



School District of Sturgeon Bay
1230 Michigan Street
Sturgeon Bay, Wisconsin 54235

STEP HANDBOOK

Return to:
STEP Coordinator
School District of Sturgeon
Bay Office
1230 Michigan Street
Sturgeon Bay, WI 54235

Phone: (920) 746-2800
Fax: (920) 746-3888

Welcome to School District of Sturgeon Bay's Senior Tax Exchange Program (STEP). We are very proud of this program and hope you will enjoy your association with the Sturgeon Bay Schools.

HISTORY

The Senior Tax Exchange Program is a result of Board of Education interest in involving senior citizens in our school district. STEP was approved by the Board of Education on August 18, 2004. The STEP program is based on the Kaukauna program. Kaukauna's School Board won The American School Board Journal's National Magna Award in 1997 for Kaukauna's STEP program. The award goes to school boards "taking bold, creative steps to advance student learning."

The program in the School District of Sturgeon Bay was implemented September 2004. It allows senior citizens, 62 years of age and older, whose primary residences are in the District and who pay property tax on these residences, to work in the District in exchange for property tax credit. Pay is \$7.25 per hour. Two (but not more than two) eligible residents of the same property may share work to meet the \$565 maximum amount for each primary residence, but combined pay cannot exceed \$565. This \$565 amounts to a maximum of 78-work hours/household.

The School District of Sturgeon Bay administrative team developed the philosophy of this program. District Administrator, Dan Tjernagel, coordinates the administration of the program.

GUIDELINES AND PROCEDURES

A variety of guidelines and procedures govern the work of the school district, some of which are described in this handbook. A full set of district guidelines and procedures is available at every site in the district.

WHO TO CALL

The STEP Coordinator, Dan Tjernagel, may be reached with STEP concerns by calling the District Office at 746-2801.

SUPERVISION

STEP employees are under the immediate supervision of the staff person assigned to work with them and should primarily consult with them with regard to day-to-day matters. The coordinator is on call to facilitate discussion or problem solve at the request of the employee or supervisor.

ROLE OF STEP EMPLOYEES

In today's complex society, students often enter school with needs much greater than the primary purpose of education. Many of the children who walk through the school doors each morning live in an environment that, at best, puts them at risk for school failure. Often these special needs, whether they are physical, social or emotional, must be met before any academic learning takes place. The STEP employee assumes the role and responsibility of helping in the team effort to meet the needs of all students. A comment of warm praise may be remembered for a lifetime, a judgment or criticism may leave a lasting scar. Sensitivity to the dignity and self-worth of every student is a crucial part of a STEP employee's job. Modeling the behavior that is expected from all students sets the standard for everyone involved in school. If a child needs to be disciplined, the STEP person should refer the issue to the appropriate supervisor. If child abuse or neglect is suspected, the STEP person must report the suspected situation to the teacher, supervisor, or administrator.

LOCATION OF STEP EMPLOYEES

An attempt will be made to place STEP employees within the school desired, but this will depend upon job requests of teachers and job goals of applicants.

TRANSPORTATION

STEP employees are responsible for their own transportation to and from school. STEP employees are not to transport children in their vehicles.

APPROPRIATE DRESS

Neat and comfortable dress is recommended.

VISITORS TO THE SCHOOL

STEP employees need to report to their school office prior to working and to wear their STEP button for identification.

TRAINING

The STEP Coordinator provides the following information:

Topics covered with **employees** are:

1. Reporting of hours
2. District policies/procedures
3. How schools have changed
4. Other timely subjects

Topics covered with **supervisors** are:

1. Mechanics of STEP
2. Giving guidelines/perspective
3. Working w/experienced employees
4. Celebrating successes

CONFIDENTIALITY

Each teacher sets standards for her/his classroom as defined by school policy. A STEP employee must understand that each time she/he goes into a school, only fragments of a whole year of learning and growing are observed. Communication between a STEP employee and her/his supervisor is the key to providing a good learning atmosphere for the students and a good working atmosphere for the STEP employee and supervisor.

