



New York State Education Department
Office of Special Education
Educational Partnership





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Diploma and Credential Options for Students With Disabilities

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

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Disclaimer

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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 others’ 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



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



Subject	Minimum Credits
English	4
Social Studies: U.S. 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

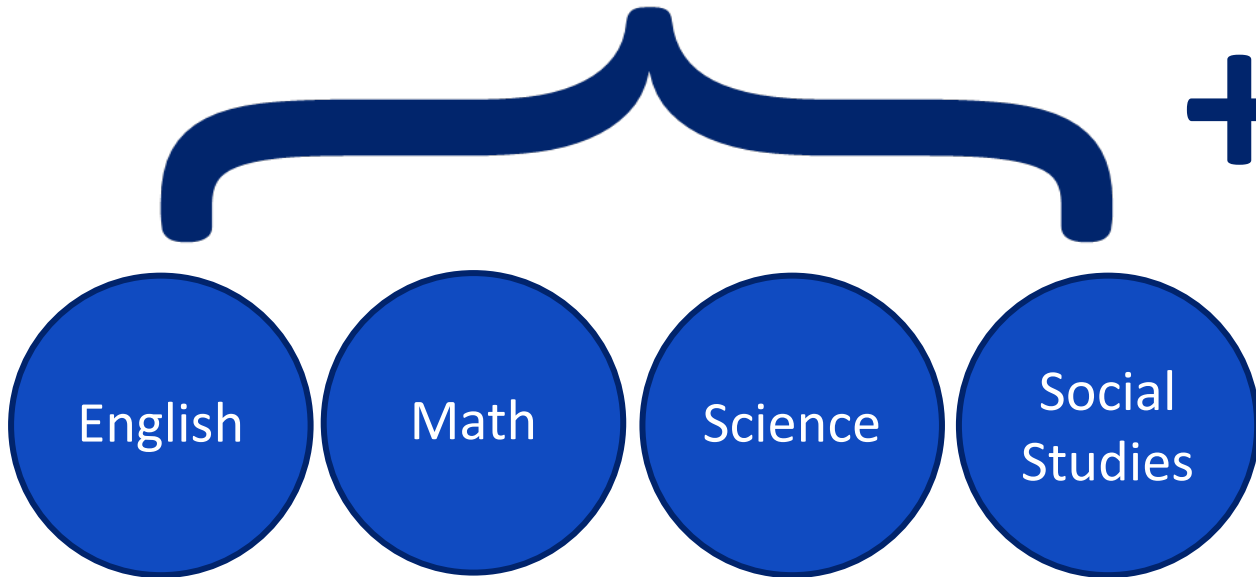
- A student with a disability may be excused from the required credit in World Languages but must still earn 22 credits to graduate.
- The World Languages exemption must be noted on the student's Individualized Education Program (IEP).
- A student who is exempt from the diploma credit in World Languages 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)



