



# Responsible Use Plan for Live, Trout in the Classroom



\_\_\_\_\_ (Teacher and School)

\_\_\_\_\_, Arizona

**Rationale:** Student interaction with organisms is one of the most effective methods of achieving success with standards in science education according to the National Science Teachers Association. Observing and working with live animals firsthand can spark students' interest in science. The American Physiological Society asserts that a well-rounded physiological curriculum should include animal laboratories along with other teaching methods because "well-designed animal laboratories provide vivid, exciting opportunities for the direct study of how living systems work." The Arizona Science Standard requires that students understand life cycles, structure and function, habitats, adaptations, do inquiry investigations, and observe specific animal behaviors. \_\_\_\_\_ (Teacher and School) along with many other Arizona school districts has chosen to integrate live animals into the science program based on sound curriculum and pedagogical decisions which align to the Arizona Science Standard.

## **Additional Goals:**

- To promote observation and comparison skills which instill in students an appreciation for the value of life and the importance for caring for animals responsibly.
- To instruct students on safety precautions for handling live organisms.
- To actively engage students in observation of and interaction with living systems.
- To describe how natural events and human activities have positive and negative impacts on environments.
- To evaluate consequences of environmental occurrences that happens either rapidly or over a long period of time.
- To explain the interrelationships among plants and animals in different environments (i.e. producers, consumers, decomposers)
- To describe how plants and animals cause change in their environment.
- To describe how environmental factors (e.g., soil composition, range of temperature, quantity and quality of light or water) in the ecosystem may affect a member organism's ability to grow, reproduce, and thrive.

## **The Plan:**

Our plan will ensure that trout are properly cared for and treated responsibly and ethically. No fish will be released to the environment. Education for the students will describe local, state, and national laws, policies, and regulations when live organisms, particularly non-native species, are included in the science program, as well as the negative impacts and implications of releasing a diseased organism into an ecosystem. Teachers will sign a statement agreeing to these policies (Wildlife Holding Permit). Only the animals specifically needed in the adopted curriculum materials will be available for teachers to use in the classroom.

**Under a Wildlife Holding Permit from the Arizona Game and Fish Department (Department), R12-4-401, trout, all species, are considered restricted wildlife and therefore require a Wildlife Holding Permit to receive, possess, and transport within the state of Arizona. In addition, under the General Provisions and Penalties for Special Licenses, R12-4-409 section F, the Department has the authority to place additional stipulations on a special license application.**

**Specifics for \_\_\_\_\_ (Teacher/School):**

1. All trout eggs/fish will be maintained at a holding facility/\_\_\_\_\_school, located at \_\_\_\_\_ by the teacher(s) approved to participate in the Arizona Trout in the Classroom Program. This facility adheres to the R12-4-428 Captivity Standards for Department special licenses regarding captive live wildlife.
2. Eggs/fish will be delivered and picked up by Game and Fish Staff only, unless otherwise pre-approved by the Sport Fishing Education Program Coordinator. If being picked up by anyone other than Game and Fish Staff, eggs/fish must be transported in escape-proof containers to/from Hatchery to school location.
3. Teacher will coordinate, in advance, with the Arizona Game and Fish Sport Fishing Education Program Coordinator for pick-up of fish at conclusion of program (end of school year). Disposal of fish will be conducted by Department staff only.
4. Eggs will be delivered and fish picked up in appropriate containers.
5. **Eggs/Fish will not be released or given to students under any circumstance.**
6. Fish will be counted throughout duration of program to monitor numbers.
7. Eggs and Fish will be used only as outlined in the lesson plans from the curriculum materials.
8. A final *Egg or Fish Loss, Program Summary and Evaluation Report* will be submitted to the Arizona Game and Fish Department Sport Fishing Education Coordinator, no later than 2 weeks after the conclusion of the program.
9. Failure to complete any forms (Wildlife Holding Permit, Wildlife Holding Report, Responsible Use Plan and Egg or Fish Loss, Program Summary and Evaluation Report) or failure to comply with Department rules and regulations may result in the teacher's eligibility being revoked for future participation in the Arizona Trout in the Classroom Program.

Approved species of Egg/Fish needed for classroom use in \_\_\_\_\_(School/Unified School District):

Rainbow, Brook, Brown, Cutthroat, Apache, Trout

Note: The following animals will NEVER be used: Rusty crayfish, Australian crayfish, predacious or wolf snails, zebra or Quagga mussels, New Zealand mudsnails, or any protected species of mollusks in Arizona.

Respectfully Submitted:

\_\_\_\_\_

AZ TIC Participating Teacher

\_\_\_\_\_

Date

\_\_\_\_\_ (School/Unified School District)