



Assisting Students
Experiencing Education Instability

Graduation Plan Toolkit



Table of Contents



Graduation Plan Toolkit Overview3

Suggested Act 1 of 2022 Graduation Plan Components5

Act 1 of 2022 Credit Assessment Guidance.....7

Rubric for Act 1 of 2022 Graduation Plan Assessment.....9

Act 1 of 2022 Graduation Plan Form for 9th Grade.....10

Student Self-Assessment and Expression of Goals22

Graduation Plan Implementation and Ongoing Progress Monitoring25

Review of Compliance with Act 1 and Pennsylvania Graduation Pathways.....27

Conclusion.....28

Resources28

Contact.....28





Introduction

The Act 1 of 2022 Graduation Plan Toolkit is designed to support school entities and their Act 1 Points of Contact (POC) in developing and implementing effective Graduation Plans for Act 1 eligible students. This toolkit provides guidance on creating individualized Graduation Plans that align with state and local requirements, ensuring that Act 1 eligible students have a clear pathway to timely graduation. Eligible students in grades 9-12 must be provided with a Graduation Plan, which must be included in the student's education record. The plan should be shared with the student's education decision maker (EDM).



Who Should Use This Toolkit?

This resource is intended to support the designated point of contact (POC) within a school entity or other designated staff responsible for developing Graduation Plans for Act 1 eligible students. The POC is responsible for identifying Act 1 eligible students, gathering academic records, monitoring student progress, ensuring compliance with graduation requirements, and fostering academic success.

If a POC is unfamiliar with a student being served, they should seek out the knowledge and expertise of school personnel who know the student. The Act 1 POC for the student may complete a Graduation Plan in consultation with the school counselor, school social worker, home and school visitor or school psychologist, the student's IEP Team or 504 Service Coordinator, or other appropriate individuals and school staff. The student should also be included in the development of their Graduation Plan.



Why It Matters?

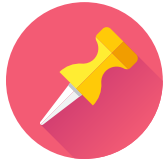
A structured Graduation Plan is crucial for helping students stay on track toward earning their diploma, particularly for students experiencing education instability. By utilizing this toolkit, school entities can create a comprehensive and proactive approach to supporting Act 1 eligible students, ensuring they graduate prepared for the next step in their educational or career journey.





This toolkit will support school entity compliance with Act 1 by providing a flexible tool and guiding resources in order to:

- Document all prior academic experience and map those credits to local graduation requirements.
- Identify any unmatched or transferable coursework and, if necessary, propose alternative credit recovery options or alternative assessments.
- Tailor each student's Graduation Plan—including a target graduation date that may differ from the "traditional" timeline—while considering Pennsylvania's five pathways to graduation.
- Ensure that any waivers or alternative pathways do not compromise academic rigor and align with both PDE and local school entity standards.
- Include regular progress checkpoints and incorporate the finalized plan into the student's academic records.



Indicators of Act 1 Eligibility

Students that have had one or more changes in school entity enrollment during a single school year as a result of any of the following qualify for Act 1 of 2022. Only students in grades 9-12 must have a Graduation Plan.

- Children and youth experiencing homelessness;
- Children and youth in foster care placement; and
- Court-involved children and youth relating to juvenile delinquency

The Act 1 POC should collaborate with all potential sources for eligibility information including the school enrollment staff, Homeless Liaison, Foster Care POC, shelter providers, case workers, juvenile probation officers, and residential facility staff.



Suggested Act 1 of 2022 Graduation Plan Components



Assisting Students
Experiencing Education Instability

The following outline serves as a structured list of required topic areas used to record a student's academic history, assess transferable credits, identify outstanding requirements, plan alternative or credit recovery options, and gather the student's reflections on their academic interests and postsecondary goals.



How to Use This Guidance

School entities are encouraged to employ the following framework when creating a Graduation Plan for Act 1 eligible students in grades 9-12. A template meeting these standards is available.

Sections to Include:



Student Information

- Student name and ID.
- Current grade level.
- Special considerations, including (but not limited to):
 - IEPs or 504 Plans.
 - Social or behavioral needs.
 - Emotional supports.



Academic History and Documentation

- List of all prior school transcripts and records.
- Documented coursework from previous school placements, including:
 - Residential facilities.
 - Alternative education settings.



Credit Mapping

- **Current Credits:** Courses completed that match local requirements.
- **Partial Credits:** Courses where partial credit has been awarded.
- **Unmatched Coursework:** Coursework that may be equivalent to a required course under a different title.



