

CTY

# Resident Assistant

Handbook

Johns Hopkins University Center for Talented Youth — Summer 2020





Dear 2020 CTY Summer Programs Staff,

As you may already know, the Center for Talented Youth (CTY) at Johns Hopkins University has a long history of providing challenging instruction and engaging activities to talented young students. Since 1980, CTY has identified, nurtured, and developed academic talent among pre-college scholars, offering educational programs tailored to their specific abilities, interests, and motivations.

In addition to providing students with a rewarding academic and social experience, our summer programs provide staff with valuable opportunities for professional development in a supportive, stimulating environment. A close-knit environment develops quickly as new and returning staff work together and exchange ideas with the same energy and enthusiasm displayed by our students. This collaboration builds a strong community—one that often extends beyond the program itself.

Always remember that you play an important and very visible role in setting a positive and professional tone for the summer community. The qualities that make the summer programs work are those we generally ascribe to good citizenship: respect for personal and community property, collegiality, honesty, and a sense of humor. In addition, working with children requires extra attention to the appropriateness of your personal conduct. Please review our Standards for Employee Conduct and the Johns Hopkins University Sexual Harassment, Equal Opportunity, and Accommodations for Employees with Disabilities policies (see the “Policies” section of this handbook). These policies cover issues that are a part of every work environment and some that are specific to the summer programs.

I hope this handbook answers many of your questions about the program and continues to be helpful during the summer. Important matters that are not covered in this handbook can be found in your site information packet or on the MyCTY website. Our summer employee website ([cty.jhu.edu/summerwork](http://cty.jhu.edu/summerwork)) also contains a wealth of information and teaching and residential resources that you may find useful. If you have any questions, please contact the program manager or assistant program manager for your site.

Enjoy your summer!

Sincerely,



Elizabeth Albert  
Senior Director, Academic Programs and Services  
Center for Talented Youth



# Table of Contents

Welcome from the Senior Director of Academic Programs and Services.....	i
Introduction .....	1
Johns Hopkins University .....	1
Center for Talented Youth .....	1
CTY Summer Programs .....	1
Site Community .....	2
Guiding Principles .....	4
CTY Honor Code .....	4
Zero Indifference .....	4
Safe Learning Environment .....	5
Diversity Statement.....	5
The Role of CTY Staff.....	5
Respect for Academic Inquiry .....	5
Professionalism .....	5
Community.....	5
Teamwork.....	5
Working with CTY Students.....	6
Boundaries with Students .....	6
Standards of Supervision.....	7
Students with Disabilities .....	7
Confidentiality .....	8
Gifted Students at CTY .....	8
Communicating Concerns .....	10
What is a CIMR?.....	10
Making the Most of CIMRs.....	10
Disciplining Students.....	10
Sample CIMR .....	11
Your Role on Site.....	12
Residential Responsibilities .....	12
The Role of the Resident Assistant.....	12
The RA as a Role Model.....	12
Community Building.....	12
Fostering a Safe and Positive Learning Environment.....	12
Working with Our Students .....	13
Daily Student Interaction.....	13
Tips on Managing Behavior .....	14
Hall Decorations .....	14
Bulletin Boards .....	14
Student Check-In Day.....	14
First Hall Meeting.....	14
First Hall Meeting Agenda.....	15
Introductions .....	15
CTY Policies .....	15
Procedures .....	15
Campus Tour.....	15
All-Site Meeting .....	15
Class Visits .....	16
Being On Call .....	16
Lights Out.....	16
A Note on Older Students .....	16

Schedules .....	17
Sample Daily Schedule: CTY 5 <sup>th</sup> –6 <sup>th</sup> Grade Sites .....	17
Sample Daily Schedule: CTY 7 <sup>th</sup> Grade and Above Sites .....	18
Working with Staff .....	19
Site Director.....	19
Dean of Residential Life.....	19
Senior Resident Assistants .....	19
RA Team .....	19
Your Co-RA.....	19
The Instructional Group .....	19
Academic Counselor .....	19
Health Staff.....	20
Activities Program Responsibilities .....	20
Types of Activities.....	20
Daily Activities .....	20
Weekly and Multi-Day Activities .....	20
Weekend Events.....	20
Planning Activities .....	20
Suggesting Activities.....	20
Activity Preparation.....	20
Requesting Items to be Purchased .....	21
Tips on Organizing a Great Activity.....	21
Activity Concerns .....	21
Planning and Preparing Activities .....	22
Conducting and Concluding Activities.....	23
Committee Work .....	24
Necessities for Committees .....	24
Supervising Students .....	25
Standards of Supervision.....	25
Behavior Management.....	26
Supervising Students You Don't Know .....	27
Hand-Offs.....	27
Activities .....	27
All-Site Events .....	28
Off Campus .....	28
Bookstore/Campus Buildings.....	28
Unstructured Times .....	28
Safety, Security, and Medical Issues .....	29
Assigned Duties.....	31
The Daily RA Meeting .....	31
Time Off .....	31
Days Off .....	31
Nights Out .....	31
Free Time.....	32
Self-Care .....	32
Intersession.....	32
Staff Illness Guidelines .....	32
Close of the Session .....	32
Inventorying and Packing .....	32
Reducing Inventory Supplies .....	32
Closing Day.....	32
Performance Evaluation .....	33
How You Are Evaluated.....	33
How You Evaluate Others .....	33

RA Evaluations .....	34
Advice .....	35
Policies.....	36
Staff.....	36
Standards of Employee Conduct .....	36
Termination of Employment .....	37
Policy on Sexual Misconduct .....	37
Policy on Equal Opportunity.....	37
Policy on Accommodations for Employees with Disabilities .....	38
Policy Addressing Campus Violence .....	38
Policy on Child Safety in University Programs .....	38
Temporary Status .....	39
Future Employment with CTY .....	39
Policy on Use of Information Technology Resources .....	39
Staff Policy on Appropriate Use of Technology .....	39
Corresponding with Students .....	40
Photographing, Filming, and Recording Other People .....	40
Using Personal Property .....	41
Research.....	41
Research by CTY.....	41
Research by Summer Staff .....	41
Research by Students.....	41
Health, Safety, and Environment .....	42
Latex.....	42
Laser Pointers.....	42
JHU Policies .....	42
Student.....	43
Dismissal.....	43
Absences.....	43
Prohibited Items.....	43
Student Use of Technology.....	43
Student Policy on Appropriate Use of Technology .....	44
Computers .....	44
Internet Access .....	44
Cell Phones .....	44

## How to Use This Handbook

This handbook is a resource for you before and during the program. It begins with an introduction to and overview of CTY summer programs, including CTY’s guiding principles and some important general considerations about working with our students. The middle portion of the handbook is devoted to the specific roles and responsibilities of your position. The handbook ends with policies governing the actions of both staff and students. It is important that each employee read his or her handbook in its entirety before arriving on site. During the program, you can use the detailed table of contents to quickly look up and refer to policies and other information.

**A word to returning staff:** There is new information each year, including new and updated policies that you are responsible for following. Hence, you must read your handbook each year. If you feel as though you’ve seen it all before, remember that all of this information and your ability to communicate the finer details to new members of our community are valuable to your continued success at CTY and to the program at large. In reading this handbook, please consider not only how you can grow and better serve the students, but also how you can support other staff during orientation and throughout the summer.

## Johns Hopkins University

In 1876, during his inauguration as the first president of Johns Hopkins University, Daniel Gilman presented his mission for the institution:

The encouragement of research . . . and the advancement of individual scholars, who by their excellence will advance the sciences they pursue and the society where they dwell.

Gilman dismissed the notion that teaching and research are separate endeavors. He believed that the best scholars are “usually those who have also the responsibilities of instruction.” The current mission statement of the university is to improve the quality of human life through research, teaching, public service, and support for these efforts.

## Center for Talented Youth

Gilman’s vision was once again realized when Dr. Julian Stanley, a professor of psychology at Johns Hopkins University, founded the Study of Mathematically Precocious Youth (SMPY) in 1971. The program was started at Johns Hopkins to find young prodigies and develop ways to help them achieve their full potential.

Dr. Stanley developed summer courses, helped establish similar programs at other universities, and did substantial research on these students and the effects of these programs. His pioneering efforts led to the creation of the Center for Talented Youth in 1979. In recognition of the impact Dr. Stanley has had on gifted children and on educators, he was the unanimous choice for the first Lifetime Achievement Award by the Mensa Research and Education Foundation in 2000.

CTY, now under the leadership of Interim Executive Director Dr. Amy Shelton, has expanded to include a variety of academic opportunities, research, public policy initiatives, consultation, and diagnostic and counseling services. In fiscal year 2019, approximately 23,306 students participated in CTY’s Talent Search, and CTY counted 9,060 student enrollments in the CTY summer programs, 15,557 in CTY online programs, and 3,294 students and parents in CTY family academic programs. Learn more about CTY at [cty.jhu.edu](http://cty.jhu.edu).



## CTY Summer Programs

A cornerstone of CTY’s program opportunities has always been its summer programs. In 1980, CTY launched its first three-week residential program, for seventh graders whose SAT scores were at or above the mean for college-bound high school seniors. In subsequent years, this program grew to serve students through about tenth grade. Since those early years, CTY has expanded its summer offerings to include residential programs for both younger (5<sup>th</sup>–6<sup>th</sup> grades) and older (10<sup>th</sup>–12<sup>th</sup> grades) students and for students with a wider range of SAT, ACT, or SCAT scores. It has also added day programs for 2<sup>nd</sup> through 6<sup>th</sup> grade students, and most recently, international programs.

Wherever they’re held and whatever group of students they serve, the summer programs sites are characterized by energy, a dedication to high professional and academic standards, and a healthy sense of play. In addition to sharing the experience of working with an exceptional group of students and colleagues, our employees often take an interest in each other’s work outside of CTY. New professional and personal friendships can be a lasting reward of your summer experience.

If you are new to CTY, working at a site may take some getting used to. You interact formally and informally with talented students for hours on end. When you socialize with friends made at the site, a dominant topic of conversation is often work. There is not always a clear difference between being “on duty” and “off duty.” Successful staff members not only appreciate the intensity of the experience but also thrive within this community.

# Site Community

It takes a large number of people to make each site successful. CTY's student to staff ratio is approximately 4:1 at residential sites. Working as a team and knowing the responsibilities of each team member makes everyone more effective.

## Site Administrators

### Site Director

The site director's role is similar to a head of school's or principal's. Site directors provide overall leadership, supervise all staff, and oversee all academic, residential, and administrative aspects of the program at the site. They work with other site administrators, instructors, TAs, RAs, parents, students, host liaisons, and the CTY program manager and assistant program manager. Site directors maintain high visibility on campus; attend daily residential and administrative staff meetings; observe classes, meals, activities, and life in the residence halls; handle paperwork and other logistical tasks; respond to concerns from students, staff, and parents; and attend all major site events.

### Academic Dean

The academic dean performs the duties equivalent to a dean of faculty by supervising the instructors and TAs and coordinating the academic program. Through classroom observations and frequent staff conferences, the academic dean provides feedback and mentoring on teaching strategies and classroom management. The dean also addresses student performance issues, helps mediate staff conflicts, oversees the editing of student evaluations, and provides logistical support for the academic program.

### Dean of Residential Life

The dean of residential life supervises the senior resident assistants and resident assistants and coordinates the residential program. On a daily basis, the dean oversees the activities program and life in the residence halls. In addition, the dean of residential life works closely with the academic dean and site director to ensure a smooth integration of the residential and academic aspects of the program. The dean also addresses student behavior issues outside of the classroom.

### Academic Counselor

The academic counselor position is similar to that of a boarding school counselor, providing short-term, solution-focused counseling services to students and supporting the residential and instructional staff in meeting the social, emotional, and educational needs

of students. The counselor observes classes, visits residence halls, participates in student activities, and maintains office hours. The counselor also addresses academic and non-academic student concerns including learning differences, stress management, anxiety, depression, homesickness, and conflict resolution. The academic counselor is often a point of contact for families and assists the Baltimore office in coordinating efforts to accommodate students with disabilities and special needs.

### Office Manager

The office manager's primary responsibility is to assist the site director in all aspects of the day-to-day operation of the site's main office. The office manager provides general administrative and clerical support; handles the site bookkeeping; maintains copies of forms, communications, and CTY publications for the site; and serves as the first point of contact for staff, students, families, CTY Baltimore personnel, and the host institution. The office manager supervises the residential program assistants, assigning office tasks.

### Academic Dean's Assistant

The academic dean's assistant works with the academic dean on the day-to-day administration of the academic program at the site. The academic dean's assistant is responsible for scheduling computer labs and media equipment, arranging field trip logistics, working with the host institution's bookstore, assisting with the processing of final student evaluations, procuring instructional supplies, and performing other related tasks. The academic dean's assistant may also provide support and advice to the TAs.

### Senior Resident Assistants

The senior resident assistants work with the dean of residential life to manage the day-to-day operation of the residential program and supervise the resident assistants. Senior resident assistants orient, train, and guide the residential staff. They facilitate daily residential staff meetings and oversee the planning, preparation, and implementation of daily activities and weekend events for students. As supervisors, the senior resident assistants mentor and assist the RA staff in upholding CTY guidelines for employee professionalism and conduct.

### Residential Program Assistants

The residential program assistants provide logistical support to the daily operation of both the site office and the residential program. Office responsibilities include assisting with clerical work, conducting supply runs, transporting students and staff, covering



the front desk, answering and returning phone calls, and tending to other tasks related to the smooth operation of the site. In the residential program, the residential program assistants may assist the RAs in planning, preparing, or conducting daily residential activities and weekend events for students.

### **Site Nurse**

The site nurse is responsible for overseeing medical issues at the site. The position is both administrative and clinical. Primary duties include processing student medical forms; dispensing prescription and over-the-counter medications students have brought with them to the site; conferring with parents; assessing and treating student illnesses and injuries; and making referrals and acting as a liaison to nearby clinics, physicians' offices, and hospitals. At many sites, the site nurse receives assistance with record-keeping and clerical duties from one or more health assistants.

### **Health Assistants**

Working closely with the site nurse and site director, health assistants participate in the day-to-day operation of the site health office, keep track of students' medications and medical appointments, communicate with parents, accompany students on emergency room or physician visits, and act as liaisons with nearby medical professionals. HAs provide basic first aid and TLC to the students; they do not deliver health care or diagnose conditions.

## **Instructional Staff**

### **Subject Area Coordinator**

Subject area coordinators are instructors who assist the academic dean with administrative details and provide support and advice to instructors and TAs on curricular and pedagogical issues. Subject area coordinators are typically only hired for science, depending upon the needs of the site.

### **Instructors**

Instructors are responsible for teaching an appropriately challenging and rigorous course. The primary responsibilities of instructors are to plan and conduct classes and labs within CTY guidelines, to monitor the progress of each of their students, to write final student evaluations, and to supervise their teaching assistants.

### **Teaching Assistants**

Teaching assistants assist instructors with all aspects of the course. The primary responsibilities of teaching assistants are attending all classes, tutoring students,

assisting with class paperwork, teaching lessons as requested by instructors, supervising late afternoon/evening class sessions, taking observational notes for student evaluations, assisting with administrative tasks such as typing and photocopying, and generally helping to ensure that classes runs smoothly.

Additionally, TAs in science classes assist with class demonstrations, prepare lab sessions, teach the lab sessions as requested, clean up after lab sessions, and complete an end-of-session inventory.

## **Residential Staff**

### **Resident Assistants**

Resident assistants are responsible for supervising and supporting students during non-academic times and for informing students of CTY rules and expectations. On a daily basis, they implement the recreational program, attend the daily RA meeting, and facilitate a hall meeting. In addition, they work on committees to plan all-site weekend events, visit classes, and communicate frequently with the instructional staff. The resident assistants as a whole are the backbone of the social and recreational aspects of the program and act as a bridge between the residential community and the classroom.

## **Other Members**

### **Program Manager and Assistant Program Manager**

The program manager and assistant program manager for your site work year-round for CTY on site preparation. Their primary responsibilities are recruiting, interviewing, and hiring summer staff; writing and editing publications and training materials; participating in curriculum development; serving as the liaisons with the host institution; planning logistics; and communicating with staff, parents, and students. While summer programs are running, they supervise site operations and visit the site during opening, intersession, and closing weeks.

### **Host Institution**

Employees of the colleges and universities that host our programs are integral members of the site community. A successful relationship with the host institution makes the entire summer possible, and each site has a very specific protocol for dealing with facility concerns. Please respect this protocol, and go to the appropriate site administrator with all facility concerns.

# Guiding Principles

CTY is dedicated to creating a special a safe learning environment at our sites, one in which students, as well as staff, host institution personnel, and visitors, feel safe, valued, and respected. Our positive expectations for students conducting themselves in a manner that builds such a community are embodied in the CTY Honor Code. Whenever those expectations are not met, staff should respond in accordance with the Zero Indifference policy.

