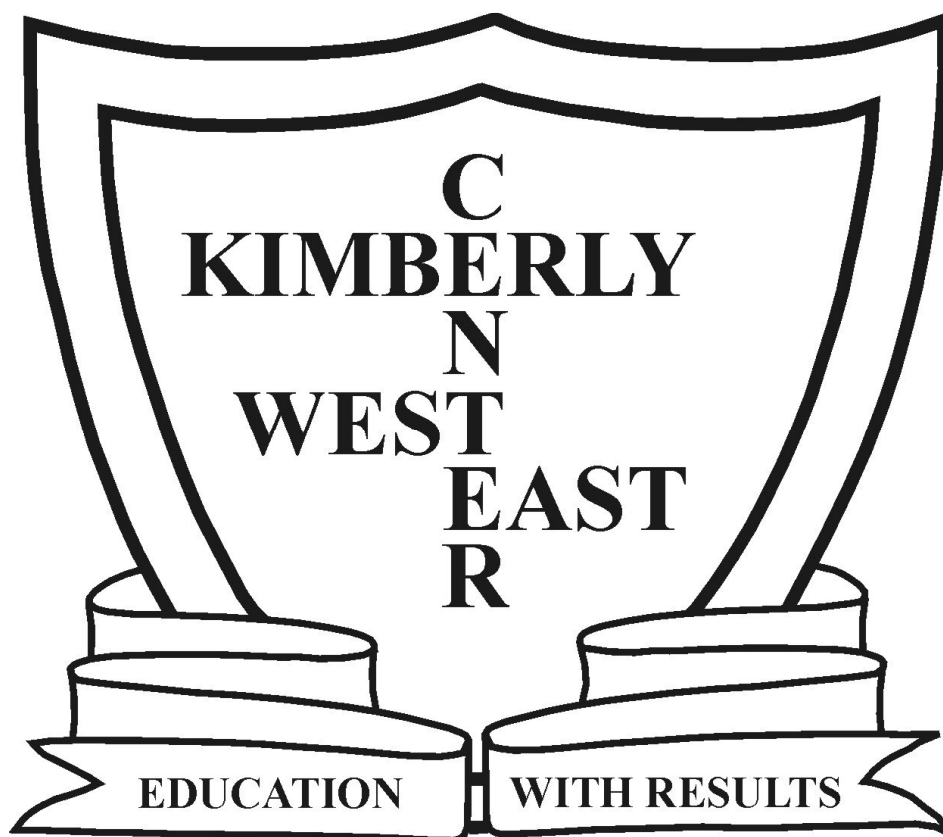


# **Kimberly Center East**

## **Student Handbook**

**2009-2010**



**1002 West Kimberly Road  
Davenport, Iowa 52806  
563-386-5840 ext. 413**

**Cathy Bosco - Principal  
Charlie Driscoll – Assoc. Principal**

## PREFACE

The subjects and programs outlined in this course-planning guide will make it possible for each student to select a program of studies determined by his/her interests and abilities.

The contents of this course guide will be presented and discussed in the eighth grade and reviewed each succeeding year. Counselors and teachers will assist students and parents in selecting the most appropriate curriculum for the student. Grades, aptitudes and achievement scores, interests and teacher recommendations should be taken into consideration when selecting courses.

Note: Some courses listed in the course planning guide may not be offered due to insufficient enrollments, teacher availability, schedule conflicts, or room limitation.

## PUBLIC NOTICE

The Davenport Community School District (“DCSD”) provides equal educational and employment opportunities and will not illegally discriminate on the basis of race, creed, color, sexual orientation, gender identity, national origin, sex, disability, religion, age, ancestry, or actual or potential parental, familial, or marital status. DCSD will take affirmative action in recruitment, appointment, assignment, and advancement of women and men, members of diverse racial/ethnic groups, and persons with disabilities for job categories in which any of these groups of people are underrepresented. Inquiries related to this policy may be directed to the DCSD Director of Assessment, Equity and Record Services. Inquiries may also be directed to the Iowa Civil Rights Commission, the Region VII Office of the United States Equal Employment Opportunities Commission, or the Region VII Office of Civil Rights, United States Department of Education.

or

Director of the Iowa Civil Rights Commission in Des Moines, IA 50319

or

Director of the Region VII Office of Civil Rights  
Department of Education  
Kansas City, MO 66101

# DAVENPORT COMMUNITY SCHOOLS

1606 Brady Street Davenport, IA 52803  
(563) 336-5000 • FAX (563) 336-5080

<http://www.davenportschools.org>

## **BOARD OF EDUCATION**

Patt Zamora, President  
Larry Roberson, Vice President  
Richard Clewell      Nikki DeFauw  
Ralph Johanson      Ken Krumwiede  
Timothy Tupper

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Julio Almanza, Superintendent  
Ethel Reynolds, Executive Director of Administrative Services  
Dr. Leslie O'Melia, Executive Director of Administrative Services  
Virginia Weipert, Associate Director of Human Resources  
Cpl. Mike Cole, District Security  
Donna Cooper, Supervisor of Operations/Custodial  
Susan Downs, Associate Director of Exceptional Education and Federal Programs  
Laura Bozarth, Communication Specialist  
Scott Martin, Director of Operations  
Betty Long, Director of Exceptional Education and Federal Programs  
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Marsha Tangen, Chief Financial Officer  
Thomas J. Wagner, Associate Director of Learning Information Services  
Claudia Wood, Associate Financial Officer

## **Davenport Community School District's Mission Statement**

“To enhance each student’s abilities by providing a quality education enriched by our diverse community.”

# **I. GENERAL DISTRICT INFORMATION**

## **STUDENT RECORDS ACCESS**

The Davenport Community School District maintains records on each student in order to facilitate the instruction, guidance and educational progress of the student. The records contain information about the student and his/her education and may include but are not limited to the following types of records: identification data, attendance data, record of achievement test results, educational and vocational plans, honors and activities, discipline reports, objective counselor or teacher observations, and external agency reports. Student records are periodically reviewed and inappropriate materials are removed. At a minimum this occurs whenever a student moves from one building to another and when a student transfers out of the district. Those records not of permanent importance are destroyed within five years of graduation or discontinued attendance. The parents of handicapped students or handicapped students over age 18, will be informed when personally identifiable information in the records is no longer needed to provide educational services, and before the information is destroyed.

### **Copy of Student Records Policy and Procedures:**

A copy of the procedures to be followed in exercising any of the rights under school policies, or rules pertaining to student records may be obtained from building principals or the district office of pupil records. The office of pupil records will assist those who have a primary or home language other than English by making available a copy or an interpretation of the policy and procedures in their native language.

### **Location of Records:**

The records of each student are generally located in the school which the student is attending. Any exception will be known by the person in charge of record maintenance in the building. Contact the building principal or the district office of pupil records for the name and position of the person responsible for the student records in each building.

### **Right to Inspect and Review Records:**

Parents of students under age 18 and students over the age 18 (eligible student) may exercise the opportunity to review educational records of the student. Copies of student records will be made available to parents and eligible students at no cost. Requests from parents or eligible students to view student records will be honored without unnecessary delay and in no instance more than 45 days after the request is made.