A STEP Employee is asked to adhere to the same code of ethics that is expected of all school personnel. State of Wisconsin guidelines maintain that all student personal matters and records be kept confidential. While working in our schools, one may overhear or observe confidential information. Included is anything that happens during the course of the school day, such as a particular student getting in trouble on the playground or a student needing special help. Something perceived as positive by one person may be perceived as negative by another. The rights of children, their families and the STEP employee are respected when information that might be detrimental is kept private. When asked about a particular student or circumstance, the correct response is, **"That information is confidential. Sorry I can't discuss it with you,"** or **"Please check with the child's teacher."**

With the inclusion of children with special needs in our schools, there is a need to be extra sensitive to the privacy rights of all students. Special needs students have specifically designed accommodations for them in the classroom. While on the surface this may seem unfair; there are many handicaps that these children must overcome. A STEP employee may address concerns about a particular student or a teacher's style or routine to the teacher involved, keeping in mind that some things cannot be legally discussed.

If a STEP employee finds it difficult to work with a particular teacher, student, or class, she/he should please contact the STEP coordinator who will try to find a more appropriate work situation.

REPORTING ILLNESSES, ACCIDENTS AND INJURIES

If a STEP employee is ill or an emergency prevents work as scheduled, she/he should contact her/his direct supervisor. All employees shall immediately report any personal accident or injury occurring on school property to her/his immediate supervisor. Loss and/or damage to personal belongings are not the responsibility of the school.

INFECTION CONTROL GUIDELINES FOR STEP EMPLOYEES

No setting, including the school environment, can be totally risk free. However, adherence to prevention recommendations will optimize the safety of all students and staff and minimize transmission of infectious diseases.

HAND WASHING

Hand washing is the single most important means of preventing the spread of disease. Hands should be washed:

- At the start of the school day
- Before serving or eating food
- After going to the bathroom
- After assisting a child with toileting
- After handling any body secretions (i.e., wiping a child 's runny nose)
- After handling any items contaminated with body secretions (tissue, etc.)

EFFECTIVE HAND WASHING TECHNIQUES

- Use soap and warm running water
- Rub hands vigorously for 10 seconds
- Wash all skin surfaces, including backs of hand, wrists, between fingers, under fingernails and rings
- Dry hands with a paper towel
- Turn off water with a paper towel, not with your bare hands

There are alternatives to hand washing when soap and water are not available. These are temporary measures, not meant to replace hand washing, but to be done in the interim until soap and water are available.

- " Wet ones " -i.e., this would be good for bus drivers
- Antiseptic products which primarily have an alcohol base (Clastate, Septisol Foam Alcare, Hibistat)

MOST IMPORTANTLY...

1. Do not touch the body fluids of another person, if at all possible.
2. Know where gloves are available in your particular workplace and put them on **before** touching the body fluids of another person.
3. If you do come in contact with the body fluids of another person, wash as directed above, and let your supervisor know within 24 hours.

DRILLS FOR EMERGENCIES

Please consult your direct supervisor for proper emergency drill techniques for the particular building in which you are working.

EMERGENCY CLOSINGS

Snow and Inclement Weather Information

TV STATIONS: Channel 2 (WBAY), Green Bay; Channel 5 (WFRV), Green Bay; Channel 7 (CABLE TV), Sturgeon Bay; Channel 11 (WLUK), Green Bay; Channel 26 (WGBA), Sturgeon Bay **RADIO STATIONS:** 93.9 FM (WDOR),

SCHOOL DISTRICT OF STURGEON BAY SCHEDULE

You will be provided a copy of the School District of Sturgeon Bay calendar for the year.

PAYMENT OF STEP EMPLOYEES

Pay is \$6.50 per hour. Compensation will be dispensed via two-party check made payable to the employee and appropriate county treasurer in January and/or June. **If the STEP employee prefers one check to be dispensed in June, he/she may inform the STEP Coordinator in writing by December 1.**

A STEP employee can be paid for a maximum of 66 hours per school year. If the employee exceeds that number of hours, he/she will only receive payment for this pre-established number, and the remaining hours will be considered volunteer hours.

TIME SHEETS

Each STEP employee is responsible for seeing that his/her time sheet is completed and sent to the STEP Coordinator. The STEP employee is encouraged to make a personal copy of the time sheet on the school copier prior to sending it to the STEP Coordinator at the District Office. Time sheets may be sent by interoffice mail.

EVALUATION

In addition to sending end of year evaluations to supervisors and STEP employees, the STEP Coordinator will periodically speak with STEP employees and job

supervisors to evaluate the program, identify job concerns, and identify means of improvement. Please feel free to bring comments and/or suggestions to the attention of your immediate supervisor or STEP Coordinator.

RESOURCES

We have included a number of resources that should be of benefit to you as you work with students within the School District of Sturgeon Bay.