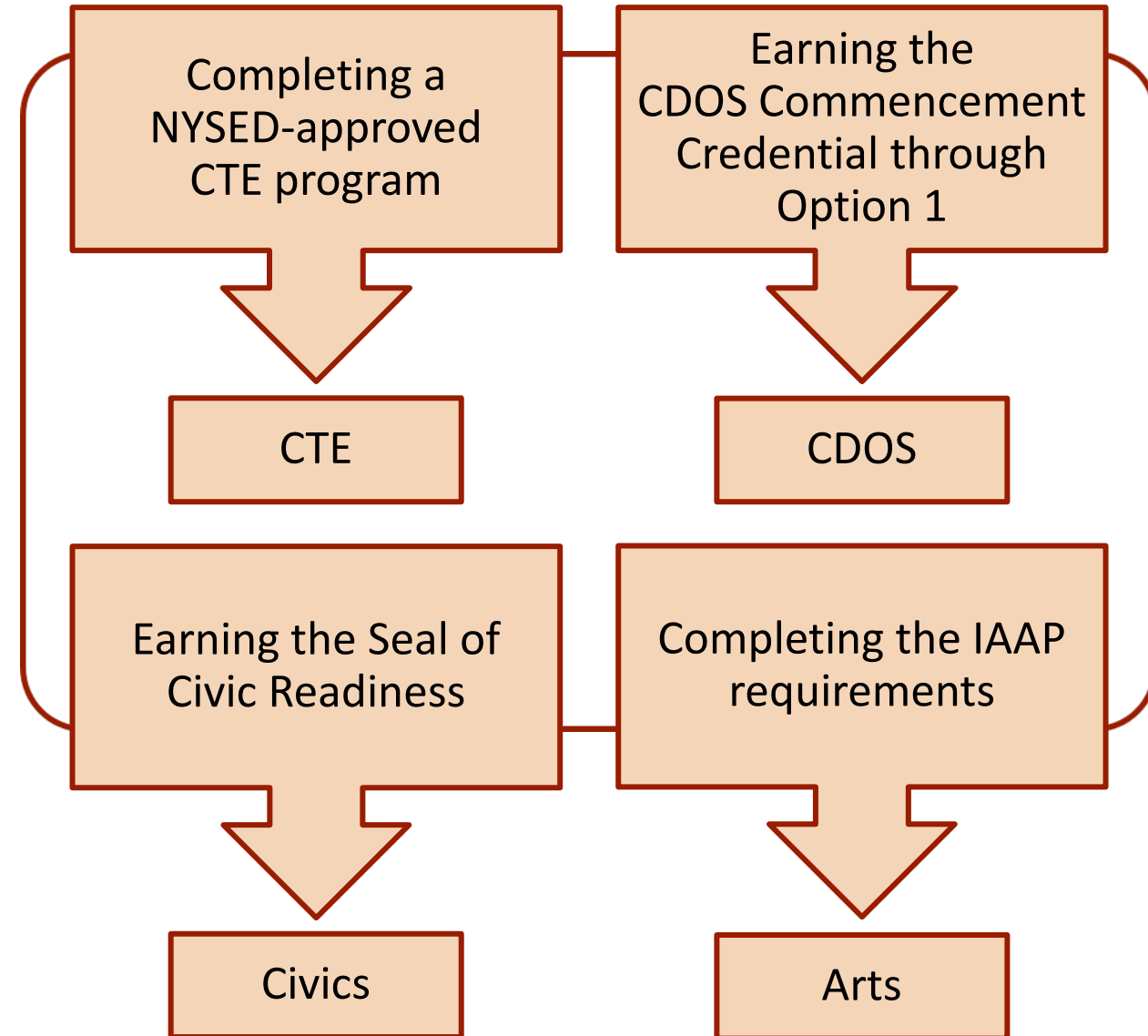
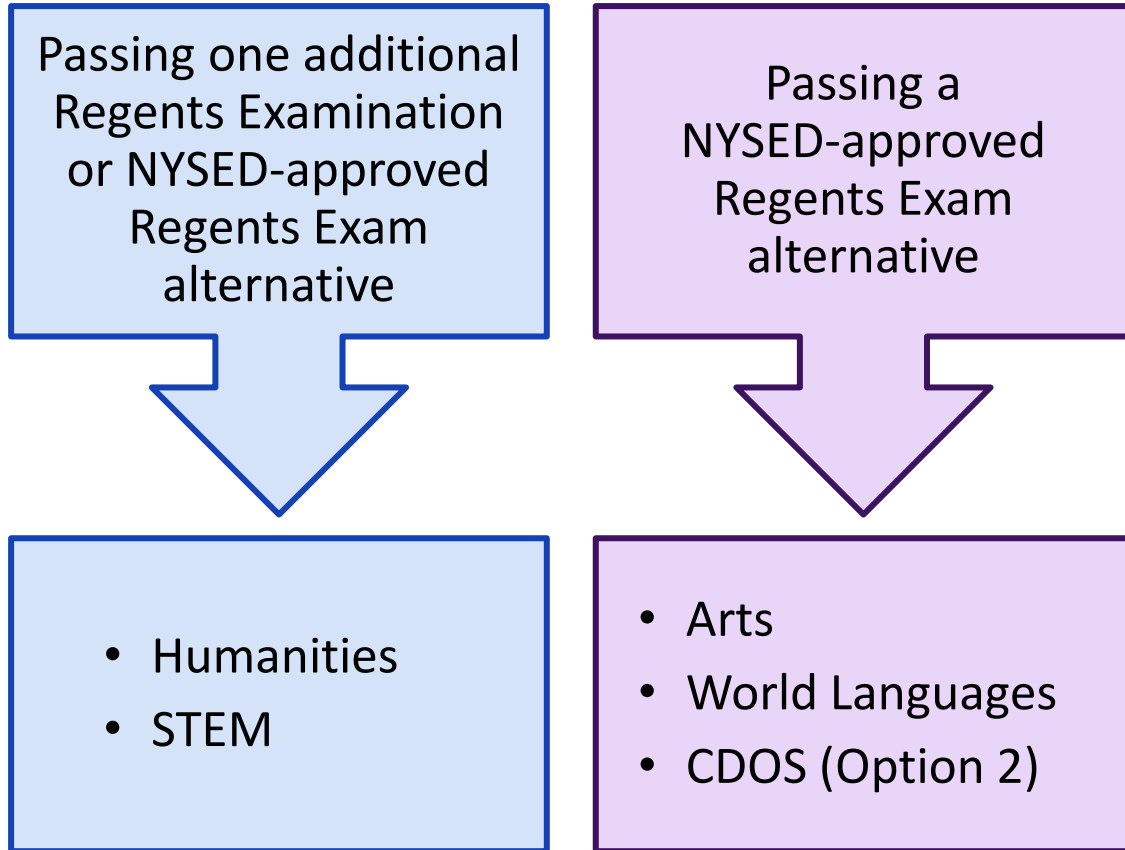
+1



