



Seattle Urban Debate League Volunteer Handbook

Thank You for Volunteering With the Seattle Urban Debate League!

Since the Seattle Debate Foundation began working with schools in 2000, volunteers have played a critical role in helping students and teachers learn about debate.

In the past three years, well over 50 volunteers have worked with the Seattle Debate Foundation to provide assistance to Seattle UDL students and teachers.

Current Volunteer Opportunities

At Tournaments

- Judge
- Tournament Support Staff

During the week

- School/Teacher Mentor
- Debate Center Mentor

Anytime

- Volunteer recruiter
- Fundraiser
- Debate Researcher
- Website design & maintenance

Volunteer Training and Support

The SDF provides training and support for all volunteers. Debate experience is not necessary to volunteer with the Seattle UDL! Training is provided at tournaments and volunteer fairs throughout the year.

About the Seattle Urban Debate League

The Seattle Urban Debate League (UDL) is a partnership between the Seattle Debate Foundation, the Alliance for Education, and the Seattle School District. For more information on the league and the SDF, go to www.seattledebate.org.

Current Seattle UDL member schools are:

Ballard	Center School	Chief Sealth
Cleveland	Garfield	Ingraham
Nathan Hale	Rainier Beach	Roosevelt
West Seattle		

Benefits of Volunteering with the Seattle UDL

“To volunteer one’s time and effort to help others is a basic human impulse. Volunteering plays a vital role in preserving the stability and cohesion of societies and makes a significant, but largely overlooked, economic contribution.”

--United Nations, Support for Volunteering, 2001

Volunteering with the Seattle UDL is a rewarding way to give back to the debate community. Students, teachers, and administrators appreciate the efforts of volunteers to create debate opportunities for students.

Volunteer Recognition

Seattle UDL volunteers are recognized in our online newsletter Seattle Debate Update, on our website, and in other SDF publications.



Seattle Urban Debate League Effective Teaching Strategies

Politely Phrased Suggestions for Enhancing Your Already Excellent Pedagogical Skills

Strategies for Teaching Young People

1. PRAISE THEM PUBLICLY AND OFTEN

Students crave and enjoy positive reinforcement, especially when learning something new. Give it to them! This is especially effective for students that are having trouble and being disruptive.

2. POSITIVE FEEDBACK FIRST

When giving feedback, don't start out with "you should have done x..." Instead, start with something positive, even if it's difficult. Then, you can follow up with a suggestion for how improve his/her performance even more.

3. ENCOURAGE CREATIVITY

There are very rarely "right" answers to any debate question. Students will perform best when they are speaking and arguing with THEIR arguments, not arguments handed to them. Encourage them to come up with their own arguments, strategies and style.

4. KEEP THEM MOVING

Lectures only work well in small doses. Follow up a 15-30 minute lecture with an exercise, game, or speaking drill that emphasizes applying the new knowledge. Asking "do you have questions?" does not count!

5. FREQUENTLY REPEAT INFORMATION

Even among adults, the retention rate for wholly new information is low. Repeat more often than you think you need to.

What if a student isn't participating?

- Talk to the student in non-confrontational way
- Criticize privately
- Find something to praise publicly
- Never embarrass a student in front of friends
- Help them avoid threatening situations
- Speak to their interests; passion fosters participation

THE EXCEPTION TO THE RULE ABOUT QUIET INTERVENTION:

You have an obligation to immediately stop any abusive situation. Immediately confront a student who is physically or verbally abusing another student.

Dealing with Racist/Sexist/Homophobic comments

- You must intervene immediately
- Approach with compassion/don't blame them
- Treat this as an opportunity for group learning
- Use analogies
- If the student stops the behavior but is unwilling to discuss the issue, let it go

Strategies for Working with Novice Debaters

1. ALWAYS TRY TO CONNECT WITH EXISTING KNOWLEDGE

Students know the basics of argumentation by going through life. Keep your explanations intuitive by teaching argumentation from the bottom up. Use a non-debate example, and then explain the debate concept based on those interactive examples. This works better than starting with a debate vocabulary word and getting to examples later.

2. AVOID JARGON

Debaters often forget that we have a very specialized body of knowledge that is reflected in our language. Novice debate is hard enough without having to learn a new language. Introduce vocabulary words AFTER you've introduced concepts with concrete, non-debate examples.

3. REASSURE THEM THAT DEBATE IS HARD

Many students suspect that others know more than they do. Make them feel that it is OK not to be perfect and that everyone is in the same boat.



