

The background of the slide is a photograph of a sandy beach. In the upper left, blue waves with white foam are washing onto the shore. A series of footprints are visible in the sand, leading from the water towards the right side of the frame. The sand is a light brown color.

Footsteps to Transition Fair
February 4, 2023

Diploma vs. Certificate



Intro

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- Special Education
Teacher/Transition Coordinator
- Olomana School (4 Locations:
Olomana Youth Center, Hawai'i
Youth Correctional Facility,
Kapolei Detention Home, Home
Maluhia)
- Member of SEAC, Representing
Students With Disabilities Who
Are Incarcerated

A Guide for the IEP Team

PURPOSE:

Created by SEAC to provide information on the two different paths (High School Diploma or Certificate of Completion) for a high school student with an Individualized Education Program (IEP) so an informed decision can be made by the IEP team.

DETAILS:

- IEP Team determines whether a student works toward a High School Diploma or a Certificate of Completion
- A Dialogue Guide to facilitate conversations among and between school teams, staff, families, community members, and the student is being created to accompany this infographic.



Link to IEP Team Infographic: [IEP Team Infographic](#)

High School Diploma Requirements and Certificate of Completion Guidelines

Hawaii High School Diploma Requirements

- To understand the minimum course and credit requirements for a High School Diploma (Hawaii BOE Policy 102-15)
- Available in multiple languages.

Certificate of Completion Guidelines For Students with Disabilities

- To assist in determining the appropriateness of placing a student on track to earn a Certificate of Completion
- May request in another language.



Highlights the main differences, but also some similarities.

Outlines the main differences between a High School Diploma and a Certificate of Completion

DIPLOMA VS. CERTIFICATE

Diploma

- 24 Credits with Specific Course Requirements
- With accommodations and modifications, the student must be able to meet the standards.
- Post Secondary Transition
 - Military / College / Trade / Employment
- All services end once a high school diploma is received

Certificate

- Focused on Individualized Educational Program and Post-Secondary Goals
- Creative Schedule/Curriculum
- Post Secondary Transition
 - College / Trade / Employment
- Each school may have their own process on participation in graduation ceremony and proms

Commonalities Between Diploma and Certificate

- All components of an IEP are implemented
- IEP Teams will determine if a student needs additional supports and services until age 22
- Post Secondary Transition
 - College / Employment / Trade
- May have an educational representative

for more information visit [SEAC-Hawaii.org](https://seac-hawaii.org)

Diploma vs Certificate

The key differences between two high school paths for a student with an Individualized Education Program (IEP). It is the Department of Education's expectation that all students complete the high school requirements with their grade level peers.

<ul style="list-style-type: none"> Meet the credit requirements of a high school diploma. 	<ul style="list-style-type: none"> Not able to meet all credit requirements of a high school diploma. Work towards IEP goals to earn a Certificate of Completion.
<ul style="list-style-type: none"> All DOE services and supports end once a student earns their high school diploma. Students have until the day before their 22nd birthday to earn their high school diploma. 	<ul style="list-style-type: none"> All DOE services and supports continue while the student is enrolled in school. Students may require more services and may continue enrollment until they receive a high school certificate or until the day before their 22nd birthday.
<ul style="list-style-type: none"> A student-centered decision based on information from various formal and informal assessments, credits earned thus far and student's post high school plan. 	<ul style="list-style-type: none"> A student-centered decision based on information from broad assessments, credits earned / ability to earn credits, and student's post high school plan.
<ul style="list-style-type: none"> Related agencies work with parent/guardian and student to support post-secondary transition needs of the student (e.g. DVR, etc.) 	<ul style="list-style-type: none"> Related agencies work with parent/guardian and student to support post-secondary transition needs of the student (e.g. DVR, DDD, etc.)
<ul style="list-style-type: none"> Accommodations and some modifications may be provided. By changing what he/she learns, curriculum content modifications can impact a student's ability to earn a high school diploma. 	<ul style="list-style-type: none"> Accommodations and modifications are provided.

for more information visit [SEAC-Hawaii.org](https://seac-hawaii.org)

Source: <https://www.understood.org/en/school-learning/choosing-starting-school/leaving-high-school/the-difference-between-a-high-school-diploma-and-a-certificate-of-completion>

