

# » SPECIAL PROGRAMS

## SENIOR YEAR PLUS

→ Students interested in earning college credits while in high school should contact the school counselor for information, application forms, and enrollment procedures.

The Senior Year Plus Program provides students a way to concurrently access secondary and postsecondary credit through the following programs:

- advanced placement
- concurrent enrollment
- postsecondary enrollment options

Courses may supplement, but not supplant, a course provided by the school district. The content of a course provided to a high school student for postsecondary credit shall not consist of substantially the same concepts and skills as the content of a course provided by the district.

Student eligibility for any Senior Year Plus course:

1. The student must attain approval from the school district prior to enrollment in any Senior Year Plus program.
2. The student must have passed appropriate course prerequisites as determined by the school district or the postsecondary institution.
3. The student must meet enrollment requirements of the postsecondary institution.
4. No student may be enrolled as a full-time student in any one postsecondary institution. There is no minimum or maximum number of credits that can be earned with Senior Year Plus.

### Transfer of Senior Year Plus Credit to Colleges

Senior year plus credits transferability vary by institution. Credits transfer to colleges based on the discretion of each institution. Contact your school counselor to receive more information regarding transfer credits. It is the student's responsibility to contact the admissions office of the intended institution to see how the credit(s) will transfer.

Advanced Placement credits are awarded based on the Advanced Placement exam score and the postsecondary major of the student. Concurrent enrollment and postsecondary enrollment credits are awarded for a passing grade. The transfer of concurrent enrollment and post-secondary enrollment credits vary by institution and major.

## ADVANCED PLACEMENT PROGRAM (for grades 9-12)

1. Advanced placement courses must be listed in high school course guides with prerequisite courses established.
2. Every eighth grade student must receive the full high school course guide prior to development of their core curriculum plan.
3. AP courses are available to dually enrolled high school students (competent private instruction).
4. AP courses are available to accredited nonpublic high school students in the school district.
5. AP exams and reduced fees for exams apply to eligible nonpublic students the same as for district students.

The Dubuque Community School District offers the following advanced placement courses:

ENG351/ENG352	AP English Language and Composition
ENG541/ENG542	AP English Literature and Composition
ISS231/ISS232	AP Computer Science Principles
ISS531/ISS532	AP Computer Science A
MTH511/MTH512	AP Calculus AB
MTH521/MTH522	AP Statistics
MTH541/MTH542	AP Calculus BC
SCI531/SCI532	AP Biology
SCI561/SCI562	AP Chemistry
SOC121/SOC122	AP Human Geography
SOC511/SOC512	AP World History
SOC513	AP American Government
SOC521/SOC522	AP U.S. History
SOC531/SOC532	AP Economics
SOC541/SOC542	AP Psychology

## CONCURRENT ENROLLMENT PROGRAM (for grades 9-12)

1. Concurrent enrollment courses must be listed in high school course guides and must indicate that the courses generate college credit as well as high school credit.
2. Every eighth grade student must receive the full high school course guide prior to development of their core curriculum plan.
3. Concurrent enrollment courses are available to dually enrolled high school students (competent private instruction).
4. Concurrent enrollment courses are available to accredited nonpublic high school students in the school district as long as they are residents of the DCSD.
5. The school board must annually approve courses to be made available for high school credit. Comparable courses must not already be offered by the school district.
6. No student may audit a concurrent enrollment course.
7. No student may be charged tuition for a concurrent enrollment course.

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8. The student must meet one of the DCSD academic requirements: ISASP or ACT or Alternative Measures. See your school counselor for proficiency requirement scores.
  - a. Alternative Measures - If a student is not proficient in one or more of the content areas on the ISASP or ACT, mastery may be demonstrated by an equivalent qualifying performance measure including but not limited to additional administration of the state assessment, portfolios of student work, student performance rubric, or end-of-course assessments.
  - b. Career and Technical Education (CTE) Exemption - Students seeking to enroll in a CTE course via concurrent enrollment are exempt from the DCSD academic requirements for Senior Year Plus eligibility.
  - c. The ACT is offered free to all 11th grade students in the spring of each school year.

Students receive both high school and NICC credit through the completion of a concurrent enrollment course. The course will go on the student's permanent DCSD transcript, as well as their NICC college transcript, affecting both the student's high school and college GPA. The student is advised to receive a C or better in concurrent enrollment courses to make them transferable. There are different times for withdraw dates for the high school and the college. Student must follow the NICC deadline for withdraw. A withdrawal would result in a W on their NICC transcript rather than a failing grade. A W does not affect a student's college GPA but does count towards their college credit completion rate as an incomplete course. Receiving a "W" or "F" on their college transcript could affect a student's future financial aid for college. This is based on their college credit completion rate.

The Dubuque Community School District offers the following concurrent enrollment courses in cooperation with Northeast Iowa Community College. (Students may work with the school counselor and registrar to enroll individually in other NICC classes through the Placement in College Credit (PICC) agreement.)

