Diploma and Credential Options for Students With Disabilities

Produced by the Technical Assistance Partnership for Transition at Cornell University.

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Disclaimer

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New York State Education Department Office of Special Education

Blueprint for Improved Results for Students with Disabilities

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

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

**Specially-Designed Instruction**
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.

**Research-Based Instruction**
Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

**Multi-Tiered Support**
Schools provide multi-tiered systems of behavioral and academic support.

**Inclusive Activities**
Schools provide high-quality inclusive programs and activities.

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

- Name
- Educational Organization (EO)
- Position/Role
Meeting Norms

• Take care of your needs (water, food, restroom, etc.).
• Speak your truth; use “I” statements.
• Ask what you need to understand and contribute.
• Listen with respect.
• Push your growing edge.
• Participate and struggle together.
• Expect a lack of closure.
• Respect each others’ needs.
Learning Objectives

Participants will recognize and identify the:

• Definition of self-determination and its relation to determining individualized diploma and credential options.
• Credit requirements for graduation in New York State (NYS).
• Multiple Pathways to Graduation 4 + 1 Option requirements for all students.
• Appeal eligibility criteria for all students.
• Safety Net Options for students with disabilities.
• Exiting credentials available in NYS and the requirements for each.
Self-Determination: Student-Friendly Definition

“Being self-determined means acting or causing things to happen as you set and work toward goals in your life.”
Diploma Requirements

Credit Requirements

Assessment Requirements
### Credit Requirements and World Languages Exemption

<table>
<thead>
<tr>
<th>Subject</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
</tr>
<tr>
<td>U.S. History (1), Global History and Geography (2), Participation in Government (1/2), Economics (1/2)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>Life Science (1), Physical Science (1), Life Science or Physical Science (1)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>World Languages</td>
<td>1</td>
</tr>
<tr>
<td>Visual Art, Music, Dance, and/or Theater</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education (participation each semester)</td>
<td>2</td>
</tr>
<tr>
<td>Health</td>
<td>0.5</td>
</tr>
<tr>
<td>Electives</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

- A student with a disability may be excused from the required credit in World Languages but must still earn 22 credits to graduate.
- The World Languages exemption must be noted on the student’s Individualized Education Program (IEP).
- A student who is exempt from the diploma credit in World Languages is also exempt from the sequence required for advanced designation (World Languages, the Arts, or Career and Technical Education [CTE]).
Multiple (+1) Pathways

All students must pass 4 required assessments (one in each discipline)

4

STEM
Humanities
Arts
World Languages
CTE
CDOS
Civics
Multiple Pathways and Seal of Civic Readiness

- Passing one additional Regents Examination or Department-approved alternative
- Passing a Department-approved pathway assessment
  - Humanities
  - STEM—Science, Technology, Engineering, Math

- Completing a NYSED-approved CTE program
- Earning the CDOS Commencement Credential (CDOS-CC)
  - CTE
  - CDOS

- Earning the Seal of Civic Readiness
  - Civics

- World Languages
- Career Development and Occupational Studies (CDOS)
Forthcoming Pathway
Individual Arts Assessment Pathway (IAAP)

What?
• A collection of student work demonstrating growth in the arts over time.
• Meets the High School II (HSII) Accomplished Level in the NYS Learning Standards for the Arts.
• Artistic method(s), media, or form(s) utilized are based on student artistic and research interests.

When?
• It will be piloted in September 2022.
• Beginning in early 2023, all school districts can choose to offer the IAAP based on student and community interest and program offerings.
### Types of Diplomas

<table>
<thead>
<tr>
<th>Diploma Type</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Local</strong></td>
<td>22</td>
<td>Used appeals, safety nets to meet assessment requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• or Superintendent Determination of a Local Diploma</td>
</tr>
<tr>
<td><strong>Regents</strong></td>
<td>22</td>
<td>Earned passing scores (65+ for Regents Examinations)* on all required assessments (4 + 1)</td>
</tr>
<tr>
<td><strong>Regents With Advanced Designation</strong></td>
<td>22</td>
<td>Earned passing score on all required assessments (7 + 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Additional exams required:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• +2 math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• +1 science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 1 life, 1 physical</td>
</tr>
</tbody>
</table>

