Letter of Introduction

Dear Colleagues,

This High School Academic Policy Guide was originally published in February 2012 as a resource for schools. In response to feedback from principals and other stakeholders, it consolidated the many regulations governing programming, graduation requirements, exam administration, and student data from the City and State into one reference guide. Since then, the guide has been updated several times to include new guidance and regulations relevant to day-to-day school operations and programming. The table of contents for this edition indicates which sections have been updated or added since the April 2014 edition.

As a principal, I became intimately familiar with this guide during my last years at the High School of Telecommunication Arts and Technology. Each day, our school community was focused on delivering strong instruction and engaging curricula that met or exceeded State standards. But when questions came up about exactly what those requirements were, or the appropriate ways to track student progress, I found that referring to this guide allowed me to quickly find the answers I needed so that I could focus my energy on teaching and learning.

Our goal with this edition remains the same: to align systems and reporting with policies and regulations, and to provide a one-stop tool that distills regulations and guidance into plain language. Schools should continue to use this guide as a resource as they program students, maintain student records, and ensure that students are provided with the opportunities they are entitled to in order to graduate ready for college and careers in the 21st century.

As you engage in this work, your support structure and central staff are here to assist you. If you have questions about individual students or courses—particularly policies related to current seniors—please reach out to your academic policy point person. As you plan for the upcoming school year and beyond, please refer to this guide and share it with guidance staff and other key members of your school community. The most current digital version of this guide is available on the Department of Education’s academic policy and systems intranet page, which also includes links to other policy and systems guidance.

We hope you will find this resource as useful as I did as a principal. As always, thank you for the incredible work you do to ensure our students’ success.

Phil Weinberg

Deputy Chancellor for Teaching and Learning
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I. GRADUATION REQUIREMENTS

New York State Commissioner’s Regulations define requirements for earning a high school diploma in New York State. To meet diploma requirements, students must earn specific course credits and pass specific Regents examinations. Detailed information about course and exam requirements, diploma options, and policies and procedures regarding graduation are provided below.

To support college and career readiness, schools may communicate more rigorous academic expectations than those defined by New York State graduation requirements; however, schools may not withhold diplomas from students who have completed the minimum New York State graduation requirements.

STARS is the New York City Department of Education’s (NYCDOE) official record of students’ programs, course outcomes, and progress toward completing course and exam requirements. The STARS suite of applications reflects academic information for all NYCDOE public school students in grades K–12. STARS data also reflects schools’ alignment to the New York State and New York City academic policies described in this guide. To ensure that STARS data accurately captures students’ academic programs and outcomes, high schools should follow the guidelines described in the High School Course Code Directory.

STARS is managed by the NYCDOE’s Office of Academic Policy & Systems. See Scheduling in STARS and STARS Action Items, and visit the STARS wiki for more information.

A. REQUIRED CREDITS—Updated April 2015

According to The New York State Education Department’s (NYSED) Commissioner’s Part 100 Regulations, high school students must earn required units of credit in specific subjects. All high schools must provide students with the opportunity to take the credit-bearing courses aligned to New York State commencement-level learning standards in grades 9–12 to satisfy the requirements for a Regents high school diploma. Schools may exceed the requirements described below and offer supplementary experiences that, while not required for graduation, may enhance students’ college and career readiness and provide them with valuable learning experiences. Schools must provide all students with opportunities to complete the credit requirements and must cover any costs associated with participating in and making up required courses.

Students’ programs comprise credit-bearing and non-credit bearing units of study. A unit of study is defined as at least 180 minutes of instruction per week throughout the school year. To accumulate a credit, students must be provided with the opportunity to receive 54 hours of instruction and demonstrate mastery of the learning outcomes set forth in a New York State-developed or locally-developed syllabus. All credit-bearing courses must address high school commencement-level learning standards, meet instructional time requirements, and be taught by a teacher with a New York State secondary certification in the course’s subject area. In order to bear credit, each course must meet for 180 minutes per week throughout the semester or school year, which is the equivalent of 54 hours per credit.

Schools are responsible for ensuring that credit-bearing courses provide students the opportunity to receive at least 54 hours of instruction per credit. If a student misses class time, he or she must be provided opportunities to make up the classwork, assignments, assessments, and other learning experiences. Students are not required to make up the exact amount of instructional time missed due to absence. Students who master the course content and satisfactorily meet the expectations outlined in the syllabus must receive credit for the course; they should not be denied credit based on lack of “seat time” alone. School grading policies and course syllabi should outline the extent to which attendance and

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1 NYSED has commencement-level learning standards in the following subject areas: English language arts; social studies; mathematics, science, and technology; the arts (including visual arts, music, dance and theater); Languages Other Than English; health, physical education, family and consumer sciences; and career development and occupational studies. Commencement-level State learning standards and State assessments reflect the knowledge, skills, and understandings all students are expected to know and be able to do upon receiving a high school diploma. Courses that do not align to these high school-level standards, including elective courses, may not be credit-bearing.

2 Through NYSED’s incidental teaching provision, there are specific instances where a teacher may teach one period per day in a subject area outside their certification area, provided that they teach within the same student population as their license area and have demonstrated subject matter competency in the subject.
participation factor into students’ grades and might therefore impact whether students earn credit. Schools are encouraged to base grades primarily on mastery of course content.

Note: New York State Commissioner’s Regulations require students to earn at least 22 units of credit to earn a diploma. New York City public schools calculate credits towards graduation using a semester-based model, in which the State’s requirement of 22 units of credit equates to 44 credits. Throughout this guide, the New York City, semester-based credit model will be used.

If you have questions about whether a student is on track to meet graduation requirements, please contact your academic policy point prior to making a program change. See also Coding and Titles for Required Course Sequences and the subject-specific requirements for the Regents diploma outlined below and summarized in appendix A.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Required Credits</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ELA)</td>
<td>8 credits</td>
<td>New York State does not define a specific sequence for ELA courses. Schools should define core ELA sequences aligned to commencement-level NYSED English language arts standards. In order to graduate, students must complete a four-year sequence of ELA spanning grades 9 through 12 and progressing in rigor.</td>
</tr>
</tbody>
</table>

- Only courses aligned to ELA standards as evidenced by a syllabus and coded as core English classes (“EE”) should be counted toward the required 8 credits. Going forward, courses coded with any other letter than “E” in the second character (“EJ”, “ES”, etc.) will be understood as elective English and should not be coded as such if the course is designed to fulfill the core English requirement.
- English as a Second Language (ESL) courses that address commencement-level ELA standards in addition to ESL standards, as evidenced by a syllabus, may bear core English or elective English credit and be coded as “EE”.
- New Part 154 regulations which address how English Language Learners (ELLs) must be identified and served go into effect for the 2015-16 school year. Additional guidance is forthcoming.

3 In general, it is not recommended to make changes to a student’s historical course data.
4 While students at NYSED-approved Portfolio Based Assessment Task (PBAT) schools may fulfill exam requirements using portfolio assessments in place of Regents exams, these students must complete all course credit distribution requirements described in this document to earn a diploma.
5 Historical course data should not be edited. Rather, if a course previously coded as an English elective was meant to cover ELA standards and fulfill core English requirements for graduation, this should be evidenced by a course syllabus.
| **Social Studies** | 8 credits | Students must complete the following 8 core credits. These requirements apply to all students, regardless of the social studies assessments they use to graduate:

- 4 Global History credits (“HG”);⁶
- 2 U.S. History credits (“HU”);
- 1 Participation in Government credit (“HV” or “HF”); and
- 1 Economics credit (“HE” or “HF”).

A yearlong economics course, such as AP Microeconomics or AP Macroeconomics, can fulfill the economics requirement provided that the course syllabus is supplemented to fully address the [New York State learning standards in economics](#). However, a yearlong advanced economics course cannot substitute for both the economics and participation in government requirements unless the syllabus is supplemented to incorporate both the [economics](#) and [participation in government](#) standards. In this case, the course should be coded as “HF” and titled to indicate that it is a combined economics and government course. These policies also apply to yearlong government courses.

| **Mathematics** | 6 credits | The traditional math sequence is Algebra I (“ME”), Geometry (“MG”), and Algebra II/Trigonometry (“MR”).

- NYSED allows math courses designed to culminate in a Regents to extend up to 4 credits. No more than a total of 4 credits may be awarded for high school level coursework in any of the following subjects: Algebra I, Geometry, Algebra II/Trigonometry. Students participating in an extended algebra course must earn at least two commencement-level math credits other than algebra.⁷
- High school technology education courses (“MK” or “SK”) may be used to fulfill the remaining 2 credits in mathematics OR science, but not both. These courses must be coded in the math or science department to fulfill these requirements.
- A four-year sequence in math is recommended for college and career readiness.

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⁶ As of January 2015, State regulations explicitly require every student to graduate with four credits in Global history.

⁷ If a school offers math courses that address standards from two areas in the traditional math sequence (e.g., some Algebra I and some Geometry), the course syllabi, codes, titles, and credits must explicitly reflect both areas.
<table>
<thead>
<tr>
<th>Science</th>
<th>6 credits</th>
<th>Students must earn a minimum of 2 credits in life science AND 2 credits in physical science. The remaining credits may be either life or physical science.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- The required 2 life science credits can be living environment or school-developed courses derived from the living environment standards.</td>
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<tr>
<td></td>
<td></td>
<td>- The required 2 physical science credits can be earth science, chemistry, physics, or school-developed courses derived from any of the physical setting standards.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- While completing yearlong, 2-credit science courses supports students in thoroughly mastering the course content, it is not required that students complete three yearlong science courses to earn 6 science credits. For example, a student who completes 1 credit of earth science and 1 credit of chemistry meets the minimum physical science credit requirements. Schools should consider students’ postsecondary goals in using this option.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- NYSED allows science courses that end in a Regents exam to extend up to 4 credits. No more than a total of 4 credits may be awarded for high school level coursework in any of the following subject areas: living environment, earth science, chemistry, and physics.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- High school technology education courses (&quot;MK&quot; or &quot;SK&quot;) may be used to fulfill the remaining 2 credits in mathematics OR science, but not both. These courses must be coded in the math or science department to fulfill these requirements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- While all science courses incorporate lab activities, for those science courses designed to culminate in a Regents, students must also successfully complete an additional required hands-on (not virtual) laboratory component of 1,200 minutes with satisfactory documented lab reports. The lab may not be credit-bearing and must be provided in addition to the 54 hours required for each science credit.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Labs that correspond to science courses designed to culminate in a Regents exam must be recorded on student transcripts, with a clear indication of whether the student successfully completed the laboratory requirement (e.g., P or F to indicate pass or fail, or the equivalent per the school’s grading policy). Labs must be indicated separately in STARS using the appropriate code (&quot;L&quot; in the seventh character).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- If students pass a required science lab but fail the Regents, it is recommended but not required that they retake the lab in order to retake the Regents.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Languages Other Than English (LOTE)</th>
<th>2 credits (6 for Advanced Regents)</th>
<th>Course credits are typically completed in one language, but may be completed in two languages where appropriate given students’ academic needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- A student with a disability may be exempted from meeting the LOTE requirement if and only if his or her IEP indicates that the requirement is not appropriate due to a disability that adversely affects his or her ability to learn a language. In this case, the student need not earn credits in LOTE but must still meet the 44 credit graduation requirement through credits earned in other subject areas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students may be awarded up to 10 credits in LOTE for documented residence and school attendance in an other-than-English-speaking environment; see the <a href="https://www.nysed.gov">LOTE FAQ</a> and <a href="https://www.nysed.gov">Transfer Credit</a> for more information.</td>
</tr>
</tbody>
</table>

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8 Some courses may be designed as either life or physical science courses, depending on the learning standards they address (e.g., environmental science). If the course is being used to fulfill the life or physical science requirement, a school should clearly name and code the course as either life or physical based on the learning standards the course addresses.
### The Arts

<table>
<thead>
<tr>
<th>2 credits</th>
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Arts courses may include any of the following: dance, music, theater, and/or visual arts. Arts courses can be theoretical (e.g., art history) and/or applied (e.g., ceramics). Students may fulfill the arts requirement through courses in the same discipline or in different disciplines.

- A student may obtain arts credits in any discipline by participating in a school’s major performing groups, including band, chorus, orchestra, dance, or theater groups.

### Health

<table>
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<tr>
<th>1 credit</th>
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</table>

High schools must include sexual health education as part of the required comprehensive health education course. It is strongly recommended that health instruction take place in grade 9 or 10.9

### Physical Education10

<table>
<thead>
<tr>
<th>4 credits, and every year in high school</th>
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</thead>
</table>

All students must take physical education (PE) every year they are in high school, including super seniors. All students must earn 4 credits in PE, including students who transfer from non-NYCSDE schools.

- Taking more than one PE course in a term is allowed, but may not be used to complete core requirements early (i.e., students may not “accelerate” or “bank” PE credits from earlier grades in order to avoid taking PE in later grades).

- There are no waivers or exemptions from PE requirements. Students with chronic or temporary medical conditions or disabilities must still participate in physical education. If a student has a medical certificate of limitation, it must indicate the area of the PE program in which the pupil may participate.

  - Students with temporary medical conditions receive PE as part of the school’s regular PE program with appropriate modifications adapted to accommodate their temporary condition. If the school cannot safely accommodate the student in the general PE class, or if the student is temporarily restricted from all physical activity, the school should provide the student with an instructional program of alternative activities aligned to PE learning standards under the direct supervision of a certified PE teacher.

  - Students with chronic medical conditions or disabilities documented by a Section 504 plan or IEP must still participate in physical education through an adaptive physical education (APE) program as indicated on their IEPs or 504 plans. APE is a developmentally appropriate, standards based physical education program suited to the interests, capacities, and limitations of students with handicapping conditions who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program. APE must also be taught by a certified PE teacher.

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9 Some schools may choose to offer their health curriculum during advisory. Schools exercising this option must ensure that the health curriculum meets the relevant standards and instructional time requirements for a one-credit course and must code the course as a health course (“PH”) in STARS. See the Office of School Wellness for more information.

10 See New York State Commissioner’s Part 135, the PE FAQ.
• As the only exception to completing PE requirements, a student who completes all other credit and exam requirements in fewer than 8 semesters of high school is not required to continue enrollment in high school for the sole purpose of meeting PE requirements.

PE requirements may be met in the following ways:

• **3:2 “flip” model** or comparable time each semester: students receive PE instruction 3 or 2 periods per week every semester (one semester for 3 periods per week, the other for 2 periods per week), or for a comparable time each semester if the school is organized in other patterns,\(^{11}\) where each semester is worth 0.5 credits, for a total of 4 credits;

  OR

• **5x/week model** (special allowance from NYSED for NYCDOE schools): Students receive PE instruction 5 days per week (minimum of 180 minutes per week) for 7 semesters, where each semester is worth 0.58 credits, for a total of 4.06 credits.\(^{12}\)

Students in grades 10–12 may also receive PE credit for participation in an extra-class athletic program\(^ {13}\) that addresses PE learning standards and meets the instructional time requirements per semester, if the students have demonstrated acceptable levels of physical fitness, skills, and knowledge of the PE learning standards.

<table>
<thead>
<tr>
<th>Electives</th>
<th>7 credits (3 for Advanced Regents)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL:</strong></td>
<td>44 credits</td>
</tr>
</tbody>
</table>

**B. EXAMS**

In addition to fulfilling course credit requirements, student must pass exams in certain subject areas to meet diploma requirements. See the Transition to the Common Core Regents FAQ and the 4+1 Option FAQ for more information.

In July 2010, New York State adopted the Common Core learning standards. NYCDOE public schools have been working to align instruction and assessments to these new, more rigorous standards. See Assessment and the Common Core via the public NYCDOE website's Common Core Library.

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\(^{11}\) For schools implementing the 3:2 flip model or a comparable time each semester, the minimum instructional time is 27 hours per semester, or 90 minutes per week. Schools organized in trimesters, quarters, or other models may need to adapt these models to ensure that students meet the PE requirement. See Guide to Programming and Awarding Credit in Trimester and Cycle Models.

\(^{12}\) The awarding of 0.58 credits for PE courses using this model is intended to ensure that students take PE for 7 semesters in order to meet the PE requirement.

\(^{13}\) School-based, extra-class athletic programs are defined as PSAL sport teams and school-based before- and after-school fitness programs, including intramurals and club sports that meet PE standards and instructional time requirements. These activities must be coached or instructed by a licensed NYCDOE PE teacher. Teachers with qualifications and experience to instruct the activity, who are licensed in other areas and have first aid and CPR training, may also be assigned. Before and after school fitness programs and clubs may be instructed by non-certified personnel provided they have appropriate experience, are approved by the school administration, and are directly supervised by the school’s PE staff. Per Chancellor’s Regulation A-601, clubs must have a licensed NYCDOE pedagogue advisor present during activities.

\(^{14}\) For example, an advisory course may be offered for elective course credit if it meets these requirements. NYSED has commencement-level learning standards in the following subject areas: English language arts; social studies; mathematics, science, and technology; the arts (including visual arts, music, dance and theater); Languages Other Than English; health, physical education, family and consumer sciences; and career development and occupational studies.
1. **Regents Exams—Updated April 2015**

Students must pass [Regents exams](#) in English language arts (ELA), social studies, mathematics, and science to meet diploma requirements. Regents exam score requirements depend on the type of diploma awarded. Additional or alternative exams may be used in certain circumstances; see [Diploma Options](#).

Effective June 2015, per NYSED regulation, students eligible to graduate in 2015 or thereafter may use the [4+1 option for graduation](#). These students may use a Regents exam in a different course than previously taken as their fifth assessment, or a Department-approved alternative. This change to regulation provides more flexibility for students in the exam requirements for graduation. For more information, see the [4+1 section](#) of this document and the 4+1 Graduation Option FAQ.

All students who have enrolled in a course of study leading to a Regents exam have the right to be admitted to that exam. Students may not be barred from an exam for disciplinary reasons or because their achievement or attendance in the course is considered unsatisfactory, and schools may not recommend that certain students not take the Regents exam at the end of a Regents-preparatory course. See page 9 of the [School Administrator’s Manual for Secondary Level Examinations](#).

In the 2013–2014 school year, the NYSED Board of Regents began the process of aligning the existing ELA and mathematics exams to the Common Core. The following policies now apply:

- **Math:** All students who began their first commencement-level math course in the 2013–2014 school year or thereafter, regardless of grade level, must take a Common Core Regents exam in math and be provided with Common Core instruction.
  - **Algebra I:** Through June 2015, students who started high school math in 2013-14 may take both the Integrated Algebra and Common Core Algebra I exams; the higher score may be used to fulfill graduation requirements. These students may not count the Integrated Algebra Regents exam toward graduation requirements if it is not paired with a Common Core Algebra I exam attempt. This option does not apply to students who started high school math in 2014-15 or thereafter.
  - **Geometry:** Through January 2016, students may take both the Geometry (2005 standards) and Common Core Geometry exams; the higher score may be used to fulfill graduation requirements. These students may not count the Geometry Regents (2005 standards) exam toward graduation requirements if it is not paired with a Common Core Geometry exam attempt.

- **English:** All students who first entered grade 9 in the 2013–2014 school year or thereafter must be provided with a high school English course aligned to the Common Core and must pass the new Regents exam in ELA, aligned to the Common Core, which is designed to be administered at the end of Grade 11, to meet graduation requirements. For June 2015 and August 2015 administrations only, students may take both the version aligned to 2005 standards and the Common Core exam; the higher score may be used to fulfill graduation requirements. These students may not count the Comprehensive English (2005 standards) Regents exam toward graduation requirements if it is not paired with a Common Core ELA exam attempt.

The graphics on the following page illustrate the transition process. See the [Transition to the Common Core Regents FAQ](#) for more information.
For Math: In what school year did the student begin high-school level math?

Note: This is not a cohort-based rule. It includes middle students enrolled in Accelerated courses for high school math credit, e.g. Accelerated Algebra.