### **Right to Consent to Disclosure:**

The parent or eligible student must give prior written consent for the disclosure of records. The following persons, agencies and organizations, however, may have restricted access to student records without prior written consent of the parent or the eligible student. Any other access to student records shall be only upon written consent or upon court or legally issued subpoena.

- A. School officials, teachers and AEA personnel with legitimate educational interest.
- B. Officials of other schools in which the student proposes to enroll.
- C. Representatives of state and local government when auditing and evaluating Federal educational programs
- D. Officials connected with a student's educational financial aid applications.
- E. Government officials to whom information is to be reported under state law adopted prior to November 19, 1974.
- F. Organizations which process and evaluate standardized tests.
- G. Accrediting organizations for accrediting purposes.
- H. Parents of dependent children, regardless of the child's age.
- I. Appropriate parties in a health or safety emergency.

**Directory Information:**

The District has designated specific items as "Directory Information." The District may disclose any of these items without prior written consent, unless the principal has been notified otherwise in writing by the parent or eligible student. This request should be made by October 1 of each year or within 30 days after the student's enrollment. Information that may be included in the directory is listed as follows:

- student name
- student address and telephone number
- date of birth
- participation in officially recognized activities and sports
- weight and height of members of athletic teams
- years of attendance
- awards received
- schools attended

Note: Military Opt-Out forms are not applicable under Directory Information but are handled through the Record Services Office.

**Right to Amend and Appeal:**

Parents and eligible students may write a response to material in the record, challenge the content of the record on grounds of inappropriateness, inaccuracy or an invasion of privacy, and have the records explained. Parents or eligible students who are not satisfied with the actions of local school officials have the right to appeal the district's decision to the Department of Education. Parents and students over age 18 may also file with the Department of Education, complaints concerning alleged failures of the school district to comply with federal legislation dealing with student records. Correspondence should be addressed to: United States Department of Education, Office of Human Resources and Administration, 400 Maryland Avenue S.W., Washington, D.C. 20202-4500

**Davenport School Board Policy 604.7:**

Parents and guardians are welcome to review instructional material selections used in their children's classroom in the Davenport Community Schools.

"Selection of Materials" requires that all instructional materials used in classrooms-books, films, filmstrips, computer software, etc.:

- Be age appropriate for students with whom they are used.
- Be appropriate for the emotional and social development levels of students
- Be appropriate for the ability and academic levels of students
- Pertain specifically to the learning objectives of the units or lessons being taught
- Contribute positively to student's growth as learners
- Parents and guardians who have concerns or who are interested in learning more about the variety of instructional materials should be free to contact their schools to arrange conferences with their children's teachers.



Donna Nepl Cooper  
Supervisor of Operations  
Department of Operations  
1008 West Kimberly Road  
Davenport, Iowa 52806  
Voice: 563-386-3351  
Fax: 563-386-9810  
Email: [cooperd@davenportschools.org](mailto:cooperd@davenportschools.org)

Fall, 2008

Dear Parents and Staff;

The Environmental Protection Agency (EPA) in 1987 enacted the *Asbestos Containing Materials in Schools Rule* often referred to as the *AHERA Rule*. This rule requires that all of the nation's nonprofit elementary and secondary schools, both public and private, inspect their school buildings for asbestos containing building materials, develop a plan to manage the asbestos for each school building, notify parents and staff regarding management plan availability and provide asbestos training to appropriate staff.

The original Asbestos Management Plan for Davenport Schools was completed in 1989. That plan included a set of plans and procedures designed to minimize the disturbance of any assumed asbestos containing materials, as well as periodic surveillance of these materials. A reinspection by a certified asbestos inspector is required every three years. The District's buildings were re-inspected by ASPEC Environmental, Inc. in the summer of 2007.

All of our District Buildings meet or exceed standards for asbestos management and are safe. The District is actively pursuing the removal of asbestos containing materials through the use of funding from the Physical Plant and Equipment Levy. Since July 1, 2006 and through August 2007 asbestos removal projects have occurred, or are planned for Adams, Buchanan, Lincoln, West and Washington.

Several District Buildings are Asbestos Free; these are: Buffalo, Wood, North Y, West Y and Hayes.

A copy of the asbestos management plan is available for your review in each building's office and at the Operations Center Office during regular business hours. All inquires regarding the plan should be directed to:

Donna Nepl Cooper  
Department of Operations  
563-386-3351.

Sincerely,

A handwritten signature in black ink that reads "Donna Nepl Cooper".

Donna Nepl Cooper

## II. OVERVIEW



**KIMBERLY CENTER**  
"The Best Place to Learn!"  
Catherine Bosco, Principal  
Charles Driscoll, Assistant Principal  
*"Education with Results"*



### VISION

*Kimberly Center offers a variety of alternative programs where students are given the opportunity to be successful and pursue educational goals in a safe, supportive, caring environment. Students will develop skills to become successful citizens and lifelong learners.*

### MISSION STATEMENT

*The Kimberly Center provides a quality education where students prepare for future challenges and success.*

### BELIEF STATEMENTS

- *Students and staff need a safe environment for learning and teaching*
- *School climate should be positive, respectful, and productive*
- *Students and staff must take responsibility for their actions*
- *Positive relationships among school, family, and community contribute to student success.*

### VALUES

- R Respect each other*
- R Relationships are honest and trustworthy connections with others*
- A Acceptance is a non-judgmental two-way street*
- F Fun with others but not at their expense*
- T Trust someone to have your back honestly and confidentially*
- S Safe environment for student and staff for learning and teaching*

## **KIMBERLY CENTER EAST**

Welcome to **KIMBERLY CENTER EAST!** **Kimberly Center East** was originally two individual programs. **TAPP** (The Teen Academic Parenting Program), and the **2001 Alternative Program**. The programs were combined prior to the 2001-2002 school year and re-named "**Kimberly Center East**" in the spring of 2002. The 2001 Alternative Program, established in August 1988, was designed as an option beyond the conventional school program. The program originated from a combination of the population previously served by The Center for Continuing Education (C.C.E.) and the Adult Evening High School. The goal was to provide a program for young people and adults whose educational needs could be better met outside the conventional high school. The **TAPP** program was established in 1971 to serve the educational, social and health needs of pregnant and parenting students. Special courses in prenatal care, parenting, and child development have been developed and are offered in addition to classes in the required areas. **Kimberly Center East** is here to provide information, guidance, networking and a place to learn, talk and listen. At **Kimberly Center East** you will find a teaching, counseling and administrative staff with a common goal: **TO HELP YOU SUCCEED!** Class sizes are small to allow greater attention to your needs. The maximum class size will average 15-20 students. We wish you much success!

**Kimberly Center East** will provide the following:

1. Curriculum and classes which lead to graduation and a high school diploma
2. Special courses in prenatal care, parenting, and child development
3. Activities and support for personal, social and career/vocational development.