## CTY Honor Code

CTY’s summer programs provide a unique opportunity for intellectually curious people from diverse backgrounds to come together in pursuit of academic challenges and growth within a supportive community built on respect, responsibility, and trust. In order to create and sustain such a community:

I promise to uphold academic and personal integrity, to respect the ideas and property of others, and to ensure that those around me do the same; and

I promise to follow the Expectations for Student Conduct, specifically to:

- strive to do the best academic work possible
- respect individuals of different races, cultures, religions, genders, gender identities or expressions, sexual orientations, ages, disabilities, and national origins
- behave in a friendly, cooperative, safe, and responsible manner toward all persons in the CTY community and in the larger campus and local communities
- attend all class sessions, meals, activities, and meetings
- take responsibility for my own work and actions
- cooperate with adult supervision
- observe rules for physical safety and all other rules for student conduct.

I understand that my actions will shape our site community, and that my membership in the community depends on my upholding this code.

## Zero Indifference

Zero Indifference is an anti-bullying strategy developed by the Gay, Lesbian, and Straight Education Network (GLSEN). One of the dynamics of bullying is that incidents are unlikely to be reported either by the target or bystanders. To prevent bullying, adults must be vigilant in their supervision of students and must act to create a climate that discourages all hurtful or potentially hurtful behaviors such as name-calling, teasing, and roughhousing. By practicing Zero Indifference—consistently intervening to stop such behavior and then educating those involved—staff establish an environment where all students feel safe and respected.

Zero Indifference is a form of intervention that involves a range of responses, from simply stopping a behavior, to longer discussions with students, to disciplinary consequences. At CTY, we have two main goals in this regard: to raise staff awareness of student behavior and to empower staff to address it. While you may know that clear-cut bullying requires a response, you may be accustomed to ignoring lower-level teasing, name-calling, and roughhousing based on the notion that “kids will be kids.” In addition, you may think that there is no need to address a behavior if the student didn’t intend to be hurtful. For example, some staff members may think there is no problem when best friends call each other names or shove each other out of line at the dining hall, or when a student uses a pejorative or non-inclusive term without understanding its meaning. This is not our approach at CTY.

As a CTY staff member, you should understand that while these situations are clearly very different from the power dynamic of bully and target, you cannot be indifferent to this behavior. Accepting name-calling and roughhousing because it is between friends or because a student didn’t intend harm has the effect of creating “white noise” in the site environment, making it more difficult to identify serious situations. Stopping such behavior reassures other members of the community that potentially hurtful actions will be confronted and taken seriously. Taking the time to explain to students the meaning and effect of their words and actions helps them to embrace their responsibility for creating a community in which all members are supported and protected.

## Safe Learning Environment

A safe learning environment is a community in which students are encouraged to be smart and passionate about learning; academic risks and mistakes are viewed as a part of the learning process; and individual differences are respected.

## Diversity Statement

CTY seeks students of the highest academic ability and offers them challenging educational opportunities that foster intellectual growth, encourage achievement, and nurture social development. We believe that the world of ideas expands exponentially as those with different experiences and points of view share their knowledge and interpretations with one another. Diversity—defined broadly to include age, culture, disability, ethnicity, gender, language, national origin, race, religion, sexual orientation, gender identity or expression, and socioeconomic status—increases the breadth and depth of a person’s education and is crucial to the fullest possible understanding of the world around us. The summer programs department’s diversity mission is twofold. First, alongside our colleagues who work to increase the diversity of our students, we work to increase the diversity of our staff. In addition, we work to foster a living and learning community in which all students and staff feel welcome and respected. We believe that this mission recognizes where we have come from and envisions where we can go in the future. It is our commitment to students and staff of all backgrounds.

## The Role of CTY Staff

In an intense, fast-paced academic program like CTY, the role of each staff member is unique and critical. It is imperative for all staff to be aware that their top priority at the site is creating a safe, supportive learning environment. You are a visible role model for the students in your class or on your hall, the students in the program at large, and your peers. Before the students arrive, you will spend several days building rapport with other staff and beginning to develop a sense of community for yourself and the students. Much of the information and support necessary for this undertaking is covered in detail during

orientation. Some of the information is site specific, but there are elements of all CTY staff positions that are universal.

## Respect for Academic Inquiry

Participating in CTY allows students, perhaps for the first time in their lives, to belong to a community of scholars. Students may arrive at CTY full of excitement but with some degree of trepidation. For some this may be their first time away from home, while for others it may be their first time surrounded by their intellectual peers. We aspire to create an atmosphere where all members of the community, students and staff, share an intellectual curiosity, a dedication to rigorous thinking, and a joy of learning.

## Professionalism

Our summer programs are a lot of fun. Please remember, though, that at all times—in the classroom, on campus, and in the broader community—you are acting as a representative of CTY. You are expected to adhere to the Standards for Employee Conduct found in the “Policies” section of this handbook.

## Community

A major component of creating a safe learning environment is treating each other with courtesy and respect. Courtesy in this environment ranges from recognizing that your neighbor may go to sleep earlier or wake up later than you do to pitching in when things are busy in the office. As visitors of the host institution, we need to be good guests and respect the host community and its facilities. Therefore, please be vigilant in your supervision of the students. If you ever have problems with campus facilities, take your concerns to a site administrator.

## Teamwork

Each site brings together talented individuals from public and private schools and universities across the country and abroad. The faculty and administration include career teachers, college professors, graduate students, exceptional undergraduates, and professional writers. Take advantage of the expertise surrounding you. Share ideas and collaborate on projects. Mutual respect and good communication among staff members ensures that everyone has a safe and rewarding experience in the program.

# Working with CTY Students

## Boundaries with Students

As a CTY employee, you are responsible for the safety and wellbeing of all students. You should be supportive, caring, and interested in what the students are doing. At the same time, you must always maintain a professional distance between yourself and the students. You should be friendly, but you cannot be a friend. If you are ever unsure about what is appropriate, seek advice from a supervisor. Also, if you observe or hear of any interactions between students and staff members that are counter to these expectations or that otherwise concern you, speak to the site director or site program manager. Because you are responsible for the students' emotional and physical safety, you have a duty to report any concerns immediately.

Below are specific expectations for maintaining appropriate boundaries in your interactions with students. These guidelines are written for all CTY staff members, and apply to your interactions with students both during and after the program.

- Sexual contact with students is strictly forbidden.
- Never engage in a relationship with a student that could be characterized as romantic, and take care to avoid even the appearance of doing so. (Do not engage in flirtatious behavior with students, for example.) You should not be seen as having a "special" relationship with any student. Do not give gifts to particular students.
- Never touch a student against his or her will, except in the case of clear and present danger to the student. Remember that a student may express discomfort non-verbally as well as verbally. When in doubt, don't.
- Touching a student on the hand, shoulder, or upper back, and hugging students goodbye on the final day are okay provided that the student is not uncomfortable and you are not alone with the student. Never touch a student in a place that is normally covered by a bathing suit, unless for a clear medical necessity, and then only with supervision by another adult.
- Never engage in highly physical contact with students, such as picking them up, giving them back rubs, tickling, slow dancing, or roughhousing, including pillow fights.
- Do not engage in pranks on or with students.
- In general, non-residential staff members are not to enter student living quarters. On occasion, they may do so as part of official programmatic efforts following all associated guidelines. Instructional and administrative staff living quarters are off limits to students at all times.
- Avoid dressing or undressing in front of students. Residential staff: wear a robe if your night clothes are revealing; if you share a bathroom with students, shower when they are not present.
- No staff member may be alone with a student in the staff member's own or the student's room. Never sleep in a student's room or allow a student to sleep on the bed or on the floor in your room.
- In general, you are expected to stay with your own class, hall, or activity group. You may visit other classes, halls, and activities only as part of official programmatic efforts following all associated guidelines.
- Only members of the administrative staff may pull a student from a class or activity.
- Avoid situations where you are alone with a student. If you need to speak to a student privately, try to find a place where you can be seen by others or have another staff member present. You may be asked by an administrator to escort an individual student between campus locations. Use well-traveled routes and return as quickly as possible to group settings.
- You may take students off campus only as part of official program activities or business (e.g., field trips, medical appointments, airport shuttles, and religious services), and you must have the approval of program administrators.
- Do not discuss your personal, sexual, or romantic life with students. It is not the students' place to be your confidantes, and even the most innocent bit of information you give about yourself may be misconstrued or turned into an unpleasant rumor.
- Do not tell students off-color jokes or otherwise share with them material of a sexual nature. Do not ask students questions of a sexual nature.
- Remember students may test boundaries. They may flirt with you or desire your friendship. It is your responsibility to set the limits. Consult with a supervisor if a student engages in such behavior.

Boundaries with students can extend beyond the session. See CTY’s Staff Policy on Appropriate Use of Technology and “Corresponding with Students” under “Policies” for CTY’s restrictions on social networking with students and posting student images on the Internet.

## Standards of Supervision

Over the years we have developed a reputation as a program that supervises its students well. We are proud of this reputation because it means we have kept thousands of students safe during their time with us. While the implementation varies somewhat from site to site, the overarching standard at every site is uniform. To put it simply, we must consistently provide a safe, controlled environment. That means:

- 1a. At Young Student (Fifth and Sixth Grade) residential sites, students are always with a staff member. They never travel around campus unaccompanied by staff.
- 1b. At Older Student (Seventh Grade and Above) residential sites, students are always within sight or earshot of CTY staff.
2. No students are ever in any buildings without CTY staff.
3. Every site has clearly defined physical boundaries within which students are expected to stay.
4. Attendance is taken at the very beginning of class (in the morning, after lunch, and at the late afternoon or evening session), as well as before every activity.
5. Every staff member, whether on or off duty, is expected to address student safety and behavior issues.

In the “Your Role On Site” section of this handbook, there is additional information on student behavior management as it pertains particularly to your position. In the “Policies” section, there is information on CTY’s student dismissal policy and items students are prohibited from having at the site.

## Students with Disabilities

CTY is committed to providing a positive learning environment for all students participating in summer programs. This includes making reasonable accommodations for students with learning, physical, or medical disabilities and/or special needs. During the spring, CTY’s Disability Services Administrator and Medical/Disabilities Committee serve as resources to families by answering questions, gathering documentation and related resources, and managing requests for accommodations. When appropriate, the Disability Services Administrator works with families to form plans-of-action for the summer and assists with any pre-summer arrangements that are necessary for accommodations to be successfully provided.

At the start of the summer, the Disability Services Administrator forwards information to the academic counselor at each site, who shares this information with appropriate staff members and serves as a resource for them. The academic counselor should always be consulted when concerns arise regarding a student with a disability or special need. The counselor is an important resource; however, academic and residential supports are most successful when there is a team effort involving staff working closely with the student.

Sometimes parents, for a variety of reasons, choose not to disclose a disability or special need ahead of the program. If at any time during the session you or another staff member senses that a student has a special need we were not informed of, please discuss the matter with the academic counselor and your site program manager or assistant program manager so appropriate follow-up can be undertaken. After consultation, the Disability Services Administrator may instruct you to put temporary measures in place for a student while documentation is gathered to consider appropriate accommodations.

In addition to talking with the counselor about undisclosed student disabilities or needs, you must complete a *Concern/Incident/Medical Report*, which is discussed in detail in the “Communicating Concerns” section of this handbook.

## Confidentiality

The administrative staff is sometimes privy to sensitive student information. Although this is shared only on a need-to-know basis, every effort is made to provide staff with information that is considered relevant to the performance or care of students with whom they work. This may include, but not be limited to, learning disabilities, emotional concerns, medical issues, or a recent traumatic experience the student has had and may be still working through. As information is shared, staff members are asked to use the highest degree of discretion. The academic counselor or nurse will provide guidance on how to utilize sensitive information in the best interest of the student.

## Gifted Students at CTY

CTY summer staff members are excited to work with CTY students, but they may be a little unsure about what they may encounter. Gifted students vary widely in their individual characteristics and cognitive development, but at CTY they demonstrate some common characteristics. Research shows that CTY students:

- Have diverse learning styles.
- Are more open to new experiences and learning than typical age peers.
- Prefer looking for patterns and possibilities rather than concentrating on facts and details, like to play with ideas, and are more intuitive.
- Feel socially successful.
- Are satisfied with their physical abilities and physical appearances.
- Look very similar to a national comparison group of students in terms of the incidence of perfectionism even if high expectations are set for them.
- Report exposure to academic challenge and high quality of instruction as benefits of taking a CTY course.
- Report opportunities to work and study with other bright students and friendships with such students as benefits of taking a CTY course.

- Can meet the high expectations their parents set for them and feel supported in their efforts.
- Report similar levels of social self-perceptions as other adolescents.

(Each above statement is supported by research projects that are cited in full and available on CTY's website at [cty.jhu.edu/research/publications/whatwewknow.html](http://cty.jhu.edu/research/publications/whatwewknow.html).)

The statements above make clear that general characteristics of gifted students are reflected at CTY along with some unique manifestations of these characteristics. The table on the next page highlights more general characteristics, potential concerns, and strategies for dealing with the behaviors identified.

CTY summer staff members still need to realize that while CTY students share some common characteristics, they bring different motivations and experiences to the program. These students are a very diverse group not only in terms of race, class, religion, and ethnicity, but also in terms of academic ability, educational background, personality, and socioeconomic background. As a result, each student will bring unique expectations and anxieties to the program, some of which may seem counterintuitive to adults.

You might ask what proper support looks like, given the diverse student body at CTY. Summer staff members start the process of laying a foundation of support by creating a safe and respectful environment through reinforcing CTY's Honor Code and Zero Indifference policy. CTY also has valuable tools available to assist you in addressing some of the challenges in supporting students with a wide range of maturity levels, ages, and backgrounds. One important tool is the experience and advice of administrators on site. Always go to your supervisor for help in handling difficult student situations.

To learn more about working with students at CTY, visit [cty.jhu.edu/summerwork](http://cty.jhu.edu/summerwork).

Characteristic	Potential Concern	Strategic Tips
Have an early ability to think in abstract terms, make generalizations, and synthesize new information quickly.	<ul style="list-style-type: none"> <li>• May challenge adults or peers in non-constructive ways about information shared or method of sharing information.</li> <li>• May reject or omit detail.</li> <li>• May get impatient, bored, or become disruptive.</li> <li>• May not want to repeat information.</li> <li>• May have original ideas about how something should be done that may be viewed as “off topic” or not following directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Give students time to express original ideas and develop their arguments, but balance this with the needs of the group.</li> <li>• Over-prepare activities and lessons so students who finish early with a task or activity can delve deeper.</li> </ul>
Are empathetic. Sensitive to their environment and expectations and feelings of others. Feel strongly about fairness and justice.	<ul style="list-style-type: none"> <li>• May be preoccupied by the social dynamics of a group to the detriment of the goal of the lesson or activity at hand.</li> <li>• May not respond well to discipline.</li> <li>• May have high need for success and recognition.</li> </ul>	<ul style="list-style-type: none"> <li>• Be friendly, but not a friend.</li> <li>• Respect students’ feelings and use age-appropriate discipline.</li> <li>• Don’t embarrass a student publicly.</li> <li>• Recognize students for doing well.</li> </ul>
Set high expectations for themselves and others.	<ul style="list-style-type: none"> <li>• May show some perfectionism, intolerance, and difficulty in setting realistic goals.</li> <li>• May get bogged down or overwhelmed.</li> <li>• May be too focused on studies and resist downtime.</li> <li>• May be perceived by others as elitist, conceited, superior, or too critical.</li> <li>• May struggle with interpersonal relationships as others fail to live up to standards they’ve set.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up mechanisms to help students monitor progress (outlines, drafts, schedules, etc.).</li> <li>• Discuss the concept of realistic goals and emphasize process over product.</li> <li>• Discuss the Honor Code with your group as it pertains to respect for others in the site community.</li> </ul>
Are confident in what they perceive they are good at and comfortable completing tasks individually.	<ul style="list-style-type: none"> <li>• Are used to praise and to being the most successful students.</li> <li>• May have difficulty adjusting to an environment of academic peers, and may then become quiet and withdrawn.</li> <li>• May have difficulty sharing credit/responsibility with others.</li> <li>• May be perceived as too bossy or controlling by peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Praise the positives and use constructive criticism. Show them feedback is designed to strengthen their abilities.</li> <li>• Encourage discovery through trial and error and taking calculated risks.</li> <li>• Discuss study and organizational habits at the beginning of the session.</li> </ul>
Have a sharp sense of humor.	<ul style="list-style-type: none"> <li>• May use humor for critical attacks of self or others.</li> <li>• May clown around or laugh at inappropriate material.</li> </ul>	<ul style="list-style-type: none"> <li>• Try to direct humor into discussion or activity. Ensure humor is not mean-spirited or insensitive.</li> <li>• Do not join in if a student is self-deprecating; instead, give positive reinforcement.</li> </ul>

# Communicating Concerns

The safety and wellbeing of students, as well as the program's integrity, depend upon good communication between the administrative staff and the academic and residential staff who work with students daily. You may have any number of reasons to be concerned about a student. Perhaps the student seems sad or appears not to feel well. Maybe they are having academic trouble or misbehaving in class. Additionally, sometimes things happen—students may break a window or get hurt while playing Frisbee®. The moment you have a concern or whenever you witness an incident, you must inform an administrator.