2012-13 or before

A student may use either
a passing score on a math Regents aligned to the 2005 learning standards (as long as it is available)
or
a passing score on a math Regents aligned to the Common Core standards
to fulfill graduation requirements.

2013-14

A student may use either
a passing score on a math Regents aligned to the 2005 learning standards (as long as it is available)
and an attempt on the Common Core-aligned exam
or
a passing score on a math Regents aligned to the Common Core standards
to fulfill graduation requirements.

2014-15 or later

A student may only use
a passing score on a math Regents aligned to the Common Core standards
to fulfill graduation requirements.

For English: In what school year did the student begin 9th grade?

2012-13 or before

A student may use either
a passing score on the ELA Regents aligned to the 2005 learning standards
or
a passing score on the ELA Regents aligned to the Common Core standards
to fulfill graduation requirements.

2013-14 or later

A student may use either
a passing score on a math Regents aligned to the 2005 learning standards (as long as it is available)
and an attempt on the Common Core-aligned exam
or
a passing score on a math Regents aligned to the Common Core standards
to fulfill graduation requirements.

2014-15 or later

A student may only use
a passing score on a math Regents aligned to the Common Core standards
to fulfill graduation requirements.
During the transition, high schools are encouraged to focus on increasing the rigor of their courses. Please refer to the graduation requirements cards for recommendations for additional courses and exams students should take to prepare for college and careers.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Regents Exams 15</th>
</tr>
</thead>
</table>
| English Language Arts (ELA) | English language arts (Common Core)—first admin. June 2014  
Comprehensive exam in English—last admin. June 2016 |
| Math                      | Algebra I (Common Core)—first admin. June 2014  
Geometry (Common Core)—first admin. June 2015  
Algebra II (Common Core)—first admin. June 2016  
Integrated Algebra—last admin. June 2015  
Geometry—last admin. Jan 2016  
Algebra 2/Trigonometry—last admin. Jan 2017  
Mathematics B—last admin. June 2010 |
| Social Studies            | Global History and Geography  
U.S. History and Government |
| Science 16                | Life Sciences:  
Living Environment  
Physical Sciences:  
Chemistry  
Earth Science  
Physics |
| Regents-like NYDOE LOTE exams 17 | Available at all schools offering these courses:  
French  
German  
Hebrew  
Italian  
Latin  
Spanish  
Available at hub sites:  
Albanian  
Arabic  
Bengali  
Chinese–Simple  
Haitian Creole  
Hindi  
Japanese  
Korean  
Polish  
Punjabi  
Russian  
Urdu  
Vietnamese |

2. **4+1 Option—Added April 2015**

In January 2015, NYSED passed amendments to Commissioner’s Regulations changing the exams students must pass to graduate from high school in New York State. Effective June 2015, the 4+1 Option will be available to all students eligible to receive a high school diploma in June 2015 and thereafter. These students must still pass these four Regents exams: English language arts, any mathematics, any science, and any social studies Regents exam and earn the 44 required course credits. For their fifth required assessment, or +1 option, students may now pass any of the following exams:

- One additional Department-approved alternative in a different course in English language arts; OR
- One additional Regents examination or Department-approved alternative in a different course in social studies; OR
- One additional Regents examination in a different course in mathematics; OR

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15 Effective June 2015, any students eligible to graduate in June 2015 or thereafter may now use a Regents exam in a +1 category as their fifth assessment, or a Department-approved alternative associated with a different course. See the 4+1 FAQ for more information.

16 All science courses that culminate in a Regents exam must be accompanied by a non-credit bearing laboratory. See Required Credits.

17 Regents exams in Languages Other Than English (LOTE) are no longer offered by NYSED. NYCDOE offers Regents-like exams in the former Regents languages as well as in additional lower incidence languages. While these exams can be counted toward an Advanced Regents diploma, they cannot currently be counted as a +1, per State regulation. See NYC LOTE exams and the LOTE FAQ. Students must have earned 6 LOTE credits in order to take a LOTE exam. These may include transfer credits and credits earned in middle school and must be documented on the transcript.
- One additional Regents examination in a different course in science; OR
- One additional CTE exam from the approved list, for students who complete a CTE sequence at a State-approved CTE program only.

Guidance is forthcoming from NYSED on additional assessment options in bi-literacy/LOTE and the arts. Assessments meeting the requirements for these areas have not yet been approved by NYSED.

For additional guidance on how the 4+1 option affects graduation requirements and more information on available +1 options, see the 4+1 Graduation Option FAQ. For an interactive exam tracker to determine whether a certain exam combination qualifies, see the 4+1 Exam Toolkit.

3. Regents Competency Tests (RCTs) — Updated April 2015

RCTs are State assessments available to eligible students who entered grade 9 prior to September 2011. Through the local diploma Safety Net provision, eligible students with disabilities may fulfill the exam requirement for the local diploma using RCTs if they are unable to pass the corresponding Regents exam with the needed score. Students may pass all Regents, all RCTs, or a combination of both. If a student is using an RCT score towards the fulfillment of the local diploma requirement, he or she must have taken each of the five required Regents exams at least once. More information on how RCTs can be used to support eligible students in meeting local diploma requirements can be found in the table on Diploma Options.

Students who entered grade 9 prior to September 2011 and meet one of the following criteria may take RCTs:

- Students with Individualized Education Programs (IEPs);
- Students with Section 504 plans (504 plans) that specify Safety Net eligibility; or
- Students with disabilities who were classified while in grades 8–12, but whose last IEP specified Safety Net eligibility.

The RCTs may be combined with the 4+1 policy only in very specific cases. Because RCTs may only be used in cases where the student is unable to pass the corresponding Regents exam, students may not count both an RCT exam pass and a Regents exam pass in same content area toward graduation requirements. The only exception is in social studies, because the U.S. History & Government RCT and Global Studies RCT cover a different set of standards. See the 4+1 Graduation Option FAQ for additional information.

The State has begun the process of phasing out the RCT exams as these students graduate. RCTs are currently offered in the following subject areas: math, science, global studies, United States history and government, reading, and writing. Students must pass both the reading and writing RCTs and take the English Regents exam if using the RCTs to fulfill the English exam requirement.

4. New York State Approved Alternatives to Regents Exams — Updated April 2015

NYSED allows students to meet exam requirements for a diploma by attaining specific scores on a list of approved other exams, including some Advanced Placement exams and SAT II exams. For the 4+1 option, these exams can be substituted for certain Regents exam requirements provided that the Department-approved alternative is associated with a different course of study. See the State’s list of Department-approved alternatives to Regents exams and the appendix in the 4+1 Graduation Option FAQ for examples of qualifying exam substitutions.

Schools must display the equivalent Regents exam on the STARS transcript through a transcript update. The Regents exam that the department-approved alternative is replacing must be recorded using a mark of “WX” (see the Course

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18 See Diploma Options. The RCT option may not be combined with the compensatory score option.
19 Students may take the Regents and RCTs in any order (i.e., a student may take the Regents exam and then the RCT, or vice versa). Students must pass both the Reading and Writing RCTs and take the English Regents exam if using the RCTs to fulfill the English exam requirement. For more information on RCT administration, refer to the School Administrator’s Manuals.
20 The State has also approved CTE exams from the approved list for the “+1 option”, for students who complete a CTE sequence at a State-approved CTE program only. However these cannot be used as alternatives for any Regents exam.
Students earning an Advanced Regents diploma and/or a diploma with an honors designation may use up to two NYSED-approved alternative exams towards the diploma. For students pursuing a diploma with honors, the NYSED-approved alternative assessment should not be included in the calculation to determine whether the student has achieved an average of 90 or above on the required exams.

**5. Regents Exam Waivers—Updated April 2015**

Per New York State Commissioner’s Regulations Part 100.5(d)(5), students who enter a New York State registered high school for the first time in grade 11 or 12 (excluding students who have been home-schooled and students who have been enrolled in a registered or non-registered public or non-public New York State high school) may be exempted from certain Regents exam requirements:

- Students who meet the criteria above and transfer in grade 11 are exempted from the Regents exam in Global History and Geography, but must still pass U.S. History. These students may graduate with a combination of four exam passes; one math, one science, ELA, and U.S. History.
- Students who meet the criteria above and transfer in grade 12 are exempted from the Regents exams in science and in Global History and Geography. These students may graduate with a combination of three exam passes; one math, ELA, and U.S. History.

If a student is utilizing this waiver to support the fulfillment of diploma requirements, the exam must be recorded on the student’s transcript with “WA” as the exam mark (see the Course and Exam Marks Tables). The student’s NYCDOE transcript and original transcript from his or her previous school serve as documentation for the transcript update. For students pursuing a diploma with Honors, the waived exams should not be included in the calculation to determine whether the student has achieved an average of 90 or above on the required exams.

If a student transfers into the NYCDOE with a preliminary grade 11 or 12 placement, but the school subsequently adjusts the student’s grade level based on the transcript evaluation, the new grade level must be used to determine whether the student is eligible for Regents exam waivers.

**6. Appeal of Regents Exam Score to Earn a Diploma—Updated April 2015**

NYSED allows a student who has met specific eligibility requirements to appeal one or two Regents scores to earn a diploma. There are two specific types of appeals:

- The first is an appeal to graduate with a low score (of 62-64) on any Regents exam and is available to any student who meets the eligibility requirements.
- The second is an ELA exam appeal to graduate with a low score (of 55-61) on the ELA exam only, which is available only to ELLs who meet specific criteria.

Eligible students may appeal up to two exams and may combine appeals of different types:

- Students who graduate with one low score appeal (62–64) may earn a Regents diploma,
- Students who graduate with two low-score appeals (62–64) may earn a local diploma, and
- Students who graduate with one or two ELA appeals for newly arrived ELLs may earn a local diploma.

See appendix B for the eligibility requirements and process for submitting an appeal. Regents exams approved by the superintendent for use in an appeal to earn a diploma must be documented in STARS through a transcript update with

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21 The 4+1 flexibility cannot be applied for students who are utilizing these waivers. For example, an 11th grade student cannot substitute Global History for U.S. History.

22 ELLs who score between 62-64 on their ELA Regents exam are eligible to apply for the traditional low-score appeal. These students are encouraged to apply for this appeal because a low-score appeal may result in a Regents diploma, while a new arrival ELA appeal will always lead to a local diploma. ELLs who score between 55-61 are encouraged to apply for the new arrival ELA appeal, but should be advised that a successful appeal of this nature will always lead to a local diploma.
an exam mark of “WG.” Schools may not change the original Regents exam grade (see the Course and Exam Marks Tables).

For both of these appeals, students must have an attendance rate of 95% in the year they last attempted the exam they are appealing. This determination can exclude excused absences if documentation is submitted. Schools are required to enter requests for low-score appeals through ATS using the RQSA function. The process for entering a request for the new admit ELA appeal is an offline manual process. Regents exams approved by the superintendent for use in an appeal to earn a diploma must be documented in STARS through a transcript update with an exam mark of “WG.” See the Course and Exam Marks Tables. See also Appeals to Graduate with a Score of 55-64 on a Regents Examination.

7. New York State Alternate Assessment (NYSAA)

The NYSAA is a datafolio-based assessment for students with severe cognitive disabilities. NYSED defines this as “students who have limited cognitive abilities combined with behavioral and/or physical limitations and who require highly-specialized education and/or social, psychological, and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. See section 100.1 (2)(iv.). There is no one disability that automatically qualifies a student to participate in NYSAA.

NYSA-eligible students are assessed according to their chronological age and against grade level standards set by NYSED; in high school they are testing in ELA, math, science, and social studies. Because they do not take Regents exams, NYSAA-eligible students do not earn high school diplomas. Instead, they may earn the Skills and Achievement Commencement Credential.

Please see the Alternate Assessment FAQ for more information on NYSAA policies and procedures. See also Students with Disabilities.

8. New York State Identification Test for English Language Learners (NYSITELL)—Updated April 2015

The NYSITELL is used to initially identify English Language Learners. A new entrant whose Home Language Identification Survey indicates languages other than English spoken in the home takes the NYSITELL to determine if he or she is eligible for bilingual and/or English as a Second Language (ESL) services. Based on NYSITELL results, the student receives a proficiency level, and this determines the services received. More information is available on NYSED’s website.

New Part 154 regulations which address how ELLs must be identified and served go into effect for the 2015-16 school year. Additional guidance is forthcoming.

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23 NYSED defines this as “students who have limited cognitive abilities combined with behavioral and/or physical limitations and who require highly-specialized education and/or social, psychological, and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. See section 100.1 (2)(iv.). There is no one disability that automatically qualifies a student to participate in NYSAA.

24 Students eligible for NYSAA must be assessed on the grade-appropriate content that is consistent with the student’s chronological age. See the age ranges for 2013-2014 to determine chronological ages and corresponding grade levels.

25 Effective February 1, 2014, the NYSITELL replaced the Language Assessment Battery-Revised (LAB-R) as the approved means of initially identifying ELLs in New York State.
9. New York State English as a Second Language Achievement Test (NYSESLAT)—Updated April 2015

All ELLs take the NYSESLAT every year to determine how well they are learning English as part of the required annual assessment and tracking of ELLs’ English proficiency. The NYSESLAT assesses students’ speaking, listening, reading, and writing skills using grade bands. Students’ NYSESLAT results determine their proficiency level and the types of services they receive. The NYSESLAT also determines when students exit from ELL status.

New Part 154 regulations which address how ELLs must be identified and served go into effect for the 2015-16 school year. Additional guidance is forthcoming.

10. Testing Accommodations for English Language Learners—Updated April 2015

All ELLs are expected to fulfill all course and exam requirements to earn a diploma. Per New York State Commissioner’s Regulations, ELLs are entitled to certain services and supports in order to meet all diploma requirements.

- Content area Regents exams are offered in languages other than English. Currently, Algebra I, Global History and Geography, U.S. History and Government, Living Environment, and Earth Science are available in Chinese (Traditional), Haitian Creole, Korean, Russian, and Spanish.
- All ELLs must pass the English Language Arts Regents exam in English.
  - ELLs who entered the United States in grade 9 or above are eligible to graduate with a local diploma with a score of 55–61 on the ELA Regents exam if they meet specific other requirements. See appendix B and Appeal of Regents Exam Score to Earn a Diploma.

Testing accommodations for ELLs may include:

- Time extension;
- Separate location;
- Third reading of the listening section for the Comprehensive English Regents exam;
- Use of bilingual dictionaries and glossaries;
- Simultaneous use of English and alternative language editions—all responses must be recorded in only one of the two editions;
- Oral translation for lower-incidence languages; and/or
- Writing responses in the native language.

Schools may also provide the testing accommodations listed above to former ELLs who were identified as English language proficient based on their scores on one of the two most recent administrations of the NYSESLAT. 26 See also the Testing Accommodations FAQ.

New Part 154 regulations which address how ELLs must be identified and served go into effect for the 2015-16 school year. Additional guidance is forthcoming.

11. Testing Accommodations for Students with Disabilities—Updated April 2015

Principals must ensure that students with disabilities receive the testing accommodations specified in their IEPs or 504 plans that are permissible on State examinations. Students who have been declassified must be provided the permissible testing accommodations documented in the declassification notice. For a student who is declassified in grade 8 or above, these accommodations must continue until the student graduates from high school. Principals must

26 Per the testing manuals, ELL accommodations may not be provided to former ELLs who were identified as English language proficient prior to the 2009 NYSESLAT administration.
also ensure that only the accommodations specified in each student’s IEP, 504 plan, or declassification notice are provided to the student. Information concerning the administration of State examinations to students with disabilities can be found in the publication Test Access & Accommodations for Students with Disabilities, Policy and Tools to Guide Decision-Making and Implementation; any accommodation listed in this publication may be authorized for students with disabilities in their IEP, 504 plan, or declassification IEP. See also the Testing Accommodations FAQ.

12. Schools using Portfolio-based Assessments Tasks (PBATs) in Place of Regents Exams—Updated April 2015

Schools that have obtained a waiver from NYSED have permission to use portfolio assessments in place of certain Regents exams to fulfill graduation requirements. Students at these schools are required to pass the English Regents exams; depending on the type of waiver the school has received from the State, students at these schools may also be required to take a math Regents exam. The remaining exam requirements are fulfilled through the successful completion of portfolio assessments.

Students from NYSED-approved PBAT schools who have passed portfolio assessments in place of Regents exams in math, science, or social studies may use these assessments to fulfill Regents exam requirements upon transfer to a school that does not have a waiver. The portfolio assessment being used to fulfill graduation requirements must be reflected on the STARS transcript.

C. DIPLOMA OPTIONS—Updated April 2015

Students may pursue one of three high school diploma options—the Regents, Advanced Regents, or local diploma. All students should be encouraged to meet the requirements for the most rigorous option possible. The chart below outlines student eligibility and specific requirements by diploma type.

<table>
<thead>
<tr>
<th>Diploma Type</th>
<th>Student Eligibility</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| Regents      | All students        | • Earn 44 required credits; and  
• Score 65 or above on 5 required Regents exams or Department-approved alternatives: ELA, any science, any mathematics, any social studies, and one additional (+1 option) Regents exam  
Exceptions to the five exams required above include the following:  
• Students who appeal one Regents exam score of 62-64 may earn a Regents diploma.  
• Students who have fulfilled one or more exam requirement using a portfolio assessment from a NYSED-approved school may earn a Regents diploma.  
• Students who transfer to New York State schools in grades 11 or 12 and waive specific Regents exams may earn a Regents diploma if they pass all other exams above. |

<table>
<thead>
<tr>
<th>Diploma Type</th>
<th>Student Eligibility</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| Advanced Regents | All students        | • Earn **44 required credits**, including at least 6 Languages Other Than English (LOTE) credits and 3 elective credits; and  
                                • Score 65 or above on 9 exams in the following areas:  
                                   o ELA;  
                                   o Three mathematics exams (Algebra I, Geometry, and Algebra II/Trig)\(^{27}\)  
                                   o Any social studies exam (Global History and Geography or U.S. History and Government)  
                                   o Two science exams (Living Environment and one of the following: Chemistry, Earth Science, or Physics)  
                                   o Any **additional (+1 option) Regents exam**  
                                   o Any NYC Languages Other Than English (LOTE)\(^{28}\) exam  
                                • For students completing an approved sequence in CTE or the Arts:  
                                   o Minimum of two LOTE credits instead of six are required  
                                   o The LOTE exam is not required  

A student who transfers to New York State schools in grades 11 or 12 and waive specific Regents exams may earn an Advanced Regents diploma if they pass all other exams above.

\(^{27}\) Students may fulfill this requirement using one of the exam combinations listed here.

\(^{28}\) Regents exams in Languages Other Than English (LOTE) are no longer offered by NYSED. Regents-like NYC LOTE exams may be used to fulfill the requirement for the Advanced Regents diploma. See [NYC LOTE exams](#) and the [LOTE FAQ](#).
<table>
<thead>
<tr>
<th>Diploma Type</th>
<th>Student Eligibility</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| Local        | All Safety Net-eligible students:  
  - Students with Individualized Education Plans (IEPs)  
  - Students with Section 504 plans that specify Safety Net eligibility  
  - Students with disabilities declassified while in grades 8–12 whose last IEP specified Safety Net eligibility  
  Students with certain combinations of Regents appeals:  
  - Students with a successful ELL appeal  
  - Students with two low-score appeals on Regents exams, including students without disabilities | • Earn 44 required credits; and  
• Safety Net-eligible students: score 55 or above on five required Regents exams; AND/OR  
  o For eligible students entering grade 9 prior to September 2011 only: pass any of the following Regents Competency Tests (RCTs): Reading, Writing, Mathematics, Science, U.S. history and government, and Global studies. Students may pass all Regents, all RCTs, or a combination of both. However, if a student is using an RCT to fulfill the local diploma exam requirement, he or she must have attempted all five Regents exams at least once.  
  o As of October 31, 2012, any student eligible for Safety Net may earn a combination of Regents exam scores that fulfill the compensatory score option:  
  ▪ Students must score 55 or higher on the English Regents exam and a math Regents exam.  
  ▪ Students may graduate with one or two scores of 45–54 on the required Regents exams in science and/or social studies, provided that:  
    ✓ Each score of 45–54 is compensated by a score of 65 or higher on another required Regents exam;  
    ✓ The student has passed the course corresponding to the Regents exam in which he or she scored a 45–54;  
    ✓ The student is not using RCTs to fulfill exam requirements; and  
    ✓ The student has a satisfactory attendance rate, as defined by the school.  
• Apply successfully for either an ELL appeal or two low-score appeals. See appendix B for more information. |

D. COMMENCEMENT CREDENTIALS FOR STUDENTS WITH DISABILITIES

In addition to the diploma options above, students with IEPs who meet specific criteria may also earn commencement credentials, both of which are aligned to the Career Development and Occupational Studies (CDOS) learning standards. These credentials are not equivalent to a high school diploma and do not have credit or exam requirements. They do not guarantee qualification in situations where a high school diploma is required.

