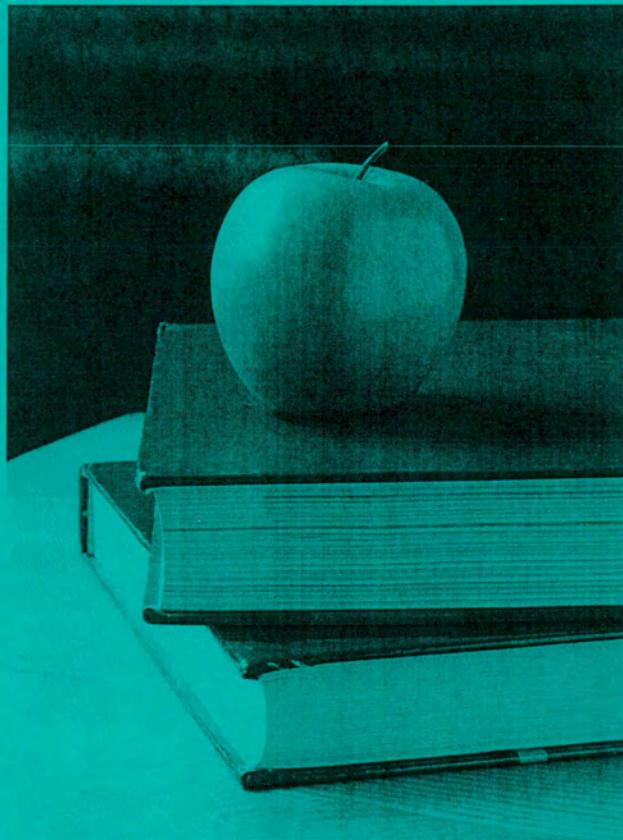


DeSoto Intermediate School

Staff Handbook

2012-2013



"Experiencing Success Today, Achieving Dreams Tomorrow"

ADEL DESOTO MINBURN DISTRICT MISSION STATEMENT

ADM Community School District, in partnership with our communities, is committed to engaging all students in a challenging and supportive learning environment that ensures individual student success as measured by a comprehensive system of assessments.

ADEL DESOTO MINBURN DISTRICT BELIEF STATEMENT

ADM Students Will Experience Success Today and Achieve Their Dreams Tomorrow

By 2014 ADM Schools Will Prepare Students for a Changing Global Society By Becoming a State Leader In:

- Improving Student Achievement
- Implementing Curriculum, Instruction and Assessment
- Increasing the Graduation Rate
- Establishing Financial Stability Through Increased Enrollment and Efficient Use of Resources
- Involving Students in School and Community

"Experiencing Success Today, Achieving Dreams Tomorrow"

ADEL DESOTO MINBURN DISTRICT OUTCOMES

Adel DeSoto Minburn students will acquire the **KNOWLEDGE BASE** needed to use effectively the following strategies and skills necessary for success in adult life.

Adel DeSoto Minburn students will be **EFFECTIVE COMMUNICATORS** who:

1. Organize and communicate ideas and information clearly and correctly.
2. Interpret and respond to auditory, written and visual communications.
3. Demonstrate appropriate use of resources and technology.
4. Make quality presentations.

Adel DeSoto Minburn students will be **COMPLEX THINKERS** who:

1. Consider factors as objectively and completely as possible.
2. Apply knowledge, concepts and processes effectively and thoroughly.
3. Define a problem, generate options and develop a plan of action.
4. Use higher order thinking skills.
5. Produce quality products of complex thinking.

Adel DeSoto Minburn students will be **COLLABORATIVE WORKERS** who:

1. Share their own opinions
2. Work to understand others' opinions.
3. Respect others' right to their opinions.
4. Help to build a working relationship within the group.
5. Contribute to the completion of the group process and/or outcomes.
6. Evaluate the effectiveness of the group process.

Adel DeSoto Minburn students will be **SELF-DIRECTED LEARNERS** who:

1. Schedule and use time wisely.
2. Gather information and use resources on their own.
3. Demonstrate initiative and perseverance in their learning.
4. Self assess for quality.

Adel DeSoto Minburn students will be **RESPONSIBLE CITIZENS** who:

1. Accept responsibility for their actions.
2. Display a knowledge of the workings of a democracy.
3. Recognize the need to obey rules and laws.
4. Recognize the connections between current events and history.
5. Demonstrate a willingness to help others.
6. Recognize how personal decisions affect their lives and society.
7. Recognize and respect the value and quality of individuals.

Educational Philosophy of the District (Board Policy 101)

The ultimate purpose of education is to help students become effective citizens of a democracy. As a school corporation of Iowa, the Adel DeSoto Minburn Community School District, acting through its board of directors, is dedicated to promoting equal opportunity for a quality public education to enrolled students. Students of this community have the privilege of participation in formal education utilizing the students' present understandings to help them grow in the present and prepare for a lifetime in our rapidly changing society.

The Adel DeSoto Minburn Schools exist to develop and improve the academic instruction, curriculum and facilities so that every individual student will be provided with the opportunity to perceive and develop their potential for the benefit of self and society. A variety of educational experiences will be provided for the individual student in order to develop a positive self-concept and become more fully aware of the needs of a complex society. These experiences will encourage the development of student's abilities and identify their interest and goals in life. Each student will develop the ability to read with understanding, write with clarity, communicate with verbal effectiveness and to think and solve problems. An environment will be created within which students will be encouraged to be honest, responsible and productive citizens in our democratic society.

An advisory committee or representatives of the school district community and school district shall be appointed to make recommendations for the goals and objectives of the education program. The goals and objectives of the school district shall be designed to achieve the philosophy statement of the school district. Short-term and long-term objectives of the education program shall be established annually by the board. These objectives shall reflect the results of the needs assessment, recommendations of the advisory committee, recommendations from the superintendent and changes in the law.

Equal Opportunities, Affirmative Action and Multicultural Nonsexist Guidelines

The Adel DeSoto Minburn School District does not discriminate on the basis of gender, race, nationality, religion, disability, marital status, sexual orientation, or gender identity in the educational programs or activities, which it operates (Board Policy 401.2). The school also affirms its commitment to proving equal opportunities and equal access to school facilities without reference to affectional or associational preference.

The Adel DeSoto Minburn Community School District will select for employment-qualified applicants for each position without regard to race, color, creed, gender, religion, sexual orientation, gender identity, national origin, ethnic background, age, or disability. Persons with disabilities who can perform the essential functions of an assignment without reasonable accommodations shall be considered qualified applicants. The District shall take affirmative action in the recruitment, appointment, assignment and advancement of personnel to accomplish the goals of equal employment opportunities. In keeping with the law, the District shall consider the veteran status of applicants.

The Adel-DeSoto School District has adopted a grievance policy and procedure for any alleged violation. The Adel DeSoto Minburn Community School District's Equity Coordinator is: Nancy Gee, Business Manager, 801 Nile Kinnick Drive South, Adel, IA 50003. Phone number: 993-4283. Office hours: 8:00 a.m. to 4:30 p.m., Monday through Friday.

Any complaints or grievances concerning equal educational opportunity should be handled in the following manner.

Level One: Principal or Immediate Supervisor (this person shall notify the Designee)

Any resident or employee with a grievance may first discuss it with the principal or immediate supervisor, with the object of resolving the matter informally. A student with a complaint may discuss it with his/her teacher, counselor or principal. This level is recommended, not required.

