Woodring College of Education

Teacher Education
New Student Handbook

Woodring College of Education fosters community relationships and a culture of learning that advance knowledge, honor diversities, and promote social justice.
# NEW STUDENT HANDBOOK

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Revised 7.1.15 - P:\WCE\Student Services.Teacher Education\Private\Admissions\New Student Orientation\New Student Handbook
¡Bienvenido! We are glad that you have chosen the Woodring College of Education as the place for you to begin your preparation toward becoming a professional educator.

The Woodring College of Education is proud to be recognized throughout Washington, and beyond, as a leader in the development and implementation of programs that prepare outstanding teachers. We are guided by our vision that fosters community relationships and a culture of learning that advance knowledge, embrace diversity, and promote social justice.

We welcome you in embracing that vision and making a difference in the lives of young people. Our programs reach into our local community and beyond as we help improve the lives of children, families, and individuals. Whether you engage with award winning service programs such as Bridging Barriers with Migrant Youth, Youth4Real (matching student mentors with at-risk middle-school students), Compass2Campus (a mentorship program for students beginning in the 5th grade to consider going to college), or Transition Out of Homelessness, along with any number of important service-oriented initiatives, we believe you will find meaning and purpose within the College.

As we look to a future in which we have a more diverse and technologically-advanced society, we continually seek ways to prepare all of our students to be highly-qualified participants and leaders in their chosen fields. Our alumni are in high demand. Many have been recognized regionally and nationally as educators.

And, now, we welcome you in to the Woodring community and look forward to the ways together we will light up the world. ¡Adelante!

Sincerely,

Dr. Francisco A. Rios
Dean, Woodring College of Education
Woodring College of Education began life more than 100 years ago as New Whatcom State Normal School. Thus teacher training was and remains the heart of the institution that is now Western Washington University.

Signed into law in 1893 by Governor John H. McGraw, New Whatcom State Normal School was the third publicly supported teacher training school in the young state of Washington, following Cheney and Ellensburg. It was the second normal school in Whatcom County. Old Main, built in 1896 using Sehome Hill sandstone, was the first building on the New Whatcom campus. It was modeled after the Boston Public Library.

Due to labor issues and lack of operating funds, the school did not open its doors until September 6, 1899. Three wings were added by 1912 to accommodate the growing student body.

In 1899, what is now the city of Bellingham was divided into two towns - New Whatcom and Fairhaven. In 1901, New Whatcom became Whatcom and in 1904 joined with Fairhaven to become Bellingham - thus the name of the school was changed successively from New Whatcom to Whatcom and then Bellingham State Normal School.

Eighty-eight students enrolled the first day of classes, September 6, 1899. By the end of the week, the number grew to 160 and four weeks later to 220. Although this was a hoped for but unexpected outcome, it strained the meager resources of the fledgling operation and “pioneer spirit” was needed by students and staff alike to get through that first year.

Dr. Edward T. Mathes was hired as the first principal in May. Previously a faculty member at the State Normal School in Lewiston, Idaho, he in turn hired a minimal first staff of five more faculty and a custodian. In three short months this small crew was ready to open the doors to the first students. It was obvious by the end of the first month that more faculty were needed and an additional three were hired.

The “zeal for learning and teaching” was apparently not dampened by lack of adequate state support. Indeed, the new spirit on the hill inspired the support of citizens in Fairhaven and New Whatcom to donate enough money to furnish three more rooms in the building and the following year purchase and donate a private museum collection of 6,500 rare specimens of minerals, stuffed birds and animals and curios from around the world.

Even with the support of good neighbors, it was no small feat to overcome the difficulties of the fledgling institution. Rooms were insufficiently heated with overhead pipes and were poorly lit.
Students had to use donated textbooks and few library resources. Living accommodations were inadequate and hard to find. Most students lived with families in the neighborhood who were often coaxed into providing lodging by the principal’s wife.

The students themselves were often challenged by their own lack of previous education and language proficiency. Since secondary education in the state was so new, there were many applicants who had not gone beyond elementary school. By law, girls had to be 15 and boys 16 to apply and many were accepted on the basis of eighth grade graduation.

Very few enrolled students were born in the area that became Washington State in 1889. Many were children of immigrants and were so unfamiliar with the English language that interpreters were provided on opening day. These students were required to study English intensively. Those who made the most progress were rewarded after they delivered famous speeches of Presidents Lincoln and Washington on their respective birthdays. It was not unusual during the course of the academic year to hear a complete Shakespearean play delivered with a Scandinavian accent.

There were also more experienced students (teachers and graduates of liberal arts colleges, universities, and other normal schools). This mix of students enhanced both the educational and recreational opportunities of all students. By the end of the first month, five literary societies had been organized along with a thespian club that traveled and performed around the county. There were also numerous organized outings for all students in the mountains and surrounding islands.

Dr. Paul Woodring joined the faculty at Western Washington College of Education in 1939. With a fresh PhD in psychology from Ohio State, he set out to pursue his goal—to teach undergraduates in a small college in the “Far West.” He found that sought-for home in Bellingham for the next half-century.

In honor of his exceptional service to Western, the College of Education was renamed Woodring College of Education and dedicated on November 17, 1989.

Dr. Woodring, age 87, died at his home in Bellingham on November 12, 1994. By then his reputation had grown to an international level reflected in a memorial tribute in the New York Times.

Sources:
The First Fifty Years, Western Washington College Bulletin, 1949.
Western Washington University: 100 Years, Western Washington University, 1999.
MISSION & VISION

Conceptual Framework
Preparing thoughtful, knowledgeable, and effective educators for a diverse society

Candidates are prepared to:

- Be caring, competent, and reflective educators who support the learning and well-being of all students;
- Demonstrate a balance between content knowledge and pedagogical knowledge and skills;
- Demonstrate a commitment to positively impacting student learning.

Mission
Woodring College of Education facilitates life-long learning that exemplary teaching to prepare quality education, health, and human services professionals for democratic citizenship and meaningful careers. As a College that serves the state, nation, and world, we:

- Construct, transform, and convey knowledge by integrating research, theory, and practice;
- Cultivate student growth through extensive community and school engagement in collaboration with exemplary practicing professionals;
- Act with respect for individual differences, including taking a strengths-based view;
- Develop collaborative partnerships that promote the learning and well-being of individuals, families, and the community; and
- Evaluate processes and outcomes to ensure continual program improvements.

Vision
Woodring College of Education fosters community relationships and a culture of learning that advance knowledge, embrace diversities, and promote social justice.
TEACHER EDUCATION PROGRAMS

EARLY CHILDHOOD EDUCATION PROGRAM (BELLINGHAM)

The Early Childhood Education Program at Woodring College of Education provides candidates with several program options from preschool through elementary school and reflects small class sizes, exceptional tenure-track faculty, extensive field experiences, and a corresponding major in Early Childhood. Graduates from this program are effective professional educators who:

- Are caring and reflective, and support the learning and well-being of all students.
- Demonstrate a balance between content knowledge (math, reading, science, social studies, etc.), pedagogical knowledge and skills (effective teaching), and culturally relevant teaching.
- Demonstrate a commitment to making a difference in the lives of all students and families—positively impacting student learning, identity, and opportunities for success.

The program offers candidates three options with courses sequenced in a cohort manner that enables them to work with peers in a collaborative manner and gain experience in teaching children in three age groups (infant/toddler, pre-primary, and primary).

Additionally, candidates engage in varied field experiences and are taught to understand and respect intercultural/familial diversity and use inquiry tools and processes for developing meaningful and integrated learning experiences for young children. Program options include:

- Non certification program for preschool focused work
- Preschool with teacher certification in K-3
- Preschool with teacher certification in K-3 and K-8

IMPORTANT LINKS

- Teacher Certification - www.wce.wwu.edu/Resources/Certification
- Student Teaching (Field Experiences) - www.wce.wwu.edu/Resources/OFE
- SWEA – Student Washington Education Association (student club) - www.wce.wwu.edu/Resources/SWEA
The Elementary Education Program at Woodring College of Education is widely recognized in the state and region as one of the very best places to learn to become a teacher. Our structured sequence of courses and related school field experiences help teacher candidates learn how to both inspire and support the learning of all children. Graduates are prepared to be thoughtful, knowledgeable, and effective professional educators who:

- Are caring and reflective, and support the learning and well-being of all students.
- Demonstrate a balance between content knowledge (math, reading, science, social studies, etc.), pedagogical knowledge and skills (effective teaching), and culturally relevant teaching.
- Demonstrate a commitment to making a difference in the lives of all students and families—positively impacting student learning, identity, and opportunities for success.

In this program, candidates earn a K-8 endorsement to teach all subjects at the elementary school level with the possibility of also earning federal Highly Qualified Teacher status for teaching a specific subject at the middle school/junior high school level. We seek candidates who are dedicated to:

- Demonstrate leadership in learning and nurturing critical thinking
- Being open minded and willing to overcome challenges and persevere
- Working collaboratively in a team-oriented manner
- Respecting all children and their families
- Promoting social justice

**IMPORTANT LINKS**

- Teacher Certification - [www.wce.wwu.edu/Resources/Certification](http://www.wce.wwu.edu/Resources/Certification)
- Student Teaching (Field Experiences) - [www.wce.wwu.edu/Resources/OFE](http://www.wce.wwu.edu/Resources/OFE)
- SWEA – Student Washington Education Association (student club - [www.wce.wwu.edu/Resources/SWEA](http://www.wce.wwu.edu/Resources/SWEA))
SECONDARY EDUCATION PROGRAM (BELLINGHAM)

Graduates from Woodring College of Education Secondary Education Department are some of the some of the most knowledgeable and exemplary teachers in the State of Washington. With undergraduate, post-baccalaureate, and Masters in Teaching options, tenure-track faculty, small class sizes, and extensive field experiences, graduates from this program reflect the very best in teaching:

- Caring, reflective and professional educators who support the learning and well-being of all students.

- Demonstrate the highest levels of teaching skill and deep content knowledge.

- Commitment to making a difference in the lives of all students and families—positively impacting student learning, identity, and opportunities for success.

This program has three options: Undergraduate, Post-Baccalaureate, and Masters-in-Teaching.

Candidates earn subject specific endorsements to teach at the middle/high school level or elementary/middle/high school level.

IMPORTANT LINKS


- Teacher Certification - [www.wce.wwu.edu/Resources/Certification](http://www.wce.wwu.edu/Resources/Certification)

- Student Teaching (Field Experiences) - [www.wce.wwu.edu/Resources/OFE](http://www.wce.wwu.edu/Resources/OFE)

- SWEA – Student Washington Education Association (student club - [www.wce.wwu.edu/Resources/SWEA](http://www.wce.wwu.edu/Resources/SWEA))
Graduates from Woodring College of Education Special Education Program are some of the most well-respect teachers in the State of Washington. With three program options, exemplary tenure-track faculty, small class sizes, and extensive field experiences, graduates from this program reflect the very best in teaching:

- Caring, reflective and professional educators who support the learning and well-being of all students.
- Demonstrate the highest levels of teaching skill and knowledge.
- Commitment to making a difference in the lives of all students and families—positively impacting student learning, identity, and opportunities for success.

The Special Education Department believes in preparing exceptional teachers who provide high quality instruction to enhance the learning of all students. We focus on preparing teachers with the highest levels of teaching skills and knowledge and have five program options:

Non-Teacher Certification Options
- Early Childhood Special Education
- Special Education

Teacher Certification Options
- Early Childhood Special Education & Early Childhood Education, BA and certification P-3 in both areas
- Special Education & Elementary Education, BA and certification P-12 Special Education and K-8 Elementary Education
- Special Education & Content Endorsement, P-12 Special Education, plus 5-8 content endorsement

IMPORTANT LINKS
- Program - http://www.wce.wwu.edu/Depts/SPED/
- Teacher Certification - www.wce.wwu.edu/Resources/Certification
- Student Teaching (Field Experiences) - www.wce.wwu.edu/Resources/OFE
- SWEA – Student Washington Education Association (student club - www.wce.wwu.edu/Resources/SWEA)
OUTREACH SECONDARY MIT EDUCATION PROGRAM (EVERETT)

This Masters in Teaching program has attracted adult students from many different fields and professions, who have decided that high school, middle school, or junior high school teaching offers an exciting career alternative. The students' professional preparation consists of 70-75 quarter credit hours that are completed over 5 quarters of part-time academic study, and 2 quarters of full-time student teaching in local public Secondary classrooms. Graduates reflect:

- Caring, reflective and professional educators who support the learning and well-being of all students.
- Demonstrate the highest levels of teaching skill and deep content knowledge.
- Commitment to making a difference in the lives of all students and families—positively impacting student learning, identity, and opportunities for success.

The program is designed to accommodate the needs of students who need or wish to continue working during the course of program completion. Students generally take two to three classes during an academic quarter, thus requiring classroom attendance two to three nights per week between the hours of 5:30 p.m. and 9:30 p.m. Our program seeks to admit 15 students each year. The program is located at Everett Community College.

IMPORTANT LINKS

- Teacher Certification - [www.wce.wwu.edu/Resources/Certification](www.wce.wwu.edu/Resources/Certification)
- Student Teaching (Field Experiences) - [www.wce.wwu.edu/Resources/OFE](www.wce.wwu.edu/Resources/OFE)
OUTREACH ELEMENTARY ENDORSEMENT PROGRAMS

WWU Outreach Programs integrate studies in Elementary Education, Special Education, and across nine additional disciplines including Art, Math, Science, Health, Music, Instructional Technology, and Physical Education. The coursework for the undergraduate programs is offered in a prescribed sequence with evening classes, and day time practicum work most quarters. Students take classes as a cohort and engage in practical experiences at selected schools throughout the region. Graduates reflect:

- Caring, reflective and professional educators who support the learning and well-being of all students.
- Demonstrate the highest levels of teaching skill and deep content knowledge.
- Commitment to making a difference in the lives of all students and families—positively impacting student learning, identity, and opportunities for success.

Options include:

- Undergraduate students undertake the Bachelor of Arts in Education with a Special Education major. Students graduate with WA state teacher certification and an Elementary Education endorsement, or a Special Education endorsement, or both.
- Post Baccalaureate students are offered teacher certification and an Elementary Education endorsement.

Programs are located in:

- Bremerton at Olympic Community College
- Everett at Everett Community College
- Seattle at North Seattle Community College

IMPORTANT LINKS

- Teacher Certification - [www.wce.wwu.edu/Resources/Certification](www.wce.wwu.edu/Resources/Certification)
- Student Teaching (Field Experiences) - [www.wce.wwu.edu/Resources/OFE](www.wce.wwu.edu/Resources/OFE)
TIMELINES

The below reflects a general timeline for some program requirements. Students are responsible for remaining informed about all program requirements and expectations and associated webpages and email correspondence in order to familiarize themselves with specific due dates and procedures.

PRIOR TO PROGRAM START
Prior to the start of your program, you are required to complete and/or attend:

- Complete Character and Fitness Clearance (you must maintain clearance throughout your program) – the questionnaire portion is all done online – instructions were part of your offer of admission letter.
  - Fingerprinting
  - Questionnaire

- Attend New Student Orientation
  - Professionalism Requirements/Expectations
  - Code of Professional Conduct
  - Safe Relationships with Students
  - Legal Requirements

- Resources for the above
  - Certification - [http://www.wce.wwu.edu/Resources/Certification/Teacher/Index.shtml](http://www.wce.wwu.edu/Resources/Certification/Teacher/Index.shtml)
  - Professionalism - [http://www.wce.wwu.edu/Admiss/professionalism.shtml](http://www.wce.wwu.edu/Admiss/professionalism.shtml)

APPROXIMATELY 9 MONTHS BEFORE STUDENT TEACHING SEQUENCE

- Review information for student teaching & application process

- Attend meeting with Office of Field Experience personnel & submit application

- Resources for the above

PRIOR TO FULL TIME STUDENT TEACHING

- Take and pass required content exams for ALL endorsements you are pursuing (passing scores must be received prior to the start of fulltime student teaching)

- Complete Residency Application

- Resources for the above
  - [https://wce.wwu.edu/cert/teacher-certification#ResidencyCertification](https://wce.wwu.edu/cert/teacher-certification#ResidencyCertification)
FEES

COURSE FEES
Some courses may have an associated class and/or lab fee above tuition. Such information will be posted. *Fees are subject to change; the below is based on current knowledge of fees assessed, but is for reference purposes only and may not reflect the actual required fee at the time it is to be paid.*

The below reflects some, but not necessarily all fees associated with state requirements.