* *A student can use one traditional appeal (60–64) and still receive a Regents diploma. Special appeals and exemptions can be applied to any diploma type.*
Endorsements and Seals

Local Diploma
- Technical Endorsement
- Seal of Civic Readiness

Regents Diploma
- Technical Endorsement
- Seal of Civic Readiness
- Seal of Biliteracy
- Honors Endorsement

Regents With Advanced Designation
- Technical Endorsement
- Seal of Civic Readiness
- Seal of Biliteracy
- Honors Endorsement
- Mastery in Mathematics and/or Science
Exemptions Due to COVID-19 and the Special Appeal
Students granted an exemption from any examination are not required to pass such specific examination to meet the assessment requirements for any diploma type (local, Regents, or Regents with Advanced Designation).

Exemptions remain with students through graduation.
Special Appeal Eligibility Criteria

Any student who meets the following eligibility conditions may utilize the special appeal to earn a diploma with a lower score on a Regents Examination. These conditions are specific to the special appeal.

Regents Examination taken:
• June 2022,
• August 2022,
• January 2023,
• June 2023, or
• August 2023

Earned a score of 50–64 on the Regents Examination that is the subject of the appeal and was taken during one of the above administrations

Passed the course for which the appeal is being sought*

*When making a determination as to whether a student is eligible to apply for a special appeal, the grade earned on the Regents Examination is not included in the calculation of the course average.
What Makes the Special Appeal Special?

The special appeal is a limited rule adopted in response to widely varied teaching and learning conditions caused by the continued impact of the COVID-19 pandemic.

Students do not need to take the exam under special appeal twice.

Students do not need to have participated in additional academic assistance provided by the school.

Special appeals may be applied to any diploma type.

Special appeals do not count toward the maximum number of appeals that can be applied to the local or Regents diplomas.
### Appeal Approval Process

#### Appeal is Submitted

<table>
<thead>
<tr>
<th>Student</th>
<th>Parent/Person in Parental Relations</th>
<th>Teacher/Counselor</th>
</tr>
</thead>
</table>

#### Appeal Committee

<table>
<thead>
<tr>
<th>Principal</th>
<th>Three Teachers (not student’s teacher)</th>
<th>Administrator</th>
</tr>
</thead>
</table>

#### Recommendation to the Superintendent

<table>
<thead>
<tr>
<th>Grant Appeal</th>
<th>Deny Appeal</th>
</tr>
</thead>
</table>
Sample Scenario: Ira

Ira has an IEP. They earned a 58 on the English Regents Examination.

Should Ira’s school consider the special appeals process?
Sample Scenario: Ira Review

Review

Ira has an IEP. They earned a 58 on the English Regents Examination.

Should Ira’s school consider the special appeals process?

Yes! Since the special appeal may be used toward any diploma type, Ira could earn a Regents diploma if they met all other assessment requirements.

Special Appeals FAQ (Question 21)
Traditional Appeals, Safety Nets, and Superintendent Determination
Traditional Appeal Eligibility Criteria

Students seeking a traditional appeal must meet the following criteria:

- Have taken the Regents Examination under appeal at least two times
- Have at least one score on the Regents Examination under appeal within the point range appropriate for the appeal:
  - All student appeal: 60-64
  - Students with disabilities seeking the local diploma: 52-54
  - Eligible English Language Learners (ELLs) seeking appeals in English Language Arts only: 55-59
- Have taken advantage of academic help provided by the school in the subject tested by the Regents Examination under appeal
- Have passed the course for which the appeal is being sought
- Be recommended for an exemption to the graduation requirement by the student’s teacher or Department chairperson in the subject of the Regents Examination under appeal
## Diplomas via Traditional Appeal for All Students

**Regents Diploma via Traditional Appeal for All Students**

- Meets credit requirements
- Meets assessment requirements using **one** successfully appealed Regents Examination score no more than 5 points below passing (60–64)

**Local Diploma via Traditional Appeal for All Students**

- Meets credit requirements
- Meets assessment requirements using **two** successfully appealed Regents Examination scores no more than 5 points below passing (60–64)
Local Diploma via Appeal for English Language Learners (ELLs)

To be eligible, students must:
• enter the United States in grade 9 or after; and
• be classified as an ELL when they took the Regents Examination in English Language Arts the second time.

