

Graduation Options for Students with Disabilities



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High School DIPLOMA

NYS Options:

Regents - 65 Pass on 5 Regents Exams
(ELA, Math, Sci., US History, Global History)

- * *Regents diploma with advanced designation*
- * *Regents diploma with technical endorsement*

Local - via Safety Net for SWD

1. 55-64 pass option (low pass option)
 2. RCTs for cohorts prior to September 2011
 3. Compensatory Option – effective 10/31/12
- * May score between 45-54 on one or more of the required exams (excluding English and Math) if they compensate with score(s) of 65 or higher on other exams and meet attendance and course requirements
 - * English and math scores must be ≥ 55

High School Equivalency

GED Test

To change in Jan. 2014

- McGraw Hill to provide **Test Assessing Secondary Completion (TASC)**
- Notify “near passer” students of need to complete current GED exam by 2014

High School Exiting CREDENTIALS



Student Exit

College and Career Ready

Skills and Achievement Commencement Credential

- Begin 2013-2014 school year
- NYSAA eligible & assessed
- Attended 12 years excluding K, or end of year attains 21
- CDOS learning standards
- Accompanied by new model of Student Exit Summary

NYS Career Development and Occupational Studies (CDOS) Commencement Credential

Beginning 7/1/13 - Only for Students with Disabilities

1) To supplement diploma, or 2) as exiting credential for students unable to earn a HS diploma

Documents preparation for entry-level employment

- Must provide opportunities to earn regular HS diploma and access to participate and progress in the general curriculum
- Develop and annually review career plan to ensure active engagement in career exploration
- Evidence of commencement level knowledge and skills (CDOS learning standards)
- 2 units of study in CTE courses or WBL experiences; with a minimum of 54 hrs. documented school supervised WBL experiences
- Skills Employability profile
- May award based on nationally-recognized work-readiness credential requirements

Regents Diploma



Regents Diploma

- Students must pass, with a score of 65 or higher, 5 required exams.
 - ELA
 - Math
 - Science
 - Global History and Geography
 - US History
- Through Appeal (1 test with 62-64 and an appeal is granted by local district)



 Available to ALL students

Local Diploma



Local Diploma

Low Pass Option

– 5 Required Regents exams with a score of 55 or better

- Math
- ELA
- Science
- Global History and Geography
- US History

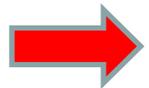


Only for students with disabilities with an IEP or 504 Plan

Local Diploma

Regents Competency Exams

- Entered 9th grade prior to Sept 2011 (2013-2014 seniors)
- Passing score on RCT if student does not get a 55 or better on the Regents exams



Only for students with disabilities with an IEP or 504 Plan

Compensatory Safety Net Option



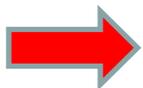
Compensatory Safety Net Option

- Additional option for a student with disability to earn a local diploma
- Permanently Adopted January 2013



Compensatory Safety Net Option

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



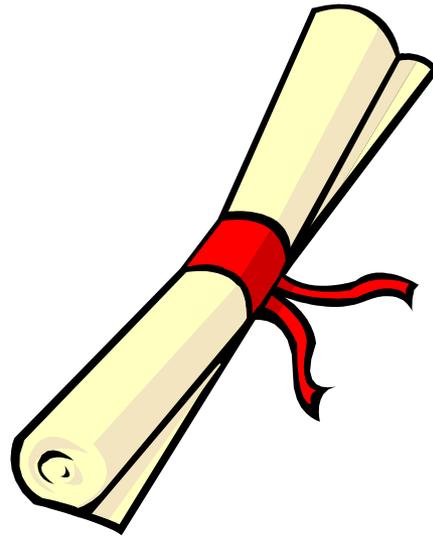
Only for students with disabilities with an IEP or 504 Plan

Compensatory Safety Net Option

- Retroactive to the 2005 cohort
 - Student must be school age and re-enroll if they have already exited
- Can be an option for 504 students and declassified students (8th grade or later) based on recommendation of the committee



High School Equivalency Diploma





High School Equivalency Diploma

Test Assessing Secondary Completion (TASC)

- APPROVED HSE is will no longer be GED (Jan 1, 2014)
- 5 Subjects: Reading, Writing, Math, Social Studies and Science
- Phase in of Common Core
- Paper and Computerized Options
- **January 2014** Ctb.com/TASC



Instruction in CDOS

School and Community Based, as appropriate

**1. Career
Development**

**2. Integrated
Learning**

**3a. Universal
Foundation
Skills**

**3b. Career
Majors**

CDOS learning standards are available at:

<http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>



CDOS: A Progression Of Learning Standards



Technical Skill
Development



Soft Skill
Development



Applied
Academics



Career
Exploration



knowledge

CAREER DEVELOPMENT

Self-knowledge
Who am I?
Career exploration
Where am I going?
Career Plan
How do I get there?