HSC110	Health Occupations
HSC114	Medical Terminology
HSC115	Dosage Calculations
HSC116	Introduction to Nutrition
HSC172	Certified Nurse Aide
EMT600	Emergency Medical Technician
ENG641	Composition I
ENG642	Introduction to Literature
ENG643	Public Speaking
ENG644	Composition II
ENG645	Multicultural Literature
FCS235	Child Health, Safety & Nutrition
FCS245	Infant/Toddler Care & Education
FCS255	Early Childhood Curriculum I
FCS275	Child Growth & Development
FCS301	Foundations in Education
FCS307	The College Experience
INT501/INT502	Introduction to Professional Welding
INT701	Diesel Technician I
INT702	Diesel Technician II
ISS411	Troubleshooting
ISS701	Fundamentals of Web Design
ISS702	Computer Ethics
MTH351	Applied Math I
MTH352	Applied Math II
MTH362	Math for Liberal Arts
SCI603	Environmental Science with Lab
SOC601	U.S. History To 1877
SOC602	U.S. History Since 1877
SOC603	World Civilization I
SOC604	World Civilization II
SOC611	Developmental Psychology
SOC612	Educational Psychology
WBL300	Employability Skills with Job Shadowing

**POSTSECONDARY ENROLLMENT OPTIONS PROGRAM**  
(for grades 11 and 12, or identified in grades 9-10 by gifted and talented criteria)

1. Student Eligibility: Counselors, GT Facilitators, content leaders, principal and/or designated assistant principal may assist in determining student eligibility.
  - a. Parents/guardians of eligible students must furnish transportation to and from the eligible postsecondary institution.
  - b. A student enrolled in an accredited nonpublic school who meets all eligibility requirements (including residency in Iowa) may apply to take a course, provided that neither the accredited nonpublic school nor the school district offers a comparable course.
  - c. Postsecondary enrollment option courses are available to dually enrolled students (competent private instruction).
    - d. No student may audit a postsecondary enrollment option course.
    - e. Students must notify the high school of their intent to enroll in a PSEO course by March 15 for the following year (for both semesters).
    - f. The student must be proficient in reading, math, and science on the Iowa Assessment most recently administered.
    - g. Alternative Measures - If a student is not proficient in one or more of the content areas--reading, math, and science--mastery may be demonstrated by an equivalent qualifying performance measure including but not limited to additional administration of the state assessment, portfolios of student work, student performance rubric, or end-of-course assessments.

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2. Course Eligibility
  - a. Nonsectarian courses
  - b. Courses not comparable to courses offered by the Dubuque public high schools
  - c. Credit bearing courses that lead to an educational degree
  - d. Courses in: math, science, social sciences, humanities (English, art, music, language), vocational-technical education
3. High School Credit
  - a. Approved and completed college courses will be given high school credit. Each semester-length college course equals one semester high school credit.
  - b. Completed college courses will count toward high school graduation requirements and subject area requirements. Credit will not be calculated in a student's grade point average or rank in class. Evidence of successful completion of each course and high school units of credit and postsecondary academic credits will be included in the student's high school transcript.
4. Payment for College Tuition Cost
  - a. The school and/or district will pay directly to the postsecondary institution the legally limited costs of approved enrollments by eligible students who complete and receive credit for the approved course(s) in which they are enrolled.
  - b. Students who fail to complete and receive credit for a postsecondary course are responsible for all costs directly related to the course, and will be billed by the district for those costs. If the student is under 18 years of age, the parent or guardian will assume the costs.

## HONORS COURSES

Honors courses offer interested students an enriched or accelerated curriculum. The Dubuque Community School District offers the following honors courses:

ENG131/ENG132	Honors English 1-2
ENG231/ENG232	Honors English 3-4
MTH181/MTH182	Honors Geometry
MTH281/MTH282	Honors Algebra II
MTH391/MTH392	Honors Pre-Calculus with Trigonometry
SCI091	Honors PS9 Chemistry
SCI092	Honors PS9 Physics
SCI141/SCI142	Honors Biology
SCI151/SCI152	Honors Next Gen Global Science
SCI331/SCI332	Honors Physics

## ALTERNATIVE PROGRAMMING

### HIGH SCHOOL PROGRAMS

These programs provide specialized learning experiences for a small number of 9th and 10th grade students who need additional supports to increase their success at the high school level. They are designed to serve students who have had difficulty transitioning and adjusting to the high school experience and meeting high school expectations. These programs provide: smaller class sizes, opportunity to make up credits, earn additional credits through a specifically designed program, greater behavioral and academic supports.

### ALTERNATIVE LEARNING CENTER (ALC)

The ALC is designed to provide at-risk students an alternative to the traditional high school setting. The ALC primarily offers course opportunities in the core content areas. Project based learning design principles are utilized to engage students who have struggled to find success at their home school. There are independent learning opportunities available for students to help them recover credits and get back on track with their graduation plans. The ALC program is located at the Alta Vista Campus. Students must be identified as at-risk of dropping out of school. Students must also be in 11th or 12th grade and be referred by the administrative team at the home school.

