

# NYSMEP Graduation Plan Guidance Document (2018-19)

## Implementation Requirement and Timeline

Level 3	Level 2	Level 1
<p><b>Grades 11-12</b></p> <ul style="list-style-type: none"> <li>• Graduation Plan - Part 1 completed within 45 school days</li> <li>• Recommend use of Graduation Plan – Part 2</li> </ul>	<p><b>Grades 9-12</b></p> <ul style="list-style-type: none"> <li>• Recommend use of Graduation Plan Part 1 and Part 2</li> </ul>	<p><b>Grades 9-12</b></p> <ul style="list-style-type: none"> <li>• Recommend use of Graduation Plan Part 1 and 2</li> </ul>
<p><b>Grades 9-10</b></p> <ul style="list-style-type: none"> <li>• Recommend use of Graduation Plan Part 1 and Part 2</li> </ul>		

### Graduation Plan Part One – Required for Service Level 3 Students in Grades 11 and 12

#### Page 1

- **Student Name:** Enter Student’s First and Last Names (This field may be prepopulated by MIS)
- **Enrollment Date:** Enter Enrollment Date
- **Student’s Date of Birth:** Enter student’s date of birth (This field may be prepopulated by MIS)
- **School District:** Write in the name of the student’s current school district (This field may be prepopulated by MIS)
- **McKinney-Vento Eligible (Homeless):** Check the box if the student has been identified as eligible (doubled up, living in hotel, motel, etc.) for homeless services as defined in the Federal McKinney-Vento Homeless Assistance Act. Please note that homeless students have certain rights and protections (such as immediate enrollment and, based on distance, transportation to district of origin before homelessness). These students may need advocacy support to help them exercise these rights. Refer to [www.nysteachs.org](http://www.nysteachs.org) for additional information. (This field may be prepopulated by MIS)
- **School Telephone Number:** Write in the best contact number of the school that the student is attending
- **Guidance Counselor:** Write in the name of the student’s school counselor (a signature is NOT needed)
- **Email:** Write in the counselor’s email (and phone number if it is available)
- **Grade Placement:** write in the grade used by the school district for the current school year
- **Total Credits to Date:** From student’s transcript, enter total of all credits earned to date as of the start of the current academic year. (This field may be prepopulated by MIS)

- **Credits Accrued and Regents Exam Scores:** If a transcript is available, skip this section. If a transcript is not available, use all accessible information from relevant school documents (i.e., report cards) to complete the chart in this section, including all available credit information and Regents scores by required subject area.
- **Graduation State:** Write the name of the state that the student is planning on graduating from.
- **Expected Graduation Date:** Write the month and year that it is anticipated that the student will graduate from HS. Check with home school to confirm this information.
- **Anticipated Diploma Type:** For students planning to graduate from a NYS school district review the student’s record of achievement in coursework and on the Regents’ Exams to identify the type of Diploma (**Regents, Regents with Advanced Designation, or Local Diploma**) the student is planning on earning. There are multiple options for each of these diploma types. A PDF document containing the complete list of Diploma Types, and requirements for each, is available at the NYSED Website:  
<http://www.p12.nysed.gov/ciai/gradreq/CurrentDiplomaRequirements.pdf>  
 Please refer to school personnel such as guidance counselors, ENL teachers and special education teachers for additional information. Encourage students to reach the highest diploma type they can as this will help increase their post-secondary options.
- **Anticipated Pathway:** For 11<sup>th</sup> and 12<sup>th</sup> grade students planning to graduate from a NYS school district review the student’s record of achievement in coursework and Regents’ Exams, as well as, their interests to identify which of the following Pathways they plan on pursuing (**CTE, STEM, Humanities, Arts, Biliteracy (LOTE) and CDOS**). Please work in collaboration with guidance counselors and other relevant school personnel. A power point presentation with an explanation of the Pathways is available at the NYSED Website (p.17, Earning a High School Diploma in NYS): <http://tinyurl.com/fullgrad>.
- **ENL – Yes \_\_\_ No \_\_\_ Level \_\_\_:** Mark “yes” if the student is identified by the district as ENL and “no” if the student isn’t. If the student has completed the NYSESLAT indicate the ENL level achieved on the most recent administration of the assessment. (This field may be prepopulated by MIS)
- **Eligible for Possible Safety-Net or Appeal:** For 11<sup>th</sup> and 12<sup>th</sup> grade students who have not passed all required Regents Exams with a 65, please determine if they are qualified to earn a diploma through one of the following options – the general appeals process for all students, the more generous appeals process for ENL students, or the compensatory safety-net options for students with disabilities. Refer to pages 8, 21, 23-30, and 34-37 in Earning a High School Diploma in New York State, which can be found at the following link:  
<http://tinyurl.com/fullgrad>. Work in collaboration with school personnel to identify the option that best meets your student’s needs. Fill in the name of the Safety-Net and/or Appeal process that is available to the student, i.e. ENL, general, student with disabilities, etc.
- **Specialized Programs:** Write in the name of any specialized programs (i.e. CTE (Career & Technical Education), Special Education Programming, New Visions, etc.).

