Washington Office of Superintendent of
PUBLIC INSTRUCTION

Graduation Toolkit: Class of 2023
Frequently Asked Questions and Answers

2023

GRADUATION TOOLKIT: CLASS OF 2023

Frequently Asked Questions and Answers

2023

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BACKGROUND

This Graduation Toolkit companion Frequently Asked Questions (FAQ) was developed in partnership with the State Board of Education to provide more detailed guidance related to commonly asked questions pertaining to the implementation of graduation requirements detailed in the [Graduation Toolkit](#) for each graduating class.

Much of this FAQ provides additional information specific to supporting unique student populations' progress toward graduation, especially students with disabilities and multi-lingual learners. However, the information and resources shared are also beneficial practices for all students, including highly mobile students, students experiencing home, financial, or other insecurity, and students in foster care. Ultimately, this FAQ is intended to support staff with ensuring all learners make meaningful progress toward meeting graduation requirements and preparing for their postsecondary goals.

At the beginning of each section within this FAQ, the most commonly used statewide resources, guidance and other information will be shared in an effort to increase access to available support. The questions in each section are designed to provide practical and detailed guidance that complements what is in the Office of Superintendent of Public Instructions (OSPIs) Graduation Toolkit.

DEVELOP A HIGH SCHOOL AND BEYOND PLAN (HSBP)

What guidance and resources are available on the topics of High School and Beyond Plans?

- Guidance/Bulletins
  - Guidelines for Aligning High School & Beyond Plans and IEP Transition Plans Document Suite
    - Case Study of a 10th grader using a CTE Course Sequence Graduation Pathway: Document | Webinar Recording| Slides
    - Case Study of an Adult Student using the WA-AIM Graduation Pathway: Document | Webinar Recording | Slides
- Webinars/Professional Development
  - HSBP 101: Increasing Engagement with High School and Beyond Planning Webinar Recording | Slides
  - HSBP 201: Aligning HSBP and IEP Transition Plans Webinar Recording | Slides
  - Washington Student Achievement Council (WSAC) Webinar: Supporting Students' Transition: Aligning HSBP's and IEP Transition Plans Webinar Recording
- Webpages
  - OSPI Graduation Requirements
  - SBE High School and Beyond Plan
  - OSPI (Special Education) Secondary Transition
- Other Resources
  - Writing Effective Transition Plans self-paced training by CCTS includes a wealth of information on this topic. Module 9 of this course is specific to HSBP alignment and walks through the HSBP/IEP Transition Plan alignment of Kaleb (The case study of an adult student using the WA-AIM graduation pathway who has significant disabilities)
  - High School and Beyond Plan downloadable and writable template (updated Nov. 2022)
  - Class of 2023 Graduation Toolkit, which includes detailed information on HSBP development and required components
  - Career Guidance WA lesson plans ~ 30 lessons per year, grades 6-12
  - My Next Move, a search engine that helps students find and explore careers based on key words (e.g., 'customer service' or 'helping others') that describe their dream job
  - WAC 180-51-220 High School and Beyond Plans

Does the HSBP process need to be the same for all students? Is there an alternative HSBP for students with an IEP?

Per WAC 180-51-220(4), "For a student with an individualized education program (IEP), the student's IEP and high school and beyond plans must align. Students with an IEP transition plan, which begins during the school year in which they turn sixteen, may use their transition plan in

support of, but **not** as a replacement for, their high school and beyond plan. The process for developing and updating the student's high school and beyond plans must be similar to and conducted with similar school personnel as for all other students."

It would be against the intention of WAC 180-51-220 and the best interest of students to have students who receive special education services have a separate HSBP process that is completely separate and exclusively led by special education staff who likely do not have the same expertise as the staff supporting High School and Beyond Planning for all students.

The HSBP is a general education graduation requirement for all students that can be customized to support students' needs and goals and must include the required HSBP components. There is no alternative to the HSBP, nor any way to waive nor decrease the required core components for the HSBP. Districts are required to provide all students access to an online platform and encouraged to customize and differentiate the process to be inclusive of all students in meeting their needs and supporting them in their goals and planning.

Unlike the IEP Transition Plan, which is adult generated, the HSBP is a student driven, student-oriented document to support students to plan and be ready for their post-secondary goals. The student can participate in this process in a variety of ways even if they are not able to use the districts chosen online platform or to process the tasks independently. For example, can the student answer questions about their interests and goals by selecting pictures to engage in the process? The T-folio developed by CCTS has a variety of lessons that could be used and differentiated with pictures, videos and other supports.

