

Job Shadows

Exploring
the Future



Teacher Handbook

Seattle Public Schools
Department of School-to-Work

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Introduction

Work-based Learning

The Job Shadow component is part of Seattle Public School’s Work-based learning project. This chart shows its relationship to the other student activities.

Speaker	Field Trip/ Workplace Tour	Group Job Shadow	Job Shadow	Internship
Grades K-12	Grades K-12	Grades 6-8	Grades 8-12	Grades 9-12
Classroom presentation	1-8 hour tour of a workplace in which a group of students are escorted by certificated school staff	2-4 hour experience during which a small group of students, escorted by certificated school staff, observe employees	2-6 hour experience during which students follow and observe employees. 1-3 students per employee	2-20 hours per week, 2-18 weeks, minimum of 20 hours total
Students gain awareness of jobs and link skills needed in the workplace with classroom learning	Students tour a worksite and speak with workers relating classroom learning to larger community	Students become aware of career options and skills needed	Students become aware of career options and skills needed	Students develop broad skills through hands-on learning and instruction, integrating classroom and worksite learning

Acknowledgments

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Overview of Blended Workplace Tour/Job Shadowing

What is a Blended Workplace Tour/Job Shadow?

A job shadow is typically part of career exploration activities for middle and early high school students. A student follows or "shadows" an employee at a firm or organization for two (2) to six (6) hours to learn about a particular occupation or industry. Usually, one (1) student is paired with an employee who acts as the student's host. In some cases, up to three (3) students may be assigned to the host. Job shadowing can help students explore a range of career objectives and select a career pathway.

Some companies, due to their small working space or staff, prefer to blend the job shadowing experience with a workplace tour. With a blended job shadow/workplace tour, an employer can meet with an entire class, or larger group, deliver an introductory talk, have a tour of the facilities, introduce the staff, and describe the departments and the products they create. After the tour, students, teacher(s) and the company staff can meet at a central location and start pairing up for the job-shadowing portion of the day. Employees can be paired with one or more students/teachers. Depending on the size of the staff and group, employees could be shadowed for one (1) to three (3) hours. If the group is large, you can pair employees with students/teachers for one hour then have the employee rotate groups for another hour. This offers the student the opportunity to view different roles of each employee in the company.

Students should complete three (3) to 12 job shadows during their high school years. Some students may also do internships at a business or organization for longer periods of time.

Purpose of a Job Shadow

The purpose of the job shadow is to help students explore careers which interest them. The student will:

- Begin to identify possible career interests
- Observe the daily work routine of adult workers
- Gain an awareness of the academic, technical and personal skills required by particular jobs
- Develop and apply communication skills by interacting with and interviewing workers
- Realize that different work cultures and environments characterize different jobs
- Navigate the community by traveling to and from the job shadow worksite
- Understand the connection between school, work, and achieving goals

Structuring Job Shadow Experiences

Structuring the experience will help to create a satisfying experience for both the student and the worksite host. The *Job Shadows: Exploring the Future Student Handbook* contains activities for the student to complete prior to, during and after the job shadow.

The activities in the student’s handbook are divided into three sections. Each page has a bar at the top of the page with three categories: *preparing, experiencing and reviewing*. The box in front of the category that the activity falls under has been darkened. For example, the bar below indicates that the activity will be completed prior to the job shadow.

Who Am I?

<input checked="" type="checkbox"/> Preparing	<input type="checkbox"/> Experiencing	<input type="checkbox"/> Reflecting
--	--	--

Career Pathways

What is a Career Pathway?

The Career Pathways include occupations or jobs that have skills, knowledge and characteristics in common. Using the pathways helps students think about their interests and skills and link them to similar kinds of careers. The U.S. Department of Education identifies 16 clusters (www.ed.gov/offices/OVAE/clusters), but they can be broadly grouped into four (4), which Seattle Public Schools utilizes.

- **Arts, Humanities, Communications & Media**
- **Science, Engineering & Industry**
- **Business & Marketing**
- **Health and Human Services**

Arts, Humanities, Communications & Media

This career pathway involves working with images, information and sound. It includes careers such as architecture, creative writing, film, fine arts, graphic design and production, journalism, foreign languages, radio and television broadcasting, advertising, and public relations. People who work in fields within this pathway often like to come up with new ideas, work independently, and be creative. They enjoy expressing themselves through writing, art or theater. They like cooperating with others, doing hands-on activities, and creating visual or mental images. They often have strong musical abilities.

