


Portrait of a Graduate

Proposed New York State Graduation Requirements

Jericho School District
December 11, 2025



Blue Ribbon Commission

- In 2019, the Board of Regents created the Blue Ribbon Commission on Graduation Measures to rethink what it means to earn a high school diploma in New York State.
- The Commission's charge was to ensure that graduation requirements reflect the skills students need for college, career, and civic life in a rapidly changing world.
- For decades, New York has relied on Regents examinations as the primary mechanism for determining whether students meet graduation requirements.

Current Status of State Changes

- NYSED's NY Inspires/Graduation Measures plan and the Portrait of a Graduate are still in the ***proposal and planning*** stage, not yet written into Part 100 regulations.
- ***Current graduation requirements remain in effect***, including all existing Regents exam requirements, until the Board of Regents formally adopts regulatory changes.
- Jericho is monitoring these developments and planning thoughtfully, while continuing to meet all current NYS requirements.

Why the Shift?

Limits of a single testing model

One primary exam structure does not capture the full range of student knowledge, skills, and growth. A broader set of assessment options is needed for students to demonstrate what they know and can do.

Changing expectations in college and the workforce

Graduates are increasingly expected to show strong communication, collaboration, critical thinking, and problem-solving skills, along with the ability to apply learning in real-world contexts.

Equity and access across pathways

New graduation measures aim to ensure that all students, across different programs and pathways, have equitable opportunities to demonstrate readiness for college, career, and civic life.

Key Findings and Recommendations

The Blue Ribbon Commission recommended shifting New York State graduation requirements to include multiple ways for students to demonstrate learning, such as:

- **Performance-based assessments**
Presentations, projects, and demonstrations aligned to state standards.
- **Capstone and portfolio work**
Capstone projects and portfolio presentations that show growth over time.
- **Career & Technical Education (CTE)**
CTE coursework and industry-recognized credentials.
- **Arts and STEM performance assessments**
Authentic assessments in visual/performing arts, science, technology, engineering, and math.
- **Real-world experiences**
Internships, work-based learning, and other supervised experiences connected to career pathways.

Emphasis of the Commission's Recommendations

High expectations for all students

Maintain rigorous academic standards while broadening how students can demonstrate mastery.

Equitable access to meaningful learning

Ensure that every student has access to rich, engaging learning experiences across all pathways.

Assessments that go beyond recall

Use assessment approaches that measure application, problem solving, and deep understanding, not just memorization.

Alignment with Portrait of a Graduate skills

Connect curriculum and assessment to the statewide Portrait of a Graduate attributes and other essential readiness skills.



Why the Culturally Responsive-Sustaining Education Framework?

Welcoming and affirming environment

Create learning spaces where all students feel seen, respected, and valued.

High expectations and rigorous instruction

Maintain challenging academic expectations and provide the support students need to meet them.

Inclusive curriculum and assessment

Ensure that curriculum, materials, and assessments reflect diverse identities, perspectives, and experiences.

Ongoing professional learning

Provide continuous professional development so educators can sustain culturally responsive practices over time.

Identified Competencies that Meet the Profile of a New York State High School Graduate

Academically Prepared - Demonstrates a strong foundation in the NYS Learning Standards and is equipped with the knowledge and skills necessary to achieve success in college, careers, civic engagement, service, and life.

Creative Innovator - Utilizes imagination, curiosity, and flexible thinking to solve problems creatively, and develop new ideas and products, while adapting to evolving circumstances and challenges.

Critical Thinker - Analyzes information thoughtfully, evaluates evidence critically, and identifies patterns and connections between different pieces of information (across multiple content areas) to address complex issues and navigate the world with insight.

Identified Competencies that meet the Profile of a New York State High School Graduate

Effective Communicator - Articulates ideas clearly and confidently through speaking, writing, and the use of different types of media for various purposes, while engaging with diverse audiences and actively listening to different perspectives.

Global Citizen - Acts responsibly and ethically within local, global, and digital communities, employing civic knowledge, skills, and mindsets to promote global sustainability and contribute positively to a culturally diverse, democratic society.

Reflective and Future Focused - Engages in self-reflection to identify strengths and areas for growth, sets meaningful goals, uses social awareness to maintain supportive relationships, and demonstrates responsible decision-making that prioritizes social, emotional, and mental well-being.