<table>
<thead>
<tr>
<th>Local Diploma via Appeal for ELLs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meets credit requirements</td>
</tr>
<tr>
<td>• Meets assessment requirements using one successfully appealed English Language Arts Regents Examination score of 55-59</td>
</tr>
<tr>
<td>• May also use one successfully appealed Regents Examination score no more than 5 points below passing (60-64)</td>
</tr>
</tbody>
</table>
Safety Net Options for Students With Disabilities

<table>
<thead>
<tr>
<th>Local Diploma via Low Pass Safety Net</th>
<th>Local Diploma via Compensatory Safety Net</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meets credit requirements</td>
<td>• Meets credit requirements</td>
</tr>
<tr>
<td>• Meets assessment requirements for a local diploma by achieving a score between 55-64 on one or more of the required Regents Examinations</td>
<td>• Meets assessment requirements for a local diploma by compensating Regents Examination scores between 45-54 (on any required Regents Examination except for English Language Arts and math) with a score of 65 or higher on another required Regents Examination</td>
</tr>
<tr>
<td>• May also appeal up to two Regents Examination scores between 52-54</td>
<td></td>
</tr>
</tbody>
</table>

Safety Net applies to:

• Students with disabilities with a current IEP.
• Students with a Section 504 plan, if documented on the plan.
• Students declassified from special education in grades 8–12, if recommended by the CSE.

Appeals, Safety Nets, and Superintendent Determination
Earning a Local Diploma Through Low Pass Safety Net

Who: Students with IEPs, students who have safety net eligibility included on 504 plans, students declassified from special education in grades 8-12, if recommended by the CSE

<table>
<thead>
<tr>
<th>Illustration 1</th>
<th>Illustration 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>• Five required Regents Examinations with a score of 55 or higher</td>
<td>• Four required Regents Examinations with a score of 55 or higher</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td><strong>Example</strong></td>
</tr>
<tr>
<td>Math—55</td>
<td>Math—55</td>
</tr>
<tr>
<td>English Language Arts—55</td>
<td>English Language Arts—55</td>
</tr>
<tr>
<td>Science—55</td>
<td>Science—55</td>
</tr>
<tr>
<td>Global Studies—55</td>
<td>Global Studies—55</td>
</tr>
<tr>
<td>CTE—Pass*</td>
<td>CTE—Pass*</td>
</tr>
<tr>
<td>*Pathway Assessment—Automotive</td>
<td><em>CDOS-CC earned</em></td>
</tr>
</tbody>
</table>

*Pathway Assessment—CDOS-CC
Sample Scenario: Allen

Allen has an IEP. They met the credit requirements and have the following score history:

• English — 57
• Algebra I — 55
• Earth Science — 61
• Global Studies — 42
• U.S. History — 55

Could Allen earn a NYS local diploma through the Low Pass Safety Net?
Sample Scenario: Allen Review

Review

Allen has an IEP. They met the credit requirements and have the following score history:
• English—57
• Algebra I—55
• Earth Science—61
• Global Studies—42
• U.S. History—55

Could Allen earn a NYS local diploma through the Low Pass Safety Net?

No. The Global Studies score of 42 is too low for the Low Pass Safety Net.
Earning a Local Diploma Through Low Pass Safety Net and Traditional Appeal

Who: Students with IEPs, students who have safety net eligibility included on 504 plans, and students declassified from special education in grades 8–12, if recommended by the CSE

<table>
<thead>
<tr>
<th>Illustration 1</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>• Three required Regents Examinations with a score of 55 or higher</td>
<td>• Two required Regents Examinations with a score of 55 or higher</td>
</tr>
<tr>
<td>• Two required Regents Examinations with a score of 52–54</td>
<td>• Two required Regents Examinations with a score of 52–54</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td><strong>Example</strong></td>
</tr>
<tr>
<td>Science—55 <em>(low pass)</em></td>
<td>Science—55 <em>(low pass)</em></td>
</tr>
<tr>
<td>English Language Arts—52 <em>(successfully appealed)</em></td>
<td>English Language Arts—52 <em>(successfully appealed)</em></td>
</tr>
<tr>
<td>Math—55 <em>(low pass)</em></td>
<td>Math—55 <em>(low pass)</em></td>
</tr>
<tr>
<td>U.S. History—52 <em>(successfully appealed)</em></td>
<td>U.S. History—52 <em>(successfully appealed)</em></td>
</tr>
<tr>
<td>Science—55* <em>(low pass)</em></td>
<td>CDOS-CC earned*</td>
</tr>
<tr>
<td>*Pathway—STEM</td>
<td>*Pathway—CDOS-CC</td>
</tr>
</tbody>
</table>