- **Reviewed Transcript with Student:** After reviewing the student’s transcript with them, write in the date that it was discussed under the box that states their current grade level. *Note:* If the student does not have a transcript, note the circumstances under “comments” on the Graduation Plan Part One and discuss current options with the student. The review process should include a discussion of the following:
  - **Summary of Graduation Requirements:** Use the summary of requirements below as a guide. Add credits the student has earned to date, and compare with what is required to graduate.
    - **Graduation Requirements:** Use the most current guidance from the NYSED website regarding NYS Diploma Requirements to determine the student’s progress in fulfilling the requirements for passing Regents’ examinations in ELA, Math, Social Studies, and Science. Please make sure that you are using the current guidance regarding Pathways (CTE, additional exam in one of the core subject areas, etc.). It is recommended that you consult with the student’s guidance counselor for any questions about requirements. A power point presentation with Graduation Requirements can be found at the NYSED Website, ([Earning a High School Diploma in NYS](http://tinyurl.com/fullgrad)): <http://tinyurl.com/fullgrad>
    - **Student not Planning to Graduate from NY School:** Make sure that the student is aware of any exams such as the FCAT (Florida) or TAKS (Texas) that are required for graduation in the state where the student plans to graduate.
  - **Credits earned to date:** Is student credit deficient? Was the student awarded credit for study in their native language (if applicable)?
  - **Course grades:** How has student done in prior coursework? What are areas of strength? of weakness? What tutoring support might be needed? Is there help that the student can access through the school?
  - **Attendance:** Is student’s attendance an area of strength or an area of concern? Is intervention needed?
  - **Course Rigor:** Is student taking courses needed for them to pursue their goals (i.e. certain post-secondary education options are more available, greater financial aid may be available, to students that have challenged themselves with rigorous classes while in HS, or a student interested in a vocational or technical career may need a strong background in math)
  - **District Specific Requirements:** If student’s District has requirements that exceed NYS Education Dept. graduation requirements, assure student is completing them. (i.e. Community service requirements, additional credits in specific content area such as 2 LOTE)
  - **Regents’ exams attempted and passed:** List the student’s most recent Regent Exam score for each exam they have taken next to the appropriate subject area on the chart (i.e., Algebra, Global...).
    - **Remediation:** For a student that has failed an examination review/develop a plan of action for them to prepare to take the exam again. Is the student

repeating the course? If not, what is their plan to prepare for the exam?  
What help is available through the school or the migrant program?

- **Educate & Advocate:** Educate the student about the Regents' requirements, especially regarding appeals that may be available for students that meet class attendance requirements and have taken the exam multiple times. Advocate with guidance and other school officials as needed to ensure that an appeal is filed for the student if warranted.

### **Attach a copy of the student's transcript to the Graduation Plan**

- **Reviewed Current Schedule with student:** After reviewing the student's schedule with them, write in the date that it was discussed under the box that states their current grade level. This should include a review and discussion of the following:
  - **Courses:** Is student taking the courses needed to make continued progress towards earning credits needed for graduation (i.e. scheduled for next course in series for Math, ELA, Social Studies, Science, LOTE, etc.)
  - **Credit Recovery:** Is student scheduled to make up any classes that he/she did not pass on a prior attempt?
  - **Interstate:** For interstate students (those planning to graduate from a state other than NY) do the scheduled courses align with graduation requirements from the student's "home" state? If not advocate with the school as needed for a schedule change.
  - **Course Rigor:** Is the student placed in courses with sufficient rigor (Regents, Honors, AP, College, IB, etc.) to help them meet diploma requirements and further their post-secondary goals. Support students in broadening their understanding of diploma options.
  - **CTE/BOCES Programs:** Is the student placed in Career & Technical Education Programing if that is their goal?
  - **ENL Services:** Is student receiving the amount of ENL services that they are entitled to based on part 154 Regulations? Refer to CR Part 154-2 (9-12) ENL Units of Study & Staffing Requirements Chart available on NYSED website. Service levels will vary based on student's ENL level of Entering (540 min./wk.), Emerging (360 min./wk.), Transitioning (180 min./wk.), Expanding (180 min./wk), or Commanding.