Pathways

- Science, Technology, Engineering, Math (STEM)
- Humanities
- Arts
- World Languages
- Career Development and Occupational Studies (CDOS)
- CTE
- Civics
- Individual Arts Assessment Pathway (IAAP)

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



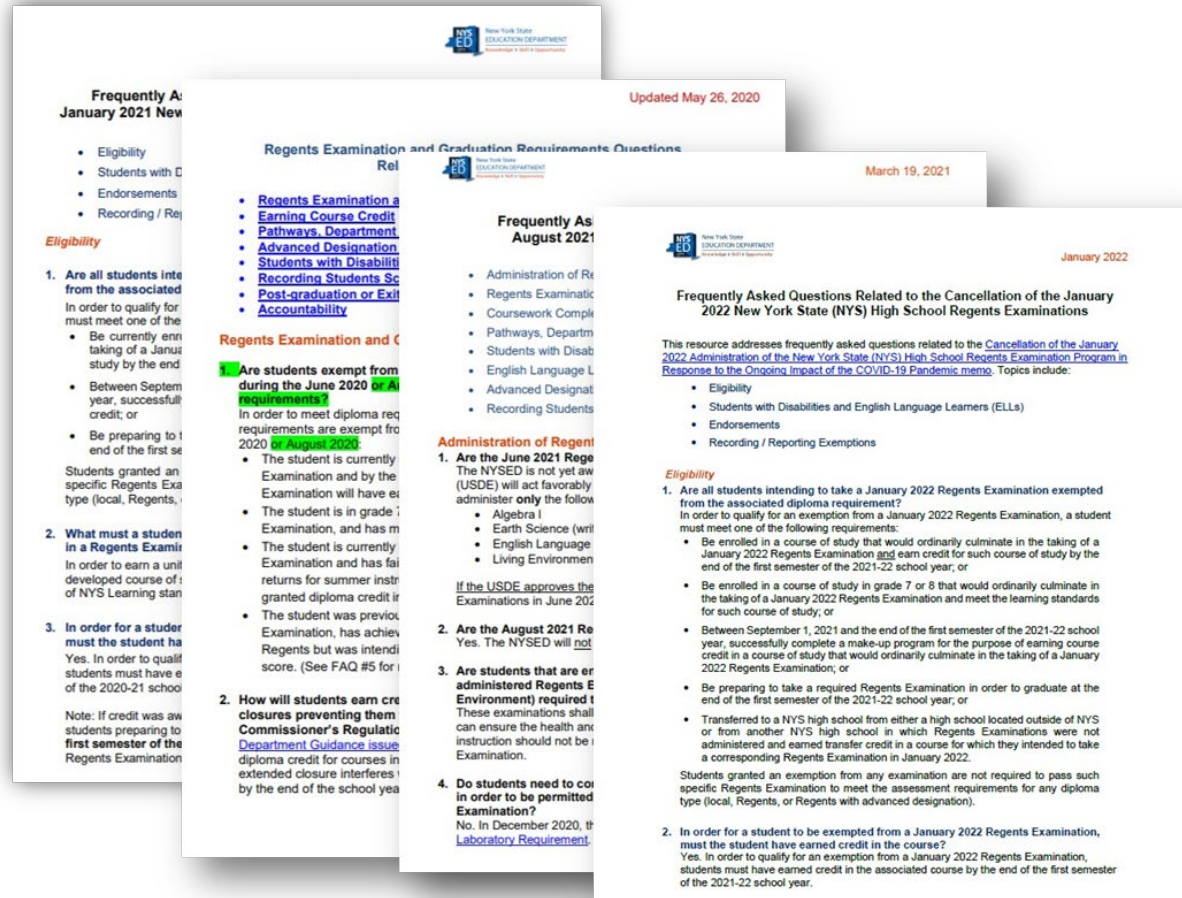
Mastery in Mathematics and/or Science

Exemptions Due to COVID-19 and the Special Appeal

Exemptions From Assessments Due to COVID-19

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 or through exiting high school.



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 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

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)

Local Diploma via Appeal for ELLs

- Meets credit requirements
- Meets assessment requirements using **one** successfully **appealed English Language Arts 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 English Language Arts 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 English Language Arts 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 Committee on Special Education (CSE)

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.