Local Graduation Requirements

- Detailed list of courses and competencies required for graduation.
- Mapping of prior credits against each requirement.

Suggested Act 1 of 2022 Graduation Plan Components

continued



Assisting Students
Experiencing Education Instability



Alternative Options

- **Waivers:** Note any courses that can be waived due to similar prior coursework or demonstrated competence.
- **Alternative/Modified Courses:** List modified or alternative courses for credit recovery.
- **Alternative Assessments:** Include options for students to earn credit through projects, presentations, internships, essays, or experiential learning.



Pathways to Graduation

- Consider the student's eligibility under one or more of Pennsylvania's five pathways according to Act 158.
- Identify the student's Act 1 Pathway to Graduation:
 - Issue from current school.
 - Solicit from prior school.
 - Apply for the Act 1 Keystone Diploma.



Target Graduation Date

A customized graduation timeline that may:

- Align with the traditional schedule.
- Be accelerated.
- Be extended to meet individual needs.



Regular Checkpoints

Scheduled dates for:

- Review meetings.
- Progress updates.
- Adjustments to the Graduation Plan.



Student Engagement and Self-Expression

Opportunity for the student to:

- Share their academic history and experiences.
- Express their academic and career goals.
- Participate in creating their Graduation Plan.



Act 1 of 2022 Credit Assessment Guidance



Assisting Students
Experiencing Education Instability

Act 1 of 2022 states that Pennsylvania school entities must ensure that students receive full or partial credit for all satisfactorily completed coursework, regardless of the issuing school (including residential facilities).

It is critical that all academic work is thoroughly investigated and evaluated, so that education disruptions do not become graduation barriers. Credit assessment policies must outline how coursework will be reviewed based on content and alignment with academic standards, rather than course titles alone. In addition, under Act 1, a school entity may waive any course needed for graduation if the student has 1) completed similar coursework at another school entity or 2) demonstrates competence in the content area.



How to Use This Guidance

This resource outlines the process of how coursework from prior schools and placements can be credited in full or in part toward local requirements. Consider following these steps to ensure a complete review of a student's academic history and current standing at the time of Act 1 identification. This guidance may also be used to create or revise local policies that define how full and partial credits are assessed, clarify review procedures, and promote flexibility. Consider applying these practices when developing a personalized Graduation Plan that reflects the student's progress and next steps.

Steps to award full, partial, and alternative credit:

1



Step 1: Collect Documentation

- Gather all available transcripts, course descriptions, and evidence of learning (e.g., projects, assessments, internships).
- Consider all potential sources for documentation (e.g. prior schools, residential placements, shelter providers, and child welfare agencies).



2



Step 2: Identify Equivalencies

- Compare course titles and content to local curriculum standards.
- For example, a "Mythology" course from a previous school might satisfy the English 9 requirement if the content aligns.



Steps to award full, partial, and alternative credit: cont.

3



Step 3: Awarding Credit

- **Full Credit:** Where the course content and outcomes match local requirements, assign full credit. Full credit should be granted for any courses the student successfully completed.
- **Partial Credit:** Where courses were only partially completed due to education instability, assign partial credit. If only portions of a course meet the local requirements, clearly document what is missing and the steps to be taken to meet the requirements to obtain full credit.

4



Step 4: Alternative Assessments

- For unmatched coursework or gaps in coursework, consider alternative assessments like essays, special projects, presentations, or competency tests to demonstrate proficiency of content.
- Recognize or identify experiential learning, higher-level coursework, work experience, and internships as fulfilling a course or graduation requirement.
- Consult with the student and those who support them about possible alternative assessments to demonstrate their competence and discuss their academic history. For example, if a student reports that they are a strong writer, they may wish to explore an essay option.

5



Step 5: Waivers

- Local requirements may be waived by the chief school administrator due to experiencing educational instability, or if the student has demonstrated equivalent learning or competency (either through coursework or alternative assessments).
- The Pennsylvania Department of Education provides specific guidance on providing and accounting for graduation requirement waivers under Act 158. More information about statewide high school graduation requirements is on the [Pennsylvania Department of Education Standards Aligned System website](https://www.pdeskills.org/aligned-system).

6



Step 6: Record-keeping

- Clearly record the rationale for each credit decision in the student's Graduation Plan or academic record, ensuring it is incorporated into their academic records. Strong record-keeping ensures that Graduation Plans are portable in the event of future school moves.