(Appeals granted by local district as per Commissioner’s Regulation)
Sample Scenario: Harmony

Harmony has a 504 plan with Safety Net eligibility. They met the credit requirements and have the following score history:

- English—54
- Algebra I—60
- Life Science—52
- U.S. History—55
- CDOS-CC earned

Could Harmony earn a NYS local diploma through the Low Pass Safety Net and Traditional Appeal?
Sample Scenario: Harmony Review

Review

Harmony has a 504 plan with Safety Net eligibility. They met the credit requirements and have the following score history:

- English—54
- Algebra I—60
- Life Science—52
- U.S. History—55
- CDOS-CC earned

Could Harmony earn a NYS local diploma through the Low Pass Safety Net and Traditional Appeal?

possibly, if English and science are successfully appealed, and math and U.S. History scores use the Low Pass Safety Net.
Applying the Compensatory Safety Net

Two questions:

Are the student’s English Language Arts and mathematics Regents Examination scores at 55 or above (or did the student successfully appeal scores in the 52-54 range)?

For every required Regents Examination score between 45 and 54, is there a compensating score of 65 or above?

If the answer to both of the questions is yes, then the student has met the assessment requirements for a local diploma.
Compensatory Safety Net Option Examples—1

The following are provided only as examples. For each example, it is presumed that the student has achieved a passing grade for the course(s) and has a satisfactory attendance rate, in accordance with the district’s or school’s attendance policy, for the course in the subject area of the Regents Examination in which they received a score of 45–54.

<table>
<thead>
<tr>
<th>Required Regents Examination</th>
<th>Score</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive English</td>
<td>55</td>
<td>Student earned a score of at least 55 on both the English and mathematics exams.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>62</td>
<td>Student’s score of 68 on the U.S. History exam compensates for their score of 46 on the Global History exam.</td>
</tr>
<tr>
<td>Global History and Geography</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>U.S. History and Government</td>
<td>68</td>
<td>Student may use the Compensatory Option to graduate with a local diploma.</td>
</tr>
</tbody>
</table>
Compensatory Safety Net Option Examples—2

The following are provided only as examples. For each example, it is presumed that the student has achieved a passing grade for the course(s) and has a satisfactory attendance rate, in accordance with the district’s or school’s attendance policy, for the course in the subject area of the Regents Examination in which they received a score of 45-54.

<table>
<thead>
<tr>
<th>Required Regents Examination</th>
<th>Score</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive English</td>
<td>53 (appealed)</td>
<td>Student earned a score of at least 55 on both the English (through appeal) and mathematics exams.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>86</td>
<td>The student successfully appealed scores between 52-54 on the English and Global History exams.</td>
</tr>
<tr>
<td>Global History and Geography</td>
<td>54 (appealed)</td>
<td>Student’s score of 86 on the mathematics exam compensates for their score of 49 on the U.S. History exam.</td>
</tr>
<tr>
<td>Science</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>U.S. History and Government</td>
<td>49</td>
<td>Student may use the Compensatory Option to graduate with a local diploma.</td>
</tr>
</tbody>
</table>
Compensatory Safety Net Option Examples—3

The following are provided only as examples. For each example, it is presumed that the student has achieved a passing grade for the course(s) and has a satisfactory attendance rate, in accordance with the district’s or school’s attendance policy, for the course in the subject area of the Regents Examination in which they received a score of 45-54.

<table>
<thead>
<tr>
<th>Required Regents Examination</th>
<th>Score</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive English</td>
<td>50</td>
<td>Student did not receive a minimum score of 55 on both the English and mathematics exams.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Global History and Geography</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>U.S. History and Government</td>
<td>65</td>
<td>Student may <strong>not</strong> use the Compensatory Option to graduate with a local diploma.</td>
</tr>
</tbody>
</table>
Compensatory Safety Net Option Examples—4

The following are provided only as examples. For each example, it is presumed that the student has achieved a passing grade for the course(s) and has a satisfactory attendance rate, in accordance with the district’s or school’s attendance policy, for the course in the subject area of the Regents Examination in which they received a score of 45-54.