Administrators and their roles will be identified during orientation. For an urgent incident, after you speak with the appropriate person, you may be asked to complete a *Concern/Incident/Medical Report*, or CIMR. (Please see the sample CIMR on the next page.) If a situation is less urgent, and an administrator is not immediately available, complete the form, turn it in, and wait for someone to follow up with you.

Depending upon the specific technology available at each site, CIMRs may be submitted either online through Formstack or by paper. The particular procedures your site uses for CIMR submission will be covered during orientation.

## What is a CIMR?

A CIMR is a record of something that happened and what was done about it. When you write a CIMR, you describe a concern or incident and any steps you took to address it. The CIMR is then reviewed by an administrator who decides (in consultation with the staff members involved when possible) whether additional steps are warranted. If not, the report is filed in the event the information is needed later.

Because of the program's fast pace and with so many students and staff at each site, we must keep on top of student issues. CIMRs help us to do that. They also bring the collective resources and experience of the staff to a situation, enable another set of eyes to look for patterns of concerns both for individual students and the larger site community, and ensure greater consistency in how we address concerns. Finally, in the event that questions arise after the summer programs have ended, CIMRs document how we handled issues day to day.

## Making the Most of CIMRs

CIMRs are most helpful when they are clear and factual. Use these guidelines when filling out CIMRs:

- If you are unsure whether circumstances warrant a report, and no one is available to ask, err on the side of caution and complete the form.
- Don't wait to submit your concern. Three weeks is a very short period of time, and the intensity of the program can magnify small incidents quickly.
- Never threaten to "write up" a student. CIMRs are not used for disciplinary purposes. They are designed to document and communicate concerns.
- Don't worry that writing a CIMR on a behavior issue will get a student in trouble. Often an administrator will simply review a CIMR, decide that an issue has been handled satisfactorily already, and close the issue. If there are no more reports on the student, that's the end of it.
- Include all the facts: who was involved, what happened, when it happened, and where it happened. Be sure to differentiate between what you saw or heard yourself and what others witnessed. Include any other information you feel is pertinent to understanding the issues, but do not include personal opinions about the incident.
- Keep your tone professional, even if the circumstances prompting the CIMR are particularly frustrating or amusing to you.
- Be sure to document the specific actions you took in response to the situation. For example, you sat down with the student to review study skills after a particularly difficult assignment left them visibly upset.

Remember you may not have the full picture of a student's conduct. While the incident you report may not by itself be significant, it could be part of a larger pattern of behavior.

## Disciplining Students

There are two main types of difficult behavior that you may face this summer. Minor issues include things like talking out of turn in class, being a few minutes late to activities, or behaving in an unruly fashion. More serious problems include situations in which a major rule of the program has been broken or in which there is a pattern of repeated minor issues.



Each staff member must consistently confront problematic behavior when it occurs. For minor issues, you should simply remind students that the specific behavior is not appropriate at CTY, and, if it seems necessary, state firmly that if it continues there could be further consequences. In more serious situations, you should say that a major rule of the program has been broken and that you have to involve an administrator. In general, steps beyond a simple conversation, such as the loss of a privilege, must involve an administrator. In all cases, you must complete a CIMR so that there is a record.

The site director reviews the CIMRs daily, making decisions about whether a situation has been resolved, at least for the moment, or whether it needs follow up. Following up could mean investigating further, assigning consequences to a student, or coaching you on strategies for handling student behavior more effectively. Again, any significant disciplinary consequence must be assigned by an administrator.

## CONCERN/INCIDENT/ MEDICAL REPORT

### SAR – SESSION 1

#### OFFICE USE ONLY

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

No follow-up required; to be filed

Forwarded to: \_\_\_\_\_

PERSON(S) ABOUT WHOM THIS REPORT IS WRITTEN: Daniel Jones, Derek Brown, Christina Anderson, William Thomas

THIS PERSON IS:       Student       Staff       Other: \_\_\_\_\_

SUMMARY OF CONCERN/INCIDENT: Daniel was bullied during our morning break

DATE OF INCIDENT: 7/2/19      INST & TA OF STUDENT: Susan Gold/Sara Smith

TIME OF INCIDENT: 10:15     AM     PM    RA OR PA OF STUDENT: Michael Lee

PERSON FILING REPORT: Sara Smith

POSITION OF PERSON FILING REPORT: TA

**DESCRIPTION OF CONCERN/INCIDENT:** Be precise. Include individuals, actions, witnesses, location, and how you responded to the concern/incident at the time. Be objective and professional. Leave out opinions and conjectures. Use additional pages if necessary.

Daniel exited the classroom building and wanted to sit on a bench outside with some other students from class. As he was approaching the bench, three students—Derek Brown, Christina Anderson, and William Thomas—moved in such a way that they prevented Daniel from being able to sit down with them. These students were also whispering and laughing. When Daniel asked if he could sit with them, Christina said, “You are too big for this bench—it might break.” Derek and William laughed at this remark. Daniel was visibly upset. I told the three students that their behavior was unacceptable. I pulled Daniel aside to see if he was OK. When we were back in the classroom, I told Susan (my instructor) about the incident. She said this was not the first such incident involving these students and suggested that she and I find the academic dean after class to discuss the situation.

SIGNATURE: Sara Smith      DATE: 7/2/19    TIME: 12:45     AM     PM    REPORT PAGE 1 of 1

# Your Role on Site

## Residential Responsibilities

### The Role of the Resident Assistant

As an RA, you will be a role model and caretaker, a supervisor and teacher, and a planner and problem solver. Your constant, ongoing responsibility will generally be your RA group, the 10–18 students with whom you will live. RA groups are single-sex, and, when possible, students in a group are within a few years of one another in age. All students of the same sex from a class section are usually in the same RA group, and there will typically be more than one class on each hall. You will be involved in all aspects of their experience in the program.

Your responsibilities to your RA group, and the program in general, are varied. You are responsible for:

- building a community within your RA group;
- creating a safe, supportive learning environment, which includes supervising students at all times when they are not in class and acting as a role model in attitude and behavior;
- consulting regularly with instructional staff and working with them to ensure the emotional and physical wellbeing of each student;
- visiting your students' class(es) for at least two hours each week;
- planning and implementing a recreational program of daily activities and larger weekend events;
- handling disciplinary issues with support and guidance from site administrators;
- working as part of the residential team.

### The RA as a Role Model

One of your main focuses as an RA will be modeling appropriate behavior for your students. For three weeks, students will be taking note of what you do and will make decisions, both consciously and unconsciously, about how they should behave based on what they see. Think carefully about what you can do to be a good role model for them. When you require your students to be on time for activities, for example, be sure not to show up late to your hall

meeting. For many CTY students, this experience is one of their first times away from home and this factor can add to their need to look to you for support and guidance. Be confident that you have something to offer. Students are eager to learn from you and frequently comment that the wisdom imparted to them by their RA is as important to them as what they learn in class.

### Community Building

There are many important concepts covered in this handbook. The common thread that holds it all together is the idea of building a community on the hall and within the overall program. Looking out for students' wellbeing, asking them to adhere to community standards, and communicating effectively are all important to the creation of a safe, supportive learning environment for our students. It is also important to set a welcoming tone from the moment students arrive at the site. The way in which an RA arranges and decorates the physical space of the hall can go a long way toward setting a positive tone. Please see "Hall Decorations" for more.

### Fostering a Safe and Positive Learning Environment

A safe learning environment brings out the best of CTY's intentions: clear expectations guide students' actions, students are encouraged to try new things without fear of ridicule, and hall time is characterized by a sense of connectedness. The guidelines you provide to your students will go a long way toward creating a safe and positive learning environment.

It is important to understand, however, that some students may have difficulty meeting all of your expectations at first. The summer programs community may be completely new and uncharted territory for many students. They may experience a sense of freedom that comes from being away from home and feel tempted to act out.

Incidents must be documented in a CIMR (see the "Communicating Concerns" section of this handbook), even if you feel the situation is resolved. Always approach your concerns in terms of actions and consequences, choices and responses, so as to address behavior rather than character. You may not see a larger pattern of behavior that an administrator will be able to pick up on through consistent staff

documentation. You should always consult with senior residents assistants (SRAs) or the dean of residential life (DRL) if you feel you need to establish consequences. For more serious infractions (such as a physical altercation), or if you're uncertain how to handle a situation, you need to notify an administrator immediately.

## Working with Our Students

For many RAs, the most difficult part of the position is learning to navigate the waters between being friendly with students and being a friend. When fifteen students arrive on the hall the first day, bubbling with energy and full of questions, your first job is to establish an open rapport and hall camaraderie. Being open and welcoming is crucial for establishing a sense of trust. While you need to be friendly, you must keep a professional distance. Be careful with information you share about yourself, and always step back and view situations from the perspective of a responsible adult. Students will look to you as their role model as they learn to live together on your hall. By being respectful, energetic, and present, and by treating all of your students fairly and consistently, not only will you help your students feel safe approaching you with a problem, but you will also be modeling behavior that we hope will guide their interactions with others.

Sometimes, in trying to navigate the line between being friendly and being a friend, RAs may make the mistake of being too stern with the students. Always speak with your students as you want to be spoken to. Monitor your tone. Adolescents can be particularly sensitive to feeling that they are being "treated like a child." Make it clear that you expect the rules to be followed, but take the time to explain the reasons behind them.

## Daily Student Interaction

Your interactions with students will occur in a number of settings and at different times throughout the day. Before class, at meals, during activities and free time, and on the hall at the end of the day, you will serve as a support system, act as a group leader, and take part in activities that will add immeasurably to your students' experiences during the summer. The following is a list of things to keep in mind as you interact with your students.

- Be organized. You are your students' main source of information and you need to make sure that they know about all events, activities, rules, etc.

- Ask lots of questions and show genuine interest in, and concern for, each student, spending as much time with them in informal settings as you can.
- Check in with each of your students throughout the day so you always know how they are doing.
- When on the hall, be an active presence and keep your door open. Students should feel that they can approach you at any time. Always be on the hall when your students are there.
- You are working with adolescents who, while very bright, are just like other kids their age. Your students are just as prone to shyness, self-doubt, errors in judgment, and bouts of obnoxious and wonderful behavior as any other group of young people.
- Use your best judgment when selecting topics for discussion. Some issues that you are comfortable discussing may have the potential to be quite intimidating or upsetting to your students. Issues of sexuality and religion are particularly sensitive for students in this age group. It is inappropriate for any staff member even to be perceived as promoting his or her own personal agenda.
- A sense of humor is a wonderful thing. While it is important for you to engage in the students' jokes, you must be careful to avoid using sarcasm or appearing to mock any of your students. Humor should always be in good taste, not offend others, and not be at the expense of someone else. Avoid practical jokes because they can easily escalate negatively. Humor at the wrong moment can undermine your authority.
- Ask students about their classes; they love to have their RAs involved in their complete summer experience.
- Seek out interactions with students who do not live on your hall. Activities, free time, and meals give you the opportunity to share your ideas and talents with every student at the site.

## Tips on Managing Behavior

### Establish Clear Expectations

Your first hall meeting should establish the framework for a safe and positive learning environment.

### Be Consistent

Inconsistency can confuse students about expectations, or encourage them to act out. Students won't understand if you begin with a permissive attitude towards behavior and try to tighten things up later on.

### Provide a Rationale for Discipline

If you and your supervisors feel it is necessary to establish consequences, be clear about why you are doing so. Emphasize discipline as a learning experience, not a punishment.

### Be Proactive

If you see a problem developing or a pattern forming, address the concern before it manifests.

### Be Discreet

Yelling at students or disciplining them in front of others is unproductive; instead, take a calm and collected approach.

### Lead by Example

Be prepared to follow the same guidelines students must follow. For example, students are required to wear shoes when outdoors, so you should as well. In situations where you do have more privileges than students, do not flaunt them.

### Always Follow Up with Your Students

Some young people react to discipline with considerable anguish and must be treated with a great deal of sensitivity. Following up invites constructive dialogue and gives you a chance to reinforce positive behaviors. It shows the students that you are invested in their success.

### Establish the RA Team's Authority

Be supportive of, and express confidence in, the entire residential team. Students look to you for cues as to how to react to other staff members.

### Use Your Resources

All members of the site community have valuable resources, experiences, and/or information about students at their disposal.

## Hall Decorations

Establishing a theme for each hall gives students a common sense of identity. A welcome sign on the entrance to the hall and personalized door tags with each student's name emphasize both group cohesion and individuality. Be creative. Supplies will be provided. You will have some time during orientation weekend to decorate your hall.

## Bulletin Boards

Set up a central area on the hall with key information for students: the daily schedule, the mailing address, the CTY Honor Code, campus maps (with daytime and night-time boundaries highlighted), emergency information, site rules, and a spot for the activity sign-up sheet. This is a reliable way for students to know and be reminded of standards of conduct, and creates a common space around which people can congregate.

## Student Check-In Day

The opening day of each session places special demands on the entire staff. Residential staff will greet students and parents in the dorms, reassure those who are nervous, help with move in, hold the first hall meetings, and start building a community on their halls. Because the opening day of each session is so hectic and students are unsure of expectations and their surroundings, it is very important to provide extra supervision and support.

## First Hall Meeting

On Student Check-In Day, it is your job to meet and greet students and parents throughout the day. You will probably not have extensive interactions with your students until after the parents leave in the late afternoon. At that time, you take center stage!

The importance of your first hall meeting cannot be overemphasized. Students are excited and anxious about being away from home and need to feel a sense of security and warmth. A positive, informative, structured hall meeting should help develop not only a sense of security and community, but also establish you as a responsible, trustworthy, and fair adult. A sample agenda can be found on the next page.

Different sites have different policies and quirks that need to be covered in your first hall meeting, and those will be discussed with you during your orientation. There are, however, universal topics and issues that everyone should cover at this first meeting.

## Introductions

Students are eager to get to know you and one another. Beyond just learning names, it's important that they start to learn about each others' interests, favorite movies, etc. Icebreakers are a great way to bring out your interests and those of your students. Your supervisors have resources available to help you come up with icebreaker ideas.

## CTY Policies

The CTY Honor Code summarizes most aspects of our community standards and behavior, so it is important to introduce it at the first hall meeting. You will also cover CTY's Zero Indifference policy and the Residential Life curriculum module on consent. These will set the tone for the entire session. You will receive some guidelines for leading this discussion. You can move from these topics into site rules, such as the importance of lights-out, staying within campus boundaries, and being on time to hand-offs.

## Procedures

Explain to your students emergency procedures, the daily schedule, daily check-in times, rules regarding using cell phones, and how they will sign up for activities.

## Campus Tour

Part of the acclimation process for students is getting comfortable with their surroundings. Be sure to take them around campus, pointing out site boundaries and important places like the dining hall, the gym, the location of the site office, and their classroom buildings.

When your hall meeting ends, remember to keep interacting with your students, visiting their rooms, asking them questions, and generally making yourself available to them.

## All-Site Meeting

After your first hall meeting ends and students have eaten their first meal together, everyone will assemble for the All-Site Meeting. In it, the site director introduces the senior administrators and welcomes the students to CTY. At many sites, RAs come on stage during this meeting to introduce themselves, as well as to potentially take part in an RA skit. It's another great opportunity to establish a sense of site-wide community.

## First Hall Meeting Agenda

You should think about pacing in advance so that you can cover all, or at least almost all, of this information along with answering questions. Prioritize so that you definitely get through the most essential topics. If need be, at your next hall meeting come back to any information you skipped.

### Introductions/Names

- Icebreaker

### General Information/Reminders

- My role as your RA
- Safety issues: fire exits, using crosswalks at all times, etc.
- Always wear lanyards; do not swing lanyards
- Phone use/cell phone policy/computers
- Keeping track of keys/ID cards

### Schedule/Daily Routine

- The importance of being where you're supposed to be when you're supposed to be there
- Activities and how the sign-up system works
- Lights out: non-negotiable

### Community

- The CTY Honor Code
- Zero Indifference policy
- Consent module
- Site rules
- No foul, discriminatory, or offensive language
- Importance of cleanliness (all living areas and self)

### Being a Good Guest

- Respecting host institution's grounds, employees, etc.
- Dining hall behavior
  - Do not run, cut the line, etc.
  - Do not play with/throw food or beverages
- Only enter campus buildings when program staff are present

### Site Specific Topics (will be provided by DRL)

### Campus Tour

### Conclusion

- Upbeat ending
- Allow time for questions

## Class Visits

You are expected to go to your students' classes a minimum of two hours a week (two total, not for each class). More than just fulfilling an obligation, spending time in class helps you reinforce the importance of academics, and enables you to engage your students in a different setting and see a different side of them. Besides, students love when their RAs visit class!