	Illustration 1	Illustration 2
Assessment	<ul style="list-style-type: none"> • Five required Regents Examinations with a score of 55 or higher 	<ul style="list-style-type: none"> • Four required Regents Examinations with a score of 55 or higher • CDOS—Commencement Credential (or other non-Regents pathway)
Example	<ul style="list-style-type: none"> • Math—55 • English Language Arts—55 • Science—55 • Global Studies—55 • US History—55* • Pathway—Humanities 	<ul style="list-style-type: none"> • Math—55 • English Language Arts—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
- 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

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	<ul style="list-style-type: none"> • Three required Regents Examinations with a score of 55 or higher • Two required Regents Examinations with a score of 52–54 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Science—55 (low pass) • English Language Arts—52 (successfully appealed) • Math—55 (low pass) • U.S. History—52 (successfully appealed) • Science—55* (low pass) • *Pathway—STEM 	<ul style="list-style-type: none"> • Science—55 (low pass) • English Language Arts—52 (successfully appealed) • Math—55 (low pass) • U.S. 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
- U.S. 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
- U.S. 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 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.

Required Regents Examination	Score
Comprehensive English	55
Mathematics	62
Global History and Geography	46
Science	64
U.S. 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 U.S. 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
U.S. History and Government	49

Rationale:

- Student earned a score of at least 55 on both the English (through appeal) and mathematics exams.
- 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 U.S. 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
U.S. 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
U.S. 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 U.S. 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
U.S. 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 U.S. 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 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**

- 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.

Providing Information to Families

Any 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.

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 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 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—Exemption due to COVID-19 granted
- Earth Science—Exemption due to COVID-19 granted
- U.S. 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.

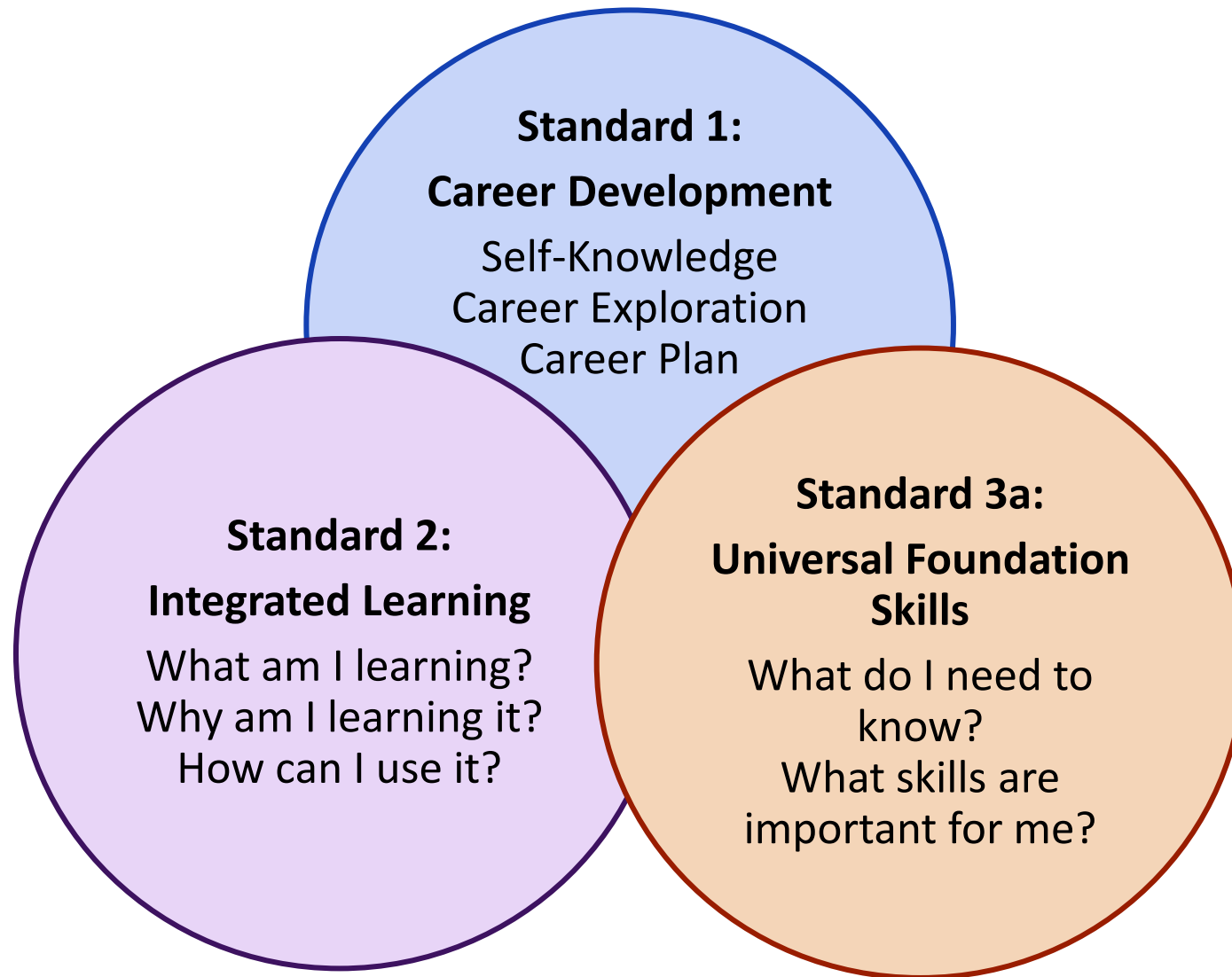
Reviewing Additional Student Scenarios



- 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.

