

**AGENDA
SCHOOL DISTRICT OF MANAWA
POLICY & HUMAN RESOURCES COMMITTEE MEETING**

Date: May 9, 2018

Time: 4:45 p.m.

Location: Board Room
800 Beech St., Manawa

Chair: _____

Recorder: _____ **Timer:** _____

In Attendance:

Board Committee Members: Pethke (C), Forbes and J. Johnson

1. Job Reclassification (Information / Action)
2. Proposal for High School Finals – Mr. Wolfgram (Information / Action)
3. Review Policy 5330 Administration of Medicine/Emergency Care (Information / Action)
4. NEOLA AG2626 and AG2626A (Information / Action)
5. Review ag8504A use of Animals in the Classroom & on School Premises (Information / Action)
6. Administrative Guidelines 3000's (Information / Action)
7. Update Professional Educator Handbook for SY201819 (Information / Action)
8. Policy & Human Resources Committee Planning Guide
9. Next Meeting Date: _____
10. Next Meeting Items:
 1. NEOLA Technology Updates – Special Releases Phase II & III (Information / Action)
 2. Update Salary & Stipend Guide (PACE) 2018-2019 (Information / Action)
 3. Update Support Staff Handbook 2017-18 (Information / Action)

1. Job Reclassification Action _____ Table _____

2. Proposal for High School Finals Action _____ Table _____

3. Review Policy 5330 – Admin of Medicine/Emergency Care Action _____ Table _____

4. NEOLA AG AG2626 and AG2626A Action _____ Table _____

5. Review ag8504A Use of Animals in the Classroom / Premises Action _____ Table _____

6. Administrative Guidelines 3000's Action _____ Table _____

7. Update Professional Educator Handbook for SY201819 Action _____ Table _____

8. Policy & Human Resources Committee Planning Guide

9. Next Meeting Date: _____

Chair: _____ Date: _____ Adjourn Time: _____
Signature

School District of Manawa
Petition for Wage Equalization Form

Employee's Name: Skylar W. Liebrecht Job Title: Athletic / Activities Director

Current Job Description and / or Base Wage: \$9,411.00

Requested Job Description and / or Base Wage: \$25,000

Please answer the following questions as completely as possible. If additional space is needed, additional pages may be attached to this form.

1. How long has this position existed?
Multiple years.

2. How long has the present employee been working in this position?
Since July 5th 2017.

3. Have there been previous requests for Wage Equalization of this position? If so, please provide the dates and outcomes of the request.
I have not previously requested.

4. What positions in the same department and / or elsewhere in the School District of Manawa are comparable to this position? (Please provide titles and departments). Also please explain why you believe these positions to be comparable to your position. For the amount of time and effort that is invested in this position it could be comparable to a principal or assistant principal in other districts. AD's deal with discipline and other behavioral/academic issues.

5. Please explain why this position should be reclassified.
This position should be reclassified for the amount of time and effort it takes to run the athletic program. Allowing a single individual 2 hours per day & 10 hours per week is not feasible to be an Athletic Director. This also while being required to attend home athletic events.

As the A.D. I am often one of the first in the building and last to leave. I on average accumulate more than 45 hours per week in the district with no benefits.

PLEASE ATTACH AN OLD / CURRENT POSITION DESCRIPTION AND A NEW / PROPOSED POSITION DESCRIPTION TO THIS DOCUMENT WHEN TURNING IT IN TO THE DISTRICT OFFICE.

OLD POSITION DESCRIPTION: Please identify in the space provided below any **significant reduction or deletion** in duties, tasks and responsibilities and the approximate percentage of time spent performing those duties in the old position description which are no longer performed by the employee or have been significantly reduced. Reference the deleted duties by listing them as they appear in the old position description.

NEW POSITION DESCRIPTION: Please identify those **significant changes, expanded or new** duties, tasks and responsibilities requiring additional skills, responsibilities, and effort and the approximate percentage of time spent performing those duties in the new position description which are not in or have been expanded in the old position description that now constitute a higher percentage of the employee's work time. Reference the expanded or additional duties by listing them as they appear in the new position description.

List any additional comments or information you would like to provide regarding your Wage Equalization request below:

Please strongly consider the amount of time & effort put forth by the AD during the 2017-2018 school year.