Level Two: Title IX Designee

If the grievance is not resolved at level one and the grievant wishes to pursue the grievance, s/he may formalize it by filing a complaint in writing (form) to the Title IX Designee. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at level two must be within twenty (20) working days from the date of the event giving rise to the grievance or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Title IX Designee. A minor student may be accompanied at that meeting by a parent or a guardian. The Title IX Designee shall investigate the complaint and attempt to resolve it. A written report (form) the Designee regarding action taken will be sent to the grievant within fifteen (15) working days after receipt of the complaint.

Level Three: Superintendent

If the complaint is not resolved at level two, the grievant may process it to level three by presenting a written appeal to the Superintendent within (10) working days after the grievant receives the report from the Designee. The grievant may request

a meeting with the Superintendent. The Superintendent has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Superintendent within ten (10) working days after receipt of the written appeal.

This procedure in no way denies the right of the grievant to file formal complaints with the Office of Civil Rights in Kansas City, the Iowa Civil Rights Commission, other agencies available for mediation or rectification of affirmative action grievances, or to seek private counsel for complaints alleging discrimination.

Professionalism and Ethics

We are looked upon by the community as a highly-trained professional group. It is our obligation to display this training through appropriate dress, word and actions.

The freedom with which some staff members communicate confidential school information to friends and acquaintances outside of the school reflects on the competence of the individual. Most of the activities that are conducted between professional staff members should remain completely confidential. It is a gross breach of professional ethics when confidence is not maintained.

Let us all display a high level of professional ethics in our conduct with one another and within the community.

Harassment, Bullying, Initiations, and Hazing Policy

Harassment, bullying and abuse are violations of school district policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The school district has the authority to report students violating this rule to law enforcement officials.

Students who feel that they have been harassed or bullied should:

- Communicate to the harasser or bully that the student expects the behavior to stop, if the student is comfortable doing so. If the student needs assistance communicating with the harasser or bully, the student should ask a teacher, counselor or principal to help.
- If the harassment or bullying does not stop, or the student does not feel comfortable confronting the harasser or bully, the student should: tell a teacher, counselor or principal and write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including:
 - what, when, and where it happened;
 - who was involved;
 - exactly what was said or what the harasser or bully did;
 - witnesses to the harassment or bullying;
 - what the student said or did, either at the time or later;
 - how the student felt; and
 - how the harasser or bully responded.

Sexual harassment may include unwelcome sexual advances, requested for sexual favors and other verbal or physical conduct of a sexual nature. Harassment or bullying on the basis of age, color, creed, national origin, race, religion, marital status, sex, sexual

orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status or familial status includes conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble persons that:

- places the student in reasonable fear of harm to the student's person or property;
- has a substantially detrimental effect on the student's physical or mental health;
- has the effect of substantially interfering with the student's academic performance; or
- has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Sexual harassment includes, but is not limited to:

- verbal, physical or written harassment or abuse;
- pressure for sexual activity;
- repeated remarks to a person with sexual or demeaning implications; and
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats.

Harassment or bullying based upon factors other than sex includes, but is not limited to:

- verbal, physical, or written harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, job, etc; and
- demeaning jokes, stories or activities.

It is the policy of the Adel DeSoto Minburn Community Schools to maintain a learning and working environment that is free from harassment/bullying. No student or employee of the district shall be subjected to harassment/bullying.

Additional reference to Board Policy 401.3 (Harassment) is made as supplementary to this concern. The grievance procedure for harassment is found in student handbooks.

Community Resources

- Ambulance/Fire/Law Enforcement: 911 or 515-993-4567
- Crisis Intervention and Advocacy Center (24 hour crisis line): 515-993-4095, 1-800-400-4884, 1-800-550-0004 (Spanish speaking number)
- Child Abuse/Neglect: 1-800-652-9516
- Dallas County Hospital: 515-465-3547
- YESS (Project Safe Place...provides immediate help and confidential help for ages 11-17 and their families): 515-243-7499
- Teen Line (When you just aren't sure who to talk to, teen line can help confidentially): 1-800-443-8336
- Youth Law Hotline: 1-800-728-1172
- Monte Keller, School Resource Officer: 515-993-4584 (ADM High School) or 515-993-6723 (Adel Police Office)
- Sexual Abuse/Assault Toll Free Youth Support line: 1-800-443-8836
- West Central Mental Health: 515-993-4535
- Hawk-I Health - online application - <http://www.hawk-i.org/>
- Iowa Legal Aid - <http://www.iowalegalaid.org/ia/homepage.html>

Homeless Students

In accordance with Chapter 33, Iowa Administrative Code, The Adel DeSoto Minburn Community School District encourages homeless children and youth to enroll in school. For information, please contact the Superintendent's office, 801 Nile Kinnick Drive South, Adel, IA 50003. The telephone number is 515-993-4283.

Human Growth and Development

The Adel DeSoto Minburn Community School District has identified Human Growth and Development Curriculum objectives that are infused throughout the curriculum. Every grade and subject level has an outline of the objectives addressed. Parents/guardians may examine this outline and the teaching materials at any time. If parents find topics objectionable, they may choose to remove their child from the class during the discussion of these topics. Please contact your building principal if you have concerns.

School Board Policies

101.1 Mission and Beliefs – Mission Statement

All policies 400 – 404 in particular:

- 401.2 Equal Employment Opportunity/Affirmative Action
- 401.3 Harassment
- 401.9 Resignations
- 402.4R1 Family and Medical Leave Regulations
- 402.11 Employee Health: Injury at Work
- 402.13 Drug and Alcohol Free Workplace
- 402.19 Employee Complaint Procedures
- 403.3 Conflicts of Interest
- 403.4 Gifts and Honoraria to District Employees and their Families
- 403.5 Use of District Facilities and Equipment
- 403.8 Personal Telephone Calls
- 403.9 Political Activity
- 403.13 Reporting Child and Dependent Adult Abuse

- 501.10 Student Absences – Unexcused
- 502.6 Student Complaint Procedures
- 502.13 Equal Educational Opportunities, Prohibition of Harassment and Bullying of Students
- 504.2 Student Organizations
- 505.2 Student Progress Reports and Conferences
- 508.4 Supervision After School Events
- 712.3 Student Transportation for Extracurricular Activities
- 902.4 Students and the News Media
- 902.5 School District Personnel and the News Media
- 904.3 Visitors to School District Facilities
- 904.5 Distribution of material

Bus Driver

712.12 Bus Driver Seat Belt Usage

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill obligations under Section 504, the Adel DeSoto Minburn School District has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in programs and practices of the school system.

The Adel DeSoto Minburn Community School District has adopted a grievance policy and procedure for any alleged violation. The Compliant Officer for the district is: Nancy Gee, Business Manager, 801 Nile Kinnick Drive, South, Adel, IA 50003. Phone number: 515-993-4283. Office hours: 8:00 A.M. to 4:30 P.M., Monday through Friday.

The Office of Civil Rights for the Department of Education is located in Kansas City, Missouri.