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



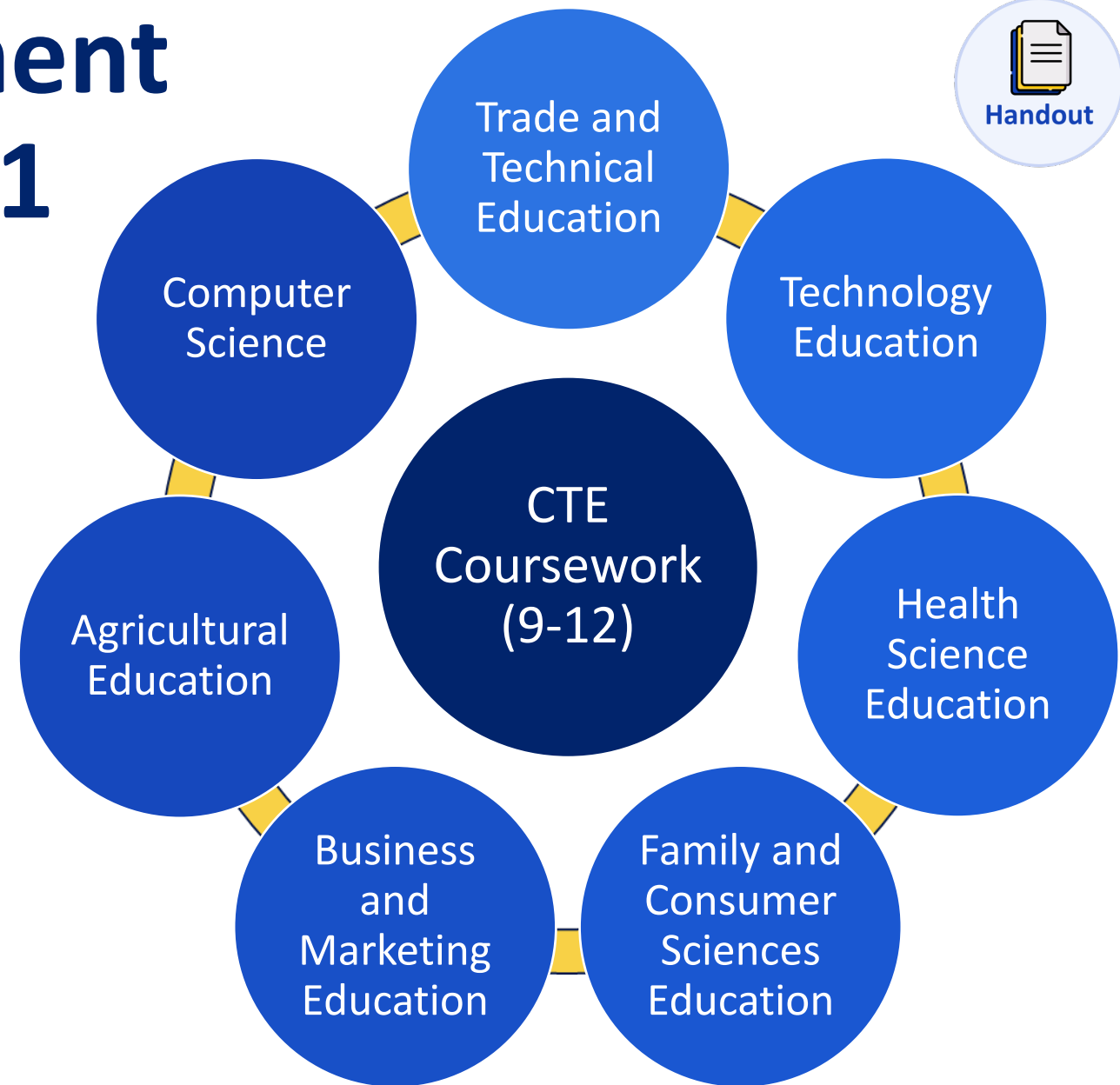
 Career Plan

 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



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)		Needs Improvement (2)		Meets Expectations (3)			Exceeds Expectations (4)		
Not yet demonstrating the skills required for the position and needs to have a formal plan for improving skills. Needs additional training.		Inconsistently demonstrates the skills needed for the position. Further development is needed.		Demonstrates the skills required for the position with rare exceptions, and shows initiative in improving skills.			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