FINGERPRINTING FEE
- Approximately $65, but subject to change; candidates required to maintain fingerprint clearance throughout program. Clearance is good for 2 years. *Background clearance is required by state law for all teacher education students.*

STATE REQUIRED TESTING FEES
- Endorsement required content exams – Approximately $85 - $150, but subject to change and varies by exam; candidates are required to take and pass these exams for each endorsement earning prior to fulltime student teaching. Fee is paid by candidate directly to the testing company.

- edTeacher Performance Assessment – cost is $300; subject to change. Fee is paid by candidate directly to the testing company during student teaching.

STATE TEACHER CERTIFICATION FEE
- Approximately $118, but subject to change; fee generally charged to student WWU account.
# CONTACT INFORMATION

**WOODRING COLLEGE OF EDUCATION** – Frequent contacts:

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<thead>
<tr>
<th>Department</th>
<th>Location</th>
<th>Contact</th>
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<tbody>
<tr>
<td><strong>Dean's Office</strong>&lt;br&gt;Dr. Francisco Rios, Dean</td>
<td>Miller Hall 250</td>
<td>360.650.3319&lt;br&gt;www.wce.wwu.edu</td>
</tr>
<tr>
<td><strong>Woodring Scholarship Office</strong>&lt;br&gt;Carole Teshima&lt;br&gt;Website: <a href="http://www.wce.wwu.edu/Resources/Scholarships">www.wce.wwu.edu/Resources/Scholarships</a></td>
<td>Miller Hall 256 A</td>
<td>360.650.4419&lt;br&gt;<a href="mailto:carole.teshima@wwu.edu">carole.teshima@wwu.edu</a></td>
</tr>
<tr>
<td><strong>Dept. of Elementary Education</strong>&lt;br&gt;Dept. Chair: Dr. David Carroll&lt;br&gt;Website: <a href="http://www.wce.wwu.edu/depts/ELED">www.wce.wwu.edu/depts/ELED</a></td>
<td>Miller Hall 300</td>
<td>360.650.3336</td>
</tr>
<tr>
<td><strong>Dept. of Secondary Education</strong>&lt;br&gt;Dept. Chair: Dr. Bruce Larson&lt;br&gt;Website: <a href="http://www.wce.wwu.edu/depts/SEC">www.wce.wwu.edu/depts/SEC</a></td>
<td>Miller Hall 400</td>
<td>360.650.3327</td>
</tr>
<tr>
<td><strong>Dept. of Special Education</strong>&lt;br&gt;Dept. Chair: Dr. Gail Coulter&lt;br&gt;Website: <a href="http://www.wce.wwu.edu/depts/SPED">www.wce.wwu.edu/depts/SPED</a></td>
<td>Miller Hall 200</td>
<td>360.650.3330</td>
</tr>
<tr>
<td><strong>Bremerton Teacher Education Program</strong>&lt;br&gt;(Elementary &amp; Special Education)&lt;br&gt;Academic Program Director: Dr. Genet Simone&lt;br&gt;Website: <a href="http://www.wce.wwu.edu/Depts/TEOP/Bremerton/">www.wce.wwu.edu/Depts/TEOP/Bremerton/</a></td>
<td>Olympic College Bremerton</td>
<td>360.475.7272&lt;br&gt;<a href="mailto:EE.Bremerton@wwu.edu">EE.Bremerton@wwu.edu</a></td>
</tr>
<tr>
<td><strong>Everett Teacher Education Program</strong>&lt;br&gt;(Elementary &amp; Special Education)&lt;br&gt;Academic Program Director: Dr. JaneEllen Brady&lt;br&gt;Website: <a href="http://www.wce.wwu.edu/Depts/TEOP/Everett">www.wce.wwu.edu/Depts/TEOP/Everett</a></td>
<td>Everett Community College, Everett</td>
<td>425.405.1646</td>
</tr>
<tr>
<td><strong>Everett Teacher Education Program</strong>&lt;br&gt;(Secondary, Masters in Teaching)&lt;br&gt;Academic Program Director: Dr. Christine C. Schaefer&lt;br&gt;Website: <a href="http://wwwww.wwu.edu/Everett">wwwww.wwu.edu/Everett</a></td>
<td>Everett Community College, Everett</td>
<td>425.405.1631</td>
</tr>
<tr>
<td><strong>N. Seattle Teacher Education Program</strong>&lt;br&gt;(Elementary &amp; Special Education)&lt;br&gt;Academic Program Director: Dr. Dina Benedetti&lt;br&gt;Website: <a href="http://www.wce.wwu.edu/Depts/TEOP/Seattle">www.wce.wwu.edu/Depts/TEOP/Seattle</a></td>
<td>N. Seattle Community College, Seattle</td>
<td>206.934.3719</td>
</tr>
<tr>
<td><strong>Teacher Education Admissions</strong>&lt;br&gt;Website: <a href="http://www.wce.wwu.edu/Admiss/TeacherEd.shtml">www.wce.wwu.edu/Admiss/TeacherEd.shtml</a></td>
<td>Miller Hall 150</td>
<td>360.650.3310&lt;br&gt;<a href="mailto:TeacherEd.Admission@wwu.edu">TeacherEd.Admission@wwu.edu</a></td>
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</tbody>
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### Teacher Certification
Website: [www.wce.wwu.edu/Resources/Certification](www.wce.wwu.edu/Resources/Certification)  
Miller Hall 150  
360.650.4930

### Office of Field Experiences (Student Teaching)
Website: [www.wce.wwu.edu/Resources/OFE](www.wce.wwu.edu/Resources/OFE)  
Miller Hall 150  
ofe@wwu.edu

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### Woodring College of Education – Resource & Support Centers:

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<tr>
<th>Department</th>
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<tr>
<td>Asian American Curriculum and Research Project</td>
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<td>360.380.2238</td>
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<tr>
<td>Director: Paul Englesberg</td>
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<tr>
<td>Center for Education, Equity &amp; Diversity (CEED)</td>
<td>Miller Hall 005</td>
<td>360.650.3827</td>
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<tr>
<td>Director: Dr. Kristen French</td>
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<tr>
<td>Website: <a href="www.wce.wwu.edu/Resources/CEP">www.wce.wwu.edu/Resources/CEP</a></td>
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<tr>
<td>Educational Institute for Democratic Renewal</td>
<td>Miller Hall 405C</td>
<td>360.650.3871</td>
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<tr>
<td>Director: Dr. Lorraine Kasprisin</td>
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<tr>
<td>Ershig Assistive Technology Resource Center (EARTC)</td>
<td>Miller Hall 001</td>
<td>360.650.2783</td>
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<tr>
<td>Coordinator: Linda Schleef</td>
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<tr>
<td>Website: <a href="www.wce.wwu.edu/Resources/ATRC">www.wce.wwu.edu/Resources/ATRC</a></td>
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<tr>
<td>Learning and Community in Schools (LinCS)</td>
<td>Miller Hall 415B</td>
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<td>Coordinator: Lisa Moulds</td>
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<tr>
<td>Northwest Center for Holocaust, Genocide and Ethnocide Education</td>
<td>Miller Hall 005</td>
<td><a href="mailto:nwche@wwu.edu">nwche@wwu.edu</a></td>
</tr>
<tr>
<td>Director: Dr. Kristen French</td>
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<tr>
<td>Pacific Northwest Children’s Literature Clearinghouse</td>
<td>Miller Hall 308</td>
<td>360.650.3336</td>
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<tr>
<td>Coordinator: Dr. Tracy Coskie</td>
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<td>Website: <a href="www.wce.wwu.edu/resources/pnwclc">www.wce.wwu.edu/resources/pnwclc</a></td>
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<tr>
<td>SWEA – Student Washington Educational Assoc. (Club)</td>
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<tr>
<td>Woodring Technology Education Center</td>
<td>Miller Hall 034</td>
<td>360.650.3318</td>
</tr>
<tr>
<td>Other College information:</td>
<td></td>
<td><a href="mailto:wte@wwu.edu">wte@wwu.edu</a></td>
</tr>
<tr>
<td>Website: <a href="www.wce.wwu.edu/Students">www.wce.wwu.edu/Students</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Woodring Facebook
Website: [www.facebook.com/WCE.WWU](www.facebook.com/WCE.WWU)

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Western Washington University – Frequent contacts:

<table>
<thead>
<tr>
<th>Department</th>
<th>Location</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registrar’s Office (Registration, Graduation)</td>
<td>Old Main 230</td>
<td>360.650.3430</td>
</tr>
<tr>
<td>Website: <a href="http://www.wwu.edu/depts/registrar">www.wwu.edu/depts/registrar</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Business Office</td>
<td>Old Main 110</td>
<td>360.650.2865</td>
</tr>
<tr>
<td>Website: <a href="http://www.wwu.edu/sbo/">http://www.wwu.edu/sbo/</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Employment Center</td>
<td>Miller Hall 285</td>
<td>360.650.3158</td>
</tr>
<tr>
<td>Website: <a href="http://www.finaid.wwu.edu/student">www.finaid.wwu.edu/student</a> jobs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutorial &amp; Academic Skills Center</td>
<td>Old Main 387</td>
<td>360.650.3855</td>
</tr>
<tr>
<td>Website: <a href="http://www.wwu.edu/depts/tutorialcenter">www.wwu.edu/depts/tutorialcenter</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Center</td>
<td>Wilson Library 677</td>
<td>360.650.3219</td>
</tr>
<tr>
<td>Website: <a href="http://www.wwu.edu/depts/scholars/writ.html">www.wwu.edu/depts/scholars/writ.html</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WWU Libraries</td>
<td>Haggard Hall 231</td>
<td>360.650.3050</td>
</tr>
<tr>
<td>Website: <a href="http://www.library.wwu.edu">www.library.wwu.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WWU Scholarships</td>
<td>Old Main 275</td>
<td>360.650.3471</td>
</tr>
<tr>
<td>Website: <a href="http://www.finaid.wwu.edu/scholarship">www.finaid.wwu.edu/scholarship</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Woodring Student Services Office**

Woodring Teacher Education Student Services can assist you with questions and procedures for teacher certification, clearance, content endorsement exams, and student teaching.

**Teacher Certification** - [www.wce.wwu.edu/Resources/Certification](http://www.wce.wwu.edu/Resources/Certification)

- Susan Cahill 360.650.4930  susan.cahill@wwu.edu
- Lisa Burn 360.650.3388  lisa.burn@wwu.edu

We can assist you with:

- Teacher Residency Certification questions (when to apply, when it is received, etc.)
- Endorsement advising (adding an endorsement, evaluating an endorsement, etc.)
- Highly Qualified status advising (what is highly qualified, how to become highly qualified)
- Content endorsement exam advising & payment vouchers (which test do you take and when, apply for a voucher)
- Intern Substitute Certificates (what is this certificate, when and how to apply, where can it be used)
- Professional Certification System (when are you required to apply, what is the process)
- Background/fingerprint clearance (fingerprinting is done here, clearance questions or issues)
- Character & Fitness clearance (completion of this required document, clearance questions or issues)

**Office of Field Experiences** - [www.wce.wwu.edu/Resources/OFE](http://www.wce.wwu.edu/Resources/OFE)

Staff:
- Nancy Nelson 360.650.3553  nancy.nelson@wwu.edu
- Julie Mastin 360.650.3310  julie.mastin@wwu.edu

We can assist you with:

- Student Teaching advising/questions
- Applying to student teach
- Requirements to enter student teaching
- Student teaching placements and evaluations
- Student teaching supervision
- Out of area, out of state, and overseas student teaching options
- Registering for Student Teaching
- Student Teaching grades
**CERTIFICATION**

**CERTIFICATION IN WASHINGTON STATE**

**RESIDENCY TEACHER CERTIFICATE (FIRST ISSUE)**
Initial residency certification programs align with the state standards of effective teaching, professional development, and teaching as a profession. Candidates must know and demonstrate the content, pedagogical, and professional knowledge and skills required for the teacher certificate and area of endorsement. The Residency certificate is issued by OSPI upon verification of program completion including these general requirements:

- A baccalaureate or higher-level degree earned from a regionally accredited college or university.
- Evidence of good moral character and personal fitness.
- Passing score on the content exam for each endorsement, and for a foreign language or bilingual education endorsement, on the ACTFL oral and written proficiency tests.
- A performance-based teacher education program and at least one qualifying endorsement.

**WOODRING CERTIFICATION OFFICE**
The Woodring Certification Office provides certification and endorsement advising and services to candidates throughout their education programs, and to certificated educators throughout their careers. For information and materials see [www.wce.wwu.edu/Resources/Certification](http://www.wce.wwu.edu/Resources/Certification). For individual assistance stop by Miller Hall 150 on the main campus, telephone 360.650.4930, or email CertOffice@wwu.edu.

State teacher certification requirements are subject to change. For specific program requirements consult with your education department advisor.

**CHARACTER AND FITNESS REQUIREMENTS**
Residency teacher candidates must establish and maintain character and fitness clearance upon program admission and through the certification process through two separate but related processes:

- Character and Fitness Questionnaire (valid for two years). Reportable incidents must be fully disclosed and the requested documentation provided. If any information provided changes prior to certification, notify the certification officer immediately.
- Fingerprinting. Washington State Patrol and Federal Bureau of Investigation background check through a fingerprinting process remains valid for two years. Reprinting is required if the results will expire before certification. The Certification Office provides fingerprinting services by appointment on the Bellingham campus. Other options are also available.

Reported incidents are reviewed by the Woodring certification officer and investigated by OSPI Office of Professional Practices. No candidate may participate in a University-sponsored activity in the public
schools until cleared by the Washington State Patrol record check, and if applicable, investigated and cleared by the OSPI Office of Professional Practices. Clearance by the OSPI Office of Professional Practices is valid for one year and must be maintained until program completion and recommendation for teacher certification.

ENDORSEMENTS
An endorsement is the subject area or developmental level in which a teacher is prepared and authorized by the state to teach. Woodring candidates earn at least one “qualifying” endorsement and are encouraged to earn multiple endorsements. We offer the endorsements listed below.