What a HSBP looks like for two students based on their strengths, preferences, interests, and post-secondary goals and preparation needs could be very different. You will notice this student customization in the two HSBP and IEP Transition Plan Case Studies found in Appendix B of Guidelines for Aligning High School and Beyond Plans and IEP Transition Plans. See question 1 in "Develop and High School and Beyond Plan" for case study resources.

Do CTE course equivalencies need to be documented in the HSBP?

"Per RCW 28A.230.097, The high school or school district shall also issue and keep record of course completion certificates that demonstrate that the career and technical courses were successfully completed as needed for industry certification, college credit, or pre-apprenticeship, as applicable. The certificate shall be part of the student's high school and beyond plan."

Districts should use the platform or document feature that is the most accessible to students to document this certificate information. Students should have access to their certificates upon exiting schools. This may include uploading a document to an online platform, adding a file to a USB, including a copy in a physical folder, etc. Two optional OSPI created CTE course equivalency certificate templates are available:

- A Local Course Equivalency Certificate Template is to be used for CTE course equivalencies that are approved at the local level
- A State Course Equivalency Certificate Template is to be used for a CTE course equivalencies that is aligned to a state approved framework

To learn more see the list of Statewide Approved Course Equivalencies posted on the CTE Resources and Essentials webpage.

Are there any HSBP platforms or tools that are already differentiated, with lesson plans or curriculum that include pictures, to support students who may need substantial adaptation to engage in the HSBP process?

Each online platform will have unique considerations for differentiation and access; the ability to differentiate and provide varying options for completing the required components is recommended to be an important factor in a district's selection and adoption of their HSBP platform and/or tool.

For districts seeking additional resources to support differentiation with the HSBP development process, the T-Folio is a free transition portfolio tool developed by Center for Change in Transition Services (CCTS) that could supplement a district's HSBP development process for students who may need additional support to engage and make meaningful process in the standard online platform and/or tool. This resource has a great deal of tools for students who may require support with accessing the required components in a different manner.

Additionally, collaboration may be needed with special education staff and/or Educational Staff Associates (ESA) who are well-versed in supporting educators with differentiating content to support student engagement and progress in activities. There is a level of student-specific individualization required when determining what prompts a student may need to succeed in each task. Providing a set of resources that already have embedded prompts (for example words paired with pictures) can be a great universal design for learning and differentiation strategy for all students to build from.

The HSBP and Aligned IEP for an Adult Student using the WA-AIM State Assessment as a Graduation Pathway case study has some examples of some inventories and activities that are more picture-based. A special educator could support with adapting this tool to fit the student's abilities, especially when building his/her résumé, as needed:

Figure 1: Strengths self-assessment activity

Source: Page 14 of the case study, T-folio.

The activity found on page 17 of this case study includes an example of how special educators and English Language Advocates can support the differentiation of interest inventories and other HSBP activities. Also note that depending on a student's support needs sometimes these activities could include individual tactile pictures that are cut out, a worksheet with pictures or interactive questions as part of a technology device like an iPad:

Figure 2: Example with symbolic or simple pictures

Source: Page 17 of the case study, T-folio.

Figure 3: Example with real photos

Source: Page 18 of the case study, T-folio.

How can we support all students to access a career interest inventory?

The age-appropriate transition assessments that are part of a student's IEP Transition Plan for all students aged 16 and older are an IEP team decision based on the individual needs and goals of the student. The intention is the HSBP and IEP Transition plan are aligned, coordinated and able to build off each other, but what is required for each plan may not be exactly the same.

The HSBP begins by 8th grade and includes the completion of a career and interest inventory. Depending on the online HSBP platform being used, the career interest inventory could be an assessment of a student's aptitudes, personality, interests, etc. Similarly, the IEP transition assessment must address the student's strengths, preferences, interests and need (the acronym "SPIN" can serve as a helpful prompt for IEP teams, ML or ELD teacher and other staff conducting this work).

Completion of a career interest inventory in 7th or 8th grade as part of the HSBP process is intended to inform course selection for 8th and/or 9th grade. Many schools may have imbedded career and interest inventory tools as part of their online platform that can meet the needs of most students. Some students may benefit from a shortened or simplified career survey, such as the My Next Move referenced in the beginning of this section, which can support students' career exploration based on key search words of what is important to them. Regardless of what career and interest inventory is used for a student, it must be designed to help the student make targeted career choices based on their skills and interests.

How are the requirements for the age-appropriate transition assessment for the IEP Transition Plan alike and different from the requirements for the career and interest inventory component of the HSBP?