Science, Engineering & Industry

This pathway includes solving technical and scientific problems with a "hands-on" approach. It includes careers in agriculture, earth science, drafting, horticulture, mechanics and repair, technology, precision production, electronics, construction, and engineering. People in this pathway often enjoy science or technical work, take pleasure from working with tools, objects or numbers, have strong mechanical aptitudes and enjoy working outdoors with plants or animals. They look for patterns and do tasks in a sequential manner and learn best through hands-on activities. They like to do tasks accurately and precisely.

Business & Marketing

This pathway includes programs that are related to the businesses which provide goods and services. It includes careers in sales, marketing, hospitality and tourism, computer/information systems, finance, accounting, personnel, economics, and management. People who have jobs in this pathway enjoy planning and directing activities, work within clear guidelines, competition, solving problems and making decisions. They like doing activities in a sequential manner, working and interacting with others and using both written and spoken language. They often are skilled in motivating or persuading others.

Health and Human Services

This pathway includes programs intended to improve people's physical, social and mental well-being. It includes careers such as medicine, dentistry, nursing, therapy, rehabilitation, nutrition, fitness, hygiene, education, law, legal services, law enforcement, public administration, child and family services, religion, and social services. People who work within this pathway have a general concern for the health and well being of others, inspire trust and confidence, understand relationships and like teaching. They communicate effectively, look for patterns, and learn best through hands-on activities.

The Job Shadow Process: Teacher Roles

Decide on the time-line for the Job Shadow Program



A Job Shadow Coordinator is selected by the School-to-Work Committee, the Principal, a designee, or other process determined by the high school



Job Shadow Coordinator secures job sites and job profiles through contacts with employers, parent or student referrals



Job Shadow Coordinator provides employers with Job Shadow Guidelines



Job Shadow Coordinator works with teacher(s) to identify students and collects student interest applications



Student selects or is matched to job site and profile. Student completes "Preparing and Planning" activities



Job Shadow Coordinator, teacher or student confirms time and place of job shadow with the employer and provides Student Interest Form for employers



Student reads "Student Fact Sheet" and participates in the job shadow and completes "Experiencing" activities in the Student Handbook



Student completes "Reflecting" activities in the Student Handbook.
Student completes Evaluation Form



Coordinator or teacher compiles evaluation results

Overview of Roles and Responsibilities

Job Shadow Coordinator

- Chooses sites
- Evaluates sites suggested by parents, students, or staff
- Distributes appropriate forms to teachers, parents and students
- Secures permission slips, which includes a medical authorization
- Arranges accommodations for students with special needs (e.g., "first-language" translation services, wheelchair access)

Student

- Secures parent signatures on all necessary release forms
- Completes all related assignments
- Makes arrangements for transportation
- Maintains workplace etiquette
- Uses appropriate problem solving skills

Parent

- Signs necessary release forms
- Provides proof of medical insurance
- Determines mode of transportation (if it is an individual job shadow/workplace tour)

Employer

- Attends a job shadow orientation and/or reviews materials provided by the school
- Confirms the date and time of the job shadow
- Schedules the job shadow on a day when he/she is involved in a variety of activities
- Arranges for a back-up job shadow host in the event an emergency takes him/her away from the student
- Completes any forms requested by the school, such as a job shadow profile and evaluation
- Reviews all relevant health and safety issues, and provides all necessary safety gear; reviews all rules, regulations, and policies
- Complies with Federal and State Labor and Industry regulations
- Provides student with safe working environment (condition of premises)
- Provides job specific training for student, including safety orientation
- Supervises student while on business premises
- Provides co-workers with any necessary training information
- Designs the system so that there is no regularly scheduled, unsupervised access to student workers
- Supervises employees who have direct contact with students

The Job Shadow Coordinator

The Job Shadow coordinator may be the teacher or staff chosen by the principal, or by another process determined by the school. He or she oversees the jobs shadows for the school, including choosing or confirming worksites, matching students and collecting requisite paperwork.