Rubric for Act 1 of 2022 Graduation Plan Assessment



Assisting Students
Experiencing Education Instability

This rubric offers a standardized way to assess the thoroughness and quality of each student's Graduation Plan, ensuring consistency and adherence to Act 1 of 2022. A complete Graduation Plan is essential for timely graduation and provides a clear record if further school changes are needed.



How to Use This Assessment

Act 1 POCs or other designated school staff may refer to this rubric when developing or reviewing an Act 1 Graduation Plan for completeness.

Criteria and Levels

Criteria	Ideal	Needs Work	Insufficient
Completeness of Academic History	All academic experiences are comprehensively documented, including all alternative placements.	Most relevant experiences are documented with minor gaps.	Significant omissions or incomplete documentation.
Credit Mapping Accuracy	Credits are accurately matched to all local requirements with clear evidence of equivalency.	Majority of credits are correctly matched; minor discrepancies noted.	Inaccurate or unclear credit mapping.
Alternative Options and Assessments	Detailed and justified alternatives/waivers provided with multiple assessment options.	Appropriate alternatives/waivers noted; clear rationale provided.	Limited or unclear alternative options, with insufficient justification.
Timeliness and Graduation Pathway	Target graduation date is strategically set with clear alignment to one or more graduation pathways and checkpoints.	Graduation date set with reference to a pathway; checkpoints scheduled.	Graduation date and pathway selection are vague or misaligned.
Student Engagement and Self-Expression	Student has fully articulated academic, career, and extracurricular aspirations with actionable goals.	Student input is present but could be more detailed; goals are generally clear.	Limited or absent student input; goals are not well-defined.

Act 1 of 2022 Graduation Plan Form for 9th Grade



Assisting Students
Experiencing Education Instability

This Graduation Plan form may be adopted or used by school entities as inspiration in the development of their own Graduation Plan. The form provided considers all previously completed coursework, assessments, and planning steps to ensure on-time graduation.

All eligible students in grades 9–12 shall receive an individualized Graduation Plan tailored to their academic history and local requirements. The Graduation Plan may be completed by the Act 1 Point of Contact (POC) or another school staff member designated by the school entity. It is recommended that students also participate in their own graduation planning.

This form is optimized for students in or entering 9th grade. It reflects prior learning and aligns progress with the school entity's grade-level expectations. The plan also includes what is required to be completed by the student in grades 9–12 to graduate on time.



How to Use This Form

This Graduation Plan form specifies the coursework required for the student to graduate and prepare for postsecondary education or the workforce. **It is recommended to complete a plan within 30 days of the student being identified as eligible under Act 1.**

The Act 1 POC may collaborate with relevant school staff, including the student's school counselor, school social worker, home and school visitor, school psychologist, Individualized Education Program (IEP) team or 504 coordinator, and other individuals as appropriate to complete a plan.

Pages 10-21 provides sample student information for educational purposes only. It does not represent a real student. It is intended to illustrate a completed Graduation Plan to assist school entities in developing a Graduation Plan for a student eligible under Act 1.

This form has been completed as a sample to demonstrate some of the practices involved in graduation planning.

Find extra insights in the call-outs throughout.



Student Name: **Alex Ulmase**

Student ID: **0987654321**

Date of Completion: **02/02/2022**

Act 1 POC Name: **Mr. Jacobs**

Current Grade: **9th Grade** Date of Act 1 Identification: **01/26/2022** Date of Birth: **03/01/2008**

Special Circumstances (check all that apply): ☐ IEP ☒ Section 504 ☐ English Language Learner (ELL)

Consultation (Indicate who has been consulted and provide details below.)

Receiving School Details

Name of LEA/School Entity or AUN: **George Washington School District**

Site/School Name: **George Washington High School**

School/Guidance Counselor

Name: **Ms. Thomas**

Phone: **717-555-0102**

Email: **Thomas@GWSD.org**

Act 1 POC

Name: **Mr. Jacobs**

Phone: **717-555-0101**

Email: **Jacobs@GWSD.org**



Tip: School counselors (or the staff-member responsible for scheduling) and the Act 1 POC should always collaborate during the graduation planning process. If the school entity structure includes individual grade-level counselors, consider how they may be included as well. Other collaborators will be listed in the "Additional Consultants" section.