Abuse of Students by District Employees

If a student, school district employee or other member of the school district community believes a child has suffered abuse, which shall include sexual and physical abuse, by a school district employee in the course of their employment, it should be reported to the designated investigator immediately. As directed by Chapter 102 of the Iowa Code, the Adel DeSoto Minburn Community School District has appointed a designated investigator responsible for the investigation of allegations regarding the abuse of students by school employees. It shall be the responsibility of the superintendent to annually identify a designated investigator at the September board meeting. The superintendent shall also designate to whom reports may also be made. The names and telephone numbers of the designated investigator and the alternate investigator shall be included in the employee handbooks, students' handbooks and be prominently displayed in all school buildings.

Categories of abuse are the following:

Physical abuse by intentional infliction of injury or excessive force.

Sexual abuse by sexual or misconduct or encouraging prostitution.

Complaints reported to a designated investigator shall be handled by the designated investigator in a timely manner, no later than five (5) days. Upon receipt of the complaint, the designated investigator shall provide a copy of the complaint to the person filing, and to the supervisor of the employee named in the complaint. The school employee named in the complaint shall receive a copy of the complaint at the time the employee is initially interviewed by the investigator. However, if this action would conflict with the terms of a contractual agreement between the employer and employee, the terms of the contract shall control. The designated investigator, using an informal process of contacting and conferring with the pertinent parties, shall determine whether the complaint is groundless, inconclusive or founded.

The designated investigator's role is not to determine the guilt or innocence of the school employee. The designated investigator shall determine, by a preponderance of the evidence and based upon the investigator's training and experience and the credibility of the student, whether it is likely that an incident took place between the student and the school employee. If the complaint has been withdrawn, the allegation recanted, the employee has resigned or admitted the truth of the allegation and/or agreed to relinquish

the employee's teacher's certificate or license, the designated investigator may conclude the investigation at level one.

Level One: Darcy Simpson 993-5805 **Level Two:** Jim McNeill 993-4525
Level One Alternate: Mr. Greg Dufoe 993-4283

Teachers' Working Hours

Teachers are expected to be in the building and working with classroom-related activities at **7:45 a.m.** This time before school can be very valuable in ensuring a successful start for class that day.

After the 3:20 p.m. dismissal time, the remaining portion of the workday is to be spent working with classroom-related activities until 3:45 p.m. This time can be as equally valuable as the morning time. On Friday, or on school days preceding holidays or vacation, teachers may leave after all of their responsibilities have been concluded and students under their supervision have left the building. This shall not be earlier than five minutes after the buses leave.

Meetings, weather conditions, school function, parent-teacher conferences, etc may warrant changes in the described working hours. These changes will be made by your principal and shared with the teaching staff. So that there is no misunderstanding, please inform the principal or their administrative assistant if you have a meeting that is scheduled elsewhere in the district.

Teacher Preparation in Case of Absence

When in need of a substitute teacher for planned leaves, notify the principal. This should be done prior to the day of absence. "Record of absence" forms will be completed electronically using decimal form (i.e. 0.5 day). Submission of an electronic ROA does not guarantee a substitute. The leaving teacher should still communicate with the office to secure a substitute for needed days. If the leave request is to attend a professional meeting, conference, etc., a copy of the flier must accompany your request. **In case of illness or "same day" need to be absent, call Jamie Jorgensen, 993-3197 before 6:15 a.m.**

There are many things a teacher can do to help the substitute and thus result in another successful day of school. It is expected that each teacher will prepare a substitute folder. This folder should contain the following information: Seating charts, class schedules, duty schedule, information showing where manuals, work sheets, etc. can be found, and a complete set of lesson plans. Also include any additional items you feel would be helpful to the substitute.

Arrival of Students

Teachers are to be in their classroom area by 8:10 a.m. unless engaged in meetings. This will give students an opportunity to check assignments if they were absent and teachers an opportunity to start the students' day with a positive greeting.

Town students should be encouraged to arrive at school no earlier than 8:10 a.m. Breakfast service begins at 8:00 a.m. Buses arrive between 8:10 and 8:25 a.m. Prior to 8:10 students are to be in the building with teacher permission, for breakfast or due to inclement weather.

Telephone

Teachers needing to make school-related calls may do so from phones provided. Personal long distance calls should be limited to a staff member's break time. Teachers receiving calls at school will be contacted at their next break or planning time by the principal's office, either by verbal communication or a written message. Teachers will be called to the phone from their class only in event of emergency. Please limit the use of personal cell phone and text messaging during the workday. This should only be during times when students are not present in the classroom.

Professional Meetings

Staff members will be given consideration to attend workshops or other professional meetings, which contribute to welfare of the school and students. Reimbursement for traveling expenses and registration fees for up to \$35.00 per day for these meetings will be made when properly authorized. Written permission must be obtained from your principal a reasonable time in advance of the meeting date(s). The proper form is available in the Teacher Handbook.

Building Assistance Team (BAT)

During the 1990-1991 school year, DeSoto Intermediate School established a Building Assistance Team (B.A.T.). The function of this team of teachers and supportive staff is to assist teachers in meeting students' individual needs. When a teacher comes to the B.A.T. with a student concern, s/he is asked to state the goal visualized for that student. The team will then brainstorm ideas that may be used in the classroom. Small goals that lead to student success are to be established as well as a realistic timeline for observable changes in the student. The classroom teacher coordinates parental involvement. A follow-up meeting will be held to evaluate the progress of the student. If necessary, additional adaptations and/or interventions in the student's program will be implemented.

Staff Lounge

The staff room is provided for the enjoyment and convenience of all staff members. It is everyone's responsibility to keep the room neat in appearance. Individual staff members are responsible for disposing of their own materials in the refrigerator and cleaning up after themselves when using the lounge. The cooperation of all is appreciated in this matter. Staff members are encouraged to place their name on items that are not communal and are encouraged to post on the outside of the refrigerator any food items that are available for all.

Staff Mailboxes

Staff mailboxes are located in the office. Teachers should check mailboxes at least **before school, at noon, and after school**. Teachers are asked to avoid sending students to retrieve items from the teacher's mailbox as documents may be confidential or be of a sensitive nature. Information from the Central Office, High School, Middle School, or Adel Elementary may be placed in the appropriate envelope in the main office. Interschool mail arrives at our building daily around 11:00 a.m. It leaves the building around 12:45 p.m. If you have any questions about interschool mail, check with the administrative assistant.

Custodial Care of Rooms

Adequate school plant care is a vital factor in the success of an effective school program. The custodial service program is maintained to enable adequate school plant operations. It must also be a cooperative endeavor. The cooperation of all staff members and pupils thus becomes the vital factor in any custodial program.

The following suggestions can ensure that rooms will be cleaner and more pleasant.

- Books and supplies should be stored in students' desks, not on floor and seats.
- Students will pick up scraps and other items off the floor before dismissal time.
- Students will remove mud, sand, snow, etc. from their shoes before entering the building.
- Teachers will be sure all windows are closed, blinds pulled down and the lights turned off when leaving school. Ceiling fans are to be turned off at the end of the day.
- When the instructor or students are not occupying the classroom space, lights should be turned off to conserve electricity.
- Do not use tape on chalkboards or windows at any time.
- Each classroom is supplied with disinfectant wipes. Teachers may include this in their weekly classroom care with students or choose to do it themselves.

Requests for custodial services should be made through the principal utilizing the form available. Please do not make verbal requests of our custodian.

Daily Planning

Staff members who develop sound units of work in various subject areas will find that the development of usable and practical daily plans becomes, in reality, a segment of the total unit plan.

