



Minnesota High School Diploma for Students Receiving Special Education Services

All students who graduate from high school in Minnesota earn the same diploma; however, the route students with disabilities take to earn that diploma may vary. One of the Individualized Education Program (IEP) team's duties is to determine whether a student will graduate by:

1. Meeting the State and district's credit and assessment requirements for graduation with or without accommodations (sometimes referred to as "graduating on credits"), or by
2. Meeting the individualized requirements for graduation written in the student's IEP (also referred to as "graduating on an IEP")

Questions to ask

Here are some questions you can ask your IEP team when making this decision. Ask these questions each year starting in the 9th or 10th grade.

- Is my teen on track to earn the credits required for graduation? How might special education class credits differ from regular education class credits?
- Is my teen on track to take required graduation assessments?

If the answer is "not yet" to either of the above questions, ask your team what options are available to support your teen in catching up. For example:

- What additional accommodations, modifications, or specialized instruction might my teen need to earn credits or take assessments?
- What assistive technology is needed to support my teen's learning?
- What alternative or online learning programs are offered in this district?
- What challenges (such as attendance or behavior) is my teen facing that may impact earning credits or taking required assessments? How will we address those challenges?

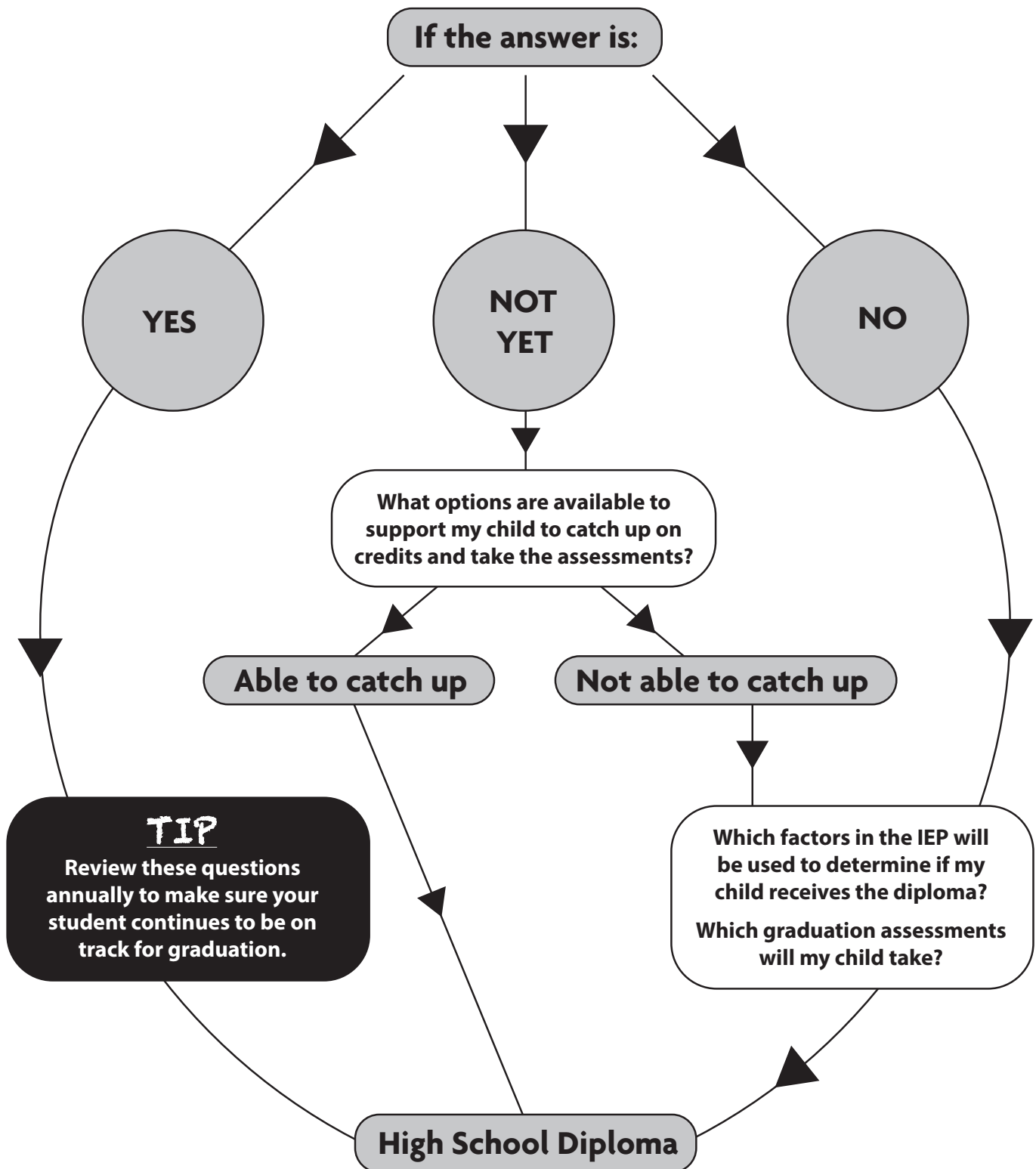
If, after considering these questions, the IEP team still determines that it is not appropriate for the student to graduate by earning all the State and district required credits and taking assessments, ask the following:

- Which goals in the IEP will be used to determine if my teen receives the diploma?
- What are the possible consequences of earning a diploma based on meeting IEP objectives?
- How could this impact my teen's plans for post-secondary education, employment, and independent living?

Regardless of the path the student takes to earn the diploma, the diploma and transcript cannot contain information disclosing that the student has a disability. The transcript can indicate that the student took classes with a modified or alternate curriculum, as long as it does not specifically disclose that the student has a disability and is not used to identify programs for students with disabilities. The transcript cannot include notations that the student received accommodations in the general education curriculum.

Minnesota High School Diploma Flow Chart

Is my child on track to earn both the required credits for graduation, and take the required graduation assessments?



See page 1 for questions to ask about catching up.