



K-12 GUIDANCE PLAN

PEARL RIVER SCHOOL DISTRICT

Supporting the growth of all students as life-long learners.

APPROVED
Pearl River Board of Education
May 5, 2015
Maud L. Flanagan
District Clerk

www.pearlriver.org

PEARL RIVER SCHOOL DISTRICT
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OVERVIEW

The Pearl River Union Free School District Guidance Plan serves as an operational guide and reference point for information related to the objectives and activities of our guidance department and school counseling staff. Thanks to the support and leadership of the Board of Education and our administrative staff this comprehensive plan is being implemented to help all students progress in their educational careers and remain life-long learners.

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Pearl River Middle School

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Dr. Kristin, Talleyrand, Assistant Principal

Pearl River High School

Michael Murphy, Principal
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With acknowledgement and thanks to the PRSD Curriculum Advisory Council for its role in developing this plan.

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Mission – To provide guidance, counseling and support for each student as he/she grows into a self-directed, responsible and contributing citizen, productive worker and lifelong learner. This mission works in concert with the overall Pearl River District mission, “Every student can and will learn.”

Major Goals of the Guidance Program

To help each student:

- Learn the process of decision making
- Develop skills in inter-personal relationships
- Work toward self-understanding and self-acceptance
- Understand and respect individual differences in others
- Use resources, including emerging technologies in a responsible, ethical manner
- Be a reflective, purposeful, and responsible learner
- Develop a life plan

To collaborate with teachers, administrators, related service providers, students, and parents to effectively monitor and support: consistent, punctual attendance; communication of progress and achievement; transitions from school to school; positive behaviors; personal safety; and parent involvement.

To function as resource for students, faculty, agencies, etc.

To assume an active part in total program planning, including career education.

To continue acting as a liaison between the community and the school population.

To evaluate the guidance program annually.

The content of the Pearl River School District Guidance Plan is divided into three primary sections. The three primary sections are:

K-4	Evans Park Elementary School Franklin Avenue Elementary School Lincoln Avenue Elementary School
5-7	Pearl River Middle School
8-12	Pearl River High School

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This K-12 Guidance Plan is grounded in the work of the American School Counselors Association and informed by NYSED Standards for Learning, including Standards for Social Emotional Learning. Its framework is developmental, seeking to scaffold support as students grow in knowledge, understanding and independence from kindergarten through graduation and beyond. In addition, the work is collaborative in nature, involving those specifically designated as guidance counselors as well as all other stakeholders, teachers, administrators, related services personnel, parents, students, and community members. The plan complements efforts to provide a safe, healthy, and engaging learning environment. Resources and learning opportunities support student social emotional learning across a broad range of skills including, but not limited to, understanding and managing emotions, setting and achieving positive goals, feeling and showing empathy for others, establishing and maintaining positive relationships, making responsible decisions and handling challenging situations (NYSED Standards for Social Emotional Learning). With these curricular and counseling supports, students will develop self-awareness, self-management, social awareness, relationship skills, and responsible decision making (CASEL – Collaborative for Academic, Social and Emotional Learning). Counseling services are provided at the individual, small group and cohort level.

At the elementary level guidance and support will be provided largely by the classroom teacher through curriculum activities, development of a safe learning environment, and emphasis on positive self-concept and development of interpersonal relationships. This is further supported by preventive and proactive work of school psychologists, social worker, administrator and parents. Building level committees (i.e. Bullying Prevention, BLT, DASA) and PTA groups play an integral role in planning and implementation. In some instances, referral may also be made to in-district specialists and/or outside agencies.

The activities begun at the elementary level continue through middle school, with a specific focus on the needs of young adolescents. Guidance counselors work closely with students and families as these young adolescents navigate their way through defining personal identities, academics and changing social constructs with peers, family and the community. Counselors will also begin the work in support of future college and career planning.

At the high school level, guidance counselors continue to support students as they transition from adolescence to young adulthood. This work focuses on helping students to clarify who they are, their skills, attitudes, behaviors and responsibilities in planning for college and/or career.

The ASCA framework outlines student competencies across three domains; academic, career, and personal and social. Growth in these areas is supported by district curricula across a variety of content areas, supportive learning environments and instructional strategies, as well as, text and technology resources.