1. The assignment should be clear, concise and designed to meet the needs of the individual student or students.
2. Lesson plans that only list the pages the class is to read and discuss are not adequate.

More specifically, one way to improve teacher effectiveness is to incorporate Madeline Hunter's seven steps to lesson design in your planning. Before a lesson can be designed, the objective(s) must be written. The lesson objective will state what the student will be able to do at the end of the lesson. What the student can do at the end of the lesson is something that s/he could not do at the beginning of the lesson. Hunter's eight steps include:

ANTICIPATORY SET - An activity to focus students' attention, provide a brief practice and/or develop a readiness for instruction that will follow. It should relate to some previous learning. If successful, the anticipatory set should help the student get mentally or physically ready for the lesson.

OBJECTIVE - Teacher clearly informs the student what to expect and what to be able to accomplish by the end of the instruction. The objective should be specific in content and focus on observable behavior. The objective should let the student know what is going to happen in his/her own language (stating the lesson objective in his/her own words).

INPUT - What information must the student have in the lesson so that s/he may reach the objective. The teacher needs to determine how the student is going to get this information or what the means of instruction will be. It is important that the teacher determine what new information is needed by the learner.

MODELING - This takes place when the student is allowed to see an example(s) of an acceptable finished product or of what the new learning will look like. The teacher needs to focus on the essentials and indicate the critical elements.

CHECK FOR UNDERSTANDING - When the teacher checks for students' possession of essential information and the skills necessary to achieve the instructional objective, s/he is able to conclude the understanding of the lesson by his/her student(s) as they perform the new skills.

GUIDED PRACTICE - The student's first attempts with new learning are to be guided so they are accurate and successful. The teacher must closely monitor what the student is doing to see that the instruction has taken place. Mistakes need to be corrected so practice is corrected and reinforced.

INDEPENDENT PRACTICE - When the student can perform the skill or process without major errors, then s/he is ready to develop fluency by practicing without the availability of the teacher. The teacher does not need to monitor the practice as the student is doing it, but should check the finished product. (Homework assignments, etc.) Specific directed feedback should be made to reinforce correctly completed homework, with notes to deal with corrected errors that will lead to student success.

CLOSURE - The mental process that allows the student to summarize the learning experiences, can now be used. Closure permits teachers to have students summarize the key points of the lesson to reinforce what they have learned. Closure may be used at the end of a lesson, at the conclusion of an objective or objectives, or after certain aspects of an objective or objectives. Closure should include active participation by students and be relevant in nature.

3. Teachers should plan for the entire upcoming week of school. These plans for the upcoming week must be completed every Friday or the last day of school that is scheduled for that week. If a teacher is unable to make this deadline, the principal shall be informed. Small group reading lesson plans are to be created daily using formative assessment information.
4. In case a teacher is absent, it is the **TEACHER'S RESPONSIBILITY** to make sure the completed plans are in his/her room before a substitute teacher arrives.
5. Duplicate lessons plans are no longer required. However, your principal will be checking lesson plans as she formally or informally observes classes. From time to time, teachers may be asked to submit a lesson plan to the office. If your principal feels that the teacher is not meeting the criteria for lesson planning, the principal and teacher will have a conference to help improve the planning.

Effective Disciplinary Practices

1. At the beginning of the school year, students should receive the verbal and written expectations of your classroom, the grade level and the building. Take nothing for granted as you are establishing the quality of work for the school year.

2. As professionals, we realize that each child is different, coming to us from many different backgrounds and with many different needs. Some have coping skills that allow them to survive in an environment that we have difficulty comprehending. Move around the room as you teach. Proximity and a soft-spoken word can be very effective disciplinary measures.
3. Treat all students with respect. Remember, you are the adult in all situations. In establishing our discipline policy, we feel the best approach to discipline:
 - a. shows what the student has done wrong.
 - b. shows how they have ownership in the problem and the choice they made.
 - c. explores how to solve the problem at hand.
 - d. leaves the child's dignity intact – please do not reprimand in front of the class.
 - e. stays matter-of-fact, consistent and low-keyed, focusing on the issue.
4. Unacceptable measures of punishment include:
 - a. ridicule
 - b. sarcasm
 - c. losing poise, shouting and showing anger
 - d. taping a child's mouth
 - e. written copy work
 - f. lowering grades for behavior
 - g. arguing with students
 - h. forced apology (both verbal or written)
 - i. extra homework
 - j. embarrassing student in front of the group.
 - k. seating a student in hallways. (It is recommended that a student who is causing difficulty in the classroom be moved to an area in the classroom where s/he does not influence others or be sent to the office. (Notify office that student is enroute.)
5. Remember to teach and practice our skills for living. Example: A student who is slouching in his/her seat does not need to be singled out. The teacher merely needs to state that s/he needs everyone in "body basics". Student self-esteem is as important as the subject matter you teach.
6. In most situations discipline problems can be effectively handled by the teachers involved. Parental contact by the teacher should be made involving serious discipline problems. Proper communication between school and home will eliminate many concerns.
7. In disciplining the students, teachers should be certain that any consequence used shall be reasonable, taking into consideration:
 - a. the nature of consequence itself.
 - b. the nature of pupil's misconduct.
 - c. the age and physical condition of the pupil
 - d. the teacher's motive in inflicting the consequence.
8. Emphasis shall be placed upon helping the students grow to discipline him/herself. Staff members are encouraged to connect the discipline with the inappropriate action that occurred (i.e. the student is littering in the hallways, therefore time will be used clean up hallways rather than a reduction in recess minutes).
9. According to recent legislation, **CORPORAL PUNISHMENT IS NOT ALLOWED IN IOWA CLASSROOMS.**

DISCIPLINE Structure

FIVE LOGICAL CLASSROOM EXPECTATIONS

1. Give school and life your best effort
2. Be prepared
3. Complete assignments
4. Respect your own and others' life space
5. Give school and life your best effort

PUNISHMENT

- is adult oriented
- is judgmental
- imposes power
- arouses anger and resentment
- invites more conflict

CONSEQUENCES

Show the student:

- what s/he has done wrong
- how s/he has ownership in the problem
- how to solve the problem

AN APPROACH TO MASTERY LEARNING AND TEACHING DESOTO INTERMEDIATE SCHOOL

The following notes and outline reflect an approach to Mastery Learning in DeSoto Intermediate School. It offers a common philosophy and vocabulary when teaching and evaluating student work. It gives us a consistent focus as we teach, sample and grade individual student progress toward the desired outcomes of our level of instruction.

A. DEVELOPMENTAL STAGE:

- hands-on materials, handouts, overheads, etc., that are used by the teacher to present concepts.

Ungraded in-class assignments, pretests, background materials, rough outlines, etc. that lead students to guided practice.

EXAMPLES:

- an exercise on the overhead.
- a sheet that introduces students to a new concept.
- a pretest.
- a webbing exercise.

THOUGHTS:

Monitor everything that is important. Give specific, direct feedback to students.

B. PRACTICE

Daily assignments, short quizzes and other such examples of formative materials are used as a diagnosis of student comprehension. These materials are also used to monitor student accountability and task accomplishment. They may be used as a prerequisite to demonstration materials.

EXAMPLES:

- guided and independent practice opportunities.