**Qualifying Endorsements**

<table>
<thead>
<tr>
<th>Sciences &amp; Mathematics</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Biology, with General Science option</td>
<td>• English Language Arts</td>
</tr>
<tr>
<td>• Chemistry, with General Science option</td>
<td>• Health/Fitness</td>
</tr>
<tr>
<td>• Chemistry &amp; Biology</td>
<td>• Social Studies</td>
</tr>
<tr>
<td>• Chemistry &amp; Mathematics</td>
<td><strong>Early Childhood/Elementary/Special Education</strong></td>
</tr>
<tr>
<td>• Chemistry &amp; Physics</td>
<td>• Early Childhood Education</td>
</tr>
<tr>
<td>• Earth &amp; Space Science, with General Science option</td>
<td>• Early Childhood and Elementary Education</td>
</tr>
<tr>
<td>• Earth &amp; Space Science, with General Science option</td>
<td>• Early Childhood Special Education and Early</td>
</tr>
<tr>
<td>• Earth &amp; Space Science, with General Science option</td>
<td>Childhood Education</td>
</tr>
<tr>
<td>• Earth &amp; Space Science, with General Science option</td>
<td>• Elementary Education</td>
</tr>
<tr>
<td>• Mathematics</td>
<td>• Elementary Education Outreach Programs</td>
</tr>
<tr>
<td>• Middle Level Science</td>
<td>• Elementary Education/Special Education Outreach Programs</td>
</tr>
<tr>
<td>• Physics, with General Science option</td>
<td>• Special Education &amp; Content Endorsement</td>
</tr>
<tr>
<td>• Physics &amp; Mathematics</td>
<td>• Special Education &amp; Elementary Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Music: Choral, General, and/or Instrumental</td>
<td><strong>World Languages</strong></td>
</tr>
<tr>
<td>• Theatre Arts</td>
<td>• Chinese</td>
</tr>
<tr>
<td>• Visual Arts</td>
<td>• French</td>
</tr>
<tr>
<td></td>
<td>• German</td>
</tr>
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<td></td>
<td>• Japanese</td>
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<tr>
<td></td>
<td>• Spanish</td>
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<tr>
<td></td>
<td>• Spanish</td>
</tr>
<tr>
<td></td>
<td>• Theatre Arts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>World Languages</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chinese</td>
<td><strong>Additional Endorsements</strong></td>
</tr>
<tr>
<td>• French</td>
<td>• Japanese</td>
</tr>
<tr>
<td>• German</td>
<td>• Mathematics</td>
</tr>
<tr>
<td>• Japanese</td>
<td>• Middle Level Humanities</td>
</tr>
<tr>
<td>• Spanish</td>
<td>• Reading</td>
</tr>
<tr>
<td></td>
<td>• Spanish</td>
</tr>
<tr>
<td></td>
<td>• Theatre Arts</td>
</tr>
</tbody>
</table>

*Not all endorsements are earned through a major and not all majors lead to an endorsement. View specific endorsement program curricula at [www.wce.wwu.edu/Resources/Endorsements](http://www.wce.wwu.edu/Resources/Endorsements)*
ENDORSEMENT TESTING REQUIREMENTS
Teacher candidates must pass the state required subject knowledge test for each endorsement to be earned. This exam is not required in the subject of a major unless an endorsement is being earned in that subject. Candidates earning a foreign language or bilingual education endorsement must also pass the American Council on the Teaching of Foreign Language (ACTFL) oral proficiency interview and writing proficiency test at the appropriate level.

Testing requirements must be met for each endorsement to be earned with the first issue Residency certificate before entering the fulltime student teaching internship. For resources go to https://wce.wwu.edu/cert/content-test-resource-site

CLASSROOM ASSIGNMENT POLICY AND FEDERAL HIGHLY QUALIFIED
In addition to meeting the state classroom assignment policy, teachers must meet the federal highly qualified teacher (HQT) requirement in order to teach a core academic subject. In some cases, HQT is met by the endorsement or coursework. In other cases it may be necessary to pass the content exam in that subject. Further information and a guide for meeting both the state classroom assignment policy and HQT may be found at www.wce.wwu.edu/Resources/Certification/Teacher/HQT.shtml

INTERN SUBSTITUTE CERTIFICATE
This form of limited certificate authorizes candidates who are completing a fulltime student teaching internship to substitute teach in the classroom of the internship placement. Woodring will approve applications of interns who are ready for the responsibility of teaching on their own in their assigned classroom and who for this purpose, exceed expectations. Materials and FAQs are available at www.wce.wwu.edu/Resources/Certification/InternSub/

APPLICATION FOR RESIDENCY TEACHER CERTIFICATE (FIRST ISSUE)
Application for the first issue Residency certificate is made about four months prior to the start of the fulltime student teaching internship. Bellingham campus candidates apply directly to the Woodring Certification Office (Miller Hall 150). Candidates in outreach campus programs are directed to complete the application by their program coordinator or by Woodring Certification Office staff. Application materials and the schedule for submittal are available at www.wce.wwu.edu/Resources/Certification/Teacher/ResidencyCertificateApplication.shtml

PROGRAM COMPLETION AND RESIDENCY CERTIFICATION
Certification is processed through the state ECertification system.

Certification personnel will verify program completion and recommend you to OSPI for certification when:
- All program requirements are met
- The baccalaureate degree (undergraduates) and all grades have been posted to your transcript
STUDENT TEACHING

Personnel in the Office of Field Experiences coordinate full-time student teaching internship placements for all students in the Woodring College of Education.

Field experiences are integrated throughout each teacher preparation program with most students involved in school-based experiences starting their first term in the college. Such part-time time practica experiences generally occur in geographic locations near your program site while full-time student teaching internship placements are made based on your input, and in classrooms that meet state and program requirements and a commitment of the college to developing candidates who are confident and capable educators who:
- Foster Community Relationships and a Culture of Learning
- Advance Knowledge
- Embrace Diversity
- Promote Social Justice

START DATE NOTE: All Spring start full-time internships start on the Monday of the WWU Spring break. Student teachers DO NOT take the WWU spring break.

WHO MAKES THE PLACEMENTS?
- All placements are made by OFE personnel.
- Under no circumstance may a candidate contact school and/or district personnel to even inquire about the possibility of a student teaching placement or to make their student teaching placement. Any such action will immediately cancel any such tentative placement is considered contract to professional standards.

PLACEMENT PARAMETERS
Many variables are taken into account when making student teaching placements. Those variables are based on program and state requirements and reflect the following criteria:

- Placement meets all program and state endorsement requirements
- We use previous practica information in order to diversify final field placements based on school Free Reduced Lunch percent as reported by OSPI. Candidates will be placed in a school setting that reflects diversity across that continuum along with school size and location type (rural/suburban/urban). In addition, field experiences also provide for diverse experiences through placements related to working with students who are on IEPs, English Language Learners, 504 plans, etc.
- We reference candidate placement request information provided on the student teaching application; however, student requests are not guaranteed.
- Candidates may not be placed where they attended, worked/currently work, or have family or a personal connection.
• Placements are made with districts where we have student teaching memorandums of agreement and only with cooperating teachers who meet eligibility requirements.
• Placements are made only where qualified supervision is available.
• Student teaching placements are not guaranteed for the term requested.

PLACEMENT TIMELINES
All placements are made the quarter prior to the internship start term. Candidates must apply to student teach and that requires attendance at a student teaching application meeting.

APPLYING TO STUDENT TEACH & GENERAL LENGTH
Candidate student teaching applications are due the academic year prior to student teaching. Application workshop meetings will be held in advance of the due date. Application due dates are:

• Bellingham Programs
  o Fall Start = January 15
  o Winter Start = May 15
  o Spring Start = May 15 (of previous year)

• Outreach Programs
  o Fall Start = February 15
  o Winter Start = May 15 (of previous year)

See the application website for specific information about:
• Your program student teaching requirements
• Where you may be placed
• You are responsible for being aware of all start and end dates and keep in mind that student teaching placement dates do not specifically follow the WWU term dates.

Internship Start Dates

<table>
<thead>
<tr>
<th>Student Teaching Start Term</th>
<th>Internship Begins (Approximate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall All main campus programs</td>
<td>When teachers report back to work for their district.</td>
</tr>
<tr>
<td>Fall All outreach programs</td>
<td>Varies by program</td>
</tr>
<tr>
<td>Winter</td>
<td>Day school resumes in early January.</td>
</tr>
<tr>
<td>Spring</td>
<td>Monday after WWU Winter commencement (Monday of WWU spring break – <strong>Interns DO NOT take WWU spring break</strong>).</td>
</tr>
</tbody>
</table>

*Secondary candidates are not placed this term unless going overseas.*
The below summarizes basic college, university, and state policies. **It is the candidate’s responsibility to become familiar with these all policies and to be aware of any policy changes that may occur.** Any exceptions, waivers, or exemptions must be filed by the student and be granted specific administrative approval.

**College, WWU, and state policies include, but are not limited to, the following:**

**Coursework**
Candidates are required to satisfactorily complete all program required coursework and corresponding field experiences.

**Grade Point Average (GPA)**
All undergraduate and post-baccalaureate candidates must maintain a quarterly GPA of 2.75, including the program admission application quarter. Candidates in the Masters in Teaching program must maintain a quarterly GPA of 3.0 including the program admission application quarter. Candidates who fall below quarter GPA requirements will be dropped from the program.

**Grades**
The State of Washington requires candidates to earn a grade of “C” or better in all major endorsement and program courses.

**New Student Orientation**
Newly admitted candidates are required to attend a New Student orientation prior to their first quarter. This orientation may not be waived and candidates who fail to attend may not participate in a school-based field experience until the orientation is completed.

**Program Requirements**
Candidates must meet all program requirements and timelines.

**University Policies**
All university policies are in the official catalog. It is the student’s responsibility to become familiar with these policies and to be aware of any policy changes that may occur. These include, but are not limited to: Use of WWU email as official means of communication, prerequisites, full-time standing, graduation, major evaluations, withdrawal, grades and grade reporting, Academic Honesty Policy, Academic Grievance Policy, etc. See [http://catalog.wwu.edu/content.php?catoid=11&navoid=2177](http://catalog.wwu.edu/content.php?catoid=11&navoid=2177)
Candidate Professional Program & State Expectations and Requirements include, but are not limited to the following. Candidates need to become highly familiar with each area in order to uphold policies and legal requirements for teachers.

**Clearance, Background, Testing**
Candidates are to adhere to all state required clearance, background, and testing related requirements.

- **Resources**
  - Certification Office - [wce.wwu.edu/cert/certification-accreditation](http://wce.wwu.edu/cert/certification-accreditation)
  - Office of Professional Practices - [www.k12.wa.us/ProfPractices/](http://www.k12.wa.us/ProfPractices/)
  - Content Exams - [wce.wwu.edu/cert/content-test-resource-site](http://wce.wwu.edu/cert/content-test-resource-site)

**Child Abuse & Neglect Reporting**
All teachers and teacher education candidates are mandated reporters for child abuse and neglect. Candidates need to remain aware of their legal responsibility and the steps that must be taken to report suspected abuse or neglect.

- **Resources:**
  - See Appendix B for Guide for Recognizing & Reporting Abuse & Neglect

**Code of Professional Conduct**
This document reflects the required outlines the professional conduct standards for all education practitioners in the State of Washington. The code is part of the Washington Administrative Codes—WAC 181-87 and monitored by the Office of Professional Practices. Teacher Education candidates are legally responsible for adhering to these requirements.

- **Resources:**
  - See Appendix A for full document

**Family Educational Rights & Privacy Act (FERPA)**
Student records and information are protected under this federal law. Teachers need to be aware of the requirements in order to maintain required confidentiality. This includes understanding the Protection of Pupil Rights Amendment.

- **Resources:**
  - See Page 31

**Professional Program Expectations**
This document reflects a summary of professional expectations for candidates and is to be reviewed and signed by each student.

- **Resources:**
  - See Page 28
  - Review and sign enclosed copy
School Employee HIV/AIDS and Bloodborne Pathogens Guidelines

- Resources:
  - See Page 35
  - See Appendix C for select pages from state guidelines manual
  - See Appendix C for summary document and “quiz” on bloodborne pathogens

Washington Standards for Beginning Teachers
This document reflects the required outlines the professional conduct standards for all education practitioners in the State of Washington.

- Resources:
  - See Page 27
  - OFE website - wce.wwu.edu/ofe/internship-materials
WASHINGTON STANDARDS FOR BEGINNING TEACHERS
(WAC 181-78A-270)

Effective Teaching

i. Using multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds;

ii. Applying principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning;

iii. Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction;

iv. Implementing classroom/school centered instruction, including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with others;

v. Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student;

vi. Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them;

vii. Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology;

viii. Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society;

ix. Planning and/or adapting learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies;

x. Using technology that is effectively integrated to create technologically proficient learners; and

xi. Informing, involving, and collaborating with families/neighborhoods, and communities in each student's educational process, including using information about student cultural identity, achievement and performance.

Professional Development

i. Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection.

ii. Demonstrate knowledge of teacher evaluation research and Washington’s evaluation requirements.

   • Examination of Washington’s evaluation requirements, criteria, four-tiered performance rating system, and the preferred instructional frameworks used to describe the evaluation criteria.

   • Self-assessment, goal setting, and reflective practices;

   • Evidence gathering over time;

   • Use of student growth data and multiple measures of performance;

   • Evaluation conferencing; and

   • Use of an online tool to review observation notes and submit materials to be in evaluation.

Teaching as a Profession

i. Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication.

ii. Demonstrating knowledge of professional, legal, and ethical responsibilities and policies.

Performance Assessment

i. All candidates will complete and pass the teacher performance assessment per WAC 181-78A-264 as authorized by the professional educator standards board.

ii. All candidates shall exit the residency certificate program with a draft professional growth plan oriented toward the expectations for the professional certificate.
PROFESSIONAL PROGRAM EXPECTATIONS

Student: We request a signed copy of this contract be submitted at the New Student Orientation. If you have any questions, please discuss those with WCE personnel during the orientation.

Faculty and staff of the Woodring College of Education have the responsibility to assure children, families, and the public that WWU graduates are fully competent teachers who have successfully completed a rigorous academic program of study and met all program and state requirements. WWU teacher education candidates must demonstrate academic competence in content, pedagogy, and professionalism throughout their program of study. This document serves as a summary of the expected academic professional behaviors, but is not an exhaustive list.

Candidates in our teacher education programs must adhere to the Washington Standards for Beginning Teachers (Standard V), and specific Program and Woodring College of Education standards regarding professional development, teaching as a profession and professional contributions, and effective teaching.

Candidates entering our programs must review all information in this document and sign below. Signing reflects that the candidate agrees to:

COMMUNICATION/CONFIDENTIALITY

1. Communicate in an appropriate and professional manner, including all verbal, written, and electronic communication (including any future forms not currently in use). This includes, but is not limited to: communicating in a professional manner, being sensitive to all audiences, maintaining confidentiality, following district policy with respect to email, phone #s, texting, Facebook, blogs, etc. Understand that in most circumstances districts require teachers to use district email and phone #s when corresponding with students and parents/guardians and that not adhering to district policy is a breach of professionalism.

2. Understand that the use of electronic passwords or controls does not meet or sustain confidentiality and that ultimately all forms of communication may be considered public and not confidential. As such, posting confidential information pertaining to your program, WWU faculty and staff, school-based field experiences, P-12 students and parents/guardians, school teachers, administrators, and staff is in violation of FERPA and possibly HIPAA.

3. Maintain confidentiality at all times and learn requirements under FERPA and HIPAA.

4. Not blog or use other forms of electronic communication in any manner that violates FERPA or HIPAA.

5. Not discuss confidential information through any form of communication unless there is a legitimate educational purpose required to meet teaching expectations such as collaboration with mentoring teachers.

6. Use extreme caution and sensitivity when discussing non-confidential information about my program, WWU faculty and staff, school-based field experiences, P-12 students and parents/guardians, school teachers, administrators, and staff and understand that as a teacher, I am a steward of my P-12 students and community.

7. Not remove in any format (hard copy, electronic, etc.) any official or confidential documents (such as report cards, IEPs, 504 plans, etc.) from the classroom/school.

8. Not leave any official or confidential documents in public view, including attendance rosters.

9. Store student work carefully and confidentially.
VIDEOTAPING

1. Follow all video/digital taping requirements and procedures.
2. Follow required videotaping procedures for the edTPA (Teacher Performance Assessment) and only use the official WWU-Office of Field Experiences edTPA video permission forms and will not, under any circumstance create my own permission form, use a program non-TTPA form, not use a form, or use a district form without first consulting the OFE Director 360.650.3309 or ofe@wwu.edu.
3. Follow required videotaping procedures for the edTPA that mandates excluding from video of all students without a valid permission form, but retain students in the instructional lesson.
4. Return all original edTPA video permission forms to WWU/OFE and understand that failure to return video permission forms will invalidate my edTPA.
5. Destroy all program and edTPA videotapes (all versions, drafts, practice, final) after a passing score report is received and a copy (if I grant permission) is provided to my program.