### III. GENERAL INFORMATION

#### Admittance to KIMBERLY CENTER EAST

1. If a student drops out of high school for a minimum of one quarter, he/she may enroll at the beginning of any future quarter. Normal summer vacation does not qualify a student as a dropout.
2. A student who may be staffed into **Kimberly Center East** at the end of any term depending on the **Kimberly Center East** enrollment. In this situation, the student is allowed to transfer into the program and is not considered a drop from school. The staffing team is composed of a building administrator and/or the counselor from the school wishing to transfer the student, and an administrator and counselors from *Kimberly Center East*. The staffing team evaluates the student's needs and examines what intervention strategies have been used at the student's home school in order to determine if **Kimberly Center East** would be appropriate for the student. These students are required to successfully complete an orientation process before their transfer to **Kimberly Center East** is considered final.
3. Students may be referred to **Kimberly Center East** at the end of their 8<sup>th</sup> grade year to enroll for the fall as 9<sup>th</sup> graders.
4. A student may be referred to **Kimberly Center East** at any point during her pregnancy.
5. A student may be placed at **Kimberly Center East** by the district's superintendent or designee, a director, or the Administrative Council, at anytime during the school year.

#### Orientation

Each student entering **Kimberly Center East** will be required to complete an orientation process. Until this requirement is met, a student will not be considered as successfully enrolled. Attendance is mandatory. All students under 18 **must** be accompanied by a parent/guardian.

#### Credit

Credit may be carried over from a student's school when it is possible to match the student's classes to those offered at **Kimberly Center East**.

#### Kimberly Center East Graduation Requirements

In order to receive a diploma from **Kimberly Center East**, a student must be classified as "full-time". This requirement may be met in one of two ways:

1. a minimum of three classes completed during one semester at **Kimberly Center East**; or
2. two consecutive semesters of completed classes at **Kimberly Center East**.

#### Each class equals 0.25 unit of credit per quarter

- A limited number of "block" classes are offered and earn 0.5 units of credit per quarter
- For students entering high school prior to the 2005/06 school year, 20 units are required in grades 9-12
- For students entering high school in the fall of 2005 or later, 26 units are required in grades 9-12
- The following subjects are required for graduation:

	<b>Prior to 2005/06</b>	<b>Fall 2005 or later</b>
English:	3.5 units, including Speech	4 units, including Speech
Math:	2 units	3 units
Science:	2 units	3 units
Social Studies:	3 units	3 units
Technology:		1 unit
PE		.5 units

#### Class Load

Students are free to choose the number of classes they wish to take, not to exceed 8 classes per quarter. This may be adjusted based on capability and/or demonstration of academic responsibility. Students enrolling at **Kimberly Center East** for the first time will usually be limited to five classes.

#### Alternative Forms of Academic Credit

Up to two units of academic credit may be granted for present or previous employment or trade experiences that reflect learned vocational skills. This will require a letter from the employer stating the length of employment, the responsibilities handled by the employee and a character reference indicating job performance.

Scores from the GED Examination **may** be converted into academic scores as established by the North Central Association. These credits **cannot** replace courses already on the transcript or courses which are specific requirements, such as: Speech, American History, or American Government. **This option is limited to students 18 years of age and older who are behind their graduating class.** Arranging for testing and obtaining the official scores is the responsibility of the student. **Test scores must be presented prior to registration for the final quarter at **Kimberly Center East**.**

### **Kimberly Center East Graduation**

For those students completing the requirements, graduation ceremonies may be held at the end of each semester. The diploma will read **“Davenport Community Schools.”**

### **Fees**

Fees for Kimberly Center East students are \$27 per semester. Payment of fees is expected at the time of registration. A student will not be allowed to register for a new semester until arrangements are made to pay outstanding fees from the previous semester. Fees are reduced/waived for those qualified through the USDA food program.

### **Calendar**

The school calendar will be included in each student’s registration packet.

### **Schedule**

The schedule at Kimberly Center East is based on a four-quarter system allowing students to enroll at the beginning of each quarter and to receive quarter units of academic credit. The daily schedule is as follows:

\*All students enrolled at Kimberly Center East must attend the Advisory period each day. Advisory includes Sustained Silent Reading, Focus Lessons, and time for advisors to meet with students.

Period 1	8:10	-	8:55
Period 2	9:00	-	9:45
Period 3	9:50	-	10:35
Period 4	10:40	-	11:25
Period 5 (Advisory/Lunch)	11:30	-	12:40
<b>A Lunch 11:30 -11:55 / Advisory 11:55-12:40</b>			
<b>OR</b>			
<b>Advisory 11:30-12:15 / B Lunch 12:15-12:40</b>			
Period 6	12:45	-	1:30
Period 7	1:35	-	2:20
Period 8	2:25	-	3:10

### **ONE HOUR EARLY DISMISSAL (Every Wednesday)**

Each Wednesday, classes will be dismissed 1 hour early (2:10) to allow for collaborative time for teachers. Periods will be shortened to allow all classes to meet.

Period 1	8:10	-	8:45
Period 2	8:50	-	9:25
Period 3	9:30	-	10:05
Period 4	10:10	-	10:45
Period 5 (Advisory)	10:50	-	11:25
Period 6	11:30	-	12:10
<b>Combined Lunch</b>	<b>12:15</b>	-	<b>12:40</b>
Period 7	12:45	-	1:25
Period 8	1:30	-	2:10

### **TWO HOUR LATE START**

If a two hour late start occurs due to inclement weather, the following schedule will be used. Please note that the day begins at 10:10 AM and all classes are shortened.

Period 1	10:10	-	10:40
Period 2	10:40	-	11:10
Period 3	11:15	-	11:45
Period 4	11:45	-	12:15
<b>Combined Lunch</b>	<b>12:15</b>	-	<b>12:40</b>
Period 5 (Advisory)	12:45	-	1:20
Period 6	1:20	-	1:50
Period 7	1:55	-	2:30
Period 8	2:35	-	3:10

## TWO HOUR EARLY DISMISSAL

*August 20& 21, 2009; October 20, 2009; December 22, 2009; March 11, 2010; May 27, 2010*

Period 1	8:10	-	8:40
Period 2	8:45	-	9:15
Period 3	9:20	-	9:50
Period 4	9:55	-	10:25
Period 5 (Advisory)	10:30	-	11:00
Period 6	11:05	-	11:30
<b>Combined Lunch</b>	<b>11:35</b>	-	<b>12:00</b>
Period 7	12:05	-	12:35
Period 8	12:40	-	1:10

### Closings

Kimberly Center East will follow the Davenport Community School District's policy regarding the closing of schools and late starts due to bad weather conditions or other emergency situations. Please listen to local radio or television stations for school closing announcements. Please call the office if you should have any questions.

### Personal Property

There are no student lockers at Kimberly Center East. Each student is responsible for his/her personal property.

### Transportation

Students who are administratively placed at Kimberly Center East may be provided transportation. Pregnant/parenting students and their children may be provided transportation. Please check with your counselor to make the necessary arrangements. Other students are responsible for their own transportation to and from school. Please be aware of available public transportation routes. Licensed students may drive themselves to school. Parking is available in the parking lot south of the building. Students may **not** park on the east side of the building.