Specific duties are:

- choosing job shadow sites
- evaluating sites suggested by parents, students, or staff
- distributing appropriate forms to teachers, parents and student
- securing permission slips, which include a medical authorization
- arranging for special need accommodation for students and parents

Program Design

Some basic program design issues should be considered before organizing job shadows for students. Consider these questions:

- Which students will participate?
- How many job shadows will they complete?
- When will the job shadows occur?
- How will a balance between available job shadow sites and student demand be achieved?

Answers to these questions may depend greatly on the goal of the program, the flexibility of the schools' structure and the commitment to the school and community partners. To ensure a solid foundation for job shadows, keep the following in mind.

Determine a Structure for Job Shadow Experiences

You may choose to have a "job shadow" day where all the students do their job shadows at the same time. This approach minimally disrupts the school schedule and creates time for teachers to integrate learning at school. A drawback is that employers may not be able to accommodate students on the appointed day. This potentially narrows the pool of job shadow sites.

An alternative is to send students out on job shadows at different times throughout the year. This allows greater flexibility but presents challenges in terms of connecting students' experiences at the work site to follow-up activities.

Determine How Many Students will be Placed at a Worksite

Students may spend part or all of a school day at their job shadow sites, but the basic structure of the day may vary. Some students will spend a morning at a job site, eat lunch with the host and return to school in the afternoon. Others may reverse this.

Like in other teaching activities, it is important to be consistent. Using a single model helps the students, school staff and business community become accustomed to a routine way of doing things which can help the program run smoothly. The key is to distinguish whether an adaptation to a special circumstance is a logistical inconvenience (but you do it if you can), or if it compromises student learning, safety, and/or program credibility (in which case, you don't).

Determining Job Sites

Job sites may be suggested by staff, students or parents. Some ways to develop them are:

- send a parent questionnaire which solicits parents to volunteer their workplace
- ask for volunteers at a community Rotary Club, Kiwanis, Lions, or Chamber of Commerce meeting
- contact large businesses or organizations about placing a number of students
- use the school's community and/or PIPE partners (if the relationship still exists)

Depending upon the size of the job shadow event, start contacting businesses 8-12 weeks in advance of the day.

Determine Job Shadow Hosts

The job shadow host works directly with the student and can be anyone at the workplace from an executive officer to a front-line employee. In small businesses, the contact person could also be the host; in larger organizations, an executive or Human Resources coordinator may recruit one or more employees to act as hosts. In either case, verify the host's role by contacting him or her in person.

Placing Students at Worksites

Gather information from students about their interests using their Student Interest Form. The forms are designed to help assess what jobs the student is interested in learning more about. You may want to create a master list of student names and match them to businesses.

Use the Career Pathways to determine the student's job shadow site. Include the student in determining the placement. This encourages them to take responsibility for furthering their own learning.

Logistical Issues

There are many logistical issues to arranging a job shadow. At the site, identify a contact person who will help determine the hosts, necessary orientation sessions, times and locations. Ensure that all consent forms are turned in prior to the job shadows. Work with the teachers on using the *Student Handbook* which has student activities to be used prior to, during, and following the job shadow. It is helpful to maintain a file of potential jobs sites and student and employer evaluations.

Be Prepared to Cope with Students Unsatisfied with Their Placement

Despite your best intentions, some students may be disappointed with their placements. Students often resist areas which seem boring or avoid others because they associate careers in the field with a gender or racial/ethnic stereotype. Try to convey to students that one of the purposes of job shadowing is to explore different fields. Learning that they strongly dislike a field is as important an experience as learning that they like it.

The Teacher

Job Shadows are meant to give students an introduction to the world-of-work and to make positive connections with adults in the community. These goals are best achieved when students do a thorough job of preparing, experiencing and reflecting on the material. The ***Student Handbook*** includes activities to be implemented in the classroom. The activities are self-explanatory. The teacher's role is to motivate, direct and assess the students responses.

Student Handbook Contents

Each student who is involved in a job shadow should have a student handbook. It includes these sections and activities:

Student Introduction to Job Shadowing

Planning and Preparing

Select a Career Pathway

Who Am I?