How People (Students) Learn

20% of what they Read

20% of what they Hear

30% of what they See

50% of what they Hear and See

70% of what they Say

90% of what they Say and Do

Source: Youth Protection Orientation Resources

Words of Encouragement

The focus of encouragement should be on children's pleasing themselves, rather than on pleasing adults.

- "You do a good job. " Be specific about the task. Avoid overwhelming phrases such as "You're a good girl. "
- "You have improved in.. " Children will usually continue to try if they can see some improvement.
- "We like (enjoy) you, but we don't like it when you... " It is important to distinguish between the child and the behavior. A child should never think he/she is not liked.
- "You can help me by... " Children want to feel helpful and useful.
- "Give it a try." Children are afraid to try something new for fear of making a mistake.
- "What can you do differently next time?" Mistakes can teach a child a lot if he/she does not feel embarrassed for having made the mistake.
- "It sounds to me like you think you can't do it, but I think you can." Sometimes a child feels that something is too difficult for him/her, and therefore won't even try it. They need to be reinforced for trying.
- "I'm sure you can do it. Don't give up." When a child is trying, but not successful, they need reinforcement.
- "Let's think this through together." Adults need to express confidence that children are able to resolve their own conflicts.
- "I can understand how you feel." Children need empathy, not sympathy.

Words that encourage and stimulate cooperation

I agree	That's right	Thank you
Good idea	Very clever	Excellent
I'll buy that	I understand	I like that
I see	Exactly	Please
Fine	OK	Great
Oh	That's interesting	How considerate
I'm proud of you	I'm glad	Would you help me
Fine job	I'm happy	

Source: UWEX Youth Futures Mentoring Program

WHAT YOUTH ARE LIKE

Characteristics of 3-5 Years: Grades 4K and 5K

PHYSICAL CHARACTERISTICS

- Quite active
- Most are capable of doing things for themselves.
- Can color within the lines most of the time.
- Most can print capital letters toward the end of this period.
- Repeats activities over and over before mastering occurs.
- Improved use of large muscles, but still inept at some activities using small muscles.
- Learns best if physically active.

MENTAL CHARACTERISTICS

- Likes humor and planning unexpected surprises,
- Perceives everything as real and alive.
- Fears and anxieties are temporary.
- Verbalize their thoughts and feelings.
- Tells daily experiences.
- Predicts what happens next.
- Learns best if physically active.

EMOTIONAL CHARACTERISTICS

- Emotional responses may be classified as pleasant (smiles and laughter) or unpleasant (anger and fear).
- Gains are made in feelings of security in the absence of adults.
- Feelings are transient and uncontrolled friend of one minute is fighting enemy of the next.
- Intense frustration may lead to regression to infantile behaviors such as thumb sucking.
- Jealousy and rivalry may develop among peers and siblings in gaining approval.
- Sense of self or self-concept continues to develop and needs strengthening.
- Continues to strive for independence.
- Interests are short and fickle.
- Needs and seeks parental approval.
- Strong desire to please. Helpful and cooperative.
- Strong desire for adult attention and affection.
- Gets upset if changes occur in plans and routines.
- Will say what he/she thinks or feels.

SOCIAL CHARACTERISTICS

- States feelings about self: mad, happy, love.
- Asks for assistance when having difficulty.
- Contributes to adult conversation.
- Imitates adult roles.
- Does simple errands.
- Conforms to adult ideas.
- Understands taking turns.
- Begins to compete with others.
- Focuses on own work and play. Likes to work in groups of two or three.
- May have a best friend, which may change frequently.
- Able to join group in group discussions.
- Has a need to be first, or be the best. May be bossy.
- May be unkind to others. Extremely sensitive to criticism.

Source: North Carolina Cooperative Extension Service, Texas Agriculture Extension Service, University of Wisconsin -Cooperative Extension.

WHAT YOUTH ARE LIKE

Characteristics of 6-8 Years: Grades 1, 2, and 3

PHYSICAL CHARACTERISTICS

- Begins to lose baby teeth and acquire permanent ones.
- Muscular coordination and control is uneven and incomplete. Large muscles (e. g. arm and leg) are easier to control than small muscles. Activities involving speed and energy are desired and beneficial.
- Intense activity may bring on temporary exhaustion. Need 10-12 hours sleep per night.
- Manual dexterity and hand-eye coordination continue to develop.

