



Archdiocese of Seattle Safe Environment Program for Faith Formation and Youth Ministry

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- Before the ministry year begins, complete your Safe Environment Requirements
 1. Register on Virtus Database – virtusonline.org
 2. Complete background check
 3. Complete Initial Training within 30 days of hire
 4. Acknowledge and sign off on Archdiocesan Policies (part of registration process)

Teaching Safety 4 Step Process

1. Educate Yourself
 - a. Read through Teaching Boundaries & Safety, Founding Principles, and lesson plans
2. Educate the Parents
 - a. Send the Teaching Boundaries & Safety, Founding Principles, Opt out form
3. Provide the Lesson
4. Record the Training Numbers
 - a. Record number of students present, absent, and opted out. Numbers compiled and sent to Safe Environment office.

All resources for presenting the Teaching Safety lessons can be found on the Archdiocese Website in the Faith Formation Toolkit: [HTTPS://ARCHSEATTLE.ORG/FOR-PARISHES/SAFE-ENVIRONMENT/SAFE-ENVIRONMENT-PARISH-FAITH-FORMATION-AND-YOUTH-MINISTRY-EDUCATORS/](https://archseattle.org/for-parishes/safe-environment/safe-environment-parish-faith-formation-and-youth-ministry-educators/)

Helpful Tips for Success!

- Keep track of Opt Out Forms
- Always loop parents in on communication
- Coordinate with your Parish Safe Environment Coordinator
- Reach out to Safe Environment Office with questions

Final Recording Form due: April 15th each year

Safe Environment Scenarios

1. The youth group of 6th-11th grade students meet every other Sunday morning from 8-9am. You lead the gatherings for this group for the first half, and then you have volunteers who help with the breakout sessions for each age group. It is Friday evening, and you realize you have a scheduling conflict for this coming Sunday morning and cannot be there. Your volunteer helpers have offered to take on this class, but they can only commit to the last half-hour of the class. You worry about getting this update to the students in time.
 - a. What would be the best way to communicate the change for the weekend?

2. A parent often comes early for pickup and waits by the door for the children to be dismissed. One day Mr. Early arrives during clean up and walks into your classroom to help the students with the process. You are appreciative of Mr. Early and his help this day. Over the weeks you recognize that Mr. Early is coming consistently 15 minutes prior to dismissal to help the students out with the final portion of class. He tells you he is happy to help and looks forward to joining the group each time.
 - a. What would be your next steps with Mr. Early?