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American School Counselor Association – Student Standards

ASCA- ACADEMIC DOMAIN

Standard A – Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard B – Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Standard C – Students will understand the relationship of academics to the world of work, and to live at home and in the community.

Student Competencies	Activities/Resources
<p>Elementary</p> <ul style="list-style-type: none"> - Articulate competence and confidence as a learner - Display a positive interest in learning - Take pride in work and achievement - Accept mistakes as essential to learning - Communicate – know when and how to ask for help - Take responsibility for actions - Work independently and cooperatively - Establish challenging academic goals - Learn and apply critical thinking skills (3-4) - Become a self-directed and independent learner (3-4) 	<p>Classroom Teachers School Psychologist Classroom Community</p> <p>PTA Programs Extra-curricular Clubs & Activities</p>
<p>Middle School – in addition to those above</p> <ul style="list-style-type: none"> - Identify attitudes and behaviors that support successful learning - Apply time management and task management skills - Demonstrate how effort and persistence positively affect learning - Develop a broad range of interest and abilities - Demonstrate dependability, productivity and initiative - Share knowledge - Demonstrate the motivation to achieve individual potential - Apply study skills - Seek information and support from faculty, staff, family and peers - Organize and apply academic information from a variety of sources - Use assessment results in educational planning - Use problem solving and decision-making skills to assess progress toward educational goals - Understand the relationship between classroom performance and success in school. - Understand the relationship between learning and work - Understand that school success is the preparation to make the transition from student to community member - Understand how school success and academic achievement enhance future career and vocational opportunities 	<p>Classroom Teachers Classroom Community Guidance Counselors School Social Worker School Psychologist Grade Level Faculty Teams</p> <p>Skills for Success – G7 PEP</p> <p>Extra-curricular Clubs & Activities PTA Programs</p>
<p>High School – in addition to those above</p> <ul style="list-style-type: none"> - Use knowledge of learning styles to positively influence school performance - Develop and implement an annual plan of study to maximize academic ability - Identify post-secondary options consistent with interests, achievement, aptitude, and abilities - Seek co-curricular and community experiences to enhance the school experience - Demonstrate understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals 	<p>Classroom Teachers Classroom Community Guidance Counselors School Social Worker School Psychologist PLUS – Pirates Learning Under Supervision Naviance Career & College Planning Community Service</p> <p>Extra-curricular Clubs & Activities PTA Programs</p>

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ASCA – CAREER DOMAIN

Standard A – Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B – Students will employ strategies to achieve future career goals with success and satisfaction.

Standard C – Students will understand the relationship between personal qualities, education, training, and the world of work.

Student Competencies	Activities/Resources
<p>Elementary</p> <ul style="list-style-type: none"> - Learn about the variety of traditional and nontraditional careers - Develop an awareness of personal abilities, skills, interests, and motivations (3-4) - Learn how to interact and work cooperatively in teams - Learn to make decisions - Learn how to set goals (3-4) - Understand the importance of planning (3-4) - Develop hobbies and vocational interests (3-4) - Acquire employability skills such as working on a team, problem-solving and organizational skills - Develop a positive attitude toward work and learning - Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace (3-4) - Utilize time and task-management skills (3-4) - Explain how work can help to achieve personal success and satisfaction - Learn to work cooperatively with others as a team member 	<p>Classroom Teachers Classroom Community</p> <p>Social Studies Curriculum Reading/Research</p>
<p>Middle School – in addition to those above</p> <ul style="list-style-type: none"> - Develop skills to locate, evaluate, and interpret career information - Pursue and develop competency in areas of interest - Balance between work and leisure time - Know the various ways in which occupations can be classified - Use research and information resources to obtain career information - Learn to use the Internet to access career planning information - Learn how to use conflict management skills with peers and adults 	<p>Classroom Teachers Guidance Counselors School Social Worker</p> <p>Career Day Naviance Career & College Planning</p>
<p>High School – in addition to those above</p> <ul style="list-style-type: none"> - Apply job readiness skills to seek employment opportunities - Demonstrate knowledge about the changing workplace - Learn about the rights and responsibilities of employers and employees - Learn to respect individual uniqueness in the workplace - Learn to write a resume - Apply decision making skills to career planning, course selection, and career transition - Identify personal skills, interests, and abilities and relate them to career choice - Demonstrate knowledge of the career planning process - Understand how changing economic and societal needs influence employment trends and future training - Demonstrate awareness of the educational and training needed to achieve career goals - Assess and modify educational plan to support career 	<p>Classroom Teachers Guidance Counselors School Social Worker</p> <p>Naviance Career & College Planning Careers Elective</p> <p>Community Members</p>