Additional Consultants (please check all that apply)

☐ School Counselor ☒ School Social Worker ☐ Home or School Visitor ☐ School Psychologist
☐ Special Education Staff ☒ Building Principal ☒ Other: **Superintendent, Foster Parent, County Caseworker**

Notes, Names and Contact Details:

The plan has been reviewed by and shared with Alex's county caseworker, Alicia M. and EDM, Steve U. Additional consultants are: George Washington High School Social Worker, Terry H. 717-555-0103; George Washington High School Principal, Tammy B. 717-555-0100; and the district Superintendent, Dr. Manny K. 717-555-0001.



Tip: Additional consultants may include anyone who may offer insight into a student and their academic experience. Consider consulting family members, justice workers, caseworkers, additional Act 1 POCs, McKinney-Vento Homeless Liaisons, Foster Care Point of Contacts, staff from residential placements, and other stakeholders in their educational and personal success. Detailed records offer a clear plan and continuity if a student experiences future education instability.

Summary of Student's Academic History

Provide a brief overview of the student's education history, prior academic work, and Act 1 eligibility notes:

Alex has changed schools several times since entering foster care. Alex attended Riverstone Transitional Learning Center for part of 8th grade before returning to Summit Falls School District. He then entered 9th grade in Westview Area School District. Alex reports often feeling ahead when changing schools, and his former teachers describe him as an engaged learner capable of independent work. He is especially talented in Art and English and demonstrates a strong interest in Biology. These interests should be considered when planning alternative assignments. He took two full year electives at his last school in the fall semester, worth 0.5 credits each. He participated in extracurricular activities, including Track, at his prior school.



Tip: Identify details of alternative schedules at prior school entities, such as A/B or block schedules, and consider how those credits will apply at your school entity. For instance, a student whose classes were organized into a block schedule may have completed the requirements for a course before a mid-year school change. Discuss this with the student and confirm it with collaborators.

List prior school entities of attendance, including school programs of residential placements:

School Category (Select all that apply)	Name of LEA/School Entity	Name of Contact and Phone Number	Transcript, Records, & Document Coursework Received?
☒ Elementary ☐ Middle ☐ High ☐ Alternative ☐ Residential	Maple Hill Area School District	Mr. Jones: 570-555-3333	☒ Yes ☐ No
☐ Elementary ☒ Middle ☐ High ☐ Alternative ☐ Residential	Crestview Area School District	Mrs. Brown: 717-555-7777 x 100	☒ Yes ☐ No
☐ Elementary ☒ Middle ☐ High ☐ Alternative ☐ Residential	Summit Falls School District	Ms. Cortez: 610-555-1000	☒ Yes ☐ No
☐ Elementary ☒ Middle ☐ High ☐ Alternative ☒ Residential	Riverstone Transitional Learning Center	Mr. Lee: 215-555-1234	☐ Yes ☒ No
☐ Elementary ☐ Middle ☒ High ☐ Alternative ☐ Residential	Westview Area School District	Dr. Penn: 610-555-3800 x 500	☒ Yes ☐ No
☐ Elementary ☐ Middle ☐ High ☐ Alternative ☐ Residential			☐ Yes ☐ No
☐ Elementary ☐ Middle ☐ High ☐ Alternative ☐ Residential			☐ Yes ☐ No
☐ Elementary ☐ Middle ☐ High ☐ Alternative ☐ Residential			☐ Yes ☐ No
☐ Elementary ☐ Middle ☐ High ☐ Alternative ☐ Residential			☐ Yes ☐ No



It is important to gather and retain all academic records for an Act 1 student.

Required Courses and Alternative Options

Detail the remaining required courses and note any waivers or alternative assessments offered for the Act 1 student to recover credits. Describe plans for Alternative Assignments and Credit Recovery in the section Outstanding Required Coursework Notes on [page 19](#).



Insight: Demonstrated here, this student has enrolled with half an academic year remaining, but more than half a year's worth of credit to recover. The POC has planned to enroll the student in the most closely-aligned local courses. The remainder will be attained through credit waiver, credit recovery, and alternative assignments.