The initial career interest inventory can be referenced and used in the IEP Transition Plan age-appropriate transition assessment, which begins no later than age 16. However, it's possible the student's interests and goals have changed, and completion of the transition assessment may help further clarify future course decisions in preparation for the student's post-secondary goals.

Sources of career and interest inventories and transition assessment information may be from formal measures (such as interest or aptitude tests) or informal measures (such as student or family interview, observations of the student, etc.). This information may also be found in other places, such as the student's current evaluation report, other sections of the IEP (such as the present levels), or the student's High School and Beyond Plan (HSBP).

- More information about age appropriate transition assessments is found on the Special Education transition services web page
- You see an example of an age appropriate transition assessment illuminated on page 24 of Case Study of an Adult Student using the WA-AIM Graduation Pathway

GRADUATION PATHWAYS

What guidance and resources are available on the topics of graduation pathways for all students?

- Guidance/Bulletins
  - The Class of 2023 Graduation Toolkit includes detailed information on each of the state approved Graduation Pathway options, including requirements specific to each graduating class
- Webinars/Professional Development
  - Specifically for Open Doors Youth Reengagement programs, OSPI facilitated a Graduation 101: Requirements, Waivers and Pathways webinar that includes information on Graduation Pathways in an alternative setting
- Webpages
  - OSPIs Graduation Pathways webpage includes basic information about the options and contact information for staff who can provide technical assistance related to the graduation pathways database in which staff must reflect students' completion of their Graduation Pathway
  - The State Board of Education's Graduation Pathways webpage describes each pathway and provides information on scores needed to meet standard on test-based pathways, including the ASVAB score which is updated by the Board at least annually
  - The State Board of Education's Emergency Waiver Program webpage includes information about this year's Graduation Requirement Emergency Waiver (GREW) option to waive Graduation Pathway for students who continue to experience COVID-related impacts, and the shift in the 2023-24 school year to the end of the ability to waive the Graduation Pathway
- Other Resources
  - The Class of 2023 Graduation Pathways Quick Reference is a one-pager describing the basic requirements for all Graduation Pathways
  - WAC 280-51-230 Graduation Pathway Options

How are new graduation pathway options added?

The addition of new graduation pathways falls under the purview of the Legislature. The State Board of Education was authorized to study graduation pathways and make recommendations to the Legislature for modification of current pathways or additional pathways if needed. The Board submitted a report of recommendations to the Legislature. For more information on the process that is used to inform the addition of new pathways, contact sbe@k12.wa.us.

What are the necessary steps to build and support a CTE Sequence Graduation Pathway?

A district should develop CTE Sequence Graduation Pathways from the CTE courses and Programs of Study offered in the district that reflect career and educational goals of the student body and not be designed specifically for an individual student. CTE courses and Programs of Study offered by a district should reflect the student body career interests and the labor market demand.

Resources for developing CTE Programs of study can be found on the pathway document. Program of Study examples and templates are available on the CTE Program of Study and Career Clusters webpage.

A CTE Sequence Graduation Pathway can include multiple related occupations and post-secondary options. Students using this graduation pathway to meet graduation requirements should have HSBP goals that directly align to the careers available within the Career Pathway. Students with special needs using the CTE Sequence Graduation Pathway to meet graduation requirements should also have alignment between their transition goals and HSBP goals that reflect the Career Pathway of their CTE Sequence Graduation Pathway. Information regarding Career Pathways that align to specific Career Clusters are available on the Career Clusters document.

Steps to developing a CTE course sequence into a CTE Sequence Graduation Pathway should include the following:

1. Identify 2.0 credits of CTE courses that are aligned to a Career Pathway leading to a specific career or related careers with courses that have been approved by OSPI for the district to offer
2. One of the CTE courses in the sequence must include a dual credit articulation with a post-secondary institution, lead to an Industry Recognized Credential (IRC), or include a Core Plus program
   o If the CTE courses in the sequence are within the same CTE Program Area (Agriculture, Business & Marketing, Family & Consumer Science, Health Sciences, Skilled & Technical, or STEM) the CTE Sequence Graduation Pathway can be approved in accordance with the district's policy for approval
   o If the CTE courses in the sequence are in two different CTE Program Areas, the district will need to apply to OSPI for approval of the CTE Sequence Graduation Pathway through the Graduation Alternatives application in the EDS system
   o When Career Choices, Applied Math, or Careers in Education are used as the additional CTE Program Area within the CTE course sequence, the CTE Sequence Graduation Pathway can be approved by the district and does not require approval from OSPI

What Graduation Pathways are available for students with significant cognitive disabilities?