Thank you.

Signatures:

Skylar Oubert

4/9/2018

Employee

Date

Please have your Bldg Administrator / Supervisor review / sign this document.

Daniel J. Wayman

4/10/18

Bldg Administrator / Supervisor

Date

Forward to:

District Administrator

Approve or Deny

Date

- If Denied, Employee may file an Appeal with the Policy & Personnel Committee

Policy & Personnel Committee

Approve or Deny

Date

- If Denied, Employee may file an Appeal with the Board of Education

Board of Education

Approve or Deny

Date

current Job Description.
MANAWA SCHOOL DISTRICT
ATHLETIC & ACTIVITIES DIRECTOR
JOB DESCRIPTION

- QUALIFICATIONS:**
1. Administrative certification as required by State of Wisconsin or applicable work experience.
 2. Knowledge of the organization and operation of the athletic programs and events.
 3. Any other qualifications the Board of Education may deem necessary or desirable.
 4. Ability to direct and supervise head and assistant coaches

JOB GOAL: To direct, organize, supervise and maintain district athletic programs

EVALUATOR: District Administrator

TERMS OF EMPLOYMENT: 12-month part-time position, no benefits, annual stipend determined by the Board of Education as recorded in the Salary and Stipend Guide.

PERFORMANCE RESPONSIBILITIES:

1. Develops a co-curricular budget for submittal to the Business Manager and manages the approved budget.
2. Arranges and contracts all athletic contests and workers: including officials, supervision and all other workers necessary for the proper functioning of the athletic contest.
3. Establishes and maintains an athletic and activities master calendar and building use schedule.
4. Monitors and reports on eligibility status of all students involved in co-curricular activities.
5. Schedules all athletic/activity events and practices in a manner which ensures equity.
6. Coordinates support activities at athletic events including, but not limited to: concessions, pep band, and cheer squad.
7. Coordinates athletic/activity transportation with administration, coaches and the transportation coordinator.
8. Ensures facilities and equipment are properly prepared for contests.
9. Represents the School District of Manawa at state and area athletic director meetings (WIAA, WADA, and CWC).
10. Disseminates all W.I.A.A. tournament information and takes care of all tournament arrangements.
11. Supervises compliance with all W.I.A.A. and Central Wisconsin Conference rules and regulations.
12. Collaborates with other administrators in the screening and selection of the coaching/advising staff.
13. Acts as a liaison between the school district, community groups, fitness center staff and individuals regarding extra-curricular programs.
14. Monitors athletic/activities programs and makes recommendations to the administration and school board regarding necessary changes.

15. Assists with organizing and administering the community use of all school district facilities.
16. Encourages cooperation between school, students, staff and the Manawa community in use of community facilities and to continue to increase usage not to exceed safety regulations.
17. Supervise all varsity athletic competitions or find a staff replacement.
18. Involves stakeholders in a comprehensive diagnosis of the athletic/activity program's strengths and weaknesses and writes a succinct, inspiring, results-oriented mission statement that wins staff and student buy-in.
19. Fosters a sense of urgency and responsibility among all coaches and advisors for achieving annual goals.
20. Regularly tracks progress, gives and takes feedback, and continuously supports the improvement of all programs.
21. Solicits and uses constructive feedback from staff, students, parents, and external partners to improve co-curricular programs.
22. Ensures that all co-curricular staff are using provided professional development on and are using best practices as per the professional literature (includes both in-district clinics as well as workshops/conferences).
23. Conducts the evaluation of all coaches/advisors in collaboration.
24. Counsels out or dismisses all ineffective coaches/advisors; scrupulously follows human resources policy and procedures.
25. Regularly facilitates two-way communication regarding co-curricular program information and updates from coaches/advisors.
26. Leads staff to ensure effective, creative use of space and a clean, safe, and inviting athletic department area.
27. Skillfully manages the budget and finances to maximize student achievement and staff growth.
28. Builds strong relationships with key staff and external personnel; gets them excited about the schools' and program's mission.
29. Conducts detailed and individualized assessment of student athlete health/safety needs to contribute to athletic program planning. Develops written plans for emergency situations. Ensure that participants and coaches/advisors have learned the emergency protocols.
30. Effectively communicates information about the athletic program and student athletes in both written and verbal formats (i.e. newspaper articles, social media, public presentations, etc.).
31. Skillfully represents the program in a positive way.
32. Prepares coaches and athletes for interactions with the media.
33. Available at post-season tournaments.
34. Perform other duties as assigned.