<table>
<thead>
<tr>
<th>Required Regents Examination</th>
<th>Score</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive English</td>
<td>61</td>
<td>Student earned a score of at least 55 on both the English and mathematics exams.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>59</td>
<td>Student’s score of 78 on the Science exam compensates for their score of 49 on the Global History exam.</td>
</tr>
<tr>
<td>Global History and Geography</td>
<td>49</td>
<td>Student successfully appealed a score between 52–54 on the U.S. History and Government exam.</td>
</tr>
<tr>
<td>Science</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>U.S. History and Government</td>
<td>52 (appealed)</td>
<td>Student may use the Compensatory Option to graduate with a local diploma.</td>
</tr>
</tbody>
</table>
Compensatory Safety Net Option Examples—5

The following are provided only as examples. For each example, it is presumed that the student has achieved a passing grade for the course(s) and has a satisfactory attendance rate, in accordance with the district’s or school’s attendance policy, for the course in the subject area of the Regents Examination in which they received a score of 45-54.

<table>
<thead>
<tr>
<th>Required Regents Examination</th>
<th>Score</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive English</td>
<td>61</td>
<td>Student earned a score of at least 55 on both the English and mathematics exams.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>55</td>
<td>The student received a successful appeal of the score of 52 in U.S. History and Government.</td>
</tr>
<tr>
<td>Global History and Geography</td>
<td>49</td>
<td>The student did not earn a score of 65 or above to compensate for the 50 on the Science exam or the 49 on the Global History exam.</td>
</tr>
<tr>
<td>Science</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>U.S. History and Government</td>
<td>52 (appealed)</td>
<td><strong>Student may not use the Compensatory Option to graduate with a local diploma.</strong></td>
</tr>
</tbody>
</table>
Compensatory Safety Net Option Examples—6

The following are provided only as examples. For each example, it is presumed that the student has achieved a passing grade for the course(s) and has a satisfactory attendance rate, in accordance with the district’s or school’s attendance policy, for the course in the subject area of the Regents Examination in which they received a score of 45-54.

<table>
<thead>
<tr>
<th>Required Regents Examination</th>
<th>Score</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive English</td>
<td>65</td>
<td>Student earned a score of at least 55 on the English exam and successfully appealed the score of 53 on the mathematics exam.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>53 (appealed)</td>
<td>Student’s score of 65 on the English exam compensates for their score of 50 on the Global History exam.</td>
</tr>
<tr>
<td>Global History and Geography</td>
<td>50</td>
<td>The student passed four Regents Examinations (one in each of the four discipline areas (mathematics, English, Social Science, Science).</td>
</tr>
<tr>
<td>Science</td>
<td>58</td>
<td>Student met the requirements for the CDOS-CC.</td>
</tr>
<tr>
<td>CDOS-CC</td>
<td>Met requirements</td>
<td>Student may use the Compensatory Option to graduate with a local diploma using the 4 + CDOS Pathway Option.</td>
</tr>
</tbody>
</table>
Superintendent Determination of a Local Diploma

Eligibility requirements include:

- Student with a disability currently receiving special education services through an IEP (not applicable to 504 or declassified students)
- Student participated in and passed all relevant Regents level coursework
- Student actively participated in all required Regents Examinations
- Student earned the appropriate 22 units of diploma credit
  - If the request involves English Language Arts and/or mathematics assessments, students must ALSO earn the CDOS Commencement Credential.
- Student’s parent or person in parental relation submitted a written request to the superintendent for a determination of a local diploma
# Superintendent Determination of a Local Diploma Eligibility Requirements

## Requests involving only Science and Social Studies

- Student must have earned a minimum score of 55 or successfully appealed a score of 52-54 on English Language Arts and mathematics Regents Examinations.

## Requests involving Mathematics and/or English Language Arts

- Student must have completed all the requirements of the CDOS-CC.
Let’s Chat!

True or false?

Students with a current IEP may request a Superintendent Determination of a local diploma if they have met all the credit requirements, attempted the required Regents Examinations for graduation, and earned the CDOS-CC.
Let’s Chat!—Answer

True or false?