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| <ul style="list-style-type: none">- Use employability and job readiness skills in internship, mentoring, shadowing, and/or other work experience- Select course work that is related to career interests- Maintain a career planning portfolio- Understand the relationship between educational achievement and career success- Identify personal preferences and interests which influence career choices and success- Understand that the changing workplace requires lifelong learning and acquiring new skills- Describe the effect of work on lifestyles- Understand the importance of equity and access in career choice- Understand that work is an important and satisfying means of personal expression- Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals- Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or other mentoring experiences | |
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ASCD – PERSONAL/SOCIAL DOMAIN

Standard A – Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Standard B – Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C – Students will understand safety and survival skills.

Student Competencies	Activities/Resources
<p>Elementary</p> <ul style="list-style-type: none"> - Develop positive attitudes toward self as a unique and worthy person - Identify values, attitudes and beliefs - Learn the goal-setting process - Understand change is a part of growth - Identify and express feelings - Distinguish between appropriate and inappropriate behavior - Recognize personal boundaries, rights, and privacy needs - Understand the need for self-control and how to practice it - Demonstrate cooperative behavior in groups - Recognize that everyone has rights and responsibilities (3-4) - Respect alternative points of view (3-4) - Recognize, accept, respect and appreciate individual differences (3-4) - Recognize and respect differences in various family configurations (3-4) - Use effective communication skills - Know that communication involves speaking, listening and non-verbal behavior - Use a decision-making and problem-solving model - Understand consequences of decisions and choices - Identify alternative solutions to a problem (3-4) - Develop effective coping skills for dealing with problems (3-4) - Demonstrate when, where and how to seek help for solving problems and making decisions (3-4) - Demonstrate a respect and appreciation for individual and cultural differences - Use persistence and perseverance in acquiring knowledge and skills (3-4) - Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact) - Learn about the relationship between rules, laws, safety, and the protection of rights of the individual - Learn about the differences between appropriate and inappropriate physical contact - Demonstrate the ability to set boundaries, rights and personal privacy (3-4) 	<p>Classroom Teachers Classroom Community School Psychologist</p> <p>Social Studies Curriculum Health Curriculum</p> <p>Bullying Prevention Activities</p> <p>Peaceful School Bus Program</p> <p>PBIS – Positive Behavioral Interventions and Supports</p> <p>Safety & Emergency Preparedness</p>
<p>Middle School – in addition to those above</p> <ul style="list-style-type: none"> - Identify personal strengths and assets - Identify and discuss changing personal and social roles - Identify and recognize changing family roles - Know how to apply conflict resolution skills - Know when peer pressure is influencing a decision - Identify long- and short-term goals - Identify alternative ways of achieving goals - Develop an action plan to set and achieve realistic goals 	<p>Classroom Teachers Guidance Counselors School Social Worker School Psychologist</p> <p>Grade Level Faculty Teams</p> <p>Olweus – Class Advisory</p>

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<ul style="list-style-type: none"> - Differentiate between situations requiring peer support and situations requiring adult professional help - Identify resource people in the school and community, and know how to seek their help - Apply effective problem-solving and decision-making skills to make safe and healthy choices - Learn about the emotional and physical dangers of substance use and abuse - Learn how to cope with peer pressure - Learn techniques for managing stress and conflict - Learn coping skills for managing life events 	<p>Health Curriculum</p> <p>5th Grade Student Members Project Adventure 6th Grade OPD Club – Drug and Personal Awareness</p>
<p>High School – Competencies noted above are supported and reinforced.</p>	<p>Classroom Teachers Guidance Counselors School Social Worker School Psychologist</p> <p>Olweus DASA Committee</p>

Student Standards Planning Template included with permission from the American School Counselor Association.

