

Tutor Manual

Syracuse University Literacy Corps



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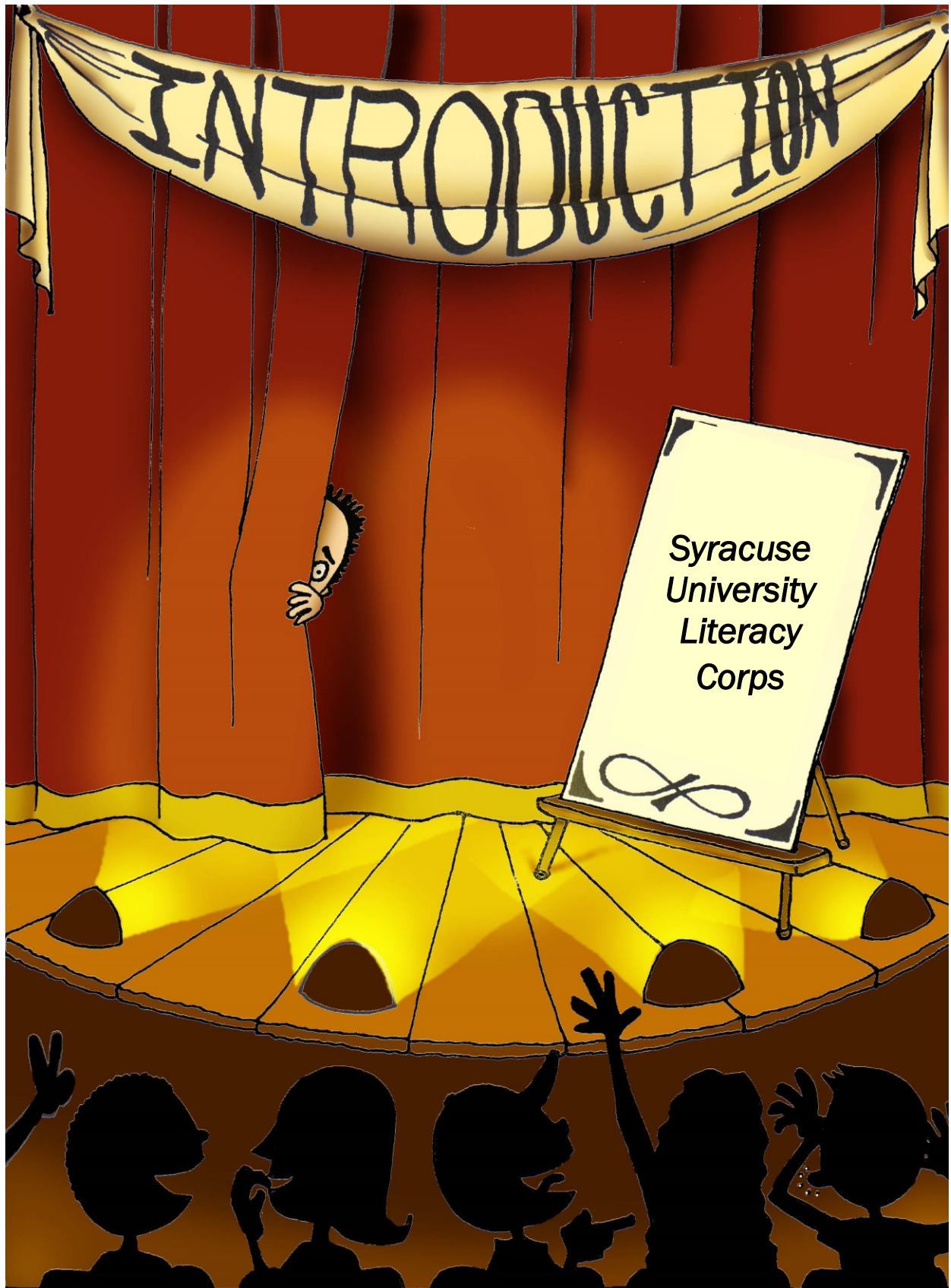
Syracuse University Literacy Corps
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Introduction

This section of the manual introduces tutors to Syracuse University Literacy Corps (SULC). It includes SULC history as well as statistical data that supports the importance of literacy. Tutors are integral to the success of the Mary Ann Shaw Center for Public and Community Service (Shaw Center) Literacy Initiatives. The Shaw Center provides institutional leadership, support, and coordination for experiential learning through community engagement that enhances Syracuse University student learning outcomes, persistence, and success.

History of Syracuse University Literacy Corps

Syracuse University Literacy Corps (SULC) is a reciprocal learning experience born from former President Clinton's "America Reads Challenge," which encouraged community members to tutor students to improve literacy rates. Clinton specifically called upon students at colleges and universities to help with the challenge. SULC, a response to this charge, is a service learning experience that mobilizes SU students to tutor students at elementary and secondary schools in the Syracuse City School District (SCSD) and community-based organizations (CBO). The program was piloted in 1997 with 15 tutors at an area elementary school. Due to program success, it was later developed into a formal program. Currently, over 200 SULC tutors work at 28 different sites during the academic year. While SULC aims to provide reading practice, the influence on the students of the SCSD goes beyond improvement in reading ability. The friendships and partnerships that result from this collaboration make the program something both recognizable and exciting.

SULC was launched by Pamela Kirwin Heintz, Associate Vice President for Engagement and Director of the Mary Ann Shaw Center for Public and Community Service at Syracuse University. Shaw Center staff, along with former Chancellor Kenneth A. and Mary Ann Shaw, worked to ensure that Syracuse University made significant and positive contributions to the Syracuse community.

SULC is made possible through federal funds. The tutors, although considered volunteers in the SCSD, are compensated through the Federal Work-Study (FWS) program. A generous gift from the Gary and Karen B. Winnick Foundation in the fall of 1999 enabled the Shaw Center to hire a full-time program director and expand the number of tutors and sites. The Winnick Foundation continued its support through 2005. Currently, the Division of Academic Affairs provides administrative funding and support for SULC.

In 2008, Syracuse University joined forces with Say Yes to Education, Inc. and the Syracuse City School District to pilot the Syracuse Say Yes to Education and Economic Development Demonstration Program. At this time, the Winnick Foundation renewed its support of SULC by supporting a staff position to oversee the Say Yes Winnick Fellows program. The Say Yes Winnick Fellows is a program of SULC that provides academic tutoring in support of the Syracuse Say Yes to Education initiative.

The Importance of Literacy

According to Literacy Volunteers of America, Inc. (2002), adult literacy can be defined as “the ability to read, write, and speak English proficiently, to compute and solve problems, and to use technology in order to become a life-long learner and to be effective in the family, in the workplace and in the community.”

Literacy is more than a benchmark of academic achievement. Literacy Volunteers of America explains that very few adults are truly illiterate, yet there are many adults with low literacy skills. Considering the amount of text one encounters in daily life, it is clear that being literate is an empowering life skill.

The following are nationwide statistics about literacy:

- Approximately 16% of individuals in the United States are performing below a Level 1 on the Program on the International Assessment of Adult Competencies (PIAAC) literacy scale (Rampey et al., 2016). Performance at this level indicates an inability to understand more than basic vocabulary, as well as understand sentence and paragraph structure and other text features.
- Illiteracy and low literacy in adulthood can have major health impacts. Low literacy has been linked to higher rates of mortality, poorer management of chronic disease, and increased rates of hospitalization (Pignone & Dewalt, 2006).

Literacy development begins in early childhood with a child’s interaction with books and reading materials. It then progresses to direct experience with written text and the teaching of literacy skills both in and out of the classroom. Professionals who have daily interactions with young children play a major role in the prevention of reading difficulties and the cultivation of literacy skills (Snow, Burns, and Griffin, 1998). This has been exemplified more recently in the following statistic:

- "For children identified as poor readers in first grade, exposure to a fairly balanced small-group literacy intervention program in kindergarten dramatically reduces the occurrence of very poor reading performance by the end of first grade" (Scanlon et. al, 2005).

Words from Tutors

"The students I work with, despite only being kids, have a rich perspective on life growing up in the city of Syracuse. Thus, working together, we can learn from each other and glean perspective from one another through the differences in our lives to help us become more well-rounded citizens of the world." – Quote from Spring 2015 Tutor

"As a Syracuse University Literacy Corps tutor this semester, I have come to value the great diversity in the city of Syracuse and the importance of work skills. I have learned to appreciate the community and improve my interpersonal skills. In this way, I have found my service experience to be of reciprocal benefit, and hope to continue learning from my supervisors, students and the job itself." – Quote from Fall 2014 Tutor

"I learned how much I love to see young people especially succeed. The instant gratification I felt when a subject finally "clicked" for a student is a feeling I want to continue to partake in." – Quote from Spring 2019 Tutor

"From my work experience with SULC, I learned that it is imperative that I give my work 150%... Work ethic is a very important attribute for your brand. I believe SULC helped me develop skills of responsibility, trustworthiness, and exceptional work ethic through the various workshops and work experiences these past 2 years." – Quote from Fall 2013 Tutor

"No matter how small a gesture may seem, it always makes an impact. The ability to transform someone's educational experience is a great opportunity that not many people get." – Quote from Spring 2016 Tutor

"My students were my motivation and they inspire me every day to continue doing what I love, working and building relationships with kids. They have truly made an impact on my life and I cannot wait to return to SULC." – Quote from Spring 2014 Tutor

"My students inspire me with their resourcefulness, creativity, and compassion. My students challenge me to do better. I learn from them all the time." – Quote from Fall 2012 Tutor

"I absolutely love working with children even more that I thought I did. Though it is tough at times, especially with younger students, it is extremely rewarding to observe how they begin to react when you go into their classroom and were improving their skills from your time together." – Quote from Spring 2018 Tutor

"Literacy Corps made me realize that I want a long term career where I can make an impact in the lives of others." – Quote from Fall 2017 Tutor

"I learned so much about working in a diverse environment. I learned a lot about the experiences my students go through and the expectations others have of them. I learned about the importance of a diverse and welcoming education. I learned the importance of acknowledging adverse set of strengths." – Quote from Spring 2019 Tutor



Syracuse Schools and Community

Syracuse University Literacy Corps (SULC) mobilizes Syracuse University students' learning experiences as tutors in the greater Syracuse community. Tutors work in a variety of settings including schools in the Syracuse City School District (SCSD), neighboring school districts and other SULC partner organizations.

