



New York State Education Department
Office of Special Education
Educational Partnership



Diploma and Credential Options for Students With Disabilities

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Produced by the Technical Assistance Partnership (TAP) for Transition at Cornell University

Last updated on October 15, 2025

Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute New York State Education Department (NYSED) endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

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.

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 other's needs



Introductions



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

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.

Training Materials



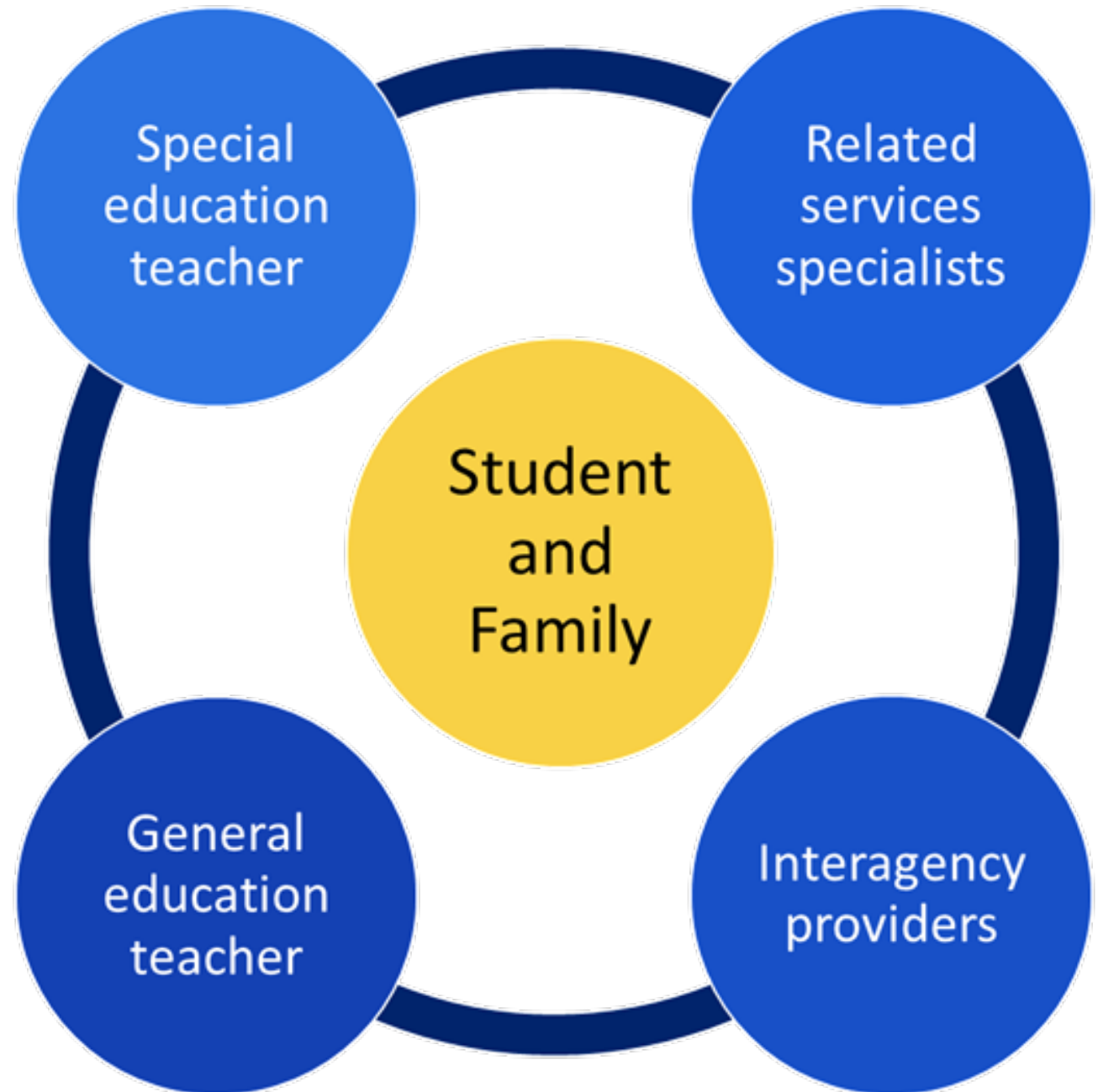
Activity
Handouts

NYSED
Documents

Resources
and Tools

Involving Students and Families in Transition Planning

Centering Students and Families in Transition Planning

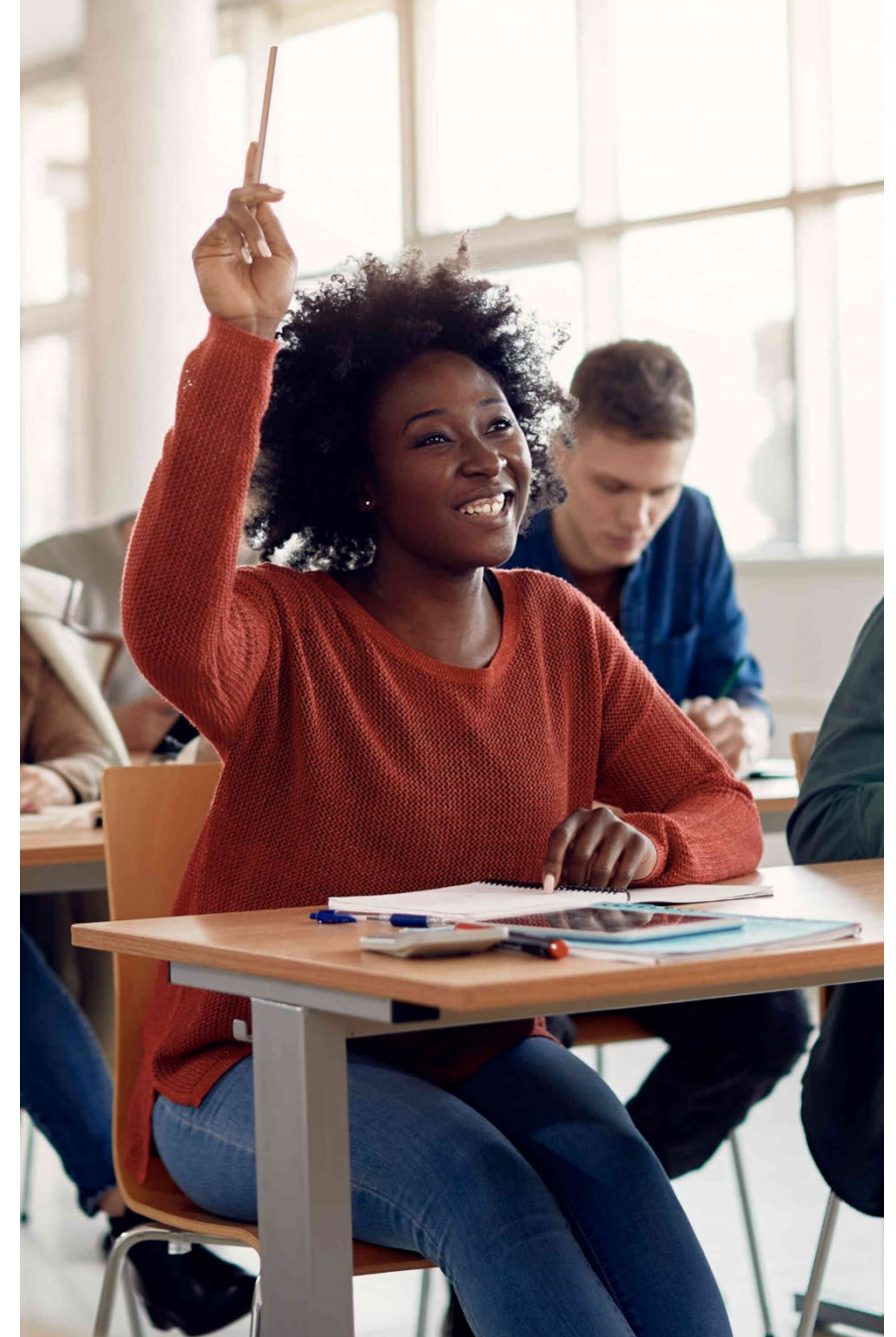


Self-Determination Skills Are Critical

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

Elements of self-determination include:

- Choice-making
- Decision-making
- Problem-solving
- Goal setting
- Self-regulation
- Self-advocacy
- Self-awareness
- Self-efficacy/internal locus of control



Providing Information to Families

Any Committee on Special Education (CSE) meeting in which transition services are discussed must include:

A discussion with the student's family regarding:

- Graduation requirements that apply to the student