Students with a current IEP may request a Superintendent Determination of a local diploma if they have met all the credit requirements, attempted the required Regents Examinations for graduation, and earned the CDOS-CC.

False. Students cannot request a Superintendent Determination of a local diploma; this request must be made by the student’s parent or person in parental relation.
Sample Scenario: Erin

Erin has an IEP. They met the credit requirements and have the following score history:

- English—48
- Algebra I—Exemption due to COVID-19 granted
- Earth Science—Exemption due to COVID-19 granted
- U.S. History—65
- CDOS-CC, earned

Could Erin earn a NYS high school diploma?
**Sample Scenario:**

Erin has an IEP. They met the credit requirements and have the following score history:

- English—48
- Algebra I—Exemption due to COVID-19 granted
- Earth Science—Exemption due to COVID-19 granted
- U.S. History—65
- CDOS-CC, earned

Could Erin earn a NYS high school diploma?

**Possibly. Since Erin earned the CDOS-CC, their parent(s) could request a Superintendent Determination of a local diploma.**

[CDOS Q&A](#) and [Special Appeals FAQ](#) (numbers 22-23)
Reviewing Additional Student Scenarios

• Utilizing the sample student scenarios provided, determine if each student described could earn a NYS diploma.

• Once completed, refer to the last page of the handout for answers and explanations.

• Share thoughts, feedback, and questions with the group.
Exiting Credentials
Knowledge, Application, and Skills

Standard 1: Career Development
- Self-Knowledge
- Career Exploration
- Career Plan

Standard 2: Integrated Learning
- What am I learning?
- Why am I learning it?
- How can I use it?

Standard 3a: Universal Foundation Skills
- What do I need to know?
- What skills are important for me?
Universal Foundation Skills
CDOS—Standard 3a

Basic Skills
• Can read
• Can write
• Perform math functions
• Listens effectively
• Speaks clearly

Personal Qualities
• Responsibility
• Ability to plan
• Ability to take independent action
• Integrity/honesty
• Self-determination and ability to
• Self-evaluate knowledge, skills and abilities

Thinking Skills
• Can think creatively
• Uses decision-making skills
• Thinking leads to problem solving
• Knows how to learn
• Applies knowledge to new situations

Systems
• Improves and designs systems
• Monitors and corrects performances
• Understands how systems perform related to goals, resources and organizational function
Universal Foundation Skills (continued)
CDOS—Standard 3a

Managing Resources:
• Understands how to use materials, facilities, time, money, human resources, networking

Managing Information:
• Acquires and evaluates information
• Organizes/maintains Information
• Interprets/communicated information
• Uses computers to enter, modify, retrieve and store data

Technology:
• Selects/applies technology
• Maintains equipment
• Designs and creates to meet needs

Interpersonal Skills:
• Teaches others
• Serves clients
• Exercises leadership
• Negotiates/communicates
• Works as a member of a team
• Works with diversity
Multiple Roles of CDOS

**CDOS as a Pathway to a Diploma**

**Student:**
- Earns 22 units of credit.
- Passes four required assessments (one in each discipline).
- Successfully completes all the CDOS-CC requirements.

**CDOS in Addition to a Diploma**

**Student:**
- Earns 22 units of credit.
- Passes four required assessments (one in each discipline).
- Completes a pathway other than CDOS.
- Successfully completes all the CDOS-CC requirements.

**CDOS as a Stand-Alone Exiting Credential**

**Student:**
- Attempts, but does not successfully complete all the Regents or local diploma requirements.
- Completes all the CDOS-CC requirements.
CDOS Commencement Credential: Option 1

- Career Plan
- Employability Profile
- Demonstrated Achievement of CDOS Learning Standards
- 216 hours of CTE coursework and/or Work-Based Learning (WBL) Experiences
  - at least 54 hours must be WBL

CDOS Pathway to a Regents or Local Diploma, Work-Based Learning (WBL) and CDOS
# Employability Profile