- an in class assignment that allows the teacher to sample student understanding of desired outcomes
- a rough draft.
- a study sheet.
- practice one in a skill pack.
- math fact practice.

THOUGHTS:

Daily assignments are not outcomes; students need targeted feedback at this point.

C. DEMONSTRATION:

Formative and summative assessments that demonstrate an understanding of the desired outcomes.

GRADED:

Recorded in pencil to allow reteaching and retesting for mastery.

EXAMPLES:

- unit and chapter tests.
- a descriptive paragraph.
- demonstration of math fact knowledge that meets a desired outcome.
- sentence(s) that ask students to demonstrate a desired outcome in punctuation.
- a map knowledge exercise.
- an in class assignment.
- a laboratory exercise.

THOUGHTS:

Evaluation tools are selected by the teacher; they reflect specific outcomes. No letter grade is to be assigned until the student has demonstrated mastery or reaches the end of the time guideline.

D. RETEACHING:

Those students who fall below the 80th percentile for mastery concepts will participate in the reteaching mode.

- Reteaching should be done in a different modality or with a different approach.
- Maintenance concepts may be retaught at the teacher's discretion.
- The practices of on going parent contact and student conferences are encouraged.
- Reteaching is discouraged during the noon hour and recess.

E. RETESTING

Alternative assessments shall meet the criteria outlined by the teacher.

- All students taking the Form B test shall have met the criteria outlined by the teacher.
- Students who have demonstrated mastery (score above 80%) yet wish to retake the test to improve their score must initiate the reteach/retest part of the mastery and/or must meet all reteach prerequisites or serve as a peer tutor during a reteach session. The score from the second evaluation of desired outcomes shall replace that of the previous evaluation.

Noon & Recess Duty

It is your responsibility to see that you are on duty on the prescribed days and times when assigned noon duty. This is for our protection, as well as to ensure the safety and well being of the children.

General education teachers are to escort their classroom to and from recess. This will promote appropriate line basics and movement during the school day. When teachers are not assigned to recess duty, they should ensure that proper supervision is present at recess prior to leaving your students.

Report all accidents to the office so the proper attention may be given to the student, and any calls to parents (if necessary) may be made. Accident report forms are to be filled out by the teacher on duty at the time of the accident.

PLEASE NOTE:

No child is permitted to leave the playground during the noon hour unless a written excuse is given to and approved by the homeroom teacher and the principal. While supervising students on the playground, each staff member should be alert to the possibility of strangers near the playground area. Note the license numbers of any strange vehicles around the school grounds and report this information to the office as soon as possible.

PLAYGROUND RULES

1. Classmates will show respect and kindness to each other and the supervising teachers at all times.
2. Whistle signals are as follows:
 - * One or two short blows indicates getting a student's attention.
 - * Three long blows indicates it is time to line up.
3. Playground Boundaries
 - * Students may not be behind the building (soccer field or baseball field).
 - * Students may not be in front of the school building.
 - * Students may not be in the parking lot or near parked cars.
 - * Students may not be on other side of the fence at the lower blacktop.
4. Climbing Wall
 - * Girls may play on odd days and boys on even days
 - * No more than two people may be on one section of the wall at a time
5. Obstacle Course
 - * Parallel Bars – hands must make contact with bars at all times.
 - * Ladder – no more than two people on ladder at a time, hands must make contact with bars at all times.
6. Trees
 - * No climbing
 - * No pulling on tree limbs or leaves.
 - * Fallen sticks stay on the ground at all time

7. **Tetherball**
 - * Two people at one tetherball station at a time.
 - * A line will be formed for those wishing to play the game.
 - * If a line has formed, a student may play a maximum of three games. They may then join the end of the line.
8. **Swings**
 - * No standing in, running through, twisting, or jumping from swings.
 - * Do not push people in swings.
9. **Bridge Bars (Monkey Bars)**
 - * Students may not be on top of the bars.
 - * Hands must make contact with bars at all times.
 - * **NO PLAYING "CHICKEN"**
10. **Spider Web**
 - * Hands must make contact with bars at all times.
11. Students may not throw rocks, sticks, snowballs, etc.
12. No pulling on other students' arms, legs, or clothing.
13. No bouncing balls against or climbing up the side of the building.
14. No footballs on upper blacktop.
15. Students may not re-enter the building during recess time without permission from a playground supervisor.
16. Students must have everything they need before coming outside.
17. Students are responsible for all items they bring outside, example: If you bring out your coat, you must wear it – not throw it on the ground.
18. Students must wear shoes at all times.
19. School provided equipment (balls, jump ropes, etc.) are to be used during recess. Students are not encouraged to bring toys or other items from home for recess play.
20. **Lining up:**
 - * **When the whistle blows students are to line up immediately – use line basics**
 - * **No talking in line**
 - * **No touching other students in line**
 - * **No bouncing balls in line**

Inappropriate behavior or failure to follow established playground rules will result in a student being removed from the activity or the recess grounds.

ENTERING THE BUILDING FROM THE PLAYGROUND

Staff members should make all efforts to meet their class at the recess door to promote orderly entrance into the building.

Class Grade Books

Class record books are to contain all grades and other evaluations helpful in arriving at each student's progress during the nine weeks. Sufficient evaluation information should be recorded each quarter in order to enable the teacher to report as completely as possible each student's progress for that quarter. Parents/Guardians have a right to review their student's grades and we have the obligation to justify the evaluation, given valid documentation.

Cumulative Records

All teachers are encouraged to study the permanent cumulative records of students. It must be recognized that the use of these records is reserved for faculty members and the information therein shall not be made public. Record only meaningful information in the cumulative records. Parents or guardians do have a right to inspect cumulative records. The office will handle all requests for inspection of school records.

Cumulative records are stored in the principal's office and may be checked out any time during the school day. Cumulative folders will be returned to the principal's office at the end of the day. The cumulative records are not to be taken from the building. The Cumulative Record Review Log in the front of each student's file must be signed by all individuals reviewing a student's records.

Special Education Records

Any records that include special education information are not to be contained in the cumulative record files for students. They are contained in either Active or Inactive Files. Those students who have special education files are readily identified by the pink notice on front of the cumulative file. If a student is no longer receiving special education services of any kind, the file for that student will be located in the INACTIVE FILE. Files in the Inactive Files will be in alphabetical order by grade level. If a student is currently receiving special education services of any kind, the file for that student will be located in the ACTIVE FILE. These files are also in alphabetical order by grade level. In the front of the special education file, you will find the log for reviewing the files of special education students in a manila envelope. The rules for the removal of cumulative files also applies to removal of resource files.

Student Data

Important student data will be kept in the principal's office and maintained by the principal's administrative assistant. Data kept includes attendance and semester grades for each student, as well as the student's full given name, names of parent/guardian(s), correct complete address, and date of birth. We also will request emergency information from parents regarding instructions in case a student is injured or ill, or we have an unplanned early dismissal. Good communication between the office and classroom will enable us to keep our records as accurate as possible.

The principal's administrative assistant will be responsible for recording daily attendance and completing all attendance reports.

Successful Conference

One essential requirement for an effective parent-teacher conference is a positive attitude on the part of the teacher. Tips for conducting an effective conference include the following:

When beginning the conference:

- Introduce yourself and try to make the parents feel at ease.
- Begin and end the conference with some positive comment about the child.
- Remind the parent how much you need his or her help.