- The student's progress toward the receipt of a diploma
- Appeal, safety net, and superintendent determination options

Written information provided to the student's family regarding:

- Graduation requirements
- Eligibility and processes for:
 - Seeking an appeal to graduate with a lower score on a Regents exam
 - Requesting consideration for a Superintendent Determination

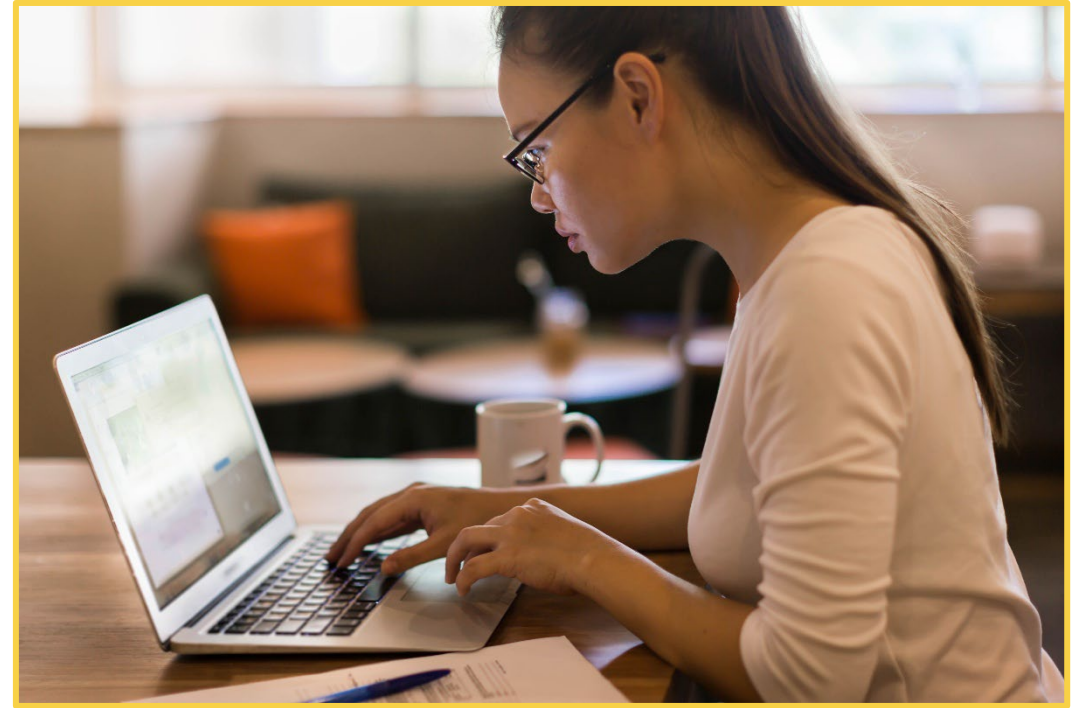
Parents must also be informed that graduation with a local or Regents diploma ends the student's entitlement to free appropriate public education (FAPE) and eligibility for special education services.

Overview of Diploma Requirements

Diploma Requirements



Credit Requirements



Assessment Requirements

Credit Requirements and World Languages Exemption

Subject	Minimum Credits
English	4
Social Studies: United States (US) History (1), Global History and Geography (2), Participation in Government (1/2), Economics (1/2)	4
Science: Life Science (1), Physical Science (1), Life Science or Physical Science (1)	3
Mathematics	3
World Languages	1
Visual Art, Music, Dance, Theater, and/or Media Arts	1
Physical Education (participation each semester)	2
Health	0.5
Electives	3.5
Total	22

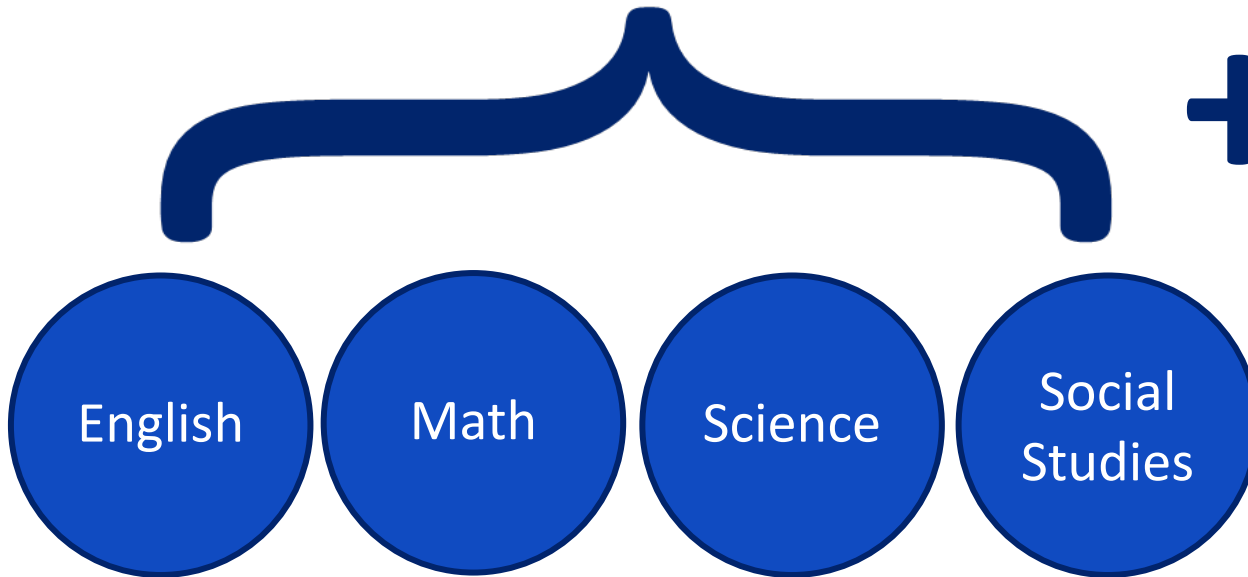
- A student with a disability may be excused from the required credit in World Languages but must still earn 22 credits to graduate.
- The World Languages exemption must be noted on the student's Individualized Education Program (IEP).
- A student who is exempt from the diploma credit in World Languages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

