

**Ed Ad 590  
Educational Administration Internship  
Spring 2024**

Via Zoom: The Zoom link is the **red tab** labeled **"Zoom"** in Canvas

**Agenda for Saturday, Feb. 10, 2024, 9 am\* to 2 pm**

**\*9:00 There will be a workshop on writing a winning AWSP Intern grant. Many thanks to Laurel for her willingness to share her tips! 😊**

**10:00 1. Welcome! Opening Our Circle**

Land Acknowledgement

It is with deep respect that I acknowledge that Washington State University, Tri-Cities is located on the shared traditional homelands of the Confederated Tribes of the Umatilla and the Confederated Tribes and Bands of the Yakama Nation.

a) Check-in on our agenda and the timelines

b) Check-in on our Tribes Trail Group Agreement (Gibbs, 2006) including holding "double confidentiality" (from The Courage to Lead®, Palmer, 2009) with anything shared today:

- ✚ Attentive Listening
- ✚ Appreciation - NO putdowns
- ✚ Right to pass - Participate
- ✚ Mutual Respect (assuming positive intent)

**References**

Gibbs, J. (2006). Reaching all by creating tribes learning communities. Center Source.

Palmer, P. J. (2009). "Circle of Trust"® approach. Retrieved from: [https://otl.du.edu/wp-content/uploads/2019/12/Circle\\_of\\_Trust\\_Approach.pdf](https://otl.du.edu/wp-content/uploads/2019/12/Circle_of_Trust_Approach.pdf)

- ✓ We'll take **breaks** at a natural breaking time in the agenda (10 mins) 😊
- ✓ Use of Zoom chat as a "parking lot" & for feedback

**10:05 2. Very briefly introduce yourself (less than 1 minute):**

- Name
- Pronouns (*if you wish to share*)
- School/District
- Grade level(s)/ages you work with (if applicable)
- Number of years as a teacher &/or in your current position

- Stage in the internship program

### 10:10 3. Guest speaker: Anna Marie Dufault, Assistant Superintendent for Student Engagement, OSPI

**Anna Marie also has experiences as a former Principal in both Wahluke and Yakima School Districts**

- Please know that this is a sensitive topic so we want to be gentle with ourselves. Anna Marie is going to discuss the procedures you will use if a staff member reports possible child/youth abuse to you.
- This topic can be upsetting and triggering so we'll hold our Group Agreements firmly in mind as we discuss this topic.
- Then there will be a question and answer session, **so bring your questions**
- Please join me in a big **THANK YOU** to Anna Marie for sharing her expertise and time with us today
- Anna Marie's Email: [Annamarie.dufault@k12.wa.us](mailto:Annamarie.dufault@k12.wa.us)

***Break (10 minutes) may be taken during the direct instruction & activity block below***

### 11:10 4. Topics for this seminar: Direct Instruction and Discussion

a) Debrief guest speaker presentation

b) Review the requirements

See the booklet:

**PROTECTING the Abused & Neglected Child: A Guide for Recognizing & Reporting Child Abuse & Neglect**

<https://www.dcyf.wa.gov/sites/default/files/pubs/22-163.pdf>

#### **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 you will be asked to provide:**

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

## Reporting Child Abuse and Neglect

Washington State Law requires **all** mandatory reporters to report suspected child abuse and neglect (RCW 26.44).

<https://www.dcyf.wa.gov/safety/report-abuse>

For more information on reporting child abuse and neglect, look on the internet at <http://www.dshs.wa.gov/ca>, or call:

**1-866-END HARM  
(1-866-363-4276)**

c) Discuss self-care after a traumatic event

d) Check in on Task write-up progress. Remember, for those completing this term, you must submit 2 task write-ups by Tuesday, Feb. 20

## 12:30 5. Announcements

- ✚ Reminder about contact information updates and university email policy
- ✚ Assure that every intern has a regular meeting time with their mentor and is meeting regularly
- ✚ Assure you have set up an electronic Portfolio saved to an email address you will **ALWAYS** have access to ... **NOT** on only a school district device. Consider what might happen if your school district device is lost, stolen, or destroyed...
- ✚ **Mark Your Calendar**
  - Next Seminar meeting date is **Saturday, Mar. 23, 2024 ☺**
  - **Be sure the final spring term date is on your calendar too: Saturday, April 20, 2024**

## 12:45 6. Specific To do-s this month aka HOMEWORK

**I. BE SURE TO **CONTINUE** STUDYING **YOUR** HANDBOOK and familiarize yourself with all program requirements.**

**II. Be sure you are meeting regularly with your Site-based mentor and are reviewing the Form D: the Final Assessment and your Log of Hours (**This action item continues all term.**)**