INTEGRATED LEARNING

What am I learning?
Why am I learning it?
How can I use it?

application

UNIVERSAL FOUNDATION SKILLS (SCANS)

What do I need to know?
What skills are important for me?

skills

Questions students should be able to answer

3 Levels of CDOS

To be eligible for
CDOS Credential

Elementary

Career Development

- Demonstrate an awareness of their interests aptitudes and abilities
- Know the value of work
- Explore preference for working with people, information and/or things

Intermediate

Career Development

- Demonstrate an understanding of the relationship among personal interests, skills and abilities and career research
- Understand the relationship of personal choices to future career decisions

Commencement

Career Development

- Complete the development of a career plan that would permit eventual entry into a career option
- Analyze skills and abilities required in a career option and relate them to their own skills and abilities

Skills and Achievement Commencement Credential





When Does This Take Effect?

- The Skills and Achievement Commencement Credential is effective with 2013-14 school year
- The IEP diploma is no longer in effect on or after July 1, 2013



Skills Achievement Commencement Credential

- Students with severe disabilities
- Eligible for NYSAA (eligible and assessed)
- NOT A DIPLOMA
- Can be awarded after the student attends school for 12 years, excluding K





Requirements



- Similar to the regular diploma EXCEPT for a **clear annotation** to indicate the credential is based on achievement of alternate standards.
- Students <21, must be provided with a WRITTEN assurance of FAPE until 21, graduates, or whichever comes first

Requirements



Must be accompanied by documentation of:

- Achievement against CDOS standards
- Level of academic achievement and independence as measured by NYSAA
- Skills, strengths, interests
- As appropriate, other achievements & accomplishments



What Will The Student Receive?

- Skills and Achievement Commencement Credential
- Skills and Achievement Commencement Credential Student Exit Summary



Important



- It is recommended that the form be used **WHEN TRANSITION PLANNING STARTS** (at age 15, or earlier, if appropriate).
- Updated annually
- Student's progress toward their goals should be monitored and used to inform instruction and provide opportunities and appropriate experiences.

Documentation

Multiple Measures gathered over time

- Observation
- Coursework
- Community experiences
- Work Experiences
- Individual Transition Plan
- Career Assessments

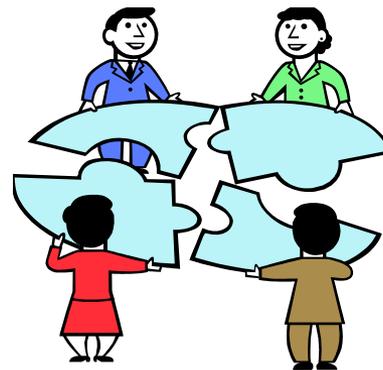


- Career Plan
- Level 1 Career Assessments
- Functional Vocational Assessments
- Transition Assessments

Documentation

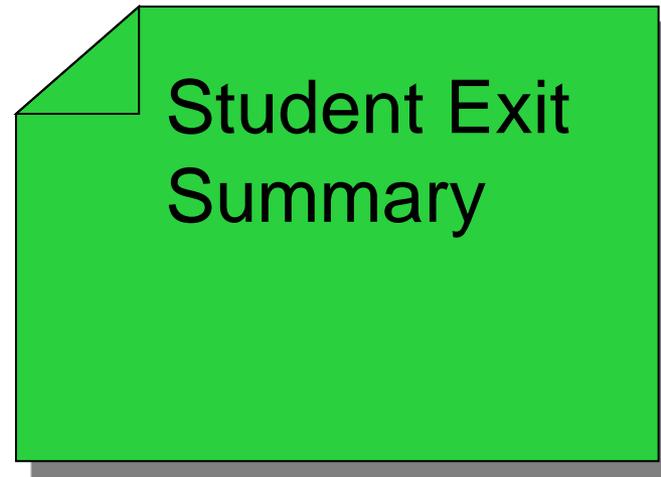
Who completes the form?