During the conference:

- Try to put yourself in the parent's position and imagine the effects your remarks may have.
- Be honest but tactful.
- Be a good listener. Try to learn how the parents feel about the child.
- Avoid argument.
- Watch closely for signs of emotional changes in the parent, i.e. expressions, gestures, voice.
- Do not permit comments about another child to enter the conference.
- Avoid comparisons with the accomplishments of siblings.

As you conclude the conference:

- Limit the number of suggestions offered the parent.
- Summarize the major areas discussed.
- Invite the parent to visit the school at any time.
- Suggest another conference at a later date.
- End with a positive or optimistic note.
- Record and file notes summarizing the conference for future reference.
- At a later date, make follow-up with the parent.

It is often helpful for the teacher to confer with the student following the conference, covering what was discussed with attention to strong points, as well as suggestions for improvement.

In summary, an effective parent-teacher conference requires educators to have a positive attitude, be good listeners and have specific reliable data to share with parents in a non-judgmental, non-threatening way. Used skillfully, the conference can serve as a powerful tool to help students develop to their full potential.

Formative assessments including, but not limited to, Running Record, benchmark tests, writing samples are to be shared with parents at conferences or other academic meetings."

All report cards that are not given to parents are to be given to the students the following day at dismissal time. Teachers should supply non-custodial parents with information shared at conferences if the parent was unable to attend.

Requisitions

Requisition sheets may be distributed in the school year that staff members may order needed materials for the next school year. Staff members who want to order specific materials not found in our collection of catalogs must provide background information regarding the order.

Supplies

Basic teaching supplies are available from the office supply room. When a teacher takes the last item, they should alert the office so that reordering can be done in a timely manner. Plan ahead for your needs. Only in "emergencies" are students to be sent to the office with an immediate request for supplies.

Copyright Guidelines

Clear guidelines on what teachers can and cannot copy for classroom needs have been established. Teachers are permitted to make a single copy of a chapter of a book, an article from a periodical, a short story, essay or poem, a chart, graph or diagram for research or class preparation, to make multiple copies (one per pupil) if copying "meets the tests of brevity and spontaneity" and carries a note of copyright. Brevity is defined as a complete poem of less than 250 words, a complete article or essay of less than 2,500 words; an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less; one chart, diagram or other illustration per book or periodical; and two pages or 10% of short "special works". Spontaneity means the "inspiration of the individual teacher and the decision to work" are so close in time to "the moment of its use for the maximum teaching effectiveness" that it would be unreasonable to expect timely reply to a request for permission.

The guidelines prohibit:

- * copying to replace or create anthologies
- * photocopying of consumable works
- * copying as a substitute for buying books
- * charging students more than the actual cost of copying.

AEA Media and Educational Services

AEA 11 Media Center has many fine videos, books, kits, etc. available to all staff members. Staff members should complete a media request form for the materials being requested. This form is available from the media center. The AEA van will deliver materials on Mondays and Wednesdays around 7:15 a.m. Materials being returned should be in the office by 3:45 p.m. the day before delivery. All materials will be delivered and picked up from the table in the conference room.

Textbooks

Proper textbook care should be emphasized in all classes. Students are responsible for their textbooks, library books, etc. and will be charged accordingly for lost books or the abuse of textbooks and other materials. Replacement cost and penalties for damages will be determined by the teacher and/or principal and collected by the teacher and turned in to the office.

Closing of School

In the event circumstances arise that necessitate late start, early dismissal, or cancellation of school for the day, all local radio and television stations will carry an announcement to this effect. The telephone tree will also be used to inform building personnel of these changes. It is important that staff members update the office with a change in phone numbers throughout the school year.

If an early out is determined during the day, teachers are asked to email parents as soon as they are able.

BOMB THREAT PROCEDURES

Upon receipt of a bomb threat the following procedures shall be taken by the person taking the call if possible, turn the call over to the principal.

- Do not hang up - leave the line open. Listen for background noises. Switch to a separate phone line to notify the Dallas County Sheriff Office (993-4567) of the bomb threat so the phone company can put a tracer on the outside line. Give threat line number and keep threat line open. Give as many details as possible.
- The decision to evacuate or not to evacuate the DeSoto Intermediate building will be decided by the Building Principal and/or the top authority administrator available. Notification will be made by intercom. The announcement will include a statement that a special evacuation exercise is being held and that all personnel and students should leave the building via the first exit doors and proceed to the Methodist church.
- Teachers will accompany and be responsible for their assigned groups; evacuation will proceed with all due haste.
- After the search and consultation with authorities is completed the school administration and authorities will jointly determine when the building is safe for re-occupancy.
- The principal shall file a written report with the superintendent's office of any additional procedures taken during the bomb threat.

CUSTODIAN WILL:

- Shut off all natural gas.
- Leave the search of boiler room, storage room and other areas to specifically trained authorities. *Note as quickly as possible anything that may seem "a little out of the ordinary". Evacuate the building with the rest of the personnel.*

COOKS WILL:

- Shut off all operations.
- Evacuate the building.

OTHERS:

- Leave the search of classroom, closets, cloakrooms, halls and other areas to trained authorities. Do note as quickly as possible anything that may seem "a little out of the ordinary".
- Exit as instructed (using Fire Drills exits) with your students.
- Do not let students stop for any items except for coats.
- When you are outside of the building, stay with your group and take them to the fire drill area. Make sure all students under your charge are accounted for. From the

fire drill area, proceed to the Methodist Church (grades 3 and 4) or the Cleary Building (grade 5). (The church is located approximately 5 blocks south of the school on Dallas Street and the Cleary Building is located 2 blocks west on Spruce Street and 1 block south on Hwy 169)

- You will be responsible for your group at the church. Load student on buses if notified to do so.
- Most important: If you receive a bomb threat warning to evacuate the building(s), leave things alone.
- Special teachers will be assigned to assist where needed by the administrator in charge. Students out for recess will be gathered at one location on the playground where all respective homeroom teachers will meet to supervise their classes.
- Teachers are not to dismiss any students, unless directed by the administrator in charge. At no time should teachers use the term "bomb threat" when dealing with student, parent, and/or the public. Refer to it as an evacuation exercise.

AN EXPLOSIVE DEVICE IS LOCATED:

- authorities will inactivate or move bomb to safe location.
- students and staff will return to their building upon determination that the building is safe.

AN EXPLOSIVE DEVICE IS DEPLOYED:

- authorities will make certain no additional bombs are on location.
- if damage is minor, students may return to the building after it is determined to be safe from further explosion.
- if damage is sufficient to make further school sessions impractical, students will be dismissed to their home. Bus drivers will be notified to transport bus students.

SEARCH PROCEDURES:

1. The principal shall be in charge of the students and staff.
2. Authorities will be in charge of search procedures.
3. After stated time of detonation has expired, the search has been completed, and the building has been certified safe by authorities, they will notify the building principal/superintendent whose responsibility it is to render final judgment for the safety of the pupils and other personnel.

FIRE DRILL INSTRUCTIONS

1. All teachers should have a sign posted at all times in their rooms indicating the fire exits.
2. All pupils, teachers and staff members must vacate the building when the fire alarm is sounded. Time should not be taken to put materials away or to put on coats.
3. A preannounced warning will be given before the first fire drill; warnings may or may not be pre announced for subsequent drills.
4. Prepare your pupils for a fire drill the first day of school. Review these rules carefully with your pupils. Explain the importance of the fire drill.
5. After leaving the building, pupils should line up at their designated location and be prepared to re-enter the building when the all-clear signal is given.