Multiple (+1) Pathways



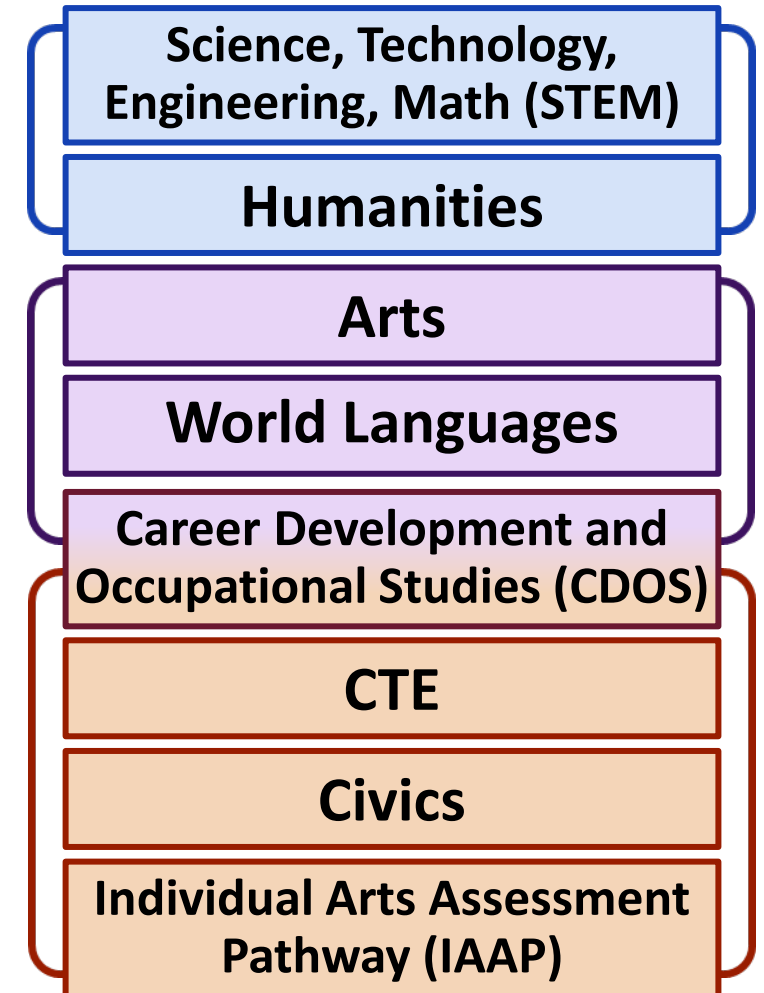
4

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

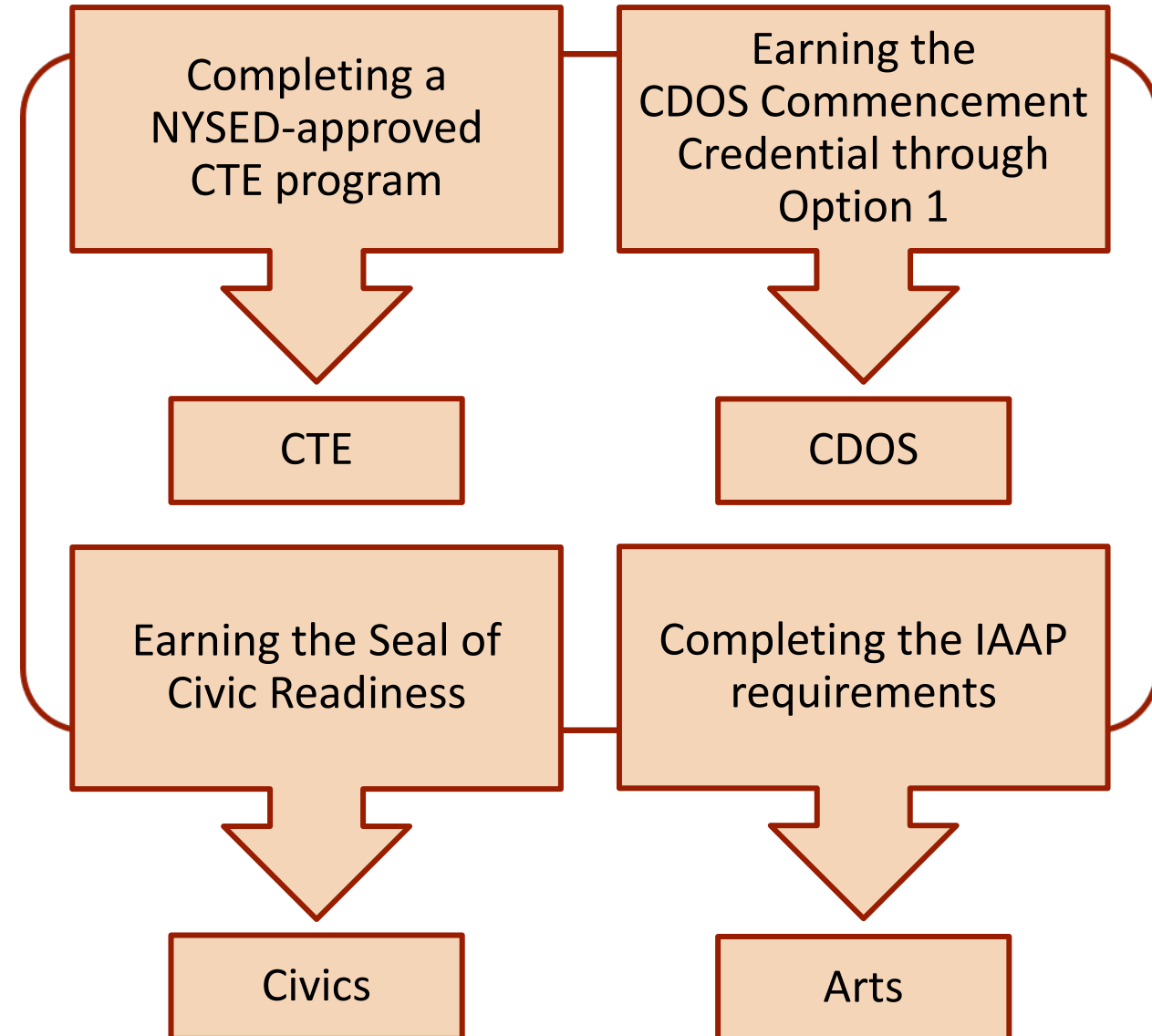
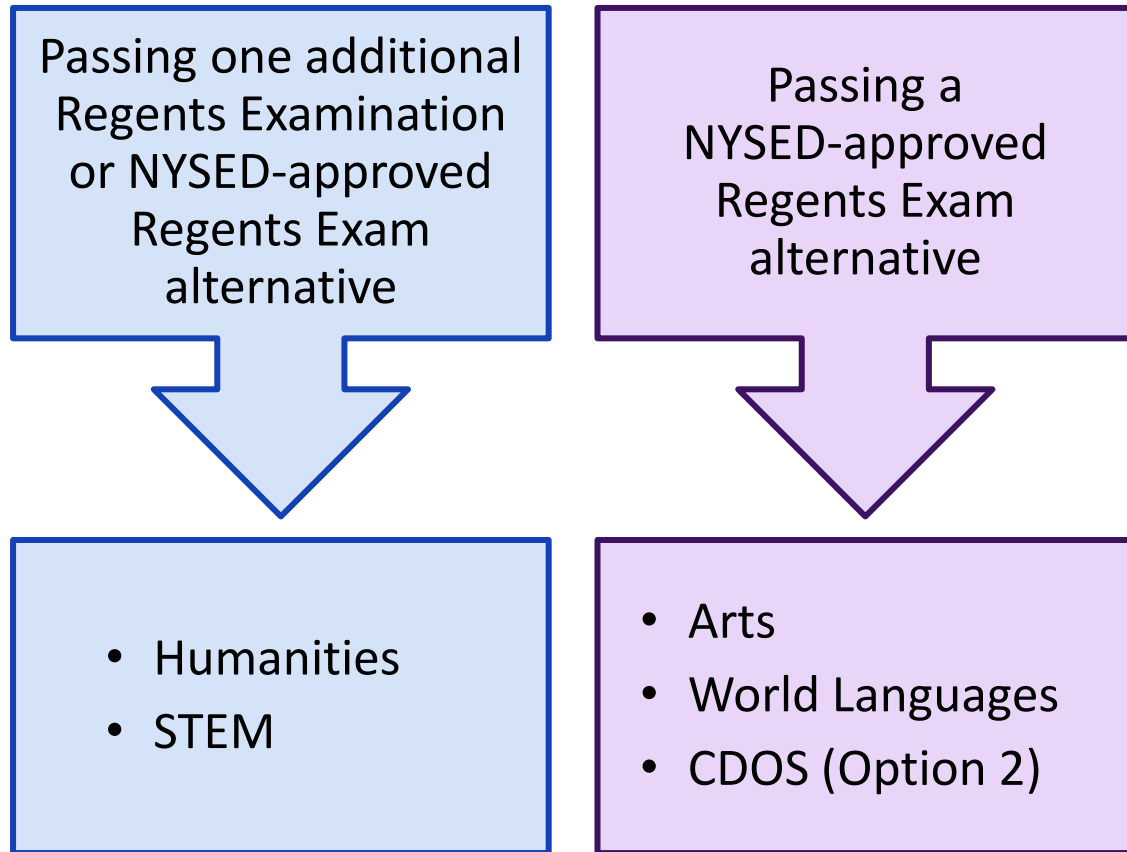