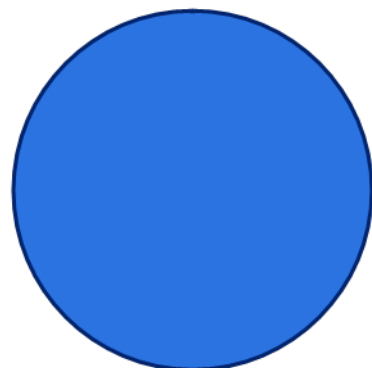
■ WBL ■ CTE

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

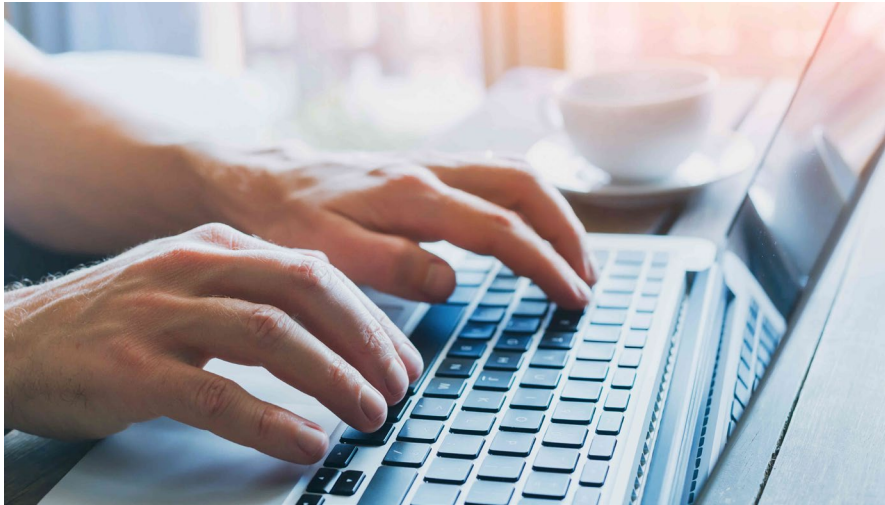
- Career Fairs
- Career interest assessments
- Guest speakers
- Industry-related credentials
- Workplace tours

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
- 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.

Definition of Students With Severe Disabilities Who Are Eligible for NYSAA



§100.1(t)(2)(iv)

“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.”

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
- Work-based learning (WBL) experiences
- CDOS skill attainment level
- Student strengths, preferences, and interests
- Measurable postsecondary goals
- Recommendations for supports needed
- State/community agency referrals

Additional Resources

Diploma Requirements Resources



New York State Diploma/Credential Requirements Revised June 2022

Updated June 2022

New York State Diploma Requirements Applicable to All Students Enrolled in Grades 9-12

Credit Requirements

(Apply to all diploma types: local, Regents, Regents with advanced designation)

	Minimum number of credits
English	4
Social Studies <i>Distributed as follows:</i> U.S. History (1) Global History and Geography (2) Participation in Government (½) Economics (½)	4
Science <i>Distributed as follows:</i> Life Science (1) Physical Science (1) Life Science or Physical Science (1)	3
Mathematics	3
World Languages	1 ^(**)
Visual Art, Music, Dance, and/or Theater	1
Physical Education <i>(participation each semester)</i>	2
Health	½
Electives	3 ½
Total	22

^(**)Students with a disability may be excused from the requirement for 1 unit of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate.