Requirements to be Completed by the Conclusion of 9th Grade

Outstanding Requirement	Credit Amount	Plan(s) for Completion (Check all that apply.)
Elective A (partial credit mapping for "Emotional Wellness" at prior school; waiver granted in lieu of spring elective)	0.25	☒ Alternative Assignment ☐ Traditional Class ☐ Credit Recovery ☐ Other: _____
Elective B (partial credit mapping for "Artistic Expression" at prior school; enrolling in spring Art elective)	0.25	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
English 9 (no alternative or credit recovery required)	0.5	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
Math (Algebra 1) (misaligned work at prior school, student will take traditional class and participate in credit recovery)	0.75	☐ Alternative Assignment ☒ Traditional Class ☒ Credit Recovery ☐ Other: _____
Physical/Health Education (credit recovery)	0.5	☐ Alternative Assignment ☐ Traditional Class ☒ Credit Recovery ☐ Other: _____
Science (Earth Science) (student will take traditional class and complete project for alternative assignment)	0.5	☒ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
Science (Earth Science Lab)	0.25	☐ Alternative Assignment ☐ Traditional Class ☐ Credit Recovery ☐ Other: _____
Social Studies (World History) (no alternative or credit recovery required)	0.5	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
Credit Total	3.50	

Required Courses and Alternative Options

Detail the remaining required courses and note any waivers or alternative assessments offered for the Act 1 student to recover credits. Describe plans for Alternative Assignments and Credit Recovery in the section Outstanding Required Coursework Notes on [page 19](#).



Insight: When a student matriculates but requirements in the Graduation Plan are not met, then the plan should be revisited and revised to meet the change in grade-level work.

Requirements to be Completed by the Conclusion of 10th Grade

Outstanding Requirement	Credit Amount	Plan(s) for Completion (Check all that apply.)
Elective A	0.5	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
Elective B	0.5	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
English 10	1.0	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
Math (Algebra II)	1.0	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
Physical/Health Education	0.5	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
Science (Biology)	1.0	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
Science (Biology Lab)	0.5	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
Social Studies (Agriculture and Society)	1.0	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
Credit Total		6.0

Required Courses and Alternative Options

Detail the remaining required courses and note any waivers or alternative assessments offered for the Act 1 student to recover credits. Describe plans for Alternative Assignments and Credit Recovery in the section Outstanding Required Coursework Notes on [page 19](#).

Requirements to be Completed by the Conclusion of 11th Grade		
Outstanding Requirement	Credit Amount	Plan(s) for Completion (Check all that apply.)
Elective A	0.5	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
English 11	1.0	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
Foreign Language	1.0	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
Math (Statistics)	1.0	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
Science (Environmental Science or Chemistry)	1.0	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
Science (Environmental Science field study of Chemistry Lab)	0.5	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
Social Studies (Economics)	1.0	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
		☐ Alternative Assignment ☐ Traditional Class ☐ Credit Recovery ☐ Other: _____
		☐ Alternative Assignment ☐ Traditional Class ☐ Credit Recovery ☐ Other: _____
Credit Total	6.0	

Required Courses and Alternative Options

Detail the remaining required courses and note any waivers or alternative assessments offered for the Act 1 student to recover credits. Describe plans for Alternative Assignments and Credit Recovery in the section Outstanding Required Coursework Notes on [page 19](#).

Requirements to be Completed by the Conclusion of 12th Grade		
Outstanding Requirement	Credit Amount	Plan(s) for Completion (Check all that apply.)
Elective A (Internship or College Prep)	0.5	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
Elective B (Senior Research or Career Readiness Seminar)	0.5	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
English 12	1.0	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
Foreign Language	1.0	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
Math (Pre-calculus or Consumer Math)	1.0	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
Science (Ecology or Physics)	1.0	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
Social Studies (Global Geography, Economics, or Psychology)	1.0	☐ Alternative Assignment ☒ Traditional Class ☐ Credit Recovery ☐ Other: _____
		☐ Alternative Assignment ☐ Traditional Class ☐ Credit Recovery ☐ Other: _____
		☐ Alternative Assignment ☐ Traditional Class ☐ Credit Recovery ☐ Other: _____
Credit Total	6.0	

Outstanding Required Coursework Notes

Describe how addressing outstanding required courses upholds local and state standards for academic rigor:

Alex will recover 0.5 credits each in Algebra 1, Earth Science, English 9, and Social Studies (World History) through traditional classes in 9th grade.

He will need to complete credit recovery for Algebra 1 and an alternative assignment for Earth Science. No alternative assignments or credit recovery are needed for English 9 and Social Studies (World History).

To complete credit recovery, his Algebra 1 teacher has given him access to the three units he needs to meet the outcomes aligned to CC.2.1.HS.B.1, CC.2.1.HS.B.2, and CC.2.1.HS.B.3. He will view recorded lectures on Canvas and complete the assignments during weekly study hall.