MENTAL CHARACTERISTICS

- Cannot read and write to any level of sophistication at the beginning of this stage, but may be quite self-assured in these areas by the end of this stage.
- Basic understanding of numbers is formed.
- Able to form concepts similar to those of an adult. . e. g. "dog" becomes an abstract category that includes many shapes, colors and sizes. Concrete concepts from the preceding age level are grouped into classes (abstract concepts). Almost all new learning involves the use of language.
- The child acquires the ability to think through former actions and situations.
- The vocabulary may reach 8,000 words by the end of this stage.
- Activity is largely in terms of immediate goals. He deals largely in here and now.
- Interest span is short about 20 minutes. Wants to produce well-made objects and hence the period is often referred to as the "eraser stage".
- Learns best if physically active while learning.

EMOTIONAL CHARACTERISTICS

- Tension may be released through physical activity.
- Common fears such as ghosts, witches, and creatures in dark places and man in the woods are gradually replaced by fears of school, social relationships, and economic security.
- Fear of *losing* parents is dominant.
- Shyness may present until the child has experienced some success.
- Positive view of self continues to develop with successful experiences.
- Distinguishes people into in-groups and out-groups but does not discriminate in terms of race and social standing unless adults intercede.
- Experimental and exploratory behavior should be regarded as part of development Inner control (conscience) is being formed.

SOCIAL CHARACTERISTICS

- Peer influence grows during this stage.
- Most have a "best friend" and often an "enemy".
- Friends are likely to be of the same sex. By the end of the period, activities are likely to be sex separated.
- Unstable gangs and groups begin to appear.
- Concerned about being liked by their peers. Learning to relate to others begins.
- Sensitive to personal criticism. Does not know how to accept failure.
- Tattling may be a common way to attract adult attention or to help verify standards.
- To win, to lead or be first is learned early.
- Child may feel that he must be "love-worthy" at home and "respect-worthy" with his peers.

Source: University of Wisconsin -Cooperative Extension.

WHAT YOUTH ARE LIKE

Characteristics of 9-11 Years: Grades 4, 5, and 6

PHYSICAL CHARACTERISTICS

- Quite active, with boundless energy.
- Small muscles develop rapidly during this period making enjoyable such activities as hammering, playing musical instruments and other physical activities requiring small muscles.
- Range of height and weight widens. Boys weigh from about 60-90 lbs. and girls 55-90 lbs. Height varies from about 50-60 inches.

MENTAL CHARACTERISTICS

- Reading becomes an individual experience and can generate new ideas.
- A need to know and understand the "why" of things.
- Personal evaluation is possible.
- Learning by doing is important.
- Interests often change rapidly, jumping from one thing to another.
- Usually do best when work is laid out in small pieces.
- Admire and imitate older boys and girls.
- Begin to understand abstract ideas.
- A need for self-expression and self-directed activities to develop intellectual skills.
- Concept of right and wrong continues to develop. Ready to face consequences of their decisions if their mistakes are not too serious.

EMOTIONAL CHARACTERISTICS

- Strong need to feel accepted and worthwhile.
- Are easily motivated, eager to try something new.
- Want to feel competent.
- Independence is growing--can become disobedient, rebellious.

SOCIAL CHARACTERISTICS

- Friends are important.
- Like group activity.
- Like to be with members of own sex.
- Sibling rivalry is common.
- Discusses and evaluates others--develops a concept of "fair" or "unfair" as related to the actions of others.

Source: University of Wisconsin -Cooperative Extension Youth Futures Mentoring Program

WHAT YOUTH ARE LIKE

Characteristics of 12-14 Years: Grades 7, 8, and 9

PHYSICAL CHARACTERISTICS

- A growth spurt may lead to poor physical coordination until the youth is able to handle increased size and length of arms and legs.
- Skin disorders (acne) are common.
- Most girls are physically mature; menstruation begins, hips and breasts develop. Girls are generally about one to two years ahead of boys in physical maturity.
- Boys develop secondary sex characteristics- shoulders broader, chest deepens and voice may deepen. Most boys will reach physical maturity.
- Physical characteristics and body structure influence behavior.
- Girls are often taller and proportionally heavier than boys during this period.
- Distinguishing physical features such as large feet, ears or nose may be a source of worry.

MENTAL CHARACTERISTICS

- Growing capacity to reason and think abstractly, although manipulation of concrete things is often enjoyed.
- Persistence shown on tasks in which success is desired. Avoidance or escape from tasks beyond their ability is common.
- If complex ideas and relationships are too difficult by the end of this stage, the reason is probably lack of experience, not capacity.
- Youth are ready to take more responsibility in planning and evaluating their own work.
- Individual problem solving experiences rather than adult-directed activities are enjoyed.
- Capacity to plan and organize their own social, recreational and organization activities.
- Can discuss current events, politics, international affairs and social issues with some help and background information.
- Vocabulary may be equal to the adult. However, reading interests are different.
- The ability to memorize may tempt adults to supply facts rather than to teach them to think.
- Problem solving can be developed to the point of creative solutions.