- Pathways**
 A student must either:
 - earn the [Seal of Civic Readiness](#); or
 - pass an additional Regents Exam or Department Approved Alternative in a different course (English, mathematics, science, or social studies); or
 - pass a Department Approved Pathway Assessment (Arts, CDOS, World Languages); or
 - successfully complete a NYSED-approved CTE program, including the associated 3-part technical assessment; or
 - successfully complete all the [requirements for earning the CDOS Commencement Credential](#).
 Beginning in fall 2022, a select number of NYS schools will pilot the [Individual Arts Assessment Pathway \(IAAP\)](#). Reference [Multiple Pathways](#) and [Department Approved Alternative Examinations](#).
- Traditional Appeals**
 All appeals are subject to local district approval. Reference: [Appeals, Safety Nets, and Superintendent Determination](#)
- Special Endorsements**
Honors: A student earns a computed average of at least 90 on the Regents Exams applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents Exams. The locally developed Checkpoint B examination in World Languages is not included in the calculation.
Mastery in Math and/or Science: A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on 3 math Regents Exams and/or 3 science Regents Exams.
Technical Endorsement: A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3-part technical assessment.
Seal of Biliteracy: A student meets the criteria for earning the [NYS Seal of Biliteracy](#).
Seal of Civic Readiness: A student meets the criteria for earning the [NYS Seal of Civic Readiness](#).
 Reference the [Endorsements and Seals webpage](#) or [NYS Diploma/Credential Requirements](#) for additional information related to awarding special endorsements to students with exam exemptions due to COVID-19.
- World Languages Exemption**
 Students with a disability may be excused from the required units of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate. Such student who seeks a Regents diploma with advanced designation does NOT have to complete the 5-unit sequence in the Arts or CTE in lieu of the sequence in World Languages in order to meet the assessment requirements for the advanced diploma.
- Superintendent Determination of a Local Diploma**
 Students with a disability who are unable to attain a local diploma through the various safety net provisions may be eligible for a Superintendent Determination of a local diploma under certain conditions. Reference: [Appeals, Safety Nets, and Superintendent Determination](#)
- Flexibilities due to the COVID-19 Public Health Emergency**
Exemptions: Students granted an exemption from any exam due to COVID-19 are not required to pass such specific exam to meet the assessment requirements for any diploma type. Reference the following FAQs: [June/August 2020](#), [January 2021](#), [June/August 2021](#), and [January 2022](#)
Special Appeals: Eligible students may use lower scores (50-64) on Regents Exams taken during the 2021-22 or 2022-23 school year to meet the assessment requirements for any diploma type. Reference: [Special Appeals Memo](#) and [FAQ](#).
Special Determination: Students who are scheduled to graduate in June 2022 and either do not qualify for a Special Appeal or who are unable to participate in one or more required Regents Exam(s) because of illness, including isolation restrictions due to COVID, may request a [Special Determination to Graduate with a Local Diploma in June 2022](#).
- Exemptions from the Regents Exam in US History and Government (Framework)**
 Eligible students shall be granted an exemption from the June 2022, August 2022, or January 2023 Regents Exam in US History and Government (Framework). Reference: [FAQ on Cancellation of Regents Exam in US History and Government \(Framework\)](#)

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 the full text of the New York State High School Diploma Requirements, reference the Commissioner's Regulations 8 CRR-NY 100.5, [Diploma Requirements](#) as well as the NYSED's [General Education and Diploma Requirements](#) webpage. Reference the [Understanding NYS Diploma Requirements ~ Family Resources](#) webpage to access three flyers and a tracking tool translated into eleven different languages.

Beginning in fall 2022, a select number of schools will pilot the Individual Arts Assessment Pathway. More information may be referenced on the [Individual Arts Assessment Pathway](#) webpage.

Additional questions pertaining to diploma or credential requirements may be directed to the Office of Curriculum and Instruction at emscgradreq@nysed.gov or (518) 474-5922.

New York State High School Diplomas

Diploma Type	Available to	Requirements
Regents Diploma	All student populations	Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages, 2 physical education, and 3 ½ electives Assessment: <ul style="list-style-type: none"> 4 required Regents Exams¹ (one in each discipline: English, mathematics, science, social studies); successful completion of 1 Pathway²; and each Regents Exam with a score of 65 or better³ Reference: Diploma Types
Regents Diploma (through traditional appeal)	All student populations	Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages, 2 physical education, and 3 ½ electives Assessment: <ul style="list-style-type: none"> 4 required Regents Exams¹ (one in each discipline: English, mathematics, science, social studies); successful completion of 1 Pathway^{2,3}; <ul style="list-style-type: none"> 1 of the above Regents Exams (including the pathway, if a Regents Exam) with a score of 60-64 for which an appeal⁴ is granted by the local district per Commissioner's Regulation 100.5(d)(7); and remaining required Regents Exams with a score of 65 or better⁵ Reference: Appeals, Safety Nets, and Superintendent Determination

New York State Diploma/Credential Requirements, June 2022

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Resources for Students and Families



Flyers

New York State Graduation Requirements
Additional Options

To earn a New York State (NYS) diploma, students must meet credit and exam requirements. [New York State Graduation Requirements](#) outlines the additional graduation options that include:

- Appeals:** All students must appeal if they:
- 2x:** Study at least two points.
- 3:** Study the same subject.
- 4:** Study the same subject.
- 5:** Study the same subject.

The district or the appeals determines the options.

New York State Graduation Requirements
Understanding Current New York State Diploma Requirements

To earn a NYS diploma, students must meet credit and exam requirements. These requirements are separate and distinct and do not have to be met simultaneously.

New York State Graduation Requirements
Understanding Exemptions due to the COVID-19 Public Health Emergency

Note: School districts may create requirements in addition to those in the NYS Education Department's [New York State Graduation Requirements](#).

Credit Requirements

This table shows the number of credit each subject. It's important to note in students choose the courses they want to meet the minimum requirements.