For more information on the City of Syracuse and SULC partner schools and organizations, visit their websites:

The City of Syracuse- <http://www.syr.gov.net/>

Syracuse City School District- www.syracusecityschools.com

East Syracuse-Minoa Central School District- www.esmschools.org

Most Holy Rosary- www.mhrsyr.org

Solvay Union Free District- www.solvayschools.org/

Syracuse Academy of Science Charter Schools- <https://www.sascs.org/>

100 Black Men of Syracuse, Inc.- <https://100blackmensyr.org/>

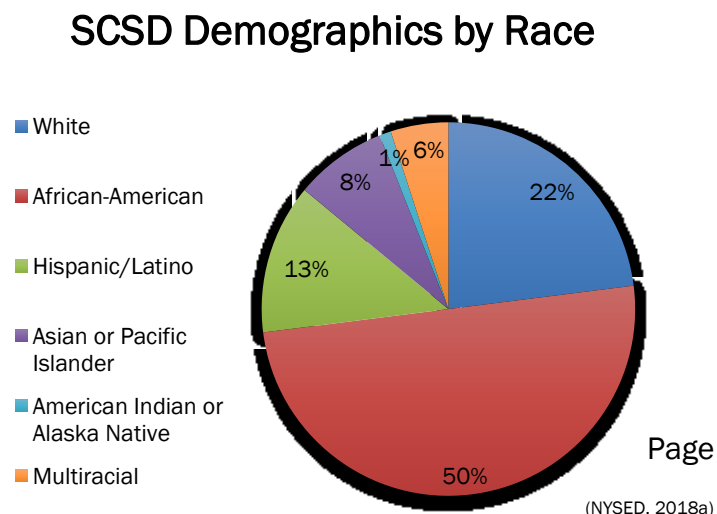
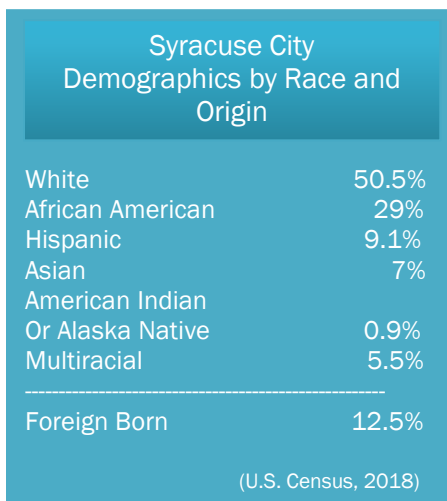
As a result, there are a variety of expectations in each setting and this section aims to familiarize tutors with some aspects of these settings. To work best in a learning environment, it is important to have a basic understanding of the culture of the school and surrounding community. Simply put, culture is the shared set of perspectives, values and behaviors of a social group or community (McGoldrick, Pearce, & Giordino, 1996). For the purpose of this manual we'll use data of the City of Syracuse and the SCSD, our largest partner.

The City of Syracuse

Syracuse is a medium-sized city located in Onondaga County, Finger Lakes region of Upstate New York. It is the fifth most populous city in the state of New York and home to over 143,000 people (U.S. Census Bureau, 2018). There are 26 neighborhoods in Syracuse, which reflect the city's various ethnic population. Many religions are also represented in Syracuse, including Christianity, Islam and Judaism (Syracuse Population, 2019).

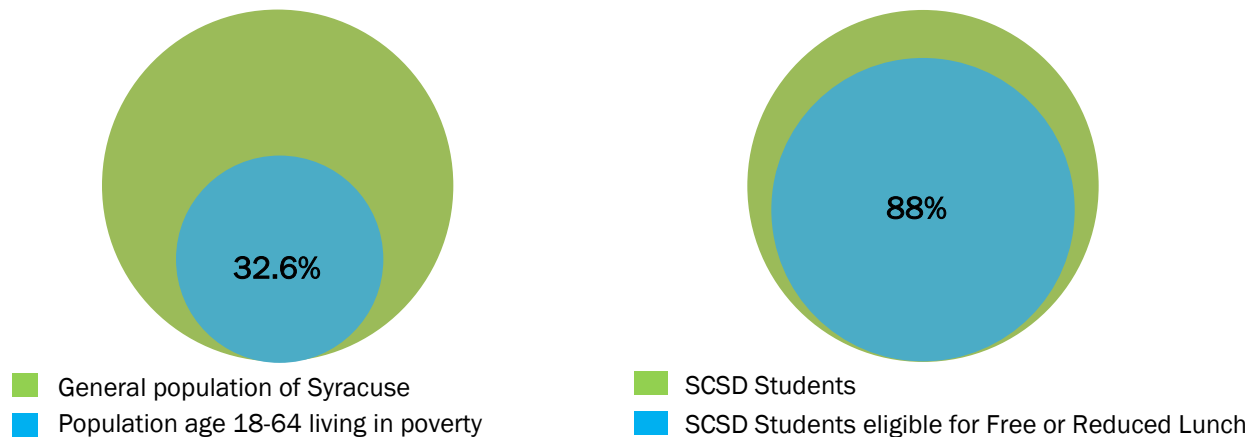
Racial and Ethnic Diversity

The City of Syracuse and the SCSD are racially and ethnically diverse. In the city of Syracuse, people of color make up 51.5% of the population (U.S. Census Bureau, 2018). In the SCSD, this percentage is 78% (NYSED, 2018a). The following charts illustrate the diversity of the city of Syracuse and the SCSD.



Poverty in Syracuse

In the last decade, the city's population has decreased as a result of suburban sprawl, devalued housing stock, and a diminishing tax base. While the city of Syracuse has a range of people living at different socio-economic levels, the poverty rate is significant.



The poverty rate in Syracuse in 2018 was 32.6%. According to recent census data, 46.7% of children under age 18 that live in Syracuse live in poverty (U.S. Census Bureau, 2018). In the 2017-2018 school year, 88% of students in the Syracuse City School District (SCSD) were eligible for reduced or free lunch, which has traditionally been used as a marker of economic hardship in public schools (NYSED, 2018a).

These rates especially affect racial and ethnic minority students. A recent Rutgers University study found that Syracuse, New York had the highest concentration of poverty among African Americans and Latinos out of the top one hundred largest metropolitan areas in the United States. These high poverty rates disproportionately affected Black and Latino children age 11 and under, who make up a significant percentage of the population living in high-poverty neighborhoods (Jargowsky, 2015). Given that Black and Latino students make up more than two-thirds of all SCSD students, a majority of children in this district are disproportionately affected by poverty (NYSED, 2018a).

The poverty rate is important to consider as it directly correlates with literacy and academic achievement. As Snow, Burns, and Griffin (1998) explain, "low [socioeconomic] status is a group risk factor because children from low income communities are likely to become poorer readers than children from more affluent communities." This is illustrated in many ways including significant gaps in performance on state assessments in English Language Arts. On average, only 10% of students from low-socioeconomic status households met state standards on ELA assessments. On average, almost 3 times as many students from middle and high socioeconomic status households met state standards on the same assessments (NYSED, 2018b).

The Syracuse City School District (SCSD)

The mission of the SCSD is “to build, support, and sustain school communities that provide all students with a high-quality education that prepares them to graduate as responsible, active citizens ready for success in college and careers and prepared to compete in a global economy” (SCSD, 2018a). The vision of the SCSD is “to prepare and inspire all of our students to innovate locally and contribute globally” (SCSD, 2018a).

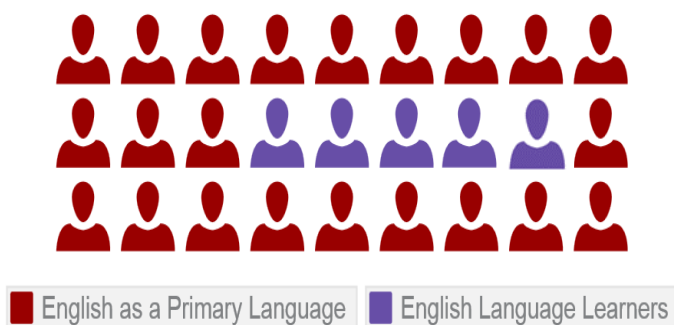
The SCSD consists of 32 schools, including four alternative programs, serving 21,015 students and 1,544 teachers (NCES, 2019). The average class size for Pre-K to 3rd grade is 24 students to 1 teacher and 27 students to 1 teacher in 4th-5th grade (Perkins, 2015).

The Syracuse City School District was designated by the New York State Education Department (NYSED) as a Focus District for the past few years, including the 2017-2018 academic year (SCSD, 2018b). This means that the SCSD has been determined to have among the lowest rates of student achievement on state proficiency assessments and the lowest high school graduation rates in the state.

SCSD: Languages

The Syracuse City School District is comprised of students from many countries and backgrounds who speak a wide variety of native languages and have a diverse array of learning styles and abilities. This diversity is important to consider as a tutor facilitating student learning, since many students face obstacles in learning in the traditional classroom setting due to language barriers or disabilities. One way of measuring the impact of these barriers is to examine student performance on state assessments. By learning more about English Language Learners (ELLs) and students with disabilities in the SCSD, tutors can gain a greater understanding of the SCSD’s diversity and the potential barriers facing these students.