Students with IEPs can access any of options available to all students to meet the graduation pathway requirement and demonstrate preparation for their post-secondary goal. For students with significant cognitive challenges, the Washington Assessment to Instruction and Measurement or WA-AIM is still a graduation pathway option.

Alternative programs (such as transition services or work-based learning program) cannot be used to satisfy or replace the graduation pathway requirement, even if the IEP determines these programs are needed for a student's plan. These programs if determined as needed would be in addition to the graduation pathway requirement and would not replace it.

Does participation in the WA-AIM assessment through the engagement rubric fulfill the Graduation Pathway requirement?

Yes, obtaining a cut score on the WA-AIM is still a graduation pathway option for students if the WA-AIM is determined to be the appropriate assessment and graduation pathway option by an IEP team (a student's graduation pathway should align to their post-secondary goals as identified in their IEP transition plan and HSBP). The WA-AIM is designed for the approximately 1% of students with the most significant cognitive disabilities and must not be used as the default pathway for students with disabilities who are not able to achieve the cut score specified by the State Board of Education for the SBA in math and/or ELA.

IMPORTANT NOTE: The Guidelines for State Accountability Assessments document, and especially the flow chart on page 14, is a helpful resource to support IEP teams to determine if the WA-AIM is the appropriate assessment option for a student.

The engagement rubric for the WA-AIM will continue to be used with all tested grade levels and cohorts as part of federal and state accountability testing. However, with the sunsetting of the Certificate of Individual Achievement (CIA), the use of an engagement rubric will no longer automatically result in an Awareness Waiver that waives the assessment requirement of the CIA.

Figure 4: Guidance on the engagement rubric and awareness waivers

Students in the Class of 2021 and Earlier	Students in the Class of 2022 and Beyond
• The use of an engagement rubric automatically resulted in an Awareness Waiver (WAC 392-501-705) waiving the assessment requirement of the CIA.	• The awareness waiver is discontinued. • The engagement rubric will continue to be used with all tested grade levels and cohorts as part of the federal and state accountability testing. • Students who participate in the WA-AIM through the engagement rubric, may need additional support to satisfy the graduation pathway requirement. • Meeting the graduation cut scores through the standard administration of the WA-AIM will continue to serve as a potential pathway option.

Source: Special Education Monthly Update, March 2021

MEET STATE AND LOCAL SUBJECT AREA REQUIREMENTS

What guidance and resources are available on the topics of required courses and credits for all students?

- Guidance/Bulletins
  - The Class of 2023 Graduation Toolkit includes detailed information on each of the required courses and number of credits needed for graduation, as well as available

flexibility with meeting specific course requirements
- o [OSPIs On-Time Grade Level Progression guidance](#)
- o [OSPIs Multilingual Education Newcomer Guidance](#) has been recently updated to include suggestions and resources that support staff with evaluating records and determining course placement for refugees and students coming from other countries
- Webinars/Professional Development
  - o [Supporting Newcomers & Refugees Webinar Recording](#) and [Slides (PDF)](#).
- Webpages
  - o The [State Board of Education's (SBE) Graduation Requirements webpage](#) lists all the specific course and credit requirements for each graduation cohort through the Class of 2024
  - o The SBEs [Emergency Waiver Program webpage](#) includes information about this year's Graduation Requirement Emergency Waiver (GREW) option to waive up to 2.0 credits for continued COVID-related impacts, and the shift in the 2023-24 school year to a one-year only 1.0 credit maximum waiver before the GREW goes away completely
  - o The SBEs [High School Credits FAQ webpage](#) includes information that can provide flexibility for students in meeting specific course and credit requirements
  - o The [WA State School Directors' Association (WSSDA) Featured Policies webpage](#) posts model policies and procedures for mastery-based crediting (see the "2000 Series" section on the webpage)
    - **IMPORTANT NOTE**: Districts must have a policy in place to grant mastery-based credits (per [WAC 180-51-050](#) and [180-51-051](#))
- Other Resources
  - o The SBEs [infographic on credit requirements](#) is a great visual of what students need to complete
  - o The SBEs [statewide rules related to granting mastery-based credit](#) also support flexibility for students in meeting specific course and credit requirements
  - o [WAC 180-51-210](#) State subject and credit requirements for high school graduation

What additional flexibility do school teams have in supporting students to obtain core subject credit requirements?