**Employability Profile**

<table>
<thead>
<tr>
<th>PERFORMANCE SKILLS</th>
<th>PERFORMANCE EXPECTATIONS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>COMMENTS: STUDENT WORK READINESS SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTENDANCE</td>
<td>Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PUNCTUALITY</td>
<td>Understands work expectations for punctuality. Arrives on time for work, takes and returns from breaks on time and calls supervisor prior to being late.</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>WORKPLACE APPEARANCE</td>
<td>Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>TAKES INITIATIVE</td>
<td>Participates fully in task or project from initiation to completion. Initiates interactions with supervisor for the next task upon completion of previous one.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>QUALITY OF WORK</td>
<td>Gives best effort, evaluates own work and utilizes feedback to improve work performance. Strives to meet quality standards and provides optimal customer service.</td>
<td></td>
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</tr>
<tr>
<td>KNOWLEDGE OF WORKPLACE</td>
<td>Demonstrates understanding of workplace policy and ethics.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>RESPONSE TO SUPERVISION</td>
<td>Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Demonstrates flexibility when nature of work changes.</td>
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</tr>
<tr>
<td>COMMUNICATION SKILLS</td>
<td>Gives full attention to what other people are saying, asks questions as appropriate and understands what was heard. Communicates concerns clearly and asks for assistance when needed.</td>
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</tr>
</tbody>
</table>
Commencement Level Career Plan

NEW YORK STATE EDUCATION DEPARTMENT

Career Plan
Commencement Level

1. Personal Data

Name: ____________________________________________

Student Identification Number: ________________________

School: __________________________________________

2. Review of Student Career Plan

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Date of Review</th>
<th>Possible Participants (Initials)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Student</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Knowledge

A. Self-knowledge: *Who am I?*

Interests: List your top three choices for each of the following areas of interest:
CDOS Commencement Credential: Option 2

Meets requirements for one of the Department-Approved Pathway Assessments in CDOS

Including:

• ACT WorkKeys National Career Readiness Certificate (NCRC)
• National Work Readiness Credential (NWRC)/NWRC Assessments
• National Occupational Competency Testing Institute (NOCTI) 21st Century Skills for Workplace Success
• NOCTI Employability Skills
• Precision Exams 21st Century Success Skills
• SkillsUSA Career Essentials: Career-Ready Assessment
• Workforce Skills Certification System
Sample Scenario: Nelson

Nelson has a current IEP. He attended school from kindergarten through grade 11.
He is not looking to pursue a local or Regents diploma, but he has met the requirements for the CDOS-CC.
Can Nelson exit school with the credential?
Sample Scenario: Nelson Review

Review

Nelson has a current IEP. He attended school from kindergarten through grade 11.

He is not looking to pursue a local or Regents diploma, but he has met the requirements for the CDOS-CC.

Can Nelson exit school with the credential?

No. When earned as a stand-alone exiting credential, the CDOS-CC may only be issued after a minimum of 12 years of schooling (excluding kindergarten).
Skills and Achievement Commencement Credential

• Available to students with disabilities assessed using the NYS Alternate Assessment (NYSAA).

• 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.

• The credential may be issued at any time after such student has attended school for at least 12 years, excluding kindergarten, or has received a substantially equivalent education elsewhere, or at the end of the school year in which the student attains the age of 21.
"Students with severe disabilities means students who have limited cognitive abilities combined with behavioral and/or physical limitations and who require highly specialized education, social, psychological and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. Students with severe disabilities may experience severe speech, language, and/or perceptual-cognitive impairments, and evidence challenging behaviors that interfere with learning and socialization opportunities. These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports and/or prompts and assistive technology devices."

8 NYCRR section 100.1(t)(2)(iv)
# Skills and Achievement Student Exit Summary

## Student Exit Summary

For Students Eligible for the New York State Alternate Assessment (NYSAA)

<table>
<thead>
<tr>
<th>Student:</th>
<th>School:</th>
<th>ID#:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed by:</td>
<td>Title:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

### Key for Levels of Independence (with the use of assistive technology and accommodations as appropriate)

1. Not Applicable: Student has not had an opportunity or been observed to attempt or complete task.
2. Extensive Support: Student requires ongoing assistance (verbal, physical, visual prompts) and close supervision to complete task.
3. Moderate Support: Student requires frequent assistance (verbal, physical, visual prompts) and periodic supervision to complete task.
4. Minimal Support: Student requires occasional assistance (verbal, physical, visual prompts) and intermittent supervision to complete task.
5. Independent: Student completes task without assistance/supervision.