Since 2000, Syracuse has become home to over 10,000 refugees. In 2014 alone, 1,112 refugees immigrated to Syracuse (Baker, 2016). Refugees come from countries such as Bhutan, Vietnam, Burma, Somalia, Kenya, Ethiopia, Thailand, and many more (Sernett et al. 2013). In 2017-2018, ELL students represented 19% of SCSD students (NYSED, 2018a). ELL students in the SCSD speak a total of 74 different languages and come from 80 countries.



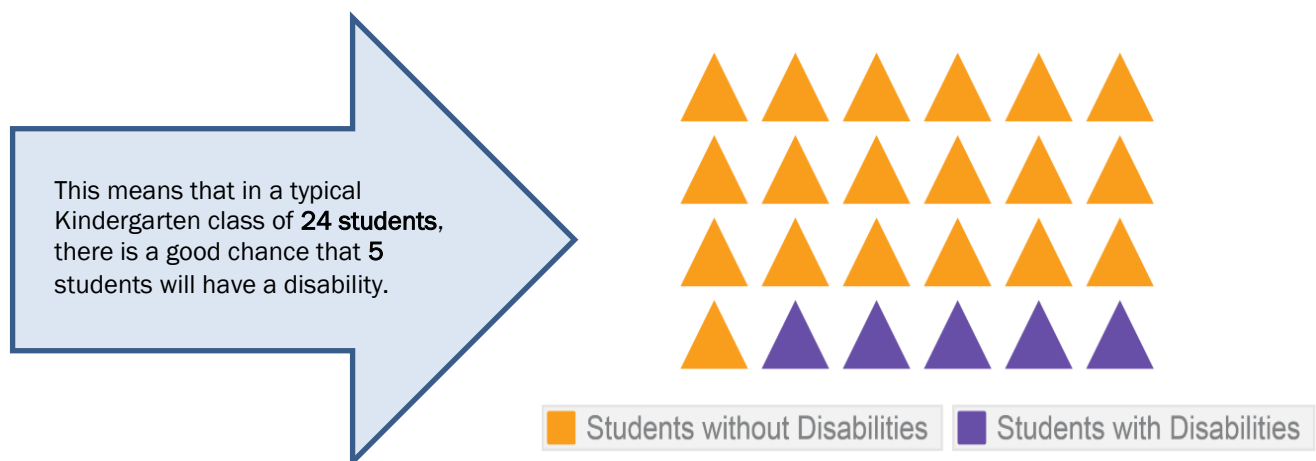
This means that in an average 4th Grade class of **27** students in the SCSD, **5 students** will be English Language Learners (ELL).

English language learning students score much lower overall on state assessments than native English speakers in the SCSD. On state Grade 3rd through 8th English Language Arts (ELA) assessments, an average of only 2.5% of ELL students met state standards. Non-ELL students met state standards for ELA assessments about 12.5 times as often as ELL students. There were similar trends in proficiency on the state math assessments, with only 5% of ELL students meeting state standards. Non-ELL students met state standards for math assessments about 8 times as often as ELL students (NYSED, 2018b).

Systemic obstacles to educational attainment for English Language Learners, such as language barriers and cultural differences, are important for tutors to consider when working with these populations. By taking the time to get to know each ELL student's background and learning style, tutors can help maximize ELL students' learning and excitement about learning.

SCSD: Children & Abilities

Students with disabilities make up about 20% of all students in the SCSD (NYSED, 2018a). The most common labels among these students are those indicative of learning disabilities (e.g. dyslexia, ADD, ADHD, etc.). There is an overrepresentation and over diagnosis of students of color into these categories (Cortiella & Sheldon, 2014).



There is a significant gap in state assessment results between students with disabilities and general education students. On average, only 2% of students with disabilities in grades 3rd through 8th meet state standards on ELA assessments compared to 17.5% of general education students (NYSED, 2018). Furthermore, on average about 2.5% of students with disabilities in grades 3rd through 8th meet state standards on math assessments, compared to 14.5% of general education students (NYSED, 2018c). This gap in student performance could be a result of multiple factors, including lack of resources and support staff for students with disabilities in the SCSD.

By contributing their time and skills, SULC tutors work to make a difference in improving these gaps locally. Literacy is a stepping stone for further education and the SULC aims to help build the foundation for future learning and success of students in the SCSD. For

more information on working with ELL students and students with disabilities, please refer to the “Tutor Manual & Resources” tab on the SULC Blackboard page.

SCSD: Restorative Justice

Restorative justice is a judicial framework that promotes respectful, supportive, and safe spaces for dialogue between persons responsible for harmful behavior and persons harmed by said behavior (Davis, 2014). Restorative justice strives to use dialogue circles to create a “culture of connectivity and care” in schools that prevents future harmful behavior (Davis, 2014). Restorative justice also seeks to address unsuccessful behavior as symptomatic of extenuating circumstances or issues that could be affecting students. Common outside factors that can affect students include abusive home environments, poverty, food insecurity, institutional racism, parental separation or divorce, and many others. Given that these issues can have major effects on students’ emotional state, ability to concentrate in class, and overall behavior it is important that judicial frameworks also address these factors.

Syracuse City School District Code of Conduct, Character, and Support

In 2013, the SCSD convened a task-force of over 50 students, faculty, staff, and community members to help write a Code of Conduct to align with the aforementioned practices. The resulting code has very specific goals, including reducing the number of in- and out-of-school suspensions, ensuring that classrooms are safe and run in an orderly fashion, and developing collaborative, developmentally appropriate interventions for unacceptable behaviors (SCSD, 2018c).

The Code of Conduct, Character and Support is reviewed and updated each year. The revised, 2018-19 Syracuse City School District Code of Conduct, Character and Support can be found here:

<http://www.syracusecityschools.com/tfiles/folder984/Code%20of%20Conduct%202018-19.pdf>

The Code has undergone **five major shifts**:

- A greater emphasis on accountable and restorative interventions that will support students to improve their behavior and experience greater success at school
- A greater emphasis on promotion of positive social behaviors and prevention of discipline problems
- Differentiated responses to discipline problems for students in grades Prekindergarten-5 and students in grades 6-12
- More precise descriptions of behavior concerns and violations aligned to levels of specific interventions and consequences
- More limited use of out-of-school suspension, in-school suspension, and removal of students from the classroom.

Tutor’s Role in Restorative Justice

SULC tutors are **not expected to discipline students in any fashion**, and should defer to their classroom teachers or site supervisors with any concerns about student behavior. However, tutors can assist in preventing unsuccessful or harmful student behavior using the restorative justice model. Tutors can do this primarily by keeping students focused and

reminding students of classroom expectations. For example, during an independent whole group activity when students are supposed to be working quietly, tutors can remind students to work quietly and to raise their hand if they need help to prevent students from talking and being disruptive.

Concerns Regarding Discipline

If tutors have concerns about a particular disciplinary incident or about the way a teacher or staff member disciplines students, they should talk either with their classroom teacher, their site supervisor, or Shaw Center staff. If a tutor is unsure about how to talk about the incident(s) or who to discuss them with, tutors should talk with Shaw Center staff first. To schedule a time to meet privately with Shaw Center staff, email the office at literacy@syr.edu.

Connecting to Your Classroom Community

Understanding the classroom context is imperative to a successful tutoring session. It requires observation of the classroom as a whole and of individual students and their respective learning styles. One of the first things a tutor should do when entering a new teaching/learning situation is gain an understanding of the environment of the school or community-based organization. In order to interact effectively in an environment, tutors need a clear understanding of the behaviors, motivations, strengths, and needs of the individuals in the setting. It is also imperative to identify and acknowledge assumptions in one's own culture, which are closely tied to one's values and beliefs.

Assessing an organization's culture involves suspending judgment, while attempting to understand the beliefs and norms that influence behaviors and experiences in the organization. This type of audit or assessment is helpful at the organizational level, but can also be used when understanding individual behavior within the organization. One might begin by examining an overview of the school, such as that provided by the school office or found online at the National Center for Education Statistics at <https://nces.ed.gov/>.

The following are several suggestions for how to assess the culture of the teaching/learning environment:

- Make the familiar strange- don't simplify what you see.
- Use all of your senses to understand the dynamics of the organization.
- Recognize that a rich picture of culture requires a joint exploration by insiders and outsiders. Listen to what insiders have to say.
- Understand that subcultures exist within larger cultures. Resist the temptation to align yourself with one group or another.
- Consider written documents, room set-up, interactions, who makes decisions, the leadership style and rituals of those in charge etc.
- One of the most important ways to work in a diverse setting such as the SCSD is to be self-aware and understand how your values, beliefs, and experiences affect your point of view.

What to do if you are Concerned about a Child's Welfare

Child abuse knows no boundaries. It can happen in families of all education and income levels and across cultural lines. The stress caused by poverty, lack of social support, and other factors, however, may increase the risk in some families.

It is important to remember that the youth you will be working with will often view you as a role model. This means you are someone they model their behavior after, enjoy sharing time with, and may even feel comfortable confiding in. If you observe, or a child tells you, something that indicates they are in danger, keep in mind the following:

- You are required to report this situation to site staff and a Shaw Center staff member before completion of that business day. Shaw Center staff will provide support with any additional follow up that is deemed necessary.
- React by notifying the appropriate site and University staff. Do not overreact to what the child is saying. Your main responsibility is to listen and to report the facts provided.

Child abuse is any mistreatment of a child that results in harm or injury. Please keep in mind that what you consider to be abnormal behavior or treatment of a child may not always constitute child abuse.