6. When leaving the building, pupils shall be quiet and orderly.
7. Each room is to exit in single file and in the order prescribed on the following page(s).
8. Teachers are to bring their emergency folder and student contact information with them.
9. When the first drill signal sounds, one pupil should be assigned to close any open window in the room and the last person leaving should turn off the lights and close the door. The teacher should be the last person to leave the room to verify that all pupils have left.
10. The signal for returning to the building will be given by the principal.
11. In case of an actual event, classes and their teacher will go to the Methodist Church, located approximately 5 blocks south on Dallas Street. No exception will be allowed, unless approved by the principal. If any student and/or teacher are indisposed because of the fire, another adult should notify the principal so s/he may account for the class and/or teacher and take appropriate action. Teachers of special classes, special education associates and the administrative assistant will assist in a manner deemed appropriate.
12. A checkout system for all pupils will be used in case of a real fire. The principal or superintendent will contact the bus drivers, and the Adel children will be taken home. After buses have left, the DeSoto town and rural children will be dismissed ONLY TO A PARENT. All children will be dismissed through the principal's office. No teacher should release a child from his/her charge unless directed to do so by the principal.

NOTE: Emergency exits must be kept clear of any materials at all times.

FIRE EXIT ROUTES

ROOM BASEMENT

- 101 Exit through **South West** Door. Keep to the left side of the stairs.
- 103 Exit through **South West** Door. Keep to the left side of the stairs.
- 102A Exit through **South East** Door. Keep to the right side of the stairs.
- 102 Exit through **South West** Door. Keep to the left side of the stairs.
- 105 Exit through **South East** Door. Keep to the left side of the stairs.
- 106 Exit through **South East** Door. Keep to the left side of the stairs.
- 107 Exit through **South East** Door. Keep to the left side of the stairs.
- 109 Exit through **South West** Door. Keep to the left side of the stairs.

ROOM FIRST FLOOR

- 203 Exit through **South West** Door. Keep to the left side of the stairs (Close basement stair door)
- 202 Exit through **South West** Door. Keep to the right side of the stairs. (Responsible for outside doors).

- 206 Exit through **South East** Door. Keep to the left side of the stairs.
- 209 Exit through **South East** Door. Keep to the right side of the stairs. (Responsible for outside door).
- 207 Exit through **South East** Door. Keep to the left side of the stairs.

ROOM SECOND FLOOR

- 303 Exit through **South West** Door. Keep to the left side of the stairs. Follow Room #203.
- 302 Exit through **South West** Door. Keep to the right side of the stairs. Follow Room #202.
 - 304-305 Exit through **South West** Door. Keep to the left side of the stairs. Follow Room #303.
- 306 Exit through **South West** Door. Keep to the left side of the stairs. (Responsible for closing upstairs door and for turning off hall and stair lights.)
- 308-309 Exit through **South West** Door. Keep to the left side of the stairs. Follow Room #303.
- 313 Exit through **South East** Door. Keep to the right side of the stairs.
- 310 Exit through **South East** Door. Keep to the left side of the stairs.
- 311 Exit through **South East** Door. Keep to the left side of the stairs.
- 307 Exit through **South East** Door. Keep to the left side of the stairs. Follow Room #313. (Responsible for closing upstairs door, and turning off hall and stair lights.)
- 304-305 Exit through **South West** Door. Keep to the right side of the stairs. Follow Room #202.

ROOM NORTH WING (New Addition)

- 401 Exit **left** from your classroom through the playground exit. Go to your designated area and await further instructions.
- 403 Exit **right** from your classroom. Follow Room #401 through the playground exit to your designated area. Await further instructions.
- 404 Exit **left** from your classroom. Follow Room #403 through the playground exit to your designated area. Await further instructions.
- 405 Exit **left** from your classroom. Follow Room #404 through the playground exit to your designated area. Await further instructions.
- 408 Exit **right** from your classroom through the North Door. Go around the East Side of the building to your designated area. Await further instructions.
- 407 Exit **right** from your classroom. Follow Room #408 through the North Door. Go around the East Side of the building to your designated area. Await further instructions.
- 406 Exit **left** from your classroom. Follow Room #407 through the North Door. Go around the East Side of the building to your designated area. Students should have a designated helper from Rooms #407 and #408. Await further instructions.
- 503 Exit through the **North** Door. Bring students around the West Side of the building to their class' designated area. Await further instructions.
- 504 Exit through the **Main Entrance** through the **Playground Exit**. Bring classes to their designated area. Await further instructions.
- 500 Exit through the **Main Entrance** through the **Playground Exit**. Bring classes to their designated area. Await further instructions.
- 505 Exit through the **North East** Door. Bring students around the West Side of the building to their class' designated area. Await further instructions.

All students in a special class will go to their respective outdoor homeroom area. All rooms from the top floor should proceed down the first flight of stairs and then proceed after the downstairs rooms have passed.

REMEMBER TO BRING YOUR EMERGENCY FOLDER AND STUDENT CONTACT INFORMATION.

TORNADO DRILL INSTRUCTIONS

The signal for a tornado alert will be announced over the intercom. In case of an electrical outage, all rooms will be notified by the principal and/or the administrative assistant.

All students and personnel will go quietly to the assigned area as posted. Everyone should remain quiet and calm so that directions can be heard. Everyone should get down on their knees, put their hands or a book over their heads, with heads toward the wall.

TORNADO DRILL ASSIGNMENTS

ROOM INSTRUCTIONS

- 102 Exit the **North** Door. Cross the media center to the **storage** room. Await further instructions.
- 103 Exit the **North** Door. Cross the media center to the **storage** room. Await further instructions.
- 105 Exit the **North** Door. Cross the media center to the **storage** room. Await further instructions
- 107 Exit the **East** Door. Cross the media center to the **storage** room. Await further instructions.
- 202 Exit down the **right** side of the stairs. Enter the hallway **under the balcony**, proceed to the office door and stop. Await further instructions.
- 203 Exit down the **left** side of the stairs **under the balcony**, next to room 202. Await further instructions.
- 302 Exit down the **right** side of the stairs. Enter the media center and proceed to **under the balcony**, fill in remaining space. Await further instructions.
- 303 Exit the room down the **left** side of the stairs **under the balcony**, fill in remaining space. Await further instructions.
- 304-305 Exit the room down the **left** side of the stairs **under the balcony**, fill in remaining space. Await further instructions.
- 306 Exit to the **right** as you leave the room. Follow room 302 to the **storage** area on the north side of the media center. Await further instructions.
- 209 Exit down the **right** side of the stairs to the storage area behind the **nurse's** office. Await further instructions.
- 206 Exit down the **left** side of the stairs to the **ramp** area between the buildings. Await further instructions.
- 207 Exit down the **left** side of the stairs to the **ramp** area between the buildings. Await further instructions.
- 307 Exit down the **left** side of the stairs to the **ramp** area between the buildings. Await further instructions.
- 309 Exit down the **left** side of the stairs to the **ramp** area between the buildings. Await further instructions.