Exemptions due to COVID-19

Students who met one of the following conditions were eligible for exemption from the diploma requirement of passing a Regents Exam:

- Enrolled during the 2019-2020 or 2020-2021 school year in a course of study culminating in a Regents Exam and earned credit in such course of study by August 2021.
- Enrolled as a 7th or 8th grader during the 2019-2020 or 2020-2021 school year, in a course of study leading to a Regents Exam, and met the learning outcomes for such course of study by August 2021.
- Successfully completed a make-up program by August 2021 in a course of study culminating in a Regents Exam; or
- Previously achieved course credit in a course of study leading to a Regents Exam, has not yet passed the associated Regents, but intended to take the test in June/August 2020 or June/August 2021 to achieve a passing score.

Additional information specific to January 2021 exemptions can be found in the [January Exemptions FAQ](#).

Parental Right to Decline Exemptions

Parents and persons in parental relation of students who are eligible to graduate as a result of having met an assessment requirement through an exemption due to COVID-19 may decline such exemption.

If a parent declines an exemption, it's important to remember:

- the decision is irrevocable;
- the student will not be eligible to graduate until the student meets all graduation assessment requirements, including those for which the student was previously eligible for an exemption and the parent declined such exemption; and
- the student will remain eligible to receive a free public education until the end of the school year in which the child attains age 21 or earns a diploma, whichever shall occur first.

Additional information can be found in the memo, [Parental Right to Decline Exam Waivers](#).

Tracking Tool

NYS Diploma Requirements Tracking Tool

Credit Requirements	
English (4)	
Social Studies (4)	
Global I	
Global II	
US	
Economics (.5)	
Part. in Gov't (.5)	
Science (3)	
Life	
Physical	
Mathematics (3)	
Languages other than English (1)	
Arts (1)	
Physical Education (2, .25 credits for each semester)	Sem. 1 <input type="checkbox"/> Sem. 2 <input type="checkbox"/>
	Sem. 3 <input type="checkbox"/> Sem. 4 <input type="checkbox"/>
	Sem. 5 <input type="checkbox"/> Sem. 6 <input type="checkbox"/>
	Sem. 7 <input type="checkbox"/> Sem. 8 <input type="checkbox"/>
Health (.5)	
Electives (3.5)	

Assessment Requirements		
Local/Regents Diploma		
Discipline	Exam Name	Score(s)
English		
Social Studies		
Science		
Mathematics		
Pathway		

Advanced Designation

These additional exams are only required for advanced designation.

Discipline	Exam Name	Score(s)
Mathematics		
Mathematics		
Science *		

*Note: One assessment must be life sciences and one must be physical science.

Sequence for Advanced Designation:

Note: Students choose one of the three options. Credits included in sequences may also be used to meet the 22 units of credits.

Arts (3 credits) CTE (3 credits) LOTE (3 credits)

NOTE: School districts may establish diploma requirements in addition to those outlined in the [New York State Diploma Requirements](#).

Presentation Materials

Turnkey Guidance for New York State Graduation Requirements

This guidance intends to provide educators with presentation 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 "9 Did You Know" sections provide additional information for school counselors and administrators. Educators may determine whether or not to include the information in your presentations to students and families.

This guidance is provided by the New York State Education Department as a tool for schools and districts to support students' and families' knowledge of our current diploma requirements. This guidance can and should be adjusted to meet the needs of individual learning communities throughout the state.

Presentation:

- Summ
- Provi
- appri

Materials:

- New
- Fami
- o
- Copy
- Cur
- Copy
- Optic
- Copy of (or digital access to) school or district's diploma requirements
- Copy of (or digital access to) [NYS Diploma Requirements Tracking Tool](#), if desired

New York State Graduation Requirements

A presentation for New York State's students and families

1

Questions and Answers



Resources (1 of 4)

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

[CDOS Learning Standards](#)

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

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

[Employability Profile](#)

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

[Frequently Asked Questions Related to the Cancellation of the January 2021 NYS High School Regents Examinations](#)

[Frequently Asked Questions Related to the June 2021 and August 2021 Exemptions from Diploma Requirements](#)

Resources (2 of 4)

[Frequently Asked Questions Related to the Cancellation of the January 2022 NYS High School Regents Examinations](#)

[June/August 2020—Regents Examination and Graduation Requirements Questions Related to COVID-19 Closure](#)

[NYS Diploma/Credential Requirements](#)

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

[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 Parental Right to Decline Examination Waivers](#)

Resources (3 of 4)

[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)

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

[Science Guidance and Resources](#)

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

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

[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](#)

[WBL and CDOS](#)

References

Shogren, K. A., Raley, S. K., Burke, K. M., & Wehmeyer, M. L. (2019). The Self-Determined Learning Model of Instruction Teacher's Guide. Lawrence, KS: Kansas University Center on Developmental Disabilities.

Contact Us

TAP for Transition

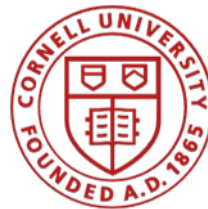
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New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education
Educational Partnership
—
Technical Assistance Partnership
for Transition



Cornell University

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