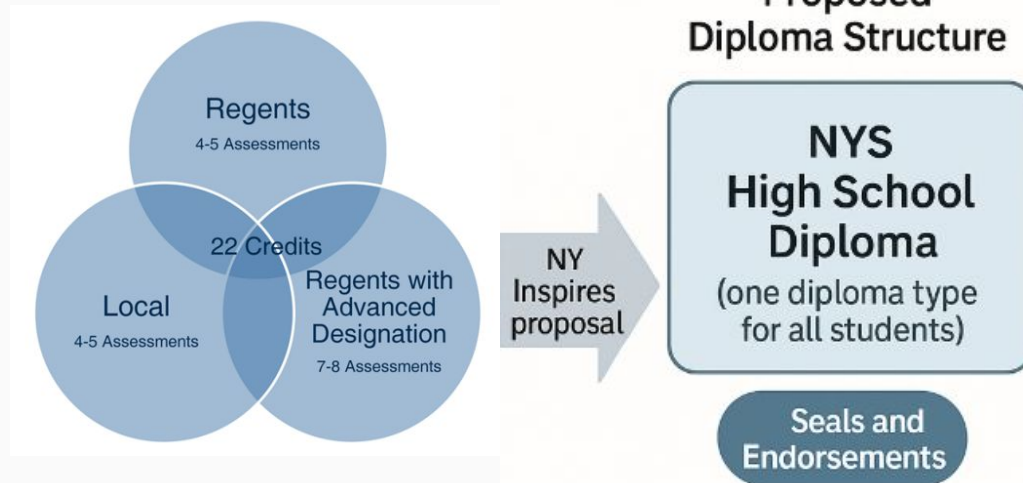
Proposed New K-12 Instructional Requirements

Personal Finance Education & Climate Education

- NYSED has proposed amending 100.2(c) to require instruction in personal finance education and climate education for all students K–12. [Proposed Amendment Memo](#)
- Instruction in both areas must be provided **by the end of each grade band:**
 - **K-4 / Grades 5-8 / Grades 9-12**
- **Proposed Phase-in:**
 - **Personal Finance:** starts by **2026–27** for grades 5–12; **2027–28** for K–4.
 - **Climate Education:** starts by **2027–28** for grades 5–12; **2028–29** for K–4.
- Focus areas include budgeting, saving and investing, credit and debt, and the causes, impacts, and solutions related to climate change.

What is the proposed impact on our students?

One Diploma (starting with the Cohort of 2024/Class of 2028): NYSED is proposing a single “**NYS High School Diploma**” for all students, with distinctions shown through seals and endorsements (rather than separate Local, Regents, and Regents with Advanced Designation diplomas).



What is the proposed impact on our students?

Regents Requirement (Cohort 2024/Current 10th Graders): Current 10th graders *may not* need passing Regents exam scores to graduate, although Regents exams will still be administered and can be used to earn honors, seals, and advanced designations, pending final approval of the State's proposal.

CTE Credit (Cohort 2027/Current 7th Graders): One CTE (Career & Technical Education) credit proposed for graduation. In Jericho, this would include all Business, Family & Consumer Science, Technology, and Computer Science courses.

Cohort of 2029+/Current 5th Graders: Proficiency in both learning standards and the Portrait of a Graduate competencies. Statewide transcript will be implemented.

All information above reflects NYSED's proposed NY Inspires/Graduation Measures plan and is subject to change until formally adopted into regulation by the Board of Regents.

Who Will Be Involved in the Process of Implementation?

Students- Actively contribute their voices to defining the knowledge, skills, and mindsets that prepare them for life beyond graduation.

District Leadership- Provides the overall vision, structures the work, and ensures alignment with state guidance and district priorities.

School Administration- Translates the vision into practice, supporting K–12 alignment and managing day-to-day implementation in buildings.

Teachers & Instructional Staff- Identify which competencies are realistic, teachable, and impactful, and integrate them into instruction and assessment.

Board of Education- Offers input, asks critical questions, and provides policy-level support and approval for major initiatives.

Where We Are Now

- Conducting a K–12 review of all courses to map existing alignment with the Portrait/Profile of a Graduate attributes.
- Highlighting where our current curriculum already develops these skills and competencies.
- Identifying opportunities to deepen or make more explicit certain attributes where appropriate.