1. Career Development and Occupational Studies (CDOS) commencement credential

This credential can be awarded only to a student with an IEP. It can be awarded as an endorsement to any diploma, or as a student’s sole exiting credential. Note that a student with a disability must be provided with appropriate opportunities to earn an Advanced Regents, Regents or local high school diploma, including providing a student with meaningful access to participate and progress in the general curriculum to assist the student to meet the State’s learning standards. Schools must program students with disabilities to progress toward earning a diploma throughout high school regardless of whether they are also working toward the CDOS; students who successfully complete the graduation requirements and CDOS requirements will earn the CDOS credential as an endorsement to a diploma. In this

29 Students with only one low score appeal (of a 62-64) still earn a Regents diploma. See appendix B for more information.
30 Students must pass both the Reading and Writing RCTs and take the English Regents exam at least once if using the RCTs to fulfill the English exam requirement.
31 These credentials supersede the IEP diploma; the last IEP diplomas were issued in June 2013.
way, they learn skills that prepare them for entry level work and are also guaranteed an exiting credential should they be ineligible to obtain a diploma by the end of their high school careers. Students who earn the CDOS without earning a high school diploma must receive written assurance of their eligibility to stay in high school and work toward earning a diploma through the end of the full school year in which they turn 21, or until earning a diploma, whichever comes first.

### 2. Skills and Achievement commencement credential

This credential can only be awarded only to a student with an IEP who does not participate in standard assessments and is NYSAA-eligible. It is the sole exiting credential available to NYSAA-eligible students. Students who earn this credential without earning a high school diploma must receive written assurance of their eligibility to stay in high school through the school year in which they turn 21. The Skills and Achievement commencement credential should be awarded in alignment with the overall transition planning process for students with IEPs.

<table>
<thead>
<tr>
<th>Commencement Credential</th>
<th>Student Eligibility</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Development and Occupational Studies (CDOS) Commencement Credential</td>
<td>Starting on July 1, 2013: Students with IEPs who participate in standard assessments only</td>
<td></td>
</tr>
<tr>
<td>The CDOS may be awarded to students with disabilities who participate in standard assessments as an endorsement to an Advanced, Regents, or local diploma, or as the student’s sole exiting credential from high school.</td>
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<tr>
<td></td>
<td>Complete four 54-hour units (216 hours) of work-based learning, career and technical education courses, or other career planning activities, including at least 54 hours of work-based learning, which may include:</td>
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<tr>
<td></td>
<td>- Supervised internships and work-based learning (54 or more hours);</td>
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<td>- Courses that are part of an approved CTE sequence;</td>
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<td>- Job shadowing;</td>
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<td>- Service-learning;</td>
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<td>- School-based enterprise;</td>
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<td>- Advisory focused on career planning;</td>
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<td>- Activities that already contribute toward the instructional time requirements for existing courses may not be double-counted toward the CDOS requirement.</td>
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<td>- Complete and annually review a career plan; and</td>
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<tr>
<td></td>
<td>- Complete a work skills employability profile detailing the student’s mastery of the CDOS learning standards.</td>
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</tbody>
</table>

| Skills and Achievement Commencement Credential | Starting on July 1, 2013: Students with severe disabilities only, who are eligible to take the New York State Alternate Assessment (NYSAA):  
  - Upon reaching the end of the school year in which the student turns 21; or  
  - Upon application of the student or his or her parent/guardian at the completion of at least 12 years of schooling, excluding kindergarten | The credential must be issued together with a summary of the student’s academic achievement and functional performance and must include documentation of the student’s:  
  - Achievement against the Career Development and Occupational Students (CDOS) learning standards;  
  - Level of academic achievement and independence as measured by NYSAA;  
  - Skills, strengths interests; and  
  - As appropriate, other achievement sand accomplishments. |

Schools should use the exit summary and directions provided by NYSED.
### DIPLOMA ENDORSEMENTS—Updated April 2015

Students may obtain one or more designations or endorsements to certain diploma types as follows:

<table>
<thead>
<tr>
<th>Designation or Endorsement</th>
<th>Eligible Diplomas</th>
<th>Eligible Students</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| Honors                     | Regents, Advanced Regents | All students | • Meet requirements for a Regents or Advanced Regents diploma  
• Achieve 90+ average of all required Regents exams for the diploma the student is earning\(^{32}\) |
| Career and Technical Education (CTE) | Advanced Regents, Regents, Local | Students enrolled in New York State-approved CTE programs | • Meet requirements for a local, Regents, or Advanced Regents diploma  
  - For the Advanced Regents diploma only:  
    • A minimum of 2 LOTE course credits instead of 6 are required.  
    • The NYC LOTE exam is not required.  
  AND  
• Earn course credits in New York State-approved CTE sequence (number of credits varies by sequence but must be a minimum of 7, including 1 course credit in Career and Financial Management [CFM])  
• CFM can be embedded to fulfill a distribution requirement or can be offered as a stand-alone.  
• Pass the CTE technical assessment that corresponds to the New York State-approved sequence in which the student earns credits; and  
• Complete Work-Based Learning (WBL) requirement (in addition to CTE and CFM credits outlined above) |
| Chancellor’s Arts Endorsed Diploma\(^{33}\) | Advanced Regents, Regents, Local | All students | • Meet requirements for a local, Regents, or Advanced Regents diploma  
  - For the Advanced Regents diploma only:  
    • A minimum of 2 LOTE course credits instead of 6 credits are required.\(^{34}\)  
    • The LOTE Regents or NYC Regents-like LOTE exam is not required.  
  AND  
• Earn 10 credits in a single art form (dance, theater, music, or visual arts), which may include those required to meet the 44 credit requirement; and  
• Pass the NYCDOE assessment in that art form.\(^{35}\) |

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\(^{32}\) For students pursuing a diploma with Honors and using a NYSED-approved alternative assessment and/or a waiver, as appropriate in accordance with Commissioner’s Regulations, the alternative exam and/or exam waiver should not be included in the calculation to determine whether the student has achieved an average of 90 or above on his or her exams.

\(^{33}\) Students may earn a Certificate of Arts Achievement by completing a 6-credit arts sequence in dance or visual arts and passing the NYCDOE assessment in that art form. The Certificate of Arts Achievement is not a NYSED or NYCDOE diploma endorsement.

\(^{34}\) Students completing six credits of LOTE to fulfill the Advanced Regents diploma requirement only need to earn nine Arts credits in a single art form to meet the credit requirements for the Chancellor’s arts endorsed diploma.

\(^{35}\) See Arts Education about ordering arts assessments for eligible students.
<table>
<thead>
<tr>
<th>Designation or Endorsement</th>
<th>Eligible Diplomas</th>
<th>Eligible Students</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **Mastery in Math**                                                                        | Advanced Regents                   | All students     | • Meet requirements for an Advanced Regents diploma  
• Achieve a score of 85 or higher on each of the three required math Regents exams (Algebra I, Geometry, and Algebra II/Trigonometry) |
| **Mastery in Science**                                                                     | Advanced Regents                   | All students     | • Meet requirements for an Advanced Regents diploma  
• Achieve a score of 85 or higher on any three science Regents exams. (Note that while two science Regents exams are required for the Advanced Regents diploma, three are required for the Mastery in Science endorsement.) |
| **Career Development and Occupational Studies (CDOS) Endorsement**                         | For students with Disabilities ONLY:  
• Advanced Regents  
• Regents  
• Local | Students with disabilities who participate in standard assessments | • Complete four 54-hour units (216 hours) of work-based learning, career and technical education courses, or other career planning activities, including at least 54 hours of work-based learning, which may include:  
  o Supervised internships and work-based learning (54 or more hours);  
  o Courses that are part of an approved CTE sequence;  
  o Job shadowing;  
  o Service-learning;  
  o School-based enterprise;  
  o Advisory focused on career planning;  
  ▪ Activities that already contribute toward the instructional time requirements for existing courses may not be double-counted toward the CDOS requirement.  
• Complete and annually review a career plan; and  
• Complete a work skills employability profile detailing the student’s mastery of the CDOS learning standards. |
| **Service Seal**                                                                           | • Advanced Regents  
• Regents  
• Local  
• CDOS  
• Skills & Achievement | All students     | • Meet a minimum of 100 hours of independent service, related service-learning, and/or a school-led service program over his or her high school years. |

In addition, schools may award local “merit” and “citizenship,” or other school-based endorsements in accordance with their school policies. Schools utilizing these local endorsement options should clearly document their policies for awarding such endorsements and communicate them to students and families. School-based endorsements entailing additional coursework or exams should not be framed to students as required for graduation.
F. CITY UNIVERSITY OF NEW YORK (CUNY) ADMISSIONS REQUIREMENTS

1. CUNY Four-Year Colleges—Updated April 2015

Candidates for freshman admission to a bachelor's degree program must show proficiency in reading, writing and math to be admitted, based on the criteria outlined below. See the CUNY website for exact details.

Note: CUNY recently announced a new cut score for the Common Core-aligned Algebra I Regents exam. On this exam only the minimum score to demonstrate college-readiness is now a 70.

Students can use any one of the following measures in each area to demonstrate proficiency and college-readiness:

- In Reading and Writing: 36
  - English Regents exam score of 75 or higher; or
  - SAT Critical Reading score of 480 or higher; or
  - ACT English score of 20 or higher; or
  - CUNY Assessment Test (CAT): Reading Test score of 70 or higher and Writing Test score of 56 or higher; 37 or
  - Have already completed a Bachelor’s degree from an accredited program.

- In Mathematics:
  - Mathematics Regents exam score of 70 or higher on the Common Core-aligned Algebra I exam AND successful completion of Algebra 2/Trigonometry or a higher-level course; or
  - Mathematics Regents exam score of 80 or higher on the Integrated Algebra exam (aligned to 2005-standards), Geometry, or Algebra 2/Trigonometry AND successful completion of Algebra 2/Trigonometry or a higher-level course; or
  - SAT Math score differs from college to college, with a minimum score of 500; 38 or
  - ACT Math score of 21 39 or higher; or
  - CUNY Assessment Test (CAT) in Math score differs from college to college, with a minimum score of 35 on Math 1 and 40 on Math 2; 40 or
  - Have already completed a Bachelor’s degree from an accredited program.

Note that most colleges require all new students to take the CUNY Assessment Test (CAT) in Mathematics (Math 3) for placement into college level math courses, even if they meet one of the criteria listed above.

2. CUNY Community Colleges

Candidates for freshman admission to an associate program do not have to demonstrate skills proficiency as outlined above to be admitted. However, entering students who are not proficient based on these criteria will be required to take the CUNY assessment test to determine if they require remedial coursework to build their skills in any areas in which they have not met the proficiency requirement. See the CUNY website for specific up-to-date information and frequently asked questions about admissions and remediation.

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36 ESL students do not need to demonstrate CUNY Admissions levels in reading and writing prior to admission and have two years to do so upon admission. Students who qualify for the SEEK program do not need to demonstrate the required skill levels prior to admission and have one year to do so in reading and writing and two years to do so in math upon admission.

37 For information on the CAT and how to prepare, see CAT FAQS via the CUNY website.

38 The minimum score for Community Colleges is 480. See the CUNY website for specific SAT math standards.

39 Minimum score for Community Colleges is 20.

40 Minimum score for Community Colleges is 35 on Math 1 and 40 on Math 2. See the CUNY website for specific SAT math standards. For information on the CAT and how to prepare, see CAT FAQS via the CUNY website.
G. POLICIES AND PROCEDURES

Below are policies and procedures relevant to high school graduation requirements. Refer to the academic policy and systems intranet page for the most up-to-date guidance and FAQs on specific policies.

1. Grade Level and Promotion Requirements—Updated April 2015

To support students in staying on track to graduate, Chancellor’s Regulation A-501 specifies promotion standards based on credit accumulation for high school students. Promotion decisions for students in grades 9–11 are made by the principal and are based on credit accumulation and successful completion of course work. The grade-by-grade promotion standards outlined below reflect only the minimum criteria for promotion from the student’s current grade to the next grade.

Student grade levels for each school year are set in the prior spring and summer based on student outcomes in June and August, in accordance with the student promotion policy. While grade level placements must be indicated in ATS for operational and accountability purposes, schools may choose how to communicate such placements to students. Depending on the culture and instructional model of a school, it may be appropriate to communicate student progress toward graduation to students and families in other ways. For example, some transfer schools may follow an “un-graded” approach, where students track progress based on credits earned and exams passed, but do not associate with particular grade levels.

Through the Promotion in Doubt (PID) process, schools formally notify families, in writing, that their child is at risk of not meeting promotion standards and being retained in the same grade for the upcoming school year. This mid-year notification, which occurs in January and February, enables schools and families to plan for the needed supports and interventions to help students achieve promotion standards by June.

High school students who do not meet promotion requirements in June have the opportunity to attend summer school and be promoted in August if promotion standards are met at that time.

For more information about student grade levels and cohort placement, and related accountability implications, see the Graduation Accountability FAQ.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Coursework/Exams</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Successful completion of standards in academic subject areas</td>
<td>8 credits</td>
</tr>
<tr>
<td>10</td>
<td>Successful completion of standards in academic subject areas</td>
<td>20 credits (Including 4 in English and/or ESL and 4 in social studies)</td>
</tr>
<tr>
<td>11</td>
<td>Successful completion of standards in academic subject areas</td>
<td>30 credits</td>
</tr>
<tr>
<td>12</td>
<td>Successful completion of standards in academic subject areas</td>
<td>44 credits in required subject areas</td>
</tr>
</tbody>
</table>
2. **Graduation Cohort Policy**

Students’ graduation accountability for New York State reporting purposes and the New York City Progress Report is determined by three factors:

- Cohort year;
- Accountability status ("report status"); and
- Accountable DBN ("grad cohort DBN").

These variables are displayed in the ATS HEOY function and are determined as follows:

### a. Cohort year

Cohort year corresponds to a student’s ninth grade entry year. Students are assigned a cohort letter based on their grade level at the end of their first year of enrollment at a NYCDOE high school. For transfer students, cohort year represents the first year of enrollment at any high school in the world. In addition to informing graduation accountability, cohort year allows schools to understand the graduation requirements that apply based on students’ ninth grade entry years (see section I).

- As an exception, students with disabilities who are eligible for the New York State Alternate Assessment (NYSAA) at non-District 75 high schools or in District 75 inclusion programs are assigned cohorts on their ninth grade entry year or their seventeenth birthday year, whichever comes first. All other NYSAA-eligible students in District 75 programs are assigned cohorts based on their seventeenth birthday year. See the Graduation Accountability FAQ for more information on cohort assignments for NYSAA-eligible students. See also the Alternate Assessment FAQ.

- Cohort year is locked at the end of a student’s first year of NYCDOE high school based on his or her grade level in ATS. Beyond this timeframe, schools may request a change to a student’s cohort using the UGNO command in ATS for the following reasons:
  - The student’s cohort does not accurately reflect his or her ninth grade entry year due to error (e.g., the student was assigned to an incorrect grade level at the end of the school year).
  - The student is a transfer student whose cohort was locked prior to the receipt of adequate academic records to make a grade level determination, recognizing the guidelines provided in Chancellor’s Regulation A-101.
  - The student is an English Language Learner who fulfills the criteria below. In this case, the school may make a one-time request to move the student to the cohort corresponding to the year prior to his or her ninth grade entry year, provided that:
    - The student has never had such a request granted before;
    - The student was newly arrived to the United States in his or her first year of high school and placed directly into ninth grade;
    - The student is in exactly his or her second year of enrollment in high school;
    - The student is an English Language Learner and has a low level of literacy in his or her native language; AND
    - The school has determined, before the end of the second year of enrollment, that the proper grade level of the student is still ninth grade.
  - UGNO requests must be accompanied by an explanation in the comment field. Note that students may not be assigned to cohorts whose four year graduation rate has already been reported to New York State and on the Progress Report (i.e., “closed cohorts”). See the Graduation Accountability FAQ for more information.

### b. Accountability Status ("Report Status")

A student’s report status—“accountable” or “non-accountable”—indicates whether the student is included in graduation rate calculations. Accountable students include those who are active in the NYCDOE, have dropped out, or
have graduated. Non-accountable students are those who were discharged with a cohort-removing code\(^{41}\) and students who were never enrolled in a diploma-granting high school. For additional guidance on cohort removing discharges, see the \textit{Graduation Accountability FAQ} and \textit{Transfer, Discharge, and Graduation Code Guidelines}. Report status locks in ATS on June 30th of a student’s fourth year of high school.

c. \textbf{Accountable DBN (“Grad Cohort DBN”)}

The grad cohort DBN is the last diploma-granting school where the student was enrolled for one day or more; this school is accountable for the student’s graduation for the Progress Report and State accountability purposes.

- If a transfer occurs between NYCDOE schools, it changes the grad cohort DBN if both of the following are true:
  - The new school is a regular diploma-granting high school; \textbf{AND}
  - The effective date of the transfer is before June 30\textsuperscript{th} of the fourth year of high school. Like report status, grad cohort DBN locks on June 30\textsuperscript{th} of the fourth year for the New York City Progress Report six-year graduation rate. However, transfers between accountable schools occurring before June 30\textsuperscript{th} of a student’s fifth year will result in changes to the cohort DBN for New York State’s five-year graduation rate.

- For the purposes of calculating the six-year graduation rate, accountability status and accountable DBN are determined outside of ATS. For additional information on how the six-year graduation rate is calculated, including how accountability is determined for students who enroll in transfer schools and YABC programs, see the \textit{Graduation Accountability FAQ}.

3. \textbf{Certifying Students for Graduation}

Schools should have clearly defined procedures for regularly tracking student progress towards meeting diploma requirements beginning in grade 9 to ensure that students have opportunities to take the courses and exams needed to meet the most rigorous diploma option possible.

Certifying high school seniors for graduation is one of the most important procedures performed by high schools. In certifying a student for graduation, the principal is attesting that the student has completed all requirements for graduation and should receive the designated high school diploma from the school. Every high school must have clearly defined procedures for certifying students for graduation. Schools may consult \textit{Certifying Seniors for Graduation: An Overview for High School Personnel} for support in developing or refining school-based certification processes.

The \textit{Transfer, Discharge, and Graduation Code Guidelines} outline the appropriate diploma code for each diploma type. Each diploma type has a reason code where schools can indicate diploma designations and endorsements as applicable. A summary of graduation codes is included in \textit{appendix C}. This guide also contains information about how to discharge students and re-enroll students returning to school to pursue a higher level diploma.

Principals and their designated staff must still review all graduating students’ transcripts for completion of all specific requirements, and the principal remains responsible for certifying students as graduates.

a. \textbf{Graduation Safeguard in ATS (GRDT)—Updated April 2015}

ATS uses data from STARS and ATS to flag students who may not meet the requirements of the diploma associated with the \textit{discharge codes} entered for a student. When appropriate, schools have the ability to override these flags to indicate reasons why a data discrepancy exists. See the \textit{ATS Wiki} for additional guidance.

Schools should use the “S” \textbf{override code} to graduate students who are using the 4+1 option with an additional math or science exam.