The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the District.

Terms of Employment: 12-month position

Salary: Annual stipend determined by the Board of Education as recorded in the Salary and Stipend Guide.

Evaluation: By the District Administrator.

The School District of Manawa is an equal opportunity employer.

Revised Job Description
MANAWA SCHOOL DISTRICT
ATHLETIC & ACTIVITIES DIRECTOR
JOB DESCRIPTION

- QUALIFICATIONS:**
1. Administrative certification as required by State of Wisconsin or applicable work experience.
 2. Knowledge of the organization and operation of the athletic programs and events.
 3. Any other qualifications the Board of Education may deem necessary or desirable.
 4. Ability to direct and supervise head and assistant coaches

JOB GOAL: To direct, organize, supervise and maintain district athletic programs
5. Master's Degree

EVALUATOR: District Administrator

TERMS OF EMPLOYMENT: 12-month ~~part-time~~ ^{Full Time} position, ~~no benefits~~ ^{with Benefits}, annual stipend determined by the Board of Education as recorded in the Salary and Stipend Guide.

* Qualifies for the Master's Degree stipend

PERFORMANCE RESPONSIBILITIES:

1. Develops a co-curricular budget for submittal to the Business Manager and manages the approved budget.
2. Arranges and contracts all athletic contests and workers: including officials, supervision and all other workers necessary for the proper functioning of the athletic contest.
3. Establishes and maintains an athletic and activities master calendar and building use schedule.
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20. Regularly tracks progress, gives and takes feedback, and continuously supports the improvement of all programs.
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Salary: Annual stipend determined by the Board of Education as recorded in the Salary and Stipend Guide.

Evaluation: By the District Administrator.

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35. Prepares & Lines all Field Surfaces.
36. Equipment management.
37. Attend work regularly and is punctual.
38. Maintains appropriate certification
39. Rewrite the Coaches handbook and revise student handbook yearly
40. Controls the gym usage calendar.
41. Main supervisor over the weightroom & PLTYM program.
42. Assist in any \emptyset hour lifting programs.
43. Attend all home athletic Events.
* If unable to attend find an individual to cover the game.

Terms of Employment:

- * 246 Contract Days per year beginning August 1st
- * 20 paid Vacation Days
- * 226 work Days



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

District Fax (920) 596-5308 | Elementary Fax (920) 596-5339 | Jr./Sr. High Fax (920) 596-2655

www.manawaschools.org

To: Policy and Human Resources Committee
From: Little Wolf Jr./Sr. High School Building Leadership Team
Date: 5/1/2018
Re: Proposal for High School Finals

This memo is to request that high school students be required to be present in school only during class periods that they have scheduled finals, beginning in May 2018 going forth.

Scenario & Rationale:

- Current practice requires students to be in attendance for study halls during finals.
- Since there is shared staff between 7th and 8th grade and high school students in the afternoon, the scenario created supervision and location issues.
- The daily schedule is adjusted so students have 4 finals on day 1 of exams and 3 finals on day 2 of exams.
- The current implementation of the Honor Pass system has allowed for 9-12 students to leave the building during lunch and RtI.
- Based on the attendance rates for the 1st-semester finals:
 - 38 seniors were excused by parents when done with finals
 - 34 juniors were excused by parents when done with finals
 - 20 sophomores were excused by parents when done with finals
 - 26 freshmen were excused by parents when done with finals

The schedule for January 2018 was as follows:

Wednesday

- Period 2 7:45-9:10 am- 85 minutes
- Period 4 9:20-10:45- 85 minutes
- Period 6 10:55- 12:20- 85 minutes
- LUNCH 12:20-12:55 -35 minutes
- Make-up- 1:05- 2:05- 60 minutes

Thursday

- Period 1 7:45-9:05- 80 minutes
- Period 3 9:15- 10:35- 80 minutes
- Period 5 10:45- 12:05- 80 minutes
- LUNCH 12:05- 12:40- 35 minutes
- Period 7 12:50- 2:10- 80 minutes
- Make-up- 2:15- 3:05- 50 minutes