What is NOT considered child abuse:

- views on discipline or instruction that are different than your own
- length of time out sessions
- tone and volume of voice
- views on appropriate language usage
- physical force used to restrain a child when he/she is putting themselves or others in danger

Signs displayed by a child that might indicate a potential problem are:

- depression, anxiety, fear, anger or mood swings
- self-destructive behavior
- loss of self-respect
- poor schoolwork or frequent absences
- acting out sexually or showing knowledge or interest in sex that is not appropriate for the child's age
- watchful behavior, as if the child is "preparing for something bad to happen"
- sudden changes in behavior or academic performance
- unexplained burns, bruises, bites, broken bones, or black eyes (especially after an absence from school)
- overly compliant, passive, or withdrawn behavior

(USDHHS, 2019)

If you have any questions about any of the information above, please contact the Mary Ann Shaw Center for Public and Community Service, 309 Women's Building, (315) 443-3051, literacy@syr.edu.

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Policies and Procedures

The time that tutors spend in direct contact with students in the schools is only *half* of the tutoring position's expectations. While tutors spend time working with students one-on-one and in small groups in their classroom, they are also responsible for learning outside of the classroom. Tutors must uphold these responsibilities promoting personal and professional development, and sharpening their tutoring skills.

SULC tutors hold various roles depending on their environment: volunteer, employee, role model, student, etc. As such, there are numerous expectations and codes of conduct based on these roles. Tutors are expected to act professionally and responsibly at all times and, most importantly, are expected to serve as influential role models for their students.

The following section includes an overview of the policies of the program, the expectations of tutors, and the procedures that support the success of SULC.

Overall Expectations

SU Employees/ Organization Volunteers

The SULC Tutor position is a unique, challenging, and rewarding learning opportunity. SULC Tutors are employees of Syracuse University, with a paid position through FWS. However, SULC Tutors are considered volunteers in the SCSD and the organizations in which they tutor. Because of this tutors:

- Should never be considered a substitute for a member of the school staff and **never be left alone with students.**
- Must sign in and out of the office when entering or leaving the school.

In addition to assisting the community with various learning initiatives, tutors develop life and workplace skills through their site placements and SULC trainings. The Shaw Center has worked collaboratively with school districts and community-based organizations to develop the following set of tutoring expectations:

Maintain Open Communication

- Communicate conflicts, questions, and concerns to Shaw Center staff, teachers, and site supervisors well in advance and in a professional manner. Individual site contact information is available on the SULC Blackboard page under the "Templates and Site Contact" tab. The tutoring agreement is also a tool for reference for site specific instructions.

Administrative Responsibility

- Meet all deadlines- timesheets, tutor logs, and tutor reports. All are critical aspects of the job and failure to comply will lead to disciplinary action.
- Timesheets will not be processed if they are incomplete ([pg. 20-21](#)).
- Follow absence/sick day policies and procedures ([pg. 17-18](#)).
- Attend at least three trainings per semester: orientation, in-service, and final ([pg. 22](#)).

Professionalism

- Be engaged! No cell phones, no sleeping and no homework while at your work site.
- Wear your SULC uniform ([see pg. 16-17](#)).
- Never be in a situation in which you are alone with a student. If this occurs, tutors must report it immediately to Shaw Center staff.
- Maintain confidentiality ([pg. 18-19](#)).

Personal Responsibility

- Monitor work-study funds over the semester; tutors that have depleted their work-study funding will be terminated.
- Take initiative! Tutors work best and most successfully when they engage without having to be prompted constantly by their teachers or site supervisors.

Job Responsibilities: On-Site

Appearance

The dress code for SULC is simple but professional. Tutors are provided with an SULC t-shirt, name-tag, and lanyard. Every person who enters a site that hosts students must have some kind of identification in order to be easily identified by staff on site. Therefore it is imperative that tutors wear their shirts and name-tags at all times while at their sites. It presents a serious security risk when SULC tutors are not in uniform. Violation of uniform policies will lead to disciplinary action and removal from site without pay.

SULC T-shirts:

- Can be worn tucked in or out, but cannot be altered in any way.
- T-shirts cannot have anything obstructing the SULC logo on the back of the shirt. This includes scarves, jackets, coats, sweaters and hoodies. SULC encourages tutors to wear long-sleeves under their T-shirts if needed.
 - Tutors are also welcome to purchase SULC sweatshirts in the Shaw Center which can be worn in place of SULC T-shirts for \$22.
- Additional T-shirts can be purchased for \$7.
- Payment plans are available at a tutor's request.

Pants and Bottoms:

- Appropriate dress includes khakis and jeans, but never bottoms that are torn, ripped, or expose underwear. Knee-length skirts and shorts are also appropriate, weather permitting.
- No revealing clothing, sweatpants, or leggings-style pants.

Headwear and Other Miscellaneous Items:

- Tutors who work in the SCSD are expected to follow all of the policies of the district, including, but not limited to, the prohibition of hats, headbands, and other headwear, with the exception of religious garments. This policy is in effect year-round and *includes winter hats*.

Name-tags:

- SULC name-tags must be legible, on-display and easily visible as they are considered a part of the SULC uniform. If a tutor's name-tag is lost or damaged, it is the tutor's responsibility to contact Shaw Center staff promptly so that they may replace the name-tag. This is free of charge.

Timesheets/Tutoring Logs

Tutors are required to get their timesheets signed by their Site Supervisor/teacher weekly. In addition, tutoring logs are printed on the back of timesheets to allow tutors to document interactions with students. Each day a tutor visits their site, they must fill at least one row with the date, the group size of students worked with (1:1, Small Group, Whole Group), the subject area of the material worked on (English Language Arts-ELA, Math, Specials, Other Content Areas), and a summary of the tutoring session (Summary of Interaction). Once the weekly tutoring log is completed, **tutors and site staff should review the tutoring log weekly** when signing timesheets in order to check in on tutor and tutee progress at the site. A sample of this document can be found in the [Important Forms section \(pg. 34-35\)](#).

Attendance Policy

Tutors are responsible for each shift they are scheduled to work. The Shaw Center schedules transportation and site visits around tutor schedules. Site Supervisors, teachers, and students also rely on the consistent tutoring schedule provided. Therefore, tutors are only allowed 10 hours off (excused absences- sick & approved) per semester. Tutors should set up a meeting with Shaw Center staff to request additional hours off if needed for extenuating circumstances. Extenuating circumstances are circumstances that are out of the tutor's control. Some extenuating circumstances may include but are not limited to:

- Serious illness, injury or disability of tutor.
- Bereavement due to the loss of a close family member- parent, grandparent, guardian, sibling or close personal friend.
- Jury service, only if attendance is compulsory and cannot be deferred.

Tutors must provide SULC with proper documentation (doctor's note, obituary, jury duty notice, etc.) for any extenuating circumstances.

If tutors need to request time off, they *must* do so in advance. **Tutors must notify their teacher and site supervisor in addition to notifying Shaw Center staff when requesting an absence.** Tutors must discuss absences with their Site Supervisors to determine who to contact when absent as this varies per site. This conversation is encouraged during the signing of the tutoring agreement on your first day at the site.

Sick Absences and Approved Absences have distinct, specified meanings when requesting absences from tutoring. Their definitions are as follows:

Sick Absences – hours to be utilized when tutors are unexpectedly ill. If a tutor uses more than the given 10 hours due to illness in one semester, the tutor needs to provide SULC with documentation from a healthcare provider.

Approved Absences – hours that have been agreed upon by the tutor, teacher, site supervisor, and Shaw Center staff at least 48 hours (2 business days) in advance.

The following procedure should be followed when using a sick day or planning an approved absence:

1. When taking a Sick Absence, contact teacher and/or Site Supervisor before 8:00am/before scheduled shift on the day of the absence to provide notice of impending absence. When planning an Approved Absence, tutors should arrange the absence at least 48 hours in advance with teacher and/or Site Supervisor and Shaw Center staff.
2. Contact SULC staff at literacy@syrr.edu before 8:00am/before scheduled shift on the day of your absence, using the template below:
 - A) Name:
 - B) Date of Cancellation:
 - C) Site:
 - D) Bus route color (if applicable)
 - E) Time of transportation drop-off and pickup (estimated if schedule has not yet been posted):
 - F) Whether you are canceling your bus for one way or both ways (if one way, specify drop-off or pickup):
 - G) Length of scheduled shift/absence hours:
 - H) Reason for cancellation (Sick Absence or Approved Absence):

NOTE: Copy shawcenter@syrr.edu on the email if you utilize Shaw Center transportation. (See pg. 28-29 for Transportation Procedures.) This template, as well as current site contact information, is available at all times on Blackboard.

3. Record an “AA” or “SA” on timesheet for the date of each absence.

Following these procedures is a work requirement for tutors. The procedures help maintain a positive working relationship with sites, ensure the accuracy of employee time records, model a professional work environment, and keep transportation running on time. Failure to meet these requirements or abide by the above procedures will result in disciplinary action.

Attitude/Demeanor

While individuals certainly have their own personality and teaching/learning style, we expect tutors to convey an attitude of professionalism, enthusiasm, and sincere interest in their work. Students take behavioral cues from adults and value the trust from these relationships. That trust is compromised if a student feels that a tutor is not in the mood to engage with them.

Confidentiality

Tutors work closely with students, teachers, guidance counselors, school administrators and Site Supervisors. As part of their position, tutors may be privy to confidential and sensitive information while tutoring and therefore should hold in complete confidence any information they learn.

- Tutors should not have access to materials in student's records and should keep student's educational/ personal information confidential.
- Tutors should not discuss student's progress with parents.