## Being On Call

RAs are considered to be on call at all times unless they have a scheduled day off. Being on call means that even when you are not physically with your students (i.e., during class periods or when they are sleeping), you must be ready to be called into action and must always be in a condition to handle an emergency. It is important to remember that if you are off campus you are still on call and may be called back to the site for an emergency. For more information about days off, refer to the "Time Off" section.

## Lights Out

Lights out is at 9:30 p.m. at Young Students sites (5<sup>th</sup>-6<sup>th</sup> grades) and 10:30 p.m. at Older Students sites (7<sup>th</sup> grade and above). This is a non-negotiable time. All students should be in their own beds, settled in for the night with the light off. Students are not allowed to leave their halls after lights out. Sneaking out after lights out may result in dismissal from the program.



## A Note on Older Students

All sites for students in 7<sup>th</sup> grade and above will have older students who may feel more constrained by rules established at the site. Some of these students may be almost 17 years old. Because it is not fair to have different standards of behavior within the program for students of different ages (the youngest students at these same sites may be only 12 years old), we have one set of rules for everybody, which is stated in the summer programs catalogs.

# Schedules

## Sample Daily Schedule: CTY 5<sup>th</sup> and 6<sup>th</sup> Grades Sites

Students		RAs	
7:00 a.m.	RISE & SHINE	Wake your students up if they are not already out of bed and getting ready for class.	
7:30 a.m.	BREAKFAST All students must attend every meal.	RAs eat with the students from their halls. After breakfast, RAs escort students to the hand off points to meet their teaching assistants.	
9:00 a.m.	MORNING CLASS SESSION	9:15 a.m.	RA MEETING. All RAs must attend and be on time. This is your main source of information from your supervisors and fellow RAs, so be prepared to take notes.
		10:30 a.m.	CLASS VISITS/PREP TIME/ COMMITTEE WORK or UNSTRUCTURED TIME. Class visits, job-related errands, activity planning, and other duties take priority during this time.
11:30–12:15 p.m.	LUNCH	RAs assist with lunch coverage. Times may vary to stagger the lunch line.	
12:30–4:15 p.m.	AFTERNOON CLASS SESSION	CLASS VISITS/PREP TIME/COMMITTEE WORK or UNSTRUCTURED TIME. Prepping for evening activities takes priority during this time.	
4:30–5:00 p.m.	HALL TIME. Social time for students.	RAs supervise their students in the designated area(s).	
5:15–6:15 p.m.	DINNER	RAs eat with the students from their halls.	
6:30–7:30 p.m.	ACTIVITY 1	RAs take attendance and lead the first activity.	
7:30–8:30 p.m.	ACTIVITY 2	RAs take attendance and lead the second activity.	
8:45–9:30 p.m.	HALL MEETING AND SOCIAL TIME	RAs check in with students, pass along information, sign students up for activities, etc.	
9:30 p.m.	LIGHTS OUT	9:30 p.m.	RAs make certain all students are in their own beds and settled in for the night.
		10:00 p.m.	FINAL HALL SWEEP
<b>NOTE:</b> CTY 5 <sup>th</sup> and 6 <sup>th</sup> graders must always be escorted by staff. Hand-off times for getting students to class, activities, etc., will be established during orientation.			

## Sample Daily Schedule: CTY 7<sup>th</sup> Grade and Above Sites

Students		RAs	
7:30 a.m.	RISE & SHINE	Wake your students up if they are not already out of bed and getting ready for class.	
8:00 a.m.	BREAKFAST All students must attend every meal.	You should eat with your entire RA group for at least the first few days. After breakfast, RAs escort students to the hand-off points to meet their teaching assistants.	
9:00 a.m.	MORNING CLASS SESSION	9:15 a.m.	RA MEETING. All RAs must attend and be on time. This is your main source of information from your supervisors and fellow RAs, so be prepared to take notes.
		10:30 a.m.	CLASS VISITS/PREP TIME/ COMMITTEE WORK or UNSTRUCTURED TIME. Class visits, job-related errands, activity planning, and other duties take priority during this time.
12:00-1:00 p.m.	LUNCH	RAs assist with lunch coverage. Times may vary to stagger the lunch line.	
1:00-3:00 p.m.	AFTERNOON CLASS SESSION	CLASS VISITS/PREP TIME/COMMITTEE WORK or UNSTRUCTURED TIME. Prepping for afternoon activities takes priority during this time.	
3:00 p.m.	CHECK IN	Be on your hall to check in with your students and ask about their days.	
3:30-4:30 p.m.	ACTIVITY 1	RAs take attendance and lead the first activity.	
4:30-5:30 p.m.	ACTIVITY 2	RAs take attendance and lead the second activity.	
5:30–6:45 p.m.	DINNER	RAs provide dinner coverage.	
7:00–9:00 p.m.	EVENING CLASS SESSION	UNSTRUCTURED TIME	
9:00–10:00 p.m.	SOCIAL TIME	Supervise students in the dorms and outdoor social space.	
10:00-10:30 p.m.	HALL MEETING	RAs check in with students, pass along information, sign students up for activities, etc.	
10:30 p.m.	LIGHTS OUT	10:30 p.m.	Make certain all students are in their own beds and settled in for the night.
		11:00 p.m.	FINAL HALL SWEEP



In the “Introduction” section of this handbook, there is a description of the site community which includes a brief synopsis of all the people you’ll work with at the site. In this section, you’ll learn a bit more about those with whom you’ll work most closely.

## Site Director

The site director, who oversees the day-to-day running of the site, can be an invaluable resource for you. Particularly if the DRL is not available, you should feel comfortable approaching the site director for advice and with questions about any important issues. The site director is there to provide support for all staff members.

## Dean of Residential Life

The DRL supervises the residential program, setting its goals and working with the SRAs and RAs to achieve them. The DRL will make the final decisions regarding any supply purchases for activities and events. He or she also manages serious student disciplinary issues. Though you’ll likely receive more close guidance from your SRA, the DRL can serve as a mentor for you, and you should go to him or her with questions and any serious concerns.

## Senior Resident Assistants

SRAs work in conjunction with the DRL to supervise the residential aspects of the program. Under the direction of the DRL, SRAs manage a lot of the logistics of the residential program and they are direct supervisors of the RAs. Among their responsibilities are coordinating the activities program and overseeing the committees that organize weekend events. Your SRAs are mentors to you. Speak honestly with your SRAs about the areas of the job in which you feel most confident as well as about the areas in which you may want more guidance. Revisit these discussions over the course of the summer. Don’t be afraid to inform an SRA if something is not going as you had hoped—it is never too late to make adjustments.

## RA Team

The RAs are diverse and have a broad range of experiences working with young people. From seasoned babysitters to veteran summer camp counselors to practiced college RAs to peers with limited experience working with this age group, all RAs bring varied skills to the RA staff. The important thing to keep in mind is that all RAs can contribute to the group and it is essential that you support your fellow RAs by using their strengths to “fill in the blanks” in areas in which you are less confident, and vice versa.

## Your Co-RA

Most sites will assign each RA a “Co,” often an RA who lives either in the same dorm or on the same floor as you. You’ll coordinate hall coverage with this “Co,” especially on your respective days off.

## The Instructional Group

The instructional group is made up of the instructor, teaching assistant, and resident assistants for a class. We cannot stress enough the importance of working and communicating with your students’ instructional group. They are an invaluable resource, as you are for them, and you should coordinate on a regular basis to discuss your students.

Since your hall will likely have more than one class section in it, you’ll probably be a part of a couple of instructional groups. During orientation, you’ll get the opportunity to meet with your instructional groups. Try to establish a means of regular communication, whether a scheduled meeting time or conversations during transitions (see “Hand-Offs” in the “Supervising Students” section). At some sites instructional group meetings or dinners are scheduled.

## Academic Counselor

The academic counselor is the primary site resource for supporting the emotional wellbeing of students. The academic counselor will attend most morning RA meetings, at times just listening and being present, at other times leading ongoing professional development. In the evenings the counselor will often visit residence halls. You should discuss student concerns with the academic counselor; you can write a CIMR about the concern or just stop by and talk with the counselor. You can also refer a student to see the counselor.

## Health Staff

The primary responsibility of the health assistants and nurses is to keep our students safe and healthy. They will know what each student is allergic to, what medications they are allowed to take, and, most importantly, what medications they need to take while they are in our care and when they need to take them.

The health staff may need to meet with individual RAs to discuss any confidential student health needs. They will also provide RAs with information about what services they can offer and what to do if there is an emergency. Although health assistants are not professional health care providers, they will have access to first aid kits.

# Activities Program Responsibilities

Planning and conducting the student activities program is one of your major responsibilities. Activities take place following classes each weekday, and large-scale, all-site events occur on weekends. You are responsible for creating, running, and supervising activity periods every day.

## Types of Activities

The activities program includes both competitive and non-competitive sports, arts and crafts, games, and a host of other selections. The types of activities offered will depend on your site; some sites only offer daily activities, and other sites offer both daily and weekly activities. There are also weekend events.

### Daily Activities

Daily activities are completed in one period, and change from day to day (e.g., basketball, tie-dye, improv). Daily activities occur Monday through Friday and generally last about an hour.

### Weekly and Multi-Day Activities

Weekly activities are more involved and allow students to participate in projects and activities that might extend beyond the average activity period. For example, perhaps there is an activity an RA wants to offer that requires three days, such as the writing and production of a book of poetry, or another that would benefit from the students meeting every day for a week, such as the preparation of an act for the talent show. Weekly activities vary from site to site, with some sites choosing to run a series of multi-day activities throughout the session rather than activities that last the entire week.

No matter the length of the activity, it is imperative that you organize and prepare for every activity. The purpose of these activities is to keep the students engaged and to offer some form of activity that assists in their mental, physical, and/or social development. Your most valuable resources will be your creativity and energy.

### Weekend Events

Students do not go to class on weekends. Therefore, it is up to the residential staff to keep them occupied and happy from dinner Friday through dinner Sunday. Dances, talent shows, carnivals, and the like—events that are longer, offer variety, and require detailed planning and teamwork—are the types of events you can look forward to for the weekends. While daily and weekly activities will usually be planned by just one, two, or three RAs, the larger weekend events will



generally be planned by a large, formal RA committee. See the “Committee Work” section. While different groups of RAs are responsible for planning each weekend event, every RA is responsible for supervising and participating in every weekend event.

## Planning Activities

### Suggesting Activities

Activity planning can look different from site to site. At some sites, you may be provided with an activity form to fill out, while at other sites you may be asked to turn in your ideas on paper and fill out a supply request form. At some sites all RAs propose activities each day, while at others there are a stock of standard activities and suggesting others is optional. Your SRA and DRL will go over your site’s activity process in detail during orientation.

### Activity Preparation

While the students are in class, you will spend time preparing for activities. Activity preparation varies based on the committees you are on and the activities you are running. It might involve anything from writing up a supply request and turning it in to the DRL for approval, to checking to make sure you have all of the necessary pieces for a board game, to gathering cones and soccer balls to use for an activity later in the day. The DRL and SRA will talk more about the activity preparation time during orientation.

## **Requesting Items to be Purchased**

Although particularities of the supply request process vary by site, generally RAs fill out a supply request form, which includes an estimated cost. You then submit the request to the DRL, who approves or declines the purchase. If there are any questions or concerns about your supplies, the DRL or an SRA may come to you to ask for suggestions on how the activity might be altered to be more economical. One consideration that every RA should keep in mind is to focus on supplies that will be reusable. Talk to your SRA and DRL about budgeting for activities. We encourage all of the sites to be creatively thrifty.

## **Tips on Organizing a Great Activity**

### **Be Creative**

It goes without saying that you should be as creative as possible, not just in the idea but also the title for your activity. A descriptive title is much more appealing to students than a vague one.

### **Plan Ahead**

Know what you want to do and figure out the best way to do it before you offer the activity. Locate all resources you will need to run the activity successfully.

### **Advertise and Build Anticipation**

An advertising campaign (e.g., a flyer for The Search for Elvis that reads, “Elvis Enters the Building in Two Days”) can generate student excitement and help make the activity a huge success.

### **Help Students to Do Their Best**

Do not compete with the students. Remember, you are at the activity to teach, supervise, and support students, not to win or show off.

### **Don't Let One Group Dominate**

Make sure that every student at the activity is able to participate fully.

### **Be on Time**

There should never be a group of unsupervised students waiting for you to arrive. Your activities can neither run late nor end early; make sure you know exactly when an activity must end in order for everyone to arrive on-time to their next scheduled event.

## **Participate and Help Generate Enthusiasm**

The level of your participation, however, should not compromise your ability to supervise every student around you. Students' enthusiasm will rise to match your own. Set a good example by expressing excitement, especially for activities others have prepared.

### **Be Aware of Safety Concerns**

For example, playing on a wet field is not a good idea. Similarly, if it's a hot day, there must be a plan for getting students ready access to water. Take precautionary measures to keep our students safe.

### **Be Flexible**

Even though activities are planned in great detail, unexpected events occur. RAs need to be flexible in order to maintain the flow of activity. When things go awry, try to laugh and turn it into something fun.

## **Activity Concerns**

While CTY offers a wide variety of activities, there are some activities we will never run. These include dodgeball, computer games, any activity designed to deceive students (“Best Activity Ever”), activities that are exclusive, and any activity that involves forced physical exertion.

There are also activities that are permitted, but require a great deal of forethought and careful oversight. These include options like discussion groups and acting improvisation. RAs leading these activities must direct them in a way that doesn't intimidate students, belittle their beliefs, open them to ridicule from others, or promote a certain agenda. The DRL and SRAs may need to be involved in these activities.

In activities like discussion group, a student may reveal a serious personal problem: troubles at home, death of a friend or relative, etc. If that happens, try to redirect the discussion as best you can, then follow up with the student individually and make sure he or she receives whatever support is necessary. Follow up with other students at the discussion may also be necessary. Always document such events in a CIMR.