- 311 Exit down the **left** side of the stairs to the **ramp** area between the buildings. Await further instructions.
- 313 Exit down the **right** side of the stairs to the **ramp** area between the buildings. Await further instructions.
- 310 Exit down the **left** side of the stairs.
- 401 Exit into **Room #402** and along the **north** side of the hallway.
- 403 Exit into **Room 403A**.
- 404 Exit to the **north** side of the **hallway**.
- 405 Exit to the **south** side of the **hallway**.
- 406 Exit to **Room #406A**.
- 407 Exit to the **south** side of the **hallway**.
- 408 Exit to the **north** of the **hallway**.
- 503 Exit to the **music room (#504)**.
- 504 Exit to **Room 504C & 504D**.
- 505 Exit to **Room 505B & 505C**.
- 500 Exit to the **music room (#504)**.

REMEMBER TO BRING YOUR EMERGENCY FOLDER AND STUDENT CONTACT INFORMATION.

Student Accidents/Illnesses

Students injured in accidents at school should be brought, if possible, to the nurse's office or the principal's office. If the situation is such that an injured student should not be moved, the nurse or principal will come to the location of the injured student. If in doubt, no staff member shall move an injured student. Notify the office by sending a student to inform the office of the problem or use the intercom system from the classroom.

If a staff member deems a student ill during the school day, the student should be sent to the Nurse's Office. The school nurse or nurse's associate will contact parents. Calls made to parents in regards to their child's illness should be made through the school office or nurse's office.

A student who has been seriously injured or taken ill will be given appropriate first aid. An attempt will be made to notify the parents/guardians by phone. If this attempt is successful, instructions from the parents/guardians will be requested as to what should be done further for the student.

If the attempt to notify the parents/guardians is unsuccessful, the emergency name and number should be tried. If success is met in this effort, the same request will be made as above. If this attempt is unsuccessful, the injured or ill student's family physician shall be contacted for instructions.

If the attempt to contact the injured or ill student's physician is unsuccessful and there still remains a medical emergency, the student shall be transferred to a hospital or a doctor's office by ambulance. A continued effort to notify the student's parents or guardians will take place until successful contact is made.

A student accident report, if warranted, must be completed by the supervising staff member. The accident report shall be completed immediately. This procedure is for the

protection of the supervising staff member and at the same time documents all factors involved in the accident. Student accident reports are available in the office.

Pupil Attendance Record

The building office is the attendance center. If teachers received emails or phone calls pertaining to a student's attendance, they should refer the parent to contact the building office.

Attendance is taken at 8:25 a.m. Teachers are asked to use Infinite Campus for submitting attendance. The attendance slips will be brought to the office by 8:45 daily. If you note a change in attendance in the afternoon, please notify the office.

Students who arrive late in the classroom in the morning because of late buses or purchasing lunch/milk tickets in the Commons should not be counted as tardy. A student is considered tardy if s/he arrives after 8:30. A student is considered tardy if s/he arrives after the beginning of the afternoon session but before the dismissal of school. Students must "sign in" at the office if arriving late or leaving before the end of the school day.

The attendance is to be marked once a day in the morning. If you note an absence that does not appear on the daily bulletin, please notify the office.

The student must have a note or a doctor's excuse explaining the reasons for an extended absence (3 days or more). Teachers are to attach all such notes to the attendance slips. The school nurse will check with each student who has been gone for three or more consecutive days.

Parents requesting assignments for their child who is absent should do so through a note, call to the teacher involved or through the principal's office. The teacher involved needs sufficient time to properly organize work being sent home. It is recommended that parents of absent students make their request early in the school day so that the materials can be readied by the end of the school day. If parents request that a "buddy" bring work home for an absent student, it is that parent's responsibility to pick up the materials from the "buddy".

If students know ahead of time they will be missing school, the request for assignments should be made a reasonable amount of time beforehand. Depending upon the nature of the work, teachers may require students to complete work before the anticipated absence.

The classroom teacher has no authority to dismiss pupils from school. If parents come to the classroom door for their child, please refer that parent to the office. All children leaving the building during the school day will sign out at the office. If a note from home is sent requesting that a student be dismissed for some reason, please send the note to the office with your attendance slip.

Daily Bulletin

A daily bulletin will be prepared listing the absentees and related announcements. This bulletin should be ready for distribution early morning. Teachers wishing to include information in the bulletin should have that information written out completely and in the principal's office prior to the start of the day. Daily bulletins will be sent by e-mail by the administrative assistant.

Salute To The Flag

Teachers are encouraged to provide a time each day when their classes say the Pledge of Allegiance. Patriotism and respect for our nation and flag should be incorporated into every classroom schedule.

Students Selling Things at School

Students are not permitted to solicit or sell merchandise to other students or staff members at school during the school day. All staff members should also be aware of "trading" of items between or among students. This practice should be strongly discouraged. Please inform the principal of any "exchanges" of this nature.

School Parties

Fall, Winter, and Valentine parties may be held in the classrooms. Parties should be held toward the end of the school day and should last no longer than 45 minutes. Parent volunteers may be utilized to assist, but the classroom teacher should assume the major responsibility during the party.

Individual birthday treats may be distributed during snack time. Nutritional foods are best for this type of treat.

Teachers may have their classrooms earn a "reward" for particular efforts. These opportunities should be planned carefully so that they remain something special and should last no longer than 30 minutes. Please notify the building principal prior to these planned occasions.

Audio Visual Materials

Various audio visual materials and services are available from our Media Center, AEA 11, and internet resources (i.e. United Streaming). Teachers must use careful judgment when making decisions regarding instructional minutes. Audio visual materials are intended to enhance and support grade level outcomes. At DeSoto Intermediate, videos should not exceed 30 minutes. Exceptions to this policy can be made after consulting the building principal.

Field Trips

All field trips shall receive office approval. A parent permission form for all field trip off school grounds will be shared at the beginning of the school year for parents to sign and return to school. Parents are requested to sign this form granting permission for their child to participate in field trips off school grounds throughout the school year, with prior notification being supplied by the child's teachers.

Field trips will begin and end at school. Before each field trip the teacher will send home basic information regarding the field trip experience. This information will also include a form to be signed if parents do not want their child to participate. This form must be returned to the school prior to the field trip. Children who are not permitted to participate in the field trip will remain at school under the supervision of another teacher.

Teachers are responsible to complete a transportation request and notify food service of any changes in service on field trip days as early as possible.

Teachers are asked to take the student contact folder on field trips.

Changes for the Gifted and Talented Handbook 2012-2013

IDENTIFICATION- GRADES 3-5 (page 5)

Added the wording:

Only Third grade students who are not formally identified for a pull-in program at semester time, but who achieve 97% on two of the subtests on the spring Iowa Assessments will be considered for re-screening in the fall of their 4th grade year for placement in the pull-in GATE program. This will be at the discretion of the GATE committee. Fourth and Fifth grade students can be re-screened at any time only at the discretion of the GATE committee.

IDENTIFICATION CRITERIA (page 5 & 7)

Changed the criteria to match subtests of the Iowa Assessments. It now reads: Iowa Assessments scores of 97% or better based on national norms in the areas of reading, vocabulary, language/written expression, mathematics, math total and/or

IDENTIFICATION CRITERIA (page 6)

Added the wording: Students need to meet two or more of the criteria to be considered for GATE services.

THROUGHOUT THE HANDBOOK-

Changed the wording: Iowa Test of Basic Skills to the Iowa Assessments