Because he is skilled in Biology, he will participate in traditional class for Earth Science and complete a project on the role of water on Earth to meet standard 3.3.9-12.K.

To allow time for his Earth Science lab and Art elective, he will complete asynchronous assignments to recover the remaining Physical/Health Education credit. A waiver has been granted for the remaining credit requirement of Elective A (Emotional Wellness), which was partially fulfilled at his prior school last fall.

Graduation Pathway and Target Date

Specify the anticipated graduation pathway(s) at the time of plan completion with rationale and the proposed graduation date.

Planned Act 1 Graduation Pathway:

(Select only one item.)

- ☒ Satisfactory completion of local requirements
(includes IEP goals)
- ☐ Satisfactory completion of prior school
entity requirements
- ☐ Keystone Diploma

Planned Act 158 Graduation Pathway:

(Select only one item.)

- ☒ Keystone Proficiency
- ☐ Keystone Composite
- ☐ Career and Technical Education
- ☐ Alternative Assessment
- ☐ Evidence-Based pathways
- ☐ IEP Goal Completion

Rationale:

Alex is on track to graduate on time by meeting all local requirements. With the completion of credit recovery in grade 9, he will satisfy this year's academic expectations. An alternative assignment and an elective waiver will also fulfill specific 9th-grade requirements. As he progresses through grades 10–12, alternative assessments or additional credit recovery will be considered if needed to maintain his path toward on-time graduation. At the time of this plan's completion, Keystone Proficiency is identified as his anticipated Act 158 Graduation Pathway.

Proposed Graduation Date: **May 2025**



Resource: [Download Act 158 of 2018 Graduation Requirements PDF](#) — This document is designed to provide guidance on each of the five pathways to graduation, as well as other diploma options, and on the implementation of statewide graduation requirements.

Student Goals and Interests

Describe the student's academic, career, and extracurricular interests:

Alex shows strong interest in Art, Science, and English and enjoys hands-on activities such as farm work and animal care. He is curious about college, though he currently expresses some doubt about his ability to attend. Alex is eager to meet new peers and plans to join both the Track team and 4-H; he has already been connected with the 4-H sponsor. His English teacher, who also coaches Track, has been informed of his interest. We will also coordinate with the drop-in after-school center he attends to ensure consistent out-of-school support.



Resource: [Download Act 1 of 2022 Student Self-Assessment](#) — The Act 1 Point of Contact may provide the eligible student with this form in order to record their interests and experiences. The self-assessment will inform student-specific graduation planning. [See page 22](#) of our Toolkit for a completed sample form.

Current Academic Year Progress Checkpoints

List scheduled review meetings and checkpoints.

Checkpoint 1 Date: 03/04/2022

Notes: We reviewed Alex's academic progress and confirmed the requirements to be completed by the end of 9th grade. In coordination with his teacher, we finalized the alternative assignment for Earth Science and verified that credit recovery for Algebra I and Physical/Health Education is underway. We also addressed potential fee waivers to support his participation in extracurricular activities. Earlier this month, Alex joined the Track team.

Checkpoint 2 Date: 06/22/2022

Notes: Alex successfully recovered his partial credits by completing both an alternative assignment and a credit recovery program, in addition to his traditional coursework. He will matriculate to 10th grade next fall. At the start of the school year, we will meet with Alex to explore his interest in extracurricular activities and determine whether any fee waivers are needed. Ongoing check-ins will focus on supporting his academic interests and postsecondary aspirations. At this time, no alternative assessments or additional credit recovery are required; however, these options will remain available if needed in future reviews.



Tip: Ideally, schedule two checkpoint meetings per academic year. Plan to review the Act 1 eligible student's progress toward a timely graduation, assessing their satisfactory completion of graduation requirements.

Review and Signature

Final remarks, adjustments, and official sign-off.

Act 1 POC Final Remarks:

Alex's academic records have been thoroughly reviewed across all prior school entities, and appropriate full or partial credit has been awarded. To address any remaining requirements, an alternative assignment, a credit waiver, and credit recovery opportunities have been incorporated into his plan to ensure demonstrated competency and timely grade advancement. Alex is a capable and motivated student. Together, we have set clear, achievable goals to keep him on track for an on-time graduation at GWHS. With his strengths, persistence, and the support of his teachers and school team, Alex is well-positioned for continued success. We are fortunate to have him as part of our school community and look forward to seeing his accomplishments in the years ahead.