### **Attach a copy of the student's current schedule to the Graduation Plan**

- **Reviewed School District Graduation Plan with Student:** After reviewing the student's school district graduation plan with them, write in the date that it was discussed under the box that states their current grade level. If no District Graduation Plan is available please indicate this on the student's Graduation Plan.
  - **On track for 20\_\_ Graduation:** Is student on track to meet the goals (passing classes, earning credits, passing required exams, etc.) of the District Graduation Plan?

- **Goals:** If student identified long or short term goals are they on track to meet them. Do they have new or additional goals?
- **Actions:** Discuss any actions the student is taking or is willing to start to help meet the goals of the District Graduation Plan.

**If available, attach a copy of the student's District Graduation Plan to the MEP Graduation Plan.**

- **Comments:** a place to note comments relevant to the Graduation Plan - Part One.
- **Migrant Educator/Staff Signature and Date:** Have the migrant educator or staff person who is working with the student on the graduation plan sign and date the form, and submit it within the 45 day completion window.

## Graduation Plan Part Two – Recommended (not required) for all students 9-12; Levels 3, 2, 1

*July 11, 2018 Note:* There are not any modifications for Graduation Plan Part Two.

### Page 1

- **Long Term Goals:** Have a discussion with the student about their dreams for their life. As appropriate discuss ideas and options (including 4-year college, 2-year college, college & ROTC, Employment, Job Corps, Vocational School, Apprenticeship Program, Military Service) that they plan on pursuing after high school.
  - Have student identify 1 to 3 long term goals that they would like to accomplish. Use the “Goals” chapter in “Turnaround Tools for the Teenage Brain” or other resources to help guide your work with the student. Starting with helping students identify and commit to pursuing their “big dreams” and working backwards from there to setting smaller goals that will help them move towards accomplishing their big goals is generally more effective than starting with smaller goals.
- **Action Steps:** Work with the student to identify and record the action steps they will take to reach each of their long term goals. Work with student to identify and record the additional outside support (school, family, migrant program, etc.) that may be available to help them reach each identified goal.
- **Current School Year Goals:** Work with the student to identify and record 1 to 3 goals that they will work on during the school year. Ideally at least one of the goals should be an academic goal (a certain grade in a class, pass a required Regents, make Honor Roll, improve a level in ENL, complete all homework assignments, study for and take the SAT or ACT, etc.). You may want to encourage the student to also choose a “school engagement” goal such as joining a school club, sports team, participate in a musical, etc.
- **Action Steps:** For each goal recorded identify the action steps that the student will take to achieve the goal. Depending on the goal, identify any action steps that the student’s parent(s) and/or the METS educator(s) working with the student will take to support the student in reaching their goal.
- **PSAT, ACT, SAT Chart:** Use the PSAT/ACT/SAT chart provided to both work with the student to plan for preparing to take these exams and to record results. While the PSATs are often given during the school day at the student’s high school the ACT and SAT are given regionally. For juniors and seniors planning to attend college it will be important to look up test sites, dates, application deadlines and fee waiver processes. Please note that students may need help making arrangements for a ride to the exam. SAT and/or ACT scores play a significant role in college admission’s decisions as well as in decisions regarding merit aid and scholarships. Please take time to explain these tests to students. Students that have a combination of high scores on these exams along with success in an academically rigorous course load should have lots of options for continuing their education at the college level. Therefore, any effort spent in preparing for the ACT or SAT and in taking the exams multiple times (they are super scored meaning that the highest scores earned on various

sections of the exam are combined for a “super score” that may be higher than their result on any one attempt) may benefit the student. Please note that district provided transportation should be made available for students that are McKinney-Vento eligible (homeless).