PROFESSIONAL PRACTICE

1. Not break confidentiality (FERPA and/or HIPAA)
2. Follow all legal requirements for mandated reporting for child abuse/neglect and understand this requirement extends to me as a candidate in a teacher education program.
3. Engage in practice that is reflective, collaborative, and professionally growth-centered.
4. Adhere to standards of professional dress and deportment.
5. Conduct self ethically and professionally at all times.
6. Be on time and in attendance when required and submit all assignments/plans on time.
7. Assume personal responsibility for performance.
8. Display initiative by using a variety of resources appropriately.
9. Invite and seek professional self-improvement through feedback and adjust my behavior and actions based on such information.
10. Use problem-solving approaches to sensitive situations.
11. Use knowledge of families and community resources appropriately to enhance support for students.
12. Demonstrate respect and support for all students, treating all equally and equitably, using appropriate language that emphasizes people first language and never denigrating students.
13. Not arrange for my own field experience placements (practicum, student teaching).
14. Follow all program field experience and student teaching requirements, including:
   a. Following all program requirements for practica field placements.
   b. Understanding that all student teaching communication goes through personnel with the Office of Field Experiences and I will not query teachers or school administrators in any form regarding the possibility of student teaching in their school/district.
   c. Adhere to program and Office of Field Experiences policies and guidelines for student teaching start dates, end dates, and other timelines. This includes:
      i. Fall starts – when teachers report back to work in the fall (usually late August).
      ii. Spring starts – Monday of WWU Spring Break (I understand that if my fulltime start term is spring that I will NOT take the WWU Spring Break and start my student teaching that week).

PROFESSIONAL POLICY AND LEGAL REQUIREMENTS

1. Keep informed by professional, ethical and legal responsibilities and policies. Learn, understand, and follow all laws, regulations, and policies required for teachers.
2. Understand all photograph and videotaping limitations and expectations.
3. Meet school and university expectations, policies, and requirements.
4. Thoroughly review and adhere to the Washington Code of Professional Conduct and understand that any actions counter to the code will result in appropriate university, program and/or state level actions.

5. Adhere to all FERPA requirements regarding maintaining confidentiality of student and family information and confidentiality of peers, staff, faculty, and administrator information. That will also include confidentiality pertaining to HIPAA.

6. Understand and adhere to all laws and policies regarding Child Abuse/Neglect Reporting and understand that I am a 24 hour mandated reporter. I understand this will require that I learn such requirements for each school district in which I am placed for a program-related field experience.

7. Adhere to the WWU Academic Honesty Policy and understand that Western Washington University students are responsible for reading, understanding, and following the policy and procedures regarding academic honesty as set forth in the WWU Academic Honesty Policy and Procedure (see Appendix D of the University Catalog).

8. Maintain fingerprinting and character CLEARANCE at all times while in the program and will complete a new character clearance as soon as an incident occurs that requires disclosure. I understand that continuation in the program, coursework, and any and all field experiences is contingent upon maintaining such clearance.

9. Take the state required content endorsement exam(s) and the Teacher Performance Assessment (edTPA) and understand that Washington State requires teacher candidates to pass these required assessments. Further understand that:
   a. ALL content exams for all endorsements I am earning must be passed prior to the start of my FIRST student teaching internship.
   b. Only upon special permission granted prior to the start of the internship may I remain in the internship without passing required endorsement content exam scores.
   c. The edTPA must be completed during student teaching.

10. Adhere to other requirements, including but not limited to additional school, district, or university expectations.

11. Highly consider purchasing professional liability insurance and understand that WWU nor the school districts where I complete my field experiences and/or program-required service learning provide such coverage and that for some school district, such coverage is required for placement.

My below signature reflects my understanding and review of, and agreement to, this contract and I acknowledge my responsibility to fully understand all requirements, expectations and corresponding WWU, Woodring, P-12 school, and state and federal policies, rules, laws, and regulations pertaining to my course of study, being a professional teacher and teacher candidate.

Consequences for failing to comply with these expectations may include, but are not limited to, removal from the program, inability to meet requirements for certification, removal from the university, probation, performance contract, removal from a field-experience, removal from the full-time internship, postponement of the internship, low internship performance ratings, or an unsatisfactory internship grade that would result in not being recommended for certification.

Western Washington University (WWU), in compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, does not discriminate on the basis of race, color, creed, religion, national origin, sex, disability, age, veteran status, sexual orientation, gender identity or expression, marital status or genetic information in its programs or activities, including employment, admissions, and educational programs. Inquiries may be directed to the Vice Provost for Equal Opportunity & Employment Diversity, Equal Opportunity Office, Western Washington University, Old Main 345, MS 9021, 516 High Street, Bellingham, WA 98225; 360.650.3307 (voice) or 711 (Washington Relay); eeo@wwu.edu. WWU is committed to providing reasonable accommodations to qualified individuals with disabilities upon request. To request an accommodation, please contact disAbility Resources for Students, Old Main 120, 360.650.3083 (voice) or 360.650.7175 (VP); drs@wwu.edu. One week advance notice appreciated. To request this document in an alternate format, please contact Woodring Admissions, 360.650.3310, TeacherEd.Admission@wwu.edu. (6/2012 version)
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833.

Or you may contact us at the following address: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-852
The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education (ED). PPRA is intended to protect the rights of parents and students in two ways:

- It seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with an ED-funded survey, analysis, or evaluation in which their children participate; and
- It seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any ED-funded survey, analysis, or evaluation that reveals information concerning:
  - Political affiliations;
  - Mental and psychological problems potentially embarrassing to the student and his/her family;
  - Sex behavior and attitudes;
  - Illegal, anti-social, self-incriminating and demeaning behavior;
  - Critical appraisals of other individuals with whom respondents have close family relationships;
  - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
  - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or students who believe their rights under PPRA may have been violated may file a complaint with ED by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
Legal Issues

Washington Education Association -
www.washingtonea.org/index.php?option=com_content&view=category&id=140&Itemid=86

Includes information on:

- Responsible Blogging
- Social Networking Websites
- FMLA
- Tips for Witnesses
- Certificate Discipline
- Handling Assaults on School Employees
- Adult-to-Adult Bullying

Emergency Procedures (Page 34)

Blood-Borne Pathogens (Page 35)

Reporting Child Abuse/Neglect (Appendix B)
EMERGENCY PROCEDURES

Emergency

Although rare, it is possible for a Woodring student to be at a field experience site when an emergency occurs. Emergencies include, but are not limited to, Fire, Lock Down/Sheltering, Hazardous Materials, Weather, Bomb Threat, Natural Disaster, Shooting, Assault, Suspicious Object, Abduction, and Injury.

During all field experiences, Woodring students are required to:

1. Learn the emergency procedures.
2. Review and practice all procedures until able to manage them independently.
3. Call 911 when an immediate emergency situation occurs.
4. Request assistance from field experience supervisor.
5. Notify WWU personnel when:
   a. An emergency has occurred at his/her field experience site.
   b. Injured or exposed to hazardous materials during a field experience.

<table>
<thead>
<tr>
<th>EMERGENCY</th>
<th>CONTACT</th>
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<tbody>
<tr>
<td>Report field experience emergency to WWU.</td>
<td>*Information will be provided in program materials.</td>
</tr>
<tr>
<td>Report field experience injury or exposure to hazardous materials to WWU.</td>
<td>*Information will be provided in program materials.</td>
</tr>
<tr>
<td>Personal issue that interrupts or impacts field experience.</td>
<td>*Information will be provided in program materials.</td>
</tr>
</tbody>
</table>
| Emergency situations and crimes in progress (on or off-campus). | Emergency - 360.650.3911 or 911  
Non-Emergency – 360.650.3555 |
| Inclement Weather | Campus – WWU website & 360.650.6500  
Field experience sites: website, text notification, TV, and radio broadcasts. |

Inclement Weather

Woodring students need to learn the inclement weather procedure for their field site.
BLOOD BORNE PATHOGENS

What is Hepatitis B?
Hepatitis B is a serious disease caused by a virus that attacks the liver. Hepatitis B virus (HBV) can cause lifelong infection, cirrhosis (scarring) of the liver, liver cancer, liver failure and death. HBV is transmitted through blood and infected body fluids. This can occur through direct blood-to-blood contact, unprotected sex, and from an infected woman to her newborn during the delivery process. Other possible routes of infection include sharing contaminated razors, toothbrushes, using un-sterile needles for body/ear piercing, tattooing, or acupuncture.

Symptoms can occur 40-180 days after an individual is infected. Symptoms may be flu-like, lack of appetite, rash, stomach pain, nausea/vomiting, joint pain, jaundice (yellowing of the skin or white part of the eye) and fatigue. Many people have NO symptoms. (Hepatitis B Foundation 2006)

Most healthy adults (90%) who are infected will recover and develop protective antibodies against future hepatitis B infections. The remaining (10%) will be unable to get rid of the virus and will develop chronic infections.

A simple blood test can determine if there is an infection. There is also a safe and effective vaccine to protect against hepatitis B. Finally, there are promising new treatments available for those who have developed chronic hepatitis B infections.

What is Hepatitis C?
Hepatitis C is a disease of the liver caused by the hepatitis C virus (HCV) that attacks the liver. HCV is spread primarily by direct contact with human blood. Infection can occur when there is: sharing of needles because the needle has blood that may contain the virus; sharing items such as razors or toothbrushes with an infected person; mother to baby at birth; recipient of blood/organs before 1992 (before routine testing of these products). Hepatitis C can be spread by sexual activity, but this is not the primary route.

Symptoms can include jaundice, fatigue, dark urine, abdominal pain, loss of appetite, and nausea. 80% of infected persons have no symptoms.

There is no vaccine for hepatitis C. Of those infected, 55-85% develop chronic infections and are able to spread the disease for a lifetime. Of those with chronic infection, 70% will develop liver disease (cirrhosis of the liver, liver cancer and death.) Hepatitis C is the leading indication for liver transplants.

A simple blood test can determine if there is an infection. There are medications available for treatment of chronic hepatitis C.

What is HIV/AIDS?
HIV (human immunodeficiency virus) is the virus that attacks the body's natural immune system and causes it to break down. When a person with HIV starts to have a weakened immune system and develops specific secondary (opportunistic) infections, they are diagnosed as having AIDS.

HIV may be spread by sexual contact, by sharing needles and/or syringes (primarily for drug injection) with someone who is infected, or less commonly (and now very rarely in countries where blood is screened for HIV antibodies) through transfusions of infected blood or blood clotting factors. Babies born to HIV-infected women may become infected before or during birth or through breast-feeding after birth.

When first infected with HIV, there may be no symptoms at all, although it's more common to develop a brief flu-like illness two to six weeks after becoming infected. An infected person may remain symptom-free for 8-9 years or more. But, as the virus continues to multiply and destroy immune cells, more serious infections will appear. An infected person can spread the virus even when they have no symptoms.
HIV infected individuals are living longer and healthier lives due to drug therapy. The anti-retroviral medications reduce the amount of virus in the blood but none of these drugs can cure HIV/AIDS. (CDC 2006)

If an employee experiences a specific unprotected exposure to blood or other potentially infectious material, the employee will inform his/her supervisor and contact the school nurse immediately.  

*An unprotected exposure is defined as a specific eye, mouth, other mucous membrane, no intact or parenteral contact with blood or other potentially infectious material that results from the performance of an employee's duties.*
APPENDIX

CODE OF PROFESSIONAL CONDUCT .......................................................... A

CHILD ABUSE & NEGLECT REPORTING ............................................. B

BLOOD BORNE PATHOGENS/HIV/AIDS .............................................. C
APPENDIX A

CODE OF PROFESSIONAL CONDUCT FOR EDUCATION PRACTITIONERS
CODE OF PROFESSIONAL CONDUCT

for

EDUCATION PRACTITIONERS

Teachers
Educational Staff Associates
Administrators

STATE OF WASHINGTON

Chapter 181-87 WAC
Professional Educator Standards Board Administrative Rules

OFFICE OF PROFESSIONAL PRACTICES
The Office of Professional Practices, a division under the auspices of the Superintendent of Public Instruction, is charged with enforcement, including discipline of educational practitioners for violation of the Professional Code of Conduct. The office receives, investigates, and makes legal findings regarding complaints. A nine member professional advisory committee reviews appeals from proposed disciplinary actions. Educators who violate the code may be reprimanded or their license to practice may be suspended or revoked.

The Office of Professional Practices also reviews charges that an applicant for or the holder of professional certification lacks good moral character or personal fitness. These standards are set forth in WAC 181-86-013 and address commission of criminal acts and other behavior which endanger children. Commission of criminal acts may not be directly related to professional conduct but they do reflect upon the trustworthiness of serving as a professional educator.

Requests for additional information may be addressed to:

Office of Professional Practices
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
OLD CAPITOL BUILDING, PO BOX 47200
OLYMPIA WA 98504-7200
WAC 181-87-005 PURPOSE
The sole purpose of this chapter is to set forth policies and procedures related to reprimand, suspension, and revocation actions respecting certification of education practitioners in the state of Washington for acts of unprofessional conduct. It is recognized that grounds for the discharge, nonrenewal of contracts, or other adverse change in contract status affecting the employment contracts of education practitioners are broader than stated herein. The grounds set forth as unprofessional conduct in this chapter shall not limit discharge, nonrenewal of contracts, or other employment action by employers of education practitioners.

WAC 181-87-010 PUBLIC POLICY GOALS OF CHAPTER
The public policy goals of this chapter are as follows:
(1) To protect the health, safety, and general welfare of students within the state of Washington.
(2) To assure the citizens of the state of Washington that education practitioners are accountable for acts of unprofessional conduct.
(3) To define and provide notice to education practitioners within the state of Washington of the acts of unprofessional conduct for which they are accountable pursuant to the provisions of chapter 181-86 WAC.

PROFESSIONAL ACCOUNTABILITY

WAC 181-87-015 ACCOUNTABILITY FOR ACTS OF UNPROFESSIONAL CONDUCT
Any educational practitioner who commits an act of unprofessional conduct proscribed within this chapter may be held accountable for such conduct pursuant to the provisions of chapter 181-86 WAC.

ADMINISTRATIVE PROVISIONS

WAC 181-87-020 APPLICABILITY OF CHAPTER TO PRIVATE CONDUCT
As a general rule, the provisions of this chapter shall not be applicable to the private conduct of an education practitioner except where the education practitioner's role as a private person is not clearly distinguishable from the role as an education practitioner and the fulfillment of professional obligations.

WAC 181-87-025 EXCLUSIVITY OF CHAPTER
No act, for the purpose of this chapter, shall be defined as an act of unprofessional conduct unless it is included in this chapter.

WAC 181-87-030 PROSPECTIVE APPLICATION OF CHAPTER AND AMENDMENTS
The provisions of this chapter shall take effect ninety calendar days after adoption and shall apply prospectively to acts of unprofessional conduct committed after such effective date. Unless provided to the contrary, any revision shall take effect six months after adoption and shall apply prospectively from such effective date.

WAC 181-87-035 EDUCATION PRACTITIONER DEFINITION
As used in this chapter, the term "education practitioner" means any certificate holder licensed under rules of the Professional Educator Standards Board to serve as a certified employee.
WAC 181-87-040 STUDENT-DEFINITION
As used in this chapter, the term "student" means the following:
(1) Any student who is under the supervision, direction, or control of the education practitioner.
(2) Any student enrolled in any school or school district served by the education practitioner.
(3) Any student enrolled in any school or school district while attending a school related activity at which the education practitioner is performing professional duties.
(4) Any former student who is under eighteen years of age and who has been under the supervision, direction, or control of the education practitioner. Former student, for the purpose of this section, includes but it not limited to drop outs, graduates, and students who transfer to other districts or schools.