### IOWA JOBS FOR AMERICA'S GRADUATES (IJAG)

Iowa's Jobs for America's Growth (iJAG) partners with the Dubuque Community School District to assist students with multiple barriers in graduating from high school and/or successfully transitioning from high school to continued education and careers.

Through the program, qualifying students work to master core competencies in six skill areas: personal skills, basic skills, leadership, job attainment, job survival, and career development. Graduates of the program then receive one year of follow-up support from iJAG based on their needs.

## SPECIAL EDUCATION SERVICES

The Dubuque Community School District will provide all students with disabilities a free, appropriate, public education in the least restrictive environment as required by the Individuals with Disabilities Education Act (IDEA).

Students entitled to special education supports and services are required to earn the same number of credit hours as non-disabled peers in order to earn a DCSD diploma. An optional path to meet graduation requirements based on the Essential Elements of the Iowa Core Curriculum is available to students with the most significant disabilities. The Individualized Education Plan (IEP) will determine the course of study for each student and will be updated at the annual review.

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The identification and placement of students for special education services is determined by state guidelines and procedures for referral and evaluation. It is the duty of the IEP team to ensure delivery of supports and services in the least restrictive environment.

Students are provided a variety of course options in general and special education settings.

- Resource is available for students who require support in order to progress in the general curriculum.
- Courses designated as Practical are available for special education students who are significantly below grade level and have major difficulty functioning in a general education course. These courses are aligned to the Iowa Core Curriculum.
- Life Skills Services and Personal Learning Program courses are available to students as optional paths using Essential Elements of the Iowa Core to meet graduation requirements.
- Specific vocational and transitional programs include: School-to-Work (STW), Transition Alliance Program (TAP), Housing Education and Rehabilitation Training (HEART) and Summit programs.

### LIFE SKILL SERVICES

The goal of Life Skill Services is to provide opportunities which allow each individual to develop, learn, grow and live as independently as possible. Life Skills Services uses an optional path to meet graduation requirements based on the Essential Elements of the Iowa Core. Life Skill Services also offers curriculum areas which are centered around living (daily living concepts), learning (generalizing and transferring of academic knowledge and skills to real world applications), and working (vocational and employment).

### PERSONAL LEARNING PROGRAM

The goal of the Personal Learning Program is to provide opportunities for individuals to learn and strengthen their skills to live and participate in their community as independently as possible. The Personal Learning Program uses an optional path to meet graduation requirements based on the Essential Elements of the Iowa Core. The Personal Learning Program offers curriculum areas which are centered around living (daily living concepts), learning (generalizing and transferring of academic knowledge and skills to real world applications), and working (vocational and employment).

### SCHOOL-TO-WORK

School-to-Work (STW) programming is designed to adequately prepare students for the transition from school to adult life. The program offers a series of high school classes to prepare students for the real world. These courses are: Practical Career Skills I, Practical Career Skills II, Practical Transition Planning, Practical Work Exploratory and Practical Work Experience.

### TAP

TAP (Transition Alliance Program) provides a variety of vocational-based, individualized services with the optimal goal of employment. The TAP program is a year-round program that follows a student after graduation until they reach age 25. Students must enroll with Iowa Vocational Rehabilitation Services (IVRS) and will receive enhanced transition assessments, job shadowing and career-pathway training for employment. The program is a partnership with IVRS and the Dubuque Community School District.

*Eligibility Criteria:*

- Receive special education services or have a 504 plan established
- Sophomore status or older
- Apply for Iowa Vocational Rehabilitation Services

### HEART PROGRAM

HEART (Housing Education and Rehabilitation Training) is a public/private partnership that provides vocational construction training and education through the complete rehabilitation of blighted properties in Dubuque. HEART seeks to inspire a lifelong love of learning, while teaching self-reliance and instilling personal growth. Students participate in an academic and workplace experience.

*Eligibility Criteria:*

- Age 16 or older
- Receiving special education services
- Meets job description as specified (see Case Manager for job description)
- Completion of application

HEART Bridge Program: eligible students obtain guidance and financial assistance based on their cooperation, hard work, and attendance to help them work toward career goals.

### SUMMIT

This program is designed for adult students who have maximized credit options but have unmet transition areas or unmet IEP goals. Students may participate in graduation ceremonies with their class but will not receive a diploma until IEP goals are fulfilled and/or student chooses to exit.

An IEP is developed to meet the student's post-secondary expectations (PSE) for adult life in the areas of living, learning and working. The main goal of the program is to assist each student in making a smooth transition to his/her adult life.

*Eligibility Criteria:*

- Have met all Dubuque Community School District graduation criteria
- Continue to be eligible to receive special education services
- Have unmet IEP goals that relate to the student's post-secondary expectations