Printed Name: Mr. Jacobs

Signature: *Mr. Jacobs*

Date: 8/11/2022



Resource: [Download Act 1 of 2022 Graduation Plan Self-Assessment Rubric](#) — This tool will support Act 1 POCs to create a timely and complete Graduation Plan. Review the "Criteria" of an "Ideal" Graduation Plan before and after completing a Graduation Plan to assess the quality of the plan.

Student Self-Assessment and Expression of Goals



Assisting Students
Experiencing Education Instability

Purpose

To actively engage the student in the planning process by capturing their academic and career aspirations and interests.

Instructions

Please complete the following prompts. Your responses will help us tailor your Graduation Plan and provide the necessary support.

The following is a sample provided for educational purposes only. It does not represent a real student, but is intended to illustrate a completed self-assessment to assist school entities in developing a Graduation Plan for a student eligible under Act 1.

Name: Alex Ulmase

Current School: George Washington High School

Current Grade: 9th

Date: 01/29/2022

Academic History

List every school you remember attending:

Maple Hill Elementary School, Crestview Middle School, Summit Falls Middle School,
Riverstone Transitional Learning Center, Westview High School,
George Washington High School

Note for schools: Review and discuss the student's complete academic history.

Academic Aspirations

What subjects or areas of study interest you most?

My favorite subjects are English and Science. I am looking forward to Biology
class this year.

I also like to read and draw.

Are there any subjects you feel particularly confident in or passionate about?

I get good grades in Art and English. I read a lot and like to draw but I've been really
passionate about my science classes.

I want to learn more about nature and the environment.

Note for schools: How can these areas of interest be considered for an alternative assessment to award credits?

Student Self-Assessment and Expression of Goals

continued



Assisting Students
Experiencing Education Instability

Career Goals

What careers or industries are you interested in exploring?

I like working outside and working with animals.

Maybe taking care of animals at a zoo or wildlife center. I like being in nature so maybe a job where I can do that.

Are you interested in attending a community college, trade school, or university after you graduate from high school?

I think so. I went to a summer camp where we visited a college and learned about different science degrees. I think I could be good at that. I follow people on social media that work at zoos and parks. Their jobs seem cool.

Describe any jobs, internships, volunteering, or projects outside of school that you have done or are currently doing:

My uncle has a farm and I help there in the summer. He teaches me about running a farm and selling the things we grow. My aunt sometimes takes me to church to volunteer. I am working on a comic book, but that's just for me.

Extracurricular Interests

List any clubs, sports, or activities you enjoy or wish to pursue:

I'm joining the track team and anime club this year. I want to try joining the 4-H club too. I also go to our afterschool program sometimes.

How do you think these activities can support your overall education goals?

To stay on the track team, I have to keep good grades. All of my clubs are helping me make friends at my new school. I think learning about farming will help me understand business and science better.

Do you currently work or plan to work outside of school?

I'd like to get a job when I'm 16. In the summer, I work at my uncle's farm.

Student Self-Assessment and Expression of Goals

continued



Assisting Students
Experiencing Education Instability

Personal Challenges and Strengths

List all your strengths, like special skills or things you do well:

I like to draw comics and write stories. I like to read too.

I am good at working with animals.

Describe any challenges you have faced in your education:

I have moved a lot and have gone to different schools. It can be hard to make friends.

I feel like when I move, I have already learned a lot more than what my new teachers think.

I want to learn something new.

Additional Comments:

Is there a teacher I can talk to about joining 4-H club? Is there anyone that can help me find a way to work with animals outside of school?

Can I go on any college tours this year?

Student Signature:

Alex Ulmase

Date:

01/29/2022

Graduation Plan Implementation and Ongoing Progress Monitoring



Assisting Students
Experiencing Education Instability

For the Point of Contact (POC)

1

Ensure Prompt Placement

Students should be placed in their appropriate courses as quickly as possible, even in the absence of school records.

2

Request and Review Academic History

Gather and assess all student academic records and credits. Immediately request all student academic documentation and records from the prior school entity, county agency, the student's educational decision maker (EDM), and any other appropriate parties. Prior schools in Pennsylvania must provide requested student records within ten business days.

3

Develop a Graduation Plan

Create a student-specific Graduation Plan detailing a student's academic history and credit requirements to ensure a timely and successful transition into postsecondary education opportunities or the workforce.