School Information:

Volunteer Application Form

Name _____
Address _____
Phone (home) _____ (work/cellular) _____
E-mail (optional) _____ Date of Birth _____
Emergency Contact: Name _____
Phone _____ Relationship _____
Do you require any special accommodations in a work environment? Yes No
If yes, please describe. _____

Please indicate what type of volunteer opportunity you are seeking:

- Academic assistance (i.e. one to one tutor, small group support, classroom assistance)
 Curriculum enrichment (i.e. drama, arts & crafts, music)
 Working with Special Populations (i.e. Special Education, English as a Second Language, gifted students)
 Clerical / Non Academic Support (i.e. lunchroom or playground supervision, office support, library support)

In order to make an effective match for you, it is important for us to know of any special skills or talents you would like to bring to your volunteer work. If so, please describe.

Is there a particular school you are interested in working in? If so, please indicate.

If not, please indicate what school environment you are interested in working in.

- Preschool / Head Start Program
 Elementary School
 Middle School
 High School
 Alternative Program
 After School Program

Please indicate what days and times you have available.

Day (or days) _____
Optimal time _____

Please submit this form to the school where it will be kept on file.



Seattle Public Schools Screening Form
Request for Criminal History Information
Child / Adult Abuse Information Act
RCW 43.43.830 through 43.43.845

REQUESTING AGENCY

Seattle Public Schools

School Site: _____

Volunteers: Please return this form to the school.

APPLICANT OF INQUIRY

First Name _____ MI _____ Last Name _____

Aliases / Maiden Name _____

Date of Birth _____ Gender _____

Social Security Number (optional) _____

Address _____

City / State / Zip _____

E-mail _____

Phone Number(s) _____

Applicant Signature _____ Date _____

See Reverse for Disclosure Statement

School Verification

ID Verification (Driver's License or other ID with name and birth date) Initials _____

OK WATCH (State Patrol Criminal History Check) Date Passed _____ Initials _____

Comments _____

(Screening Form Page 2)

In accordance with Chapter 43.43 RCW, prospective volunteers are required to complete this disclosure form. In addition, prospective volunteers are required to complete the attached Washington State Patrol Criminal History Background Form for disclosure of any applicable charges or findings.

Applicant Disclosure Form Pursuant to Chapter 43.43 RCW

Answer YES or NO to each of the listed items. If the answer is YES to any of the items, please explain in the area provided, indicating the charge or finding, the date and the court(s) involved.

(1) Have you been convicted of any crimes against persons?

Answer _____ If yes, please explain:

(2) Have you been found in any dependency action under RCW 13.34.030 (2) (b) to have sexually assaulted or exploited any minor or to have physically abused any minor?

Answer _____ If yes, please explain:

(3) Have you been found by a court in a domestic relations proceeding under Title 26 RCW to have sexually assaulted or exploited any minor or to have physically abused any minor?

Answer _____ If yes, please explain:

(4) Have you been found in any disciplinary board final decision to have sexually abused or exploited any minor or to have physically abused any minor?

Answer _____ If yes, please explain:

I have read the information contained herein and pursuant to RCW 9a.72.085, I certify under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct. I authorize Seattle School District #1 to inquire with former employers or references and obtain any and all information regarding my job related background. I further authorize any person contacted by the Seattle School District to provide information to the Seattle School District. I understand that information from such former employers or references will not be made available to me. I release and hold harmless Seattle School District #1, my former employers, and all references from any and all liability in obtaining or disclosing such information. I agree that the District may, at its discretion, preclude me from volunteer service if among other reasons, I provide misleading or incomplete statements.

Applicant Signature _____ Date _____



Volunteer Driver Checklist

Trip Information

School: _____ Date(s) of Trip: _____

Purpose of Trip: _____

Trip is From: _____ to: _____

Maximum number of students to be transported in volunteers' vehicle: _____

Driver Screening/Insurance Requirements

Name of driver (Last, First, Middle)

Drivers' License #: _____ State: _____ Expiration Date: _____

Vehicle Year/Make/Model: _____ License #: _____

Circle Yes or No:

Yes No I am older than 21 years of age.

Yes No I have a valid Washington State driver's license.

Yes No I have had no vehicle moving violations within the last three years.

If "Yes" to above, list violation and date:

Violation	Date

Yes No I carry minimum auto liability limits of \$100,000 per occurrence and \$300,000 aggregate combined single limit of liability (or \$100,000/\$300,000 Bodily Injury; \$50,000 Property Damage) and uninsured motorist coverage.

Company: _____ Policy #: _____

Vehicle Inspection

- _____ There is a working seat belt for the driver and each passenger, and I enforce the wearing of seat belts by all.
- _____ My vehicle's brakes, including the emergency brake, are in good working order.
- _____ My vehicle's tires have legal tread depth (at least 3/32").
- _____ My vehicle's brake lights, turn indicators, and headlights are in good working order.
- _____ My vehicle's windows are clear and provide an unobstructed view for the driver.
- _____ My vehicle has functioning rear view mirrors (center and left side).
- _____ My vehicle has no other physical defects that would interfere with the safety of the driver and passengers.
- _____ My vehicle has a rated capacity of ten passengers or less.
- _____ If my vehicle has dual airbags, I will not seat children under 6 years of age or weighing less than 60 lbs. in front passenger seat.

