



K-12 GUIDANCE PLAN

PEARL RIVER SCHOOL DISTRICT

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

APPROVED
Pearl River Board of Education
April 17, 2018
Mary R. Haragan
District Clerk

www.pearlriver.org

PEARL RIVER SCHOOL DISTRICT
K-12 GUIDANCE PLAN

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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Pearl River High School

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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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Parents Jackie Dubil-Craig, Allyn Flaherty, Eileen Kennedy

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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 school 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 - Learn and apply problem solving skills - Work independently and collaboratively - Establish challenging academic goals - Learn and apply critical thinking skills - Identify attitudes and behaviors that support successful learning - Become a self-directed and independent learner 	<p>Classroom Teachers Classroom Community School Psychologist School Social Worker Consultants</p> <p>PTA Programs Extra-curricular Clubs & Activities</p>
<p>Middle School – in addition to those above</p> <ul style="list-style-type: none"> - 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 School Counselors School Social Worker School Psychologist Grade Level Faculty Teams Consultants</p> <p>Skills for Success – G7 PEP Naviance Career & College Planning</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 School Counselors School Social Worker School Psychologist PLUS – Pirates Learning Under Supervision Naviance Career & College Planning Community Service Consultants</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 - Learn how to interact and work collaboratively in a variety of team member roles - Learn to make decisions - Learn how to set goals - 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) - Learn to utilize time and task-management skills - Explain how work can help to achieve personal success and satisfaction 	<p>Classroom Teachers Classroom Community School Social Worker</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 School Counselors School Social Worker</p> <p>Career Day Naviance Career & College Planning</p> <p>Extra-curricular Clubs & Activities PTA Programs</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, technological, 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 School Counselors School Social Worker</p> <p>Naviance Career & College Planning Careers Elective</p> <p>Extra-curricular Clubs & Activities PTA Programs</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/collaborative behavior in groups - Recognize that everyone has rights and responsibilities - Respect alternative points of view - Recognize, accept, respect and appreciate individual differences - Recognize and respect differences in various family configurations - 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 - Develop effective coping skills for dealing with problems - Demonstrate when, where and how to seek help for solving problems and making decisions - Demonstrate a respect and appreciation for individual and cultural differences - Use persistence and perseverance in acquiring knowledge and skills - 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 School Social Worker Consultants</p> <p>Social Studies Curriculum Health Curriculum</p> <p>Bullying Prevention Activities</p> <p>PBIS – Positive Behavioral Interventions and Supports</p> <p>Safety & Emergency Preparedness</p> <p>Extra-curricular Clubs & Activities PTA Programs</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 - Differentiate between situations requiring peer support and situations requiring adult professional help 	<p>Classroom Teachers School Counselors School Social Worker School Psychologist Consultants</p> <p>Grade Level Faculty Teams</p> <p>Olweus – Class Advisory</p>

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<ul style="list-style-type: none"> - 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 - Learn and demonstrate self-management skills 	<p>Health Curriculum</p> <p>5th Grade Student Members for Grade 4 Orientation</p> <p>Project Adventure</p> <p>6th Grade OPD Club – Drug and Personal Awareness</p> <p><i>Keeping It Real</i> – MS grade 7</p> <p>Extra-curricular Clubs & Activities</p> <p>PTA Programs</p>
<p>High School – Competencies noted above are supported and reinforced.</p>	<p>Classroom Teachers</p> <p>School Counselors</p> <p>School Social Worker</p> <p>School Psychologist</p> <p>Health Curriculum</p> <p>DASA Committee</p> <p>Extra-curricular Clubs & Activities</p> <p>PTA Programs</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) Student Directed Annual Reviews	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) Student Portal Student Directed Annual Reviews	Electronic Gradebook- Parent Portal 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.

ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student - <https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

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
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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

Revised January 2018

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: <ul style="list-style-type: none"> ○ 5 required Regents exams⁽¹⁾ with a score of 65 or better as follows: 1 math, 1 science, 1 social studies, ELA and 1 Pathway Assessment⁽²⁾; or ○ 4 required Regents exams⁽¹⁾ with a score of 65 or better as follows: 1 math, 1 science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential 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 language other than English (LOTE)*, 2 physical education, 3 ½ electives • Assessment: <ul style="list-style-type: none"> ○ 4 required Regents exams⁽¹⁾ with a score of 65 or better and 1 Regents exam with a score of 60-64 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and 1 Pathway Assessment⁽²⁾; or ○ 3 required Regents exams⁽¹⁾ with a score of 65 or better and 1 Regents exam with a score of 60-64 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential <p>Note: Non Regents Pathway exams are not subject to the Appeal Process http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore</p>

<p>Regents with Honors</p>	<p>All Student Populations</p>	<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⁽¹⁾ with a computed average score of 90 or better as follows: 1 math, 1 science, 1 social studies, ELA and either 1 Pathway Assessment⁽²⁾ or meet all the requirements of the CDOS Commencement Credential (no more than 2 Department approved alternatives may be substituted and will not count in the computed average) <p>http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors</p>
<p>Regents with Advanced Designation</p>	<p>All Student Populations</p>	<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. 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. <p>Assessment: Students may meet the assessment requirements in order to earn a Regents Diploma with Advanced Designation by passing <u>any one</u> of the following combinations of Regents examinations and/or Department approved alternatives if applicable:</p> <ol style="list-style-type: none"> Traditional Combination: ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science, 1 must be life science and 1 must be physical science) = 8 Assessments Pathway⁽²⁾ Combination (other than STEM): ELA, 1 social studies, 3 mathematics, 2 science (1 must be life science and 1 must be physical science), <u>and</u> either 1 Pathway (other than science or mathematics) or meet the requirements for the CDOS Commencement Credential = 7 or 8 Assessments STEM (Mathematics) Pathway⁽²⁾ Combination: ELA, 1 social studies 4 mathematics, 2 science (1 must be life science and 1 must be physical science) = 8 Assessments STEM (Science) Pathway⁽²⁾ Combination: ELA, 1 social studies, 3 mathematics, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments <p>In addition, a student must pass either a locally developed Checkpoint B LOTE* examination or complete a 5 unit sequence in the Arts or CTE.</p> <p>http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</p>
<p>Regents with Advanced Designation with an annotation that denotes Mastery in Math</p>	<p>All Student Populations</p>	<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. 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 diploma with advanced designation (see above) and, in addition, scores 85 or better on each of 3 Regents examinations in mathematics <p>See 100.5(b)(7)(x)</p> <p>http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</p>

<p>Regents with Advanced Designation with an annotation that denotes Mastery in Science</p>	<p>All Student Populations</p>	<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. 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 diploma 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
<p>Regents with Advanced Designation with Honors</p>	<p>All Student Populations</p>	<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. 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 diploma with advanced designation (see above) with a computed average score of 90 or better (no more than 2 Department approved alternatives may be substituted and will not count in the computed average) Note: The locally developed Checkpoint B LOTE* examination is not included in the computed average.. http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors
<p>Local Diploma (through Appeal)</p>	<p>All Student Populations</p>	<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: <ul style="list-style-type: none"> ○ 3 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 60-64 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, <u>and</u> 1 Pathway Assessment⁽²⁾ ; or ○ 2 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 60-64 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and meet all the requirements for the CDOS Commencement Credential Note: Non Regents Pathway exams are not subject to the Appeal process. http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore http://www.p12.nysed.gov/ciai/gradreq/CurrentAppealForm.pdf