Dr. Melanie J. Oppor

District Administrator
mopper@manawaschools.org
(920) 596-2525

Daniel J. Wolfgram

Jr./Sr. High School Principal
dwolfgram@manawaschools.org
(920) 596-5800

Michelle Pukita

Elementary Principal
mpukita@manawaschools.org
(920) 596-5700

Carmen O'Brien

Business Manager
cobrien@manawaschools.org
(920) 596-5332

Danielle Brauer

Curriculum/Special Ed. Dir.
dbrauer@manawaschools.org
(920) 596-5301



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Proposal:

- High School students will take final exams on Wednesday, June 6th and Thursday, June 7th. Staff return to school on Friday, June 8th for a morning records day.
- High school students will attend their scheduled final exams.
- When high school students do not have a scheduled final, they have the option of quiet study in designated areas or can leave campus and return for their next scheduled final.
- The RTI classes will not meet during the two days of finals to allow for make-up exams and for students to get extra help. This time is also needed for chromebook turn in and inventory.
- Students will return parental permission slips to office personnel to allow for them to leave campus.

Wednesday June 6

- Period 1 7:45 - 9:15 am 90 minutes
- Period 3 9:20 - 10:50 90 minutes
- Period 5 10:55 - 12:25 90 minutes
- LUNCH 12:25 - 12:55 30 minutes
- Period 7 1:00 - 2:30 90 minutes
- Student Help 2:35 – 3:05 30 minutes

Thursday June 7

- Period 2 7:45 - 9:15 am 90 minutes
- Period 4 9:20 - 10:50 90 minutes
- Period 6 10:55 - 12:25 90 minutes
- LUNCH 12:25 - 12:55 30 minutes
- Make-up 1:00 - 2:30 90 minutes
- Make-up 2:35 – 3:05 30 minutes

Dr. Melanie J. Oppor

District Administrator

moppor@manawaschools.org

(920) 596-2525

Daniel J. Wolfgram

Jr./Sr. High School Principal

[dewolfgram@manawaschools.org](mailto:dwolfgram@manawaschools.org)

(920) 596-5800

Michelle Pukita

Elementary Principal

mpukita@manawaschools.org

(920) 596-5700

Carmen O'Brien

Business Manager

cobrien@manawaschools.org

(920) 596-5332

Danielle Brauer

Curriculum/Special Ed. Dir.

dbrauer@manawaschools.org

(920) 596-5301



Book	Policy Manual
Section	5000 Students
Title	ADMINISTRATION OF MEDICATION/EMERGENCY CARE
Number	po5330
Status	Active
Adopted	June 20, 2016
Last Revised	December 18, 2017

5330 - ADMINISTRATION OF MEDICATION/EMERGENCY CARE

The Board of Education shall not be responsible for the diagnosis and treatment of student illness. The administration of medication to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication were not administered during school hours, or the child is disabled and requires medication to benefit from his/her educational program.

For purposes of this policy, "practitioner" shall include any physician, dentist, podiatrist, optometrist, physician assistant, and advanced practice nurse prescriber who is licensed in any state. "Medication" shall include all drugs including those prescribed by a practitioner and any nonprescription drug products. "Administer" means the direct application of a nonprescription drug product or prescription drug, whether by injection, ingestion, or other means, to the human body. "Nonprescription drug product" means any nonnarcotic drug product that may be sold without a prescription order and that is prepackaged for use by consumers and labeled in accordance with the requirements of State and Federal law.

Before any prescribed medication may be administered to any student during school hours, the Board shall require the written instructions from the child's practitioner accompanied by the written authorization of the parent.

Nonprescription drug products may be administered to any student during school hours only with the prior written consent of the parent. Substances, which are not FDA approved (e.g. natural products, food supplements), will require the written instruction of a practitioner and the written consent of the parent.

The document authorizing the administration of both prescribed medication and nonprescription drug products shall be kept on file in the administrative offices.

Parents/guardians must provide prescribed medication and nonprescription drug products in the original manufacturer's package that lists the ingredients and dosage in a legible format. Any dosage other than that listed on the medication's packaging must be authorized in writing by a medical practitioner.

Prescribed medication must bear a date and the student's name.