SEAC Infographics:
<https://seac-hawaii.org/infographics/>



DIPLOMA VS. CERTIFICATE



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Students with an IEP on diploma track:

- Must meet the minimum 24 course and credit requirements as stated in the Board of Education Policy 102-15
- Has the ability to earn credits towards a high school diploma by age 22 at a Hawaii public high school



Certificate

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- Creative Schedule/Curriculum
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Students with an IEP on Certificate of Completion track:

- Factors to determine if a Certificate of Completion is appropriate:
 - Has a significant cognitive disability that may include limited adaptive skills, physical or behavioral limitations, and the student requires a highly specialized educational program with intensive modifications and accommodations in order to access the general academic curriculum.
 - Difficulty with the general academic curriculum demands is due to student's significant cognitive disability and not due to social, cultural, environmental factors, an expectation of poor performance, or excessive absences.
 - Receiving a modified curriculum to the extent that it does not meet the course and credit requirements to earn a high school diploma.
- To receive a Certificate of Completion, the following requirements must be met:
 - Student is at least 18 years old, but not older than 22 years of age.
 - Student met his/her IEP goals that support progress towards Post-Secondary Transition goals
 - Student has not met the requirements for a high school diploma.

Commonalities Between Diploma and Certificate

- All components of an IEP are implemented
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Commonalities

- All components of the Student's IEP are implemented
- Although the expectation is for all students to graduate with a high school diploma or Certificate of Completion with their same-age peers in four years, when appropriate, the IEP must meet the unique needs of the student.
- Some students with IEPs may require more than four years to earn their High School Diploma or Certificate of Completion, and may do so up until the age of 22.
- If a student earns their High School Diploma or Certificate of Completion after the first semester, a diploma or certificate will not be awarded until the end of the year
- Students graduating with a diploma or certificate CAN go to college!
 - [UH Community Colleges](#)
 - [AccreditedSchoolsOnline.org](#)
 - [EducationConnection.com](#)

Diploma vs Certificate

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All DOE services and supports end once a student earns their high school diploma. Students have until the day before their 22nd birthday to earn their high school diploma.

All DOE services and supports continue while the student is enrolled in school. Students may require more services and may continue enrollment until they receive a high school certificate or until the day before their 22nd birthday.

Diploma [Ⓢ] Certificate

The key differences between two high school paths for a student with an Individualized Education Program (IEP). It is the Department of Education's expectation that all students complete the high school requirements with their grade level peers.

A student-centered decision based on information from various formal and informal assessments, credits earned thus far and student's post high school plan.

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Accommodations and modifications are provided.

First point

14. COURSES OF STUDY

Age 14: Beginning at age 14 years, or younger if appropriate, statement of transition service needs focusing on the course of study needed to reach post school goal(s):

Age 16: Beginning at age 16 years, or younger if appropriate, describe a multi-year description of coursework from the student's current to anticipated exit year that will reasonably enable the student to meet the postsecondary goals:

Recommendations:

- Start the discussion BEFORE AGE 14, when appropriate
- The Student and the Parents/Guardians should provide input on post-secondary goals in the areas of education/training, employment, and independent living. What are your preferences, interests, strengths, and needs in these areas? [Hawaii Statewide Family Engagement Center's Parent Profile for Student](#)
- The Student should attend their IEP meeting so their voice is heard. The school must invite the student to attend the IEP meeting if the purpose of the meeting will be the consideration of the postsecondary goals and the transition services needed to reach those goals.

Second point

Planning early for postsecondary goals is important!

- Review college or program prerequisites and application process. Some colleges or programs require specific courses in high school or a specific GPA (Grade Point Average).
- Some trade or vocational schools also may require specific courses in high school.
- Various work experiences in the interest areas can be planned
- Plans (course of study) can be implemented to provide instruction in skills that may be required to obtain the postsecondary goals
- Postsecondary goals may change every year, so it's important to continue the discussion with your child.

Thanks!

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"EVERY CHILD DESERVES A CHAMPION:
AN ADULT WHO WILL NEVER GIVE UP ON THEM,
WHO UNDERSTANDS THE POWER OF
CONNECTION,
AND INSISTS THEY BECOME
THE BEST THEY CAN POSSIBLY BE."

-RITA PIERSON