# Planning and Preparing Activities

	Planning	Preparing
Arts and Crafts Activities	<p>Remember to plan your activity with five minutes to get to the activity, five minutes to introduce the activity goals/rules, and ten minutes or more to clean up.</p> <p>Many projects require a flat work surface, a seat for each student, and space to spread out supplies.</p> <p>A good cost guide is 25-50¢ per student for consumables.</p> <p>Examples: Arm Knitting, Crayon Stained Glass, Pipe Cleaner Animals, Bubble Snakes and Bubble Painting, Build a Buddy, Comic Strip Making, Craft Stick Puzzles, Friendship Bracelets, Nature Art, Origami, Safety Pin Bracelets, Say It In Skywriting, Shrinking Cup Flower Sculptures, Watercolor Fun</p>	<p>Procure all materials and equipment at least two days in advance. You will need enough material for each student to complete one project and a little extra for mishaps.</p> <p>Protect tabletops, furniture, and floors. Bring cleaning supplies for messy projects.</p> <p>Do the activity yourself from start to finish. This will provide a model for the students, help you anticipate problems, and give you time to think of solutions.</p> <p>Prepare samples for each step of the project. Short written instructions are also helpful.</p> <p>Prepare what you can ahead of time (e.g., if each student needs 25 one-inch pieces of pipe cleaners, cut the pieces during your activity prep period).</p>
Team Sport Activities	<p>Ask an SRA if the site has an appropriate field or court and the necessary equipment for your sport.</p> <p>If the sport is a popular one, pair up with another RA or offer the sport on several different days.</p> <p>An elimination game where some students spend time sitting out is generally not a good idea. If you are organizing this sort of activity, make sure you have a plan for what students can do when they are not actively participating.</p> <p>Consider offering an activity as a skill clinic rather than a competition.</p> <p>Think about running a popular activity as a tournament over several days.</p> <p>Examples: Student Tournaments, The Amazing Race, American Rugby (modified), Basketball, Soccer, Disc Golf, Duct Tape Field Hockey, Four Square, Funnel Golf Toss, Human Foosball, Kick the Can, Out, Pretend You're an Airplane, Quidditch, Rabies, Sharks and Minnows</p>	<p>In the morning, check that the field or court is safe to play on that afternoon (e.g., are there wet areas from rain the night before?) and check the condition of the equipment.</p> <p>Determine the boundaries, bases, and goals before the students arrive at the activities area.</p> <p>Know the rules of the sport. If you are not familiar with the rules, be sure to either partner up with an RA who is more familiar with them, or talk to other staff members to develop a better understanding of the game before you run the activity.</p> <p>Estimate how much time it will take the students to walk to the activities area and how much actual game time you have. Adjust the innings, periods, etc. accordingly.</p> <p>For tournaments, use a round robin, not an elimination structure, to keep all students involved.</p> <p>Often, students of different ages, physical size, and athletic ability will sign up for your sport. Take these factors into consideration as you make your plans.</p>
Esoteric/Innovative Activities	<p>Talk to your DRL or SRA about your activity plan to make sure it is appropriate and feasible for an activity period.</p> <p>If your activity is one that you have just created, talk to your supervisors and other RAs about the practical details necessary to keep students engaged and function effectively within the time constraints of an activity period.</p> <p>Make sure that the activity has enough structure to maintain proper supervision of the students and provide a coherent activity.</p> <p>Examples: Build a Catapult, Paper Airplane Wars, Don't Touch the Water, Ghosts, Miniature Archery, Speed Friending, The Hand Game, CTY Plays Oregon Trail, Playdough Pictionary, Sock Battleship, Hiding in Obvious Places, Chalk Twister, Extreme Hula Hooping</p>	<p>Procure all necessary supplies at least two days in advance.</p> <p>Make sure you have a clear idea of what the activity will involve and that it will actually last one hour.</p> <p>Often, with off-beat ideas, staff develop an appealing title or general idea for the activity without figuring out the nuts and bolts of how it will actually occur (e.g., if you were to run an air guitar competition, have a clear sense of the procedure for how students will perform, and if there will be judging, what the criteria will be, and who will serve as judges).</p> <p>Be prepared for the activity to garner a large number of students. Strange sounding activities tend to attract students.</p>

# Conducting and Concluding Activities

	Conducting	Concluding
Arts and Crafts Activities	<p>Have all supplies laid out for students in advance.</p> <p>When giving instructions, speak loudly and stand/sit in an area where all the students can see you. Repeat each step twice so you can be sure that students understand the directions.</p> <p>Demonstrate the project from start to finish. This is where having a model and step-by-step samples will come in handy.</p> <p>Circulate among all the students as they work. Help and encourage everyone—not just a select few.</p>	<p>Have each student clean her work space and return unused materials and equipment to the supply table.</p> <p>You and the students should work together to clean the common activity area.</p> <p>If time permits, have each student discuss/show his final product. Praise each one (e.g., you can compliment the student's choice of colors, textures, or shapes).</p>
Team Sport Activities	<p>Always review the rules of the game. Different RAs (and students) may play the game with variations of the rules. Everyone needs to know the rules for that day.</p> <p>When giving instructions, speak loudly and stand/sit in an area where all the students can see you. Repeat each step twice so you can be sure that students understand the directions.</p> <p>The RA should typically serve as the referee and must have a signal (whistle or bell) for stopping play that all students know. Keep your eye on the time.</p> <p>You, not the students, should choose the teams. Do not choose teams by gender, size, or age. If one team is clearly dominating another, stop the game and mix up the teams. Stress the fun and team spirit of the game and not who is winning. Model good sportsmanship. Be sure that every student gets equal playing time. Praise each student, even those whose skills are still developing. Be alert to how differences in age and physical size are affecting the students' safety and enjoyment.</p>	<p>Congratulate the team that won and acknowledge the efforts of the other team. Teams should be encouraged to congratulate each other no matter whether they won or lost.</p> <p>You and the students should work together to clean the activities area and return all equipment to the storage area.</p>
Esoteric/Innovative Activities	<p>When giving instructions, speak loudly and stand/sit in an area where all the students can see you. Repeat each step twice so you can be sure that students understand the directions. Especially with unconventional activities, you may have to be extremely clear in explaining what the activity is.</p> <p>Make sure that you keep an eye toward student supervision. As fun as the activity may be, safety still needs to come first.</p> <p>Where appropriate, ask for students' permission to take their pictures. Off-beat activities can produce great pictures for an end-of-session slide show.</p>	<p>You and the students should work together to clean the activities area and return all equipment to the storage area.</p>

# Committee Work

RA committees are essential to planning weekend events (see “Weekend Events” in the “Activities Program Responsibilities” section for a description of weekend events). At the beginning of each session committees will be formed to take responsibility for planning major events, such as a dance, the talent show, or game night. Sometimes RA committees are formed to accomplish other tasks as well, such as taking photos for the slideshow or planning tournaments that will be held during activity periods. It is imperative that every RA on each committee contribute ideas and take responsibility for completing certain tasks. Committees are expected to give progress reports to the SRAs and DRL as they make their plans more and more concrete. In addition, the committees are responsible for communicating their ideas to the rest of the RAs, making sure everyone understands what will happen at the event and what each person’s role will be. Committee sizes, how they are run, who runs them, and how many committees are necessary to get the work done will vary at each site.

## Necessities for Committees

### Strong Teamwork

Settle on the goals, purpose, and timeline as quickly as possible. Understand that people communicate in different ways, and be prepared to be patient. Be respectful of others’ time. Save a few minutes at the end of each meeting to sum everything up. If you are not the chair of the committee, politely ask for a wrap-up (i.e., list of assignments, reminder of deadlines) near the end.

### Detailed and Advanced Planning

Since RAs may have several different duties during the event, a written schedule is important. Students will also want and need to know what events are planned, when they will be taking place, and where they are happening.

### Creative Themes

Creative themes give you a central idea around which to plan a variety of activities tailored to a range of student interests. Most of these events are long, and you will need this variety to keep students occupied for up to four hours. Advertising blitzes promoting those themes also help stir up student interest.

### RA Involvement

Help keep as many RAs involved as possible by asking their opinion as you update them during RA meetings. Every RA should have a role in every event.

Memos, updates at RA meetings, and a schedule are the best ways to make sure everyone understands and is invested in his or her part.

### Alternate Plans

Many weekend events are held outside, and you can’t always rely on good weather. Some sites experience extreme temperatures during the summer. It is vital that students wear sunscreen, have plenty of drinking water available to them, and can go to events held inside or in the shade. If it’s not possible to host the event outside, have a backup plan ready. Nothing is worse than hundreds of bored students stuck inside for hours with nothing planned for them to do.

### Energy

Getting through the weekend requires a good deal of mental and physical stamina—you will do a lot of running around. Maintain a positive attitude and a sense of humor.



# Supervising Students

Students must be supervised at all times. In residence halls, at meals, during activities, and whenever you are around students, you must be an active supervisory presence. When running an activity, for example, you should be involved and participating, but not in a way that prevents you from keeping track of every student. If for some reason you ever have to leave your hall or activity, make sure that another RA or other staff member is there to supervise. If a student is ever missing from your activity, hall, or any designated meeting areas, notify the site office immediately.

Here are some important things to keep in mind when thinking about appropriate student supervision.

- In order to be actively supervising, your entire focus must be on the students. Distractions like your phone, listening to music on earbuds, and other technology must be put aside unless you're using them to perform a job-related duty. Even then, use must be limited.
- When you are on your hall, you need to be available to your students. If you are in your room, your door should be open. You will have personal time once students go to class or to sleep. If several students are gathered in a lounge, you should be there, too.
- During hall times, strongly encourage students to keep their doors open. While you can't be in every room at once, you need to be as accessible as possible. Instances of bullying and hazing tend to occur behind closed doors when the RA can't hear or see what's happening.
- Be on the lookout for behaviors, actions, jokes, etc., that could be making one or more students uncomfortable. They may not tell you something is bothering them—they may not even have the vocabulary to tell you what's wrong—but that doesn't mean you can assume all is well. It can be easy to dismiss things as "typical adolescent behavior"—an unwise thing to do in an intense residential setting.
- Remember our Zero Indifference policy: Do not permit name-calling, teasing, or roughhousing. To be more specific, do not permit horseplay, pillow fights, practical jokes, sexual banter/innuendo (including discussions of sexual content in the media), profanity, or use of nicknames having to do with a student's physical appearance,

background, etc. Talk and behavior involving religion, race, ethnicity, sexuality, sexual orientation, gender identity, gender expression, and social class, are, by their very nature, extremely sensitive.

- Shower either after students have gone to class or gone to bed.
- In your role as an active supervisor, you may learn information about a student that raises concerns. It's your job to keep this information private, but you cannot keep it confidential. As soon as you can, share what you've learned with the appropriate senior administrator and document it through a CIMR.
- Have fun, but don't forget that your supervisory responsibilities always come first.



## Standards of Supervision

RAs play an integral role in the supervision of our students, all of whom, even the oldest ones, must be supervised at all times. The standards of supervision are spelled out in the "Standards of Supervision" section of this handbook. These standards outline our expected level of interaction and what it means to be an active supervisory presence. Students are made aware of the standards of supervision ahead of time in the summer programs catalog, and while a few may hesitate or complain, they still have to follow the rules. During orientation, the DRL and SRAs will discuss how they are to be implemented at your site.

## Behavior Management

After setting boundaries with your students about what is and is not appropriate behavior for a safe and positive hall community, you must be prepared to follow up with behavior management techniques designed to stop unwanted behavior and keep you, as the adult, in control when students misbehave. Yelling at, threatening, or ignoring students is never appropriate. If the misbehavior continues or is serious, you must consult with your SRAs or the DRL. Only an administrator can assign a significant disciplinary consequence such as a phone call home to a parent. Below are some common behavior management techniques:

### Tip #1—Non-verbal Cue (a.k.a. THE LOOK)

If a student is doing something that they shouldn't be (whispering when the RA is talking, teasing someone, etc.), make and hold eye contact with the student and give them your best teacher look. By making eye contact with the students, you send a quick, subtle message without calling others' attention to the situation. Other non-verbal cues are pointing to your ear to signal that students should listen or pointing to the speaker to show students they need to focus on that person.

### Tip #2—Physical Proximity (a.k.a. THE SLIDE)

If a student is doing something that they shouldn't be (goofing off with someone when they need to pay attention), adjust your physical proximity to the student. Without making a big deal of it, slide over to that student. Remember, the farther away you are from the student, the safer it is for him to act out. The closer you are, the more accountable they become.

### Tip #3—Clear Expectations (a.k.a. THE TEACHER VOICE)

Students need you to be in control. This means that you must tell them in a clear, firm tone what you expect. If a student gets frustrated during a game of basketball and swears, you can say, "No swearing." It's as easy as that. Keep it short, simple, and matter of fact, especially for the first offense. Although the teacher voice requires a firm tone, remember not to yell or raise your voice.

### Tip #4—Manipulate the Environment (a.k.a. TWEAKING)

Sometimes you can bypass potential problems by thinking ahead. Let's say one student likes to push another student's buttons. By positioning yourself between the two of them you can help avoid problems

before they start. Also, you can manipulate the environment by adjusting your plans and activities. If you see students getting bored or distracted, tweak your activities, and they are less likely to misbehave.

### Tip #5—Positive Consequences (a.k.a. THIS-THEN-THAT)

Suppose you have students who don't want to do something such as stand quietly in line or take part in an activity. Make a deal with them: "If you do this, then you can do that." For example, "After you listen respectfully to the instructions, then we can play Capture the Flag." Sometimes you may need to make up an incentive for an individual student: "After you clean up the game you have been playing, you can lead the group to breakfast." Such incentives should never be extravagant.

### Tip #6—Reinforce Good Behavior (a.k.a. HEY, NICE JOB!)

All students need to hear what they are doing right. "I really appreciate how you supported Malik during his counter-argument." "Thanks for helping out with cleaning up after our activity! It was a huge help." Let students know that you care about and notice their efforts. This technique is especially effective with younger students. If you have a younger student who often gets in trouble, make an effort to catch them being good. Praise him on the spot and be as specific as you can: "Great job lining up, Rasheed." With older students, you should deliver the praise with that student one-on-one. As you walk to dinner with Jane, let her know that you appreciate her efforts to keep peace with her hallmates during social time. Older students fear being labeled the "teacher's pet" but they appreciate when you notice them doing something right. They just want you to be subtle about it.

### Tip #7—Clarify Consequences of Unacceptable Behavior (a.k.a. CHOICES)

Suppose you have a student who is having difficulty following a site rule or the CTY Honor Code (swearing, straying away from the group). Always give the positive choice first and then follow with the consequence: "Nick, you need to play the game by the rules or you will have to sit out," or "Sally, you need to stop swearing, or I will have to remove five minutes of your free time this evening." Be clear and matter of fact. Follow through after you have set the choices, or they'll become meaningless. Be sure to use only consequences you have the authority to carry out.



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**Tip #8—De-escalation  
(a.k.a. HEAR THEM OUT)**

When a student is really upset, sometimes the best thing to do is let the student talk it out. Allow the student to save face in front of their peers by removing the audience. Sit with the student and let them tell you what is bothering him. This will not only make them feel better and settle him down, but it will also give you some insight into him and the situation.

**Tip #9—Validation (a.k.a. SOOTHING)**

If a student is having a problem, it is often important to validate what the student is feeling. You can say things like “I can tell that you are really upset,” or “I would be pretty angry if that happened to me.” By validating or soothing a student’s feelings, you let them know that you understand what’s going on, and you help them feel better about the situation.

**Tip #10—State Then Step  
(a.k.a. TAG YOU’RE IT)**

Avoid getting into power struggles with students. First, state your expectation. Then say your expectation a second time, and step away. For example, if a student doesn’t want to participate in a circle lesson, tell the student, “Get your notebook and join the circle in one minute.” Then say it a second time: “I’ll see you in the circle in one minute, get going.” Then head to the circle. You are telling the student, here’s what you need to do, now go do it. You aren’t giving them an opportunity not to do what you’ve expressed.

(The tips above are adapted from materials created by Karin Schiller of Camp Calumet in Center Ossipee, NH.)

## Supervising Students You Don’t Know

Although students are divided into classes that are overseen by specific instructional groups, it is important to remember that it is the responsibility of all staff to supervise all students. This means that if you see students unsupervised, even if they are not assigned to you, it is your responsibility to address the situation by ensuring that the students are supervised. Also, if you see misbehavior, you should address it rather than looking for some other staff member to do so.

When you supervise students you don’t know, some may view you as they do a substitute teacher—someone they can take advantage of. You can avoid this situation by conveying a sense of authority and self-confidence. If you’re supervising an activity, for example, know how you want to run things ahead of time. Try to quickly learn and use the names of the

students participating. The moment you do this, some familiarity begins to develop between you.

## Hand-Offs

Morning and late afternoon or evening student transitions between the TAs and the RAs are a time when a proactive TA/RA team can make an essential difference for both staff and students. Logistically, the hand-offs happen when RAs and TAs release students into the care of the other, generally at a pre-designated spot. For example, an RA might walk the students from breakfast to meet the TA at a large tree outside the science building.

Because responsibility for the primary supervision of the students changes at these transitions, it’s easy for people to let their guard down and feel someone else is responsible. Also, it can be a noisy and confusing scene, since most classes will have meeting places near each other. It’s important to demonstrate good supervision throughout the hand-off; be a team player even if your students have left.

Hand-offs are also a good time for the TA and RA to discreetly talk about any emotional, behavioral, or medical issues that might have arisen with individual students. If a student did not sleep well, for example, the RA should report that to the TA. If there was tension between students during class, the TA would want to talk about that with the RA so the RA can be prepared to address residual tension should it manifest during the residential program. TA/RA teams should plan how to exchange this kind of information efficiently but also in a way that maximizes confidentiality and sensitivity to student needs.

## Activities

You should supervise activities in a way that allows students to have fun, but keep in mind that your primary responsibility is student safety. Remember that attendance must be taken at all activities so we can locate students during the period if necessary. Keep track of students.

While it’s great to be an involved and enthusiastic participant in the activity, don’t get so wrapped up that you forget to supervise. Pay special attention to any dangers inherent to the activity. For sports activities, be careful to keep the action from getting too competitive or physical. With arts and crafts, note potential hazards such as sharp objects or fumes from glue or dyes.

## All-Site Events

All-site events can be tricky to supervise because students may not be in formal groups, and staff members often have responsibilities executing an event that may distract them from supervision. In these cases, it's imperative that staff help each other, and that all staff members take responsibility for the supervision of all students. Furthermore, RAs need to remember that student safety is the highest priority. For example, RAs need to make sure that student excitement at a dance does not morph into chaos.

## Off Campus

Please note that no students may leave campus except with permission from an administrator and with staff supervision. At particular sites, there may be designated times when RAs might take students on a walking trip off campus to a nearby convenience store or other shops. Administrators will provide both permission and specific instructions for any instance when students are leaving campus. In those rare instances when staff members take students off campus, it's especially important to maintain or increase the program's standards of supervision. For example, in the event of a sanctioned walking trip into town, a student should absolutely never cross a street or enter a business without being accompanied by a staff member.