Parents, or students authorized in writing by their practitioner and parents, may administer prescribed medication or nonprescription drug products.

No student is allowed to provide or sell any type of medication to another student. Violations of this rule will be considered violations of Policy 5530 - Drug Prevention and of the Student Code of Conduct.

Medications will be administered and the instruction and consent forms will be maintained in accordance with the District Administrator's guidelines.

Any bus driver, staff member or volunteer, authorized in writing by the District Administrator or a principal, is immune from liability for his/her acts or omissions in administering medication including, but not limited to glucagon and epinephrine, unless the act or omission constitutes a high degree of negligence. Such immunity does not apply to health-care professionals.

All prescription medication shall be kept in a locked storage case in the school office, unless the medication is an emergency medication that the student is authorized to carry and self-administer by authorization of both the parent and the practitioner, and the possession of such medication by the student in school is not prohibited by law or regulation.

The Board shall permit the administration by staff of any medication requiring a delivery method other than oral ingestion when both the medication and the procedure are prescribed by a practitioner and the delivery is under the supervision of a licensed nurse, provided that the staff member has completed any necessary training and that staff member voluntarily agrees to deliver the medication. No staff member, other than a health care professional, shall be required to administer medications that are administered by means other than oral ingestion.

Any staff member or volunteer who, in good faith, renders emergency care to a student is immune from civil liability for his/her acts or omissions in rendering such emergency care.

Book	AG 1st Draft Clean
Section	2000 Program
Title	PROCEDURE FOR ANALYZING TESTS
Number	ag2626
Status	First Reading

2626 - **PROCEDURE FOR ANALYZING TESTS**

The following guidelines – AG 2626 and AG 2626A - will be useful in conducting an analysis of test sections and test items in order to determine the prerequisite knowledge and skills the students must have in order to score well on a test or to properly complete a test item. The results of an analysis should assist staff in preparing intervention activities that focus on the particular weaknesses in knowledge or skill identified in the analysis.

This procedure is applicable to any standardized test to which staff has access to the test itself. In those cases where the staff is not allowed access to the test, an analysis can be done of the sample test items that are usually available from the State or the test- maker.

Teachers should also find this analysis procedure helpful in either analyzing items on teacher-made tests or in constructing test items to measure particular understandings or skills.

~~When working with this analysis procedure, refer to Forms 2626 F1— Analyzing a Test Section (Example) and 2626 F2— Worksheet for Analyzing a Test Section.~~

ANALYZING A SECTION OF A TEST

Step One

Considering the title, if any, the instructions, and the kinds of items found in the samples and/or in the section, what particular areas of knowledge and/or skill is this section evaluating?

- A. What do the words in the section instructions really call upon the student to do?
- B. What area of competency do the samples and items in the section relate to?

The result of asking and answering this question should be a clear mental picture and, if required, written description of the particular aspect of the broad area (a test topic such as "Word Analysis" or "Mathematics Concepts and Applications" is being tested in the section.

Step Two

Why is it important for students to have the knowledge and skills being tested in this section?

- A. How will competence in this area affect the student's success in learning or in school?
- B. How will competence in this area affect the student's life outside of school?

The result of asking and answering this question should:

- A. determine the importance - or lack of importance - of the knowledge and skills being tested;
- B. suggest the priority for ensuring student development of such knowledge and skills in the curriculum;
- C. provide ideas that can be used to help motivate students in their learning.

Step Three

What specific kinds of knowledge do students need in order to be competent in this particular area?

- A. Identify each kind of knowledge_?
- B. For each kind, where, when, and how in the current course of study is it taught, developed, and confirmed?

The result of asking and answering this question should be both a list of specific knowledge students need to be competent in this particular aspect of the broad area and a clear picture of current practices in teaching, developing, and confirming understandings. When analyzed after student performance has been evaluated, the result should also include a clear understanding of current practices to be continued and expanded on and current practices to be changed.

Step Four

What specific skills do students need in order to be competent in this particular area?

- A. Identify each type of skill.
- B. For each skill, when, where, and how in the current course of study is it taught, developed, and confirmed?

The result of asking and answering this question should be both a list of specific skills needed for competence and a clear picture of current practices in teaching, developing, and confirming these skills. When analyzed after student performance has been evaluated, the result should also include a clear understanding of current practices to be continued and expanded on and current practices to be changed.