American School Counselor Association (2012). *The ASCA National Model: A Framework for School Counseling Programs*, Third Edition. Alexandria, VA: Author.

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PARENT INVOLVEMENT

Parent involvement plays a pivotal role in student success in the K-12 educational process and beyond. This includes supporting the student competencies noted above. The District will provide a variety of opportunities for parent involvement including, but not limited to:

Focus	Student	Parent
School Entry & Transition Planning	Kindergarten Registration & Orientation Grade 4 Middle School Visit Grade 8 High School Visit Grade 12 SE Transition Mtg	Kindergarten Registration & Orientation Grade 4-5 Parent Night Grade 7-8 Parent Night
Annual Planning – Grades 8-12	Individual and/or small group meetings for transcript review, career options, credit accumulation, course schedule and program planning (Guidance Counselor)	Consulted as needed.
Curriculum & Instruction	Daily Activities; Syllabi; Teacher Websites	Back to School Nights HS Program of Study PTA & Parent University Presentations
Student Progress	Progress / Report Card Review (Guidance Counselor)	Electronic Gradebook Parent Teacher Conferences
Behaviors to Support Learning	Student Handbook Code of Conduct	Parent Handbook Code of Conduct
Post-Secondary & Career Planning	College Planning/Application Process (Guidance Counselor) Career Days College Fairs	Career Days College Fairs Naviance Career & College Planning

EVALUATION

The K-12 Guidance Program and related plan will be evaluated annually at both the building and district level, reflective of changes in practice and/or regulation. The review will include, but not be limited to: student progress and performance data; graduation data; college acceptance data; trends in discipline referrals; student, parent, and teacher feedback; and guidance counselor appraisals.

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RESOURCES

American School Counselor Association (2012). The ASCA National Model: A Framework for School Counseling Programs, Third Edition. Alexandria, VA: Author.

CASEL: Collaborative for Academic, Social, and Emotional Learning - <http://www.casel.org/>

Social/Emotional Development and Learning (SEDL) <http://www.p12.nysed.gov/sss/sedl/>

New York State Education Department www.nysed.gov

APPENDIX

NYSED GUIDANCE PROGRAM REGULATIONSAPPENDIX A
NYSED DIPLOMA / CREDENTIAL SUMMARYAPPENDIX B
NYSED PATHWAYS TO GRADUATION (NEW)APPENDIX C
NYSED APPROVED ALTERNATIVE EXAMSAPPENDIX D

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APPENDIX A

NYSED REGULATIONS

In accordance with Section 100.2 (J) of the Regulations of the Commissioner of Education, each public school district shall have a guidance program for all students that will be designed in coordination with the teaching staff and reviewed on an annual basis. The major areas of content for this plan shall include:

K-4

- Facilitating the transition of students entering/exiting school
- Helping students in grades K-4 participate effectively in their current and future educational program
- Helping students who exhibit any school-related behavioral adjustment and/or attendance problems
- Educating students to avoid sexual abuse
- Encouraging parental involvement
- Annual Review (Progress, Career Plans, by individual or small group)

5-7

- Facilitating the transition of students entering/exiting school
- Instruction at Each Grade Level (Learn about careers, career planning and post-secondary education)
- Advisory Assistance/Counseling to enable students to benefit from the curriculum
- Advisory Assistance/Counseling for Attendance Problems
- Advisory Assistance/Counseling for Academic Problems
- Advisory Assistance/Counseling for Behavioral Problems
- Encouraging parental involvement
- Annual Review (Progress, Career Plans by individual or small group)
- Services of School Counseling Personnel are available

8-12

- Annual Review (Progress, Career Plans by individual or small group)
- Instruction at Each Grade Level (Learn about careers and career planning)
- Advisory Assistance (Enable students to benefit from the curriculum)
- Instruction at Each Grade Level (Help students develop and implement post-secondary education and career plans)
- Advisory Assistance for Attendance Problems
- Advisory Assistance for Academic Problems
- Advisory Assistance for Behavioral Problems
- Counseling to enable students to benefit from the curriculum
- Counseling to help students implement post-secondary and career plans
- Counseling for Attendance Problems
- Counseling for Academic Problems
- Counseling for Behavioral Problems
- Encouraging parental involvement
- Services of School Counseling Personnel are available



Diploma/Credential Requirements

The following charts outline the diploma and credential requirements currently in effect. The chart is intended to provide an overview of the requirements and identify the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided to offer specific regulatory requirements and more detailed information regarding the requirements for each diploma or credential.

