

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.

For step-by-step instructions, refer to the Act 1 of 2022 Graduation Plan Toolkit.



Student Name: _____ Student ID: _____

Date of Completion: _____ Act 1 POC Name: _____

Current Grade: **9th Grade** Date of Act 1 Identification: _____ Date of Birth: _____

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: _____

Site/School Name: _____

School Counselor

Name: _____ Phone: _____ Email: _____

Act 1 POC

Name: _____ Phone: _____ Email: _____



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: _____

Notes, Names and Contact Details: _____



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:



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?
<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Alternative <input type="checkbox"/> Residential			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Alternative <input type="checkbox"/> Residential			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Alternative <input type="checkbox"/> Residential			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Alternative <input type="checkbox"/> Residential			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Alternative <input type="checkbox"/> Residential			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Alternative <input type="checkbox"/> Residential			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Alternative <input type="checkbox"/> Residential			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Alternative <input type="checkbox"/> Residential			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Alternative <input type="checkbox"/> Residential			<input type="checkbox"/> Yes <input type="checkbox"/> No



Required Courses and Alternative Options

Specify remaining requirements that have not been identified in the previous grade-level plans. These requirements may span multiple grade levels—such as total service or volunteer hours—or be completed outside the traditional four-year schedule if a student’s timely graduation requires more than four years of high school. Describe plans for Alternative Assignments and Credit Recovery in the section Outstanding Required Coursework Notes in the next section.

Any Other Additional Requirements to be Completed by the Student

Outstanding Requirement	Credit Amount	Plan(s) for Completion (Check all that apply.)
		<input type="checkbox"/> Alternative Assignment <input type="checkbox"/> Traditional Class <input type="checkbox"/> Credit Recovery <input type="checkbox"/> Other: _____
		<input type="checkbox"/> Alternative Assignment <input type="checkbox"/> Traditional Class <input type="checkbox"/> Credit Recovery <input type="checkbox"/> Other: _____
		<input type="checkbox"/> Alternative Assignment <input type="checkbox"/> Traditional Class <input type="checkbox"/> Credit Recovery <input type="checkbox"/> Other: _____
		<input type="checkbox"/> Alternative Assignment <input type="checkbox"/> Traditional Class <input type="checkbox"/> Credit Recovery <input type="checkbox"/> Other: _____
		<input type="checkbox"/> Alternative Assignment <input type="checkbox"/> Traditional Class <input type="checkbox"/> Credit Recovery <input type="checkbox"/> Other: _____
		<input type="checkbox"/> Alternative Assignment <input type="checkbox"/> Traditional Class <input type="checkbox"/> Credit Recovery <input type="checkbox"/> Other: _____
		<input type="checkbox"/> Alternative Assignment <input type="checkbox"/> Traditional Class <input type="checkbox"/> Credit Recovery <input type="checkbox"/> Other: _____
		<input type="checkbox"/> Alternative Assignment <input type="checkbox"/> Traditional Class <input type="checkbox"/> Credit Recovery <input type="checkbox"/> Other: _____
		<input type="checkbox"/> Alternative Assignment <input type="checkbox"/> Traditional Class <input type="checkbox"/> Credit Recovery <input type="checkbox"/> Other: _____
		<input type="checkbox"/> Alternative Assignment <input type="checkbox"/> Traditional Class <input type="checkbox"/> Credit Recovery <input type="checkbox"/> Other: _____

Credit Total	
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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: _____

Proposed Graduation Date: _____



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:



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: _____

Notes: _____

Checkpoint 2 Date: _____

Notes: _____



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: _____

Printed Name: _____

Signature: _____

Date: _____



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.