Preparing for the Job Shadow: Action Plan

Job Shadow Information

Experiencing

Workplace Etiquette

Job Shadow Observations

Reviewing

Job Shadow Report

Job Shadow Reflection and Action Plan

Thank you Letter

Teachers need to work closely with the Job Shadow Coordinator. That person will be the liaison with the Department of School-to-Work and/or specific employers.

If there is not a Job Shadow Coordinator, the teacher will be responsible for:

- Working with the employer and developing the job sites. It is important to remain flexible and remember that businesses experience as many “fluid” situations in a day as you do. Be sure to inform employers that the absentee rate on any given day for students is 10%. This will better prepare mentors at a job site if their student is absent.
- Reserving a substitute and bus, or procuring bus scrip.
- Preparing your students. This can not be emphasized enough. Nothing should be taken for granted. Employers’ future participation can be seriously compromised when students are not prepared. Unprepared students have not notified employers if they were unable to attend; came with discmans, pagers, cellular phones, sagging pants; asked very inappropriate questions; were disrespectful; and/or were not prepared to learn. You and your students not only represent your school, but also the District. By not having students properly prepared for their job shadow, not only future opportunities for students from your school, but also from throughout the District, could very well be jeopardized. Please utilize the forms in the Student Handbook in preparing and debriefing your students. This will result in a positive experience for you, your students, and the employer(s).

Be sure to ask the employer questions regarding all aspects of the job shadow day: Questions concerning logistics (best place for the bus to park while students disembark, will a staff person meet the bus, etc.), will there be a separate job shadow for you the teacher, what arrangements should the students be prepared to make for lunch, what is appropriate student attire. Do not make any assumptions about what an employer will or will not provide, please be sure to ask—this will save embarrassment on both your and the employer’s behalf.

Advise employers that it is all right for their employees/job shadow mentors to tell students if their behavior is inappropriate. There have been situations where employees have not said anything to students regarding inappropriate actions because they didn’t know they could, and the behavior either continued and/or escalated. If it is a large job shadow, you and/or other chaperones can not be everywhere and the employees need to be empowered to immediately address these situations. During one employer’s debrief, some employees indicated they would not participate again because of how students behaved. This was a combination of the students not being adequately prepared, and employees not realizing they could say something to the students.

Have a discussion about the students’ experiences on their job shadow, have them write a reflection piece—if you debrief and give them a grade based on their participation, this will help elicit more desired behavior during the job shadow. Students should write thank-you notes, however, they should not be mailed without someone proofreading them to catch any spelling and/or grammatical errors. Ask the employees to complete an evaluation (two samples are provided) on how the student did during the job shadow. Have a self-addressed, stamped envelope for the employee to return the completed evaluation to you. If it is a large job shadow with multiple employees participating, the company job shadow coordinator (point of contact) may desire to have employees return the evaluations to him/her before forwarding them to you. It is best to discuss this process in advance.

The Employer

Employers have been selected through one of several processes.

- Department of School-to-Work solicits employers
- The Job Shadow Coordinator at each school surveys students and parents
- The students seek own job shadow contact

The Job Shadow Employer Handbook provides:

- Job Shadow information
- Lists of Student Questions
- Information about Child Labor Laws
- Ideas about working with students
- Job Shadow Participation (Profile) Form
- Evaluation Form

If your school makes its own contacts, the following will be helpful:

- Employer Job Shadow Profile Form
- Employer Evaluation of Job Shadow Experience
- Job Shadow/Mentorship Day, Mentor Evaluation

These forms are found in both this (teacher) handbook and the Employer Handbook.

Employer Job Shadow Profile Form

Contact Person _____

Business/Organization Name _____

Address _____

Phone _____ Fax _____ E-mail _____

Student's contact person at job site _____

Brief description of business _____

Requested dates of job shadows _____

Number of students per job shadow (1 to 10) _____

A student's job shadow should last from 2-6 hours and take place between the hours of 8:00 a.m. to 2:00 p.m. unless other arrangements have been made. During what times would you like the job shadow scheduled?

Beginning time _____ End time _____

Appropriate attire _____

What activities would student observe or participate in? _____

What lunch arrangements should the student be prepared for: Bring a lunch _____; Bring money for lunch _____; Lunch will be provided _____.