## Bookstore/Campus Buildings

Students should never, ever be left unsupervised by a CTY staff member or alone in a building, whether in their residence hall, an academic building, or the bookstore. When students are on your hall, you need to be there. When you take students into the campus

bookstore, try to find a fairly central location where you can see as much of the store as possible and hover near that spot, continually looking around at the students. Don't let them wander out of the store individually; you should enter and exit as a group.

## Unstructured Times

Even during unstructured time, such as weekend mornings, RAs must ensure that students only spend time in locations that are supervised by staff members. You are responsible for every one of your students when classes are not in session.

Be aware that unstructured time can be difficult for students to manage, especially for younger students. Key times include after the evening session (for students in 7<sup>th</sup> grade and above) and weekend mornings. If your hall has a lounge or a common area, it's best to be there, if you can. Encourage your students to join you, bring decks of cards, etc. Particularly if you have younger students, it's a good idea to have activities, or even just some music, to encourage the students to congregate together. It's good for the hall community and it makes supervision easier.

During some unstructured times at some sites, especially older students sites, you may be scheduled for a duty. In that case, there will be some particular location you need to be at in order to supervise students who come to that location. For example, you and another RA might be stationed at one end of the residential quad to keep an eye on students hanging out outside.



## Safety, Security, and Medical Issues

### Safety and Security

Supervision is key to student safety and security. Some potential hazards at a site are obvious—streets students must cross, for instance—but you should develop a general sensitivity to safety issues.

Students can hurt themselves and each other or damage property simply because they aren't thinking. Past examples include a student who fell and broke his leg because he and some friends were horsing around on a staircase, and students who broke a window because they were playing catch with a lacrosse ball in their room. In addition, even on secure campuses, theft and other crimes can occur. It is crucial that you recognize and confront any unsafe behavior and that you follow all safety and security policies and procedures.

General procedures follow. More specific information will be provided in training materials you receive at the site and will be reviewed during orientation. If you have any questions on these issues, be sure to ask. While there is no need to be paranoid, it is better to err on the side of caution.

Some of the things you can do to be proactive about creating and maintaining a safe environment include:

- Checking out athletic fields for slick spots, divots, holes, sprinklers, etc. before you run activities there. If a field is wet, it's probably best not to play on it and risk a sprained ankle. If you are unsure about the condition of a field, it is always better to be safe than sorry.
- Our students love to throw projectiles around—Frisbees®, balls, etc.—and will do so with reckless abandon if permitted. Work with your colleagues to establish a “no-fly zone,” especially around shared public areas like sidewalks.
- Keeping your hall under control. The residence halls should be a fun place for students to be, but pillow and water fights should never be allowed to happen because they can get way out of hand too easily, resulting in damage or injury.
- Remembering not to take even the smallest thing for granted. For example, making sure students wear proper footwear and never go barefoot around campus. Broken glass and other sharp

objects may be strewn about campus and can cause a serious injury.

- Being sure to follow up with students even after the most minor injuries, and to document these injuries with a CIMR. Vigilance and follow-up help reduce the chances of someone's condition worsening.
- Setting a good example for students by always wearing your shoes while outside, not roughhousing on the hall, etc.



### Rooms and Keys

Rooms must be locked whenever students are gone. RAs should reinforce this behavior throughout the session. Each student will be issued a room key and a lanyard upon arrival. Students should keep their room keys on a lanyard, and wear them around their necks at all times. Some sites have doors that automatically shut and lock. Lockouts are a big problem! At these sites, you must ask students to be especially vigilant about always taking their keys with them. At night they can hang their lanyard on the inside doorknob so they'll remember to take it if they go to the restroom.

Students should put their names (but not their residence hall name or room number) on their key rings. If found on campus, it is much easier to return a key to its owner if a name and program are attached to it. A lost key fine as high as \$100 is charged by some host institutions. For this reason, students are often reluctant to report missing keys, choosing instead to leave their doors unlocked. Urge students to report missing keys immediately so that replacement keys can be issued and security maintained. Explain that for security reasons, it is essential for doors to remain locked.

## Doors, Windows, and Lights

Building doors must be locked during the times specified by the site director. Outside doors and windows, particularly ground-level windows, should never be propped open. You must also ensure that all inside and outside lights necessary for security are left on during specified times.

## Intruders

While all strangers may not be intruders, all strangers should be viewed as potentially dangerous. If a person you do not recognize enters a residence hall or lingers around program areas, act immediately. Depending on the circumstances, you may simply want to identify yourself as a Johns Hopkins summer programs staff member and ask if you can help the person. If anything about the person makes you uncomfortable, call campus security and notify an administrator right away. Never attempt to detain or apprehend the person.



## Fire Safety

You are responsible for reviewing all matters of fire safety with your students. During orientation, you will be provided with emergency procedures and escape routes, as well as information about potential fire hazards and how to avoid them. Post this information on your hall and review it with your students during the first hall meeting.

There will be a fire drill arranged early each session by the DRL to ensure that everyone is prepared in the event of an emergency. Establish with your students an outside meeting place in case you ever need to evacuate the building. Be sure that the RA who covers your nights off knows where your meeting place is and has a list of your students in case there is an emergency when you are out of the building.

## Medical Issues

Students will come to you with medical complaints. Illnesses and injuries are inevitable in a program of this nature and you will likely be involved in escorting at least one of your students to the health office. Most injuries happen during activities and run the gamut from sprains, cuts, scrapes, and bruises to broken bones. You will probably also have students who complain of headaches, upset stomachs, and the occasional cold, flu, or fever.

During orientation, you will be provided with guidelines for medical issues, ranging from basic first aid information to procedures for handling medical emergencies. Each site has access to a medical professional who will guide you in handling medical concerns. Be willing to help out by, for example, putting a bandage on a blister, but remember that you're not a health care professional. Don't diagnose students. While you will not be distributing medicine to your students, you do play an active role in making sure students take their medicine and follow any medical instructions. The site health office will also inform you of any students on your hall with severe allergies or special medical needs.

Whenever a student complains of illness or injury, they should be escorted to the site health office. You will also need to complete a CIMR providing details about the complaint and the action taken.

**NEVER ASSUME A HEALTH COMPLAINT IS  
GROUNDLESS. HAVE IT CHECKED OUT.**



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## Assigned Duties

Assigned duties vary by site, but at all sites there will be supervision duties that will be assigned to you by your DRL and SRAs. Below are some common examples of assigned duties.

### Breakfast/Morning Duties

Especially at older student sites where halls don't go to breakfast as a group after the first few days, RAs may be assigned days and times to be in the dining hall supervising students when they are eating. Other RAs will be scheduled to be outside the dining hall supervising students who are hanging out before class on the quad. Yet other RAs will be scheduled to be in the dorm so there's coverage on each floor.

### Lunch Duties

Much like breakfast, at some sites RAs may be asked to supervise students in the dining hall or outside on the quad during lunch. Students should not be in the dorms during lunch on weekdays.

### Duties During Unstructured Time

During the few unstructured periods of the day, including the social time/quad time before hall meetings for older students, RAs may be assigned particular locations to supervise students who are hanging out there. This will include the quad, lounges, and on the hall.

### Weekend Duties

Because there's a lot of unstructured time on weekends, RAs may be assigned locations at particular times, similar to social time/quad time duties described above. During weekend meals, some RAs will need to be in the dining hall, others in gathering places, and yet more on the hall. Other weekend duties may be assigned for the dance or other large weekend events.

### Religious Services

Some students will want to attend religious services on the weekends. Usually the SRAs will request volunteers to escort students to religious services. If there aren't enough volunteers to escort students to and supervise them at religious services, you may be assigned this duty.

## The Daily RA Meeting

Daily RA meetings are held each weekday morning, typically at 9:15 a.m. They are an opportunity for your supervisors to share important information and training with the entire RA staff at once. The purpose of the meeting is to:

- Share important information, including schedules and deadlines.
- Discuss problems or issues that have arisen.
- Check how everything is going.
- Provide ongoing training using the Residential Life curriculum.
- Boost morale when energy levels start to diminish.
- Brainstorm upcoming weekday activities, theme days, and weekend events.

The daily RA meeting is one of the main means of communication among the residential staff. Being there on time is very important.

## Time Off

### Days Off

Each RA is entitled to one day off per three-week session. The DRL and SRAs work with the RAs to establish a schedule so that all halls and activities are covered during days off. Days off will not be granted during the first three days of each session or the last two days of each session. Days off are scheduled for Monday-Thursday and not on the weekend.

### Nights Out

Nights out are arranged on a rotating basis at the discretion of the DRL and site director. They are a privilege, not an entitlement; the DRL's priority must always be to ensure adequate supervision of the students. Having a night out means that you may leave your hall for a brief period between a half hour after lights out (provided your floor is settled) and the RA curfew of 1:30 a.m. You are considered to be on call during this time and must always be in a condition to handle an emergency. If you choose to leave campus, you may be asked to check out and in with a supervisor. You must leave a note on your door so that any student who needs you while you are out knows where to reach another staff member for help. You must return to your hall promptly at 1:30 a.m., and are expected to be up by 7:00 a.m. to make sure that all of your students are off to breakfast on time. Nights out do not begin until after the site has settled into a routine and do not take place on the final nights of the session.

## Free Time

In CTY's fast-paced environment, it can be difficult to establish a specific time for RAs to find free time. Times when the students are in class are generally devoted to activity preparation and committee work, though on some days you may find a little time for a quick nap or some relaxation. However, the best time for some "down time" is often the third class session. At older students sites, this session is in the evening, after dinner; at young students sites it usually occurs in the late afternoon. This is a time when the residential staff have the opportunity for time away from the students. You should not assume you will have any or all of this block free, however. If something comes up, you must be available.

## Self-Care

CTY is an intense job environment for everyone. Finding ways to keep yourself recharged and make sure you get rest is crucial to your ability to be an effective RA.

While you may not get to take a break at exactly the same time each day—issues may arise that require your immediate attention—be sure to regularly take some time for yourself. This could be a walk, yoga, a Taco Bell run to break the monotony of dining hall food, a nap, reading a good book, or talking to a close friend from home.

When you need to vent about something, vent up: talk to a fellow RA or an SRA or the DRL, not to the students. If something is going on at site and you don't feel comfortable speaking to an administrator, you can always contact your program manager or assistant program manager at CTY's main office in Baltimore.

If you find yourself feeling overwhelmed or stressed out, talk to your DRL or an SRA and ask for help. It is normal to struggle with the demands of a job at CTY, and knowing how to handle times when you are struggling in a professional way is a sign of competence, not failure.

## Intersession

RAs working both sessions have a break between the sessions. Generally, the break will begin after students leave the site, around 4:00 p.m. Friday afternoon, and end Saturday afternoon the following day. Organizational meetings are scheduled early Saturday evening to introduce any new RAs and to prepare for the arrival of students on Sunday morning. Your DRL and SRAs will give you a more exact schedule.

## Staff Illness Guidelines

Given the short-term nature of CTY Summer Programs, staff are expected to work all scheduled days. Absences, especially when unplanned, make it extremely difficult to maintain adequate standards of supervision and provide a high quality experience for the students. Such absences also create hardship on other summer staff who have to take on additional responsibilities. It is our responsibility to support staff to the extent that it is possible while still operating in the best interest of the program and others in the community. In order to ensure safe, exceptional programs for students, the following guidelines regarding absences due to illness are in place:

- Paid sick leave is not provided by the University.
- After two consecutive days for absence due to illness, CTY Summer Programs will begin actively trying to place a new staff member. In some cases a replacement is immediately available and in other cases it may take some time to find a qualified replacement. At the time a replacement is found, if the ill staff member remains unable to safely return to work, CTY Summer Programs will cancel their employment agreement and the staff member will be paid a prorated salary for all of the days employed through the date of cancellation.
- Unless a staff member's employment agreement is canceled, pay will not be reduced because of absence due to illness.
- For considerations of safety and wellbeing of the staff and students in our programs, staff members who are unable to work for more than two days may not continue to reside on site and will be expected to travel home or find alternate accommodations at their own expense.

## Close of the Session Inventorying and Packing

RAs are responsible for packing the residential supplies. At the beginning of the last week, the SRAs and DRL will explain the inventory and packing procedures for your site. As supplies are used for the last time, you can inventory and pack them in boxes. This way, there should be only a few things that need to be packed on the last day.

Familiarize yourself with the inventory sheets, have a supervisor check your work after you have recorded several items, and, most importantly, ask questions as they arise. In general, inventories should:

- Include every item packed, even if you didn't use

it this summer.

- List every type of item separately (e.g., 1 limbo stick, 52 leis, 2 grass skirts—not “luau stuff”).
- Count items (e.g., 14 packs of construction paper—not construction paper; 10 orange cones—not some orange cones).
- Indicate the size and color of items (e.g., 1-L plastic bottle—not small bottle; ½ ream blue copier paper—not colored paper).

Some items are never packed because they are potential storage hazards or not worth the storage cost. Never pack these items: food or liquids of any kind, broken equipment or unusable materials, batteries, or no-cost items (newspaper, paper towel rolls, etc.)

## Reducing Inventory Supplies

The fewer consumable supplies remaining at the end of the program, the less work you will have when inventorying and packing materials. The last week of activities should include as many opportunities as possible to use up supplies that are not worth packing or which can't be put into storage. This may include running activities in which students are encouraged to use up supplies like paint, clay, and craft paper.

## Closing Day

While closing day varies quite a bit depending upon the site, frenzy of activity remains consistent. Closing ceremonies, Student Program Evaluations (SPEs), inventorying and packing, and more will demand your time. A very supportive group of administrators and fellow RAs will help you get everything done. Your DRL and SRAs will provide more information about your duties on closing day.

Like opening day, closing day is hectic and demanding. It is very important to provide extra supervision. On the last Thursday night at older student sites, the DRL may work out a rotating schedule for RAs to patrol the campus between lights out and 7:00 a.m. to help prevent student misbehavior.

Duties that you will attend to at the close of the session will be spelled out in greater detail by the SRAs and DRL. Chief among these is making sure that your responsibilities to the host are complete: rooms and halls are clean, and library books, borrowed equipment, and student keys are returned in good condition.

Before departing campus you must report to the site office to turn in your keys and sign out, remembering to leave your updated contact information so that we can contact you, if necessary, during the fall months.

# Performance Evaluation

At the end of the summer, you will have an opportunity to evaluate the program and your experience, and your job performance will be evaluated by others. CTY's central office uses this information in the fall to help make staff rehiring decisions and improvements to the program.

## How You Are Evaluated

Students complete evaluations of their academic and residential experiences at CTY at the end of each session through the SPE. You will help administer the residential SPEs, and your supervisor will provide instructions for doing so at the end of each session. SPEs may not be read until all the students have left the campus and their student course evaluations have been submitted to the academic dean. You may make copies of the SPEs or request copies from the Baltimore office after the sessions have concluded. Your supervisor on site may wish to discuss your SPE results with you as part of your ongoing training. If this is not the case at your site, you may contact the site's program manager or assistant program manager at any time to discuss your SPE results.

Your SRA will also write an evaluation of your performance. You can find information about the standards they will be using to evaluate your performance on the next page. While supervisors and supervisees should meet and give one another verbal feedback throughout the session, CTY also encourages an end-of-session “debriefing” in which job performance, professional growth, and areas for improvement are discussed.

## How You Evaluate Others

Before you leave the site, you will be asked to complete an End-of-Session Site Evaluation. This will be your opportunity to give feedback on the work culture, site communication, training, facilities, supplies, and site administrators.

## RA Evaluations

The SRAs write a final evaluation of your job performance towards the end of your employment. The DRL reviews this evaluation once it is complete, and an SRA or the DRL may meet with you to go over it before your departure from the site.

To ensure consistency and thorough detail in each evaluation, the SRAs and DRL use the same evaluation form for each RA. This form is a two-page document. The first page includes a matrix of RA responsibilities and expectations. The second page consists of open-ended questions that are answered in three to four sentences each.

As the SRAs are completing your evaluation, they will refer to your performance throughout your time at CTY. They will incorporate conversations you had with them; feedback you received from students on your SPEs; input from other staff members like your instructional group, co-RA, and administrators; the types of activities you ran; and the quality of your committee work.

These final evaluations are a summary of your performance, and include a recommendation about your future employment with CTY. They are not the first place your supervisors will express a concern about your job performance. If one of your supervisors is worried about your work during the summer, he or she will speak with you in person. During that time, he or she will provide concrete strategies and suggestions so that you have the opportunity to improve. Moreover, informal evaluations and feedback sessions like this are ongoing. As a result, nothing written in your evaluation should come as a surprise to you.

