Graduation Options

Candy Tavernier Transition Specialist
Capital District/North Country Regional Special Education Technical Assistance Center (RSE-TASC)
citaverni@mail.fehb.org

Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Teachers provide research-based instructional, teaching and learning strategies and supports for students with disabilities.

Schools provide multi-tiered systems of behavioral and academic support.

Schools provide high-quality inclusive programs and activities.

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

BLUEPRINT FOR IMPROVED RESULTS FOR STUDENTS WITH DISABILITIES

Key Principles

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- Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.
- Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.
- Teachers provide research-based instructional, teaching and learning strategies and supports for students with disabilities.
- Schools provide multi-tiered systems of behavioral and academic support.
- Schools provide high-quality inclusive programs and activities.
- Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

CSE Meeting Discussion

For transition age students, the development of Transition Goals and Services at CSE Meeting must include a discussion, with the parents and students of:

- Grad requirements that apply to the student
- Student’s progress toward receiving a diploma
- Courses the student has passed and the number of credits the student has earned toward graduation
- The assessment required for graduation the student has taken and passed
- The appeal, safety net and superintendent pathway options that may be available to the student to meet the graduation assessment requirements
- Provide the parent with written information about the above
To Earn a Diploma...

Regents 4+1 Multiple Pathways

1 English Regents
1 Math Regents*
1 Science Regents*
1 Social Studies*

+ 1

Student Must EARN 22 Credits to graduate

- Humanities Pathway
- Second social studies exam or Department Approved Alternative

- STEM Pathway
- Second math or science exam or Department Approved Alternative

- Language Other Than English Pathway
- Completion of Foreign Language Sequence or Department Approved Pathway Exam

- Arts Pathway
- Completion of Arts Sequence and Department Approved Pathway Exam

- CTE Pathway
- Completion of State Approved Career and Technical Education Program and Assessment

- CoDOS Pathway
- Complete the Requirements for Option I or Option II of the Career Development and Occupational Studies Commencement Credential
Appeals Process

- Meet the attendance rate of district
- Pass the course in the subject area under appeal
- Fail the test at least 2 times
- Proof the student has taken advantage of academic help
- Score of the Regents does not change, even if appeal is granted
- Student is recommended by teacher or Dept. chairperson
- Student can demonstrate knowledge and skills in the learning standards

Appeals Process

Regents Diploma through appeal

- 4 Required Regents exams with a score of 65 or better
- 1 Regents exam with a score of 60-64 for which an appeal is granted by the district (student must fail the exam at least 2x for appeal option)

Local Diploma through appeal

- 3 required Regents exams with a score of 65 or better
- 2 Regents exams with a score of 60-64 for which an appeal is granted by the local district (student must fail the exam at least 2x for appeal option)

For all student populations

Appeals Process

English Language Learners (Local Diploma)

- Entered school in grade 9 or above
- 4 Required Regents exams with a score of 65 or better
- ELA Regents exam with a score of 55 - 64. (fail 2x)
- May also appeal 1 more exam with a 60-64 (fail 2x)

Students with Disabilities (Local Diploma)

- 3 required Regents exams with a score of 55 or better
- 1 or 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district (student must fail the exam at least 2x for appeal option)
Local Diploma – Low Pass Option

Low Pass Option

- Required Regents exams with a score of 55 or better
  - Math
  - ELA
  - Science
  - Social Studies
- + 1 Regents option (Cannot adjust industry based assessments, other alternative assessment options)

Only for students with disabilities with an IEP or 504 Plan (if “Safety Net” included in 504 plan)

Compensatory Safety Net Option

- May score 45-54 on one of the required Regents if they compensate with a score 65 or higher on another required exam, AND:
  - Must meet school attendance requirements
  - Must pass class
  - 1 Math and ELA are still required to be at least 55 (or successful appeal of 52-54)
  - Cannot be used in conjunction with Regents
  - 1 to 1 exchange

ONLY FOR REGENTS EXAMS

Only for students with disabilities with an IEP or 504 Plan if “Safety Net” is included on 504 plan