Check the Career Pathways which best describes the job shadow experience. Career Pathways group occupations according to skills, knowledge and traits.

_____ Business & Marketing _____ Arts, Humanities, Communications & Media
_____ Health & Human Services _____ Science, Engineering & Industry

Employer Evaluation of Job Shadow Experience
*(Please return to your organization's coordinator or
in self-addressed envelope)*

Student name _____ Employee name _____

Business/Organization _____ Job Title _____

Phone _____ Fax _____ E-mail _____

Evaluation of Student

	<i>Agree</i>		<i>Disagree</i>	
1. Student confirmed job shadow in a timely manner.	1	2	3	4
2. Student was punctual.	1	2	3	4
3. Student's dress and appearance were appropriate.	1	2	3	4
4. The student was well mannered and polite.	1	2	3	4
5. Student displayed a positive attitude.	1	2	3	4
6. Student asked appropriate questions.	1	2	3	4
7. Student asked about skills needed for the job.	1	2	3	4
8. Student followed directions.	1	2	3	4
9. Student displayed interest.	1	2	3	4
10. Student asked about SCANS skills. (Described on page 15)	1	2	3	4

Comments:

Evaluation of Job Shadow Program

	<i>Agree</i>		<i>Disagree</i>	
1. The Job Shadow was planned in a timely manner.	1	2	3	4
2. The information and/or orientation were useful.	1	2	3	4
3. The Employer Handbook was useful.	1	2	3	4
4. I am interested in hosting future Job Shadows.	1	2	3	4

Comments:

Job Shadow/Mentorship Day/ Mentor Evaluation

Name of Mentor: _____

Address: _____

Phone: _____

Student Name: _____

In order to make plans for a future Job Shadow/Mentorship Day, I am asking you to complete this evaluation form. I welcome your complete and honest responses.

1. Prior to the job shadow, I offered activities to prepare the students for a school-to-work experience. Did your student show evidence of being prepared to work with you as a professional? _____ How/How not? _____

2. Evaluate the students:
Appearance _____
Body Language _____
Behavior/Social Skills _____
Punctuality _____
Interview Skills _____
Student/Professional Attitude _____
Willingness to Learn _____

3. Do you feel the student was adequately prepared to meet your expectations? _____

4. Do you have any additional suggestions for next year? _____

5. Are you willing to have a student shadow you next year? _____

6. If you do, when would the best time of the year be for this activity? _____

Please return this form as soon as possible in the self-addressed envelope. Thank you, again, for allowing a student to shadow you today.

Parent Information Letter

Date _____

To the Parent or Guardian of _____

Your son or daughter has been selected to do a job shadow at

_____ on _____ from
_____ to _____.

A job shadow is an opportunity for a student to spend between two (2) and six (6) hours with one or more employees at a business, organization or government agency. By shadowing a worker, the student will get a first-hand look at the world of work. Additionally, the student will explore a career in which he or she has an interest.

The student will be assigned to an employer who will show the student around and answer questions. Attached is a permission slip for you to sign. If you have any questions, please call me at _____. If you have any suggestions for companies and/or organizations who might want to host a high school student in a job shadow, please let me know.

Please have your son or daughter complete these related tasks:

- call the employer and confirm the job shadow date, time and place
- return the authorization form
- arrange transportation (if it is an individual, and not a group, job shadow)
- dress appropriately on the day of the job shadow

Sincerely,

_____ Job Shadow Host Company

Student Interest Form for Employer

Name _____

Today's Date _____ Grade level _____

Parent or guardian name _____

Home phone number(s) _____ Are you Male Female

Teacher or class recommending the job shadow _____

Do you need translation help? Yes No

If yes, in what language? _____

Check the Career Pathway(s) you are most interested in. Arts, Humanities, Communications & Media
 Science, Engineering & Industry
 Business & Marketing
 Health & Human Services

List six careers or jobs which interest you.

_____	_____
_____	_____
_____	_____

Have you completed a job shadow before? Yes No
If yes, where?

Have you had a job? Yes No
If yes, what did you do?

What are your favorite subjects in school?

What are your favorite sports or hobbies?