WAC 181-87-045 COLLEAGUE-DEFINITION
As used in this chapter, the term "colleague" means any person with whom the education practitioner has established a professional relationship and includes fellow workers and employees regardless of their status as education practitioners.

ACTS OF UNPROFESSIONAL CONDUCT

WAC 181-87-050 MISREPRESENTATION OR FALSIFICATION IN THE COURSE OF PROFESSIONAL PRACTICE
Any falsification or deliberate misrepresentation, including omission, of a material fact by an education practitioner concerning any of the following is an act of unprofessional conduct:
(1) Statement of professional qualifications.
(2) Application or recommendation for professional employment, promotion, certification, or an endorsement.
(3) Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit.
(4) Representation of completion of in-service or continuing education credit hours.
(5) Evaluations or grading of students and/or personnel.
(6) Financial or program compliance reports submitted to state, federal, or other governmental agencies.
(7) Information submitted in the course of an official inquiry by the superintendent of public instruction related to the following:
   (a) Good moral character or personal fitness.
   (b) Acts of unprofessional conduct.
(8) Information submitted in the course of an investigation by a law enforcement agency or by child protective services regarding school related criminal activity.

WAC 181-87-055 ALCOHOL OR CONTROLLED SUBSTANCE ABUSE
Unprofessional conduct includes:
(1) under the influence of alcohol or of a controlled substance, as defined in chapter 69.50 RCW, on school premises or at a school-sponsored activity involving students, following:
   (a) Notification to the education practitioner by his or her employer of concern regarding alcohol or substance abuse affecting job performance;
   (b) A recommendation by the employer that the education practitioner seek counseling or other appropriate and available assistance; and
   (c) The education practitioner has had a reasonable opportunity to obtain such assistance.
(2) The possession, use, or consumption on school premises or at a school sponsored activity of a Schedule 1 controlled substance, as defined by the state board of pharmacy, or a Schedule 2
controlled substance, as defined by the state board of pharmacy, without a prescription authorizing such use.

(3) The consumption of an alcoholic beverage on school premises or at a school sponsored activity involving students if such consumption is contrary to written policy of the school district or school building.

WAC 181-87-060 DISREGARD OR ABANDONMENT OF GENERALLY RECOGNIZED PROFESSIONAL STANDARDS

Any performance of professional practice in flagrant disregard or clear abandonment of generally recognized professional standards in the course of any of the following professional practices is an act of unprofessional conduct:

(1) Assessment, treatment, instruction, or supervision of students.
(2) Employment or evaluation of personnel.
(3) Management of moneys or property.

WAC 181-87-065 ABANDONMENT OF CONTRACT FOR PROFESSIONAL SERVICES

Any permanent abandonment, constituting a substantial violation without good cause, of one of the following written contracts to perform professional services for a private school or a school or an educational service district is an act of unprofessional conduct:

(1) An employment contract, excluding any extracurricular or other specific activity within such contract or any supplementary contract.
(2) Professional service contract.

WAC 181-87-070 UNAUTHORIZED PROFESSIONAL PRACTICE

Any act performed without good cause that materially contributes to one of the following unauthorized professional practices is an act of unauthorized professional practice.

(1) The intentional employment of a person to serve as an employee in a position for which certification is required by rules of the Professional Educator Standards Board when such person does not possess, at the time of commencement of such responsibility, a valid certificate to hold the position for which such person is employed.
(2) The assignment or delegation in a school setting of any responsibility within the scope of the authorized practice of nursing, physical therapy, or occupational therapy to a person not licensed to practice such profession unless such assignment or delegation is otherwise authorized by law, including the rules of the appropriate licensing board.
(3) The practice of education by a certificate holder during any period in which such certificate has been suspended.
(4) The failure of a certificate holder to abide by the conditions within an agreement, executed pursuant to WAC 181-86-160, to not continue or to accept education employment.
(5) The failure of a certificate holder to comply with any condition, limitation, or other order or decision entered pursuant to chapter 181-86 WAC.
(6) Provided, That for the purpose of this section, good cause includes, but is not limited to, exigent circumstances where immediate action is necessary to protect the health, safety, or general welfare of a student, colleague, or other affected person.

WAC 181-87-080 SEXUAL MISCONDUCT WITH STUDENTS

Unprofessional conduct includes the commission by an education practitioner of any sexually exploitive act with or to a student including, but not limited to, the following:

(1) Any sexual advance, verbal or physical;
(2) Sexual intercourse as defined in RCW 9A.44.010;
(3) Indecent exposure as defined in RCW 9A.88.010;
(4) Sexual contact, i.e., the intentional touching of the sexual or other intimate parts of a student except to the extent necessary and appropriate to attend to the hygienic or health needs of the student;

(5) Provided, That the provisions of this section shall not apply if at the time of the sexual conduct the participants are married to each other.

WAC 181-87-085 FURNISHING ALCOHOL OR CONTROLLED SUBSTANCE TO STUDENTS
Unprofessional conduct includes the illegal furnishing of alcohol or a controlled substance, as defined in chapter 69.50 RCW, to any student by an education practitioner.

WAC 181-87-090 IMPROPER REMUNERATIVE CONDUCT
Any deliberate act in the course of professional practice which requires or pressures students to purchase equipment, supplies, or services from the education practitioner in a private remunerative capacity is an act of unprofessional conduct.

WAC 181-87-093 FAILURE TO ASSURE THE TRANSFER OF STUDENT RECORD INFORMATION OR STUDENT RECORDS
The failure of a principal or other certificated chief administrator of a public school building to make a good faith effort to assure compliance with RCW 28A.225.330 by establishing, distributing, and monitoring compliance with written procedures that are reasonably designed to implement the statute shall constitute an act of unprofessional conduct.

WAC 181-87-095 FAILURE TO FILE A COMPLAINT
The intentional or knowing failure of an educational service district superintendent, a district superintendent, or a chief administrator of a private school to file a complaint pursuant to WAC 181-86-110 regarding the lack of good moral character or personal fitness of an education practitioner or the commission of an act of unprofessional conduct by an education practitioner is an act of unprofessional conduct.

GOOD MORAL CHARACTER AND PERSONAL FITNESS

WAC 181-86-013 GOOD MORAL CHARACTER AND PERSONAL FITNESS-DEFINITION
As used in this chapter, the terms "good moral character and personal fitness" means character and personal fitness necessary to serve as a certificated employee in schools in the state of Washington, including character and personal fitness to have contact with, to teach, and to perform supervision of children. Good moral character and personal fitness includes, but is not limited to, the following:

(1) No conviction of any felony crime involving:
   (a) The physical neglect of a child under chapter 9A.42 RCW;
   (b) The physical injury or death of a child under chapter 9A.32 or 9A.36 RCW, excepting motor vehicle violations under chapter 46.61 RCW;
   (c) The sexual exploitation of a child under chapter 9.68A RCW;
   (d) Sexual offenses where a child is the victim under chapter 9A.44 RCW;
   (e) The promotion of prostitution of a child under chapter 9A.88 RCW;
   (f) The sale or purchase of a child under RCW 9A.64.030;
   (g) Provided, That the general classes of felony crimes referenced within this subsection shall include equivalent federal and crimes in other states committed against a child;
   (h) Provided further, That for the purpose of this subsection "child" means a minor as defined by the applicable state or federal law;
   (i) Provided further, That for the purpose of this subsection "conviction" shall include a guilty plea.
(2) No conviction of any crime within the last ten years, including motor vehicle violations, which would materially and substantially impair the individual's worthiness and ability to serve as a professional within the public and private schools of the state. In determining whether a particular conviction would materially and substantially impair the individual's worthiness and ability to practice, the following and any other relevant considerations shall be weighed:
   (a) Age and maturity at the time the criminal act was committed;
   (b) The degree of culpability required for conviction of the crime and any mitigating factors, including motive for commission of the crime;
   (c) The classification of the criminal act and the seriousness of the actual and potential harm to persons or property;
   (d) Criminal history and the likelihood that criminal conduct will be repeated;
   (e) The permissibility of service as a professional educator within the terms of any parole or probation;
   (f) Proximity or remoteness in time of the criminal conviction;
   (g) Any evidence offered which would support good moral character and personal fitness;
   (h) If this subsection is applied to a person certified under the laws of the state of Washington in a suspension or revocation action, the effect on the education profession, including any chilling effect, shall be weighed; and
   (i) In order to establish good moral character and personal fitness despite the criminal conviction, the applicant or certificate holder has the duty to provide available evidence relative to the above considerations. The superintendent of public instruction has the right to gather and present additional evidence which may corroborate or negate that provided by the applicant or certificate holder.

(3) No behavioral problem which endangers the educational welfare or personal safety of students, teachers, or other colleagues within the educational setting.

(4) No practice within the state of Washington within the previous five school years with an expired, lapsed, suspended, surrendered, or revoked certificate in a professional position for which certification is required under the rules of the professional educator standards board.

**WAC 181-86-014 GOOD MORAL CHARACTER AND PERSONAL FITNESS-CONTINUING REQUIREMENT**
The good moral character and personal fitness requirement of applicants for certification under the laws of the state of Washington is a continuing requirement for holding a professional educational certificate under regulations of the professional educator standards board.
DISCIPLINARY ACTIONS - APPEAL PROCESS - PUBLIC NOTICE

WAC 181-86 ACTIONS BY THE OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION FOR ACTS OF UNPROFESSIONAL CONDUCT AND/OR LACK OF GOOD MORAL CHARACTER AND PERSONAL FITNESS

Order of Dismissal: The Office of Superintendent of Public Instruction will take no disciplinary actions; the case is dismissed without prejudice.

Order of Reprimand: Orders the certificate holder not to continue or repeat the conduct or lack good moral character or personal fitness. The certificate remains valid unless expires/lapses.

Order of Suspension: Suspends the education practitioner from practicing for a stated period of time. Such order may contain a requirement that the certificate holder fulfill certain conditions precedent to resuming professional practice and certain conditions subsequent to resuming professional practice.

Order of Revocation: An order revoking the certificate(s) of the education practitioner.

Voluntary Surrender: A holder of a certificate who has not received a final order for revocation may voluntarily surrender their certificate to the Office of Superintendent of Public Instruction if the certificate holder believes they might be ineligible to hold a certificate for any reason which is or might constitute grounds for a revocation of the certificate other than a conviction of a felony crime stated within WAC 181-86-013(1).

Denial Order: A conclusion of law that the applicant does not qualify for the certificate, including renewal and reinstatement, or endorsement request.

WAC 181-86-170 BURDEN AND STANDARD OF PROOF
The following burden and standard of proof shall be applicable:

1. If an application for certification or reinstatement has been denied for lack of good moral character or personal fitness, the evidence submitted by the applicant must prove by clear and convincing evidence that he or she is of good moral character and personal fitness or the application will be denied.
2. In a suspension or revocation proceeding, the superintendent of public instruction must prove by clear and convincing evidence that the certificate holder is not of good moral character or personal fitness or has committed an act of unprofessional conduct.
3. In all other proceedings, including reprimand, the standard of proof shall be a preponderance of evidence.

WAC 181-86-145 APPEAL PROCEDURE
Any person may appeal any of the above orders by filing written notice with the superintendent of public instruction within thirty calendar days following the date of receipt of such order.

WAC 181-86-185 PUBLIC NOTICE AND REPORT
The superintendent of public instruction shall notify all other states whenever an applicant has been denied a certificate for failure to possess good moral character or personal fitness or whenever a certificate has been suspended, surrendered, or revoked and shall provide the full name and certificate number, if applicable, to the agency responsible for certification in each state. The superintendent of public instruction shall notify appropriate public or private school officials within the state the name and certification number of all certificate holders whose certificates have been suspended, surrendered, or revoked.
HOW TO FILE A COMPLAINT AGAINST A SCHOOL EMPLOYEE

A written complaint must first be filed with the school district superintendent, educational service district superintendent, or the private school administrator, stating the grounds and factual basis for the complaint.

The Office of Superintendent of Public Instruction has authority to investigate certificated school district employees for acts of unprofessional conduct or lack of good moral character or personal fitness. When an educational service district superintendent, school district superintendent, or the chief administrator of an approved private school possess sufficient reliable information to believe a certificated employee within such educational service district, school district or private school is not of good moral character or personally fit or has committed an act of unprofessional conduct (WAC 181-87), such superintendent or chief administrator, within a reasonable period of time after making such determination, shall file a written complaint with the Office of Superintendent of Public Instruction.

COMPLAINTS ALLEGING PHYSICAL ABUSE OR SEXUAL MISCONDUCT RCW 28A.410.090 (2)

A parent or another person may file a written complaint with the superintendent of public instruction alleging physical abuse or sexual misconduct by a certificated school employee if:

1. The parent or other person has already filed a written complaint with the educational service district superintendent concerning that employee;
2. The educational service district superintendent has not caused an investigation of the allegations and has not forwarded the complaint to the superintendent of public instruction for investigation; and
3. The written complaint states the grounds and factual basis upon which the parent or other person believes an investigation should be conducted.

WAC 181-86-110 DUTY OF ESD SUPERINTENDENT, DISTRICT SUPERINTENDENT AND PRIVATE SCHOOL ADMINISTRATOR TO FILE COMPLAINTS

When an educational service district superintendent, a district superintendent, or the chief administrative officer of an approved private school possesses sufficient reliable information to believe that a certificated employee within such district or approved private school is not of good moral character or personally fit or has committed an act of unprofessional conduct, such superintendent or chief administrative officer, within a reasonable period of time of making such determination, shall file a written complaint with the superintendent of public instruction: Provided, That if an educational service district or school district is considering action to discharge an employee of such district, the educational service district or school district superintendent need not file such complaint until ten calendar days after making the final decision to serve or not serve formal notice of discharge.
MANDATORY REPORTING

MANDATORY REPORTING (RCW 26.44.030)
When any professional school personnel has reasonable cause to believe that a child has suffered abuse or neglect, he or she SHALL report such incident or cause a report to be made to the proper law enforcement agency or to the Department of Social and Health Services within 48 hours.

DUTY TO REPORT PHYSICAL ABUSE OR SEXUAL MISCONDUCT BY SCHOOL EMPLOYEES (RCW28A.400.317)
A certificated or classified school employee who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse or sexual misconduct by another school employee, shall report such abuse or misconduct to the appropriate school administrator. The school administrator shall cause a report to be made to the proper law enforcement agency if he or she has reasonable cause to believe that the misconduct or abuse has occurred as required under RCW 26.44.030. During the process of making a reasonable cause determination, the school administrator shall contact all parties involved in the complaint.
APPENDIX B

CHILD ABUSE & NEGLECT REPORTING

SELECT PAGES FROM STATE MANUEL FLYER FOR REPORTING
Call this toll-free number if you suspect that a child or vulnerable adult is being abused or neglected. The operator will connect you with the right DSHS office to make your report.

If you are calling about an immediate life-threatening emergency, call 911.

For more information about reporting abuse of a child or a vulnerable adult, visit the DSHS web site at www.wa.gov/dshs

*DSHS Toll Free 1-866-EndHarm (1-866-363-4276) is TTY-accessible. Callers will be provided a TTY-accessible number for contacting the appropriate DSHS office to report abuse or neglect of a vulnerable person.
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Introduction

Every child has the basic human right to be safe. Child abuse and neglect threaten a child’s safety by placing him/her at risk of physical and emotional injuries and even death. Child abuse and neglect occur in all cultural, ethnic, occupational, and socioeconomic groups.