Compensatory Safety Net Option

<table>
<thead>
<tr>
<th>Regents Exam</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive English</td>
<td>65</td>
</tr>
<tr>
<td>Algebra</td>
<td>55</td>
</tr>
<tr>
<td>Global</td>
<td>46</td>
</tr>
<tr>
<td>Biology</td>
<td>55</td>
</tr>
<tr>
<td>US History</td>
<td>69</td>
</tr>
</tbody>
</table>

- Did the Student Score at least a 55 on ELA and Math?
- Is there a score above 65 or above?
Superintendent Determination of Graduation with a Local Diploma

Option for students who, because of their disability, are unable to demonstrate their proficiency, even with accommodations, on standard state assessments.

Eligibility

Student:
• Has an active IEP (504 plans DO NOT qualify)
• Earned required credits and passed required coursework
• Did not meet the grad requirements through low pass or compensatory option
• Scored at least a 55 in Math and ELA, or had a successful appeal of 52-54 OR
  – DID NOT pass the Math and/or ELA exams with a 55+ or successful appeal but completed the requirements for the CDOS Credential (still have to pass the math and ELA course)
• Has to participate in the exam(s), but does not have to take them more than 1x

Parent Written Request

Parent/Guardian must submit a written request to initiate the determination (to principal or CSE Chair-forwarded to Superintendent)

Parent/guardian and student must receive written notice of the superintendent’s determination with a copy of the form with prior written notice of FAPE eligibility
Evidence/Documentation

• Evidence Standards have been met must be collected
• Superintendent (as soon as practicable)
  – Documents the evidence on prescribed form
  – Signs assurance that information is accurate
  – Places copy in student record
  – Provides NYSED Commissioner with a copy of the completed form for each student by August 31 following graduation

  Periodic Audits of determinations will occur

High School Equivalency Diploma

3 Options in NY

1. Test Assessing Secondary Completion (TASC)
   • Reading, writing, math, science and social studies sections
   • Phase in Common Core
   • www.tascetest.com

2. National External Diploma Program (NEDP)
   – Online and competency based assessment
   – Reading, Writing, math, social studies science, 21st century skills, self efficacy skills
   – Series of tasks that parallel job and life situations
   – www.casas.org/nedp

3. Earning 24 College Credits

**** Changes coming……

Credentials

Career Development and Occupational Studies
Commencement Credential

Skills and Achievement Commencement Credential
What is the CDOS Credential?

- Proof that the student is ready for entry-level employment
- A credential, not a diploma

Can be:
- Supplement to Local/Regents
- Multiple Pathways option to work toward earning a diploma
- Only Exiting Credential

Components of the CDOS CC
Instruction, Coursework, Work-Based Learning

<table>
<thead>
<tr>
<th>Access/Participation/ Progress in the General Education Curriculum</th>
<th>CDOS Learning Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>216 Hours of CTE Coursework and/or Work-Based Learning Experiences (min 54 hrs WBL)</td>
<td>Career Plan</td>
</tr>
</tbody>
</table>

Earned = Proof

Readiness for Entry Level Employment
Access/Participation/Progress in General Education Curriculum

Content
Materials
Environment
Instruction
How Learning is Measured

Career Plan

- Cornerstone of the planning process
- Starting in 9th grade
- Reviewed and updated every year
- Kept in permanent file
- Must be considered in IEP development
CDOS Learning Standards

Students must **ACHIEVE** the **Commencement** Level CDOS Standards.

—Proof of Achievement in:
  - Career Development
  - Integrated Learning
  - Universal Foundation Skills

What is CDOS?