### Student Materials

All student materials except for paper, notebooks, and pencils/pens will be provided. Each student is expected to bring notebooks and pencils/pens to each class. \*Some classes require the purchase of additional materials.

## IV. STUDENT SERVICES

### Counseling

The counseling and teaching staff are dedicated to helping students plan for the future, and to providing assistance with current academic, emotional, vocational and physical needs.

### Community Resources

Kimberly Center East works closely with many community organizations and will make every attempt to assist you in contacting these groups. Listed below are some of the telephone numbers needed in order to contact these resource agencies.

#### Abuse

- Iowa Department of Human Services 326-8680

#### Aid to Dependent Children

- Iowa Department of Human Services 326-8680
- Promise Jobs Program (Job Service of IA) Downtown 336-3484

#### Alcoholism/Substance Abuse

- Al-a-Teen Information Service 323-1521
- Center for Alcohol and Drug Services 322-2667  
(CADS 24-hour service)

#### Medical Care

- Community Health Care 336-3000

#### Pregnancy and Parenting Services

- Edgerton's Women's Health Center 359-6633

- Birthright 324-5261
- Crisis Pregnancy Center 386-3737 or 797-3636
- Early Head Start 324-3236

**Court Services**

- Juvenile Court 326-8612
- Safer Foundation Community Services Program 322-7002
- HELP Legal Assistance (8:00-5:00, M-F) 322-6216

**Clothing and Food**

- Salvation Army 324-4808
- Sacred Heart-Food Pantry 324-7930
- WIC 359-6635

**Counseling and Guidance**

- Vera French Mental Health Services 383-1900
- Trinity Medical Center 779-5000

**Crisis Lines, Telephone Listing & Referral Service**

- Genesis Medical Center Crisis Line 421-2975
- Domestic Violence 322-1200
- Rape/Sexual Assault 793-7729

**Instructional Media Center (IMC)**

Students are encouraged to use IMC materials during posted hours and must have a pass to enter the IMC without a teacher. **Food and drink are not allowed in the IMC at any time.**

**Child Care**

Childcare is offered through Early Head Start. Please see your counselor for details.

**School Nurse**

The focus of the Davenport Community Schools Health Services Program is the promotion of an optimum state of health for the school-aged child through preventative measures such as health screenings, health assessments, health education, health counseling, and referrals. A school nurse is available to provide assistance to students who become injured or ill during school hours. Under no circumstances are students to leave the school building when they are ill or injured unless they have been checked by the nurse or office personnel.

**Medication Administration:** The District understands that some students may need medication to participate in their educational program. Prescription medication will be administered when the student's parent/guardian (or student if over 18 years of age) provides the following:

1. A signed and dated written statement by the parent/guardian requesting medication administration during school hours.
2. A written order signed by the attending physician.

**All medications must be in the original, labeled container as dispensed by the pharmacy.** By law, students with asthma or other airway-constricting diseases may carry and self-administer their medication upon written consent of the parents and the prescribing physician. The written statement by the parent and the prescribing physician requesting self-administration will be kept in the nurse's office.

**Immunizations:** Parents or legal guardians of all students under the age of 18, who are transferring into the Davenport Community School District from out of state or out of district, are expected to provide written proof of up-to-date or a completed immunization series at the time the student registers. **The student will be admitted to school as soon as the school receives proof of immunization. Adult students are also required to have proof of immunizations.** Students who are not able to receive immunizations for medical or religious reasons must provide the necessary waiver or exemption certificate at the time the student registers and will not be allowed to enter school without the appropriate documentation.

## V. ATTENDANCE POLICY

### Attendance

Class attendance is the responsibility of the student; regular attendance is vital to the student's success. Each student is allowed a limited number of absences per quarter to deal with circumstances such as an illness, death in the family, or a family emergency. Absences beyond the specified limit will result in the student being dropped from the class or classes. Students who are mandatory attenders (were under the age of 16 on Sept. 15<sup>th</sup> of the current school year) will NOT be dropped from any class. Nonattendance will result in a report to the District Truant Officer and a possible fine or incarceration for the parent(s). **There are no excused absences.** Special circumstances will be evaluated on an individual basis by staff. **The student's acceptance of this attendance policy is one of the conditions for enrollment.**

Pregnant/parenting students may make special arrangements at teacher discretion.

Kimberly Center East students are expected to complete their daily class schedules. A student leaving the building for medical or other legitimate appointments must check out with the office.

Long-term absences due to hospitalization or treatment may be dealt with through home instruction. Staff must be notified immediately if this situation occurs. Only student's 21 years of age and under are eligible for home instruction.

## VI. STUDENT CONDUCT

**The goal at Kimberly Center East is to promote an atmosphere of caring, respect and support. We believe that all staff and students contribute to this atmosphere and are responsible for maintaining it. The following policies have been adopted to assist everyone in making KCE a positive, productive program.**

### **DISCIPLINE**

Each student is required to read and follow the Discipline Policy of the Davenport Community School District (see below).

### **DCSD PRO-ACTIVE DISCIPLINE POLICY**

The Davenport Board of Education adopted the following disciplinary position on October 9, 1989.

#### **TOBACCO, LIQUOR AND CONTROLLED SUBSTANCES, PARAPHERNALIA**

Students must be physically and mentally prepared to participate in class.

**Drugs/Alcohol** - The Davenport Community School District will not tolerate the possession, use or distribution of drugs including alcohol, controlled substances, drug paraphernalia and look-alikes on school grounds. In all cases of possession or use, the student will be removed from school and the police will be informed. The student will be required to go to the Center for Alcohol & Drug Services (C.A.D.S.) or another comparable agency and complete the treatment or the student will be recommended to the Board of Education for expulsion. The student will be recommended for immediate expulsion in the event of a second offense. Any student involved in the distribution of drugs or look-alikes will be recommended to the Board of Education for immediate expulsion.

**Smoking** - Smoking in the parking lot and in the school building is prohibited at all times. Use of smokeless tobacco is also prohibited. Law prohibits underage smoking. In the event that a student is found smoking on school property, a citation will be issued by the Police Liaison Officer. Repeat violators may face additional consequences. All tobacco products, matches, and/or lighters will be confiscated.

**Kimberly Center East Students are law abiding members of our community.**

**Weapons** - The Davenport Board of Education intends to provide a safe environment in which students and staff can learn and work. The possession of any item designed to harm people such as guns, knives, brass knuckles, martial arts weapons, chains, mace, pepper spray, etc., is prohibited. Students in possession of any of these weapons on school grounds will be excluded from school, reported to the police, and recommended to the Board for immediate expulsion.

**Gang Activity** - Gang/Cult-related activities such as display of "colors", symbols, signals, signs, etc. will not be tolerated on school grounds. Students in violation will be suspended from school and/or recommended to the Board for expulsion.