While the true extent of child abuse and neglect is not completely known, the Children’s Bureau of the Administration on Children, Youth and Families reports through the National Child Abuse and Neglect Data System in 2010, an estimated 3.3 million reports were received by Child Protective Service agencies in the United States alleging that 5.9 million children were maltreated by their parents or guardians. Nationally, approximately 1,560 children die each year as a result of maltreatment. During 2011, Washington State Child Protective Services received more than 77,800 reports of child abuse and neglect, and more than 37,900 of them were screened in for investigation or other intervention.

Parents have the fundamental right to raise their children, and our community presumes that parents will act in their children’s best interest. When parents do not protect children from harm and put them at risk of abuse or neglect, the community has a responsibility to intervene to protect the health and welfare of children.

While everyone should be concerned about child abuse and neglect, certain professionals and other individuals are required by law to report suspected child abuse or neglect. This brochure is designed to serve as a guide for understanding the child abuse reporting law. For further information, contact the Department of Social and Health Services, Division of Children and Family Services (DCFS), CPS, or your local law enforcement agency.

Purpose of the Child Abuse Reporting Law

The purpose of the Washington State law, Revised Code of Washington (RCW) Chapter 26.44, is to protect children who have been non-accidentally injured, sexually exploited, or deprived of the right to minimal nurture, health, and safety by their parents, custodian, or guardian.

While the State respects the bond between parent/guardian and child, the State does assert the right to intervene for the general welfare of the child when there is a clear and present danger to the child’s health, welfare, or safety. The State does not intend to interfere with reasonable parental discipline and child-raising practices that are not injurious to the child.

It is the intent of the law that comprehensive protective services will be provided for abused, neglected, exploited, and abandoned children found in Washington State. CPS aims to assist parents or persons legally responsible for abused children to overcome the problems leading to abuse and neglect, strengthen families, and improve the general welfare of abused and neglected children.

"Mandated reporters" are persons or groups of persons who have frequent contact with children and families and are required by Washington's State law to report suspected cases of child abuse and neglect to CPS or to the appropriate law enforcement agency (RCW 26.44.030). It is the intent of the law that these designated persons, who are in positions to identify children who are at risk from abuse and neglect, will report suspected child abuse and neglect so that the need for protective services can be assessed.

Recognizing Child Abuse and Neglect

Washington statute defines child abuse or neglect:

‘Abuse or neglect’ means sexual abuse, sexual exploitation, or injury of a child by any person under circumstances which cause harm to the child’s health, welfare, or safety... or the negligent treatment or maltreatment of a child by a person responsible for or providing care to the child. (RCW 26.44.020).

Negligence is further defined as:

‘Negligent treatment or maltreatment’ means an act or a failure to act, or the cumulative effects of a pattern of conduct, behavior, or inaction, that evidences a serious disregard of consequences of such magnitude as to constitute a clear and present danger to a child’s health, welfare, or safety, including but not limited to conduct prohibited under RCW 9A.42.100. When considering whether a clear and pres-
ent danger exists, evidence of a parent's substance abuse as a contributing factor to negligent treatment or maltreatment shall be given great weight. The fact that siblings share a bedroom is not, in and of itself, negligent treatment or maltreatment. Poverty, homelessness, or exposure to domestic violence as defined in RCW 26.50.010 that is perpetrated against someone other than the child does not constitute negligent treatment or maltreatment in and of itself. (RCW 26.44.020).

Types of Child Abuse

Physical Abuse:

Physical abuse means the non-accidental infliction of physical injury on or physical mistreatment of a child. Physical abuse includes, but is not limited to, such actions as:

1. Throwing, kicking, burning, or cutting a child;
2. Striking a child with a closed fist;
3. Shaking a child under age three;
4. Interfering with a child's breathing;
5. Threatening a child with a deadly weapon;
6. Doing any other act that is likely to cause and which does cause bodily harm greater than transient pain or minor temporary marks or which is injurious to the child's health, welfare, and safety. (WAC 388-15-009).

Sexual Abuse:

Sexual abuse means committing or allowing to be committed any sexual offense against a child as defined in the criminal code. The intentional touching, either directly or through the clothing, of the sexual or other intimate parts of a child or allowing, permitting, compelling, encouraging, aiding, or otherwise causing a child to engage in touching the sexual or other intimate parts of another for the purpose of gratifying the sexual desire of the person touching the child, the child, or a third party. A parent or guardian of a child, a person authorized by the parent or guardian to provide childcare for the child, or a person providing medically recognized services for the child, may touch a child in the sexual or other intimate parts for the purposes of providing hygiene, child care, and medical treatment or diagnosis.

Sexual Exploitation:

Sexual exploitation includes, but is not limited to, such actions as allowing, permitting, compelling encouraging, aiding, or otherwise causing a child to engage in:

1. Prostitution;
2. Sexually explicit, obscene, or pornographic activity to be photographed, filmed, or electronically reproduced or transmitted; or
3. Sexually explicit, obscene, or pornographic activity as part of a live performance, or for the benefit or sexual gratification of another person.

Negligent Treatment or Maltreatment:

Negligent treatment or maltreatment means an act or a failure to act, or the cumulative effects of a pattern of conduct, behavior, or inaction, on the part of a child's parent, legal custodian, guardian, or caregiver that shows a serious disregard of the consequences to the child of such magnitude that it creates a clear and present danger to the child's health, welfare, or safety. A child does not have to suffer actual damage or physical or emotional harm to be in circumstances which create a clear and present danger to the child's health, welfare, or safety. Negligent treatment or maltreatment includes, but is not limited, to:

1. Failure to provide adequate food, shelter, clothing, supervision, or health care necessary for a child's health, welfare, or safety. Poverty and/or homelessness do not constitute negligent treatment or maltreatment in and of themselves;
2. Actions, failures to act, or omissions that result in injury to or that create a substantial risk of injury to the physical, emotional, and/or cognitive development of a child; or
3. The cumulative effects of a pattern of conduct, behavior, or inaction by a parent or guardian in providing for the physical, emotional, and developmental needs of a child, or the effects of chronic failure on the part of a parent or guardian to perform basic parental functions, obligations, and duties, when the result is to cause injury or create a substantial risk of injury to the physical, emotional, and/or cognitive development of a child.

Abandonment:
A parent or guardian abandons a child when the parent or guardian is responsible for the care, education, or support of a child and:

1. Deserts the child in any manner whatsoever with the intent to abandon the child;
2. Leaves a child without the means or ability to obtain one or more of the basic necessities of life such as food, water, shelter, clothing, hygiene, and medically necessary health care; or
3. Forgoes for an extended period of time parental rights, functions, duties, and obligations despite an ability to exercise such rights, duties, and obligations.

Abandonment of a child by a parent may be established by conduct on the part of a parent or guardian that demonstrates a substantial lack of regard for the rights, duties, and obligations of the parent or guardian or for the health, welfare, and safety of the child. Criminal activity or incarceration of a parent or guardian does not constitute abandonment in and of itself, but a pattern of criminal activity or repeated or long-term incarceration may constitute abandonment of a child.

Recognizing Child Abuse and Neglect: Signs and Symptoms
The first step in helping abused or neglected children is learning to recognize the signs of child abuse and neglect. The presence of a single sign does not prove child abuse is occurring in a family; however, when these signs appear repeatedly or in combination, you should take a closer look at the situation and consider the possibility of child abuse.

The following signs may signal the presence of child abuse or neglect.

- **THE CHILD:**
  - Shows sudden changes in behavior or school performance.
  - Has not received help for physical or medical problems brought to the parents' attention.
  - Has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes.
  - Is always watchful, as though preparing for something bad to happen.
  - Lacks adult supervision.
  - Is overly compliant, passive, or withdrawn.
  - Comes to school or other activities early, stays late, or does not want to go home.

- **THE PARENT:**
  - Shows little concern for the child.
  - Denies the existence of—or blames the child for—the child's problems in school or at home.
  - Asks teachers or other caretakers to use harsh physical discipline if the child misbehaves.
  - Sees the child as entirely bad, worthless, or burdensome.
  - Demands a level of physical or academic performance the child cannot achieve.
  - Looks primarily to the child for care, attention, and satisfaction of emotional needs.

- **THE PARENT & CHILD:**
  - Rarely touch or look at each other.
  - Consider their relationship entirely negative.
  - State that they do not like each other.

TO REPORT CHILD ABUSE & NEGLECT CALL: 1-866-ENDHARM
Consider the possibility of **PHYSICAL ABUSE** when:

- **THE CHILD:**
  - Has unexplained burns, bites, bruises, broken bones, or black eyes.
  - Offers conflicting explanations as to how the injury occurred.
  - Has fading bruises or other marks noticeable after an absence from school.
  - Is frightened of the parents and protests or cries when it is time to go home.
  - Shrunks at the approach of adults.
  - Reports injury by a parent or another adult caregiver.

- **THE PARENT OR OTHER ADULT CAREGIVER:**
  - Offers conflicting, unconvincing, or no explanation for the child's injury.
  - Describes the child as "evil" or in some other very negative way.
  - Uses harsh physical discipline with the child.
  - Has a history of abuse as a child.

Consider the possibility of **NEGLECT** when:

- **THE CHILD:**
  - Is frequently absent from school.
  - Boros or steals food or money.
  - Lacks needed medical or dental care, immunizations, or glasses.
  - Is consistently dirty and has severe body odor.
  - Lacks sufficient clothing for the weather.
  - Abuses alcohol or other drugs.
  - States that there is no one at home to provide care.

- **THE PARENT OR OTHER ADULT CAREGIVER:**
  - Appears to be indifferent to the child.
  - Seems apathetic or depressed.
  - Behaves irrationally or in a bizarre manner.
  - Is abusing alcohol or other drugs.

Consider the possibility of **SEXUAL ABUSE** when:

- **THE CHILD:**
  - Has difficulty walking or sitting.
  - Suddenly refuses to change for gym or to participate in physical activities.
  - Reports nightmares or bedwetting.
  - Experiences a sudden change in appetite.
  - Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior.
  - Becomes pregnant or contracts a venereal disease, particularly if under age 14.
  - Runs away.
  - Reports sexual abuse by a parent or another adult caregiver.

- **THE PARENT OR OTHER ADULT CAREGIVER:**
  - Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex.
  - Is secretive and isolated.
  - Is jealous or controlling with family members.
Consider the possibility of EMOTIONAL MALTREATMENT when:

Emotional Maltreatment is not specifically defined in Washington State law. However, emotional maltreatment may occur at the same time with other forms of maltreatment.

- **THE CHILD:**
  - Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression.
  - Is inappropriately acting like an adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example).
  - Is delayed in physical or emotional development.
  - Has attempted suicide.
  - Reports a lack of attachment to the parent.

- **THE PARENT OR OTHER ADULT CAREGIVER:**
  - Constantly blames, belittles, or berates the child.
  - Is unconcerned about the child and refuses to consider offers of help for the child’s problems.
  - Overtly rejects the child.

### Potential Child Abuse and Neglect Situations

#### Domestic Violence:

There is a high co-occurrence of domestic violence in cases of child abuse and neglect. However, a child’s exposure to domestic violence in and of itself, does not constitute child abuse and neglect. Domestic Violence is considered child abuse and neglect when it causes harm or creates a clear and present danger of harm to the child’s health, welfare, or safety.

#### Corporal Punishment:

“Physical discipline of a child, including the reasonable use of corporal punishment, is not considered abuse when it is reasonable and moderate and is inflicted by a parent or guardian for the purposes of restraining or correcting the child. The age, size, and condition of the child, and the location of any inflicted injury shall be considered in determining whether the bodily harm is reasonable or moderate. Other factors may include the developmental level of the child and the nature of the child’s misconduct. A parent’s belief that it is necessary to punish a child does not justify or permit the use of excessive, immoderate or unreasonable force against the child.” (WAC 386-15-009)

“The following actions are presumed unreasonable when used to correct or restrain a child: (1) Throwing, kicking, burning, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) interfering with a child’s breathing; (5) threatening a child with a deadly weapon; or (6) doing any other act that is likely to cause and which does cause bodily harm greater than transient pain or minor temporary marks. The age, size, and condition of the child and the location of the injury shall be considered when determining whether the bodily harm is reasonable or moderate. This list is illustrative of unreasonable actions and is not intended to be exclusive.” (RCW 9A.16.100)

Corporal punishment is not permitted in public schools, foster homes, group homes, and other child-care facilities.

#### Unsupervised or “Latchkey” Children:

Washington laws do not set a specific age for when a child legally can stay alone. Age alone is not a very good indicator of a child’s maturity level. Some very mature 10-year-old children may be ready for self care while some 15-year-old children may not be ready, due to emotional problems or behavioral difficulties.

#### Failure to Obtain Medical Care:

Failure of a parent or caregiver to provide needed health care treatment for a condition that, if untreated, could result in illness, developmental delays, or endangerment can be reported to CPS as suspected medical neglect. Children with medically diagnosed diseases or disabilities or under the care of a medical practitioner are at increased risk for medical neglect.

**To report Child Abuse & Neglect Call: 1-866-ENDHARM**
Prenatal Substance Abuse

In 2003, Congress enacted the Keeping Children and Families Safe Act, which requires each state to develop policies and procedures "to address the needs of infants born and identified as being affected by illegal substance abuse or withdrawal symptoms resulting from prenatal drug exposure."

In Washington State, health care providers are mandated reporters and are required to notify CPS when there is reasonable cause to believe a child has been abused or neglected. If a newborn has been identified as substance exposed or affected, this may indicate child abuse/neglect and should be reported. It is critical that mandated reporters provide as much information regarding issues/behaviors, risk factors, or positive supports that were observed during the interaction with the family.

Newborn Safety Act

The Newborn Safety Act is an act relating to the safety of newborn children. The Legislature's intent in passing this law was to assure abandonment does not occur and all newborns have an opportunity for adequate health care and a stable home life. The Legislature intends to increase the likelihood pregnant women will obtain adequate prenatal care and will provide their newborns with adequate health care during the first few days of their lives.

This law allows the parent to transfer a newborn (less than 72 hours old) anonymously and without criminal liability if the transfer to a qualified person is at an appropriate location. A qualified person is defined as "any person that the parent transferring the newborn reasonably believes is a bona fide employee, volunteer, or medical staff member of the hospital or federally designated rural health clinic and who represents to the parent transferring the newborn that he or she can and will summon appropriate resources to meet the newborn's immediate needs; or a fire fighter, volunteer, or emergency medical technician."

An appropriate location is defined under this legislation as "the emergency department of a hospital licensed under chapter 70.41 RCW during the hours the hospital is in operation; or a fire station during its hours of operation and while fire personnel are present; or a federally designated rural health clinic during its hours of operation." (RCW 13.34.360)

Reporting Child Abuse and Neglect

Why should I report?

The purpose of mandated reporting is to identify suspected abused and neglected children as soon as possible so they can be protected from further harm. CPS cannot act until a report is made. Mandated reporters play a critical role in preventing any future harm to children. Without detection, reporting, and intervention, a child may die as a result of severe abuse or neglect, or remain a victim for the rest of his/her life.

Reporting should be regarded as a request for an investigation into a suspected incident of abuse or neglect; a report does not necessarily constitute a proven fact — it is the raising of a question about the condition or state of a child. Making a report can begin a process that can help parents learn to care for and protect their own children.

Who must report?

Anyone who has reasonable cause to believe that a child has suffered abuse or neglect can, in good faith, report. If you are identified as a mandated reporter, you are required by law to report your concerns to the local Children's Administration (CA) office, Child Abuse Hotline or law enforcement.