Diploma Type	Available to	Requirements
Regents	All Student Populations	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 Language other than English (LOTE), 2 Physical Education, 3 ½ Electives • Assessment: 5 required Regents exams with a score of 65 or better as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government http://www.p12.nysed.gov/part100/pages/1005.html#regentsdiploma
Regents (through appeal)	All Student Populations	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. • Assessment: 4 required Regents exams with a score of 65 or better and 1 Regents exam with a score of 62-64 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government http://www.p12.nysed.gov/part100/pages/1005.html#regpassscore
Regents with Honors	All Student Populations	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 Language other than English (LOTE), 2 Physical Education, 3 ½ Electives • Assessment: 5 required Regents exams with a computed average score of 90 or better as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors
Regents with Advanced Designation	All Student Populations	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in LOTE or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. • Assessment: 8 required Regents exams with a score of 65 or better as follows: 3 Math, 2 Science, ELA, Global History and Geography, US History and Government; and either a locally developed Checkpoint B LOTE examination or a 5 unit sequence in the Arts or CTE http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD

Regents with Advanced Designation with an annotation that denotes Mastery in Math	All Student Populations	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in LOTE or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. • Assessment: Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, scores 85 or better on each of 3 Regents Examinations in Mathematics See 100.5(b)(7)(x) http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD
Regents with Advanced Designation with an annotation that denotes Mastery in Science	All Student Populations	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in LOTE or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. • Assessment: Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, scores 85 or better on each of 3 Regents Examinations in Science See 100.5(b)(7)(x) http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD
Regents with Advanced Designation with Honors	All Student Populations	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in LOTE or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. • Assessment: 8 required Regents exams with a computed average score of 90 or better as follows: 3 Math, 2 Science, ELA, Global History and Geography, US History and Government; and either a locally developed Checkpoint B LOTE examination with a score of 65 or a 5 unit sequence in the Arts or CTE http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors
Local	Students with disabilities with an individualized education program or section 504 Accommodation Plan	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. • Assessment: Low Pass Safety Net Option¹: 5 required Regents exams with a score of 55 or better as follows: 1 Math, 1 Science, 1 ELA, 1 Global History and Geography, 1 US History and Government; http://www.p12.nysed.gov/part100/pages/1005.html#assessment or; • Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011: passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination http://www.p12.nysed.gov/specialed/publications/localdiplomaoptions-may2011.htm; or • Compensatory Safety Net Option: scores between 45-54 on one or more of the five required Regents exams, other than the English language arts (ELA) or mathematics exam, but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 must be earned on both the ELA and mathematics exams. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned. http://www.p12.nysed.gov/specialed/publications/safetynet-compensatoryoption.html

Local Diploma (through Appeal)	All Student Populations	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. • Assessment: 3 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 62-64 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore
Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Career and Technical Education Endorsement	All Student Populations	<ul style="list-style-type: none"> • Credit: Completes all credit requirements as listed above for specific diploma types and completes an approved career and technical education program. • Assessment: Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the technical assessment designated for the particular approved career and technical education program which the student has completed. http://www.p12.nysed.gov/part100/pages/1005.html#carteched

Non-diploma High School Exiting Credentials		
Credential Type	Available to	Requirements
Career Development and Occupational Studies Commencement Credential	Students with disabilities other than those who are assessed using the NYS Alternate Assessment (NYSSA)	<ul style="list-style-type: none"> • Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the area of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile; OR • Student meets criteria for a national work readiness credential <p>Credential may be a supplement to a regular diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten. http://www.regents.nysed.gov/meetings/2013Meetings/April2013/413p12access1Revised.pdf</p>
Skills and Achievement Commencement Credential	Students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA)	<p>All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by a summary of the student's levels of achievement in academic and career development and occupational studies. http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm http://www.p12.nysed.gov/part100/pages/1006.html</p>

¹Note: the low pass (55-64) option for general education students to earn a local diploma has been phased out and students who entered high school in 2008 and thereafter no longer have access to this option. There are still students in our K-12 system that entered grade 9 in 2007 or earlier and still have access to this option.

