

To ensure that each BSCSD student graduates with a meaningful diploma that provides them with access to as many post-secondary options as possible, we must provide our students with a number of high-quality pathways to courses, programs, and needed supports .

The [BSHS Program Guide](#) provides additional details on each of these pathways.

- **Regents Diploma**
Our goal for all students with the possible exception of those students who qualify for alternative assessment.

- **Regents Diploma With Advanced Designation**

Our aspiration for all students who have taken courses with Regents exams beyond the 5 required for a Regents Diploma.

- **Spa Academy**

A program for high school students who need a smaller setting and more individualized attention to be successful in their learning.

- **Spa Twilight Academy**

Under construction as a pilot program similar to Spa Academy, but held after school hours.

- **Early College High School**

Including our Pathways to Technology (PTECH) program and a significant number of college credit bearing courses through partnerships with local colleges and universities.

- **GED Support and Preparation**

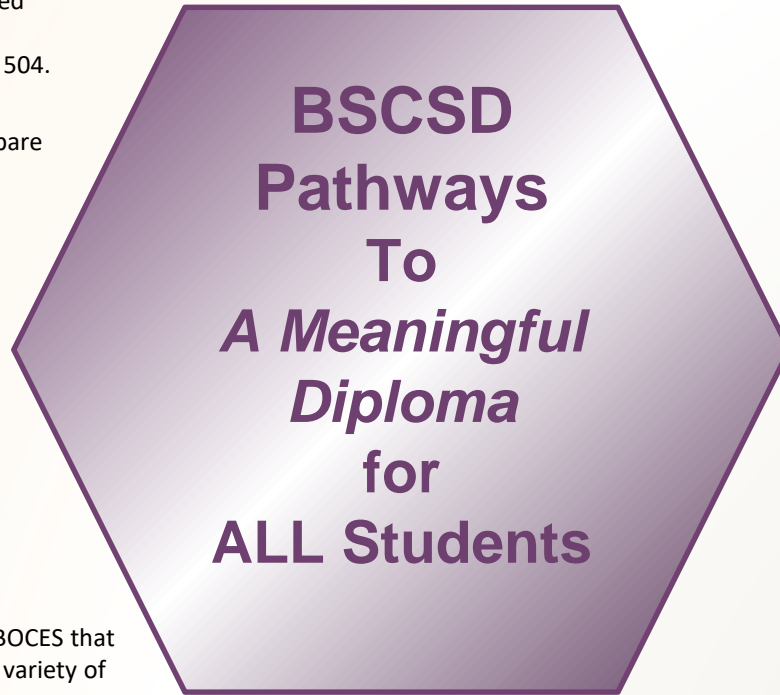
The GED program is an Alternative High School Equivalency Program for students who are at risk of dropping out of high school.

- **Project Lead The Way**

A set of courses focused on pre-engineering pathways that prepares students for a future in a Science, Technology, Engineering, or Mathematics (STEM).

- **NYS Seal of Civic Readiness**

Under Construction as a NYS pilot program. Civic readiness is the ability to make a positive difference in the public life of our communities through the combination of civic knowledge, skills and actions, mindsets, and experiences.



- **Specialized Instruction/504 Supports**

For students who have been provided with tiered support through our MTSS process and now need specialized instruction as determined by the CSE or who need accommodations and modifications under Section 504.

- **International Baccalaureate**

The District currently offers 14 IB courses that prepare students for rigorous college coursework and participation in the global society.

- **Advanced Placement**

The District currently offers 14 AP courses which may be eligible for college credit.

- **Career Development and Occupational Studies (CDOS)**

This work-based learning program is an additional graduation pathway option for general education students and a commencement credential for student with disabilities.

- **Career and Technical Education**

A set of courses offered within the District and at BOCES that are focused on preparation for college as well as a variety of industry-based fields of work. Additional CTE diploma endorsement is available to students who complete certain programs and assessments.

- **NYS Seal of Biliteracy**

A set of courses, experiences, and assessments for students who wish to show proficiency in a second language and who, upon successful completion of the program, can earn an additional diploma endorsement.

Additional supports for students are provided through our summer school, after school tutoring, and credit recovery programs.

To ensure that each BSCSD student graduates with a meaningful diploma, our focus on student academic, social, and emotional learning and behaviors; explicit instruction and interventions; and targeted instructional support including professional learning requires a Multi-Tiered System of Supports for students and staff alike

- **Sustaining Our Focus**

Building and managing a long term plan based on the District's Vision, Priorities, and Goals with a strict focus on student outcomes

A Multi-Tiered System of Supports

- A well-defined **Tier 1** curriculum which supports academic and social/emotional learning and behavioral expectations
- Explicit instruction which meets learning and behavioral expectations
- Clearly defined, structured, and time bound **Tier 2 and 3** interventions for students who do not meet learning and behavioral expectations
- Clearly defined protocols for how a student enters **Tier 4** – referral for special education services and programs
- A **Code of Conduct** which directly aligns to and supports the learning and behavioral expectations while also detailing consequences for behavior that is disruptive to teaching and learning
- A detailed plan for student and staff **Health and Wellness** which supports and balances the academic and behavioral expectations

- **Acknowledging Limited Resources**

Time in particular, which requires that we base our choices/investments in scheduling, staffing, instruction, and intervention on the convergence of research and promising practices as to what works in teaching and learning

- **Developing Curriculum Selection and Review Processes**

Which allow students to meet and exceed the academic and behavioral expectations and which allow staff to improve their teaching abilities

- **Developing/Adopting Aligned Assessments**

Including screening, diagnostic, formative, and summative assessments that are directly aligned to the academic and behavioral expectations

- **Utilizing Accurate and Timely Data**

Managing transition to new standards & necessary changes to instruction; creating and providing new pathways/opportunities for students

- **Providing well-designed Internal and External Learning Opportunities**

That support Tier 1 instruction through course offerings, field trips, internships, externships, and related experiences

- **Designing Alternative Learning Spaces**

That address the learning needs of certain students who would be better able to meet the academic and behavioral expectations in alternative settings

- **Hiring Practices and Policies**

Developing policy, procedure, & practice for recruiting and training/retaining employees who support and strengthen our mission

- **Defining Roles and Responsibilities**

Particularly for academic and behavioral support personnel including intervention teachers, school counselors, psychologists, social workers, and school resource officers

- **Professional Development and Evaluations**

For all instructional and support staff wherein explicit training and opportunities for improvement is provided to meet district expectations

- **Developing Aligned Policies and Procedures**

Especially those that related directly to the support and management of teaching and learning and school climate/culture

- **Communicating with Parents and the Community**

Explaining our expectations and processes and including opportunities for parent/community learning related to our MTSS and how parents can help at home.