If the analysis is done after student test performance has been evaluated and it has been discovered that:

- A. students did particularly well in this particular section - what is there about the when, where, and how taught that probably contributed to student success and should be applied elsewhere?
- B. students achieved below expectations on this section - what is there about the when, where, and how taught that probably contributed to poor student performance? What changes are indicated?

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Last Modified by Melanie Oppor on April 11, 2018

Book	AG 1st Draft Clean
Section	2000 Program
Title	ANALYZING A TEST ITEM
Number	ag2626A
Status	First Reading

2626A - ANALYZING A TEST ITEM

~~When working with this analysis procedure, refer to Form 2626A F1—Analyzing a Test Item (Example) and Form 2626A F2—Worksheet for Analyzing a Test Item.~~

Step One

Considering the nature of the test and section in which the item is found, and the wording of the item, including both stem and foil, what is the item really testing?

- A. What, if any, discrete components of knowledge are being tested?
- B. What, if any, specific operations are being tested?

The result of answering this question would be a clear understanding of the essence of the question, the knowledge or skill issue it is addressing.

Step Two

Why is it important that the student possess this particular knowledge or be able to perform this specific operation?

- A. Why is it important for success in future learning/schooling?
- B. Why is it important for life outside of school?

The result of asking and answering this question should:

- A. determine the importance - or lack of importance - of the knowledge and skills being tested;
- B. suggest the priority for ensuring student development of such knowledge and skills in the curriculum;
- C. provide ideas that can be used to help motivate students in their learning.

Step Three

What discrete items of knowledge and information are needed?

- A. What special definitions or concept label meanings are required?
- B. What bits or factual information must be recalled or recognized?
- C. What rules or conventions must the student recall?

For each of the above, when, where, and how are they taught, developed, and confirmed in the current course of study?

Step Four

What specific skill-related operations are required?

For each, when, where, and how are they taught, developed, and confirmed in the current course of study?

The result of answering this question should be both a list of skill related-operations needed and identification of where in a course of study, if at all, each is taught, developed, and confirmed.



Book AG 1st Draft Clean
 Section 8000 Operations
 Title USE OF ANIMALS IN THE CLASSROOM AND ON SCHOOL PREMISES
 Number ag8405A
 Status Proposed to Policy & Human Resources Committee

8405A - USE OF ANIMALS IN THE CLASSROOM AND ON SCHOOL PREMISES

The Board of Education and administration support the idea that animals can provide a variety of productive learning experiences for students at almost every level. It is important, however, that the following guidelines be observed when instituting an activity or program involving the use of animals. Teachers are encouraged to contact such organizations as the Wisconsin Veterinary Association, the National Wildlife Federation, etc. regarding resource materials and suggested learning activities that may be available to help students increase their understanding of the animal world.

- A. Students are to be instructed not to bring personal pets to school at any time () without prior written approval of the principal.
- B. Upon the approval of the principal, it is permissible for the class to have one or more animals as classroom pets under the following conditions:
- the animal is not venomous or vicious
 - no one is allergic to the particular animal
 - proper examination/immunization has been done by a qualified veterinarian
 - arrangements have been made for housing the animal safely, comfortably, cleanly, and in a manner that does not disrupt the classroom environment
 - arrangements have been made for the proper care of the animal when school is not in session
 - rules have been established and understood regarding when and how the animal is to be treated by the students
- C. When animals are to be brought into the school or classroom on an ad hoc basis as part of a lesson or series of lessons, all of the conditions stated above apply, and in addition, the teacher is to ensure the proper pick-up and return of the animal.
- D. Except as set forth above and/or in the case of "service animals" required for use by a person with a disability, no other animals may be on school premises at any time () without the approval of building principal.
- E. The District may have a service animal removed from the school premises if the animal is out of control and the animal's handler does not take effective action to control it or the animal is not housebroken. The District is not responsible for the care or supervision of a service animal. The service animal is allowed to accompany its human in all areas the human is permitted to go.
- F. Owners of pets (see AG 8405A) and service animals (see AG 9160B) brought on school property are responsible for any harm or injury caused by the animal to other students, staff, visitors, and/or property.

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Legal

Last Modified by Melanie Oppor on April 30, 2018