State law RCW 26.44.030 requires the following people to report:

- Medical practitioners (licensed health service providers, including: podiatrists, optometrists, chiropractors, registered or licensed nurses, dentists, osteopaths, surgeons, physicians and religious healing practitioners)
- Professional school personnel (including, but not limited to, teachers, counselors, administrators, child care facility personnel and school nurses)
"Social services counselor" (anyone engaged in a professional capacity during the regular course of employment in encouraging or promoting the health, welfare, support or education of children, or providing social services to adults or families, including mental health, drug and alcohol treatment, and domestic violence programs)
- Coroners, medical examiners and licensed pathologists
- Registered pharmacists
- Licensed or certified child care providers or their employees
- Department of Social and Health Services employees
- Department of Early Learning employees
- Employees of state and private higher education institutions, including student employees, administrative, academic and athletic departments if they have reasonable cause to believe that a child has suffered abuse or neglect
- Juvenile probation officers
- Law enforcement
- Department of Corrections employees who become aware of possible child abuse or neglect during the course of their employment
- Staff of responsible living skills programs or HOPE centers
- Staff or volunteers in the Family and Children's Ombudsman Office
- Any adult who resides with a child suspected to have suffered severe abuse
- Any supervisor with a nonprofit or for-profit organization which has a reasonable cause to believe that a child has suffered abuse or neglect caused by a person over whom he or she regularly exercises supervisory authority provided that the person alleged to have caused the abuse or neglect is employed by, contracted by, or volunteers with the organization and coaches, trains, educates, or counsels a child or children or regularly has unsupervised access to a child or children as part of the employment, contract, or voluntary service
- Guardians ad litem (GALs)
- Court Appointed Special Advocates (CASAs)

When should I report?
If there is reasonable cause to believe that a child has suffered abuse or neglect, the report must be made at the first opportunity, but in no case longer than 48 hours. The report must include the identity of the accused, if known.

What if I'm not sure I should make a report?
You should discuss the situation with your local CA office or Child Abuse and Neglect Hotline. If you are in doubt about what should be reported, it is better to make your concerns known than to remain silent and possibly allow a child to remain unprotected.

What if the abuse occurred in the past?
The reporting requirement does not apply to abuse or neglect that occurred during childhood if it's discovered after the child has become an adult. However, if there is reasonable cause to believe other children are or may be at risk of abuse or neglect by the accused, the requirement does apply.

Who do I make a report to?
CA offices in local communities receive and investigate reports of suspected child abuse and neglect. CPS Intake staff receive reports either by phone, mail, or in person and assess these reports to determine if the report meets the legal definition of abuse or neglect, and how dangerous the situation is.

Each school district has child abuse or neglect reporting protocol. Check with your local district to find out who to report to. Remember, the law requires a mandated reporter to make a report or CAUSE a report to be made.

**CA offers several ways to report abuse:** 1-866-EndHarm (1-866-363-4276)

- **Daytime:** Contact a local CA CPS office. A local CPS office can be located on the following link: https://fortress.wa.gov/dshs/2ws03apps/caoofficespub/offices/general/OfficePick.asp
- **Nights & Weekends:** Call the Child Abuse and Neglect Hotline at 1-866-ENDHARM (1-866-363-4276). This number is Washington State's toll-free, 24-hour, 7-day-a-week hotline for reporting suspected child abuse or neglect.
Information about reporting abuse and neglect of children can be located at: http://www.dshs.wa.gov/ca/safety/abuseReport.asp?

**What information will I be asked to provide?**

**Reports to CPS or a law enforcement agency MUST contain the following information, if known:**

- The name, address, and age of the child and parent(s).
- The nature and extent of the child abuse or neglect.
- Any information about previous incidences of abuse or neglect.
- Whether the mother or father is of Indian ancestry.

It is extremely important to provide information about risk and protective factors. This information will assist the Intake worker in determining whether the situation meets the legal definition of child abuse or neglect or risk of imminent harm. Examples of this information include:

- Extended family members.
- Family strengths that can help the parent(s) care for and protect the children.
- Parent's(s') socioeconomic status.
- Parent's(s') resources and family strengths.
- Previous history of mental health disorder.
- History of substance use.
- Parent's(s') response to interventions, etc.

If a crime has been committed, law enforcement must be notified. The name of the person making the report is not a requirement; however, mandated reporters must provide their name in order to satisfy their mandatory reporting requirement.

**Must I give my name?**

As a mandated reporter, you are required by law to report. When you give your name, it will be documented that you have met your legal obligation to report suspected child abuse or neglect. This also makes it possible for CA to contact you later if additional information is needed.

**Can I be sued for making a report?**

Any person who in good faith makes a report or gives testimony in regard to possible child abuse or neglect is immune from civil or criminal liability. Any administrator of a hospital or similar institution or licensed physician taking a child into custody, such as in the instance when a hospital hold is warranted, is also immune from liability (RCW 26.44.060).

**What happens if someone knowingly makes a false report?**

The law seeks to prevent reporting that can occur as a result of family or neighborhood disputes. A person who, intentionally and in bad faith, knowingly makes a false report of alleged abuse or neglect shall be guilty of a misdemeanor punishable in accordance with the RCW (RCW 9A.20.021).

**What if I do not report?**

Under Washington state law, mandated reporters who knowingly fail to make a report, or cause a report to be made, shall be guilty of a gross misdemeanor (RCW 26.44.080).

Upon receiving a report of alleged child abuse or neglect, the law (RCW 26.44.030) gives CPS access to all relevant records about a child in the possession of mandated reporters and their employees.

**Should I tell the parents I made a report?**

The law does not give you a choice about reporting, but you don’t have to tell the parents about your CPS report. If you choose to inform the parents after you have made the report and CPS has made contact, it’s important that you be honest. Often parents will respect your honesty, even though they may disagree with the position you’ve taken. You might explain that you are required by law to report all situations of neglect or injury to children caused by questionable or other-than-accidental means.
You can describe filing a report of suspected child abuse or neglect as "making a referral to request help and services for the child and family." Making a report is a way to protect the child from further harm and to improve family relationships.

There may be some instances in which you will not want to inform the parents of your report to CPS. These instances include: a situation when the child's safety would be jeopardized by the parent's knowing the child has disclosed information to you or when a child is in imminent danger and you believe the parent might run away with the child.

**Responding to the Child**

**How should I respond to a child who reports being abused or neglected?**

**DO:**
- Remain calm. A child may retract information or stop talking if he/she senses a strong reaction.
- Find a private place to talk without interruptions.
- Put the child at ease by sitting near him/her, not behind a desk.
- Ask permission before touching the child. Touch may be associated with physical or emotional pain in children who have been physically or sexually abused.
- Reassure the child that he/she is not in trouble.
- Use the child's vocabulary.
- Let the child know what you will do: "We need to tell (name). He/she knows how to help children and families."
- Support the child: "I'm sorry that happened to you."
- Do what you can to make certain the child is safe from further abuse.

**DO NOT:**
- Press for details. You do not need to prove abuse or neglect.
- Ask "why" questions. These questions require children to explain actions that they may or may not understand.
- Promise that you will not tell anyone about the child's disclosure of possible abuse or neglect.
- Ask leading or suggestive questions.
- Make angry or critical comments about the alleged perpetrator. The child often knows, loves, or likes this person.
- Disclose information indiscriminately, keeping in mind the child's right to privacy.
- Make the child feel different or singled out.
- Investigate a case yourself. Call the police or CPS.

**The CPS Response**

**What happens after a report is made?**

When suspected child abuse or neglect is reported, CA Intake staff determines whether the situation described meets the legal definition of child abuse or neglect. In order for CPS to intervene, the report must meet the legal definition of child abuse or neglect, or there is risk of imminent harm to the child.

Referrals that contain sufficient information may be assigned for investigation or other community response.

**CPS investigations include the following:**

- Determining the nature and extent of abuse and neglect.
- Evaluating the child's condition, including danger to the child, the need for medical attention, etc.
- Identifying the problems leading to or contributing to abuse or neglect.
- Evaluating parental or caretaker responses to the identified problems and the condition of the child and their willingness to cooperate to protect the child.
- Taking appropriate action to protect the child.
- Assessing factors which greatly increase the likelihood of future abuse or neglect and the family strengths that serve to protect the child.
If a child is of Native American ancestry, CPS staff must follow the requirements of the Indian Child Welfare Act, state laws, and the WAC.

Reasonable efforts are made to assure the abused or neglected child is protected from further experiences and conditions that are detrimental to healthy growth and development, and to assure the child will receive the essentials for well-being and development either in the child's own home or in appropriate substitute care.

**What happens if a report does not meet the definition of child abuse or neglect?**

When CA receives information that does not meet the definition of child abuse or neglect and CA does not have the authority to investigate. Intake staff document this information in the systems database as an "Information Only" referral.

If CPS decides not to respond and you disagree with this decision, you may discuss your concerns with the Intake Supervisor. When a case is not appropriate for CPS, you may consult with the local CA office for suggestions or guidance in dealing with the family.

**What services may be provided?**

CPS provides services to abused/neglected children and their families without regard to income. Rehabilitative services for prevention and treatment of child abuse are provided by the Department of Social and Health Services and other community resources (there may be a charge for these services). Services to children and families may include:

- Home support specialist services
- Day care
- Foster family care
- Financial and employment assistance
- Parent aides
- Mental health services, such as counseling, for parents, children, and families
- Psychological and psychiatric services
- Parenting and child management classes
- Self-help groups
- Family preservation services

**What if a child must be removed from home?**

**Emergency Situations – Protective Custody Procedures:** Law enforcement may take a child into protective custody without a court order in emergent situations where there is a clear and present danger to a child's health, safety, or welfare. Probable cause must exist to believe the child is abused or neglected, and the child would be injured or could not be taken into custody if it were necessary to first obtain a court order. CPS and law enforcement are authorized to interview children wherever they are located and to photograph a child for the purpose of providing documentary evidence of the child's physical condition.

Children taken into protective custody are generally placed in shelter care and their parents notified immediately. Unless there is reasonable cause to believe the health, safety, or welfare of the child would be jeopardized or efforts to reunite the parent and child will be hindered, priority placement for a child in shelter care shall be with any person related to the child, as defined under RCW 74.15.020(2)(a).

If legal action is required, the parents/guardians have the right to proper notice and summons, to be a party to legal proceedings, and to legal counsel. The child has the right to have a guardian ad litem or counsel appointed.

CA social workers must identify a child as Native American early in the case activity. Such early identification is necessary to ensure compliance with requirements of the Indian Child Welfare Act and the involvement of the tribe in the development of the case plan.

Physicians or hospital administrators may detain a child without the consent of the person legally responsible for the child, whether or not medical treatment is required, if they have reasonable cause to believe that releasing the child would place the child in imminent danger. If a physician or hospital administrator makes
a decision to detain a child, he/she must notify CPS or law enforcement as soon as possible and in no case longer than 72 hours.

CPS shall, upon notification, assess the need for the child to remain in protective custody. If the child cannot be safely returned home, CPS will notify the parents, place the child into temporary shelter care, and file a petition with the Juvenile Court. A shelter care hearing will be held within 72 hours, excluding Saturdays, Sundays, and holidays, to review the need for out-of-home placement.

CPS will also explore less restrictive and voluntary options with parents who are available and able to participate in planning for the continued safety of their child.

Questions and Concerns About Reporting Suspected Child Abuse and Neglect

Will my name be revealed as the reporter?

RCW 13.50.100(7)(c) permits (but does not require) CA to delete the name and identifying information of persons reporting allegations of suspected child abuse or neglect. CA generally does not delete the names of mandated reporters, but does delete the names of other reporters. However, CA will delete the name of a mandated reporter if it appears disclosure of the name will create a risk of harm to the reporter or to the child. Even where a reporter’s name is deleted, a family may be able to identify the reporter. Additionally, if the case is brought into court or to an administrative hearing, the reporter’s identity may be revealed either during the judicial/administrative proceedings or earlier, if the juvenile, his or her parents, the juvenile’s attorney and the juvenile’s parent’s attorney, requests the information.

What is my responsibility AFTER reporting child abuse or neglect?

Most often, CPS and/or law enforcement will investigate the report independently and may not require any further assistance from the reporter. Occasionally, court action is necessary, and in some instances, the reporter may be asked to testify in court regarding his/her personal knowledge of the facts of the case.

Will I receive feedback from CPS?

Mandated reporters may request information about the decision to investigate and receive a brief summary of CPS activity in response to the referral. CPS may not divulge further information about the child or family unless there is a continuing service plan and the reporter is a professional helping to treat the child abuse or neglect issue.

Legal Authority for CPS Investigation

Release of Records to CPS

CPS may request records about a child kept by mandated reporters for review during a CPS investigation. RCW 26.44.030 (11) grants CPS the authority to access these records.

Interviewing the child without parental consent and outside the presence of the parents.

RCW 26.44.030 (10) states upon receiving reports of alleged abuse or neglect, CA or law enforcement agency may interview children. The interviews may be conducted at: school premises, day-care facilities, the child’s home, or at other suitable locations outside of the presence of parents. Parental notification of the interview must occur at the earliest possible point in the investigation that will not jeopardize the safety or protection of the child or the course of the investigation.

Prior to beginning the interview, CA or law enforcement agency shall determine whether the child wishes a third party to be present for the interview and, if so, shall make reasonable efforts to accommodate the child’s wishes. Unless the child objects, CA or law enforcement agency shall make reasonable efforts to include a third party in any interview so long as the presence of the third party will not jeopardize the course of the investigation.
Photographs
Washington law allows the CPS worker to take photographs of a child for the purpose of documenting the physical condition of the child (RCW 26.44.050).

CA Resources
- **Medical Consultation Network**
  CPS, law enforcement, prosecuting attorneys, Washington State Attorney General's Office, and health care providers can access expert medical consultation on cases of child abuse or neglect.
  
  Contact Child Protection Medical Consultant's at: 206.987.2194
  After Hours: 206.987.2000
  
  The University of Washington contracts with CA to offer this service through a statewide network of practicing physicians. Training on issues of child abuse or neglect is also available.

- **Child Protection Teams (CPT)**
  CPS has CPTs in every community who volunteer to staff cases, review issues, and assist in treatment planning for child victims and their families.

- **Family Team Decision Making (FTDM)**
  FTDMs are held whenever a decision needs to be made about where a child should live. The meetings are facilitated by trained social workers within CA and are attended by biological parents, extended family members, caregivers, community members, service providers and social workers. FTDMs are designed to build a “team” of individuals which will work together to increase child safety and create a network of support for the child and the adults who care for the child.

For Families and Youth
- **Families and Youth in Conflict**
  Families who are in conflict or who are experiencing problems with at-risk youth or a child who may be in need of services may request Family Reconciliation Services (FRS) from CA. The purpose of FRS is to preserve, strengthen, and help families. The range of services are provided to develop skills and supports within families to maintain the family as a unit and prevent out-of-home placement of adolescents. FRS is free, voluntary, and family-focused.

Help to Protect Our Children
Abuse and neglect place children at great risk of physical and emotional injuries and even death.

**Take the following steps to help:**

- Know the signs of child abuse and neglect (see page 2).
- When children have the courage to tell you about abuse or neglect, take them seriously.
- When you suspect or know of incidents of child abuse or neglect, contact your local CPS office or your local law enforcement agency.
- You may also contact:
  1.866.EndHarm (1.866.363.4276)
  This toll-free, statewide number is available 24 hours a day.
  Hearing impaired inquiries may be directed to:
  TDD: 360.902.7906 (Weekdays from 8:00 a.m. to 5:00 p.m.)
  TTY Callers: 1.800.624.6186 to place a direct TTY call.
Help address Racial Disproportionality – A National and Washington State Focus

Racial disproportionality occurs when the population of children of color in any system including the child welfare system is higher than the population of children of color in the general population. Disproportionality exists even though studies have shown that there is no difference between races in the likelihood a parent will abuse or neglect a child.

In 2007, Substitute House Bill 1472 created the Washington State Racial Disproportionality Advisory Committee. Using Children’s Administration 2004 data, the committee reported the greatest disproportionality for children of color in Washington State occurs when:

- The initial referral to child Protective Services (CPS) is made.
- The decision to remove the child from the home is made.
- A child is in care for over two years.