**Kimberly Center East Students are Respectful to all students and staff members.**

**Assault & Battery** - Assault and Battery to school employees will result in immediate exclusion of the student involved and a recommendation to the Board for expulsion from school. Assault and Battery on the

part of one student to another will be dealt with firmly. Staff will encourage parents to file charges with the appropriate authorities. Students engaging in this type of behavior will be subject to the discipline code of the school district. Consequences could include recommendation for suspension or possibly even expulsion, depending upon the severity of the act and circumstances.

**Fighting** - All students willingly participating in a fight will be suspended and parents will be required to come to school for a hearing.

#### **HARASSMENT/SEXUAL HARASSMENT/BULLYING**

Kimberly Center East students value the diversity of our program, students and staff.

**Bullying & Sexual Harassment** - It shall be a violation of this policy for a student to harass another student through conduct of a sexual nature or conduct designed to reduce the dignity of that individual with respect to the individual's actual or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familiar status."

"Violations of this policy or procedure shall be cause for disciplinary action up to and including suspension, expulsion, or exclusion.

#### **According to DCSD School Board policy 504.07:**

*It is the policy of the District to maintain a learning and working environment that is free from harassment.* It shall be a violation of this policy for students to harass other students or employees through conduct of a sexual nature or conduct designed to reduce the dignity of that individual with respect to race, color, creed, religion, national origin, gender, age, disability, marital status, sexual orientation, or any other form of harassment.

**Chronic Breaches of the Discipline Policy** – Repeatedly violating rules of the school that are necessary in carrying out the school's purpose or an educational function is considered a serious breach of discipline. Students who chronically breach the discipline policy will be subject to exclusion, suspension or recommendation for expulsion.

\*Due process in all cases will be followed according to Board Policy. Special procedures pertaining to the suspension or exclusion of special education students will be followed according to state and federal guidelines. Please contact the Director of Special Education for additional explanation.

#### **Daily Student Search (Wanding)**

Students will be subject to metal detector wanding upon entering the building each day. If banned items are found, the students will face appropriate consequences.

#### **DCSD School Board policy 504.08:**

*The Board believes participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and abilities in the students during the school years and for a lifetime.*

Copies of the complete DCSD policies are included on the DCSD website or available upon request.

**OTHER BREACHES OF DISCIPLINE**, include, but are not limited to the following:

1. Temper tantrums/Public outbursts.
2. Posturing to fight.
3. Defiance involving refusal to conform to the rules and regulations, profane or obscene language; loud and boisterous conduct; refusal to comply with the requests or direction of teachers, administrators, or other school personnel or similar actions.
4. Extortion or intimidation
5. Libel or slander

**Any behavior which is not in keeping with the discipline policy will be subject to disciplinary action.**

**This action may include:**

1. OCR (Out of Class Recovery)
2. Conflict Mediation or other restorative measures
2. Exclusion
3. Suspension
4. Expulsion

## **OUT OF CLASS RECOVERY (OCR)**

OCR is a student support center staffed by a trained instructor to provide the following:

- Resolution of discipline issues through the use of Therapeutic Crisis Intervention and other restorative practices
- Time away from class as necessary
- Suspension follow up which will include assisting the students in developing a plan to complete any coursework missed during a suspension.
- Assisting the students in developing a cognitive, emotional and intellectual skill set that will help ensure their success.
- A learning environment for students with scheduling issues
- To improve the safety and climate within the Kimberly Center

## **ENTRANCES/EXITS**

- Students are required to enter and exit through the south main doors (Kimberly Road side).
- Bussed TAPP students and KCE students with children in the Early Head Start Daycare may enter/exit through the east side door.
- All Open Campus students must turn in their Open Campus Cards to the main KCE office and exit through the south main doors. (See Open Campus Policy statement for further details).

## **HALLWAYS**

**A hall pass is required** to be in the halls and/or office during class time. No passes will be given during the first 10 minutes of class. If a student is in the building during the course of the school day, but does not have a class, he/she is to be in a designated class room. A pass may be requested to the IMC during this time.

## **DRESS**

**Students at the Kimberly Center should display a positive image of themselves.** Clothing that advertises or promotes drugs, alcohol, gangs, sex, racial, gender or ethnic discrimination, or any other inappropriate message (as determined by KCE staff), is not permitted. Any clothing that causes a disruption or distraction or is considered unsafe will not be allowed. Hats, bandanas, and any other head coverings are not to be worn in the building. This includes all gang related references and symbols. "Sagging" will not be allowed. Students are expected to have their pants pulled to their hips with no undergarments visible. To help students comply with dress expectations, the following actions may be taken by KCE Staff

- Student asked to turn offensive clothing inside out
- Student provided with an appropriate shirt by staff
- Students will be required to pull their pants to their hips. If they don't have a belt, a rope will be provided.
- Student asked to leave for the remainder of the day

**We appreciate our students' respect for themselves and their school as they support this policy.**

## **CELL PHONES & ELECTRONIC DEVICES**

The Davenport Community School District Board recognizes the potential need for our students to communicate with their families under certain circumstances while they are attending school. The District offers the use of school phones as the first means of communication if the need arises during and after school hours.

We want to ensure that cell phones or other electronic devices do not interfere with classroom instruction or cause any other problems for students or staff while on District property.

**Students on school property may not use cell phones or personal electronic devices unless granted written permission from the Principal or designee. If a cell phone or personal electronic device is seen or heard, the student will be asked to turn the device in to the office. Only parents or guardians can pick up the confiscated electronic devices. If a student refuses to turn in their device, they will immediately be excluded and a suspension will occur.**

## **FOOD**

Breakfast and lunch will be available in the cafeteria according to a set schedule. The price of breakfast is \$1.15 and lunch is \$2.25. Applications for free and reduced meals are available in the office. Snacks are available from the vending machines and from the Student Council and are allowed in classrooms **with teacher permission**. Students must take care of their own trash; this includes returning the cans and bottles to the recycling bins and all trash to the wastebasket. Failure to comply may lead to suspension of this privilege. Please respect our school and take care of your own trash! **Food and drink are not allowed in the IMC, computer areas or in the gymnasium.**

## **OTHER**

Skateboards, bicycles and roller blades may be used as a mode of transportation to school, but they must be secured while the student is attending classes. The school is not responsible for these items.

## **VII. STUDENT HONORS/RECOGNITION/ACTIVITIES**

It is the intent of Kimberly Center East to give special recognition whenever possible. Such recognition may include: Student of the Week, academic honor roll, perfect attendance, or other leadership recognition. Academic honor roll for those taking a minimum of 3 classes recognizes:

1. All A's
2. A's and B's only
3. Grade point average of 3.0 or better, with no grade below a "C"

### **Open Campus**

The staff and students at Kimberly Center East are constantly striving to improve our program. In an effort to encourage better attendance and class completion as well as positive classroom behavior, we have developed an Open Campus lunch program for students who meet the following criteria:

1. Is not a mandatory attender. (Was age 16 by September 15, 2007).
2. Has a minimum of 10 high school credits.
3. Has been enrolled at Kimberly Center East for one full quarter AND successfully met all the requirements of 1-8 in that quarter.
4. Is enrolled in a minimum of 6 classes including SSR/Focus or needs less than 6 credits to graduate.
5. Had no more than 2 discipline referrals last quarter at KCE.
6. Was not excluded (sent home) or suspended last quarter.
7. Passed all his/her classes last quarter and has No outstanding incomplete grades.
8. Adult students (21 and over) will be evaluated on individual basis.