\footnote{The cohort-removing discharge codes are 8, 10, 11, 15, 20, and 25. Students discharged with codes 8, 10, or 11 with documentation or reason code of “X” remain accountable. See the \textit{Transfer, Discharge, and Graduation Code Guidelines} for information on updating these codes.}
b. **Students Returning from Non-Diploma Granting Programs:**

High schools are responsible for awarding diplomas to students previously enrolled in their high school who completed diploma requirements while enrolled at a non-diploma granting institution, such as a Young Adult Borough Center (YABC), a District 79 involuntary program, or a District 75 non-diploma granting program such as home instruction or hospital instruction. In these instances, the guidance counselors and other school staff from the non-diploma granting institution and the student’s high school are encouraged to collaborate to ensure a smooth transition and graduation certification process for each student. Specific roles and responsibilities for graduating the student are outlined below.

- The non-diploma granting institution in which the student is enrolled is responsible for:
  - “Pre-certifying” the student, i.e., reviewing the student’s transcript to ensure that the student has met all credit and exam requirements for the relevant diploma and that these are reflected in STARS; and
  - Returning the student to his or her previous high school with the “January/June/August Graduate” indicator using the HSRE screen in ATS.\(^\text{42}\)

- The student’s previous NYCDOE high school is responsible for:
  - Certifying the student for graduation;
  - Entering the student as a graduate in ATS using the appropriate diploma code; and
  - Awarding the student a high school diploma from the school.

The responsibilities of the previous high school outlined above apply regardless of the length of time the student has been enrolled at the non-diploma granting institution. In most cases, the previous high school is accountable for the graduate for New York State and Federal accountability and NYCDOE Progress Report accountability purposes.\(^\text{43}\)

In cases where a student has no prior enrollment in a NYCDOE high school or a student previously attended a NYCDOE high school that has since closed, the non-diploma granting institution should follow the steps outlined above. Beginning in the 2012–13 school year, the HSRE screen in ATS automatically transfers the student to a central location (02M972), which will work with designated partner high schools to certify the student for graduation and make arrangements to award the student a diploma.

4. **Student Participation in Commencement Ceremonies**

Per NYCDOE policy, middle and high school students must meet promotion/graduation requirements to participate in their school’s moving up or graduation ceremony. Schools must clearly communicate these expectations to students and families. In addition, a student who is already on suspension at the time of the graduation or other commencement-related activities may be prohibited from attending when he or she poses a real threat of violence or disruption to the event; the exclusion must be proportionate to the infraction committed. It may also be possible to bar a student from a commencement ceremony when his or her conduct has been particularly egregious, and where the student has previously been advised in writing. For additional information about commencement ceremonies, see the [June Graduation Quick Reference Guide](#). Note that students with disabilities who earn commencement credentials in lieu of Regents diplomas are equally entitled to participate in graduation ceremonies with their peers; schools may not exclude these students from walking in their ceremonies because they earned these credentials.

5. **Early or Late Graduation**

Any student who has not yet received a high school diploma is entitled to a free public education through the end of the school year in which he or she turns 21, according to New York State Education Law, Section 3202.\(^\text{42}\)

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\(^\text{42}\) In the case of home and hospital instruction, students in shared instruction must be ended in ATS by the home or hospital program using the SIGS screen.

\(^\text{43}\) The previous high school is accountable for the graduate if they were the last diploma-granting school before June 30 of the student’s fourth year of high school.
A student who meets graduation requirements in **fewer than four years** may be awarded a diploma at the end of the semester in which all requirements are completed. The student does not need to remain in school for the sole purpose of completing remaining PE requirements if he or she is graduating early.

- Schools cannot require students who have met graduation requirements in fewer than four years to remain enrolled; however, students have the right to remain enrolled if they wish to do so through the end of their fourth year of high school (or shorter period for students who enter a New York City high school after ninth grade) or until the end of the school year in which they turn 17 years old.

A student who meets graduation requirements in **more than four years** may be awarded a diploma upon completing graduation requirements. If a student in the fifth or sixth year of high school completes the requirements mid-year, the school can discharge the student as a graduate and does not need to wait until the normal graduation periods in January, June, or August. Schools cannot require students who have met graduation requirements in more than four years to remain enrolled through the end of the year.

### 6. Transition Services for Students with Disabilities

Our goal is to prepare all students for postsecondary college and career readiness, and to exit high school with the highest diploma option available. High expectations, rigorous instruction, access to effective teaching practices, and quality Individualized Education Programs (IEPs), with deliberately planned transition services help to ensure that each student with a disability is on **A Shared Path to Success**. New York State Commissioner’s Regulations specify requirements for determining and documenting postsecondary transition plans for students with disabilities, beginning not later than the first IEP to be in effect when the student is age 15, and updated annually. Transition services are formalized plans documented in each student’s Individual Education Plan (IEP) for continuing education, vocational training, employment, adult services, independent living and/or community participation, and tailored to student needs, abilities and interests. Specific requirements include:

- A statement of the student’s needs, taking into account the student’s strengths, preferences and interests, as they relate to transition from school to post-school activities;
- Appropriate measurable postsecondary goals relating to education, training, employment and, where appropriate, independent living skills;
- A statement of the transition service needs of the student, including activities to facilitate movement from school to post-school activities, such as instruction, related services, community experiences, the development of employment and other post-school adult living objectives, etc.; and
- A statement of the responsibilities of the school district and, when applicable, participating agencies for the provision of such services and activities that promote movement from school to post-school opportunities, or both, before the student leaves the school setting.

Schools must also provide a summary prior to school exit for students whose eligibility for special education services terminates due to graduation from secondary school with a regular diploma or due to turning 21 years of age.

For more information on transition planning and services, see [Understanding Transition Services](#) and [Transition from School to Post School for Students with Disabilities](#).

## II. COURSE CREDIT POLICIES AND PROCEDURES

### A. DEFINITIONS—Updated April 2015

All credit-bearing courses must address high school **commencement-level learning standards**, meet instructional time requirements (minimum of 180 minutes per week throughout the semester/school year, or the equivalent), and be taught by a teacher with a New York State secondary certification in the course subject area.\(^{44}\)

\(^{44}\) Through NYSED’s [incidental teaching provision](#), there are specific instances where a teacher may teach one period per day in a subject area outside their certification area, provided that they teach within the same student population as their license area and have demonstrated subject matter competency in the subject.
Learning experiences that take place outside the traditional classroom and school day may be considered as inclusive of the 180 minutes of instruction per week throughout the school year, or the equivalent, including:

- Online learning experiences; and/or
- Learning experiences that take place inside and/or outside the classroom or school building in non-virtual settings, such as structured work experiences designed to address New York State commencement-level learning standards as a component of a course.

The principal must evaluate all course components (including those that occur virtually and/or non-virtually inside and/or outside the classroom and school day) and attest that the course provides students with the opportunity for at least 180 minutes of instruction per week, or the equivalent.

While credit-bearing courses must provide the opportunity for 54 hours per credit, a student may miss instructional time or move through the coursework more quickly without having to make up the instructional time. Schools may not withhold credit from students who have mastered the course content and achieved the expectations in the course syllabus but missed instructional time. A sample template for documenting course instructional time is included in appendix F.

Provided they meet the criteria for credit-bearing courses outlined above, the following delivery mechanisms are permitted in addition to traditional classroom courses.

### a. Blended/online learning

A blended course is defined as instruction in a specific subject consisting of teacher-to-student, student-to-student and/or student-to-content interactions that occur through a combination of classroom-based and digital and/or Internet-connected media. An online course is defined as instruction in a specific subject consisting of teacher-to-student, student-to-student and/or student-to-content interactions that occur solely through digital and/or Internet-connected media.

Blended and online classes must be identified in STARS using the section properties screen. Blended and online learning may occur if the following conditions are met:

- The course aligns with the applicable New York State commencement-level learning standards for the subject area and provides documentation of student mastery of the learning outcomes for the course;
- Instruction is provided by or under the direction and/or supervision of a subject certified teacher (meaning a teacher who holds a New York State teaching certificate in the subject area in which instruction is provided) from the NYCDOE;
  - The subject-certified NYCDOE teacher is responsible for overseeing the course syllabus, monitoring student progress, and awarding course grades. While online learning programs may offer a variety of academic services for students in blended or online courses, vendor-provided instruction and support do not replace instruction and oversight provided by the subject-certified teacher.
- The course includes regular and substantive interaction between the student and the teacher providing direction and/or supervision, which may occur in person or virtually;
- Instruction satisfies the unit of study and credit requirements for instructional time (i.e., 180 minutes per week throughout the school year or the equivalent) as per the definition above;
- The student demonstrates mastery of the learning outcomes for the subject, including passing the Regents exam and/or other assessment in the subject if required for earning a diploma.

For additional guidance on implementing blended and online courses, see the Blended and Online Courses FAQ.

### b. Internships and Service-Learning—Updated April 2015

Schools can choose to award credits for internships and service learning experiences if they meet specific criteria. Internships and service-learning courses that bear course credit must:

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45 Schools may not offer online courses in which students work entirely independently of a NYCDOE teacher.
- Align to New York State commencement-level standards;
- Include a classroom/seminar/workshop component in addition to learning time spent in an educational internship;
  - Schools may determine the structure and content of the classroom/seminar/workshop component, including the instructional time provided. There is no required minimum for the amount of time spent in the classroom/seminar/workshop component; this component should provide sufficient time for meaningful teacher-student interaction.
- Have a syllabus that clearly outlines the standards addressed, how student learning is assessed, and expectations for students in both the classroom and internship components of the course; and
- Be overseen by a subject-certified teacher, in collaboration with a supervisor at the student’s internship site.
  - The subject-certified teacher overseeing the internship course is responsible for overseeing the syllabus, monitoring and assessing student progress, overseeing the classroom/seminar/workshop component, and awarding the course grade. Teachers do not need to accompany students to off-site course components, but should work closely with individuals at the site to monitor student performance and the alignment of off-site activities to the expectations defined in syllabus.

Internships that are part of New York State-approved CTE sequences or work-based learning programs have specific requirements. For additional guidance on implementing internships and service-learning courses, see the Off-Site Courses FAQ on the academic policy intranet page.

Schools should maintain systems and structures (e.g., an accreditation committee) for regularly reviewing course offerings, including existing courses and new course proposals, course sequences, and course credit values. Sample templates for the accreditation committee are included in appendix F; these may be adapted to meet individual school needs in alignment with their established systems and structures.

Credit-bearing service-learning experiences may also be counted towards the diploma Seal of Recognition for Service. The requirements for credit-bearing service learning are more stringent than those required for the service seal. Therefore, although all hours of credit-bearing service-learning may be counted toward the seal, not all hours counted toward the seal will necessarily bear credit.

B. NON-CREDIT BEARING COURSES

Per NYSED policy, students may not be awarded credit for the following:

- **Science Laboratory:** A school may include lab within a science course as long as the course meets seat time requirements for both the course and the lab (at least 180 minutes per week or the equivalent for the science course and 1,200 minutes for the lab). Credit may not be awarded for the lab itself and the 1,200 minutes of lab work must be in addition to, not included in, the 180 minutes per week or equivalent of the science course. Regardless of inclusion within a credit bearing science courses, lab courses must be coded separately, denoted by an “L” in the 7th character.
- **Academic Intervention Services (AIS), Special Education Teacher Support Services (SETSS) (previously called “Resource Room”), or Related Services:** These services may be provided as stand-alone periods or integrated into general classroom instruction, depending on the needs of the student and as specified in the IEP, as appropriate. While the services may not be credit-bearing, they may be integrated into other credit-bearing courses as appropriate.
- **Courses that address middle school learning standards:** Schools may not award credit for courses that do not meet commencement-level standards. For example, students may not receive credit for a course aligned to pre-algebra standards designed to prepare students for a high school algebra course.

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46 Through NYSED’s incidental teaching provision, there are specific instances where a teacher may teach one period per day in a subject area outside their certification area, provided that they teach within the same student population as their license area and have demonstrated subject matter competency in the subject.
- **Courses that repeat standards for which students have already received credit:** Schools may not award credit for the same course content multiple times. For example, students may not earn credit for U.S. history and for a corresponding Regents preparation course. See Additional Programming Options for guidance on ways to support students who need additional time to master course content.

C. ADDITIONAL/FRACTIONAL CREDIT

Awarding additional course credit, including fractional course credit values, is not permitted in the following circumstances:

- **For additional instructional time:** Schools may not award additional credit for increasing a course’s instructional time above 180 minutes per week while addressing the same learning standards.\(^{47}\)
- **For additional rigor:** Schools may not award additional credit for increasing the rigor of a course (e.g., an Honors course). However, schools can choose to weight more rigorous courses more heavily in a student’s GPA; see Calculation of GPA.
- **For minimal additional time and additional learning standards added to a course:** For example, students in an English class that meets for 220 minutes per week (44 minutes per day) for one semester are eligible to receive one credit in English, not one credit in English and 0.2 elective credits for the eight additional minutes of instruction and content per day.
- **Above and beyond the total number of credits in a course sequence as outlined in NYSED Regulations:** For example, a student may not earn more than a total of four credits in the high school Global history sequence.

Awarding additional/fractional credit is appropriate in the following circumstances:

- **Dividing a year-long course sequence into a trimester- or quarter-based program:** For example, awarding 0.25 credits each quarter for a total of one credit at the end of the year for a one-credit course.
- **Accelerating or extending a course up to the total number of credits in the core sequence:** For example, a school may award 1.5 credits per semester for a course that meets for 70 minutes per day, four days per week (280 minutes per week), for a total of six credits at the end of four semesters. Likewise, a school may award 0.67 credits per semester for a course that meets for 120 minutes per week, for a total of two credits at the end of three semesters.
- **Physical Education courses:** Semester-based schools should award either 0.5 or 0.58 credits for PE courses, depending on the school’s PE program model (3:2 flip and 5x/week respectively). Beginning in the 2014–2015 school year, trimester schools should assign a credit value of 0.34 to trimester-based PE courses following the 3:2 flip model or 0.37 to trimester-based PE courses following the 5x/week model. This is a simplification of the previous policy requiring schools to assign 0.3 credits and 0.4 credits in alternating trimesters. See the High School PE FAQ for a full list of credit values schools may assign.
- **Courses providing fewer than 180 minutes per week, including elective courses:** For example, a health course which provides 90 minutes of instruction per week over two semesters may be worth 0.5 credits per semester. Similarly, an elective music class addressing high school level music standards that meets for 90 minutes per week may be awarded 0.5 elective credits.
- **Intra- and Inter-disciplinary courses:** The use of fractional credit can provide schools with flexibility to combine different areas of course content within and across subjects, organizing content and time in innovative ways to support student engagement and learning. A school may design an integrated course that awards credit in two different topics within a discipline or across disciplines, in increments of 90 minutes of instruction per week for 0.5 credits for a semester.\(^{48}\) For example, an English class that meets for 270 minutes per week for one semester and integrates an additional poetry unit throughout the

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\(^{47}\) As an exception, NYSED allows students to earn up to 4 credits in any math or science course that culminates in a Regents examination. In this case, the course syllabi should be designed to address an extended sequence.

\(^{48}\) Schools operating on a trimester model may offer fractional credit in increments of 0.3 credits per trimester for no less than a total of 16.2 hours (972 minutes) per trimester where the school plans to offer the course over at least two trimesters.
semester may be worth one English credit and 0.5 additional poetry (elective English) credits. See Interdisciplinary Courses for information and examples of where fractional credit may be awarded.

D. INTERDISCIPLINARY COURSES—Updated April 2015

Interdisciplinary programming combines learning standards from two different content areas in a single course. An interdisciplinary course must be taught by a teacher certified in at least one of the subjects. Interdisciplinary courses may be awarded credit in the following ways:

- **Interdisciplinary Courses That Fulfill Two Distribution Requirements:** An interdisciplinary course that meets for 180 minutes per week or the equivalent throughout one semester can count for 1 credit, and successful completion of the course may be used to meet the distribution requirements in more than one subject area. In this case, students must still earn 44 total credits to meet diploma requirements. Alternatively, an interdisciplinary course that meets for 180 minutes per week or the equivalent throughout one semester could be worth 0.5 credits in one subject area and 0.5 credits in the other.

- **Interdisciplinary Courses That Meet For Extended Time:** An interdisciplinary course that meets for additional time and addresses the learning standards in two disciplines may be awarded credit in both subject areas in increments of 0.5, e.g., a semester-long interdisciplinary art history course that meets daily for 55 minutes, where the syllabus includes history content through the lens of Art, may be awarded one credit in social studies and 0.5 credits in art, as long as the relevant learning standards are addressed. See discussion of fractional credits for intra-disciplinary integrated courses in Additional/Fractional Credit.

- **Integrated CTE Courses:** An integrated course that is part of a State-approved CTE program that meets for 180 minutes per week throughout the semester and addresses the relevant learning standards in a required subject area plus industry-defined content in the CTE program area can count for one credit in the required subject area, and may also meet distribution requirements for the requisite course in the school’s State-approved CTE program.

In some cases, students enrolled in an interdisciplinary course may need to earn credit in different subject areas to stay on track to graduate. For example, some students in an interdisciplinary humanities course (which meets for 180 minutes per week or the equivalent throughout the semester and addresses both English and Social Studies learning standards) may need to earn one credit in English, while others may need to earn one credit in Social Studies. Schools are permitted to award credits to students as needed, in accordance with the interdisciplinary policies outlined above.

**Note:** Schools should enter actual marks in accordance with their grading policy in one of the two areas and 'ND' as the mark in the other subject area, thereby communicating that the student met the distribution requirement in both areas but only earned one credit for the course. For more information, see the STARS wiki on Interdisciplinary Courses.

E. TRANSFER CREDIT—Updated April 2015

Per New York State Commissioner’s Regulations, the principal, in consultation with relevant faculty, is responsible for evaluating transcripts and awarding transfer credits for students enrolling in a New York City high school.

Schools should maintain procedures for the timely request and evaluation of transcripts from previous institutions to ensure that students are programmed for needed courses and exams. A sample transfer credit equivalency form, sample transcript update form, and sample checklist for supporting transfer students are included in the appendix F. Refer to the Transfer Credit FAQ for additional information on supporting transfer students.

- **For students transferring from another public school in New York State:** The principal is required to grant transfer credit for all credit awarded by any New York State registered public or nonpublic high school.

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49 Students from NYSED-approved consortium schools who have passed PBATs in place of Regents exams in math, science, or social studies may use these PBATs to fulfill Regents exam requirements upon transfer to a non-consortium school.
• For students transferring from non-registered New York State schools, schools outside New York State, schools outside the United States, and home schools:
  o The principal shall evaluate the transcript or other records of a transfer student enrolling in a New York State high school. Based on the student’s transcript or other records, the principal shall award the appropriate transfer credits towards a high school diploma. The decision to award transfer credit shall be based on whether the transcript and other records indicate that the work is consistent with New York State commencement-level learning standards and is of comparable scope and quality to that which would have been done in the school awarding the credit.
  o Schools are responsible for ensuring that transcripts in a language other than English are translated effectively so that transfer credit can be awarded appropriately.
  o Schools may award Languages Other Than English (LOTE) credit for documented residence and school attendance in an other-than-English-speaking environment, provided that the experience occurs at age 11 or older and that the residence resulted in direct contact with that environment and its people. No more than 10 LOTE may be awarded for school attendance and residence in an other-than-English-speaking environment, regardless of the length of the experience. Students age 11 may receive up to 6 credits, students age 12 may receive up to 8 credits and students age 13 or above may receive up to 10 credits. In determining the number of credits to be awarded, the school should consider both the student’s prior academic record and future academic experience.
• For students who completed coursework at other educational or cultural institutions (i.e., study abroad programs, college courses, etc.): Principals may award transfer credit for work completed through study abroad courses or other educational or cultural institutions. The decision of whether to award transfer credit for work done at educational or cultural institutions other than New York State-registered high schools shall be based on whether the transcript and other records indicate that the work is consistent with New York State commencement-level learning standards and is of comparable scope and quality to that which would have been done in the school awarding the credit.
• For students returning from court-ordered settings:
  o Passages Academy: Students who are detained following an arrest attend school at one of the sites of Passages Academy, a District 79 program. Passages staff enter information into STARS about the credits students have successfully completed while at Passages. If a student has successfully completed a semester at Passages, the student’s prior school must accept the credits awarded by Passages for this work. Students returning to a school during the same semester should be returned to their prior program, unless they have already received course credit for the work successfully completed in Passages.
  o The Office of Children and Family Services (OCFS) Programs and OCFS Contact Agencies: When a student returns to a NYCDOE school from the custody of an OCFS program or OCFS contact agency, the law requires staff to follow specific steps to support these students, as per the JG guide. This guide was developed to assist schools with their legal responsibility to students returning from court ordered settings.
  o For more information on these protocols, see the JG Guide and JG Checklist.