- Team process
 - Parent
 - Student
 - School Personnel
 - Special Ed Teacher
 - Gen Ed Teacher
 - Related Service Personnel
 - Adult Agency Personnel (with consent of the parent or consent of the student if the student is 18+)





Model Form



Model Form

Handout:
Student Exit
Summary
Model Form

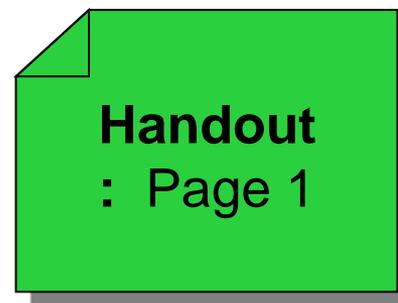
- SED developed a model form that is ***recommended***, though not required
- Districts can modify the form
- Meets Student Exit Summary requirements (state and federal)
- Educators are **STRONGLY ENCOURAGED** to use the model Student Exit Summary Form **very early** in a student's career for transition planning, goal setting and annual progress reporting purposes.

Student Exit Summary Model Form

(April 2012) **Part 1**

1. Demographic Information

- Student name, school, id #
- Person completing form, title
- Date



2. Summary of student skills, strengths, interests

- Relate the skills to post-secondary education and training, employment and independent living

Student Exit Summary Model Form

(April 2012) **Part 1**

3. Community/ Work Based Learning Experiences
 - Career exploration, career assessment training, transition activities, other volunteer and/or service learning activities
4. NYSAA results on ELA, Math, Social, Science
 - Include an informative description of the students functional academic skills in each of these areas.
5. Other achievements, awards, honors
 - Extracurricular activities, sports, community groups, recreational activities, school clubs

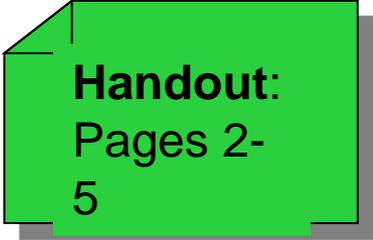


Student Exit Summary Model Form

(April 2012) Part 2- Competencies

The extent to which the student has achieved the CDOS learning standards for

- Career Development (pg.2)
- Integrated Learning (pg. 2)
- Universal Foundation Skills (pgs. 3-5)
 - Basic Academic Skills
 - Thinking Skills
 - Personal Qualities
 - Interpersonal Skills
 - Technology
 - Managing Information
 - Managing Resources
 - Systems



Handout:
Pages 2-
5

Student Exit Summary Model Form

(April 2012) Part 2- CDOS

Handout:
Pages 2-
5

Key Levels of Independence	With the use of AT/accommodations as appropriate
1. Not applicable	Student has not had the opportunity or been observed to attempt or complete the task
2. Extensive Support	Student requires ongoing assistance (verbal, physical, visual prompts) and close supervision to complete the task
3. Moderate Support	Student requires ongoing assistance (verbal, physical, visual prompts) and periodic supervision to complete the task
4. Minimal Support	Student requires occasional assistance (verbal, physical, visual prompts) and intermittent supervision to complete the task
5. Independent	Student completes the task without assistance/ supervision

Choose the level that best describes the level of support necessary for the student to demonstrate that skill. ****Not applicable should be used infrequently as it is expected that students will be provided with instruction in and opportunities to demonstrate these skills.**

Student Exit Summary Model Form

Part 2- Competencies

(April 2012)

- The form includes skills/abilities demonstrated by the student in each of the competency areas. Space is provided to add other student specific skills.
- Written comments should be added, as appropriate, for each of the competency areas to:
 - Clarify the student level of achievement
 - Provide additional details as to the student's specific skills
 - Identify the specific supports, environmental modifications, accommodations and assistive technology the student requires for successful completion of the task.