+1

Pathways



Multiple Pathways



Types of Diplomas

Local

22 units of credit

Used appeals, safety nets to meet assessment requirements

- **or** Superintendent Determination of a Local Diploma

Regents

22 units of credit

Earned passing scores (65+ for Regents Examinations)* on all required assessments (4 + 1)

Regents with Advanced Designation

22 units of credit

Earned passing score on all required assessments (7 + 1)

- Additional exams required:
 - +2 math
 - +1 science
 - 1 life, 1 physical

Completed a sequence

* 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

Exemption from Assessments Due to Major Life Events

What is a Major Life Event?

- Any severe illness, severe medical condition, or life-altering incident that significantly impacts or prevents a student's participation in a required diploma assessment.
- Examples include, but are not limited to:
 - cancer treatment
 - hospitalization
 - an accident that causes serious injury
 - a destructive house fire
 - the death of a parent
 - homelessness
 - trauma related to deportation or detainment

Major Life Event Exemption

Diploma Assessments Included

- Regents Exams
- NYSED-Approved Alternatives
- NYSED-Approved Pathway Assessments
- Checkpoint Exams in World Languages

Eligibility Requirements

- The student was enrolled in a course of study or makeup program leading to a required diploma assessment.
- The student met or exceeded the learning outcomes for the course of study.
- A major life event significantly impacted or prevented the student from participating in the required diploma assessment.

Process for a Major Life Exemption

Exemption Request



Obtain Written Consent



Review of Evidence



Notification of Decision



Documentation Retention

Appeals, Safety Nets, and Superintendent Determination

The Special Appeal

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.

Only applies to Regents Examinations taken in June 2022, August 2022, January 2023, June 2023, and August 2023.

Requires an earned score of **50–64** on the Regents Examination and passing the course that is the subject of the appeal.

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.

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 (ELA) 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

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 ELLs

Local Diploma via Appeal for ELLs

- Meets credit requirements
- Meets assessment requirements using **one** successfully **appealed ELA Regents Examination** score of **55–59**
- *May* also use **one** successfully **appealed Regents Examination score** no more than 5 points below passing (**60–64**)

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 ELA the second time.



Safety Net Options for Students With Disabilities



Local Diploma via Low Pass Safety Net

- Meets credit requirements
- Meets assessment requirements for a local diploma by achieving a score between **55–64** on one or more of the required Regents Examinations
- *May* also **appeal** up to two Regents Examination scores between **52–54**

Local Diploma via Compensatory Safety Net

- Meets credit requirements
- Meets assessment requirements for a local diploma by compensating Regents Examination scores between 45–54 (on any required Regents Examination except for ELA and math) with a score of 65 or higher on another required Regents Examination

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

Earning a Local Diploma Through Low Pass Safety Net (1)

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.

	Illustration 1	Illustration 2
Assessment	• Five required Regents Examinations with a score of 55 or higher	• Four required Regents Examinations with a score of 55 or higher • CDOS—Commencement Credential (or other non-Regents pathway)
Example	• Math—55 • ELA—55 • Science—55 • Global Studies—55 • United States (US) History—55* • Pathway—Humanities	• Math—55 • ELA—55 • Science—55 • Global Studies—55 • CDOS Commencement Credential earned* • *Pathway Assessment—CDOS

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
- US 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
- US 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 (2)

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.

	Illustration 1	Illustration 2
Assessment	• Three required Regents Examinations with a score of 55 or higher • Two required Regents Examinations with a score of 52–54	• Two required Regents Examinations with a score of 55 or higher • Two required Regents Examinations with a score of 52–54 • Seal of Civic Readiness (or other non-Regents pathway)
Example	• Science—55 (low pass) • ELA—52 (successfully appealed) • Math—55 (low pass) • US History—52 (successfully appealed) • Science—55* (low pass) • *Pathway—STEM	• Science—55 (low pass) • ELA—52 (successfully appealed) • Math—55 (low pass) • US History—52 (successfully appealed) • Seal if Civic Readiness earned* • *Pathway—Civics

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
- US History—55
- CDOS Commencement Credential 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
- US History—55
- CDOS Commencement Credential 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 US History scores use the Low Pass Safety Net.