<p>Local⁽³⁾</p>	<p>Students with disabilities with an individualized education program (IEP) or if included on the student's Section 504 Accommodation Plan</p>	<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: <ul style="list-style-type: none"> a. Low Pass Safety Net Option: 5 required Regents exams with a score of 55 or better as follows: 1 math, 1 science, 1 social studies, ELA <u>and</u> either 1 Pathway Assessment⁽²⁾, or meet all the requirements of the CDOS Commencement Credential http://www.p12.nysed.gov/part100/pages/1005.html#assessment; or b. Low Pass Safety Net and Appeal: <ul style="list-style-type: none"> I. 3 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and 1 Pathway Assessment⁽²⁾ ;or II. 2 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and meet all the requirements of the CDOS Commencement Credential <p>Note: Non Regents Pathway exams are not subject to the Appeal process.</p> <ul style="list-style-type: none"> c. 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 d. 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, but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and 1 mathematics exam. 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. <ul style="list-style-type: none"> ● http://www.p12.nysed.gov/specialed/publications/safetynet-compensatoryoption.html
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<p>Local Diploma (through Superintendent's Determination) Revised Jan, 2018</p>	<p>Students with disabilities with an IEP</p> <p>Does NOT INCLUDE students with a Section 504 Accommodation Plan</p>	<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: <ul style="list-style-type: none"> ○ A superintendent's determination made upon a parent's written request, based on review of documentation, as to graduation-level proficiency in the subject area in which the student was not able to demonstrate proficiency of the State's learning standards through the assessment required for graduation. <p>To be eligible for the superintendent determination:</p> <ol style="list-style-type: none"> 1. The student must have a current individualized education program (IEP) and be receiving special education programs and/or related services. 2. The student did not meet the graduation requirements through the low pass (55-64) safety net option or the compensatory option. 3. The student must have earned the required course credits and have passed, in accordance with district policy, all courses required for graduation, including the Regents courses to prepare for the corresponding required Regents examination areas (English Language Arts (ELA), mathematics, social studies and science). 4. The student must have taken and received a minimum score of 55 on both the ELA and Mathematics Regents examinations or a successfully appealed a score between 52 and 54, except that on or after December 12, 2017, a student who was unable to achieve a minimum score of 55 or did not initiate an appeal of a score of between 52 and 54 on the English and/or Mathematics Regents examinations may be considered an eligible student for the Superintendent Determination option, provided that the student has completed the requirements for the New York State (NYS) Career Development and Occupational Studies (CDOS) Commencement Credential. 5. There must be evidence that the student participated in all Regents examinations required for graduation but has not passed one or more of these examinations. 6. In a subject area where the student was not able to demonstrate his/her proficiency of the State's learning standards through the Regents examinations required for graduation (including ELA and/or mathematics if using the CDOS Commencement Credential to meet the eligibility condition(s) in #4), there must be evidence that the student has otherwise demonstrated graduation level proficiency in the subject area(s).
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Local Diploma	English Language Learners Only	<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: <ul style="list-style-type: none"> ○ 4 required Regents exams⁽¹⁾ with a score of 65 or better and the ELA Regents exam with a score of 55-59 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7); or ○ 3 required Regents exams with a score of 65 or better, 1 Regents exam with a score of 60-64, and the ELA Regents exam with a score of 55-59. For both the 60-64 and the 55-59 scores, an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and either 1 Pathway Assessment⁽²⁾ or meet the requirements of the CDOS Commencement Credential <p>Note: Students who choose the CDOS pathway may still appeal an ELA score of 55-59 and on other Regents exam score of 60-64</p> <p>http://www.regents.nysed.gov/meetings/2015Meetings/February/215p12a1.pdf</p> <p>Note: Non Regents Pathway exams are not subject to the Appeal process</p>
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 successfully 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 3 part technical assessment designated for the particular approved career and technical education program which the student has completed. <p>http://www.p12.nysed.gov/part100/pages/1005.html#carteched</p>

Non-diploma High School Exiting Credentials

Credential Type	Available to	Requirements
Career Development and Occupational Studies (CDOS) Commencement Credential	All students 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>Note: Credential may be a supplement to a Local or Regents 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.</p> <p>http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm</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 documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.</p> <p>http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm http://www.p12.nysed.gov/part100/pages/1006.html</p>

Footnotes:

* Students with a disability may be excused from the LOTE requirement if so indicated on the IEP but must still earn 22 units of credit to graduate.