Job Shadow Check-list

My initials next to each statement indicates I have read and understand the expectations related to my job shadow. I understand that I must complete all of the following to receive a passing grade.

Date _____ Student Signature _____

Prior to the Job Shadow

- _____ Complete the Interest Survey and return it to the appropriate person.
- _____ Have your parents or guardians complete the job shadow authorization form.
- _____ Have your teachers sign the job shadow authorization form.
- _____ Arrange car or bus transportation; the Metro number is 206-553-3000 (if this is an individual, and not a group, job shadow).
- _____ Call the employee contact person at least one week prior to the job shadow to confirm the date, place and time of your job shadow.
- _____ If you are unable to attend, call the contact person and let him/her know as far in advance as possible.

During the Job Shadow

- _____ Dress appropriately (no hat and no sagging). Leave cellular phones, pagers, discmans, and/or walkmans at home.
- _____ Observe, ask questions and complete the "experiencing" forms.
- _____ Ask your host to complete the evaluation.
- _____ Shake hands and thank the employer for providing the opportunity.

After the Job Shadow

- _____ Complete the "reflecting" lessons.
- _____ Turn in the employer evaluation to your instructor.
- _____ Write a thank-you note within one week after the experience.
- _____ Complete the job shadow "reflecting" forms.



Job Shadow/Workplace Tour Record

Type of Activity: Job Shadow Workplace Tour

Student Information - to be completed by Student

Student Name _____ Student ID # _____

Home Address _____ Home Phone _____

Age _____ Grade _____ Male Female School _____

Pathway: Arts, Humanities, Communications & Media Health & Human Services
 Business & Marketing Science, Engineering & Industry

Teacher Permission: Period 1 _____ Period 2 _____ Period 3 _____

Period 4 _____ Period 5 _____ Period 6 _____

Company/Organization Information - to be completed by Teacher

Company Name _____ Date of Activity _____

Company Address _____ Company Phone # _____

Return Location _____ Return Time _____

A Certificated staff member (will / will not) be accompanying the student on this activity.

Type of Transportation Metro Private Auto/Driver: _____

Other: _____

Describe activities involved in experience: _____

Attach a description of academic objectives met by this experience.

Parent Authorization

I authorize and consent to medical, surgical, hospital care, treatment and procedures to be deemed immediately necessary or advisable by a physician to safeguard my child's health if I cannot be contacted. I waive my rights of informed consent to such treatment. I also authorize a copy of this consent form to be treated with the same authority as the original.

I have reviewed all of the above information. I have reviewed the list of expected activities and I understand the dangers and risks associated with participating in this activity. I hereby give my permission for my daughter/son to participate in this activity. I approve the transportation plan as outlined. My signature reflects my knowledge of the details of the trip and its itinerary.

Signature of Parent/Guardian _____ Date _____

The Seattle Public Schools

Superintendent

Joseph Olchefske

Board of Directors

Nancy Waldman, President

Steve Brown, Vice President

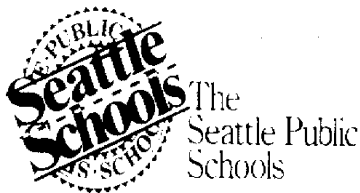
Mary Bass

Dick Lilly

Jan Kumasaka

Barbara Peterson

Barbara Schaad-Lamphere



The Seattle School District provides Equal Educational and Employment Opportunity without regard to race, creed, color, national origin, age, sex, handicap/disability or sexual orientation. The District complies with all applicable State and Federal Laws and regulations to include but not limited to Title IX of the Civil Rights Act, Section 504 of Rehabilitation Act, RCW 49.60 "The Law Against Discrimination" and RCW 28A.640 "Sex Equity," and covers, but not limited to, all District programs, courses, activities, (including) extra-curricular activities, services, access to facilities, etc.

The Title IX Officer and 504 Coordinator with overall responsibility for monitoring and ensuring compliance is:

Rick Takeuchi,
Director, Office of Equity and Compliance
815 Fourth Avenue North
Seattle, WA 98109
Telephone: (206) 252-0371

Individuals who believe they have been discriminated against in any of the District's educational programs, activities, services, etc., can file an internal discrimination complaint with the District's Office of Equity and Compliance.