it both power and influence. Whether acting as a youth advisor, chaperone, child-care worker, teacher, minister, mentor, or any other role, the adult has a responsibility in interacting with our young people in ways that are affirming and inspiring to the young people and to the adult. Adults who work with children and youth at Jefferson Unitarian Church events are expected to always have the best interests of child or youth at heart.

Adults are expected to nurture the physical, emotional, and spiritual growth of children and youth by fostering an environment of kindness, trust, respect, and fun. Our charge to adults working with children and youth is to encourage kindness and genuineness among the children and youth and to discourage unkindness and falseness. We intend to create an environment in which children and youth will be able to explore the spiritual and religious nature of their lives, both as individuals and communities. We expect that one person's enjoyment will not be at the expense of another person's health or self-esteem. In light of this, there are some specific expectations that JUC has of adults working with children and youth.

They are as follows:

- **“Friendship” with Youth** – Although we hope that youth and adults will have a genuine fondness for one another, any adult who looks to youth for “friendship” is not sufficiently mature to be in a position of responsibility over them. A “friendship” is reciprocal, where neither person has more responsibility for the health of the relationship than the other. This is antithetical to the adult/youth relationship, where the adult is the one who assumes primary responsibility for maintaining appropriate boundaries and cultivating an atmosphere of health and trust. It is expected that any relationships that an adult has with youth who have grown to adulthood will not become exploitative.
- **Sexualized behavior** – Adults play an important part in helping our youth develop healthy identities as sexual beings. Children, youth, and adults suffer damaging effects when leaders become sexually involved with young persons in their care. **It is never appropriate to engage in any manner of sexual behavior around or with a child or youth.** This refers not only to



explicitly sexual behavior but also to sexually provocative behavior or language. It is not appropriate to tell jokes with sexual content, for example, or to make “double entendres.” This also includes displaying or engaging in this behavior with other adults around children or youth as well. Physical expressions of affection such as hugs have their place, but it is best to allow the child or youth to initiate them, and the adult must be sensitive not to allow them to be prolonged.

- **Confidentiality and Mandated Reporting** – Adults who work with children and youth under the age of 18 within the church are responsible not only to the children and youth but are accountable to the church as well. **Remember: you are acting both ethically and legally as an agent of JUC.** Sometimes you will learn that a child or youth is the victim of abuse, is suicidal, has a serious drug problem, etc. For this reason, please try never to give children or youth the impression that you will keep secrets for them. **If a child or youth asks you to keep something confidential- remember that you may not be able to do that in order to protect someone from harm.** A covenant of confidentiality will mean that you do not repeat information told to you in confidence, but when the information is of a major crisis nature, encourage the child or youth to seek help from a parent or other authority figure. Then, if you believe or suspect the child to be in danger of being harmed or of harming themselves, you, the person that it was reported to, should be the person to call Jefferson County Human Services at **303-271-HELP (4357)**. In addition, consult with a person in a position of greater authority in the church, which is the DRE or the minister about an appropriate course of action.

## CODE OF ETHICS for Persons Working with Children and Youth

Adults working with young people in the context of our Unitarian Universalist faith have a crucial and privileged role, one that carries with it a great deal of power and influence. Whether acting as a youth advisor, chaperone, child-care worker, teacher, minister, registrant at a youth-adult conference or in any other role, the adult has a responsibility to interact with our young people in ways which are affirming and inspiring to the young people and the adult. Adults can be mentors to, role models for, and trusted companions of children and youth. To help our children grow to be caring and responsible adults can be a meaningful and joyful experience for the adult and a lifetime benefit to the young person.

While it is important that adults be capable of maintaining meaningful friendships with the young people with whom they work, adults must exercise good judgment and mature wisdom in using their influence with children and youth and refrain from using young people to fulfill their own needs. Young people are in a vulnerable position when dealing with adults and may find it difficult to speak out about the inappropriate behavior of adults.

Adult leaders need to possess a special dedication to working with our young people in ways that will affirm the Unitarian Universalist’s Principles. Good communication skills, self-awareness, understanding of others, sensitivity, problem-solving and decision-making skills, and a positive attitude are all important attributes.

Additionally, leaders should have a social network outside their religious education responsibility in which to meet their own needs for friendship, affirmation, and self-esteem; and be willing and able to seek assistance from colleagues and religious professionals when they become aware of a situation requiring



expert help or intervention. It is ultimately the responsibility of the entire church community, not just those in leadership positions, to create and maintain a climate that supports the growth and welfare of children and youth.

Adults who are in leadership roles are in a position of stewardship and have a role in fostering the spiritual development of both individuals and the community. It is, therefore, especially important that those in leadership positions be well qualified to provide the special nurture, care, and support that will enable children and youth to develop a positive sense of self and a spirit of independence and responsibility. The relationship between young people and their leaders must be one of mutual respect if the positive potential of their relationship is to be realized.

There are no more important areas of growth than those of self-worth and the development of a healthy identity as a sexual being. Adults play a role in assisting children and youth in these areas of growth. Sexual conduct of any kind between adults and children or youth is unethical and severely injurious. Therefore, leaders will refrain from engaging in sexual, seductive, or erotic behavior around or with children and youth. Neither shall they sexually harass or engage in behavior around or with children and youth that constitutes verbal, emotional, or physical abuse.