EMOTIONAL CHARACTERISTICS

- Worry and/or shame associated with body development may be present.
- A lack of information about sex may cause adolescents to be uneasy and experimental.
- Feelings related to sex are intense as contrasted to the more casual feelings of the previous period.
- A strong emotional attachment to an older youth or an adult may be evident.
- Keen interest in their own bodies especially sex and sex processes.

SOCIAL CHARACTERISTICS

- Early maturing boys may find themselves thrust into positions of leadership, athletics and a status among peers.
- Participation in youth organizations begins to decline.
- Dating progression is the non-date social gathering, double dates, single dates and going steady. A feeling of dependence on the rules and regulations specified by parents continues through adolescence (even though protests are often strong).
- Some groups develop codes of behavior in direct conflict with adults' codes.
- Acquiring skills in social relations including peers and adults.
- Peer group pressure begins to mount, first from the same sex and later from the opposite sex. "Crushes" are common. Interest in the opposite sex is often shown in contrary behavior pushing, hair pulling, etc.
- Enjoy doing things valued by peer group that lead to personal satisfaction through success and self-improvement.

Source: University of Wisconsin -Cooperative Extension

WHAT YOUTH ARE LIKE

Characteristics of 15-18 Years: Grades 10, 11, and 12

PHYSICAL CHARACTERISTICS

- During this period, mature height and weight is attained. Girls reach mature height and weight ahead of boys.
- Heavy appetites continue. Concern about body proportion may cause some ill-advised attempts to reduce.
- Masturbation is common among girls and almost universal among boys.
- For the first time since middle childhood, boys and girls are at the same level of physical maturity.
- Interests in physical activity are diverse -there is difficulty in organizing activity that will interest the entire group.

MENTAL CHARACTERISTICS

- Have reached adult mental capability.
- A personal philosophy begins to emerge- they express personal opinions on religion, our political and economic systems, etc. Discussions centering on the activities of adolescents or on the world are enjoyed.
- Abstract thinking and problem-solving may reach a high level.
- Adolescents can choose purposes, make plans, carry them out and evaluate the results.

EMOTIONAL CHARACTERISTICS

- Desire to determine sexual adequacy and curiosity may multiply the effect of the sex drive.
- Vacillating attractions of childhood and adulthood may cause moodiness.
- Needs to develop an attitude of acceptance toward body and appearance.
- Common concerns are achievement in school, getting along with parents, acquiring status among peers, how far to go in necking and petting, and decisions about marriage, college, occupation, and military service.
- Not having dates may be a source of anxiety for girls.
- Feelings of inferiority and inadequacy are common.

SOCIAL CHARACTERISTICS

- They possess a strong desire to acquire status in and conform to the peer group. Lifelong friendships develop.
- A common desire is a "place" of their own where they can get together with friends -a place to "hang out."
- Interest is high in social skills and activities.
- Girls are usually more socially advanced than boys - boys close the gap during this stage.
- Need for increasing freedom from parental control to make decisions and accept the consequences.
- The peer group assists in the process of gaining independence from the family by providing the support needed. There remains a need for parental support. Status is associated with popularity, leadership and athletic achievement rather than intellectual achievement.
- Great satisfaction and increases self-identity from performing adult roles.
- Dating is characterized by more stability, trust, depth of feeling and understanding.
- Conflicts arise as parents focus on behavior and youth on ideals. Deviant behavior may stem from poor relations with parents and other adults.
- Lives in two worlds- the adolescent's behavior, as well as what adults expect of him vacillates between adult and child.

VOCATIONAL DEVELOPMENT

- Exploration stage"-occupations are explored until entry into a beginning job in an appropriate field.
- Occupational preferences and considerations are based on needs, values, and opportunities in addition to interests and capacities.
- Vocational preferences become more realistic - what they want and what they expect to get in an occupation come closer together.
- Choice of high school subjects is vocationally relevant.
- May "hold down" a regular part-time job.
- Vocation preference is crystallized.
- Choice of college and/or College major is a vocational decision.
- About the time of high school graduation, the individual realizes preferences are too subjective and adopts an instrumental attitude toward work -working conditions, training required, and financial return are considered.

Source: University of Wisconsin -Cooperative Extension