Similarly for a tutor's privacy and safety, tutors are prohibited from disclosing their personal contact information beyond what is necessary for the job. If a student or teacher wishes to communicate with a tutor, they may do so by contacting the Mary Ann Shaw Center for Public and Community Service, 309 Women's Building, Syracuse, NY 13244; via phone at 315-443-3051 or via email at literacy@syr.edu and Shaw Center staff will forward the information. Tutors are not allowed to share personal information (cell phone number, address, social media accounts, etc.) with teachers, site supervisors and/or students.

Teacher's Tutor and Program Evaluation

Tutors' performances are evaluated, not by their capacity to recite a specific tutoring model, but by how well they can apply prior knowledge and engage students in the classroom. Tutors are formally evaluated each semester by their Site Supervisors/Teachers and the Shaw Center staff. This evaluation is based on jointly constructed expectations and takes into consideration the complexity of relationships and settings that tutors are asked to navigate (see [pg. 37-38](#) for a Sample Evaluation Form).

Site Visits

Shaw Center staff members conduct periodic site visits to each of our SULC partner sites. During these visits, Shaw Center staff meet with designated Site Supervisors and teachers at each site to follow up on SULC tutors' performance, collect attendance logs, ensure SULC tutors at site are making proper use of the uniform (t-shirt, name tag) and are engaged with the students.

Timesheets Audit

Shaw Center staff collect attendance logs from sites during site visits to compare and audit with submitted timesheets. Time reported on timesheets must match exactly sign in and sign out time recorded on attendance logs at sites (see [pg. 21-22](#) for Disciplinary Action Regarding Timesheets).

Job Responsibilities: Off-Site

Electronic Communication

Because of the large number of tutors, and the need to keep everyone up to date on issues as they occur, the Shaw Center uses e-mail and utilizes Blackboard to communicate. The Shaw Center maintains an email distribution list for all tutors. Tutors are expected to **check emails daily** and update the Shaw Center on any changes in their email addresses.

Each week, tutors will receive a *Corps Report* via email. The *Corps Report* is a weekly newsletter that announces all new program updates, reminds tutors of upcoming deadlines and key dates, and serves as a means to communicate with all active tutors at one time. Hard copies are also posted on the Shaw Center's bulletin board.

Blackboard, a web-based program, is used by SULC to submit tutor reports, access resources and forms, etc.

'Cuse Activities is the University portal through which transportation is requested and schedules are posted. Tutors are expected to log in on a regular basis to check for announcements, schedules, and transportation updates.

Shaw Center staff are also invested in supporting tutors in whatever they need to become successful tutors. If tutors have any questions or immediate concerns, they are always welcome to email SULC at literacy@syr.edu or schedule an appointment to speak in person.

Wednesday Procedures

Tutors are required to come into the Shaw Center every Wednesday to turn in their timesheets and tutoring logs. These interactions also serve as an opportunity for tutors to connect with Shaw Center staff and keep up with SULC news and key dates. The typical procedures for these interactions include:

- Submitting weekly timesheets and tutoring logs
- Reviewing the *Corps Report* with an SULC Leadership Intern
- Receiving weekly paychecks and signing for them (for tutors who are not enrolled in direct deposit)
- Submitting an answer for Question of the Week

Tutors can also inquire about forms, such as the Tutoring Agreement (pink sheet) and evaluations, in-service trainings, and extra work opportunities at this time. Tutors can also use these meetings as an opportunity to ask questions, meet with Shaw Center staff regarding any concerns, and access tutoring resources like the SULC resource library.

In order to accommodate a variety of tutors' schedules, the Shaw Center is open to accept timesheets on **Tuesdays from 2:00PM to 5:00PM and on Wednesdays from 8:30AM to 7:00PM**. However, tutors who are at their sites past 7:00PM on Wednesdays may submit their timesheets and tutoring logs in the orange after-hours folder posted outside the office door by 8:00AM Thursdays. Question of the Week and the *Corps Report* are also posted, so tutors can submit Question of the Week and go over the *Corps Report* as they submit their timesheets. However, tutors are strongly encouraged to come into the Shaw Center during Wednesday Procedures to check in, even if they plan on using the after-hours folder for their timesheets. (For more information on Question of the Week, please see [pg. 29](#))

Payroll / Timesheets

The Syracuse University payroll schedule for hourly employees runs from Thursday to Wednesday. If a complete, signed timesheet is submitted on Wednesday, it is processed Thursday and paychecks are paid out one week later. For example, if a tutor submits a timesheet on Wednesday, August 22nd, then the tutor should expect their paycheck will be available on Wednesday, August 29th. Tutors receiving paper paychecks can pick them up from the Shaw Center during Wednesday procedures, as long as the Shaw Center is listed as the primary campus employer. Tutors who have more than one job on campus and who do not have the Shaw Center listed as their primary employer will receive a total paycheck which can be picked up from the office of their primary employer. Tutors can also sign up for direct deposit, which will allow their paycheck to be directly deposited into the bank accounts of their

choosing on Wednesdays when paychecks are paid out. Tutors can sign up for direct deposit on <http://myslice.syr.edu>.

Tutors are responsible for ensuring that the hours recorded on their timesheet are accurate. Shaw Center staff will audit the times recorded on tutors' timesheets by checking them against the times recorded in the Syracuse University Literacy Corps Sign-in Binder at each site. Therefore, it is important that tutors record the same times they recorded in their site's sign-in log on their weekly timesheet. In addition, it is important that tutors calculate their hours correctly using the Timesheet Calculator ([pg. 33](#)) to make sure they are not under or over paid during any payroll week. Timesheet Calculator is also available on Blackboard and in the Shaw Center as part of the Wednesday Procedures. If a tutor feels that they may have made a mistake on a time that has already been submitted, they should email literacy@syr.edu as soon as possible to address the error.

Timesheets are federal documents and can be audited at any moment. Therefore, the timesheets must be filled out carefully in order to comply with Federal Work-Study procedures. All information written on timesheets **must** abide to the following:

- Legible handwriting
- All information in blue/black ink ONLY
- Signatures in the correct spot (employee vs. supervisor)
 - Tutors should ask their Site Supervisors or alternate signer to sign timesheets only after all of their hours for the week have been completed, recorded, and reviewed with the completed tutoring log.
 - Plan ahead! Tutors should refer to the *Key Dates* document on Blackboard to make sure they know when they need to have their timesheet signed early (holidays, no school days, approved absences, breaks, etc.).
- Correct Site Information
 - If a tutor works at multiple sites, hours from each site are recorded **on separate timesheets** with the appropriate Site Supervisor's signature at the bottom of each document.
 - All training, in-service, tabling, and Tutor Report hours must be recorded **on a separate timesheet** as well. These timesheets only need the tutor's signature.
- Reasons for missed hours recorded on timesheet.
 - Sick Absences (SA), Approved Absences (AA), Snow Days, etc. need to be recorded on the timesheet.
- Breaks: NYS Labor Law requires that a tutor who works more than 6 consecutive hours must take and record a 30 minute break on the timesheet

Payroll is processed at 8:00AM on Thursdays; timesheets not submitted by the end of Wednesday office hours or put in the orange after-hours folder will be considered late. Late timesheets will result in delayed processing and disciplinary action.

Disciplinary Action Regarding Timesheets

Tutors who do not fill out timesheets correctly, who do not get them signed, and/or who do not complete their tasks for the week may face delayed payroll processing. Unless a timesheet is signed by the Site Supervisor and turned into the office by 8:00AM on Thursday, **your payroll will not be processed.** Tutors must hand in a signed paper timesheet for each assigned site every Wednesday. Even if a tutor does not work in a payroll week because of

absences or breaks, the tutor is still required to hand in a zero hour timesheet. Tutors who hand in more than three late timesheets in an academic year will face disciplinary action (see [pg. 26](#)).

Falsifying time worked is strictly prohibited. Consequences for a tutor who falsifies hours on a timesheet include:

- Repayment of amount falsified
- Termination from SULC
- Immediate suspension of Financial Aid package
- Loss of Federal Work-Study for the rest of college career
- Referral to Office of Student Rights & Responsibility

Tutor Training & Reflection Sessions

The Shaw Center describes the tutoring experience as one of service-learning. While the definition of service-learning has been debated, most service learning scholars would agree that three components help characterize an experience as service learning: reciprocity, reflection, and a community defined need (Kendall, 1990).

With this in mind, the Shaw Center provides tutors with preliminary training and requires continuous training and reflection sessions throughout the academic year. Tutors are required to attend all training and reflection sessions. Training dates are distributed at the beginning of each semester. Every effort is made by Shaw Center staff to schedule training sessions around the tutors' academic schedules. If a tutor has a conflict with a scheduled training time, they should notify Shaw Center staff of the conflict at least two weeks in advance.

Prior to entering the field, tutors participate in an intensive two-day training session, New Tutor Orientation (NTO). Once they begin tutoring, tutors must engage in:

- **An In-service Training**

SULC will offer a variety of 90 minute paid workshops throughout the middle of semester at various times. Each tutor must choose a minimum of one training that is relevant to the tutor's interest and/or site needs. Tutors must arrive promptly as, if they arrive late, they will not receive credit for having attended the training. Tutors can attend up to three different in-service trainings if they have sufficient Federal Work-Study funding.

In-service topics in the past have included: Bullying Prevention and Intervention; Working with Students with Disabilities; Strategies for Working English Language Learners; and Access, Equality, and Diversity in Education. In addition, tutors are invited to make suggestions for future topics for trainings and give feedback on past and present trainings.

- **Final Tutor Training and Debriefing (FTD)**

In this training, all tutors come together to review and reflect on the semester. What went well? What could be improved upon for the next semester? SULC also invites a guest speaker to offer insights and new perspectives for tutors.

New Tutor Orientation is only required the first semester a tutor works with SULC. In subsequent semesters, a tutor must attend Returning Tutor Orientation (RTO), and then continue to engage in an In-Service Training and the Final Tutor Training of the semester for a total of **three** trainings each semester.