Students entering a New York State high school for the first time in grade 11 or 12 are exempt from certain Regents examination requirements; see Regents Exam Waivers.

All transfer credits must be reflected in STARS, using the transfer course codes as specified in STARS. Transfer credits may be designated within the term and year in which the student completed each course or within the term and year immediately prior to the student’s enrollment in the NYCDOE school. Transfer credits are reflected on transcripts with a

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50 Schools may contact the student’s home country embassy or consulate for assistance. It is not appropriate for the student or student’s family members to complete the translation.

51 This information is a result of the JG v. Mills settlement. For additional guidance on supporting students returning from court-ordered settings, refer to the JG Guide and JG Checklists.
“W” in the third character and a grade of “CR.” Schools should use the transcript update function in STARS to award transfer credits.

For students who transfer between NYCDOE schools or programs (e.g., from a high school to a YABC), the STARS course codes used to capture the previous school’s academic sequence may not align with those used by the receiving school. The receiving school should program students for the course(s) which best cover the remaining learning standards in a sequence, even if the code does not perfectly align with the previous school’s coding scheme. In such instances, the receiving school should maintain documentation that justifies the student’s program placement, such as diagnostic assessment results or syllabi for the courses the student has previously completed. Schools receiving students back from other high schools or programs (e.g., from a YABC to the home school) should accept a variety of course coding schemes as long as the program can document that the course(s) taken cover the required learning standards and number of credits to complete the sequence.

1. Grade and Cohort Placement of Transfer Students

Students transferring to a NYCDOE high school from a non-NYCDOE school are assigned an initial grade level by the Office of Student Enrollment. For most students, this grade level is based on the first year the student entered grade 9 at any school in the world. Based on the grade level entered into the system, students are assigned a provisional cohort.

Upon receiving a transfer student, high schools should carefully evaluate transcripts and other academic records and award high school transfer course and exam credits, according to the guidelines in the section on Transfer Credit. This evaluation should be conducted in a timely manner to ensure that the student is programmed for needed courses. Upon evaluating the transcript and awarding transfer credit, a school may change the grade level to meet student needs, as appropriate:

- When the grade level is changed by the end of the first school year in which the student has enrolled, ATS automatically reassigns the student to the corresponding cohort; or
- Once the student’s first year of NYCDOE high school ends, the student’s cohort becomes permanent, regardless of any subsequent grade changes. If the student’s cohort does not match the first time that the student entered high school (or equivalent) anywhere in the world, the school should request a cohort change using the UGNO function in ATS.

See Graduation Cohort Policy for more information.

Note: If a student transfers into the DOE with a preliminary grade 11 or 12 placement, but the school subsequently adjusts the student’s grade level based on the transcript evaluation, the new grade level must be used to determine whether the student is eligible for Regents exam waivers.

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F. MIDDLE SCHOOL ACCELERATED COURSE CREDIT—Updated April 2015

Per New York State Commissioner’s Regulations Part 100.4(d), students in grade 8 shall have the opportunity to take high school courses in mathematics and in at least one of the following areas: science, Languages Other Than English, social studies, English, art, music, or CTE. It is the responsibility of the middle school principal to determine which courses to offer for high school credit, and to determine which students have demonstrated readiness to pursue such courses. For all accelerated courses—particularly those that typically require multiple years of study and/or are usually completed in grades 11 or 12—the middle school principal should consider the student’s academic readiness for the course, as well as take steps to ensure that the student is able to continue advanced study in that subject area in high school. There is no limit on the number of accelerated course credits a grade 8 student may earn.

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52 For example, two schools might cover the same Algebra I learning standards over a different number of terms; therefore, students’ transcripts may reflect different STARS course codes for the same content.
High schools must accept all accelerated high school credits a student earned in middle school. High school principals receiving incoming freshman who have earned high school credits through acceleration should provide opportunities for such students to continue advancing their study in the disciplines in which they have accelerated. If a high school receives a student who has earned accelerated course credit in math or science, e.g., Algebra I or Living Environment, but needs additional support to meet college and career readiness standards, the school may consider the following:

- For students who have earned credit in Algebra I but need additional support, program the student for an extended geometry sequence (e.g., 1.5 or 2 years) which reinforces algebra skills through the lens of geometry in the first semester.
- Program the student for additional instruction in the accelerated math or science course in accordance with Commissioner’s Regulations Part 100.5, for a total of up to 4 credits in the subject (including the accelerated course credit). In this case, the school should use diagnostic assessments and other data to determine the students’ learning needs and program the student for a course designed to meet these needs.

A high school that receives an incoming freshman may choose to exclude the middle school accelerated course mark from the calculation of the GPA and may choose to record the middle school accelerated mark as “CR” instead of including the alpha-numeric final grade, as defined in the school’s grading policy.

See the Middle School Academic Policy Reference Guide for more information on how accelerated credit is awarded to middle school students.

G. CREDIT BY EXAMINATION—Updated April 2015

Students may earn up to a total of 13 credits without completing units of study if they score 85 or above on the corresponding Regents exams and meet all of the following criteria:

- The student has not previously taken and failed the course for which he or she is attempting to earn credit-by-examination;
- Based on the student’s past academic performance, the high school superintendent or his or her designee (which may include the high school principal) determines that the student will benefit academically by exercising this alternative;
- The principal determines that the student successfully completed an oral examination or special project demonstrating proficiency of the subject matter developed in the course but not measured by the relevant exams; and
- The student attends school, or receives substantially equivalent instruction elsewhere, in accordance with New York State education law; and
- Students attempting to earn credit-by-examination in science still must meet the 1,200 minute laboratory requirement with satisfactory documented laboratory reports.

Students may earn up to two credits per exam subject through credit-by-examination. Please note that:

- Regents exams in languages other than English (LOTE) are no longer offered by NYSED. The NYC LOTE exam may not be used to earn credit by exam per NYSED’s LOTE FAQ. Students must fulfill LOTE course credit requirements.
- Students may not use an ELA Regents exam taken in 11th grade to give credit for 12th grade English courses, which would otherwise be completed after the ELA Regents exam.

H. AWARDING HIGH SCHOOL CREDIT FOR COLLEGE COURSES

Advanced courses that bear credit toward a high school diploma and also bear higher education credit may be made available through arrangements with higher education institutions (e.g., Early College programs). However, a high school may not impose any charge or fee on students for any required instruction or program leading to a high school diploma. In instances where high school credit and higher education credit are awarded, the high school must determine the appropriate credit value for the course in accordance with New York State Commissioner’s Regulations.
A high school principal may choose to award high school transfer credit for college courses students have completed independently in accordance with the transfer credit policies outlined above. For additional information, see the College Courses FAQ.

I. INDEPENDENT STUDY

New York State Commissioner’s Regulations permit the use of independent study for elective courses. No more than six elective credits towards a Regents diploma may be awarded for independent study. Students in independent study must be approved by a school-based panel consisting of, at a minimum, the principal, a teacher in the subject area for which independent study credit is sought, and a guidance director or other administrator. The panel must approve the student’s participation based on the following criteria: the student has demonstrated readiness in the subject area in which he or she is undertaking independent study and is on track to graduate (i.e., has accumulated the appropriate credits and passing Regents exam scores).

An independent study must be academically rigorous, align to New York State commencement-level learning standards as outlined in a syllabus, and be of comparable scope and quality to a regular course. An independent study must be overseen by a teacher knowledgeable and experienced in the subject area of the independent study. The principal, after consultation with relevant faculty, shall award credit to the student for successful completion of the independent study and demonstrated mastery of the learning outcomes for the subject.

There are alternative mechanisms for students to complete coursework in a personalized way, including the use of blended and online learning and credit recovery, as appropriate.

J. MAKE-UP CREDIT AND CREDIT RECOVERY —Updated April 2015

It is important that students who fail a course have the opportunity to make up the course to get back on track. Students can make up credit by repeating the entire course (54 hours) during the school year or summer school. Another distinct way for students to complete work is through targeted credit recovery, which does not require the student to repeat the entire course.

Courses repeated or taken for the first time during summer school must provide a minimum of 45 hours of instruction for the student to be eligible to earn one credit and 90 hours of instruction for the student to be eligible to earn two credits (compared to 54 or 108 hours, respectively, during the school year).53

Grades previously recorded for the course the student is making up should not be changed, whether the student is making up credit by repeating the course or through targeted credit recovery. Instead, the school should create a new course code (with an “R” in the seventh character” as indicated in the course code deck) and the student should receive a grade (and credit, as appropriate) in the semester the course or targeted credit recovery was completed.

1. Credit Recovery

When students are making up credit through targeted credit recovery during the school year or summer, certain policies apply, as outlined below. Note: the policies below do not apply if a student is repeating a course during the summer or school year, and only apply to students participating in targeted credit recovery.

Eligible students can make up credit through credit recovery: targeted, intensive instruction in the student’s identified deficiency areas of a course. To award credit through targeted credit recovery, schools must meet the following requirements, in alignment with New York State Commissioner’s Regulations:

- The program must align with applicable New York State commencement-level learning standards; address student course deficiencies; and ensure that students receive equivalent, intensive instruction in the applicable subject area under the direction or supervision of a teacher certified in the subject area in which the student is making up credit.

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53 See the Summer School Handbook. When a student repeats a course during PM school during the school year, the course should be 54 hours. When a student repeats a course during PM school that occurs over the summer, the course should be 45 hours. Students may also participate in targeted credit recovery during PM school.
A teacher may oversee and instruct a group of students with different course deficiencies making up credit in the same subject. As with all targeted credit recovery programs, in this scenario the teacher must be certified in the subject area and the classroom component and assignments must be differentiated based on students’ individual course deficiencies and credit recovery plans.

- A school-based panel, which must include the principal, a teacher certified in the subject area for which the student needs to make up credit, and a guidance director or other administrator must approve a student’s participation in a make-up credit program.
- To receive credit, the student must successfully complete the make-up credit program and demonstrate mastery of the learning outcomes for the subject, including passing the Regents exam, if the Regents exam is required for graduation.\(^{34}\)

Effective for NYCDOE targeted credit recovery programs beginning on or after July 1, 2012, the following policies apply to students earning credit through targeted credit recovery:

- Only students who have attended at least two-thirds of the class time of the original failed course are eligible to earn credit through targeted credit recovery.
- Students may earn no more than a total of three core academic credits through targeted credit recovery throughout high school.
  - Core academic credits include credits required for graduation in English, social studies, mathematics, and science.
  - Students who have earned any number of credits through targeted credit recovery programs beginning prior to July 1, 2012, may use those credits to meet graduation requirements, and may earn no more than three additional credits through targeted credit recovery beginning on or after July 1, 2012.
- Students can only earn credit through targeted credit recovery during the semester or summer immediately following the one in which they failed the original course. After that period, students can only earn make-up credit by repeating the entire course during the school year or summer, as outlined above.
  - For courses failed in the spring (beginning with spring 2012), students can earn credit through targeted credit recovery during the following summer or fall.
  - For course failed during the fall (beginning with fall 2012), students can earn credit through targeted credit recovery during the following spring or summer.
- The school-based panel must consult with the teacher of the course the student originally failed (if the teacher still teaches at the school) regarding:
  - Whether the student should repeat the course or earn credit through targeted credit recovery, in accordance with the policies above; and
  - If the panel determines that the student should participate in targeted credit recovery:
    - The scope and content of the targeted learning plan for the student; and
    - How the original failing course grade will be reconciled with targeted credit recovery grade in accordance with the school or course’s grading policy. The new grade must be recorded in a new course code in the semester and school year in which the student completes the targeted credit recovery. Use “R” in the seventh character of the course code.

Schools using targeted credit recovery must also meet the following requirements for targeted credit recovery programs:

- The school-based panel must document their decisions using the Course Make Up form template in appendix F. (Schools do not need to complete the form for students who are ineligible for targeted credit recovery (e.g., students with low attendance.).

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\(^{34}\) For courses that are part of a sequence, the Regents exam requirement applies for credit recovery courses corresponding to the last semester (or 18 weeks) before the Regents exam. For example, students must pass the Regents exam to receive credit through credit recovery for the last semester of four-semester global sequence.
If using online targeted credit recovery, schools must use NYCDOE-approved programs, in addition to following the State and City targeted credit recovery policies outlined above. Schools currently using other online credit recovery programs that meet the above requirements may use them through June 2015.

Like offline targeted credit recovery programs, students must receive equivalent, intensive instruction in the applicable subject under the direction or supervision of a subject-certified NYCDOE teacher.

For additional guidance on implementing targeted credit recovery, see the Credit Recovery FAQ and Credit Recovery Slides. For alternative options for programming students who may need additional support mastering course content, see Additional Programming Options.

III. PROGRAMMING POLICIES AND PROCEDURES

Providing students with schedules that account for prior coursework and credits earned and put them on the path to rigorous diploma options is a critical responsibility of high schools. All NYCDOE public middle and high schools are required to have accurate student and teacher academic programs reflected in STARS. The accuracy of these data should be maintained throughout the school year. Maintaining accurate student and teacher schedules in STARS reduces data requests from central offices to schools.

A. SCHOOL CALENDAR, DAILY SESSION TIME, AND ATTENDANCE—Updated April 2015

A school’s calendar, daily session time, and student attendance procedures are important components of ensuring that students are provided with the instructional time needed to remain on track toward completing an academic program that prepares them for college and careers.

1. School Calendar—Updated April 2015

Each year, the school year calendar is centrally designed to meet the NYSED requirement of a minimum number of 180 State aidable days in all schools. The school year calendar, including Chancellor’s conference days for professional development and two parent teacher half-days, is pre-determined to ensure that schools do not fall below the minimum number of “aidable” days. According to NYSED:

- Aidable days must be between September and June.
- Classes or activities scheduled on Saturdays, Sundays, and legal holidays do not count towards the 180 aidable days.

Regents testing and the rating day in June (usually up to 14 days a year) are considered aidable days by NY State although attendance is not required to be taken. The following describes the process for removing these days from the calendar (or “releasing” impacted grade levels) if class schedules are disrupted by the Regents examination schedule and if staff is needed to properly administer examinations. When possible, schools have the option of continuing regular instruction on all or any of the Regents testing days.

- For all non-D75 schools comprised only of students in grades 9-12, Regents days can be removed from the school calendar using the ATS function RES. Attendance scan sheets will not be generated. High school grade students in other non-D75 schools may be “released” using ATS function CCLA (release code 43). Grades “released” are neither absent nor present.
- This process of “releasing” grades may also be applied in schools administering their own final assessments in place of or in addition to Regents exams (e.g., portfolio reviews or final exams for courses not culminating in Regents exams) in the following circumstances:
  o The final assessments administered during these days must be major required assessments that count toward students’ final course grades for the term. Schools may not implement non-attendance days for practice exams, course makeup or review sessions, or assessments that could be readily incorporated into classroom instructional time.
  o The assessment(s) must be administered during the Regents exam administration periods.

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55 See NYSED’s Attendance Memo.
o The assessment(s) must be scheduled for both the morning and the afternoon.

o The assessment(s) must require significant school space and/or staff as to prohibit administration on a traditional instructional day.

• Secondary schools, with students below grade 9, may request the release of the lower level grades through a calendar change request, if the Regents exam administration will disrupt normal instruction. Upon approval, the requested days will be removed from the school calendar. Similarly, secondary schools may request the release of grades 6-8 during the Regents exam period if middle school students take local final examinations, as described above.

• For students with disabilities who participate in the New York State Alternate Assessment (NYSAA) and therefore do not take standard assessments, instruction must be provided during the days that other children are being assessed. Instruction must be provided regardless of which special education services the student receives or the setting in which the student’s special education program is provided. The instruction may be provided by such individuals as a general education teacher, special education teacher or teacher assistant. Students in these grade codes are not to be released during the exam period.

To avoid the risk of a reduction in State Aid, and to limit the impact on bus scheduling and other services, schools may not open late, dismiss early, or close, without prior approval through a school-based option56 and by the Superintendent, and subsequently submitting a calendar change request. See this FAQ for more information about the calendar change process, eligibility requirements, and dates that are not permitted to change.

Note that days of special events, such as PSATs, field trips, promotion ceremonies, etc. are days of attendance; impacted grades should not be “released.” State assessments for grades 4–8 are considered regular instructional days and attendance must be recorded.

2. Daily Session Time and Student Schedules—Updated April 2015

Per Title IV, Article 65, Part I and Commissioner’s Regulations part 175.5, the minimum length of the school day for grades 7–12 is 5.5 hours per day (27.5 hours per week), exclusive of lunch, and inclusive of time spent by students in actual instructional or supervised study activities. This time may include off-site educational experiences overseen by the school (e.g. courses taken at a college, internships, etc.). For more information on alternative course delivery mechanisms, see Course Credit Policies and Procedures.57

Students on track for graduation often reach their senior year needing only a few required courses or already having met minimum diploma requirements. Regardless, schools should schedule all students in their first four years of high school for 5.5 hours of instructional or supervised study activities. Schools may use a variety of options to support students in pursuing more rigorous diploma options and strengthening their college and career readiness, including:

• Extended core courses (e.g., a fourth year of math or science), Advanced Placement courses, college-preparatory courses, or elective courses;
• Off-site internships, overseen by a teacher or administrator in the school, which align with learning standards;
• Courses at a college in partnership with the high school;
• Seminars or independent studies where students can research a topic of interest to them; and
• Advisory activities to support students in planning for college and careers.

For guidance on awarding credit for these learning experiences, see Course Credit Policies and Procedures.

Students above compulsory age (i.e., those who have completed the school year in which they turn 17) have the right to attend a full-time high school or high school program through the end of the school year in which they turn 21. For

56 An SBO is the process whereby a Principal and his or her UFT chapter leaders agree to propose to the UFT represented school staff deviations from certain requirements of the UFT teachers’ contract. First, the principal and UFT chapter leader must reach agreement on the SBO proposal. Next, the UFT chapter leader must arrange for a vote and notify all UFT staff members. The proposal must be approved by 55% of the staff who vote, and the SBO must specify which provisions of the contract will be altered.

57 See also question 11 of NYSED’s Attendance Memo.
students who are above compulsory age and have completed four years of high school (i.e., are in their fifth year of high school or beyond), schools have the following options:

- Schools are encouraged to program students with a full schedule to complete their academic program and earn a diploma, recognizing the options above for supporting college and career readiness.
- Based on their academic and personal needs, schools may program individual students for shortened schedules to complete their academic program and earn a diploma. In this case, schools should ensure that students are scheduled, at a minimum, for courses and exams needed to put them on track to graduate. All students should be provided opportunities to complete an academic program that adequately prepares them for their college and career goals.
- Currently students may not be given “part-time” schedules (with a schedule of courses meeting fewer than five days) without marking such students absent on the days they do not attend courses.

Schools may refer to the graduation requirements cards for recommendations on the courses and exams students should take to prepare for college and careers.

A school’s schedule is determined by the principal in alignment with contractual obligations. Changes to the schedule that deviate from the traditional eight-period day require a vote via the school-based option (SBO) process. See the Programming FAQ for additional guidance.