### Community/Work-Based Learning Experiences (Including School- and Community-Based Career Exploration, Assessment, Training and/or Service Learning Opportunities)

### Academic Performance: As Measured by NYSAA

| English Language Arts: | Math: | Social Studies: | Science: |

### Other Achievements, Awards and Honors
Additional Resources
Diploma Requirements Resource

Updates

Updated June 2022

New York State Diploma/Credential Requirements

The following chart outlines the diploma and credential requirements currently in effect. The chart provides an overview of the requirements and identifies the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided to offer more detailed information regarding the requirements for each diploma or credential.

For this full text of the New York State High School Diploma Requirements, reference the Commissioner’s Regulations (C.R. R. N.Y. 105) – Diploma Requirements, as well as the NYSDEC’s General Education and Diploma Requirements webpage. Reference the Understanding NYS Diploma Requirements – Family Resources page to access these five flyers, and a tracking tool translated into eleven different languages.

Beginning in fall 2022, a select number of NYS schools will pilot the Individual Art Assessment Pathway. More information may be referenced on the Individual Art Assessment Pathway webpage.

Additional questions pertaining to diploma or credential requirements may be directed to the Office of Curriculum and Instruction at emmsnagreg@nySED.gov or (518) 474-5522.

New York State High School Diplomas

The following chart outlines the diploma and credential requirements currently in effect. The chart provides an overview of the requirements and identifies the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided to offer more detailed information regarding the requirements for each diploma or credential.

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General Education and Diploma Requirements
Resources for Students and Families

**Flyers**

**Tracking Tool**

**Presentation Materials**

**New York State Graduation Requirements**

**Additional Topics**

**NYS Diploma Requirements Tracking Tool**

**Turnkey Guidance for New York State Graduation Requirements**

This guidance intends to provide educators with graduation materials to support students’ and families understanding of the current New York State Graduation Requirements and to provide access to additional resources for students and families.

The New York State Education Department is the tool for schools and districts to support students’ and families’ understanding of the current diploma requirements. This guidance can and should be shared to meet the needs of individual student communities throughout.

**Family Resources**
Questions and Answers
Resources (1 of 3)

CDOS Learning Standards

CDOS Questions and Answers—September 2018

Department-Approved Pathway Assessments in CDOS—updated August 31, 2020

FAQ Related to Virtual Laboratory Experiences and the 1,200-minute Laboratory Requirement

New York State Diploma/Credential Requirements (nysed.gov)

NYSED Commencement Level Career Plan
Resources (2 of 3)

Office of Standards and Instruction—Appeals, Safety Nets, and Superintendent Determination

Office of Standards and Instruction—Diploma Types

Office of Standards and Instruction—Endorsements and Seals

Office of Standards and Instruction—General Education and Diploma Requirements

Office of Standards and Instruction—Individual Arts Assessment Pathway
Resources (3 of 3)

Office of Standards and Instruction—Multiple Pathways

Office of Standards and Instruction—Seal of Civic Readiness

Office of Standards and Instruction—Understanding NYS Diploma Requirements—Family Resources

Regents Item—Proposed Amendment to the Laboratory Experience Required in Order to Take a Science Regents Examination
Time-Sensitive COVID-19 Exemption Resources (1 of 2)

June/August 2020—Regents Examination and Graduation Requirements Questions Related to COVID-19 Closure

January 2021—Frequently Asked Questions Related to the Cancellation of the January 2021 NYS High School Regents Examinations

June/August 2021—Frequently Asked Questions Related to the June 2021 and August 2021 Exemptions from Diploma Requirements
Time-Sensitive COVID-19 Exemption Resources (2 of 2)

January 2022—Frequently Asked Questions Related to the Cancellation of the January 2022 NYS High School Regents Examinations

NYSED Parental Right to Decline Examination Waivers

Flexibility in the Use of 2021–22 and 2022–23 Regents Examination Scores to Satisfy Diploma Requirements—NYSED Appeals, Safety Nets, and Superintendent Determination webpage

August 2022—Providing Over-Age Students the Opportunity to Return to School in the 2022–23 School Year Due to the Impact of COVID-19
TAP for Transition
Amber McConnell, Director
TAPtransition@cornell.edu

This training was provided by the Technical Assistance Partnership for Transition at Cornell University. The OSE Educational Partnership is funded by the New York State Education Department Office of Special Education.