Tutor's Program Evaluation

On the other end of evaluation, tutors fill out evaluation forms at the end of every training. In final tutor training, tutors fill out evaluation forms about SULC as a whole. In short, SULC thrives on both giving feedback to tutors and receiving feedback from tutors to continually improve the experience for all.

Tutor Reports

Tutors are expected to complete reflections at the end of NTO, RTO & FTD. These reflections come in the form of the Reflection Connection (see [pg. 39](#)). In addition, Tutor Reports are completed twice a semester via Blackboard. Both reports are an important part of the SULC experience, as reflection is a key component of service learning.

Tutor Reports consist of short-answer questions aimed to capture tutors' site experiences, personal learning and development, and/or reactions to current events in the Syracuse community. Tutor Reports are scored holistically using the Tutor's Report rubric (See [pg. 40](#)). Tutors who submit complete, well written Tutor Reports by the specified deadline may receive one paid hour for each. Tutor Reports hours must be reported on a separate timesheet.

Field Trips to Campus

Although the Shaw Center staff hope that tutors will build relationships with their students, tutees may not accompany their tutors to campus either for a field trip or for recreation without express permission from Shaw Center staff. Because of the risks associated with bringing students to campus, only SULC organized visits or trips organized by a tutor's site are permissible. If a tutor wishes to explore a visit to campus, Shaw Center staff must be contacted to oversee and negotiate arrangements.

Field Trips Off-Site and Off Campus

There will be instances in which classrooms will be off-site for field trips. In these cases tutors must:

- Talk to their Site Supervisors and request a different classroom as a replacement for the day; or
- Participate in the field trip.

However, it is required that tutors seek approval from professional staff to review and confirm trip guidelines in order to receive permission to join their class on field trips. Tutors may be granted permission under the following circumstances:

- The Field-trip or activity must be academic in nature.
- Tutor must provide their own transportation to and from field trip location. A tutor may not join students on the school bus.
- Tutor will neither be allowed to serve as a chaperone nor assume the responsibilities of a chaperone.

If no arrangements are made for the day (either a classroom replacement or attending the field trip), it will be counted toward your record as an absence (AA).

Transportation Procedures

The Mary Ann Shaw Center for Public and Community Service transports over 700 students to various Syracuse City schools and community-based organizations. Access to the transportation service is a benefit of employment with the Shaw Center. The transportation is not a point-to-point service; riders must be at their designated pick-up location at least 5 minutes before the pick-up time identified on the 'Cuse Activities daily schedule. As with any public transportation system, if an individual misses a scheduled run, the driver will not return to pick them up. Individuals who continually miss their pickup will lose access to this system and will be responsible for finding other means of transportation. Shaw Center discourages the use of site placement and/or school staff for transportation, e.g. asking your Site Supervisor for a ride back to campus in the event of a missed bus.

Transportation Request Process

1. Fill out a *Request for Transportation* form for **each day** of the week that transportation is needed, and read through the rider responsibility form. These requests must be filled out one week in advance of the date that transportation is to begin. Tutors should consider travel time when filling out the request. Submitting this request does not guarantee transportation. Tutors must complete step 2 to verify an approved request.
2. Log in to the 'Cuse Activities, Shaw Center Organization to check the transportation schedules. Schedules are available by 4:00PM on the evening prior to the day of transportation. For example, a tutor who has requested transportation on a Tuesday can check the schedule as of 4:00PM on Monday. **Note that schedules will vary each day.** Riders are responsible for checking Shaw Center transportation schedules **each day** to confirm their time of transport.
3. Always arrive at least 5 minutes early for bus pick-up either on campus or at respective tutoring sites. The bus departs from College Place – look for the blue Shaw Center transportation sign.

Transportation Cancellation Process

In accordance with the procedure outlined in the [Attendance Policy section \(pg. 17-18\)](#), tutors must cancel their transportation on days they are sick, have an approved absence, their site is closed, or have made other transportation arrangements. If a tutor needs to cancel transportation they must email Shaw Center staff (shawcenter@syr.edu) using the same template, provided again below:

- A) Name:
- B) Date of Cancellation:
- C) Site:
- D) Bus route color:
- E) Time of transportation drop-off and pickup (estimated if schedule has not yet been posted):
- F) Whether you are canceling your bus for one way or both ways (if one way, specify drop-off or pickup):
- G) Length of shift (hours):

H) Reason for cancellation (SD or AA):

If transportation has been missed, or if a tutor finds an alternative mode of transportation to work one day, the transportation cancellation process should still be followed. Shaw Center cannot reschedule missed transportation. **If tutors miss their transportation and make other arrangements to get to their site, they must contact the Shaw Center to let them know if return transportation is needed.** Tutors must also contact their site if they will be late for their shift. If tutors fail to follow the above communication procedure, they will be subject to disciplinary action. If tutors have concerns or suggestions related to the transportation system, they should discuss such matters with a Shaw Center staff member.

Weather-Related Cancellations

During the winter months, school districts and/or community-based organizations (CBO) may cancel classes due to extreme weather conditions. Tutors should watch the major TV stations (ABC, CBS, NBC) or listen to radio stations to determine if schools have been closed. Tutors are also encouraged to sign up for text alerts from local news website syracuse.com and/or www.localsyr.com.

Tutors should check for the most updated weather-related cancellation information. Shaw Center staff reserve the right to cancel transportation when road conditions are poor, even if school districts and/or CBOs remain open. If Shaw Center does cancel transportation independent of school districts and CBOs, tutors who provide their own transportation are not expected to tutor. If an absence is due to a weather cancellation, tutors should record “Snow Day” on their timesheet.

Two-Hour Delays

School districts and CBOs may also engage in two-hour delays. In other words, schools may start two hours later in the day (i.e. 10:00 AM instead of 8:00 AM) instead of outright cancelling class for that day. For SULC tutors, this means that all morning shifts will be cancelled. Late morning (10:30 AM and forward) and afternoon shifts will run as scheduled.

In the case of tutors scheduled for full-days, the Shaw Center observes the following procedure: should tutors be able to find their own transportation to their site when it opens, then the Shaw Center will provide transportation back to campus. **Tutors must call the Shaw Center to secure a ride back to campus.**

For example, if a two-hour delay was announced for a Monday and a tutor was scheduled to leave campus at 8:30AM to end their shift at 1:30PM, that tutor has one of two options:

- Identify transportation to the site, notify Shaw Center, and fulfill remainder of shift as scheduled
- Stay on-campus and mark the timesheet accordingly (“2-Hour Delay”).

Any absence caused by a two-hour delay or weather cancellation will not count against a tutor, however, tutors are **NOT** paid for dates when schools/sites are closed.

Critical Employee Information & Responsibilities

Disciplinary Action Procedures

In accordance with the Student Employment Office's Disciplinary Action policy, failure on the part of a tutor to meet job expectations or follow appropriate procedures as outlined in this manual will result in disciplinary action. The Shaw Center staff makes every effort to follow a three-step discipline process:

- **A verbal warning:** the tutor and Shaw Center staff will communicate via e-mail, phone, or in person to discuss the violation.
- **Probation:** The tutor and Shaw Center staff will meet and outline the terms of probation using a "Probation Agreement" document.
- **Suspension and/or termination will result for any additional offenses.**

Members of Shaw Center staff recognize that the tutoring position is a learning experience. The above disciplinary process is followed in an effort to facilitate the development of positive workplace skills and behaviors. In some instances, a tutor's behavior may warrant more extreme action such as when a timesheet is falsified, which is considered a federal offense. Shaw Center staff members reserve the right to immediately suspend or terminate a tutor in such circumstances. Examples of such circumstances include, but are not limited to:

- Not monitoring work-study allotment or changing on-campus work status without notifying Shaw Center staff
- Falsifying a timesheet
- Consuming or being under the influence of intoxicants or illegal drugs while working
- Deliberate insubordination
- Theft of University, SCSD, or student property
- Failure to adhere to school/site policies or
- Inappropriate use of Blackboard as deemed such by University or Shaw Center policy

Federal Work-Study Earnings Information

Syracuse University Literacy Corps (SULC) is a response to President Clinton's "America Reads Challenge." The Challenge provides Federal Work-Study (FWS) funding for college students to tutor in the community. Tutors hired to work for SULC must have a FWS award in order to participate. ***If a tutor uses the work-study allotment before the end of the academic year, the tutor will be terminated.***

It is the tutor's responsibility to monitor FWS throughout the academic year. Tutors can check in with Shaw Center staff to inquire about their FWS at any point during the semester. Because the tutor pay is 100% FWS, the FWS award depletes quickly. In an effort to prevent the depletion of the FWS award before the end of the semester, the Shaw Center asks tutors to be aware of the following:

- Tutors typically work from 8 to 10 hours per week depending on their FWS allotment. Shaw Center staff will help to schedule hours per week based on a student's work-study allotment and pay rate, but students are responsible for monitoring their own balance.

- Tutors may not hold other FWS positions on campus. Tutors who feel they must work another position for financial reasons can receive additional tutoring hours. If tutors still feel they need to hold an additional position, they should speak with a member of Shaw Center staff.

The above guidelines help prevent the premature depletion of a FWS allotment as early departure from tutoring sites negatively affects both the SU and site students alike. SULC prides itself on the relationships that are built between tutors, Site Supervisors, and students, which serve as the foundation of our success.

Student Employee Rights and Responsibilities

The Mary Ann Shaw Center for Public and Community Service seeks to provide a positive educational experience for tutors and students in a safe and healthy work environment. The Syracuse University Student Employment Office provides a detailed list of the rights and responsibilities of student employees on its web site (<http://humanresources.syr.edu/worklife/respectful/>).