To ensure that daily instructional time is accurately reflected in STARS, schools should address the following:

- The bell schedule defined in STARS should accurately reflect the school’s schedule.
- All empty periods in students’ schedules should accurately reflect the student’s program.
  - All students attending school full-time should be scheduled for instruction, lunch, or supervised study activities for all periods within the school day.
  - For students eligible for a shortened schedule (see policies outlined above), blank periods indicate periods where the student is not programmed for instruction and therefore not expected to attend school.
- Students’ lunch periods should be accurately reflected in STARS. All students should be provided the opportunity for a daily lunch period; schools should not use lunch periods to deliver instruction or conduct required academic activities or services.

See also Scheduling in STARS.

3. Attendance—Updated April 2015

Attendance refers to both the data collection and reporting of how many students are in school each day and the practices necessary to increase the number of students in school each day. The following are important elements of a school’s attendance program:

- A protocol, standard routine and timeline for when and who manages and scans attendance rosters, checks and files them and updates attendance, as necessary.
- Clear school attendance policies shared with students, families and staff, including attendance goals, how absences or lateness impact course grades, what constitutes and excused absence, and what students do if they must miss school.

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58 An SBO is the process whereby a Principal and his or her UFT chapter leaders agree to propose to the UFT represented school staff deviations from certain requirements of the UFT teachers’ contract. First, the principal and UFT chapter leader must reach agreement on the SBO proposal. Next, the UFT chapter leader must arrange for a vote and notify all UFT staff members. The proposal must be approved by 55% of the staff who vote, and the SBO must specify which provisions of the contract will be altered.

59 For students who elect to take additional elective courses or extracurricular activities in place of a lunch period, schools should obtain consent from the student’s parent or guardian.
Plan to connect attendance and academic achievement: school-wide grading policies, teacher professional development on absenteeism, attendance topics for grade-level or content-area teams, and transition plans and lesson planning for absentees that supports continuity of instruction when student miss school.

Systems to contact families for every absence and determine causes, including means to keep family contact information current and ways to log or track reasons for absences.

Investigations whenever the cause of absence is unknown or when absences continue; connections with community services when barriers to regular school attendance cannot be overcome with school-site interventions.

Schools are required to communicate the standard of attendance that students are expected to maintain, and attendance is essential to full participation in all learning experiences. The following rules apply:

- A student who has attended at least one instructional period cannot be marked absent.
- No number of latenesses equals an absence.
- A student cannot be excluded from school because he/she arrived late.
- Students who miss 20 or more days the previous year are identified in ATS with a “chronic absence indicator” in ATS (CHRONIC ABS). These students can be targeted for specific interventions to help prevent further patterns of absence.
- For PSAL, students must maintain 90% attendance, counting only unexcused absences within each marking period (for a typical marking period of 30 days, this means no more than 3 unexcused absences).
- Family vacations and travel are not discharges. Students are marked absent during these events.

Every school must define its own specific policies on attendance and lateness. Schools must publish these policies in the staff and student/parent handbooks, web site, or other ways the school communicates: The definitions of lateness; the process for leaving school early; the reasons and documentation required for excused lateness or absences; and how the school is notified of absences or reasons for absences. School attendance policies must be clear on what parents must do to notify the school before and/or after all absences, including extended absences for vacations or family emergencies.

The Transfer, Discharge, and Graduation Guidelines describe the correct discharge codes and evidence before a student is removed from a school’s register. Each principal is responsible for following the Transfer, Discharge, and Graduation guidelines, which may be updated each school year.

Refer to Chancellor’s Regulation A-210 and the Transfer, Discharge, and Graduation guidelines and the Attendance page on the Principal’s Portal for full details.

B. Coding and Titles for Required Course Sequences on Transcripts—Added April 2015

STARS course codes capture information about the subject area, course content, and position of a course within a sequence. For courses required for graduation, schools should follow the coding practices below to ensure that course sequences can be interpreted by other NYCDOE schools and NYCDOE graduation tracking tools.

- The titles of courses required for graduation should be easy for an external reader to interpret. Descriptive information about the themes and topics covered in required courses can hinder postsecondary institutions’ ability to understand a student’s academic history. This information can be communicated with students and families through course catalogs and other materials.
- Courses for which a standard code is not available are generally coded using “Q” in the second character. The titles of these courses should be descriptive so that the reader of the transcript can interpret them. For example, the course “MQS11: Math Topics” does not provide any information about the content of the course and whether it is high-school level, while “MQS11: Pre-Algebra” communicates that the course is not aligned to high school-level standards.
- Course titles should never indicate that a course is designed specifically for students with disabilities (e.g. courses should not be titled “Resource Room” or “English Special Ed.”)
The same course code generally should not appear on students’ transcripts twice, especially if the course is credit-bearing.

- If a student already received credit for a course but is auditing the same course again to prepare for a Regents exam, the student should receive a mark of “NC” or “NU” for the second course in order to avoid double-crediting.
- In some cases, it may be impossible to avoid duplicative codes; for example, if a school offers two “other math” courses, both beginning with MQ. In this case, the school can use the 7th and 8th characters to distinguish between the courses. Credit-bearing math courses should generally be coded using a more descriptive course code (ME for algebra, MG for geometry, etc.).

Expectations for coding required sequences in English, social studies, math, and science are outlined below:

<table>
<thead>
<tr>
<th>Required Sequence</th>
<th>Coding (First Two Characters)</th>
<th>Considerations</th>
</tr>
</thead>
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| English (8 credits) | EE | If a selective or specialized English course is part of the required English sequence, do not code it using a value other than E in the second character (such as EJ for journalism or EL for literature). These values should be reserved for electives that do not fulfill the English requirement. Instead, use the seventh or eighth characters and/or course titles to distinguish courses as needed. The fourth and fifth characters should reflect a four-year sequence, corresponding to the four required years of English. For example:
- EEN41 – EEN44 for an annualized sequence
- EES81 – EES88 for a semester-based sequence
- EETC1 – EETCC for a trimester-based sequence
- EEFG1 – EEFGGG for a cycle-based sequence

Integrated ELA and ESL courses should be coded as EE in order to indicate alignment to the ELA standards. ES courses should not be counted toward graduation requirements. |
| Social Studies (8 credits) | HG (Global) HU (U.S. history) HE (Economics) HV (Government) HF (Annualized Economics and government) | Do not code required social studies courses using values other than those outlined here, such as HR for “History of…” courses. These values should be reserved for electives do not fulfill the social studies requirement. Instead, use the seventh or eighth characters and/or course titles to distinguish courses as needed. The fourth and fifth characters should reflect a sequence where applicable. |
| Math (6 credits) | Choose the code that corresponds to the course content. | If a student is participating in an extended three- or four-semester math course, the fourth and fifth characters should reflect this. If a student begins participating in a 2-semester algebra course but transitions to a 4-semester algebra course, the following sequence can be used: MES21, MES22, MES43, MES44. |
| Science (6 credits) | Choose the code that corresponds to the course content. | If a student is participating in an extended three- or four-semester math course, the fourth and fifth characters should reflect this. If a student begins participating in a 2-semester earth science course but transitions to a 4-semester earth science course, the following sequence can be used: SES21, SES22, SES43, SES44. Science courses with “L” in the seventh character should not be credit-bearing and should not count toward the science credit requirement. |
Schools should review their course codes for alignment to the recommendations above and adjust course codes for 2015-16 and beyond as needed. Schools should not modify historical course codes as this can result in the loss of important academic data. In the event of a discrepancy between school practice and the expectations above, course syllabi should be maintained on file to support graduation certifications.

C. SCHEDULING IN STARS—Updated April 2015

A school’s academic program is operationalized through its master schedule. The master schedule encompasses the locations and meeting times of all courses a school currently offers. Each course has the following six basic attributes that can be used in creating both student and teacher schedules:

- Course code;
- Section number;
- Period;
- Rotation (i.e., number of days per week the course meets);
- Location; and
- Teacher(s) of record (i.e., the subject-certified teacher responsible for designing the syllabus, providing instruction, monitoring student progress, and awarding grades).

Once a master schedule is created and finalized, students can be scheduled for their courses.

Each school indicates the courses it currently offers by designating active course codes. These course codes provide important information about the subject, level, and instructional model for student schedules, report cards, transcripts, and other accountability systems. Codes may have up to eight characters. The use of a standardized code deck allows users within and outside the school community to understand what the course codes signify.

Prior to building the term’s master schedule, schools should review their course offerings and active codes for the given year/term and ensure the courses will again be available.

Schools must use the section properties function to identify additional teachers and special class attributes for courses and sections defined on the master schedule. This function includes other attributes like a secondary teacher, the language of instruction, the special education model, the ELL model (English as a Second Language, Dual Language, or Transitional Bilingual Education), whether the course is online or iLearn, and other applicable properties.

Schools are responsible for ensuring that all students, including students who are absent for extended periods of time (LTAs), are provided with an academic program that moves them toward graduation and college and career readiness. In the event that a student is absent unexpectedly for more than 20 consecutive school days, the following policies apply:

- The student’s academic schedule should be maintained in STARS.
- To ensure that the student receives support in the event of an absence of more than 20 consecutive school days, the school may modify the student’s schedule in following ways:
  - Add administrative block(s) to serve as a transition schedule, in which the student will meet with a counselor, administrator, and/or other school staff members prior to his or her return to classes. These courses should be coded using “ZA” in the first two characters, as described in the STARS high school course code directory.
  - In addition, the school may partially or fully remove the student from the academic program for which he or she was previously scheduled. The school should retain a copy of the academic program

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60 This function is found under the “Master Schedule” sub-menu of the “School Scheduling” drop-down on STARS Admin.

61 Special education models include the following: Teacher Support Services (Direct); Teacher Support Services–Indirect; Integrated Co-Teacher; 12:1; 15:1; 12:1:1; 8:1:1; and 12:1:4. For dropdown two, choices include: Teacher Support Services–Indirect; Hearing Ed Services; Speech/Language Therapy; Occupational Therapy; Orientation and Mobility Services; School Health Services; and Vision Education Services.
in the student’s cumulative record to facilitate the process of recreating the program in STARS at a later date if needed.

D. STARS ACTION ITEMS

**STARS action items** are notifications that appear on the STARS Admin homepage. Actions items are designed to support schools in ensuring that STARS data accurately reflect schools’ academic programming practices by drawing attention to data quality issues and/or school practices that may not be consistent with academic policies.

Schools should use action items to conduct regular, proactive checks of their STARS data and alignment to academic policies. When an Action Item notification appears, users can make changes to data directly in STARS Admin.

- STARS Admin users can view action items and a summary of the methodology, policy and steps to resolving these items on the STARS Admin “action items” screen.
- On the STARS Admin homepage, users can navigate to the “action items page” by pressing the action items icon (?) found under the STARS Admin logo or the summary found next to “announcements.”
- Any updates to data are reflected in STARS the next day.

E. TERM MODELS

Schools designate courses as following a term model, where “term” is defined as the length of time before a teacher awards a final grade. Term model options include:

- Year-long (~36 weeks of instruction)
- Semester-based (~18 weeks of instruction)
- Trimester-based (~12 weeks of instruction)
- Cycle-based (~9 weeks of instruction)

In STARS, schools must specify a term model; however, term models may be designated at the course level as well. (For example, a school that generally follows a year-long model might choose to offer semester-based arts and health courses.) Schools may adjust the number of weeks of instruction per term in STARS, as long as they have designated enough instructional days to meet State school day and individual course instructional time requirements.

1. Additional Programming Options

Schools may consider alternative options in designing academic programs and individual courses for students who may need additional support, including:

- Designing a course that incorporates alternative mechanisms for delivering course content and skills, such as blended/online learning, internships/service-learning, or project-based learning; see [Course Credit Policies and Procedures](#).
- Using “selectives,” i.e., designing a suite of different course offerings that address similar standards, content, or skills, through different lenses (e.g., creating a thematic, chronological, and/or regional-based approach to global history, or an interdisciplinary approach, e.g., global economics). Such offerings enable schools to provide flexibility to students who may need to repeat a failed course, but for whom repeating the same course in the exact same way would not likely lead to success.
- Considering how frequently a course should meet and how long each period should be (e.g., a course could be scheduled for a total of 70 hours to give students more time to master content). Note: **additional credit** should not be awarded for additional instructional time with minimal additional **learning standards**; see [Additional/Fractional Credit](#).
Designing a course’s scope and sequence to account for different rates of student learning, enabling students to move on when they have mastered course content but also allowing additional time for students who may need it.\(^{62}\)

- For example, a school may design a two-credit U.S. history sequence that lasts a maximum of three semesters. As documented in the syllabus, students are expected to master the U.S. history learning standards by the end of the second semester, at which time they receive a final grade for the U.S. history course. Students who require additional time to master the learning standards remain enrolled in the course for a third semester, during which time they receive additional instruction which builds upon their learning from the first two semesters. During the third semester, students are awarded a final grade and course credit when they master the learning standards, at which time they are moved out of the course.

- Mastering course learning standards during a longer period of time than the traditional course length does not merit additional course credit.\(^{63}\) In the above example, all students receive two credits for mastering the U.S. history learning standards and passing the course, regardless of whether they complete the course in two or three semesters. (Note that all students must receive a minimum of 54 hours of instruction per credit.)

- In STARS, schools may designate course durations of up to two years. Students who fail to master the learning standards by the end of a course’s pre-defined duration may be eligible for credit recovery options in accordance with NYSED and NYCDOE policies. See Make-Up Credit and Credit Recovery.

As part of the grading policy, building in frequent ways for students to make-up missed assignments or instruction prior to the end of the marking period and prior to awarding the final course grade, including the use of 37.5 minutes.

- Considering all of the supplemental aides and services available in order to ensure access to the curriculum for students with disabilities. In addition, schools should consider the quality of implementation of the IEP, including alignment of services to student need. Students should always receive services in the “least restrictive environment” that is appropriate for them and may receive different services for different content areas depending on their needs and strengths.

- When creating courses in STARS, schools may not indicate a special education model in the course code and/or course name. Schools should indicate the special education model at the section level using the section properties screen in STARS.

- Considering adopting an annualized or mastery-based learning model that tracks student progress toward and mastery of specific competencies, as outlined in Annualized Programming and Mastery-Based Programming.

F. PROGRAM MODELS

Schools typically program students using either an individual or block scheduling model.

- **Individual scheduling:** In this model, students are scheduled based on individual needs and requirements. As a result, each student’s schedule is unique. Courses may be scheduled as a daily uniform program or on a rotation cycle.

- **Block scheduling:** In this model, students are organized into groups and each group follows the same schedule. Block scheduling allows for longer periods and normally requires courses to meet on a rotation.

In addition to individual and block scheduling, schools may choose to adopt different instructional approaches to which student and teacher schedules align. Some of these approaches are described below. Refer to the High School Programming FAQ for additional information on designing school schedules and teacher programs.

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62 All course codes should accurately reflect the length of the course sequence and the position of the course within the sequence.

63 As an exception, students may receive additional credit for completing extended math and science courses designed to culminate in a Regents exam. In these subjects, students may receive three credits for a four-semester (162-hour) course and four credits for a four-semester (216-hour) course.
1. **Annualized Learning**

An annualized instructional approach is one where a course’s syllabus, scope and sequence, lesson plans, assessments, and grading policy reflect a 36-week learning cycle (typically with the same teacher and students). A school may be instructionally annualized, but choose to document course grades and credit on the transcript more than once a year. As such, schools that offer annualized learning may choose any term model available in STARS (year-long, semester, trimester, or cycle). Adopting an annualized instructional approach does not mean that a school must adopt a year-long term model in STARS. However, in this case, the documentation required includes a school-wide grading policy and syllabi that align to a year of instruction.

- A school that offers an annualized program and uses a semester, trimester, or cycle term model may update grades and credits documented earlier in the year based on a student’s performance later in the school year, in accordance with the school’s grading policy.
- If students in a semester-based course (e.g., a course that reflects an 18-week learning cycle) fail the course in the first semester, they may not receive credit for that course in the second semester as part of credit earned in a second-semester course. In this situation, the school should maintain a semester-based program and follow the policies outlined in Make-Up Credit and Credit Recovery. Moving forward, the school could choose to design an annualized program with a syllabus that demonstrates academic standards spiraled throughout a year-long learning cycle and a grading policy that reflects that cycle.
- Schools awarding credit for instructionally annualized programs using semester, trimester, or cycle term models may divide the credit value among each term accordingly. See the Guide to Programming and Awarding Credit in Trimester and Cycle Models for more information.

2. **Mastery-Based Learning**

Mastery-based learning is an approach based on the principle that students can advance to the next course upon demonstrating mastery of course outcomes. Student progress and performance are measured based on specific predetermined competencies and skills, and data are used to provide timely, differentiated support based on students’ individual learning needs.

In a mastery-based learning system, teachers:

- Identify specific standards and competencies on which students must demonstrate proficiency;
- Align curriculum, scope and sequence, lesson plans, student assessments, and grading policies to the identified standards and competencies;
- Define qualitative, descriptive criteria that indicate how a student can demonstrate proficiency or progress toward proficiency on each standard and competency; and
- Provide students with regular, specific feedback on their progress toward meeting each identified standard and competency (note: feedback is typically not averaged, but tracked individually).

Implementing mastery-based learning requires long-term planning and strong support from the school community, including teachers, administrators, students, and families. Schools considering adopting a mastery-based system should contact their academic policy point for support. For additional guidance on programming students in mastery-based learning models, see the Overview of Mastery Based Learning.

There are many additional options schools may consider in designing their academic programs and individual courses, particularly to support students who may need more time to master course content. See Additional Programming Options for more information.
G. ENGLISH LANGUAGE LEARNERS (ELLS)

Students are identified as ELLs based on the results of the Home Language Identification Survey (HLIS) and, if appropriate, their English proficiency level on the New York State Identification Test for ELLs (NYSITELL). Note that students who arrived in the country during high school are eligible to appeal the ELA Regents exam.

New Part 154 regulations which address how ELLs must be identified and served go into effect for the 2015-16 school year. Additional guidance is forthcoming.

H. STUDENTS WITH DISABILITIES

The NYCDOE’s special education reform initiative, referred to as A Shared Path to Success, seeks to ensure that all students with Individualized Education Programs (IEPs) are provided with the greatest possible access to the least restrictive environment appropriate to their needs.

Students with IEPs, should, regardless of their disabilities:

- Have access to a rigorous academic curriculum that sets high academic standards, enabling them to fully realize their potential and graduate prepared for independent living, college, and careers;
- Be taught in their least restrictive environment, and, as often as possible, alongside students without disabilities;
- Receive special education services that are targeted to their needs and provide the appropriate level of support throughout the school day; and
- Be able to attend their zoned schools or the school of their choice, while still receiving the supports they need to succeed.

All students and families must feel welcome at every school. As part of A Shared Path to Success, schools must convene a School Implementation Team (SIT), which may overlap with the Pupil Personnel Team (PPT) or other school teams, and must include at minimum one administrator, one special educator, and one general educator.

Schools should review each new student’s IEP upon entry. If a child’s IEP recommends programs or services that the school he or she is entering does not currently have, the school should first make it clear to the parents and student that they are committed to providing the programs and services that are recommended on the IEP, beginning on the student’s first day that school. The Special Education coaches will work the school to determine how to align resources to meet the recommendations on the IEP.

A student’s status as a student with an IEP is private information. Schools should ensure that the transcript does not reveal a student as having a disability. For example, schools should not list courses titled as “Resource Room” on a transcript.

For questions related to programming for students with disabilities, please contact your Special Education Achievement coach.

For other policies related to students with disabilities, see the sections on Testing Accommodations, NYSAA, Commencement Credentials, Transition Services for Students with Disabilities, and Scheduling in STARS.