#### **Open Campus privileges will be lost if any of the following occur:**

1. Drop more than one class in the current quarter. Refer to #4 above
2. Referred to the office more than 2 times this quarter.
3. Excluded (sent home) or suspended this quarter.
4. Leaves his/her card at front desk and does not return from open campus 2 times this quarter.
5. Is tardy returning from open campus more than 3 times this quarter.
6. Loses his/her pass (only one replacement will be made per quarter).

Students who qualify and **are given parent permission** will be issued an honor card. This card allows the student to leave the building during their 30-minute lunch period.

### **Intramurals**

A variety of intramural activities are offered throughout the year. To participate, students must meet the following guidelines.

- The student must be currently enrolled at the Kimberly Center to participate in an intramural activity.
- To participate, the student must be in attendance on the day of an intramural activity with no walkouts, exclusions or suspensions.
- It is up to the discretion of administration in collaboration with the coaches as to who will be included or excluded based on individual circumstances.

## VIII. COURSE DESCRIPTIONS

### BUSINESS EDUCATION

#### **Word Processing**

This course is recommended for students who still look at the keys as they type and/or have very little or no recent keyboarding experience. Students will review proper keyboarding technique and further develop their speed and accuracy. Students will learn to effectively key such items as: personal and business letters with envelopes, memos, reports with references to title pages, and centered tables with multiple columns and headings. *There is an additional fee for materials.* **College Credit:** If a high school student masters the stated competencies for this course, they may apply for advanced standing at any of Iowa's Community College Business/Office Ed programs requiring computer Keyboarding or equivalent.

#### **Computer Applications I**

This course is for students who have taken Word Processing or a keyboarding course. The course will begin with a brush-up of proper keyboarding techniques, including a review of the keys. Students will use Windows on PC computers. Microsoft Word will be used to develop and/or revise a variety of personal and business letters, reports, tables, and memos. Students will also learn how to create and manipulate spreadsheets and database using Microsoft Excel and prepare Power Point presentations. *There is an additional fee for materials.*

#### **Computer Applications II**

Students will use Microsoft Word, Excel, and Access to design advanced spreadsheets, databases, and word processing documents. They will prepare advanced-level Power point presentations. Desktop publishing and graphics will also be included. Students will use the Internet to access information. *There is an additional fee for materials.*

#### **Managing Your Personal Finances**

Designed to teach students about all aspects of personal finance. It will include such things as evaluating and applying financial information, setting financial goals, exploring earning potential, investing, and understanding the importance of saving.

#### **Independent Study**

This course is designed to allow the student to pursue an area of study not available in our standard offerings. Before registering for the course, the student must secure a faculty advisor who is convinced of the student's ability to carry out independent study and who is willing to supervise the student's program. A proposed plan of study must be submitted to the instructor before registration. That plan must be approved by the instructor, department chairperson, the student's counselor, and the principal. Independent study does not meet as a regularly scheduled class. Conferences are arranged between teacher and student as needed.

#### **Applied Economics**

This is a Junior Achievement course which emphasized practical elements to microeconomics and includes a business consultant who brings real life situations to blend with textbook theory.

### FAMILY AND CONSUMER SCIENCES

#### **Clothing Technology**

This course is designed to help students apply principles of clothing selection to various work and social situations. They will develop or increase skills and techniques in clothing construction, purchasing clothing, and clothing care and repair. Hands' on applications of math and technical reading will enhance those skills. Students will sew projects and explore business opportunities in which they apply the skills they have learned. Students will be required to furnish or purchase all necessary materials to complete course requirements.

#### **Interpersonal Dynamics**

Communication skills, interpersonal relationships, conflict resolution, and decision-making are emphasized in this class. Opportunities to examine the role of dating and the pressures associated with adult responsibilities are explored. Students will identify potential problems and learn coping skills for dealing with society's pressures. Drugs, abuse, sexually transmitted diseases, AIDS, family planning, financial problems, divorce, and death are topics of discussion.

### **Child Development and Parenting**

This course is designed to help the student understand, appreciate, and enjoy children. How a child develops physically, emotionally, intellectually and socially from conception to five years of age will be studied. Observation of and participation with children will be provided through a short preschool experience. This course must be taken prior to taking Occupational Child Care.

### **Independent Living**

Students will develop skills in establishing credit, managing money, using banking services, acquiring and maintaining a motor vehicle, finding a place to live and selecting food, clothing and furnishings on a budget. Emphasis is placed on students learning decision-making skills and choosing a career.

### **Foods**

This course provides practical cooking experience for each student. The time is spent preparing a wide variety of foods. Learning activities will emphasize the basic skills of food cookery, principles of good nutrition, and rules of etiquette. The hands-on, project-based approach to learning in a foods lab is an excellent way to enhance math, science, and technical reading skills.

### **Advanced Foods**

Students build on the skills and techniques learned in Foods as they prepare more elaborate foods and meals. Menu planning, purchase and storage of food, time management, food technology, culinary-related careers, and the relationship between good eating habits and a healthy life-style are studied.

## **FINE ARTS: VISUAL ARTS**

### **Art Foundations**

This course is a general survey of the visual arts. It will provide a variety of studio experiences in such areas as drawing, painting, ceramics and mixed media. This course will deal with the elements of art, principles of design, and the history of art.

### **Drawing**

In this course, students will learn skills and techniques needed to express and communicate their ideas and feelings through various drawing materials and techniques. An introduction to the history of drawing will be included. *There is an additional fee for materials.*

### **Painting**

This advanced course will challenge students to become skilled creators of painted images. Students will become knowledgeable about painting media, techniques and styles. An introduction to the history of painting will be included. *There is an additional fee for materials.*

### **Claywork**

This course will provide students many opportunities to design and form different objects in clay. Many processes will be used, such as slab construction, coil construction, and wheel throwing. An introduction to the history of ceramics will be included. Students will be encouraged to explore the work of individual artists as they relate to the projects. *There is an additional fee for materials.*

## **LANGUAGE ARTS**

### **English 9**

This two-term course is designed to provide students an integrated experience in the language arts: reading, writing, speaking, listening, and viewing. Students will read pieces of literature of varying lengths from a variety of genres: short story, poetry, non-fiction, drama, and the novel. Students will critically analyze and respond to literature read. Using the writing process, varied writing experiences will be provided, including personal, expository, research, and journal writing. This course will also include study skills, reading strategies, and thinking strategies. Independent reading will also be required. Students must complete this course successfully prior to taking sophomore, junior and senior language arts courses. *There is an additional fee for materials.*

### **Writing Today**

Employing the process approach, the course focuses on writing that grows out of the student's personal experience and on writing necessary for success in the world of work. Areas of instruction include journal writing, listening skills, letter writing, reading, and responding to literature, information retrieval, and thinking strategies.