Handout:
Pages 2-5

Part 3- Recommendations to Assist Students to meet MPSTGs

Recommendations to Assist Student to Meet Post-Secondary Goals

- Directly tied to students' post-school plans for education/training, employment, independent living
- Reflect the student's skills, abilities, needs, and level of support as documented in other sections of the student exit summary

Part 3- Recommendations to Assist Students to meet MPSGs

Districts should provide a narrative description or list of specific recommendations. Each of the categories may include, but is not limited to the following:

- Specific Accommodations
 - Breaks at pre-determined intervals, directions with pictures or diagrams
- Assistive Technology/adaptive equipment
 - Wheelchair, communication device, FM amp system, pencil grips
- Environmental Supports
 - Accessible workstation, materials secured to work area, physical support or positioning
- Specific Skills that may require further development
- **Adult Agency Referrals/ Contacts**

New York State
**Career Development and
Occupational Studies (CDOS)
Commencement Credential**





NYS Career Development and Occupational Studies (CDOS) Commencement Credential

- **Effective 2013-2014 school year**
- **Credential**, not a diploma
- Recognition of student's preparation for **entry-level employment**
- Students must still be provided with **opportunities** to earn a Regents or local high school diploma
 - Meaningful access to participate and progress in the general curriculum

NYS Career Development and Occupational Studies (CDOS) Commencement Credential

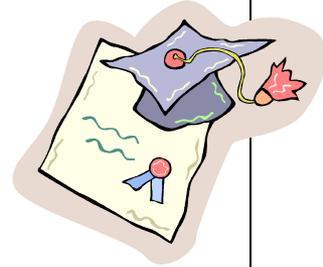
- Supplement to a Local or Regents Diploma
(students with disabilities only)

OR

- Exiting credential

For a student with a disability who is unable to earn a regular diploma and is not taught/assessed on NYSAA

With exiting credential, parent must receive written notice that the student is still eligible for a free and appropriate public education (FAPE) until they earn a Regents or local high school diploma or until the end of the school year in which they turn age 21, whichever comes first



NYS Career Development and Occupational Studies (CDOS) Commencement Credential

- **Issued:**
 - At same time as High School Diploma
 - After attending 12 or more years of school (excluding K)
 - At end of school year student turns 21
- **Similar in format to the general school diploma.**
- **Principal discretion**, in consultation with relevant staff, to award the certificate if the student has demonstrated, in other ways, they have met the requirements of the credential.
 - Prior to July 1, 2015 for all students with disabilities
 - For transfer students (permanently)



Targeted use of IDEA grant funds



A school district that awards this credential to more than **20%** of the students with disabilities in the cohort, where it is not a supplement to a HS diploma, shall be:

required to use a portion of its Part B IDEA grant funds for **targeted activities** to ensure that students with disabilities have

- **appropriate access to participate and progress in the general education curriculum** necessary to earn a regular high school diploma.

Instruction, Coursework and Work-based Learning



Meaningful access to participate/ progress in gen ed
(opportunities to earn a HS diploma)



CDOS Learning Standards



Equivalent of 2 units of study in CTE and/or WBL
(at least 54 of the 216 hours must be WBL)

Documentation Requirements

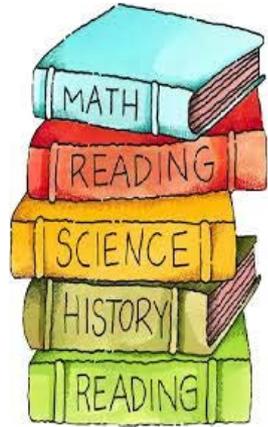


Commencement Level Career Plan



Employability Profile

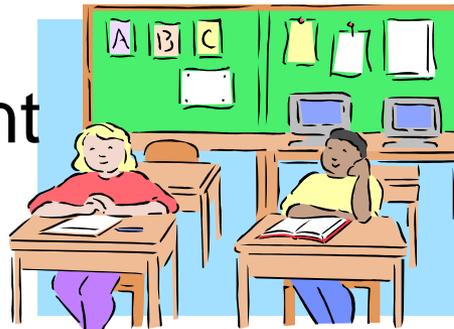
Access/Participation/Progress in the General Education Curriculum