RAs can be unsure of their performance; it's hard to get an authentic read on how you're doing when your primary audience is adolescents. Make a point to seek feedback, both compliments and constructive criticism, from your supervisors. They don't always realize when an RA would like more feedback, so it's appropriate to prompt that process by asking for it as you need it.

The first page of your evaluation will include a spectrum where you're evaluated on the following criteria:

This RA...

- actively and appropriately enforced the standards of supervision.
- established and maintained appropriate boundaries with students (“friendly but not a friend”).
- displayed good judgment.
- sought help from supervisors when appropriate.
- demonstrated a genuine, personal interest in the students.
- consistently enforced site policies and expectations.
- dealt with incidents and concerns appropriately, including timely submission of CIMRs.
- fostered a respectful relationship with his/her/their students and with the overall student body.
- had a welcoming and appropriately decorated hall.
- established norms on the hall (for lights out, activity sign-up, floor meetings, etc.)
- prepared and set up for daily activities.
- ran unique and engaging activities.
- contributed concretely to committees.
- regularly attended his/her/their students’ class(es).
- was punctual to meetings and events.
- met deadlines for paperwork and tasks.
- demonstrated good communication skills.
- had a positive attitude.
- worked well with other RAs.
- exhibited leadership among the RAs.
- grew professionally during the session.
- should be encouraged to reapply for next summer.
- is prepared for the SRA role next summer.

The second page of your evaluation will include the three to four sentence answers to the following questions:

- In which areas did this RA especially excel?
- In which areas does this RA need improvement?
- How open was this RA to constructive criticism, and how did this RA work to improve over the course of the session?
- Please summarize this RA’s performance in one to two sentences.



The following comments were taken from an anonymous online survey completed by RAs who formerly worked in the CTY summer programs.

- Be prepared to be challenged by the kids. These students are gifted and will find new ways to shock and amaze you. It's fun to be challenged, but be prepared.
- You're there for the kids. The kids love it when the RAs are willing to wear something goofy, or get a pie in the face, just so they can have some fun.



- Know your limits! The kids like to push you, so just set some ground rules in your head and stick to them! Make sure you are fair to all your kids. They will pick up on any kind of favoritism, or when you break a rule that you have set from the beginning. If you keep to your guns they end up respecting you all the way through the session.
- Be prepared to have the time of your life while in the midst of an extremely diverse and interesting group of adults, peers, and children. Part of this preparedness is being open to new ideas and new people.
- TALK to your residents in a meaningful way. You'll be surprised how much you will learn about them AND yourself!
- If you have free time, sleep.

- Take time to really get to know your residents, keep your door open, and be a role model. When kids come to CTY you are the person that they come to trust and depend on for 3 weeks while they're away from home. They will look up to you and respect you if you respect them and get to know them. The kids are WONDERFUL and no matter how hard you try you will probably end up teary-eyed at the end too!
- RAs are part of a team. Each RA at a site has his or her own talents and it is a good idea to get to know each person's special abilities for committee work and programming. Work together with other RAs to develop programs that allow you to use your abilities to give the students a good time.
- Take it easy. No, really. An RA who takes himself or herself too seriously is bound to run into conflicts with other staff members and students as well. RAs need to maintain dignity and professionalism, but not forget a sense of humor and that summer camp is supposed to be fun.
- TAKE CARE OF YOURSELF and make sure others do the same. If staff members do not get enough sleep or eat properly, then their energy drops and they can't maintain the high level of energy required to make CTY run smoothly or have the flair that we all expect and love!
- Remember that the CTY experience is for the kids. While you will definitely have a lot of fun as an RA, do not forget your responsibility to make the summer as much fun for THEM as possible. It is an extremely rewarding experience knowing that you had a positive influence in their lives—something that you definitely have the potential to do!



# Policies: Staff

The following are important policies that you should familiarize yourself with before arriving on site.

## Standards of Employee Conduct

In addition to fulfilling the responsibilities outlined in your employment agreement and accompanying materials, you must abide by the following policies. Violation of any of these policies may result in immediate dismissal.

### 1. JHU/CTY Policy on Alcohol and Drug Abuse and Drug-free Environment:

It is the policy of the Johns Hopkins University (JHU) that the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances is prohibited on the University's property or as a part of University activities. Individuals who possess, use, manufacture, or illegally distribute drugs or controlled dangerous substances are subject to University disciplinary action, as well as possible referral for criminal prosecution. Such disciplinary action of faculty and staff may, in accordance with this policy, range from a minimum of a three-day suspension without pay to termination of University employment.

Because they work with children, CTY summer employees are subject to additional policies regarding the use of alcohol. Any of the following actions will, on the first offense, result in discipline up to and including immediate termination of employment:

- consuming or possessing alcohol if underage, on or off campus
- providing alcohol to anyone underage, on or off campus
- possessing or consuming alcohol in student residences or in sight of, or earshot of, CTY students
- interacting with the students while intoxicated
- consuming alcohol at such a time, or in such a way, that it affects your job performance
- consuming alcohol in a manner that violates host institution policies or local laws.

Additional expectations govern the use of alcohol in controlled versus uncontrolled environments. A controlled environment is one in which a licensed individual checks identification. Such environments include a bar or restaurant. Any other setting is considered an uncontrolled

environment. In a controlled environment, staff members of legal drinking age may consume alcohol in the presence of underage staff members. In an uncontrolled environment, such as a staff residence, staff members of legal drinking age may not consume alcohol in the presence of underage staff members.

Staff members may not consume alcohol outdoors on campus.

When the CTY alcohol policy and a host institution's policy differ (e.g., a host prohibits alcohol anywhere on campus), staff members must adhere to the more restrictive policy.

2. Tobacco must never be used in the presence of students. Some sites prohibit smoking on campus, indoors and outdoors.
3. Obscene, derogatory, and abusive language is prohibited.
4. Interactions between summer programs staff and students are not to exceed the boundaries of a friendly, professional relationship. Staff members should be careful to avoid even the appearance of impropriety in their behavior toward students.
5. Relationships between staff, or between staff and their guests, must be conducted with the highest degree of discretion.
6. Sexual harassment is inimical to an appropriate working and educational environment and will not be tolerated. The term "sexual harassment," whether between people of different sexes or the same sex, includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, sexual assault, and other verbal or physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creates an intimidating, hostile, or offensive working or educational environment. (Procedures for reporting sexual harassment will be covered during orientation.) CTY follows JHU's policy on sexual misconduct, which can be found on the next page.
7. It is JHU's policy to assure that no qualified person within the University community of students, faculty, or staff is discriminated against due to sex, gender, marital status, pregnancy, race, color, ethnicity, national origin, disability, religion, sexual orientation, gender identity or

expression, veteran status, or other legally protected characteristic. For more information, see the JHU policy on equal opportunity, which can be found below.

JHU and CTY retain all managerial and administrative rights and prerogatives entrusted to it and conferred on employers inherently and by law. These include, but are not limited to, the right to exercise judgment in establishing and administering policies, practices, and procedures, and to make changes in them without notice; the right to take whatever action is necessary in CTY's judgment to achieve its goals; and the right to set the standards of productivity and services to be rendered, etc. Failure of CTY to exercise any such prerogative or function in a particular way shall not be considered a waiver of CTY's right to exercise that prerogative or function in the future or preclude it from exercising that prerogative or function in some other way.

## Termination of Employment

CTY's goal is to help employees be successful in the summer programs. Termination, when it occurs, is nearly always undertaken by the site director after consultation with CTY's Baltimore office. In all cases of termination, the site director has the authority to state a deadline for an employee's departure from the site, if needed. Terminated employees are required to make departure arrangements and pay for transportation from the site.

Be advised that the above statements of policy do not constitute an express or implied contract, and their provisions are not intended to be contractually binding. As stated in your employment agreement, CTY reserves the right to terminate employment at any time and for any reason with remuneration only for actual days worked, if any.

## Policy on Sexual Misconduct

The Johns Hopkins University is committed to providing a safe and non-discriminatory educational and working environment for its students, trainees, faculty, staff, post-doctoral fellows, residents, and other members of the University community. In particular, the University will not tolerate and is committed to providing members of its community with an environment that is free from sexual harassment, sexual assault, relationship violence, and stalking (collectively, "sexual misconduct"). This conduct is disruptive of the learning and working environment of the University's community and deprives students, employees and

other community members of equal access to the University's programs and activities. To that end, the University embraces its responsibility to increase awareness of sexual misconduct, prevent its occurrence, support victims, deal fairly and firmly with offenders, diligently investigate complaints of such misconduct and retaliation, and comply with Title IX of the Higher Education Amendments of 1972 ("Title IX") and the Campus SaVE Act. The Johns Hopkins University Sexual Misconduct Policy and Procedures implement the University's commitment to investigate and resolve cases involving sexual misconduct and retaliation promptly, fairly, equitably, impartially, and in compliance with law.

The University prohibits sexual misconduct, which includes sexual harassment, sexual assault, relationship violence, and stalking. The University further prohibits any form of retaliation, intimidation, threats, coercion, or discrimination or attempts thereof, whether direct or indirect, by any officer, employee, faculty, student, trainee, post-doctoral fellow, resident or agent of the University against a person who makes a complaint or report of sexual misconduct or participates in any way in the investigation or resolution of such a complaint or report, or who exercises his or her rights or responsibilities under the Policy, these Procedures or the law.

JHU's complete Sexual Misconduct Policies and Procedures are located at [jhu.edu/university-policies/](http://jhu.edu/university-policies/)

## Policy on Equal Opportunity

The Johns Hopkins University does not discriminate on the basis of sex, gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, veteran status or other legally protected characteristic.

The University's equal opportunity policy applies to all academic programs administered by the University, its educational policies, admission policies, scholarship and loan programs and athletic programs. It applies to all employment decisions, including those affecting hiring, promotion, demotion or transfer; recruitment; advertisement of vacancies; layoff and termination; compensation and benefits; and selection for training. Consistent with its obligations under law, it also extends to the maintenance of affirmative action programs for minorities, women, persons with disabilities and veterans.

Every member of the Johns Hopkins University community deserves equal access to the abundant educational and employment opportunities we offer. The Office of Institutional Equity coordinates ongoing efforts to make the campus accessible and to make JHU programs available to everyone.

### **For More Information**

Members of the University community are encouraged to contact the Office of Institutional Equity at 410-516-8075 regarding any questions or concerns about the policy on sexual misconduct, the policy on equal opportunity, or any of JHU's anti-harassment efforts. For additional information, visit [oie.jhu.edu/](http://oie.jhu.edu/).

## **Policy on Accommodations for Employees with Disabilities**

Johns Hopkins University is committed to providing equal employment opportunities for all employees, including those with disabilities. Consistent with Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, and the Americans with Disabilities Amendments Act of 2008, the University provides reasonable workplace accommodations to qualified employees with disabilities. An employee is considered to have a disability under this policy if he or she has a physical or mental impairment that substantially limits one or more major life activities, or if he or she has a record of such impairment. An employee is considered qualified if he or she has the requisite skills, experience, and education to perform the job and is able to perform the essential functions of the job with or without accommodation. In most cases, JHU will require documentation of the disability and the need for the specific requested accommodation from the appropriate medical- or mental health-care provider. An employee may make an accommodation request through Disabilities Services in JHU's Office of Institutional Equity or an appropriate supervisor or Human Resources contact.

Disability Services may be reached at 410-516-8949. You may also visit the following website for more information: [oie.jhu.edu/ada-compliance/](http://oie.jhu.edu/ada-compliance/).

## **Policy Addressing Campus Violence**

The Johns Hopkins University is committed to providing a learning and working environment that is safe to all members of the University community. The University will not tolerate violent acts on its

campuses, at off-campus locations administered by the University, or in its programs. This policy of "zero tolerance" extends not only to actual violent conduct but also to verbal threats and intimidation, whether by students, faculty, staff, or visitors to the University.

The University urges individuals who have experienced or witnessed incidents of violence to report them to Campus Security. Alternatively, students are urged to report concerns about violence to the divisional office responsible for student matters, faculty to the divisional office responsible for faculty matters, and staff to the applicable human resources offices.

The University will not permit retaliation against anyone who, in good faith, brings a complaint of campus violence or serves as a witness in the investigation of a complaint of campus violence.

## **Policy on Child Safety in University Programs**

University faculty, staff, students, and volunteers are required to comply with all applicable laws and regulations on the reporting of child abuse and neglect. Any person who has reason to believe that a child has been subjected to abuse or neglect must report this abuse or neglect in accordance with all applicable local laws and regulations. The person making the report must also promptly notify the Johns Hopkins University Office of the General Counsel. On receiving a report of child abuse or neglect, the University will take immediate steps to assure the safety of children and comply with all applicable legal reporting requirements.

CTY on-site training includes training on preventing and reporting child abuse, and senior administrators are available throughout the session to consult and assist in meeting our obligations to provide a safe educational environment for all students.

For the Johns Hopkins University's complete Policy on the Safety of Children in University Programs, visit [jhu.edu/university-policies/](http://jhu.edu/university-policies/).

For state child abuse reporting numbers and specific state agency information, visit [dhr.maryland.gov/child-protective-services/reporting-suspected-child-abuse-or-neglect/local-offices/#state](http://dhr.maryland.gov/child-protective-services/reporting-suspected-child-abuse-or-neglect/local-offices/#state)

For contact information for the Johns Hopkins University Office of the Vice President and General Counsel, visit [web.jhu.edu/administration/general\\_counsel/index.html](http://web.jhu.edu/administration/general_counsel/index.html).

## Temporary Status

All summer employees are considered to be temporary employees of Johns Hopkins University and, therefore, receive no benefits under the University's benefits policy. This includes vacation and sick leave.

## Future Employment with CTY

Your employment is terminated at the conclusion of the summer. In order to be considered for work in future summers, you must reapply. Positions are not offered automatically to candidates who held them in previous years, but a previous, successful experience working for us is highly valued. When making future employment decisions, we consider Student Program Evaluations; feedback from supervisors on such issues as responsibility in carrying out administrative duties, ability to manage the pace and intensity of the program, and attitude towards the students and the program as a whole; your interactions with staff and students; and, if any, feedback from parents.

## Policy on Use of Information Technology Resources

For the purposes of this policy "IT Resources" refers to resources provided either by Johns Hopkins/CTY or by host institutions. Each host institution may have policies that govern your use of its resources as well.

Acceptable use of information technology resources is use that is consistent with Johns Hopkins' missions of education, research, service, and patient care, and is legal, ethical, and honest. Acceptable use must respect intellectual property, ownership of data, system security mechanisms, and individuals' rights to privacy and freedom from intimidation, harassment, and annoyance. Unacceptable uses include, but are not limited to:

- a. Unauthorized access to or unauthorized use of IT Resources.
- b. Use of IT Resources in violation of any applicable law.
- c. Harassing others by sending annoying, abusive, profane, threatening, defamatory, offensive, or unnecessarily repetitive messages, or by sending emails that appear to come from someone other than the sender.
- d. Any activity designed to hinder another person's or institution's use of its own information technology resources.
- e. Privacy violations (e.g., disclosure or misuse of private information of others).
- f. Installation of inappropriate software or hardware on IT Resources (e.g., network or

- password "sniffing" software, offensive applications, and malicious software).
- g. Any use of copyrighted materials in violation of copyright laws or of vendor licensing agreements (e.g., illegal downloading and/or sharing of media files or computer software).
- h. Intentional, non-incident acquisition, storage, and/or display of sexually explicit images, except for acknowledged, legitimate medical, scholarly, educational, or forensic purposes. Exposure and/or display of such material may be offensive, constitute sexual harassment or create a hostile work environment.
- i. Security breaches, intentional or otherwise, including improper disclosure of a password and negligent management of a server resulting in its unauthorized use or compromise.
- j. Commercial use of IT Resources for business purposes not related to Johns Hopkins.
- k. Use (e.g., email, social media, blogs), without specific authorization, to imply JHU, CTY, or host institution support (as opposed to personal support) for any position or proposition.
- l. Use to engage in activities, including for example certain political activities, prohibited to tax exempt 501 (c) (3) organizations or that otherwise may result in a hostile work environment.

The complete Johns Hopkins information technology use policies are available at [jhu.edu/university-policies/](http://jhu.edu/university-policies/).

## Staff Policy on Appropriate Use of Technology

In addition to Johns Hopkins University's Use of Information Technology Resources Policy, staff must abide by CTY's Staff Policy on Appropriate Use of Technology as well as CTY's "Corresponding with Students" and "Photographing, Filming, and Recording Other People."

CTY employees must exercise good judgment in their conduct with students and colleagues, and this includes their conduct online and via social media. Staff members must be careful how they represent themselves and their CTY experience publically. Exercising poor judgment in your online communications or postings, engaging in harassment or other conduct in violation of any applicable John Hopkins University or CTY policy or procedure, including without limitation those prohibiting

harassment, discrimination, and sexual misconduct, or using social media or email in ways that are unprofessional, can jeopardize your employment and eligibility for rehire. All CTY staff are accountable for their conduct during the course of their employment, even if we learn about it after the programs have concluded.