### **Speech**

(Note: Students must complete this course in either the ninth or tenth grade.) This is a beginning course aimed at developing poise and confidence in group speaking situations. The course deals with the fundamentals of speaking and listening in everyday life. The student learns to organize and to present speeches before class audiences. Emphasis is placed on speaking, using different forms of organization and delivery. An introduction to group discussion, debate, media, and parliamentary procedure may be included, as may various types of special occasion speeches.

### **American Readings**

Students have the opportunity to read a wide range of literature reflecting America's multicultural heritage. The course incorporates study of such topics as authors, background, themes, and language. This course requires active involvement of readers through selection of literature, independent reading, and regular oral and written response to selections read.

### **American Literature**

In this course, the student explores a variety of American Literature by authors from our multicultural heritage. Students experience the chronological development of American literature as well as study selected types and themes reflecting the diversity of human experience. Students will read plays and poetry and a novel. Writing, class discussion, and independent reading are also part of this literature course.

### **Guided Literature Projects**

This course is open to students who desire to extend their reading in special interest areas. Students complete at least three reading projects, each consisting of several books such as the exploration of several books by one author, the exploration of a meaningful idea or theme, or the exploration of an interest area. Students should expect to plan with the teacher a meaningful sequence of books to be read. Students select reading from teacher-prepared list or other titles with teacher approval. Evaluation of students includes book conferences, written and oral, or other creative projects.

### **U.S. Cultural Tapestry**

This course weaves together cultures that enrich the United States. The course allows students to earn Language Arts and/or Social Studies credit (depending upon the student's designation at registration). U.S. Cultural Tapestry showcases the historical, literary, musical, artistic, and scientific contributions of various ethnic groups such as African Americans, Asian Americans, Hispanic Americans, and Native Americans.

### **Guided Writing Projects**

This course employs the workshop approach to writing and evaluation including conferences. Through guidelines provided by the teacher, students have the opportunity to select several writing projects and to write in a variety of forms. The course incorporates journaling, personal essay, fiction writing, writing based on literature, and business writing. This course requires students to become actively involved in the various phases of the writing process: selecting their own topics, sharing, responding, and publishing.

### **Senior High Reading**

To enroll in this course, students must not yet have met the district's reading standards (ITBS< ITED< or DRP). This course is designed to improve reading comprehension, fluency, and vocabulary of students through the focused study of selected reading comprehension strategies. Students will read a variety of genres, including real-world texts, short stories, nonfiction, and drama. Students will participate in small group instruction with the teacher, independent reading, and whole-group instruction. Writing assignments will provide students the opportunity to develop their composition skills and reflect on their reading and the world around them. *There is an additional fee for materials.*

### **Newspaper Laboratory**

This course is designed for students who are editors, reporters, and photographers for the school newspaper. Students expand upon their basic journalistic skills through assignments in reporting, writing, editing, design, and photography in publishing the school newspaper. This course may be repeated. Enrollment is permitted with the consent of the instructor.

## MATHEMATICS

### **Cognitive Tutor (CT) Algebraic Principles**

This course is designed to improve the student's understanding of algebra readiness skills for their future success in Algebra 1. This course presents the algebra readiness curriculum in an alternative way: it combines state-of-the-art computer software with collaborative classroom activities. The software component, which represents 40% of the instructional time, allows students to work at their own pace using tools such as tables and models to represent and manipulate algebraic expressions and equations. The software immediately shows students whether their problem-solving strategies and mathematical skills will be successful, allowing them to focus on correcting errors and developing mathematical skills that they find difficult. The text component allows students to collaborate with peers, to explore and solve real world problem scenarios, and to present solutions in class. *There is an additional fee for materials.*

### **Algebraic Principles**

This course is designed to improve the student's understanding of algebra readiness skills for their future success in Algebra 1. Topics of study will include: Probability, solving Equations and Inequalities, Data Analysis, Graphing on the Coordinate Plane, Solving Systems of Equations, Polynomials, and an Introduction to Geometry.

### **Consumer Mathematics 1 and Consumer Mathematics 2:**

This course is designed to meet the student's current consumer needs as well as anticipated future needs. Some topics covered are money management, automobile ownership, personal income, banking, taxes, insurance, investments, and purchasing of consumer goods. A Texas Instruments TI-83+ or TI-84 graphing calculator is recommended.

### **Cognitive Tutor (CT) Algebra 1**

This course presents an algebra curriculum that combines state-of-the-art computer software with collaborative classroom activities. The software component, which represents 40% of the instructional time, allows students to work at their own pace using spreadsheets, graphs, equation solvers, and other data organizing tools to solve algebraic problems. The test component, which extends the algebraic concepts developed in the software, slows students to collaborate with peers, to explore and solve real-world problem scenarios, and to present solutions to the class. There is an additional fee for materials. A Texas Instruments TI-83+ or TI-84 graphic calculator is recommended.

### **Algebra 1**

The course uses an equation solving approach to problem solving. It moves from concrete numerical concepts to abstract concepts. It becomes the language of advanced mathematics courses. A Texas Instruments TI-83+ or TI-84 graphic calculator is recommended.

### **Geometry**

This course is an integrated course in plane and solid geometry. The course is designed for the development of logical and deductive reasoning through the study and analysis of facts pertaining to various two and three dimensional figures. A Texas Instruments TI-83+ or TI-84 graphic calculator is recommended.

### **Algebra 2**

This course reviews first year Algebra from a more advanced point of view with additional study in quadratic equations, systems of equations, and exponentiation. During the second term additional topics are studies in permutations, combinations, probability, and progressions, and a study of the real number system. A Texas Instruments TI-83+ or TI-84 graphic calculator is highly recommended.

### **Pre-Calculus**

This course is a study of trigonometric functions, geometric concepts from the analytic view of algebraic procedures, functions, and calculus underpinnings. Technology will be used for applications and problem solving. A Texas Instruments TI-83+ or TI-84 graphic calculator is highly recommended.

## HEALTH EDUCATION

### **Lifetime Fitness Education**

This course combines the physical education and health education curriculum and is a required course for all 9<sup>th</sup> graders. The students will acquire knowledge and skills regarding lifetime physical fitness; content will include nutrition, stress management, prevention and control of disease including sexually transmitted diseases and acquired immune deficiency syndrome, current crucial health issues, and human sexuality. The students will also participate in physical fitness activities that increase cardiovascular endurance, muscle strength and flexibility, leisure and lifetime activities. *There is an additional fee for materials.*

## **Physical Education**

The program of physical education provides a reasonable balance of those activities commonly grouped as team and individual sports, aquatics, recreational and rhythmical activities. *There is an additional fee for materials.*

- All students are required to take physical education each year as prescribed by Iowa law. Students who cannot participate in regular physical education classes because of physical limitations are enrolled in adapted physical education classes.
- Students participate in activities from the categories as scheduled. Possible activities are archery, badminton, basketball, CPR and Contemporary Health Issues, floor hockey, football, golf, personal fitness, softball, swimming, team handball, tennis, volleyball, soccer, flag football, pickle ball, yoga, and Tae Bo. Some of these units are available at beginning and advanced levels.
- Success in physical education is directly related to class participation. It is, therefore, important for a student to attend class on a regular basis. Proper gym attire is required. Beginning fall 2005, Physical Education will receive .5 credit and be included in the GPA.
- All physical education failures will be made by taking makeup classes. Failures must be made up in order to meet graduation requirements. PE classes must be passed to receive a diploma.