School and Community Based, as appropriate

1. Career Development
2. Integrated Learning
3a. Universal Foundation Skills
3b. Career Majors

Career and Technical Education
Classes/Work-Based Learning

Equivalent of 2 credits (216 hours) in Career and Technical Ed and/or Work Based Learning

Career and Technical Classes + Work Experience = 2 Credits

Need at least 5 credit (54 hrs.)
Equivalent of 2 Units of Study in Career and Tech Ed/Work Based Learning

1 credit = 108 hours
.5 credit = 54 hours

162 (1.5cr) CTE
+ 54 (.5cr) WBL (min 54)
216 Hours (2 cr)

Minimum of 54 hours of Work Based Learning

0 CTE
+ 216 WBL (min 54)
216 Hours

Career and Technical Education

- Classes
  - Local Board of Education
  - Approved Classes taught by a certified CTE teacher
    - Business
    - Agriculture
    - Technology
    - Family and Consumer Sciences

- Programs
  - Board of Regents approved Career and Technical Education Programs
    - Examples
      - Electrical Trades
      - Health Occupations
      - Culinary Arts
      - Early Childhood
      - Cosmetology
      - Building Trades
      - Auto Tech
      - Heavy Equipment

Registered Work-Based Learning Programs

Career Exploration Internship Program (CEIP)
- School-business partnership initiative
- Non-paid, on-site, career exploration experiences
- Elective credit

Cooperative CTE Work Experience Program (CO-OP)
- 150 to 600 hours paid or unpaid skill specific experience
- Supported by related in-school instruction in specific CTE discipline & supervised by school
- Can award credit

General Education Work Experience Program (GEWEP)
- Career awareness program for students age 16 and above: 150 to 600 hours paid, school-supervised
- Supported by related in-school instruction in specific CTE discipline & provides elective credit

Work Experience and Career Exploration Program (WECEP)
- Similar in design and operation as the General Education Work Experience Program, but for at-risk students age 14-15
- Provided by local district for elective credit
Nonregistered Work Based Learning Options

| Community Based Work Programs | • Students with disabilities work in the community  
|                              | • Helps students identify career interests, assess their skills and training needs  
|                              | • Develop employment skills and work habits |
| Job Shadowing                | • Observation of work environment  
|                              | • Exposure to jobs and careers |
| Community Service            | • Participate in volunteer experiences to learn responsibility  
|                              | • Learn about community and needs of others |
| Service Learning             | • Integrated classroom learning with service activities  
|                              | • Real life application of academic knowledge to real life community needs |
| Senior Projects              | • Research a topic or career interest in a specific career pathway  
|                              | • Guide the student in learning about the college preparation and skills training needed to be successful in that pathway |
| School-based Enterprise      | • Business enterprise exists within the school to provide services for students and/or staff |

Think-Pair-Share

• What Career and Technical Education Opportunities are available to your students?

• What Work-Based Learning Opportunities are available to your students?

Employability Profile

Employability Profile

Developed by adult(s) working with student:
- Required for CDOS CC  
- Developed based on student performance  
- At least one work skills employability profiled must be completed within one year of student exit  
- Final EP must be retained in permanent record
Employability Profile

Components of the CDOS CC
Instruction, Coursework, Work-Based Learning

Option #2
Nationally Recognized Work Readiness Credentials

1. SkillsUSA Workforce Ready Employability Assessment
2. National Work Readiness Credential
3. National Career Readiness Credential - WorkKeys (ACT)
4. Comprehensive Adult Student Assessment Systems - Workforce Skills Certificate System
Skills and Achievement
Commencement Credential

NYSAA students ONLY!!!

• Students with severe disabilities
• Eligible for NYSAA (based on assessment)
• NOT A DIPLOMA
• Can be awarded after the student attends school for 12 years, excluding K

Model Form

• SED developed a model form that is recommended, though not required
• Districts can modify the form
• Meets Student Exit Summary requirements (state and federal)
• Educators are STRONGLY ENCOURAGED to use the model Student Exit Summary Form very early in a student’s career for transition planning, goal setting and annual progress reporting purposes.
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<thead>
<tr>
<th>Questions? Need Technical Support?</th>
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| Candy Tavernier  
cstaverni@mail.fehb.org  
(518)483-5230 |
| Nancy Damorecki  
Nancy.damorecki@neric.org  
(518)464-3994 |