All compensated and volunteer staff are expected to adhere to the following behavior:

- Religious Education workers and volunteers shall not engage in behavior around or with children or youth that constitutes verbal, emotional, or physical abuse; this includes behavior or language that is personally threatening or demeaning.
- Religious Education workers and volunteers shall neither indulge in sexually harassing behavior nor engage in sexual, seductive, or erotic behavior around or with children or youth.
- Religious Education workers and volunteers shall not allow the use of tobacco, drugs or alcohol or any illegal activities around or among children or youth.
- Religious Education workers and volunteers shall never consume alcoholic beverages during activities in which they are supervising minors. Alcoholic beverages left from a previous adult event must either be removed from the premises or remain locked up and out of sight.

**Please sign and return to the Director of Religious Education.**

**Statement of Agreement:** I have read and understand the **Expectations for Working with Children and Youth** and **CODE OF ETHICS for Persons Working with Children and Youth**. I agree to honor and preserve the trust placed in me by the members of this congregation.

Name (Printed): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# Restorative Process

## In case of a Breach of Children & Youth Safety Policy

The purpose of offering restorative practices if there is a significant breach in the Children and Youth Safety Policy is to create a safer and less punitive approach in our faith community. We hope that this process will create trust and repair relationships between people in our community. The intention of a restorative process at JUC is to build a stronger community by repairing harm if it caused and restoring relationships if ones are broken.

With that said, if the immediate serious health or safety of any person is at risk, law enforcement shall be contacted. Anyone threatening another person shall be instructed to leave the church immediately. A subsequent conversation shall be scheduled between the senior minister and/or their designee to communicate with those involved about when or if the person who has posed such a threat may return to the church.

If serious safety policies are broken **and involve a minor**, they must be reported to the Director of Religious Education, Senior Minister or the Associate Ministers, immediately. If safety policies are broken and do not involve minors, and it is safe to do so, parties involved in the incident are encouraged to first engage in direct communication with the person(s) involved to resolve the problem.

If the parties to the conflict cannot resolve the situation between themselves, they may ask for assistance from the professional ministry team or other trusted individuals within the congregation to address the behavior. Responses should consider why the safety policy was broken, how to ensure it will be kept in the future, and what precautions need to be made. Possible solutions may include:

- Discussing the problem with those affected in a restorative process if possible
- Making a safety covenant with the individual(s)
- Limiting participation in certain events or activities
- Limiting participation with youth or supervision of youth
- Recommending to the Board that the individual(s) be removed from membership.

**Notification:** Timely notification of the incident shall be made initially to the Director of Religious Education who will report all necessary information to the ministry team including the Senior Minister and the Board of Trustees President regardless of the resolution of the incident.

### Incident Reports

An incident report and actions taken will be kept in the church office. This file shall be kept by the church administrator with access restricted to the ministers and those they deem necessary to have access.



# Incident Report

Jefferson Unitarian Church  
13350 W 32 Ave Golden CO 80401  
303-279-5282

**Date/Time/Location of Incident:**

**Name of Person(s) Involved:**

**Reported by:**

**Incidence Category (Check Below):**

Property	Threat	Health	Other
Church property, personal property, vandalism, theft, etc.	Actions that pose a concern for the safety of others: verbal threats, property threat, etc.	Injury/accident, communicable disease reported on-site, medical emergency, etc.	Suspicious item, improper or suspicious conduct, other.

**Child Involved? Yes**\_\_\_\_ **No**\_\_\_\_ (Notify parent or guardian and obtain initials below)

**Chronology and Description of Incident** (attach more pages as needed):

**Immediate action** (attach more pages as needed):

**Follow-up** (Use back of form if needed):

**Other Follow up Needed/Next Steps** (Use back of form):

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Incident witness (printed name) Initials Date

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Incident witness (printed name) Initials Date

---

Parent/Guardian (printed name) (if applicable) Initials Date

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Church Staff (printed name) Initials Date

*Please attach any other relevant documentation and file this report with a minister or RE staff within one week of the incident*



# PERMISSION FORM

## Contact Information

Name \_\_\_\_\_ Birth Date \_\_\_\_\_

Parent Cell Phone \_\_\_\_\_ Child/Youth Cell phone \_\_\_\_\_

Address \_\_\_\_\_

## EMERGENCY NUMBERS

Parent/Guardian 1 Name & Contact Information:

Parent/Guardian 2 Name & Contact Information:

Parent/Guardian 3 Name & Contact Information:

Parent/Guardian 4 Name & Contact Information:

If parent/guardians are not available, please contact:

Name \_\_\_\_\_ Phone \_\_\_\_\_

Physician \_\_\_\_\_ Phone \_\_\_\_\_

Medical Insurance Co. \_\_\_\_\_ Ins. # \_\_\_\_\_

Insurance phone to authorize treatment \_\_\_\_\_

## Medical Information

Health History:

Allergies:

My child has the following health concerns that need to be known:

I will send the following medications to the retreat for my child:

*A designated adult will be in charge of administering medications during field trips and retreats to ensure medications are secure and taken when prescribed.*



**Helpful Information**

If there is anything that we need to know to make sure your child has a positive experience, please write it below.

**Authorizations**

1) I hereby give my permission for \_\_\_\_\_ to attend

( \_\_\_\_\_ )

I understand that any young person who does not abide by the "Mutually Understood Rules" may be returned home after the parent or guardian is notified. This may involve asking a parent to come and collect young person.

2) I authorize any JUC Responsible Adult to give first aid to my teen and to obtain emergency medical care if needed. I agree to pay for expenses incurred. We will make every attempt to contact you if any medical emergency occurs.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name of Person Signing