Disproportionality begins with the decision of whether to refer a child to CPS. In 2004, mandated reporters submitted about 60 percent of all referrals to CPS. Disproportionality in Indian, Black, and Hispanic populations does not seem to be related to the type of referrer (i.e. non-mandated or mandated reporter). However, these children are more likely to be poor; therefore more likely to be exposed to mandated reporters as they turn to the public social service system for support in times of need. Ultimately, disproportionality will continue to exist if referral rates are not addressed.

In order to successfully improve outcomes for children at risk all of us must:

- Be culturally aware and sensitive as well as aware of one’s own bias.
- Identify and understand the importance of a child’s natural community including family (paternal and maternal), ethnicity, race, and cultural ties.
- Identify tribal affiliation (including which tribe, whether they are living on a reservation, receive Indian specific services, etc).
- Identify a child’s Tribe having jurisdiction (past or present).
- Team with the community to provide protection and higher quality service delivery.

Please join us in the search for better ways to improve opportunities and outcomes for children of color.

APPENDIX C

SCHOOL EMPLOYEE HIS/AIDS/BLOODBORNE PATHOGEN TRAINING

BLOODBORNE PATHOGEN “QUIZ”
Guidelines for Implementation of School Employee Training on HIV/AIDS and Other Bloodborne Pathogens

Randy I. Dorn
State Superintendent of Public Instruction

April 2011
INTRODUCTION

The *Guidelines for Implementation of School Employee Training on HIV/AIDS and Other Bloodborne Pathogens* document was designed to meet the requirements of two Washington State laws and administrative codes, which address the protection and prevention of HIV/AIDS and other bloodborne pathogens for school employees.

**Revised Code of Washington (RCW) 70.24.290** Public School Employee – Authorizes the Office of Superintendent of Public Instruction (OSPI) to adopt rules requiring appropriate education and training of public school employees about the transmission, prevention, and treatment of HIV/AIDS. OSPI is required to develop course content in consultation with the Department of Health under **RCW 70.24.290**.

**Washington Administrative Code (WAC) 392-198** School Personnel – Teacher Assistance Program outlines course content requirements for HIV/AIDS for in-service, continuing, and new employee training.

These guidelines additionally address the Washington Industrial Safety and Health Act (WISHA) standards, **WAC Chapter 296-823 Occupational Exposure to Bloodborne Pathogens**, which outlines the requirements and procedures for protection of workers with occupational exposure to blood and other potentially infectious materials (OPIM).

The guidelines provide public school districts with information and tools to provide both mandatory and supplemental course content for:

- HIV/AIDS in-service training.
- Continuing in-service training.
- New employee requirements.

The intent is to meet the requirements of state statutes and rules and support the protection of school employees in the workplace.

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<thead>
<tr>
<th>Chapter 392-198 WAC</th>
<th>Chapter 296-823 WAC</th>
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<tr>
<td><strong>Disease</strong></td>
<td>HIV/AIDS</td>
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<td>Bloodborne pathogens, particularly Hepatitis B, Hepatitis C, and HIV</td>
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<td><strong>Responsible Party</strong></td>
<td>Public schools</td>
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<td>All employees who have occupational exposure to bloodborne pathogens</td>
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<td><strong>When</strong></td>
<td>All new employees</td>
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<td>New employees who have occupational exposure to blood and OPIM and at least annually thereafter</td>
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*(Continued on page 3)*
### Guidelines for Implementation of School Employee Training on HIV/AIDS and Other Bloodborne Pathogens

<table>
<thead>
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<th>Requirements</th>
<th><strong>Chapter 392-198 WAC</strong></th>
<th><strong>Chapter 296-823 WAC</strong></th>
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<tr>
<td>Training and education to include:</td>
<td>• History, epidemiology, and treatment of HIV/AIDS.</td>
<td>• Determine which employees have potential for occupational exposure.</td>
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<td>• Methods of transmission of HIV.</td>
<td>• Write and annually update an Exposure Control Plan.</td>
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<td>• Methods of prevention including universal precautions.</td>
<td>• Provide appropriate personal protective equipment (e.g., gloves).</td>
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<td>• State and federal laws governing discrimination against persons with HIV/AIDS.</td>
<td>• Provide initial and annual training to all staff with occupational exposure that</td>
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<td>• State and federal laws governing confidentiality of a person’s HIV antibody status.</td>
<td>includes the epidemiology and symptoms, modes of transmission and methods of</td>
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<td>prevention of HIV, HBV, and HCV.</td>
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<td>• Offer Hepatitis B vaccine to employees who have occupational exposure.</td>
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<td>• Provide post-exposure management of employees who have &quot;exposure incidents.&quot;</td>
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<td>• Maintain records of training and exposure incidents.</td>
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<td>• Provide appropriate engineering controls, such as safer needle systems.</td>
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of universal precautions (UP), and body substance isolation (BSI), and are based on the principle that all blood, body fluids, secretions (including respiratory secretions), excretions (except sweat), non-intact skin, and mucous membranes may contain transmissible infectious agents. Standard precautions include a group of infection prevention practices that apply to all persons, regardless of suspected or confirmed infection status, in any setting in which healthcare is delivered. These include hand hygiene, use of personal protective equipment depending on the anticipated exposure, and safe injection practices. Also, equipment or items in the environment likely to have been contaminated with infectious body fluids must be handled in a manner to prevent transmission of infectious agents (e.g., wear gloves for direct contact, contain heavily soiled equipment, properly clean and disinfect or sterilize reusable equipment). (Excerpted from CDC, 2007: Guideline for Isolation Precautions in Hospitals.)

NOTE: In its 2007 update, CDC added respiratory hygiene/cough etiquette to their standard precautions. Respiratory hygiene has become a standard practice in school and community influenza control plans.

The key steps to preventing disease spread at school are hand washing, gloving, and hand washing after removing gloves and before working with the next person.

B. General Precautions

- Eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses are prohibited in work areas where there is a reasonable likelihood of occupational body fluid exposure.
- Food and drink shall not be kept in refrigerators, freezers, shelves, cabinets, or on countertops or bench tops where blood or other potentially infectious materials are present.

C. Hand Washing Procedures

- Proper hand washing requires:
  - Use of a plain (non-antimicrobial) soap for routine hand washing and water and vigorous scrubbing for at least 15 seconds and then rinsing under a stream of temperate (warm) water. Soap suspends soil and microorganisms, allowing them to be washed off. Running water is necessary to carry away dirt and debris.
  - Use an antimicrobial agent or waterless antiseptic agent for specific circumstances, e.g., control of outbreaks or infections when soap and water are not available.
  - Use paper towels to turn off the water faucet.
  - Use paper towels to thoroughly dry hands.
  - Use paper towels to open any exit door.
  - Use paper towels to turn off light.
  - Wash after touching any body fluid or contaminated object.
Guidelines for Implementation of School Employee Training on HIV/AIDS and Other Bloodborne Pathogens

Section 3 – Exposure Control Plan

D. Use of Gloves

- When possible, direct skin contact with body fluids should be avoided.
- Disposable non-latex gloves should be available in the offices of coaches, custodians, nurses, principals, and staff in school settings such as the gymnasium, play fields, and health room where contact with blood or other body fluids is likely to occur. All other personnel should have access to first aid supplies, which includes gloves.
- Gloves should be worn when direct hand contact with body fluids is anticipated (treating bloody noses, handling clothes soiled by incontinence, cleaning small spills by hand).
- Disposable (single use) non-latex gloves must be replaced as soon as possible when contaminated or immediately, if they are torn, punctured, or when their ability to function as a barrier is compromised.
- Gloves, used for this purpose, should be placed in a plastic bag or lined trash can, secured, and disposed of daily.
- Because of the increasing incidence of allergic reactions to latex, only non-latex gloves should be used.
- Utility gloves may be cleaned and disinfected for reuse, if they show no signs of deterioration. However, they must be discarded if they are cracked, peeling, torn, punctured, or exhibit other signs of deterioration, or when their ability to function as a barrier is compromised.
- Unbroken skin is an excellent barrier to infectious agents. Staff with sores or cuts on their hands (non-intact skin) having contact with blood or body fluids should always double glove, if lesions are extensive.
- Instruction to staff who are at risk for exposure to body fluids should include:
  - Staff should change gloves between tasks on the same student/staff person after contact with material, which may have a high concentration of microbes.
  - Teach staff, including bus drivers/monitors and trip sponsors, how to properly remove gloves.
  - Gloves need not be worn when feeding students or when wiping saliva from skin unless blood is present or the caregiver has cuts or wounds on their hands.

- Wash after gloves are removed and between patients.
- Avoid chapped or cracked skin on hands.
- Facilities must provide an adequate supply of running potable water at a temperate temperature (85°–110°F), soap, and single-use towels or hot-air drying machines.
- When provision of hand washing facilities is not feasible, the employer must provide either an appropriate antiseptic hand cleanser in conjunction with clean cloth/paper towel or antiseptic towelettes. When antiseptic hand cleansers or towelettes are used, hands must be washed with soap and running water as soon as feasible.
Guidelines for Implementation of School Employee Training on HIV/AIDS and Other Bloodborne Pathogens

Section 3 – Exposure Control Plan

E. Contaminated Sharps

- Students should be advised to report needles but not touch them.
- Take care to prevent injuries when using needles and other sharps.
- Broken glassware, discarded needles, and other sharps must not be picked up directly with the hands. Cleanup must be accomplished using mechanical means such as a brush and dustpan, tongs, or forceps by staff wearing appropriate protective gloves.
- Contaminated, reusable sharps must not be stored or processed in a manner which requires employees to reach by hand into the containers where these sharps have been placed.
- Contaminated needles and other contaminated sharps must not be bent, recapped, or removed.
- Contaminated sharps must be discarded immediately in containers which are closable, puncture resistant, leak proof on sides and bottom, and labeled or color-coded.
- During use, containers for contaminated sharps must be easily accessible to personnel and located as close as possible to the immediate area where sharps are used (health rooms, science classrooms).
- The containers must be maintained upright throughout use, replaced routinely, and not be allowed to overfill.
- When moving containers of contaminated sharps from the area of use, they must be closed immediately prior to removal or replacement to prevent spillage or protrusion of contents during handling, storage, transport, or shipping. They must be placed in a secondary container if leakage is possible. The secondary container must be closable, constructed to contain all contents, and prevent leakage during handling, storage, transport, or shipping. The secondary container must also be labeled and color-coded.
Guidelines for Implementation of School Employee Training on HIV/AIDS and Other Bloodborne Pathogens

Section 3 – Exposure Control Plan

- Containers for contaminated reusable sharps must meet all of the qualifications for disposable containers, except they do not need to be closeable, since devices will be removed from these containers.
- Shearing or breaking of contaminated needles is prohibited.
- Puncture resistant sharps containers should be provided if contaminated sharps (needles) are in the workplace.
- Disposal of these containers depends on local waste management programs. Check with the environmental health office of your local health jurisdiction for any additional local infectious waste disposal requirements and for information in the absence of a local infectious waste management program. (See Appendix F.)

F. Cardiopulmonary Resuscitation (CPR)

- Use resuscitation shields with one-way valve (mouth-to-mouth, mouth-to-nose, mouth-to-nose and mouth).

G. Housekeeping Practices

- Most schools have standard procedures already in place for removing body fluids (like blood or vomit). These procedures should be reviewed to determine whether appropriate cleaning and disinfection steps have been included.

H. General

- The employer must ensure that the worksite is maintained in a clean and sanitary condition and determine and implement an appropriate cleaning schedule for rooms where body fluids are present.
- Housekeeping workers must wear general-purpose utility gloves during all cleaning of blood or other potentially infectious materials.
- Cleaning schedules must be as frequent as necessary, depending on the area of the school, the type of surface to be cleaned, and the amount and type of soil present.

I. Procedures for Cleaning and Disinfection of Hard Surfaces

- Those who are cleaning should wear non-latex or utility gloves or other protective equipment and should avoid exposure of open skin or mucous membranes to the blood or body fluids.
- Disposable towels or tissues should be used whenever possible, and mops should be rinsed in disinfectant.
- Contaminated disposable items (tissues, paper towels, diapers) should be handled with disposable gloves and disposed of properly.
- Cleaning and disinfection of hard surfaces including sporting equipment, such as wrestling and gymnastic mats as well as desk and tabletops used for eating,
should be done routinely at the conclusion of each day. (Some products clean and disinfect in one application, if the surface is not noticeably dirty.)

- When surfaces are overtly contaminated, clean immediately, or as soon as feasibly possible, with soap and water followed by an appropriate disinfectant after completion of procedures.

J. Blood or Body Fluid Spills

- Many schools stock sanitary absorbent agents specifically intended for cleaning body fluid spills. The dry material is applied to the area, left for a few minutes to absorb the fluid, then swept up and then wet-mopped.
- Broken glass should only be picked up, vacuumed, or swept up with a utensil.
- Dispose of broken glass in a container, which keeps others from being cut.
- After cleaning a spill, an appropriate disinfectant is then applied to the area and allowed to remain wet for at least the minimum time specified by the manufacturer. Soiled surfaces should be promptly cleaned with a United States Environmental Protection Agency (EPA) approved hospital disinfectant, which is either tuberculosis (TB) or HIV and HBV effective. A solution of six percent sodium hypochlorite (unscented household bleach) diluted 1:10 with water may also be used if allowed by the school.
- Dispose of non-reusable cleaning equipment.
- Wash hands after removing gloves.

K. Athletics

- During athletic contests or practice, an ample supply of towels should be available. Disposable towels and tissues are recommended for clean up, cloth towels for showering or bathing.
- Disposable towels must be used for one individual only and then disposed of in an appropriate receptacle.
- Gloves must be worn when handling blood or objects contaminated with blood.
- During sporting events or practice, competitors who are bleeding, have an open wound, or blood on the uniform shall not participate in an event until proper treatment is administered and surface is cleaned and disinfected. This may mean the player may be kept out of play.
- The bloodied portion of a uniform must be properly disinfected or the uniform changed before the athlete may participate. (See Laundry below.)
- Clean and sanitize mats before and after practice and matches. When mats are rolled up, all sides of mats should be cleaned before they are rolled up.
BLOODBORNE PATHOGENS IN SCHOOLS
Pre-Post Test

Directions: 
Please circle the letter T (true) or F (false).

1. T F  Blood borne infections can be transmitted through an open cut or through common skin conditions like dermatitis.

2. T F  Most cases of HIV, or hepatitis B are linked to risky behaviors such as sharing of needles, and unprotected sexual contact with an infected person.

3. T F  You can become infected with hepatitis B by eating contaminated food in a restaurant.

4. T F  Hepatitis B virus can survive in dried blood on surfaces for at least one week.

5. T F  Home testing kits for HIV antibodies are available without prescription.

6. T F  Blood is the number one source of HIV, hepatitis B or C in the school workplace.

7. T F  People can infect others with HIV, hepatitis B or C even if they have no signs of being ill.

8. T F  If an employee has an unprotected exposure to blood or other potentially infectious material, the employee must immediately contact their supervisor and school nurse.

9. T F  There are vaccines to prevent both hepatitis B and C.

10. T F  Students who attend school with someone who has HIV, hepatitis B or C viruses are at high risk to catch the disease.

11. T F  If a school district employee learns that a student or other employee is or may be HIV or hepatitis B or C infected, that information should be shared with his/her immediate supervisor.

12. T F  The hepatitis B vaccine is recommended for anyone at risk of occupational exposure.

13. T F  Hand washing and personal protective equipment such as gloves are your main protection against the spread of infections.

14. T F  The cause of death for people with AIDS is usually due to opportunistic infections and not from HIV.

15. T F  Always wear gloves when you anticipate touching blood, body fluids or contaminated surfaces.

16. T F  Universal Precautions require that you consider every person, all blood and most body fluids to be potentially infectious.

10/06