**III. GET ORGANIZED FOR THE FINAL PORTFOLIO PRESENTATION NOW!!! Set up your personal collection process for your Portfolio (electronic and paper)**

- ✓ Review syllabus for all the required parts of the Portfolio (**on Canvas**)
- ✓ Discuss Portfolio components based on checklist on p. 25 of the Handbook
- ✓ Discuss electronic copies with hand-signed signature requirements: Keep all originally signed documents

#### IV. Post your monthly reflection on Canvas *(This action item continues all term.)*

- ✓ **SEE ASSIGNMENT ON Canvas for specifics**
- ✓ **Write one reflection based on Intern activities from Feb. Submit by Mar. 1 at 9 a.m. Submit to the specific Canvas assignment board. (this is your homework for this course).**
- ✓ Each month you must write a reflection about your internship experiences. Use the reflective cycle with the four component parts we have discussed:
  - 1) **Experience:** *briefly explain what happened, set the scene, provide context*
  - 2) **Observation and analysis:** *make observations and analyze those observations*
  - 3) **Reconceptualization:** *think about what you could have done differently and name those ideas*
  - 4) **Experimentation:** *note 3-5 prioritized action items you want to remember for next time*
- ✓ Remember to employ all three forms of reflection: **“After,” “Before” and “In Action.”** *(Please refer to handouts about reflective practice reviewed in the first seminar of the term)*  
Share your completed reflection with me on Canvas. Be sure to **date and put your name** on your reflection.

#### V. Log all internship time on the required Log form *(This action item continues all term.)*

- ✓ Note time **“with”** students **and/or** staff present
- ✓ Note time when you are working alone as **“without”** – for example, when you are working at school after hours, or at home on a project such as scheduling, preparing for meetings, budgeting, etc.
- ✓ Make comments as brief as possible – only write as much as **you** would need to remember what the activity was
- ✓ Be sure your name is on your log

#### VI. **Scheduling Portfolio Review Meetings: (April 14 – April 19)**

a. We must meet when you are ready to submit your complete Portfolio. I like to meet the week before classes end in case there is anything else you need to refine or edit as I will need to assess your Portfolio again.

b. There are 5 of you this term so we have to be very mindful of our scheduling!

c. Last day of classes in spring term 2024 is **April 26.**

- ✓ **Scheduling with students**

1:00 7. Modeling feedback: Review process for giving feedback.

- ✓ This is a model you can use as a school leader
- ✓ You can complete your feedback in the chat replying to me or everyone as you choose, or send me an email and put **FEEDBACK** in the email subject line
- ✓ For modeling purposes discuss being thoughtful about the “reply to **ALL**” idea

Notations:

+ (Plus sign) = one new addition or connection you made in our seminar today

▲ (Delta) = one change in your thinking after our seminar today

? (Question mark) = a question you may still have after our seminar today

1:15 8. Co-mentoring Circle time to meet and work together as colleagues and to ask your questions, and co-mentor

- ✓ I offer this time for co-mentoring on your very important questions about feedback posed in Ed Ad 516 about TPEP processes.

# CPS & Supporting Your Staff

Dr. Kathleen Cowin's  
WSU  
Admin Cohort  
February 2024



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Welcome and Introductions

Anna Marie Dufault, Assistant Superintendent of Student Engagement and Support @ OSPI in Olympia, WA

Please introduce yourselves today



## Vision

*All students prepared for post-secondary pathways, careers, and civic engagement.*

## Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

## Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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# Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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# OSPI Theory of Action

## When OSPI...

- Courageously and equitably stewards federal and state policy and resources;
- Leverages financial, human resources, and student data for school district support and advocacy;
- Drives high-quality professional learning and support, resource allocation, data, research, learning standards, and continuous improvement expectations with a culturally affirming lens;
- Makes decisions anchored in equity; and
- Intentionally focuses on interdepartmental collaboration and coordination...

## Then districts will...

- Authentically engage their students, families, and communities in a culturally affirming manner for the academic, social, and emotional success of all students.
- Use data, research, and student need to drive decision-making, resulting in equitably managed financial and human resources; safe facilities; and high-quality instruction, materials, and professional learning.
- Have systems in place to ensure students, educators, and staff are provided differentiated academic, social, and emotional supports that cultivate belonging and identity.

## Then all students will...

- Feel seen, safe, supported, challenged, and culturally affirmed.
- Be engaged in learning that is rigorous and aligned to their goals and interests, and have agency and voice in their learning.
- Understand the expectations and learning objectives, as well as their progress toward meeting them.





