The High School Diploma is a ticket to employment and post-secondary education and training. Most students with IEPs can earn a diploma. What are the challenges they face? **Expectations**

1. **Assessment:**
   - Does the assessment process focus on attributes or deficits?
   - Does the assessment include career interests, skills and traits that motivate the youth to create a personal plan?
   - Does the student research potential career choices and identify education/training needs-defines a career pathway

2. **Post-Secondary Goals:**
   - Does the student list their post-secondary employment and education goals?
   - Is career information referenced to align post-secondary education and training goals to career preparation?
   - Are all options considered - including community college, industry certification, apprenticeships-considered?

3. **Course of Study:**
   - Does the course of study list classes to achieve the high school diploma? Are dual enrollment courses encouraged?
   - If necessary, are waivers (e.g. math, pe) identified that may allow students to achieve the diploma?
   - Are all diploma options considered: Does the student qualify for a diploma based on state course requirements?
   - Example, Foster youth, members of military families, homeless youth are exempt from LEA standards.

4. **Transition Services**
   - Is the student offered self-advocacy and self-determination training that includes understanding the disability that he/she is coping with and effective accommodations?
   - Are the options to utilize instructional strategies, such as universal design, differentiated instruction listed?
   - Are recommendations to provide staff training for general education and career-technical educators listed?
   - Are transition services that relate to pre-employment transition skills offered?

5. **Annual Goals**
   - Are annuals aligned with state standards?
   - Are annual goals that help the student to develop the study skills needed for academic success?

6. **Student participation in the IEP**
   - Is the student voice the focus of the IEP? Are people listening to the student list goals and plans?
   - Does the student have the opportunity to share accomplishments that prove he/she can earn the diploma?

7. **Parent participation in the IEP**
   - Are parents and/or adult allies informed about the difference between the diploma and the certificate of completion?