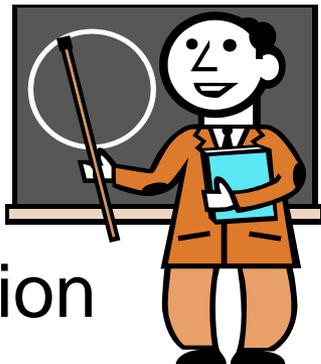
Content



Materials



Environment



Instruction

How Learning is Measured



Career Plan



1. Student Developed
2. Annually reviewed, and as appropriate revised
3. Ensure active engagement in career exploration

Includes but not limited to:

- Student-identified career interests
- Career related strengths and needs
- Career goals
- Career and technical coursework and work-based learning experiences the student plans on

Handout:
Career
Plan

Career Plan



Not limited to career-related activities provided by the school, and may include activities to be provided by an entity other than the school;

School is not required to provide all the specific activities identified in the career plan

Preferences and interests from the career plan shall be considered in the development of the student's IEP.

Maintained in the student's permanent record.



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:*

Grade Level:	1a. Personal: <i>Out-of-school activities that you enjoy</i>	1b. Academic: <i>Classes or subjects you enjoy the most</i>	1c. Work Preferences: <i>Working with people, ideas, and things</i>

CAREER ZONE

<http://www.careerzone.ny.gov>

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RESOURCES
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welcome to **careerZONE**

explore your career path
your future begins here

Welcome to CareerZone

The place to explore careers related to your strengths, skills and talents. To begin, click one of the six clusters pictured above.

NYJOBZONE
For adults engaged in an active job search.

The New York State Department of Labor is an Equal Opportunity Employer/Program. Auxiliary aids and services available upon request to individuals with disabilities.



Instruction toward Commencement Level CDOS Skills

Career Development and Occupational Studies

- Part of NY STATE Learning **Standards**
- Not just a special education initiative – for **ALL** students
- Should be a central part of **ALL CLASSROOMS**
- 3 Levels (elementary, intermediate, commencement)



NYS Career Development and Occupational Studies (CDOS) Commencement Credential

Student will successfully complete not less than the equivalent of 2 units of study in:

- Career and technical education course(s)
and/or
- Work-based learning experiences

✓ *Minimum of **54** hours of documented, school supervised WBLE*

Registered Work Based Learning

Career Exploration Internship Program (CEIP)

- **School-business partnership initiative**
- **non-paid, on-site, career exploration experiences**

Cooperative CTE Work Experience Program (CO-OP)

- **150 to 600 hours paid, school-supervised work experience; supported by related in-school instruction in specific CTE discipline**

General Education Work Experience Program (GEWEP)

- **Age 16 and above; 150 to 600 hours paid, school-supervised work experience supported by related in-school instruction in specific CTE discipline**

CTE Cooperative Work Experience Program (CWEP)

- **Non-CTE students, 150-600 hours paid, supervised work experience, supported by the equivalent of at least one classroom period per week of related instruction**

Work Experience and Career Exploration Program (WECEP)

- **Similar in design and operation as the General Education Work Experience Program, but for at-risk students age 14-15**

Job shadowing; Service Learning; Senior Projects; School Based Enterprise;



Nonregistered Work Based Learning Options

Community Based Work Programs

- Students with disabilities work in the community
- Helps students identify career interests, assess their skills and training needs
- Develop employment skills and work habits

Job Shadowing

- Observation of work environment
- Exposure to jobs and careers

Community Service

- Participate in volunteer experiences to learn responsibility
- Learn about community and needs of others

Service Learning

- Integrated classroom learning with service activities
- Real life application of academic knowledge to real life community needs