## **SCIENCE**

### **Investigative Biology**

This two-term course uses a systems approach to biology that emphasizes basic biological themes and the relationships among living things. Laboratory activities are designed to prepare scientifically literate citizens. *There is an additional fee for materials.*

### **Environmental Studies I**

This one-term course explores bioethics, ecological concepts, population dynamics, and those economic values used in developing environmental regulations and policies. Students' experiences include exploring the Internet, cooperative learning, and use of computer simulation, communicating research findings, performing experiments, and exploring career opportunities in environmental technology.

### **Earth Materials**

This one-term course is an investigation into earth history and the natural chemical and physical processes affecting the earth.

### **Weather, Climate and Space**

This one-term course is an investigation of the factors which influence earth's weather and climate and how we use those factors in weather forecasting. The science involved in space exploration, including the principles of astronomy, is one of the special features of this course.

### **Physical Science**

This two-term course is an investigation into physics and finding the simplest and least complicated explanation for things. Through laboratory experiences, students observe how things work and find connections between cause and effect that explains why things work. *There is an additional fee for materials.*

## **SOCIAL STUDIES**

### **American Studies II**

A two term continuation of American history that follows the eighth grade course and includes units on (1) Reconstruction, (2) Socialization and Industrialization, (3) The Progressives and World War I, (4) the Depression and World War II.

### **Applied Economics**

This is a Junior Achievement course which emphasized practical elements to microeconomics and includes a business consultant who brings real life situations to blend with textbook theory.

### **Contemporary American History**

The study of Contemporary American History includes the social, political, economic, religious, educational and cultural history of the United States since World War II. Emphasis is placed on the developments in American society and United States foreign policy.

### **Early Western Civilization**

Includes a study of the main concepts which western culture has inherited from the past. Such concepts as Greek democracy, Judeo-Christian ethical concepts, Roman Law, Medieval social and economic systems, Renaissance and Reformation ideas, English parliamentary system, beginning of Modern science, market economy of the 16<sup>th</sup> century and the ideas of the Enlightenment will be included.

### **Modern Western Civilization**

This course, which can be taken separately, is a world history course which continues the historical sequence of Western Civilization. It is based around the political lives, experiences, innovations, and political behavior of people from the French revolution to the present. It is hoped that by studying the more significant events of this century, based upon their derivations from the nineteenth century, the student will have a better understanding of the world we live in and the reason for why things appear as they are.

### **Geography**

Geography presents a wide view of physical, economic, political, and cultural aspects of the major regions. It is intended to help students understand location, place, region, movement, and human/environmental interaction.

### **Russian History and Culture**

This course is a weaving together of Russian history with rich traditions in music, literature, religion, drama, film, dance, and cuisine. This course will survey the historical eras, highlighting the developing cultures of the multi-ethnic Russian peoples.

### **U.S. Cultural Tapestry**

This course weaves together cultures that enrich the United States. The course allows students to earn Language Arts and/or Social Studies credit (depending upon the student's designation at registration.) U.S. Cultural Tapestry showcases the historical, literary, musical, artistic, and scientific contributions of various ethnic groups such as African Americans, Asian Americans, Hispanic Americans, and Native Americans.

### **Applied Economics**

This is a Junior Achievement course which emphasizes practical elements of microeconomics and includes a business consultant who brings real life situations to blend with textbook theory.

### **Sociology**

This course concerns the interaction of social groups in our society. It is designed to give students knowledge of the various social relationships, behavioral patterns, social progresses, and social systems included in their culture.

### **Psychology**

This is an in-depth exploration of human behavior patterns. The ability to recognize concepts and perform analysis of complex material is recommended for students taking this course. Areas presented include the brain and nervous system, learning and memory, experimentation, maladjusted behaviors and current treatment styles, and personality development.

### **American Government**

This course is a study of the workings and functions of the American political system. Topics include the Constitution, the three branches of government, and the development of democracy in the United States. Additional units are included on Iowa Government-state and local, and juvenile law.

### **Independent Study in Social Studies**

This course is designed to allow the student to pursue an area of study not available in our standard offerings. Before registering for the course, the student must secure a faculty advisor who is convinced of the student's ability to carry out independent study and who is willing to supervise the student's program. A proposed plan of study should be submitted to the instructor before registration. That plan should be approved by the instructor, department chairperson, the student's counselor, and the principal. Independent study does not meet as a regularly scheduled class. Conferences are arranged between teacher and student as needed.

## **TECHNOLOGY EDUCATION (Formerly Industrial Technology)**

### **Basic Woodworking**

The fundamentals of hand tools and machine woodworking will be taught through lecture, demonstration, and activities. Students will construct and apply a finish to a small wood item to develop skill in the use of tools and techniques. Safety will receive special emphasis. *There is an additional fee for materials.*

### **Advanced Woodworking**

Students will study wood finishing and wood identification. Students will construct an advanced wood project using power woodworking machines. *There is an additional fee for materials.*

## **SPECIAL EDUCATION**

### **Learning Lab**

This one-term, elective course is intended as additional support for identified students who have not met the district's mathematics and/or reading standards and benchmarks and/or achieved proficiency on the Iowa Tests of Educational Development (ITED). Students will participate in focused activities to increase their basic skills in math, reading, and writing. Instruction includes direct instruction, computer-assisted learning, and self-selected reading. This course may be repeated. Students meeting specific criteria are required to take this class.

### **Supervised Work Experience**

This course emphasizes the application of skills in a supervised work setting. This may be met in any one of the following ways:

- Work Adjustment is a non-paid experience that provides a sheltered setting for students to develop skills leading to competitive employment.
- Work Experience is supervised competitive employment site for wages.

## **SPECIALLY DESIGNED COURSES**

This course are specially designed for students who are pregnant and/or parenting.

### **Physiology of Pregnancy I and II**

The focus of the course will be prenatal health and human embryology. It will include prenatal care, nutrition, fetal development, human anatomy and physiology, labor, delivery and postpartum care. Women's issues will be covered so the student has the information to enable her to make healthy lifestyle choices.

## **OTHER ELECTIVES**

### **Student Council**

Student Council is an elective class for credit. It requires commitment, effort, and the ability to work well with others at school as well as in the community. Student Council consists of school, student, and community service projects. The participating students will have opportunities to develop leadership, organizational, and work ethic skills.

### **Driver Education**

Mississippi Bend Area Education Association provides driver's education for Davenport Community School District students. Please see your counselor for details.

### **Credit Recovery**

Credit recovery may be available for certain failed or incomplete courses through the on-line APEX program or Guided Study. Check with your counselor to see if you qualify.