- **School/Community Engagement:**

- **School Activities:** Record any extra-curricular activities (sports, music, student government, clubs, etc.) that the student is involved in. If the student isn’t involved in anything encourage them to try an activity as participation in extracurricular activities is not only highly correlated to staying in school and graduating it is also one of the factors that colleges look at when making admissions decisions. If a student indicates a desire to take part in an activity provide advocacy and support needed to facilitate the student’s participation.
- **Community Activities/Volunteering:** Record any community activities (faith-based groups, 4H, Boy & Girl Scouts, community youth groups, dance troupes, community sports teams, etc.) and volunteer experiences (food pantry, nursing home, school programs, charitable events, etc.) that the student has participated in. If the student’s school requires volunteer service hours use this time to brainstorm possibilities for the student to participate in community service hours needed.
- **Home Responsibilities and/or Work:** Use this section to record any home responsibilities (i.e. caring for younger siblings, preparing meals, etc.) and work responsibilities (farm work or other employment) that the student may have. Admissions offices look at the student within their home context, extensive home-based family responsibilities may necessitate a lower level of community engagement. These types of responsibilities exemplify the skills required for future success in both college and career settings.
- **MEP Activities:** Record key METS activities (tutoring, field trips, career days, college visits, etc.) that the student has participated in over their time in the program.

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### **Post High School Plans**

- **Unique Strengths:** Use this section to record any unique strengths (academic, musical, artistic, mechanical or athletic ability, fluency in other languages, computer skills, self-sufficiency, etc.)
- **Special Challenges:** Use this section to record any special challenges (physical or learning disabilities, language barriers, limited prior education, difficult living situation, financial challenges (need to support self and/or other family members, and other factors that may make it difficult for the student to complete high school and move forward and accomplish their goals). Please note that the Graduation Plan isn’t a private or confidential document so use discretion and professionalism when completing it. Be mindful of confidentiality. The importance of this section is to plan for the challenges, and not give up because of them.

- **College or Technical School Applications:** Use the chart to plan and document the student's college and technical school applications. Work with the student to identify which school(s) he or she will apply to and list application deadlines and associated fees. Use the comments section to note any special circumstances (school specific scholarship applications, fee waivers, open house dates, etc.) that need attention. (HS Seniors)
- **Work Search/Agency Referrals:** Employment is a key goal for many of our students, whether part-time employment during the school year, full or part-time employment during the summer or full-time employment upon graduation. Use this section to track referrals to County Departments of Labor (often called One Stops), Path Stone Corporation (providing training and assistance with employment to agricultural workers), Employment Agencies, Employers, etc. Include parents in these discussions when possible.
- **Parent/Guardian Review:** Once the Graduation Plan has been completed it would be a good practice, but it's not required to review with the student's parent(s)/person in parental relation to the student when possible. Make sure the parent knows the plan is a work in progress and will be updated and revised over time as needed.

### **Page 3**

- **Updates:** Use this section to record meetings with the student, and/or the student's family, regarding the Graduation Plan and activities that support the plan's development and goals. Sign, date and add case notes each time you work with the student on the Graduation Plan

### **Resources**

**Multiple Pathways to Graduation:** <http://tinyurl.com/fullgrad>

Power Point presentation made on Thursday, May 12, 2016 at NYS-MEP Consortium Meeting. Marybeth Casey, NYSED Office of Curriculum & Instruction

### **Helpful Links**

*Links and resources listed at the end of the presentation*

**Diploma Requirements Chart:**

<http://www.p12.nysed.gov/ciai/gradreq/CurrentDiplomaRequirements.pdf>

**Diploma Requirements Page:**

<http://www.p12.nysed.gov/ciai/gradreq/intro.html>

**Multiple Pathways Page**

<http://www.p12.nysed.gov/ciai/multiple-pathways/>

### **Independent Study**



<http://www.p12.nysed.gov/part100/pages/100>

**Credit for Online and Blended Learning**

<http://www.p12.nysed.gov/part100/pages/1005.html#Credit>

**Transfer Credit**

<http://www.p12.nysed.gov/part100/pages/1005.html#transCredit>

**Appeal to Graduate with a Lower Score**

<http://www.p12.nysed.gov/ciai/gradreq/appeal-form.pdf>

**Department Approved Alternative Exams**

<http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>

**LOTE Guidance**

<http://www.p12.nysed.gov/ciai/lote/documents/lote-qa.pdf>

**Where to Get Additional Information**

*Links and resources listed at the end of the presentation*

**General Ed and Diploma Requirements Web Page**

<http://www.p12.nysed.gov/ciai/gradreq/intro.html>

**NYSED Office of Curriculum and Instruction**

<http://www.p12.nysed.gov/ciai/>

Information Email Box: [emscurric@nysed.gov](mailto:emscurric@nysed.gov)

Graduation Requirements Information E-mail Box: [emscgradreq@nysed.gov](mailto:emscgradreq@nysed.gov)

Curriculum and Instruction Content Area Associates:

<http://www.p12.nysed.gov/ciai/aboutus.html>

Educator Evaluation Information E-mail: [educatoreval@nysed.gov](mailto:educatoreval@nysed.gov)