Applying the Compensatory Safety Net

Two questions:



Are the student's ELA 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.

Required Regents Examination	Score
Comprehensive English	55
Mathematics	62
Global History and Geography	46
Science	64
US History and Government	68

Rationale:

- Student earned a score of at least 55 on both the English and mathematics exams.
- Student's score of 68 on the US History exam compensates for their score of 46 on the Global History exam.
- Student may use the **Compensatory Option to graduate with a local diploma.**

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.

Required Regents Examination	Score
Comprehensive English	53 (appealed)
Mathematics	86
Global History and Geography	54 (appealed)
Science	64
US History and Government	49

Rationale:

- Student earned a score of at least 55 on the mathematics exam.
- The student successfully appealed scores between 52-54 on the English and Global History exams.
- Student's score of 86 on the mathematics exam compensates for their score of 49 on the US History exam.
- **Student may use the Compensatory Option to graduate with a local diploma.**

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.

Required Regents Examination	Score
Comprehensive English	50
Mathematics	62
Global History and Geography	60
Science	73
US History and Government	65

Rationale:

- Student did not receive a minimum score of 55 on **both** the English and mathematics exams.
- **Student may not use the Compensatory Option to graduate with a local diploma.**

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.

Required Regents Examination	Score
Comprehensive English	61
Mathematics	59
Global History and Geography	49
Science	78
US History and Government	52 (appealed)

Rationale:

- Student earned a score of at least 55 on both the English and mathematics exams.
- Student's score of 78 on the science exam compensates for their score of 49 on the Global History exam.
- Student successfully appealed a score between 52–54 on the US History and Government exam.
- **Student may use the Compensatory Option to graduate with a local diploma.**

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.

Required Regents Examination	Score
Comprehensive English	61
Mathematics	55
Global History and Geography	49
Science	50
US History and Government	52 (appealed)

Rationale:

- Student earned a score of at least 55 on both the English and mathematics exams.
- The student received a successful appeal of the score of 52 in US History and Government.
- 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.
- **Student may not use the Compensatory Option to graduate with a local diploma.**

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.

Required Regents Examination	Score
Comprehensive English	65
Mathematics	53 (appealed)
Global History and Geography	50
Science	58
CDOS Commencement Credential	Met requirements

Rationale:

- Student earned a score of at least 55 on the English exam and successfully appealed the score of 53 on the mathematics exam.
- Student's score of 65 on the English exam compensates for their score of 50 on the Global History exam.
- The student passed four Regents Examinations (one in each of the required discipline areas).
- Student met the requirements for the CDOS credential.
- **Student may use the Compensatory Option to graduate with a local diploma.**

Superintendent Determination of a Local Diploma

Eligibility requirements include:

- Student is 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 ELA and/or mathematics assessments, students must ALSO earn the CDOS Commencement Credential.
- Student's parent 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 ELA and mathematics Regents Examinations.

Requests involving **Mathematics and/or ELA**

- If the student did not achieve a minimum score of 55 or initiate an appeal with a score between 52 and 54, then the student must have completed all the requirements of the CDOS Commencement Credential.

Superintendent Review and Documentation

Upon written request from an eligible student's parent or guardian:

The Superintendent (in consultation with the school principal) must review, document, and provide a written certification that there is evidence the student has otherwise met the standards for graduation with a local high school diploma.

This includes consideration of evidence that the student:

- Passed the course under consideration. The review can include student work completed, grades on homework, projects, classwork, quizzes, tests, etc., that demonstrate the student met the learning standards for the course.
- Actively participated in the Regents examination(s) required for graduation.

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 Commencement Credential.

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 Commencement Credential.

False. Students cannot request a Superintendent Determination of a local diploma; this request must be made by the student's parent.

Sample Scenario: Erin

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

- English—48
- Algebra I—52
- Earth Science—55
- US History—65
- CDOS Commencement Credential, earned

Could Erin earn a NYS high school diploma?

Sample Scenario: Erin Review

Review

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

- English—48
- Algebra I—52
- Earth Science—55
- US History—65
- CDOS Commencement Credential, earned

Could Erin earn a NYS high school diploma?

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

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.

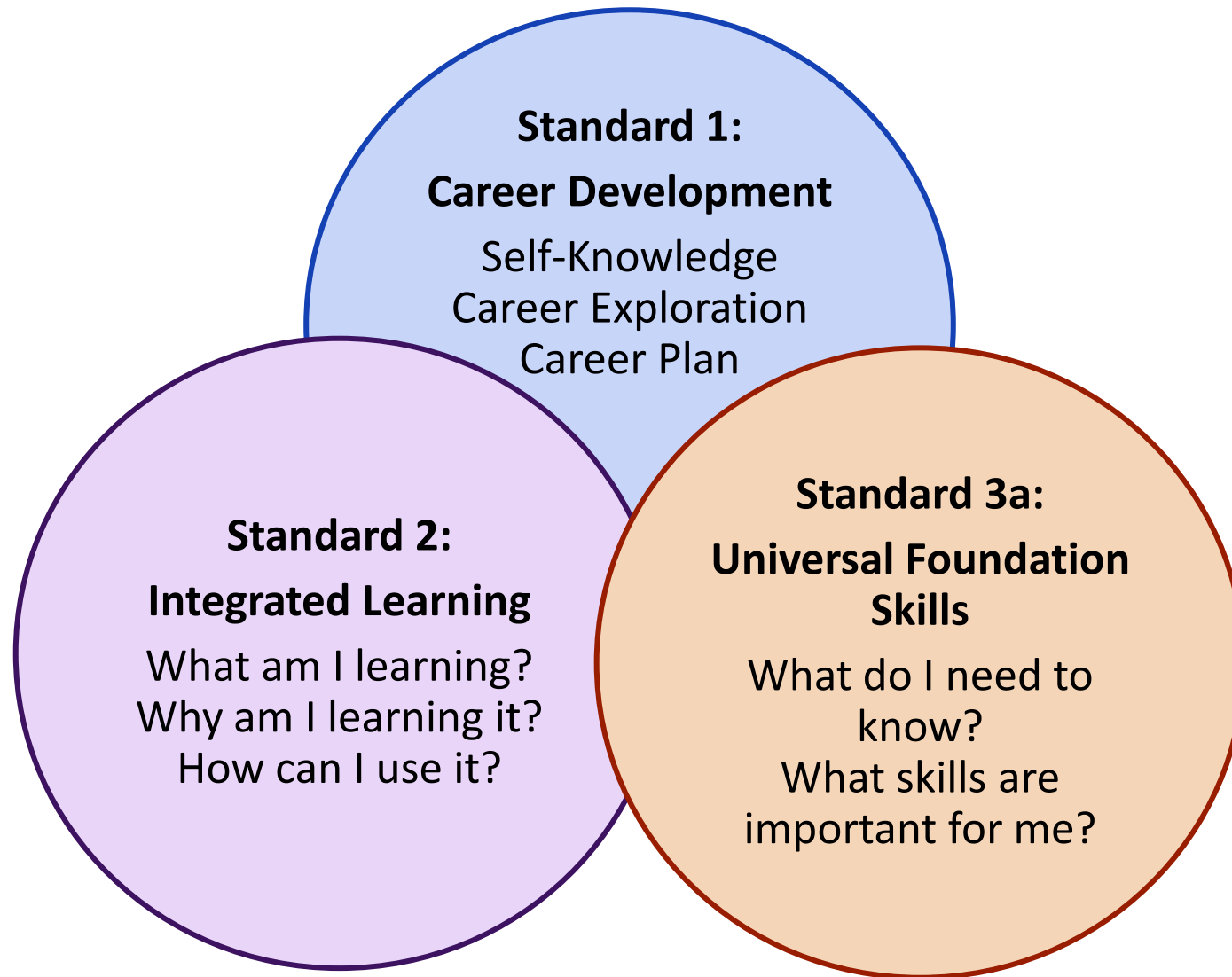
Still Have Questions?