CTY's Staff Policy on Appropriate Use of Technology governs the use of all "personal electronic devices," which includes without limitation smart phones, tablets, laptops, personal computers, storage devices, printers and scanners, whether your own or provided by the Johns Hopkins University, CTY, or a host institution, and any software, apps, internet connections, and servers.

The unacceptable use of personal electronic devices includes, but is not limited to, the following, which are prohibited:

- Using a personal electronic device to harass, bully, haze, stalk, abuse, threaten, or defame others.
- Using a personal electronic device to engage in, support, or promote harassment or discrimination of an individual in violation of any University or CTY policies, including without limitation policies prohibiting discrimination, harassment, and sexual misconduct.
- Using a personal electronic device to send messages, images, website postings, or other content that appear to come from someone other than the sender; forge electronic communication; or engage in identity theft.
- Photographing, filming, or recording students in violations of CTY's policy on "Photographing, Filming, or Recording Other People."
- Interacting with students via social media.
- Posting photographs, videos, recordings, or any content featuring students and staff without the subject's written permission, or in the case of a minor, the parent's written permission.
- Using CTY or JHU program content, names, or logos in violation of JHU's intellectual property and use of name policies.
- Disrupting or disengaging from class or a CTY-sponsored activity by using a personal electronic device while on duty for any non-work-related purpose, such as to check social media sites, send texts, receive or make calls, watch videos, etc.

- Engaging in illegal activities, including downloading, obtaining, or distributing child pornography; copyright infringement; or violation of vendor licensing agreements.
- Modifying, manipulating, or tampering with hardware, software, apps, files, and data on another's personal electronic device, including by downloading apps, files, videos, and software, or unauthorized use of another individual's personal electronic device.
- Engaging in any use that disrupts or interferes with the orderly functioning of JHU or CTY, the performance of the duties of JHU or CTY staff, or other University business or activities, including without limitation studying, teaching, research, and administration.
- Engaging in any use inconsistent with the mission or integrity of the JHU or CTY.
- Engaging in any use in violation of any applicable JHU or CTY policy or procedure.

### **Corresponding with Students**

Students often want to correspond with you after the program ends in order to request letters of recommendation or ask questions about additional courses of study.

If you communicate with students after the close of a session, you must continue to exercise good professional judgment with any students who contact you. All the guidelines that apply to your interactions with students during the program apply after the program has ended. The use of email to maintain a professional educator/student relationship with a former student is acceptable, but using email to be friends or engage in personal correspondence with former students is not. Likewise, you should not initiate friend requests or accept friend requests via social media from former students under the age of 18.

If a parent or student contacts you with any sort of concern or complaint about CTY's summer programs, including CTY summer staff and students, please do not respond yourself. Instead, cease contact, and make a referral to your site's program manager.

### **Photographing, Filming, and Recording Other People**

CTY staff are prohibited from photographing, filming, or recording students or program activities unless authorized to do so by CTY. Photographs, video, audio, or other recordings of CTY students and program activities must not be posted or shared via any forum without the written permission of the student's parent and CTY's Senior Director of

Academic Programs and Services or Senior Director of Communications and Marketing. CTY staff may not photograph or record other staff members or share or post any such photographs or recordings in any forum without the staff member's prior consent. If you become aware of violations of this policy, please contact your site's program manager or assistant program manager.

## Using Personal Property

Please understand that if you use any of your personal belongings for activities on site, you do so at your own risk. Neither CTY nor the host institution is responsible for theft, loss of, or damages to, your personal belongings. Be aware of what coverage, if any, you may have under your homeowner's or renter's insurance for items you bring to the site. Never borrow items from students.

## Research

### Research by CTY

To better understand and improve the education of highly able students, CTY's Research Department has an active research agenda. Although some information is collected from our students by mail surveys or questionnaires, the majority of data is collected in person at the summer sites.



Our goal is always to preserve the integrity and efficient functioning of our classes. At some sites, classroom time may be set aside for students to complete research instruments. This practice is kept to a minimum, however, and all parties concerned are informed in advance. If you are asked to participate in research, we will make every effort to minimize the disruption to your work with the students.

### Research by Summer Staff

Researchers and professionals not employed on a permanent, full-time basis by CTY often wish to make use of the research possibilities inherent in the summer programs. Our students and classes may be used for individual or institutional research by part-time or temporary staff employed by CTY, as well as by faculty or professional researchers at JHU or other institutions, provided that permission has been granted in writing by CTY's Research Council prior to the start of the research.

If you are interested in pursuing a personal or collaborative research project with CTY, you should send a proposal along with a curriculum vitae to your site program manager. Proposals are reviewed and responded to by CTY's Research Council. Because this process can take several weeks, anyone contemplating a project should begin the initial inquiry well in advance of the summer programs.

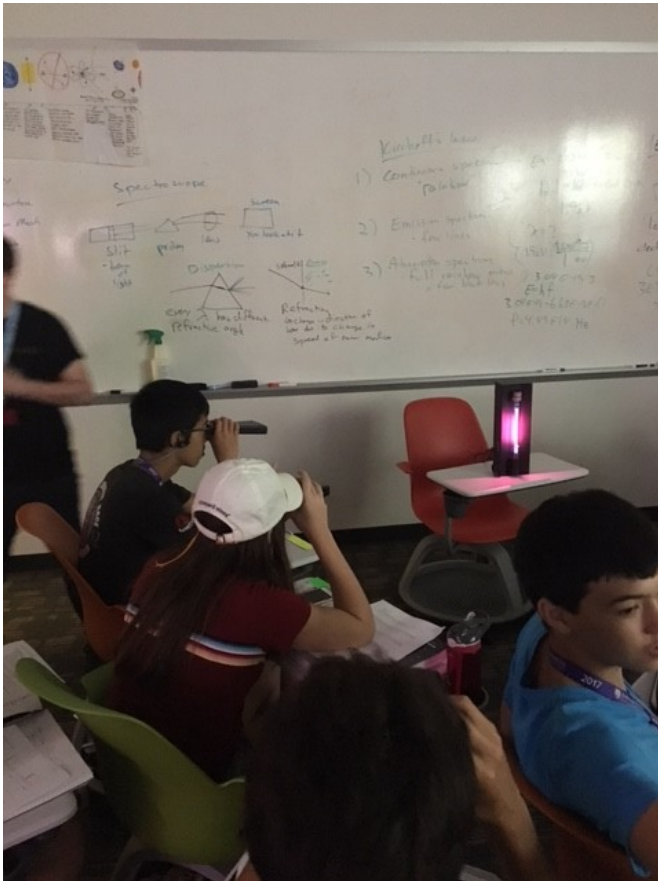
Any data collected by summer faculty and staff from summer programs classes as a part of the conduct of their classes may not be published without prior written approval from CTY.

### Research by Students

CTY instructors are encouraged to engage students in performing original research whenever pedagogically appropriate. Depending upon the nature of the research and potential uses of the data, prior approval from CTY and also potentially from JHU's Institutional Review Board (IRB) may be required. In general, whenever the research involves human test subjects, including for surveys, prior approval is required.

If you are an instructor and wish to include a student research project in your course, even if you are unsure whether prior approval is required, please contact your site program manager, who will consult with the CTY Research Council.

Any data collected by students from summer programs classes as a part of the conduct of their classes may not be published without prior written approval from CTY.



## Health, Safety, and Environment

Johns Hopkins safety policies can be found at [jhu.edu/university-policies/](http://jhu.edu/university-policies/)

### Latex

Due to concerns over latex allergies and sensitivities, latex should not be used at CTY. Non-latex gloves made of materials such as nitrile must be used in science labs, as well as in first aid kits and health offices. Latex balloons may not be used in recreational activities. This means that latex balloons may not be used as dance decorations, in arts and crafts activities, or during water days. Balloons made of non-latex materials, such as mylar, are acceptable, but sometimes completely different activities, rather than substitute materials, may be required.

The only circumstance under which latex products may be used is when science instructors have received specific approval to use them in a lab activity. In these cases, the instructor must ensure that no student or staff member in the course has a latex allergy before bringing latex products into the classroom, and all

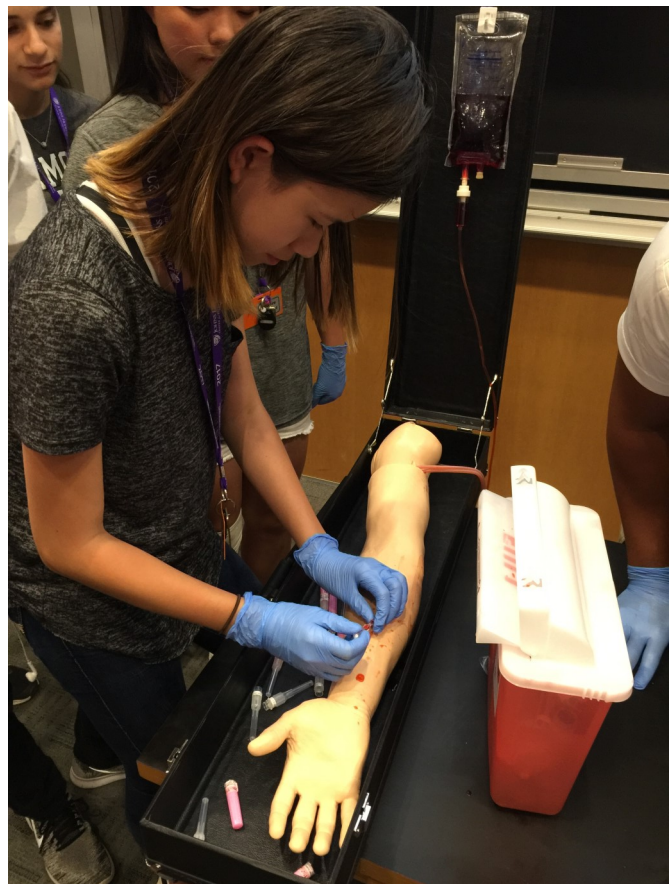
persons must wear non-latex gloves throughout the activity. In classes where a student or a staff member has a latex allergy, instructors must substitute alternative experiments.

### Laser Pointers

Class 2, 3R, and 3A laser pointers are acceptable. It is best practice to use a red-orange (633 to 650nm wavelength) laser pointer; avoid green or blue laser pointers, since there are safety concerns for these. Use of class 3B and 4 lasers must be approved by JHU Health, Safety, and Environment, and are prohibited for use as pointers. Never point a laser pointer at a person or into the sky.

### JHU Policies

As a JHU employee, it is your responsibility to familiarize yourself with University policies. To view these policies, visit [jhu.edu/university-policies/](http://jhu.edu/university-policies/)





## Dismissal

Students are told in the summer programs catalogs of CTY's expectations for their conduct. Additionally, they are told that they may be dismissed from the program for any of these reasons:

- not attending to their academic work in a satisfactory manner
- cheating, plagiarizing, or committing other acts of academic dishonesty
- being in restricted areas of campus, or leaving campus, unaccompanied by a staff member
- being on an opposite-sex hall
- leaving their halls after lights-out
- stealing or vandalizing property
- keeping prescription or non-prescription medication in their possession
- possessing or using tobacco, e-cigarettes, alcohol, or drugs
- engaging in bullying, hazing, or harassing behavior
- sending inappropriate or pornographic messages or images to members of the CTY community, and other violations of the CTY Student Policy on Appropriate Use of Technology
- not cooperating with adult supervision
- undermining the safety or wellbeing of self or others (including threats).

Decisions to dismiss a student from the program are made by the site program manager and CTY's Senior Director of Academic Programs and Services.

## Absences

In general, the only excused absence is for illness. We may make an occasional exception, however, for students to attend special events at home. If a student is going to miss class because of any special circumstance, both the student and the academic dean should inform the instructor in advance in order to discuss arrangements for completing missed work.

In the case of illness, instructors (and sometimes teaching assistants) will meet with the student and the resident assistant to discuss make-up work.

Students who complete at least two weeks of a course, but less than three, should receive a narrative evaluation of their work, but the evaluation should reflect that they participated in the course rather than successfully completed it.

## Prohibited Items

The following is a list of items students are prohibited from bringing to the sites. If you find any of these items in the possession of students, they must be confiscated and given to a site administrator who will then give the items to the parents at pick up. Be aware that a few items are prohibited (e.g., pets) for staff too. If you have any questions about items on this list, please refer to your site information packet or call your site program manager.

- weapons of any kind (including pocket knives and martial arts devices)
- any flame-producing device (including matches, lighters, and firecrackers)
- high energy drinks, such as Red Bull, Monster, and Amp
- pets of any kind
- televisions or video game equipment
- bicycles, skateboards, scooters, rollerblades, skates, or shoes with wheels
- free weights
- water guns
- halogen lamps, refrigerators, or cooking devices
- staff lanyards from current or previous summers

In addition to the above list, we reserve the right to confiscate for the length of the program any items that, in our judgment, demonstrate the potential for distracting students from the goals of the program, or pose undue risk to property or to the safety and wellbeing of people.

Note: Staff must never provide staff lanyards to students.

## Student Use of Technology

On the first day of class, students will review the Policy on Appropriate Use of Technology and will sign a document stating that they agree to abide by it. Personal devices and internet access are so ubiquitous, and technology changes so rapid, that it is no longer practicable to simply prohibit the use of devices, nor is it possible to have specific rules for every imaginable scenario. The overarching principles of the policy are that students should engage fully with program activities and at all times conduct themselves in keeping with CTY's Honor Code (which includes abiding by program rules and policies). It is not possible to police

every moment of a student's use of a personal device. However, you must be an active, aware supervisory presence, even during down times. Address any situation in which a student uses technology in violation of the policy or that is otherwise inappropriate, and be alert to signs of problems.

### **Student Policy on Appropriate Use of Technology**

The term "personal electronic devices" includes without limitation smart phones, tablets, laptops, personal computers, storage devices, printers, and scanners whether your own or provided by the Johns Hopkins University, CTY, or a host institution, and as well as any software, apps, internet connections, and servers.

The unacceptable use of personal electronic devices includes, but is not limited to, the following, which are prohibited:

- Using a personal electronic device to harass, bully, haze, stalk, abuse, threaten, or defame others.
- Using a personal electronic device to engage in, support, or promote harassment or discrimination of an individual in violation of any University or CTY policies, including without limitation policies prohibiting discrimination, harassment, and sexual misconduct.
- Using a personal electronic device to send messages, images, website postings, or other content that appear to come from someone other than the sender; forge electronic communication; or engage in identity theft.
- Sending or forwarding sexually explicit messages, photographs, or images.
- The making, attempting to make, sharing, or distribution of an audio or visual recording, or photographing of, any person(s) without the knowledge and consent of all such person(s) in locations where there is a reasonable expectation of privacy and/or when the action causes or is likely to cause injury, distress, or damage to reputation or violates applicable law.
- Disrupting or disengaging from class or a CTY-sponsored activity by using a personal electronic device, such as accessing the internet, playing a video game, watching a video, listening to music, or sending and receiving texts and phone calls.
- Engaging in improper activities, including downloading, obtaining, or distributing pornography; copyright infringement; or violation of vendor licensing agreements.

- Modifying, manipulating, or tampering with hardware, software, apps, files, and data on another individual's personal electronic device, including by downloading apps, files, videos, and software, or unauthorized use of another individual's personal electronic device.
- Engaging in any use that disrupts or interferes with the orderly functioning of JHU or CTY, the performance of the duties of JHU or CTY staff, or other University business or activities, including without limitation studying, teaching, research, and administration.
- Engaging in any use inconsistent with the mission or integrity of JHU or CTY.
- Engaging in any use in violation of any applicable JHU or CTY policy or procedure.
- Engaging in illegal conduct.

### **Computers**

Students are permitted to have laptop computers at the site, but only under very strict guidelines. Laptops may be used only for academic purposes and under staff supervision. CTY can provide help with printing only to students who must use a laptop as an accommodation for a documented disability. CTY assumes no responsibility for lost, stolen, or damaged laptops, or for their misuse, including use by unauthorized persons.

### **Internet Access**

Students are only permitted to access the Internet when doing so does not interfere with their coursework or a CTY-sponsored activity. Students using the Internet to view inappropriate websites, or to bully and intimidate other students, or for other inappropriate reasons, will be subject to discipline.

### **Cell Phones**

Students are permitted to have cell phones at the site, but only under very strict guidelines. Cell phones may be used only in student rooms or other designated areas on campus, and only during specified times. Otherwise, cell phones must remain off, and should be accessible for emergencies only. CTY assumes no responsibility for lost, stolen, or damaged cell phones, or for their misuse, including exceeding plan limits or use by unauthorized persons.