The web site also includes information about the *Syracuse University Sexual Harassment Policy*. Information regarding a safe and healthy work environment, including the *Syracuse University Sexual Harassment Policy*, is also covered in tutor training. The following is a brief overview of the definition of sexual harassment and the types of behavior harassment might include. The complete policy can be found in the *Syracuse University Student Handbook*.

In short, Syracuse University believes in the right to a respectful workplace for all employees. A respectful workplace includes the right to a physically safe environment, the right to an environment free of discrimination, and the right to be treated with respect while at work. This is to ultimately foster a community of caring, understanding, and connection (Maxwell-Curtin, 2016).

Key Facts

- Intention versus Impact: Simply because someone did not have malicious intent behind a biased behavior (an inappropriate joke, comment, or interaction) is not a good enough legal defense.
- Quid Pro Quo: Also known as “This for That” constitutes giving someone a work or academic benefit in exchange for sexual or other social favors. These interactions are classified as a form of harassment and should never be tolerated.
- Unwelcome versus Welcome: It does not matter if the person offended in an interaction did not express displeasure or discomfort with the behavior (verbal, non-verbal, physical, etc.). Tolerance is never the same as welcoming an interaction. (Maxwell-Curtin, 2018)

Just as tutors are expected to not engage in any of discriminatory, biased-influenced, and/or disrespectful behaviors in their work settings, they should not tolerate these kinds of behaviors directed towards them.

As discussed in training, if tutors are placed in an uncomfortable situation at any time during their tutoring placement, they should **immediately contact** a professional member of Shaw Center staff.

Corps Council

Corps Council is Syracuse University Literacy Corps' leadership body which sustains the organization's membership and develops a professional community of tutors.

The primary responsibilities of Syracuse University Corps Council members include helping to plan and facilitate tutor trainings, recruiting new tutors, and developing initiatives as necessary to support SU Literacy Corps. Members should be knowledgeable about the endeavors of SU Literacy Corps, as well as be able to assist tutors in identifying resources that will enhance their work experience. Members are expected to attend Corps Council meetings and work with other members to support SU Literacy Corps. Corps Council's efforts are driven by its mission.

Position Requirements:

- At least 1 full semester of tutoring experience
- Must be able to commit to one academic year
- Must be in good standing with Syracuse University Literacy Corps

Specific Responsibilities:

- Attend and participate in Corps Council meetings
- Recruit and interview new tutors
- Assist in facilitating trainings
- Act as a role model and resource for fellow tutors
- Increase awareness of SU Literacy Corps program as a major initiative of the Shaw Center on and off campus
- Support SU Literacy Corps events

Time Commitment: Corps Council members should be able to attend meetings, attend special events and trainings as needed, and correspond regularly with other Corps Council members. Corps Council members will work at least 1-2 hours per week in addition to their current work schedule. Corps Council members are allowed two absences per semester.

Corps Council Leadership Opportunities

Co-Chairs: The primary responsibility of the Syracuse University Literacy Corps' Corps Council Co-Chairs is to lead and manage Corps Council's efforts in meeting its mission.

Qualifications: Co-Chairs must have served as a Corps Council member for at least one semester prior and must be in good standing with Syracuse University Literacy Corps.

Specific Responsibilities:

- Establish long term goals that will lead Council throughout the academic year
- Participate in the recruitment, hiring, and training of new and returning tutors

- Recruit a diverse Council that represents the tutor community
- Prepare an agenda for, lead, and facilitate Council meetings
- Encouraging Council members to participate during meetings in order to create and maintain an inclusive and positive group dynamic
- Ensure that all members are held accountable for their designated tasks and meeting attendance
- Support the sustainability and transition of Council by updating the Co-Chair Manual
- Prepare and present the Corps Council Final Report to Shaw Center staff and potential funders
- Complete other responsibilities as needed

(Eklund & Salvati, 2017)

Other Positions: Depending on the goals and needs of Corps Council each year, Corps Council may also establish other leadership positions. These positions will be developed to assist Corps Council in achieving the targeted goals established each academic year. As such, the availability and responsibilities of leadership positions within Corps Council changes every year. In the past, these positions have included Historian, Secretary, Public Relations Chair, etc.

[Extra Work Opportunities](#)

Corps Council organizes the recruitment and fundraising efforts for SULC. These efforts provide extra work opportunities to tutors. Tutors must have sufficient Federal Work Study funds in order to be able to participate. These opportunities are posted in the *Corps Report* and sign-ups are available in the office. Tabling shifts will also incorporate recruitment efforts, however may also include fundraising.

Question of the Week

The SULC “Question of the Week” (QOTW) program was developed and implemented in the fall of 2001. The program allows tutors to “brush up” on their tutoring skills and knowledge, while providing tutoring sites with resources. Each Wednesday, tutors answer a question when they submit their timesheets. Tutors’ answers are awarded points; a ½ point for answering the question and a full point for answering correctly. The points are awarded and averaged by site placement.

The site with the highest average at the end of the year wins much needed supplies for their school. Every year, Corps Council members solicit donations from local businesses and community members in order to sponsor this exciting program. Funds and supplies donated are used to create gift baskets filled with pens, pencils, books, games, and other academic materials. QOTW aims to build a sense of community among tutors who share site placements.

Utilizing Your SULC Experience

References and Resume

While SULC tutors are paid through Federal Work-Study (FWS) funds, the Syracuse City School District (SCSD) and community-based organizations consider tutors to be volunteers. Tutors should list the Mary Ann Shaw Center for Public and Community Service as their employer and Syracuse University Literacy Corps Tutor as position when representing their tutoring work on resumes, LinkedIn, etc. The Shaw Center maintains all employee files and verifies employment dates to prospective employers, and professional staff will gladly complete recommendation forms when appropriate and requested with at least two weeks' notice.

Using SULC Experience for Academic Credit

If a tutor wishes to use SULC tutoring experience to fulfill any academic or other service requirement, arrangements must be made with Shaw Center staff prior to the hours served. These arrangements are typically made at the beginning of the semester.

Leadership Intern

Under the supervision of Shaw Center professional staff, SULC interns assist in managing the day-to-day administrative aspects of the SULC program. SULC interns are paid Shaw Center Leadership Interns, and work 8-10 hours per week.

Important Forms

This section includes mandatory SULC forms that must be completed regularly. Below you will find descriptions of each form as well as examples.

Timesheet Calculator

It is very important to calculate timesheet hours accordingly and by utilizing the timesheet calculator provided.

Timesheet Calculator

All timesheets are to be calculated in decimals using the following conversion chart:

Minutes	Percentage
1-10	.1
11-20	.3
21-30	.5
31-40	.7
41-50	.9
51-60	1.0

Time In	Time Out	Total	Calculation	Incorrect
8:00	2:35	6 hr. 5 min. (mandatory 30 min. lunch)	6.1	6.35
4:05	6:45	2 hr. 40 min.	2.7	2.40
10:37	2:22	3 hr. 45 min.	3.9	3.75

*It is important that your time worked is calculated according to the conversions on this sheet.

Inaccurate calculations or incorrect entry will cause your payroll to be rejected and sent back to you to be fixed

Timesheet / Tutoring Log

Blank timesheets and tutoring logs are available on Blackboard and must be printed double-sided. Logs are printed on the back of timesheets to encourage weekly communication between site supervisors and tutors. Remember that timesheets and tutoring logs are due every Wednesday. See below for a sample completed timesheet and tutoring log.

Sample

Weekly Time Sheet

Student Employee: Otto Orange Title: SU Literacy Corps Tutor
Student I.D. 215397158 Site Ed Smith
Department: MAS Shaw Center Loc. Code: 1003 Supervisor: Pamela K. Heintz

Payroll Week of: 09/10/15 to 09/16/15

Date	Time In	Time Out	Time In	Time Out	Total Hours
Thurs 09/10/15					
Fri 09/11/15					
Sat 09/12/15					
Mon 09/14/15	8a	12:30p			4.5
Tues 09/15/15					
Wed 09/16/15	8a	12:30p			4.5
Weekly Total:					9

<u>Otto Orange</u>	<u>9-16-15</u>
Employee Signature	Date

I hereby certify that the above is a true statement of the actual hours worked by the student listed above. Furthermore, the student has performed his / her job in a satisfactory manner.

<u>Anne Taylor</u>	<u>9-16-15</u>
Site Supervisor's Signature	Date

_____	_____
Alternate Signature	Date

Position:

Comments:

_____	_____
Literacy Corps Supervisor's Signature	Date

DUE TO FEDERAL AUDIT REQUIREMENTS, THIS COMPLETED TIMESHEET MUST BE KEPT FOR 5 YEARS FROM THE DATE LISTED ABOVE. THERE ARE NO EXCEPTIONS.



Sample SULC Tutoring Log

Tutor Name: Otto Orange Site: Van Duyn Elementary

Review your log with your teacher/site supervisor each week when you get your timesheet signed.

Submit 1 log to the Shaw Center office each week with your timesheet.

Date	1:1 Small Group Whole Group	ELA Math Specials Other Content Areas	Summary of Interaction:
10/5	1:1	Reading "Esio Trot"	One of my students and I took turns reading alternate pages of a book. Afterward, we completed a graphic organizer with parts of the story (author, title, setting, characters, problem, solution, etc.)
10/6	Small Group	Math	I worked with a small group of students on using number bonds to solve addition word problems on their personal whiteboards.
10/7	Whole Group	Specials	I assisted the librarian and my classroom teacher in supervising the class writing letters to the governor during library time.
10/8	Small Group	Other Content Areas (Social Studies)	I worked with a small group of students on creating a map of the Oregon Trail.