The Frequently Asked Questions About NYS Graduation Requirements webpage includes information related to:

- Acceleration
- Appeals
- Assessment Exemptions
- Assessment Requirements
- Diplomas
- Endorsements and Seals
- Grading Policies
- Safety Nets for Students with Disabilities
- Superintendent Determination
- Transcripts
- Transfer Students

Exiting Credentials

Knowledge, Application, and Skills



Universal Foundation Skills

CDOS—Standard 3a



Basic Skills

- Can read
- Can write
- Performs 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/communicates 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

What Is the CDOS Commencement Credential?

- This credential recognizes a student's preparation and skills for post-school employment based on the CDOS Standards.
- It is a certificate of **readiness for entry-level employment** endorsed by the NYS Board of Regents.
- It is **not** a diploma.

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 Commencement Credential 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 Commencement Credential 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 Commencement Credential requirements

CDOS Commencement Credential: Option 1



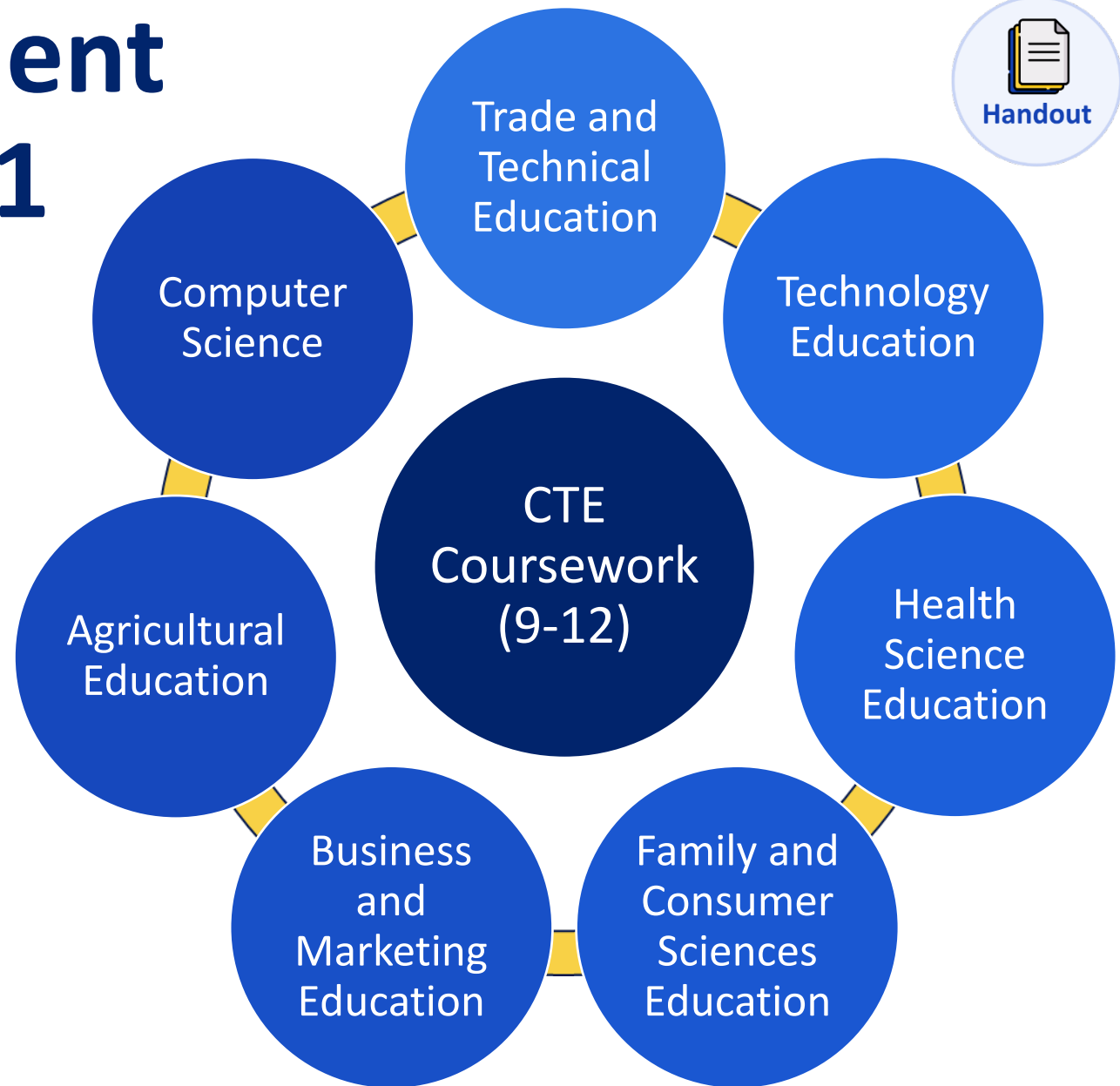
A red-bordered box containing a checklist icon (a red square with three checkmarks) and the text "Career Plan".

A purple-bordered box containing a handshake icon (two hands shaking) and the text "Employability Profile".

A purple-bordered box containing a head with gears icon (a purple silhouette of a head with two gears inside) and the text "Demonstrated Achievement of CDOS Learning Standards".

A blue-bordered box containing a worker icon (a blue silhouette of a person wearing a hard hat and holding a plug) and the text "216 hours of CTE coursework and/or Work-Based Learning (WBL) Experiences".

- At least 54 hours must be WBL



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

Grade Level:	Date of Review:	Possible Participants (Initials)				
		Student:	Parent/ Guardian:	Teacher:	Counselor:	Other:

3. Knowledge

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

Interests: *List your top three choices for each of the following areas of interest:*

- Documents the attainment of knowledge and skills aligned with the commencement level of the CDOS Learning Standards.
- Includes work, school, and community experiences.
- Is updated each year while in high school.

Employability Profile



- At least one completed within one year prior to a student's exit from high school.
- Completed by individuals knowledgeable about the student's employability skills and experiences.
- Contains a crosswalk to the commencement level of the CDOS Learning Standards.