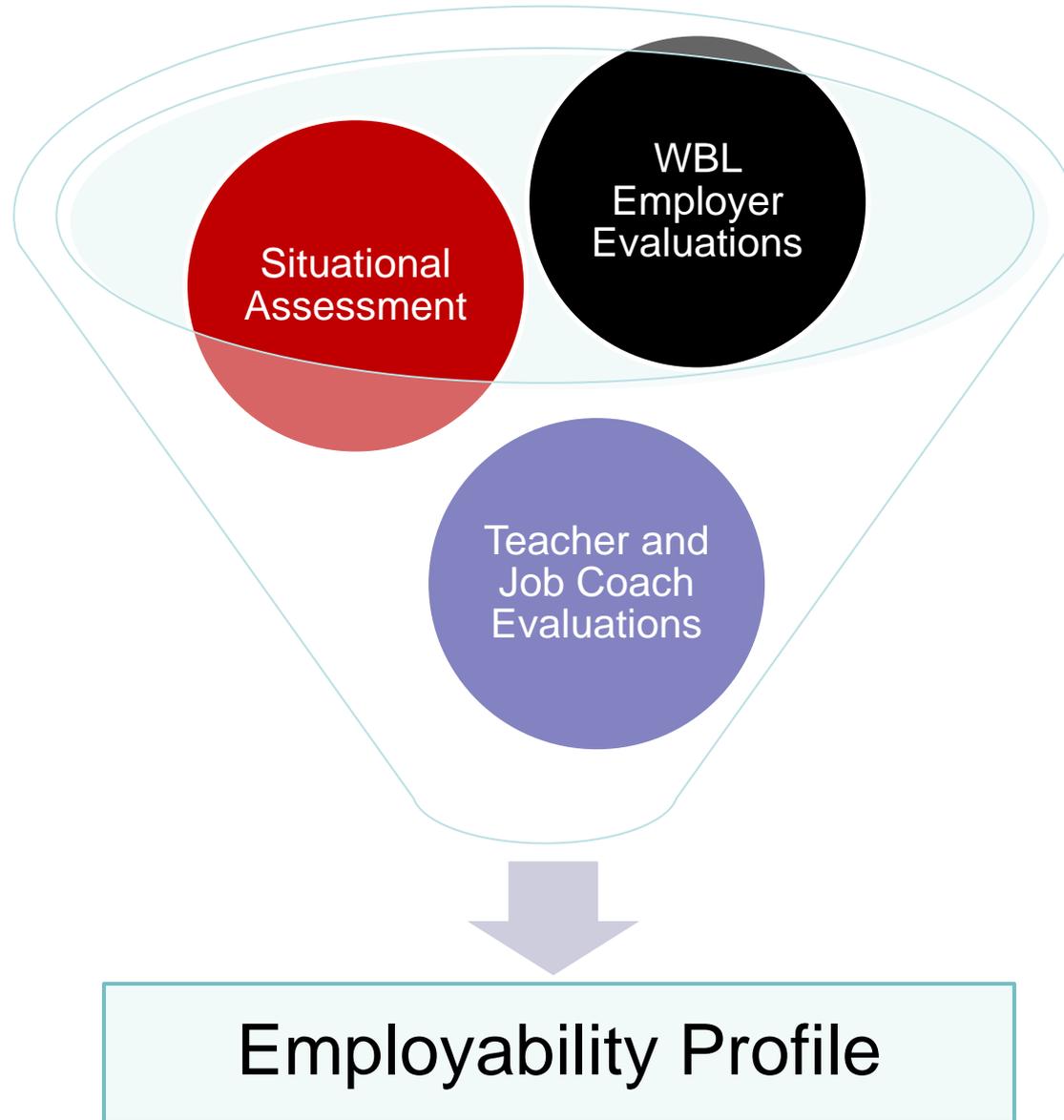
Senior Projects

- Research a topic or career interest in a specific career pathway
- Guide the student in learning about the college preparation and skills training needed to be successful in that pathway

School-based Enterprise

- Business enterprise exists within the school to provide services for students and/or staff

The Employability Profile and Work Based Learning





Employability Profile

- Must be completed within one year of student exit
- Completed by designated staff and/or other individuals knowledgeable about the student.
- Must be maintained in the student's permanent record



Employability Profile

Documents the student's :

- Attainment of each of the CDOS commencement level standards
- Attainment of technical knowledge and work-related skills
- Work experiences
- Performance on industry-based assessments and other work-related academic achievements

A graphic of a document page with a folded bottom-left corner, containing the text "Sample Employability Profile".

Sample
Employability
Profile

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.

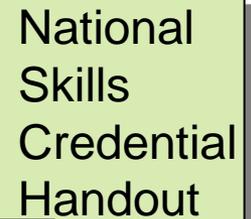
PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS	1	2	3	4	COMMENTS: STUDENT WORK READINESS SKILLS
ATTENDANCE	Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.					
PUNCTUALITY	Understands work expectations for punctuality. Arrives on time for 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.					



Option #2

Nationally Recognized Work Readiness Credentials

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



National
Skills
Credential
Handout