Tutoring Agreement

Within the first two weeks of tutoring each semester, a Tutoring Agreement, also called a "pink sheet," must be filled out by the tutor and the Site Supervisor. This form is used to finalize which classroom and teacher a tutor has been assigned to, what that Site Supervisor's signature looks like, and to confirm that a tutor communicated with the Site Supervisor about their weekly schedule. Timesheets also **will not be processed** without this form completed.



SU LITERACY CORPS
TUTORING AGREEMENT
Mary Ann Shaw
Center for Public & Community Service
309 Women's Building
Phone: 315-443-3051 Email: literacy@syr.edu Fax: 315-443-3365

Tutor Information

Name: _____ Semester: _____
Site: _____ E-mail: _____

Tutor Schedule Agreement

Beginning on _____ my tutoring hours on site will be:

M: _____ T: _____ W: _____ R: _____ F: _____

I, _____, have negotiated the above stated hours with my site supervisor and have read the Syracuse University Literacy Corps Program Manual. I have discussed the University's academic calendar with my site supervisor and have arranged for any schedule discrepancies. I understand that I must communicate with SULC and site staff regarding any absences or emergencies immediately. In addition, I understand the sensitive nature of information that I may learn during my tutoring responsibilities and will hold in complete confidence any personal information I might learn.

Site Supervisor / Communication Information

Supervisor's Last Name _____ Supervisor's First Name _____
Phone #: _____ E-mail Address: _____

Tutor is assigned to work with the following:

Teacher: _____ Grade Level: _____ Room #: _____ Teacher's Email: _____

Teacher: _____ Grade Level: _____ Room #: _____ Teacher's Email: _____

Teacher: _____ Grade Level: _____ Room #: _____ Teacher's Email: _____

In the event that tutors take absences that are not agreed upon ahead of time, they should contact the following to communicate their absences:

Contact's Name: _____ Contact's Position: _____
Phone #: _____ E-mail Address: _____

I have negotiated the above schedule and communication method with the tutor and I am satisfied with the arrangements. In addition, the Shaw Center has provided me with a copy of the Syracuse University Literacy Corps Program Manual and the student has provided me with the Key Dates for the semester. I understand that I will be sent a brief evaluation form at the conclusion of each semester to provide feedback about the Syracuse University Literacy Corps in general, and about the tutor's performance specifically.

Signed: _____ Date: _____

Teacher's Tutor and Program Evaluation

Tutor and Program Evaluations are forms completed by Site Supervisors/Teachers in which they assess the tutors' strengths and weaknesses, describe tutors' roles in the classrooms, and communicates to Shaw Center staff what they need from the program itself to succeed in the future. These forms are confidential, and therefore must be submitted in a sealed envelope or mailed to the Shaw Center directly.



SU Literacy Corps

Tutor and Program Evaluation for Site Supervisors/Teachers

Semester: _____ Year: _____

Mary Ann Shaw Center for Public & Community Service

309 Women's Building, Syracuse, NY 13244

Phone: (315) 443-3051 Email: literacy@syr.edu Fax: (315) 443-3365

Tutor's Name: _____ Site Name: _____

Supervisor's Name: _____ Title: _____

How many years have you worked with the Syracuse University Literacy Corps program? _____

Part 1 - Please provide the following information about the students the tutor interacted with this spring. Please provide exact numbers.

1. How many students are in your classroom or program? _____

2. From the number stated in #1, how many students does the tutor work with on a consistent basis?

3. Given the number of students tutored on a consistent basis, how many students' performance has improved? **By performance, we mean academic skills & abilities, social attitudes, self-esteem, or involvement /investment in the classroom environment.** _____

Part 2 - Using the criteria that follows, circle the number that best reflects your judgment about the tutor's performance relative to the statement provided:

1 -Unacceptable; **2** -Below Average; **3** - Average; **4** -Above Average; **5** – Exceptional; **0** – Not Applicable

Tutor was well prepared for position.	1	2	3	4	5	0
Tutor was able to work with and understand students from a wide variety of backgrounds & with individual needs.	1	2	3	4	5	0
Tutor was effective in improving the level of literacy of the children tutoring.	1	2	3	4	5	0
Tutor interacted appropriately and positively with children at the site.	1	2	3	4	5	0
Tutor was punctual and attended regularly.	1	2	3	4	5	0
Tutor was open to suggestions for improvement.	1	2	3	4	5	0
Tutor interacted appropriately and positively with staff at site.	1	2	3	4	5	0

(over)

Part 3 - Please provide written responses, including actual examples, to the open-ended questions that follow.

Please explain the tutor's role in your classroom. What contributions did the tutor make to your site or classroom?

Please share any anecdotes or specific examples (stories) that demonstrate the tutor's interaction, influence, and contributions in your classroom or how the tutored students' performance was affected as a result of tutoring.

Please comment on communication with the SU Literacy Corps program including usefulness of written materials.

Please share any suggestions you have about ways to improve the SU Literacy Corps program.

Thank you for your time and support.

A key component of the service learning is **reflection**, which can be described as stepping away from an experience to think about and learn from it. Reflection Connections are completed in person at the first and final tutor trainings each semester.

Name: _____ Date: _____

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Tutor Report Rubric

Tutor Reports are scored holistically using this rubric. Tutors who receive “1-Benchmark” scores or frequently submit late reports will have to meet with a Shaw Center staff members.

	3 - Capstone	2 - Milestone	1 - Benchmark
Civic Engagement	Provides detailed evidence of experiential learning. Describes what the student learned about civic, personal, or professional identity.	Provides adequate evidence of experiential learning. Describes what the student learned about civic, personal, or professional identity.	Provides minimal evidence of experiential learning. Does not describe what the student learned about civic, personal, or professional identity.
Context	Demonstrates a thorough understanding of the context. Responsive to all aspects of each question.	Demonstrates an adequate understanding of the context. Responsive to most aspects of each question.	Demonstrates minimal understanding of the context. Not responsive to each question's aspects.
Critical Thinking	Evaluates the significance and application of contexts when presenting a position. Thoroughly analyzes own and other points of view.	Identifies the significance and application of contexts when presenting a position. Identifies own and other points of view.	Identifies few contexts when presenting a position. Shows an emerging awareness of own and other points of view.
Lifelong Learning	Makes detailed references to previous learning experiences. Applies new knowledge and skills to demonstrate growth and development.	References previous learning experiences. Shows some evidence of applying knowledge and skills to demonstrate growth and development.	Makes minimal references to previous learning experiences. Does not apply knowledge and skills to demonstrate growth and development.
Syntax and Mechanisms	Uses language that clearly communicates meaning to readers. Response is free of grammatical errors.	Uses language that generally conveys meaning to readers. Response has few grammatical errors.	Uses language that impedes meaning due to several grammatical errors.

Tutor's Program Evaluation

Tutor's Program Evaluations are confidential forms completed by SULC tutors in which they assess and evaluate SULC Program as a whole and communicates to Shaw Center staff what the program's strengths and weaknesses are and what it needs to succeed in the future.

	SHAW CENTER	<small>MARY ANN SHAW CENTER FOR PUBLIC & COMMUNITY SERVICE</small>		<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Spring 2019 Program Evaluation </div>	
<u>Part 1 – Please answer the following questions:</u>					
1. At what site(s) do you tutor?					
2. Overall, how many students do you work with on a consistent basis?					
3. What is the total amount of students in your classroom(s)?					
4. On average, what is the age group of the children with whom you work?					
5. In your opinion, of the students with whom you work on a consistent basis, what number of students have shown an improvement in performance? (By improvement we mean academic skills & abilities, social attitudes, self-esteem, and involvement / investment in the classroom environment)					
6. In what ways have the students mentioned in # 5 improved?					
<u>Part 2- Please circle your response to the following statements using the rating scale provided.</u>					
<div style="border: 1px solid black; padding: 2px; display: inline-block;"> 1 = Strongly Disagree, 3 = Neutral, 5= Strongly Agree </div>					
7. As a tutor I feel that I made a positive contribution to the students' performance.	1	2	3	4	5
8. I felt like a welcomed part of the site(s) where I worked.	1	2	3	4	5
9. I built a positive relationship with the children with whom I worked.	1	2	3	4	5
10. My site has clear literacy needs.	1	2	3	4	5
11. I met tutoring expectations with respect to following policies and procedures and actively participating in training sessions.	1	2	3	4	5
12. I met tutoring expectations with respect to my work with children.	1	2	3	4	5
13. I met tutoring expectations with respect to teacher expectations.	1	2	3	4	5
14. Tutoring allowed me to develop transferrable skills I will need in the future.	1	2	3	4	5
15. Training provides me with the necessary skills and information I need to be an effective tutor.	1	2	3	4	5
16. I took responsibility for reading the SU Literacy Corps Program Manual and finding information when I did not know the answer.	1	2	3	4	5



**SHAW
CENTER**

MARY ANN SHAW CENTER FOR PUBLIC & COMMUNITY SERVICE



Spring 2019
Program
Evaluation

1 = Strongly Disagree, 3 = Neutral, 5 = Strongly Agree

- | | | | | | |
|--|---|---|---|---|---|
| 17. The Shaw Center staff provides a comfortable and professional atmosphere where I can be honest about my tutoring experience. | 1 | 2 | 3 | 4 | 5 |
| 18. I developed an awareness/understanding of diversity issues as a result of my participation in the SU Literacy Corps. | 1 | 2 | 3 | 4 | 5 |

Part 3 – Please respond to the following open-ended questions using as much detail as possible.

19. a. Explain what you learned (e.g., about yourself, from others) as a result of your tutoring experiences in SU Literacy Corps this semester.

b. Specifically, explain what you have learned about working in a diverse environment.

20. Describe your role / interactions at your site this semester.

21. a. Comment on specific contributions you feel you have made at your site this semester.

b. Additionally, comment on any obstacles or challenges that you have had at your site this semester.

22. Please share any other comments regarding SU Literacy Corps.

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