EMPLOYABILITY PROFILE								
Student Name:		Identification Number:		School Name:				
Type of Work-based Learning Experience(s):		Worksite Name/Location(s):		Description of Experience(s)				
EVALUATION GRADING SCALE: General Key								
Unsatisfactory (1) Not yet demonstrating the skills required for the position and needs to have a formal plan for improving skills. Needs additional training.		Needs Improvement (2) Inconsistently demonstrates the skills needed for the position. Further development is needed.		Meets Expectations (3) Demonstrates the skills required for the position with rare exceptions, and shows initiative in improving skills.			Exceeds Expectations (4) Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as a leader that improves overall team.	
PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS			1	2	3	4	COMMENTS: STUDENT WORK READINESS SKILLS
ATTENDANCE	Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.							
PUNCTUALITY	Understands work expectations for punctuality. Arrives on time for work, takes and returns from breaks on time and calls supervisor prior to being late.							
WORKPLACE APPEARANCE	Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.							
TAKES INITIATIVE	Participates fully in task or project from initiation to completion. Initiates interactions with supervisor for the next task upon completion of previous one.							
QUALITY OF WORK	Gives best effort, evaluates own work and utilizes feedback to improve work performance. Strives to meet quality standards and provides optimal customer service.							
KNOWLEDGE OF WORKPLACE	Demonstrates understanding of workplace policy and ethics.							
RESPONSE TO SUPERVISION	Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Demonstrates flexibility when nature of work changes.							
COMMUNICATION SKILLS	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.							

Evidence of Attainment of the Commencement Level CDOS Learning Standards



EVIDENCE OF ATTAINMENT OF THE COMMENCEMENT LEVEL CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS) LEARNING STANDARDS

STUDENT NAME: _____ STUDENT ID: _____

COORDINATING TEACHER: _____ GUIDANCE COUNSELOR: _____

This form can be used to assist in documenting evidence of a student's attainment of the commencement level CDOS learning standards as demonstrated in coursework and work-based learning experiences in which the student participated over the course of high school. Column one includes Performance Indicators for each of the CDOS standards. Some examples of evidence of a student's attainment of the skills, knowledge, and/or abilities for each Performance Indicator are indicated by the black triangles (▲) in the commencement level CDOS learning standards document located at <http://www.p12.nysed.gov/ciai/pub/cdoslea.pdf>.

Note in the boxes below successfully completed tasks that show student attainment of each of the commencement level CDOS learning standards.

PERFORMANCE INDICATORS	9 TH GRADE EVIDENCE	10 TH GRADE EVIDENCE	11 TH GRADE EVIDENCE	12 TH GRADE EVIDENCE	5 TH & 6 TH YEARS EVIDENCE
1. Career Development					
Completes the development of a career plan that would permit eventual entry into a career option of their					

CTE and/or WBL Hours

Fulfilling the 216 Hour Requirement



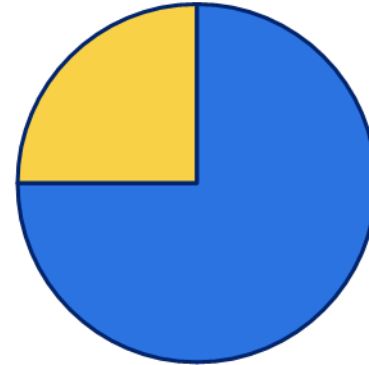
■ WBL ■ CTE

54 hours WBL
162 hours CTE



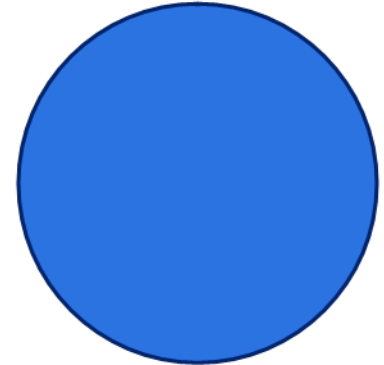
■ WBL ■ CTE

108 hours WBL
108 hours CTE



■ WBL ■ CTE

162 hours WBL
54 hours CTE



■ WBL ■ CTE

216 hours WBL
0 hours CTE

CTE coursework and/or WBL experiences may be provided in any combination **that is appropriate for the student.**

WBL—How Can Hours Be Earned?

Registered WBL Programs

- Career Exploration Internship Program (CEIP)
- Cooperative CTE Work Experience Program (CO-OP)
- General Education Work Experience Program (GEWEP)

Career Awareness Experiences

- Career fairs
- Career interest assessments
- Guest speakers
- Industry-related credentials
- Workplace tours

Unregistered WBL Experiences

- Job shadowing
- Community service, volunteering, service learning
- Industry-based projects
- School-based enterprises (SBEs)
- Mentoring
- School year/summer internships
- Entrepreneurship
- Community-based work experiences for students with disabilities
- Unregistered WBL in specific CTE programs

CDOS Commencement Credential: Option 2

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



Including:

- ACT WorkKeys National Career Readiness Certificate (NCRC)
- Comprehensive Adult Student Assessment System (CASAS) eWORKs
- National Work Readiness Credential (NWRC)/NWRC Assessments
- National Occupational Competency Testing Institute (NOCTI) 21st Century Skills for Workplace Success
- NOCTI Employability Skills
- NOCTI Junior Reserve Officers' Training Corps (JROTC) Leadership and Employability Skills
- SkillsUSA Career Essentials: Career-Ready Assessment
- YouScience/Precision Exams 21st Century Success Skills

Sample Scenario: Nelson

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

Nelson is considering exiting school before earning a local or Regents diploma, but they have met the requirements for the CDOS Commencement Credential.

Can Nelson exit school with the credential?

Sample Scenario: Nelson Review

Review

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

Nelson is considering exiting school before earning a local or Regents diploma, but they have met the requirements for the CDOS Commencement Credential.

Can Nelson exit school with the credential?

No. When earned as a stand-alone exiting credential, the CDOS Commencement Credential 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.
- 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 until the day before the student's 22nd birthday.

NYSAA Eligibility

A Student Must Meet All Criteria in Both of the Following Areas:

The student has a severe disability

- Significantly limited cognitive abilities
- Significant deficits in communication/language
- Significant deficits in adaptive behavior