4

Develop Regular Checkpoints

Schedule consistent follow-up meetings to review progress, update the plan, and adjust alternative assessments or recovery options as needed. Best practices show that at least two meetings per academic year yield the best results.

5

Record Documentation

Ensure that every stage of the planning process, from initial assessment to final sign-off, is recorded in the student's academic records and within the Graduation Plan.

6

Offer Flexibility with Rigor

While maintaining flexibility to accommodate unique circumstances, adhere to academic standards as established by PDE and the school entity. Consider how a student's interests, aspirations, and experience may be considered for alternative assessments.

7

Connect and Collaborate

The POC must share their name and contact information with each student's education decision maker. The POC should also consult with members of the school's student support team, including the school social worker, counselor, school psychologist, home visitor, and the student's IEP Team or 504 Service Coordinator.

Graduation Plan Implementation and Ongoing Progress Monitoring

continued



Assisting Students Experiencing Education Instability

Additional Considerations



Special Education

For students with IEPs or 504 Plans, ensure that the Graduation Plan does not conflict with their individualized education goals. Act 1 does not abridge a student's right to special education or the right to graduate either through credit acquisition or through the completion of IEP goals. Importantly, students who have IEPs may remain in school through age 21, even if Act 1 offers an earlier pathway to graduation. These students also continue to have the right to participate in the graduation ceremony with their peers in the current graduating class, even if they stay in school through age 21.



Fee Waivers

All school-mandated and extracurricular fees should be waived for Act 1 eligible students. This includes materials or late fees, fees for lost or damaged materials, library fees, summer school and credit recovery fees, technology fees, graduation regalia, or any other fees that may impact student participation in school-related activities, including high school graduation.



Equity in Graduation

Students eligible under Act 1 should be afforded the same opportunities for graduation and participation in ceremonies as their peers. It is best practice to have a student graduate with their peers from their current school, if that is the preference of the student. This includes if a diploma is issued by a prior school entity or if the student receives a Keystone Diploma.



Review of Compliance with Act 1 and Pennsylvania Graduation Pathways



Assisting Students
Experiencing Education Instability

An Act 1 Graduation Plan should be developed in line with the mandates of Act 1 of 2022.

Key points include:

Full/Partial Credit Recognition

Recognize prior academic work (including coursework from residential placements) and clearly document credit decisions.

Alternative Assessments and Waivers

Offer alternative methods to demonstrate competency when traditional coursework is incomplete.

Graduation Pathways

Identify the student's Act 1 Pathway to Graduation (issue from current school, solicit from prior school, or apply for the Act 1 Keystone Diploma). Consider the student's eligibility under one or more of Pennsylvania's five graduation pathways according to Act 158 when tailoring each student's plan.

Timely Graduation

Ensure that the target graduation date, whether earlier or later than the traditional timeline, facilitates timely graduation without compromising academic quality or interfering with the student's IEP related goals for graduation.



Conclusion



Assisting Students
Experiencing Education Instability

This Act 1 of 2022 Graduation Plan Toolkit offers a structured and flexible approach to addressing the needs of students affected by education instability. By combining a detailed planning template, robust alternative credit assessment guidance, a clear rubric for evaluation, and opportunities for student self-expression, the toolkit not only complies with Act 1 of 2022 but also supports each student in reaching a meaningful and rigorous graduation outcome.

You can further customize this toolkit to reflect local policies, available credit recovery programs, and the specific needs of your student population.

This toolkit is designed as a dynamic document to evolve with best practices and changing regulatory requirements, ensuring that every Act 1-eligible student receives equitable and rigorous support on their path to graduation.



Resources

- [Act 1 Overview Training Video](#)
- [P.S. 13-1331.1 - Assisting Students Experiencing Education Instability](#)
- [Basic Education Circular - Act 1 of 2022- PDE](#)
- [Keystone Diploma Application](#)
- [Pennsylvania Department of Education's Standards Aligned System](#)
- [Pennsylvania High School Graduation Requirements](#)
- [Pennsylvania Alternate System of Assessment \(PASA\)](#)
- [Statewide Assessment Performance and Participation for Students with Disabilities](#)

Contact

For more information about this toolkit, contact Act1Training@csc.csiu.org and visit Act1EdInstability.org.



Pennsylvania
Department of Education



CENTER FOR SCHOOLS
AND COMMUNITIES