The above information is true and accurate to the best of my knowledge. I hereby give my permission for a copy of my personal Motor Vehicle Report to be ordered and used in consideration of my transporting students during field trips.

Signature of Volunteer Driver

Date

Administrative Review

- _____ If the volunteer will drive for more than one day, the district has obtained the information to order a motor vehicle abstract (three-year comprehensive record) from the Department of Licensing.
- _____ If the volunteer will drive for more than one day and will have unsupervised student contact, the district has obtained the information to order a Washington State Patrol background information check.
- _____ All students have parental permission to ride with a volunteer driver.
- _____ All "NO" responses have been addressed satisfactorily.

I have reviewed the above information and this driver and vehicle are approved for this trip.

Signature of Administrator/Designee

Date



Frequently Asked Questions about Volunteer Process and Requirements

What are the basic requirements for a person to volunteer in the Seattle School District?

1. Fill out Disclosure Form/Request for Criminal History Information form (needed to run WATCH) and provide clear photocopy of identification, such as a Driver's License (to be kept on file at school)
2. Fill out Application with Contact and Emergency Contact information (to be kept on file at school)
3. Must be cleared by Washington Access to Criminal History (WATCH) (copy to be kept on file at school)

The application is used to collect volunteer contact information and volunteer interests. If the school does not have a specific application that they use, the district has a general application available. The school may wish to modify the application based on the school's specific volunteer needs.

Who runs the Washington Access to Criminal History and how is it run?

The individual school or Community Agency that the volunteer is applying to work with is responsible for running the Washington Access to Criminal History (WATCH). WATCH is done online at <https://watch.wsp.wa.gov>. Most schools have a password and user name that has already been set up using the District's account number. If your school does not have this yet set up, please contact SPS Safety and Security to set up your school's account. WATCH is free to Seattle Schools. Community Agencies should have their own WATCH accounts and passwords. If agencies have any questions about this, please visit the Washington State Patrol Website listed above. *The Request for Criminal History form must be signed before WATCH can be run.*

What information is needed to run WATCH?

Besides having your school's account information, you will need the exact spelling of the person's name and any aliases, and their birth date. Having their social security number is helpful. A check can still be run if the Social Security number is unavailable, but may not be as accurate. Do not let your volunteer know exactly what information is needed for the check, as this is easy information to use for fraud. In rare cases when the prospective volunteer has a name that is very common in the WATCH system, you may need to acquire a thumbprint and send the form to the Washington State Patrol.

What if the check returns a Criminal History or Possible Candidate response for an individual?

If the person has a child-related crime on their record, the person is automatically denied. Other information returned is considered on an individual basis, but should be disclosed ahead of time by the potential volunteer on their screening form. It depends upon a number of things, such as the nature and severity of the crime, whether it's a chronic crime, the length of time that has passed since it occurred, etc. In these cases the principal must be consulted before a volunteer is approved. The principal may consult with the SPS General Counsel when necessary. This consultation must be documented and will remain in the volunteer's file. A "Possible Candidate" response merely means the information entered is similar enough to another entry for the computer to flag it. It is most often not the person. *However, be sure to evaluate these possible candidates carefully before you discount them.* This is one reason photo identification is needed.

Does the school need to fingerprint volunteers?

While the Seattle School District requires WATCH, it does not require the fingerprinting of a volunteer. It does however encourage it whenever possible in a school's time and budget to acquire more detailed background information. The District does require that programs utilizing volunteers are set up so that a volunteer is not left unattended with children, as neither a background check nor fingerprinting can capture everything in one's background or potential actions. Volunteer coaches are required to have the full 10-finger fingerprinting as with any paid staff. Call 252-0390 for fingerprinting.

Are Seattle School District volunteers required to undergo any formal training?

All volunteers in the Seattle School District should receive a basic orientation to the school or program they are working with. At times Seattle Schools may offer district-wide training for volunteers and tutors. Otherwise it is the responsibility of the schools to orient and train their volunteers. The school's volunteer coordinator and out-of-school time providers may be informed about district or community-based trainings throughout the year.

What documentation is required from each school regarding their volunteers?

Schools are required to keep files of all active volunteers on the premises. They are also required to keep files for inactive volunteers for six years. All schools must have sign-in sheets to keep track of volunteers, their duties and hours worked. In addition, periodic reports may be requested from Risk Management, such as numbers of volunteers, roles, hours worked, etc. This information will be requested as needed and forms provided at that time.