** Students with a disability who are excused from the LOTE requirement per their IEP need not complete a 5-unit sequence in the Arts or CTE in order to meet the requirements for the Regents Diploma with Advanced Designation.

¹ In all cases students may substitute an assessment from the list of Department Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma found at <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>

²**Pathway Assessment Options:** All students must pass the following 4 required Regents exams or the corresponding Department approved alternative examination found at <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>: 1 math Regents exam, 1 science Regents exam, 1 social studies Regents exam, and the English language arts Regents exam. In **addition** all students must choose 1 of the following options:

- Complete all the requirements for the CDOS Commencement Credential found here <http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm> ; or
- Pass an additional math Regents exam in a different course or Department Approved Alternative; or
- Pass an additional science Regents exam in a different course or Department Approved Alternative; or
- Pass an additional social studies Regents exam in a different course or Department Approved Alternative; or

- Pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
- Pass an approved CTE Assessment after successfully completing an approved CTE program
- Pass a Department approved pathway assessment in the Arts⁽⁴⁾
- Pass a Department approved pathway assessment in a Language other than English (LOTE)

The additional assessment must measure a different course than that which was measured by one of the four required exams above, or an approved pathway assessment in the Arts, CTE or LOTE found at <http://www.p12.nysed.gov/ciai/multiple-pathways/>

The Department is working to identify Pathway assessments in LOTE. When those examinations are identified they will be posted at <http://www.p12.nysed.gov/ciai/multiple-pathways/>

³The 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 may still be students in the K-12 system that entered grade 9 in 2007 or earlier and still have access to this option.

Pathways to Graduation 4+1 Option

(Updated February 2018)

At the January and March 2015 Regents meetings, the Board approved regulatory amendments to provide assessment pathways to graduation. These regulatory provisions allow students to meet the assessment requirements for earning a diploma utilizing a 4+1 assessment option

See: [January 2015 Regents item](#)
[March 2015 Regents item](#)

In March 2016 the Board amended the 4+1 options to include the CDOS Pathway. The provisions for the CDOS pathway can be found at: [March 2016 Regents item](#)

Students who first enter grade nine in September 2011 and thereafter **or** who are otherwise eligible to graduate in June 2015 or thereafter, have the following options available in order to meet the assessment requirements leading to a Regents or Local diploma:

Pass four (4) required Regents examinations or [Department Approved Alternatives](#) as follows: ELA Regents exam, 1 math Regents exam, 1 science Regents exam, 1 social studies Regents exam

Plus any one (1) of the following options:

- Complete all the requirements for the CDOS Commencement Credential found here <http://www.p12.nysed.gov/ciai/multiple-pathways/memos/cdos-graduation-pathway-option.html> ; or
- Pass an additional math Regents exam in a different course or Department Approved Alternative; or
- Pass an additional science Regents exam in a different course or Department Approved Alternative; or
- Pass an additional social studies Regents exam in a different course or Department Approved Alternative; or
- Pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
- Pass a Department approved CTE pathway assessment, following successful completion of an approved CTE program; or
- Pass a Department approved pathway assessment in the Arts; or
- Pass a Department approved pathway assessment in a Language other than English (LOTE)

**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>
<i>English</i>	
Advanced International Certificate of Education (AICE) English Examination	E
AP English Language and Composition Examination	3
AP English Literature and Composition Examination	3
International Baccalaureate English A1 Standard Level Examination	4
International Baccalaureate English A1 Higher Level Examination	3
<i>Global History and Geography</i>	
AP World History Examination	3
<i>United States History and Government</i>	
AP United States History Examination	3
SAT Subject Test in United States History*	560
* 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.	
<i>Integrated Algebra</i>	
Advanced International Certificate of Education (AICE) Mathematics Examination	E
AP Calculus AB Examination	3
AP Calculus BC Examination	3

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/>.