Seal of Bi-Literacy – Requirements to be determined

Pathways to Graduation

Ensuring Students Graduate College, Career and Citizenship Ready NYS Board of Regents January 12, 2015

Ensuring Rigorous Pathways - All students earning a Regents Diploma will:

- Take a balanced curriculum including: English Language Arts, Math, US History and Government, Global History and Geography, Science, a Language other than English, Art, Physical Education and Health;
- Earn a minimum of 22 High School Credits; and
- Meet required elements of their assessment pathway.

4 + 1 Assessment Pathway Requirements

Additional graduation pathways in:

- Humanities,
- STEM,
- Bi-literacy (languages other than English [LOTE]),
- CTE and
- the Arts.

In addition to the four Regents Exams or approved alternative exams all students must pass (English, Math, Science, Social Studies), students may meet the fifth exam requirement by passing one of the following exams:

Additional social studies Regents Exam or Department-approved alternative (**Humanities Pathway**); or

•Additional Regents Exam in a different course in mathematics or science or a Department-approved alternative (**STEM Pathway**); or

•Pathway exam approved by the Commissioner in accordance with §100.2(f) (which could include a **Biliteracy [LOTE] Pathway**); or

•Career and technical education (CTE) pathway exam, approved by the Commissioner in accordance with proposed §100.2(mm), following successful completion of an approved program (**CTE Pathway**); or

•Arts pathway exam approved by the Commissioner in accordance with proposed §100.2(mm) (**Arts Pathway**).

**Department-Approved Alternative Examinations
Acceptable for Meeting Requirements for a Local or Regents Diploma**

The test score(s) indicated below are the minimum acceptable score(s) that can be substituted for a Regents Examination score of 65 for all students who have completed the course of study for that subject.

<i>Approved Alternative Examination</i>	<i>Minimum Acceptable Score</i>
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English

Advanced International Certificate of Education (AICE) English Examination	E
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AP English Language and Composition Examination	3
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AP English Literature and Composition Examination	3
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International Baccalaureate English A1 Standard Level Examination	4
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International Baccalaureate English A1 Higher Level Examination	3
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Global History and Geography

AP World History Examination	3
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United States History and Government

AP United States History Examination	3
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SAT Subject Test in United States History*	560
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* In addition to achieving the established score, students must complete a multi-source, in-depth research project that demonstrates the ability to use primary and secondary sources.

Integrated Algebra

Advanced International Certificate of Education (AICE) Mathematics Examination	E
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AP Calculus AB Examination	3
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AP Calculus BC Examination	3
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Integrated Algebra Continued

International Baccalaureate Mathematics Studies Standard Level Examination	4
International Baccalaureate Mathematics Methods Standard Level Examination	4
International Baccalaureate Mathematics Higher Level Examination	3
International General Certificate of Secondary Education (IGCSE)	A
SAT Subject Test in Mathematics Level 1	470
SAT Subject Test in Mathematics Level 2	510

Geometry and Algebra 2/Trigonometry

AP Calculus AB Examination	3
AP Calculus BC Examination	3
SAT Subject Test in Mathematics Level 2	550

Sciences**

AP Biology Examination	3
SAT Subject Test in Biology E/M	520
SAT Subject Test in Chemistry	540
SAT Subject Test in Physics	530

** In addition to achieving the established score, students must complete 1,200 minutes of hands-on laboratory work with satisfactory lab reports.

For additional information on the AICE and IGCSE exams, go to
<http://www.cie.org.uk/qualifications/academic/uppersec/aice>.

For additional information on the Advanced Placement or SAT exams, go to
<http://www.collegeboard.org/>.

For additional information on the International Baccalaureate Mathematics Examinations, go to
<http://www.ibo.org/>.