I. STUDENT RECORDS RETENTION AND TRANSFER

Maintaining up-to-date, accurate student records is an important part of ensuring that students are programmed for the correct courses and exams, and receive the services they need. High schools are responsible for obtaining and maintaining relevant records electronically and in students’ cumulative files. See the guidance provided in the Student Records Maintenance and Requests FAQ and Chancellor’s Regulation A-820. To ensure that school records requests are directed appropriately, school principals should identify staff members responsible for managing student records requests. This individual may be identified in the USIN ATS screen.
Students’ cumulative files should be transferred to high schools as follows:

- For students transitioning from NYCDOE middle schools to NYCDOE high schools, middle schools are responsible for transferring students’ cumulative files to students’ receiving high schools each spring once high school placement decisions have been finalized. Middle schools use the PLNT (general education) and PSPE (special education) reports in ATS to access students’ high school DBNs, and distribute students’ cumulative files accordingly. The PLNT and PSPE reports should be included with the records as a cover sheet. High schools can use the ROSA screen in ATS to request missing records as needed.
- For students enrolling from non-NYCDOE schools, high schools are responsible for confirming students’ prior schools and contacting the schools to request copies of students’ cumulative files in a timely manner in order to provide students with appropriate academic programs. See Transfer Credit for more information on supporting transfer students.

NYCDOE’s data systems automatically transfer the following information to high schools:

- **ATS**: biographical information, attendance data, health/immunization records, promotion data, disciplinary history, exam scores, and transportation eligibility
- **STARS**: permanent records/transcripts
- **SESIS**: Individualized Education Programs (IEPs) 64

The Student Records Maintenance and Requests FAQ details what kinds of student records schools are responsible for providing to parents and students. Former students who wish to obtain copies of their academic records should submit a written request to the school they last attended, accompanied by valid proof of ID. If the student’s school is no longer open, the student should request his or her records from the designated transcript maintenance school. Students are advised to contact their borough high school superintendent’s office for assistance locating their transcript maintenance school or obtaining their records. See the DOE website for additional information. Reasonable methods must be used to identify and authenticate the identity of parents, students, school officials, and any other parties to whom personally identifiable information from education records is disclosed. When a request comes from a former student who resides out of the New York area, schools must still attempt to authenticate the identity of the requestor.

A federal immigration initiative known as Deferred Action for Childhood Arrivals allows undocumented young people who were brought to the United States as children and who meet certain criteria to be considered for work authorization and relief from deportation. Candidates must provide documentation that they meet eligibility criteria; school records are a possible form of documentation, among other documents the City made be able to provide. Former students seeking records to document eligibility for consideration of deferred action should follow the procedures for transcript and records requests outlined above.

In accordance with the Family Educational Rights and Privacy Act (FERPA), confidential student information is not available to everyone. This law protects the privacy of student information. Please see the Student Records Maintenance and Requests FAQ, question 12, for more information.

### J. HOME AND HOSPITAL INSTRUCTION

New York City’s District 75 Home and Hospital Instruction programs provide services to students who, for documented health or medical reasons, cannot attend school in person. Students may be entitled to receive instruction in their homes or in the hospital for varying lengths of time, depending on need and approval from the Department of Health and Mental Hygiene (DOHMH). Home Instruction is an interim, non-diploma granting program, which provides academic services to limit the educational effects of a long-term absence (four weeks or more). Chancellor’s Regulation A-170 outlines home instruction policies and the Home and Hospital Instruction Overview, the Home and Hospital Communication Protocol, and the ATS Updates Guide provide policy implementation guidance. The following policies apply to students on home or hospital instruction:

- Home instruction does not include students who are “home-schooled” by their parents. Please see the Home Schooling page for information.

64 It is not necessary to transfer a paper copy of the IEP.
• All public school students on home or hospital instruction must be affiliated with a NYCDOE public school (their "NYCDOE affiliate school"). Students on home or hospital instruction will appear concurrently on both their affiliate school register and on their home or hospital register. See the ATS Updates for Home and Hospital Instruction for additional guidance on accessing and updating student records in STARS and ATS.

• The affiliate school and home or hospital staff should collaborate on the design of the academic plan for each student while on home or hospital instruction, taking into account the student’s academic program and prioritized courses needed to stay on track for graduation. The nature and extent of this collaboration may vary depending on individual student circumstances and the duration of the student’s enrollment in home or hospital instruction.

• To facilitate collaboration between the home and hospital staff and affiliate school staff, students on home or hospital instruction should have shared instruction in ATS and STARS. Specific roles and responsibilities of both the home and hospital instruction staff and affiliate school staff are outlined in the Overview of Home and Hospital Instruction. Instructions for designating students for shared instruction in ATS and STARS are outlined in ATS Systems Updates for Home and Hospital Instruction.

• All students on home or hospital instruction must receive instruction that corresponds to courses required for graduation as needed, including core classes in math, science, social studies, and English as well as languages other than English, PE, health, art and electives.

• Please note that home and hospital instruction programs are not intended to provide students with a full instructional program. Rather, the goal is to ensure students remain on track to meet all academic requirements while they are home or hospital-bound, so they are able to transition back to school without significant disruption to achieving academic requirements and goals.

• Students in grades 7–12 receive 10 hours of instruction per week, to the extent possible, given the individual student’s condition. As a result, students can generally earn no more than 3 credits per semester while on home instruction.

• Students on home or hospital instruction are expected to receive instruction in PE, which takes their medical condition into consideration. PE content is expected to be included in the coursework provided by the student’s school to home or hospital instruction teachers. The coursework provided should be mindful of the student’s medical condition, and be designed to meet NYSED commencement-level PE standards.

• To facilitate collaboration between the home and hospital staff and affiliate school staff, students on home or hospital instruction should have shared instruction in ATS and STARS. Specific roles and responsibilities of both the home and hospital instruction staff and affiliate school staff are outlined in the Home and Hospital Instruction Overview. Instructions for designating students for shared instruction in ATS and STARS beginning in January 2013 are outlined in ATS Systems Updates for Home and Hospital Instruction.

• Students on home and hospital instruction who do not already receive special education services may be referred for an initial evaluation, if appropriate. NYCDOE affiliate schools are responsible for the initial evaluation, and subsequent IEP meetings and evaluations. For students who do not have a NYCDOE affiliate school (e.g. private/parochial school students), the Committee on Special Education (CSE) affiliated with the student’s borough of residence is responsible for conducting the initial evaluation.

• For information on student eligibility for home instruction, the process for referring a student to home or hospital instruction, and approval for a student to go on home instruction, see Chancellor’s Regulation A-170.

• When a student is admitted to a partner hospital, instructors from the NYCDOE hospital instruction program meet with the student informally. The student is entered onto the hospital instruction’s register in ATS on his or her third day in the hospital. However, attendance is retroactive to the student’s first day in the hospital.
K. HOME SCHOOLING—Added April 2015

Families who opt for home schooling option should understand that these students are not enrolled in NYCDOE and are therefore governed by a separate set of policies. For more information, see the Office of Home Schooling website and NYSEDs FAQ on home schooling.

IV. GRADING POLICIES AND PROCEDURES—Updated April 2015

Determinations of passing or failing should be based on student mastery of the learning standards and competencies addressed in the course. Schools may not maintain quotas of students passing or failing courses. Student performance may result in passing grades for all students in a course, if all students demonstrate mastery of the learning standards addressed. However, a grading policy may not state that, by definition, all students must pass.

Schools may establish grading policies at the school, department, grade, or course level. Schools should have clearly defined procedures to ensure that students' final course grades are entered in STARS in a timely manner, up to four weeks after the end of the marking period.

In general, report cards are designed to assess student mastery of the Common Core standards. Grading policies must apply to all students in the school, including students with disabilities and ELLs. All students should be working toward grade level standards, as follows:

- **For students with disabilities**, annual goals, plans for progress monitoring, and promotion criteria are documented in the IEP, while the report card documents progress made in the general education curriculum. The IEP describes the specially-designed instruction and accommodations for individual students that will be used to create access to grade level standards and enable progress toward annual goals. All students, including students with disabilities, should be working toward grade-level standards.

- **For ELLs**, the grading policy should consider the student's English as a Second Language (ESL) proficiency level, and should include opportunities for students to demonstrate mastery in their native language.

Schools must document grading policies and make them transparent to staff, students, and families. The NYCDOE Student Bill of Rights and the Parent Bill of Rights include the rights to know and be provided with written documentation of grading policies and to receive grades based on those policies. Schools that need to update their grading policies should do so during the fall. As part of the process, schools are encouraged to create time for teacher teams to review and discuss policies before they share them with the school communities at parent teacher conferences or another time before they release report cards.

A. INCORPORATING REGENTS EXAMS INTO FINAL COURSE GRADES

For students who complete a course of study culminating in a Regents exam, the Regents exam may not be the only reason a student passes or fails a course, per the NYSED School Administrator’s Manual. As a part of a grading policy, Regents scores may be included in the calculation of a final course grade only if the score is:

- Weighted no more than 33 percent of the terminal course leading to the exam; and
- Calculated into the course grade as a component of the weighted average.65

Schools may not add points to the total grade because the student passed the Regents exam. For examples of acceptable ways to incorporate the Regents exam into a grading policy and calculate the weighted average, see Weighting Regents Exams in Grading Policies.

B. COURSE MARKS AND REPORT CARDS

Schools determine the number of marking periods to include within a year, semester, trimester, or cycle, depending on the model they use. The last marking period in the “term” (e.g., year, semester, trimester, or quarter, depending on the

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65 Schools using grading systems not based on weighted averages should ensure that the Regents exam mathematically accounts for no more than 33% of the final grade. For example, in a grading system where the final grade is based on a total of 300 points, no more than 100 points should be derived from the Regents exam outcome.
school’s model) is where final course grades for that term are recorded. Schools determine these calculations according to their grading policies.

Schools must enter all final course grades in STARS. Report cards can be generated in STARS for each marking period, and must be distributed to students and families at least twice per “term”—one student progress report and one report indicating the student’s final grades for the term. Schools may use the standard NYCDOE report card and/or school-developed materials to provide students and families with more information about their progress and performance. See Report Cards for information about translations.

Schools may choose to use one or more grading scale models, based on their grading policies. The principal, in consultation with the School Leadership Team (SLT), may determine whether grading policies are set at the school, department, grade, or course level. Each course mark has a citywide pass/fail equivalent (and, for alpha grades, a default numeric equivalent which is used in the calculation of GPA), whereby a passing grade equates to earning credit in the course. In some cases, a school may choose to change the numeric equivalent in accordance with its grading policy. For a list of grading scales and available marks for each, see appendix E.

The following policies apply to specific course marks:

- **Incompletes:** Schools may award a grade of Incomplete (“NX”) if a student has a documented, extreme extenuating circumstance that prevents him/her from completing the course in its established timeframe (e.g., surgery, death in the family). A student who receives an incomplete must successfully complete remaining course requirements by the end of the semester following the termination of the course in order to receive a final grade and credit, as applicable. “NX” does not have a pass/fail or a numeric equivalent.

- **New or Recently Admitted Students:** Students who enroll in a course after it has started may have missed assignments or assessments needed to generate a complete course grade for a given marking period. These students may be given a grade of “NL” in STARS to indicate this circumstance. NL does not have a pass/fail or numeric equivalent. Students who receive a grade of NL must successfully complete remaining course requirements by the end of the semester following the termination of the course in order to receive a final grade and credit, as applicable.

- **No Show:** A grade of “NS” is given to a student who fails to attend a course and does not participate in any of the work from which a grade can be derived. NS has a pass/fail equivalent of fail and a default numeric equivalent of 45.

STARS Classroom, together with STARS Admin, comprises the STARS suite of course scheduling and grade management software applications used by the NYCDOE. STARS Classroom is an internet-based application that automates the collection of course marks for teachers. Teachers can use this system to view class rosters, access student data, and enter course marks which will appear on STARS generated student report cards. In the future, STARS Classroom will include more functions to further support existing school needs. For more information, please see the guide to STARS Classroom teacher grade entry in grades 6–12 and Using My Assessments in STARS Classroom.

C. TRANSCRIPT UPDATES

Schools must maintain procedures for keeping student transcripts up to date to ensure that students are programmed for needed courses to support accurate tracking of student progress towards meeting diploma requirements. All transcript updates must be completed in accordance with the policies listed below and supported by back-up information.

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66 For additional information on generating final grades in STARS, see Grades and Exams.

67 While schools are not restricted to using specific grading scales for certain types of courses, schools should consider students’ academic needs and postsecondary goals in selecting grading scales. For example, a numeric or alpha grade may convey needed information about students’ mastery for particular postsecondary options. While schools may define their grading policies at the school, department, or course-level, schools are encouraged to adopt a consistent mark form across courses.

68 For assistance, schools may contact their designated data/applications specialist.

69 Schools that use numeric grading scales that extend below 45 should consider altering the NS numeric equivalent to align with the numeric scale they use.
documentation. A sample template for documenting transcript updates is included in appendix F. Reasons for making transcript updates are as follows:

- Adding a new grade:
  - Transfer credits, in accordance with the policies outlined in the section on Transfer Credit;
  - Credit-by-examination, in accordance with the policies outlined in the section on Credit by Examination; or
  - Participation in PSAL or other school-based or out-of-school team or club for PE course credit, in accordance with the policies outlined in Required Credits.

- Changing an existing grade (beginning in the 2012–13 school year, transcript updates to change an existing grade from a prior school year will include additional system restrictions to reflect the reason for the transcript update):
  - Annualization update, in accordance with the policies outlined in the section on Annualization;
  - Teacher error calculating student’s final grade, in accordance with the course’s grading policy;
  - Principal override, in accordance with CSA and UFT contracts. A teacher must be notified in writing of any principal override of his or her final course grades; or
  - Updating a grade of Incomplete (NX) or Recent Admit (NL) to a final grade, per the policies outlined in Student Records Retention and Transfer.

- Adding an examination outcome:
  - NYSED-approved alternative assessments (see appendix B);
  - Regents exam waiver, in accordance with NYSED policy (see Regents Exam Waivers);
  - Regents exam score a student completed at a non-NYDOE school in New York State; or
  - Performance-based assessment tasks for schools with State approval.

D. Calculation of Grade Point Average (GPA) and Rank

Schools may determine which courses taken at their school to include in the calculation of student GPA. In addition, schools may use STARS to assign additional weight to Honors, Advanced Placement, International Baccalaureate, and college courses.

Schools may determine whether to establish school-based policies for class rankings and determinations of a valedictorian and salutatorian. Schools should have clear, documented policies in these areas that take into consideration which students are eligible to be ranked, which courses count in the ranking, how courses are weighted, and how the final rank will be calculated. In STARS, when calculating the rank, schools can determine which students are included in the denominator by creating a custom group and excluding or including students based on their ranking policy.
## V. APPENDICES

### A. CREDIT AWARDED FOR SEQUENCES REQUIRED FOR GRADUATION—Updated April 2015

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Traditional Timeframe</th>
<th>Credits Awarded</th>
<th>Minimum Time</th>
<th>Required Regents Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English (EE)</strong></td>
<td>8 semesters</td>
<td>8 credits</td>
<td>432 hrs.</td>
<td>English and Language Arts (Common Core) or Comprehensive English</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>8 credits distributed as follows:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global History [HG]</td>
<td>4 semesters</td>
<td>4 credits</td>
<td>216 hrs.</td>
<td>• Global History and Geography or • Unites States History</td>
</tr>
<tr>
<td>U.S. History [HU]</td>
<td>2 semesters</td>
<td>2 credits</td>
<td>108 hrs.</td>
<td></td>
</tr>
<tr>
<td>Participation in Government [HF or HV]</td>
<td>1 semester</td>
<td>1 credit</td>
<td>54 hrs.</td>
<td></td>
</tr>
<tr>
<td>Economics [HF or HE]</td>
<td>1 semester</td>
<td>1 credit</td>
<td>54 hrs.</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>6 credits distributed as follows (traditional sequence):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra I [ME]</td>
<td>2 semesters</td>
<td>2 credits</td>
<td>108 hrs.</td>
<td>One of the following Regents:</td>
</tr>
<tr>
<td>Geometry [MG]</td>
<td>2 semesters</td>
<td>2 credits</td>
<td>108 hrs.</td>
<td>• Algebra I (Common Core) or Algebra I/Integrated Algebra</td>
</tr>
<tr>
<td>Algebra II / Trigonometry [MR]</td>
<td>2 semesters</td>
<td>2 credits</td>
<td>108 hrs.</td>
<td>• Geometry (Common Core) or Geometry</td>
</tr>
<tr>
<td>Science</td>
<td>6 credits distributed as follows:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Science (Living Environment or other life science) [SL or other]</td>
<td>2 semesters</td>
<td>2 credits</td>
<td>108 hrs.</td>
<td>One of the following Regents:</td>
</tr>
<tr>
<td>Physical Science (Chemistry, Earth Science, Physics, or other physical science) [SC, SE, SP, or other]</td>
<td>2 semesters</td>
<td>2 credits</td>
<td>108 hrs.</td>
<td>• Living environment</td>
</tr>
<tr>
<td>Any additional science (from those listed above or other science course)[S*]</td>
<td>2 semesters</td>
<td>2 credits</td>
<td>108 hrs.</td>
<td>• Chemistry</td>
</tr>
<tr>
<td>Language Other than English (LOTE)</td>
<td>2 semesters</td>
<td>2 credits</td>
<td>108 hrs.</td>
<td>None required for graduation</td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
<td>2 semesters</td>
<td>2 credits</td>
<td>108 hrs.</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>8 semesters (0.5 credit each) OR 7 semesters (0.58 credit each)</td>
<td>4 credits OR 4.06 credits</td>
<td>3.2 “flip” or comparable time each semester (27 hours) OR 5x/week (minimum of 180 minutes per week)</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>1 semester</td>
<td>1 credit</td>
<td>54 hrs.</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>7 semesters</td>
<td>7 credits</td>
<td>378 hrs.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

---

70 Schools may accelerate or extend the timeframe for completing a sequence (except for physical education) depending on the school's schedule and student needs. Acceleration and extension do not affect the credits earned or the instructional time required for a sequence, except as described below.

71 Students at Performance Standards Consortium schools must pass the English Regents exam and Performance Based Assessment Tasks (PBATs) in English, social studies, math, and science.

72 NYSED allows math courses designed to culminate in a Regents to extend to up to four credits. No more than a total of four credits may be awarded for high school level coursework in any of the following subjects: Algebra I, Geometry, Algebra II/Trigonometry (i.e., students must earn at least two commencement-level credits other than Algebra).

73 Additional exams and/or credits are required for an Advanced Regents diploma.

74 NYSED allows science courses that end in a Regents exam to extend to up to four credits. No more than a total of four credits may be awarded for high school level coursework in any of the following subjects: Living Environment, Earth Science, Chemistry, and Physics. There is no specific required sequence for science courses.

75 All students must take Physical Education (PE) every year they are in high school. Taking more than one PE course in a term is allowed, but may not be used to complete core requirements early.
B. APPEAL OF A REGENTS EXAM SCORE TO EARN A DIPLOMA

The New York State Education Department allows a student who has met specific eligibility requirements to appeal one or two Regents scores to earn a diploma.

<table>
<thead>
<tr>
<th>Eligible Students</th>
<th>Appeal to Graduate with a Score of 62–64 on Regents Examinations</th>
<th>Appeal to Graduate with a Score of 55–61 on ELA Regents Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student must have:</td>
<td>The student must have:</td>
</tr>
<tr>
<td></td>
<td>• Taken the exam(s) under appeal at least two times previously</td>
<td>• Taken the exam(s) under appeal at least two times previously</td>
</tr>
<tr>
<td></td>
<td>• Scored within three points of a 65 on the exam(s) under appeal and 65 or above on the other Regents exams required for graduation</td>
<td>• Scored within three points of a 65 on the exam(s) under appeal and 65 or above on the other Regents exams required for graduation</td>
</tr>
<tr>
<td></td>
<td>• Attained at least a 65 course average in the subject area of the exam under appeal</td>
<td>• Attained at least a 65 course average in the subject area of the exam under appeal</td>
</tr>
<tr>
<td></td>
<td>• Maintained an attendance rate of at least 95 percent for the school year during which the student last took the required Regents Exam under appeal</td>
<td>• Maintained an attendance rate of at least 95 percent for the school year during which the student last took the required Regents Exam under appeal</td>
</tr>
<tr>
<td></td>
<td>• Provided evidence of academic intervention services in the subject area under appeal</td>
<td>• Provided evidence of academic intervention services in the subject area under appeal</td>
</tr>
<tr>
<td></td>
<td>• Been recommended by his or her teacher or department chairperson for the appeal</td>
<td>• Been recommended by his or her teacher or department chairperson for the appeal</td>
</tr>
</tbody>
</table>

**Additionally:**
- The student must be a current ELL student or ELL student at time of ELA Regents administration; and
- The student must have enrolled in any United States school for the first time in grade 9–12.