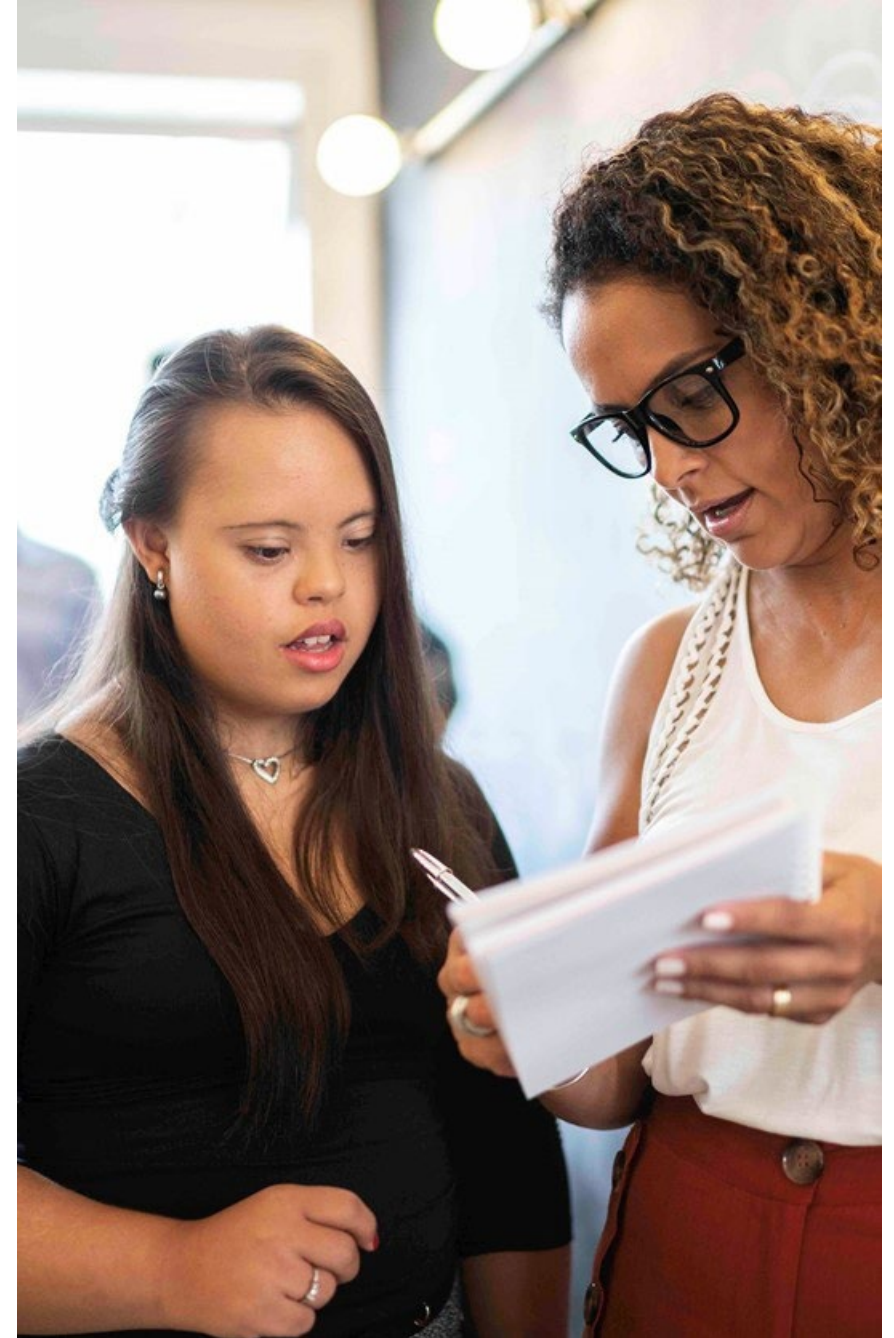
The student requires a highly specialized educational program

- The student's program facilitates the acquisition, application, and transfer of skills across natural environments
- Requires assistive technology
- Requires support systems to address personal care services, health/medical services, speech/language or behavioral needs

Postsecondary Impact

Skills and Achievement Commencement Credential is **not** a NYS high school diploma, and therefore does not meet criteria for:

- College admittance
- Many postsecondary training programs
- US military branches
- Jobs where a high school diploma is required



Skills and Achievement Exit Summary



Students exiting with the Skills and Achievement Commencement Credential must receive a student exit summary that documents the following:

- Academic skills, as measured by the NYSAA
- WBL experiences
- CDOS skill attainment level
- Student strengths, preferences, and interests
- Measurable postsecondary goals
- Recommendations for supports needed
- State/community agency referrals

NY Inspires

A Plan to Transform Education in NYS

Implementation of Four Transformations



- Adopt the NYS Portrait of a Graduate
- Redefine credits and earning experiences
- Sunset diploma assessment requirements
- Move to one NYS high school diploma

Until specific changes are approved by the Board of Regents, the current graduation requirements remain in effect for all public-school students in NYS.

Proposed Diploma Requirements by Cohort

Cohort 2023 and prior	Cohorts 2024-2026	Cohorts 2027-2028	Cohort 2029 +
• Current diploma requirements • Eligible student may request exemption due to major life events	• One diploma, advanced designation as a seal • Current credit requirements • Diploma assessment requirements decoupled by Fall 2027	• One diploma, redefined seals and endorsements • New credit requirement • Sunset diploma assessment requirements	• One diploma, redefined seals and endorsements • Statewide transcript required • Proficiency in both learning standards and Portrait of a Graduate required

Questions and Answers



Resources (1 of 4)

[Appeal to Graduate with a Lower Score on a Regents Examination](#)

[Blue Ribbon Commission on Graduation Measures](#)

[CDOS Learning Standards](#)

[CDOS Questions and Answers—September 2018](#)

[Employability Profile](#)

[Evidence of Attainment of the CDOS Learning Standards](#)

[Frequently Asked Questions About NYS Graduation Requirements](#)

[Graduation Measures FAQ](#)

[Graduation Measures Initiative](#)

[Major Life Events Sample Form](#)

[November 2024 Board of Regents Presentation](#)

Resources (2 of 4)

[NY Inspires: A Plan to Transform Education in New York State](#)

[NYS Diploma/Credential Requirements](#)

[NYSED-Allow All Students to Participate in a High School Graduation Ceremony Memo](#)

[NYSED-Approved Pathway Assessments in CDOS](#)

[NYSED-Approved Regents Examination Alternatives](#)

[NYSED Bilingual Education and English as a New Language](#)

[NYSED Commencement Level Career Plan](#)

[NYSED District Grading Policy Memo](#)

[NYSED Exiting Credentials](#)

[NYSED Major Life Event Memo](#)

Resources (3 of 4)

[NYSAA Policy Brief March 2025](#)

[NYS WBL Manual](#)

[Office of Standards and Instruction—Appeals, Safety Nets, and Superintendent Determination](#)

[Office of Standards and Instruction—Graduation Requirements](#)

[Office of Standards and Instruction—Endorsements and Seals](#)

[Office of Standards and Instruction—Graduation Requirements Guidance and Resources](#)

[Office of Standards and Instruction—IAAP](#)

[Office of Standards and Instruction—Multiple Pathways](#)

[Office of Standards and Instruction—Seal of Civic Readiness](#)

Resources (4 of 4)

[Parent Request for Superintendent Determination Sample Form](#)

[Portrait of a Graduate Need to Know Documents](#)

[Science Guidance and Resources](#)

[Skills and Achievement Commencement Credential for Students with Severe Disabilities](#)

[Special Appeal FAQ](#)

[Special Appeal Memo \(Flexibility in the Use of 2021-22 and 2022-23 Regents Examination Scores to Satisfy Diploma Requirements\)](#)

[State Education Department Formal Opinion of Counsel #242](#)

[Superintendent Determination Form Updated March 2025](#)

[WBL and CDOS](#)

References

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<https://doi.org/10.1177/1540796918777730>

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New York State
EDUCATION DEPARTMENT

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New York State Education Department
Office of Special Education

Educational Partnership

Technical Assistance Partnership
for Transition

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