# Child Protective Services

# RCW 26.44.030

- When any practitioner, county coroner or medical examiner, law enforcement officer, *professional school personnel*, registered or licensed nurse, social service counselor, psychologist, pharmacist, employee of the department of children, youth, and families, licensed or certified child care providers or their employees, employee of the department of social and health services, juvenile probation officer, placement and liaison specialist, responsible living skills program staff, HOPE center staff, state family and children's ombuds or any volunteer in the ombuds's office, or host home program 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 as provided in RCW [26.44.040](#).



# Tips for making a report

- Set up the expectation that you expect teachers to come to you and the counselor (school nurse) with concerns
- Together you'll make the report
- Have child's birthdate, names of siblings (if known), names and addresses of all parents/guardians
- Take photos
- Ask the child what happened and write down what they say
- Send the report to the district office and keep one in your confidential files
- Write down name of intake worker and follow up





# After care

- Check in with your staff at the end of the day or the following day
- Acknowledge the secondary trauma the staff member may have
- Encourage staff to check into Employee Assistance Program (EAP) or counseling provided by their medical insurance
- Take care of yourself – get outside, take a walk, talk to a trusted colleague, exercise, do something fun



# The Keeping Families Together Act



The Keeping Families Together Act Passed in 2021 with an effective date of July 1, 2023 The intent of the Legislature was to:

Safely reduce the number of children in foster care

- Reduce racial disproportionality in the child welfare system

- Support placement with relatives when children must be placed out of home



# RISK vs. Safety Threat

- Likelihood of future maltreatment
- Harmful result over time
- Previous statute: "Serious threat of substantial harm" may have included high risk situations where there is a likelihood of severe harm in the future or over time

Safety Threat:

- Present or imminent danger to the child

- Physically harmful result in the near future

- New statute: "Imminent physical harm" may be interpreted more narrowly regarding the immediacy of the danger to the child





# Wonders? Questions?



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# More resources

- OSPI Secondary Traumatic Stress
- [Workforce Secondary Traumatic Stress | OSPI \(www.k12.wa.us\)](https://www.k12.wa.us/workforce/secondary-traumatic-stress)



# Upcoming Events

- [Graduation Equity Webinar Series \(ospi.k12.wa.us\)](https://ospi.k12.wa.us)
- Dr. Ross Greene – Collaborative & Proactive Solutions,
- March 26 & 27, ESD 105, Yakima, WA
- March 28 & 29, Tacoma Professional Development Center,
- Tacoma, WA (will also be livestreamed)





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**YAKIMA PUBLIC SCHOOLS**  
YAKIMA SCHOOL DISTRICT NUMBER 7  
104 N. FOURTH AVENUE, YAKIMA, WASHINGTON 98902

**3441.1X**

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**Mail to: Child Protective Services**  
**Mail Stop B-39-12**  
**PO BOX 12500**  
**Yakima, WA 98909**

**CHILD ABUSE REPORTING FORM**  
**Suspected Abuse/Neglect/Exploitation**  
RCW 26.44.040

☐ **MALE**☐ **FEMALE**

Student's Full Name \_\_\_\_\_ *Last First Initial Also Known As* \_\_\_\_\_ **DOB** \_\_\_\_\_

Address \_\_\_\_\_  
*House Number and Street City State Zip*

Parent(s)/Guardian(s) \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_ Message/Cell Phone(s) \_\_\_\_\_

School \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_

☐ Maltreatment ☐ Neglect ☐ Physical Injury ☐ Sexual Abuse ☐ Sexual Exploitation ☐ Other \_\_\_\_\_

Description of allegation, injury (*use second page or reverse side of white copy to illustrate*) or concern, including direct quotes when possible, and any other helpful background information:

\_\_\_\_\_  
*Signature and Title of Person(s) Making Report*

\_\_\_\_\_  
*Telephone*

\_\_\_\_\_  
*Date*

Oral Report To: \_\_\_\_\_

Date and Time of Oral Report: \_\_\_\_\_

CPS oral telephone report, telephone number **855-420-5888**.

190208

**WHITE**  
*CPS and/or Law Enforcement*

**CANARY**  
*Superintendent's Designee*

**PINK**  
*Principal or Designee*



**YAKIMA PUBLIC SCHOOLS**  
YAKIMA SCHOOL DISTRICT NUMBER 7  
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## **CHILD ABUSE REPORTING FORM**

### **Suspected Abuse/Neglect/Exploitation**

RCW 26.44.040

# **Physical Injury Indicator Chart**

Date: \_\_\_\_\_

Student's Full Name \_\_\_\_\_

DOB \_\_\_\_\_

*Last**First**Initial**Also Known As*

Indicate areas of injury or concern on body charts below.