**Type of Diploma**
- One successful appeal results in a Regents diploma
- Two successful appeals results in a local diploma

**Process**
- Online process; request should be made in ATS using the RQSA screen
- Offline manual process – Request form and all supporting documents must be submitted to superintendent.

**Test Score Requirements**
- 62 –64 on up to two of the required Regents exams
- 55–61 on an ELA Regents

Note that an appeal may be initiated by a student, a student’s parent/guardian, or teacher. The school principal must convene a committee comprised of three teachers (not to include the student’s teacher in the subject area of the Regents Exam under appeal) and two school administrators, including the principal. The standing committee must review the appeal and make a recommendation to the high school superintendent for approval.

For more information on appeals see the Appeals to Graduate with a Score of 55-64 on a Regents Examination FAQ, Request Forms, Approval Instructions for Superintendents, and the ATS Wiki. For now, the new arrival ELA appeal process is a manual, offline process. Schools may submit this form and supporting documents to their superintendent.
C. **NYCDOE CREDENTIAL, DIPLOMA, AND ENDORSEMENT CODES**

The following is excerpted from the [Transfer, Discharge, and Graduation Guidelines](#).

### CREDENTIAL CODES

<table>
<thead>
<tr>
<th>CODE</th>
<th>DESCRIPTION</th>
<th>USAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Received High School Equivalency Diploma (GED)</td>
<td>This code is used when a student is to be discharged from the NYCDOE after being granted a High School Equivalency Diploma (GED) following completion of a District 79 NYCDOE GED preparation program. Only certain District 79 programs may enter a Code 30 discharge. Any school that wishes to update the status of a previously discharged student who has been granted a GED should use the PDSC screen to record the Code 30.</td>
</tr>
<tr>
<td>64</td>
<td>Career Development and Occupational Studies (CDOS) Commencement Credential For students with IEPs who participate in standard assessments only.</td>
<td>For eligible students with disabilities who meet criteria described <a href="#">here</a>. The credential is not equivalent to a New York State high school diploma. The credential may be awarded any time after the student has attended school for at least 12 years, excluding kindergarten, or received a substantially equivalent education elsewhere; or at the end of the school year in which a student attains the age of 21. This credential may also be awarded as an endorsement to a high school diploma (use code 20). For students less than 21 years old, the credential must be provided with a written assurance that the student continues to be eligible to attend school until the student has earned a regular high school diploma or until the end of the school year in which the student turns age 21, whichever occurs first.</td>
</tr>
<tr>
<td>65</td>
<td>Skills and Achievement Commencement Credential For students with IEPs who participate in New York State Alternate Assessment (NYSAA) only.</td>
<td>For eligible students with disabilities who meet criteria described <a href="#">here</a>. The credential is not equivalent to a New York State high school diploma. The credential may be awarded any time after the student has attended school for at least 12 years, excluding kindergarten, or received a substantially equivalent education elsewhere; or at the end of the school year in which a student attains the age of 21. For students less than 21 years old, the credential must be provided with a written assurance that the student continues to be eligible to attend school until the student has earned a regular high school diploma or until the end of the school year in which the student turns age 21, whichever occurs first.</td>
</tr>
</tbody>
</table>

### DIPLOMA GRANTING CODES

<table>
<thead>
<tr>
<th>CODE</th>
<th>DESCRIPTION</th>
<th>USAGE</th>
</tr>
</thead>
</table>
| 26   | Local Diploma | *This is available to students who first entered grade 9 in 2007 or earlier and for all students with disabilities who meet the eligibility requirements, via the safety net provision:*  
+ Student has an Individualized Education Program (IEP),  
+ Student has a 504 plan specifying Safety Net eligibility, or  
+ Student with a disability was declassified in grades 8 through 12, and his or her last IEP specifies Safety Net eligibility.  
For information on student eligibility and documentation requirements for the safety net, please visit [Grad Requirements](#). |
| 27   | High School Regents Diploma | Student has earned 44 credits in required subject areas and passed five required Regents exams. |
| 28   | Received High School Regents Endorsed Diploma with Honors | Student has earned 44 credits in required subject areas, passed five required Regents exams, and earned an average score of 90 or higher on these Regents exams. Upon entering this graduation code in ATS schools may select from a “Discharge Reason” menu one of the following Diploma distinctions:  
+ Regents Diploma with Honors with approved Arts sequence acknowledgement (5-unit Arts sequence)  
+ Regents Diploma with Honors with Career and Technical Education (CTE) endorsement  
If a selection from the “Discharge Reason” menu is not made, the designation will
remain as “High School Regents Diploma with Honors.”

<table>
<thead>
<tr>
<th>CODE</th>
<th>ENDORSEMENT</th>
<th>ELIGIBLE DIPLOMA CODES</th>
</tr>
</thead>
</table>
| 47   | Received High School Advanced Regents Diploma | This code is used when a student has been granted an advanced Regents Diploma according to NY State Commissioner’s Regulations. Upon entering this graduation code in ATS schools may select from a “Discharge Reason” menu one of the following Diploma distinctions:  
  - Advanced Regents Diploma with approved Arts sequence acknowledgement (5-unit Arts sequence)  
  - Advanced Regents Diploma with Career and Technical Education (CTE) endorsement  
If a selection from the “Discharge Reason” menu is not made the designation will remain as “Advanced High School Regents Diploma.” |
| 62   | Received High School Advanced Regents Diploma with Honors | This code is used when a student has been granted an Advanced Regents Diploma and has achieved an average of 90% on the required Regents exams. Upon entering this graduation code in ATS schools may select from a “Discharge Reason” menu one of the following Diploma distinctions:  
  - Advanced Regents Diploma with Honors with approved Arts sequence acknowledgement (5-unit Arts sequence)  
  - Advanced Regents Diploma with Honors with Career and Technical Education (CTE) endorsement.  
If a selection from the “Discharge Reason” menu is not made the designation will remain as “Advanced High School Regents Diploma with Honors.” |

DIPLOMA ENDORSEMENT CODES

Upon entering a graduation code in the GRDT (or DISC) screen in ATS, schools may indicate from a “diploma type” for students how have earned endorsements.

<table>
<thead>
<tr>
<th>CODE</th>
<th>ENDORSEMENT</th>
<th>ELIGIBILE DIPLOMA CODES</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Arts</td>
<td>26, 27, 28, 47, 62</td>
</tr>
<tr>
<td>02</td>
<td>CTE</td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>CTE and arts</td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>07</td>
<td>Math and science</td>
<td></td>
</tr>
<tr>
<td>08</td>
<td>Arts and science</td>
<td></td>
</tr>
<tr>
<td>09</td>
<td>Arts and math</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Arts, science, and math</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>CTE and science</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>CTE and math</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>CTE, science, and math</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>CTE, arts, and science</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>CTE, arts, and math</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>CTE, arts, math and science</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>CDOS credential as an endorsement to a diploma</td>
<td>26, 27, 28, 47, 62</td>
</tr>
</tbody>
</table>
D. CALENDAR CHANGE REQUESTS

Each year, the school year calendar is designed centrally to meet the NYSED requirement of a minimum number of 180 State “aidable” days in all schools, per NYSED’s Attendance Memo. The school year calendar, including Chancellor’s conference days for professional development, is pre-determined centrally to ensure that schools do not fall below the minimum number of aidable days. To avoid the risk of a reduction in State aid, and to limit the impact on bus scheduling and other services, schools may not open late, dismiss early, or close without prior approval through a calendar change request. Schools must obtain staff and PTA approval through SBO and PTA votes, respectively, and by the Superintendent, prior to submitting a request. Schools submit requests at least six weeks prior to the first requested date change, and must provide a minimum of four weeks’ notice of the calendar change to parents, once approval has been granted.

The Student Attendance Calendar published each year provides instructions for schools on reporting student attendance consistent with the central school year calendar. It sets the designated parent-teacher conference days, instructions for coding shortened days already scheduled in the calendar, and describes the process for coding Regents exam days. Schools should consult the Student Attendance Calendar if they are considering a calendar change request. Calendar change requests must be made in the circumstances below, and must be approved annually. Schools that have approval to implement any of the alternative schedules below from prior years must resubmit a calendar change request each school year. See this FAQ for more information about the calendar change process, eligibility requirements, and dates that are not permitted to change.

- Professional development (e.g. any day(s) when school is in session for fewer than 5.5 hours, for grades 7–12, exclusive of lunch, to enable additional professional development on that day)
  - Schools may request up to three shortened sessions per semester for staff development (e.g. days that fall below the State minimum of a 5.5 hour school day), provided all of the following conditions are met:
    - The weekly minimum instructional time requirement of 27.5 hours per week, exclusive of lunch, must still be fulfilled.
    - The school must have SBO approval.
    - When a shortened session is scheduled during a 4 day week (for instance, when the week includes a holiday), grades 7-12 must still be in session for 22 hours of instruction over that week, exclusive of lunch.
  - Requests that exceed three shortened sessions per semester (e.g. weekly, biweekly or monthly shortened sessions) must adhere to the components outlined above for shortened sessions, and must be submitted in the spring for implementation in the next school year. These requests must also be approved by the NY State Education Department; the NYCDOE central office submits such requests to the NY State Education Department for review.
- Full Professional Development Days (e.g. switching an instructional day with a professional development day): Requests for non-instructional days are reviewed based on the number of available aidable days, which vary each school year, and is subject to Chancellor approval.
- Changing afternoon parent teacher conference dates: A calendar change request (CCR) is required to reschedule the citywide afternoon conference date. Please note:
  - Single-session schools may not re-schedule afternoon conference dates without a CCR.
  - Multi-session schools with more than one grade level should select one of the set citywide dates.
  - Central approval is not required for the following: with SBO approval, schools may change evening conference dates and schedule an evening conferences on the citywide afternoon day. Multi-level schools (e.g. K–8, 6–12) may select one of the citywide afternoon conference dates.

76 In an emergency situation (e.g. severe flooding, power outage), if a principal believes there is a need to make a change to the regularly scheduled school day and had not previously requested a calendar change, he or she must make this request of the Superintendent, who will get authorization from the Chancellor or his designee.
E. COURSE AND EXAM MARKS TABLES

The table below outlines all available grade scales, and their associated marks, in STARS, along with their pass/fail equivalents and default numeric equivalents.

<table>
<thead>
<tr>
<th>Course Mark</th>
<th>Description</th>
<th>Default Numeric Equivalent</th>
<th>Pass/Fail Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>International Baccalaureate scale</td>
<td>N/A</td>
<td>F</td>
</tr>
<tr>
<td>2-7</td>
<td>International Baccalaureate scale</td>
<td>N/A</td>
<td>P</td>
</tr>
<tr>
<td>10-64</td>
<td>Numeric course grades (1-100 scale)</td>
<td>10–64</td>
<td>F</td>
</tr>
<tr>
<td>65-100</td>
<td>Numeric course grades (1-100 scale)</td>
<td>65–100</td>
<td>P</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>N/A</td>
<td>P</td>
</tr>
<tr>
<td>F</td>
<td>Alpha course grades (A-F scale)</td>
<td>55</td>
<td>F</td>
</tr>
<tr>
<td>D-</td>
<td>Alpha course grades (A-F scale)</td>
<td>60</td>
<td>F</td>
</tr>
<tr>
<td>D</td>
<td>Alpha course grades (A-F scale)</td>
<td>65</td>
<td>P</td>
</tr>
<tr>
<td>D+</td>
<td>Alpha course grades (A-F scale)</td>
<td>68</td>
<td>P</td>
</tr>
<tr>
<td>C-</td>
<td>Alpha course grades (A-F scale)</td>
<td>73</td>
<td>P</td>
</tr>
<tr>
<td>C</td>
<td>Alpha course grades (A-F scale)</td>
<td>75</td>
<td>P</td>
</tr>
<tr>
<td>C+</td>
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<td>P</td>
</tr>
<tr>
<td>B-</td>
<td>Alpha course grades (A-F scale)</td>
<td>83</td>
<td>P</td>
</tr>
<tr>
<td>B</td>
<td>Alpha course grades (A-F scale)</td>
<td>85</td>
<td>P</td>
</tr>
<tr>
<td>B+</td>
<td>Alpha course grades (A-F scale)</td>
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<td>P</td>
</tr>
<tr>
<td>A-</td>
<td>Alpha course grades (A-F scale)</td>
<td>93</td>
<td>P</td>
</tr>
<tr>
<td>A</td>
<td>Alpha course grades (A-F scale)</td>
<td>95</td>
<td>P</td>
</tr>
<tr>
<td>A+</td>
<td>Alpha course grades (A-F scale)</td>
<td>98</td>
<td>P</td>
</tr>
<tr>
<td>E-</td>
<td>Excellent -</td>
<td>93</td>
<td>P</td>
</tr>
<tr>
<td>E</td>
<td>Excellent</td>
<td>95</td>
<td>P</td>
</tr>
<tr>
<td>E+</td>
<td>Excellent+</td>
<td>98</td>
<td>P</td>
</tr>
<tr>
<td>G-</td>
<td>Good -</td>
<td>83</td>
<td>P</td>
</tr>
<tr>
<td>G</td>
<td>Good</td>
<td>85</td>
<td>P</td>
</tr>
<tr>
<td>G+</td>
<td>Good+</td>
<td>88</td>
<td>P</td>
</tr>
<tr>
<td>S-</td>
<td>Satisfactory -</td>
<td>73</td>
<td>P</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>75</td>
<td>P</td>
</tr>
<tr>
<td>S+</td>
<td>Satisfactory+</td>
<td>78</td>
<td>P</td>
</tr>
<tr>
<td>N-</td>
<td>Needs Improvement-</td>
<td>60</td>
<td>F</td>
</tr>
<tr>
<td>N</td>
<td>Needs Improvement</td>
<td>65</td>
<td>P</td>
</tr>
<tr>
<td>N+</td>
<td>Needs Improvement+</td>
<td>68</td>
<td>P</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>55</td>
<td>F</td>
</tr>
<tr>
<td>ME</td>
<td>Mastery – Exceeds standards</td>
<td>95</td>
<td>P</td>
</tr>
<tr>
<td>MA</td>
<td>Mastery – Above standards</td>
<td>85</td>
<td>P</td>
</tr>
<tr>
<td>MT</td>
<td>Mastery – Meets standards</td>
<td>75</td>
<td>P</td>
</tr>
<tr>
<td>MP</td>
<td>Mastery – Approaching standards</td>
<td>65</td>
<td>P</td>
</tr>
<tr>
<td>MB</td>
<td>Mastery – Below standards</td>
<td>55</td>
<td>F</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>N/A</td>
<td>P</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td>N/A</td>
<td>F</td>
</tr>
<tr>
<td>NS</td>
<td>No credit – No show</td>
<td>45</td>
<td>F</td>
</tr>
<tr>
<td>ND</td>
<td>No credit – Fulfilled distribution requirement (for interdisciplinary courses, as applicable)</td>
<td>N/A</td>
<td>NULL</td>
</tr>
<tr>
<td>NU</td>
<td>No credit – Audit</td>
<td>N/A</td>
<td>NULL</td>
</tr>
<tr>
<td>NX</td>
<td>No credit – Incomplete</td>
<td>N/A</td>
<td>NULL</td>
</tr>
<tr>
<td>NL</td>
<td>New/Recent Admit</td>
<td>N/A</td>
<td>NULL</td>
</tr>
<tr>
<td>NW</td>
<td>No credit – Course Waived (used only for PE for early graduates)</td>
<td>N/A</td>
<td>P</td>
</tr>
</tbody>
</table>
Note: Schools have the option of displaying only the highest Regents exam score on the transcripts of students who have taken Regents exams multiple times.

<table>
<thead>
<tr>
<th>Exam Mark</th>
<th>Applicable Exams</th>
<th>Description</th>
<th>Default Numeric Equivalent</th>
<th>Pass/Fail Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-54</td>
<td>Regents, LOTE Regents-like exam, LOTE SLP</td>
<td>The numeric exam score the student received on the exam</td>
<td>1-54</td>
<td>F</td>
</tr>
<tr>
<td>55-100</td>
<td>Regents, LOTE Regents-like exam, LOTE SLP</td>
<td>The numeric exam score the student received on the exam</td>
<td>55-100</td>
<td>F or P, depending on student eligibility and diploma type</td>
</tr>
<tr>
<td>ABS⁷⁷</td>
<td>Regents, LOTE Regents-like exam, LOTE SLP</td>
<td>Student was scheduled to take the exam but did not show up on test day</td>
<td>N/A</td>
<td>F</td>
</tr>
<tr>
<td>INV⁸⁹</td>
<td>Regents, LOTE Regents-like exam, LOTE SLP</td>
<td>Student cheated on the exam or became ill during the exam and was therefore unable to complete it</td>
<td>N/A</td>
<td>F</td>
</tr>
<tr>
<td>MIS⁸⁹</td>
<td>Regents, LOTE Regents-like exam, LOTE SLP</td>
<td>School/teacher mis-administered the exam</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>WA</td>
<td>Regents</td>
<td>Student entered a NYCDOE school in 11th or 12th grade, as applicable: 11th or 12th grade: waive Global History &amp; Geography 12th grade: waive Global History &amp; Geography and/or Science</td>
<td>N/A</td>
<td>P</td>
</tr>
<tr>
<td>P</td>
<td>RCT</td>
<td>Student passed RCT⁷⁸</td>
<td>N/A</td>
<td>P</td>
</tr>
<tr>
<td>F</td>
<td>RCT</td>
<td>Student failed RCT⁸⁰</td>
<td>N/A</td>
<td>F</td>
</tr>
<tr>
<td>WX</td>
<td>NYSED-approved Regents Alternative</td>
<td>Student passed NYSED-approved Regents Alternative</td>
<td>N/A</td>
<td>P</td>
</tr>
<tr>
<td>WG</td>
<td>Regents</td>
<td>Regents Appeal</td>
<td>N/A</td>
<td>P</td>
</tr>
<tr>
<td>P</td>
<td>PBAT</td>
<td>For Consortium Schools only. Corresponds to Consortium Rubric grades of Outstanding, Good, and Competent.</td>
<td>N/A</td>
<td>P</td>
</tr>
<tr>
<td>F</td>
<td>PBAT</td>
<td>For Consortium Schools only. Corresponds to Consortium Rubric grade of Needs Revision.</td>
<td>N/A</td>
<td>F</td>
</tr>
</tbody>
</table>

⁷⁷ Beginning in the 2012–13 school year, marks of ABS, INV, and MIS will not appear on transcripts. All Regents exam marks are maintained in students’ STARS permanent records.

⁷⁸ RCTs are available only to students with disabilities who entered grade 9 prior to September 2011.
F. **FORMS—Updated April 2015**

The following is a list of forms for school use, in fillable format.

- Accreditation Committee Course Proposal Review Form
- Course Makeup Form
- Diploma Requirements Worksheet
- New Arrival ELA Appeal (to graduate with a score of 55-61)
- JG Checklist
- Off-site Coursework Agreement Form
- Transcript Update Form
- Transfer Credit Equivalency Form
- Transfer Student Entry Checklist
- Unit of Study Evaluation Form
- Pupil Accounting Forms