The following guidance is available to help local systems understand what flexibility exists when supporting students to obtain core subject credit requirements:

- Districts make local determination as to what courses meet which graduation requirements ([WAC 180-51-025](#)). Districts also determine locally how much credit to award for courses based on state learning standards. Districts may establish local learning standards for subjects that don't have state learning standards. ([WAC 180-51-050](#))
- Academic learning standards apply to all courses and the required credits for graduation are the same for all students. The required courses and credits are specified by graduation cohort, with some flexibility based on a student's post-secondary goals. The graduation requirements are determined by the year the student enters 9th grade, and remain the same

for the student regardless of whether the student graduates in 4 years or takes less or more time

- Instruction for all courses is expected to utilize principles of differentiation and universal design for learning (UDL) to support students with varying needs to engage and make progress in mastering or demonstrating proficiency with the content and learning standards
- SBE has a helpful table that unpacks graduation requirements by graduation cohort. You may also notice that further details for what counts as a credit area, what flexibility exists and what the requirements for those courses are found in the FAQ for each subject area. The math FAQ for examples contains a wealth of information on the requirements for each of the three credits
- Districts can offer comparable content course substitutions as a flexibility to support students to obtain a graduation credit and subject area requirement. All decisions about course substitutions for meeting graduation credit requirements for students receiving special education services must align with rules for granting graduation credits
- Mastery-Based Credits are another method of awarding credit. Each district offering mastery-based crediting must have a written policy for awarding mastery-based credit:
    - Mastery Based crediting relates to assessments of knowledge and skills, often learned outside of the classroom, that align with the course content and state or local learning standards. Local policies must specify the methods allowable for a student to demonstrate mastery and qualify for mastery-based credit
    - State Board of Education rules for mastery-based crediting (WAC 180-51-051) describes the procedure for granting mastery-based credit. When districts adopt a written policy for grant mastery-based credit, they should also adopt associated procedures that provide additional local details on their process for mastery-based credit (beyond what is specific in the sample WSSDA model policies and procedures)

How can comparable content course substitutions provide flexibility to students who may need additional support to obtain core content credits to fulfill graduation requirements?

As a starting place, schools and districts are expected to ensure that all courses offered utilize principles of differentiation and universal design for learning (UDL) to support students with a variety of needs to engage and make progress in the content and learning standards. As a reminder, flexibility in how students demonstrate mastery of learning standards can happen within any course and does not require a separate course to be developed. However, this can be an effective option to provide meaningful and exciting ways for all students to engage in required learning standards. For example, an ELA class can have students engaging in the same required reading material in a variety of formats (condensed text, graphic novel or video) and then support the learners to progress in the learning standards together. Alternatively, a school or district could offer a Graphics Novel 1 course, for example, that could be co-taught by general and special educators to support students to demonstrate learning of English language arts learning standards. For students who are also receiving special education services, state laws and rules in RCW 28A.155.045 and WAC 180-51-115 acknowledge the critical role of the IEP team in determining the most appropriate high school credit substitution and assessment options for a student.

"A student with an IEP must be provided needed accommodations to progress in the general curriculum toward meeting state and local graduation requirements. In limited circumstances, when determined necessary by the IEP team due to the unique needs resulting from the student's disability, a graduation credit and subject area requirement may be substituted with comparable content course work, as identified in the IEP team course of study and aligned to the student's HSBP."

The intent behind WAC 180-51-115 is that, when course substitution is determined to be necessary, IEP teams must only be substituting courses that are similar in scope and content and that course substitutions should only occur in response to the unique needs that can arise from a student's disability. The academic learning standards apply to all students. Much like with students who take the Washington Access to Instruction and Measurement (WA-AIM) alternate assessment, it is the performance expectation that changes, not the content of the course. The instructors can reduce the breadth, depth, and/or complexity of performance of the standard, not whether the student has access to the content.

Two examples of comparable content course substitutions that could provide flexible, engaging and rigorous credit options for all students are:

- A Construction Math course that offers Geometry credit as students will demonstrate learning of Geometry learning standards
- A Graphics Novel 1 course that offers English language arts credit as students will demonstrate learning of English language Arts learning standards

With the shift to increased local data use and practices outlined in House Bill (HB) 1599, it is recommended that special education teachers, administrators, and school counselors work together to determine as a district what is considered to be the requirements around course substitution practices for a high school diploma. The current special education WACs and IDEA charge districts with providing FAPE to students that is "designed to meet their unique needs and prepare them for further education, employment and independent living", and this must continue to guide decisions locally.

To learn more about comparable content course substitutions please review Special Education Guidance on WAC 180-51-115 found on page 8. To learn more about the requirements for subject area credit practices please review the State Board of Education (SBE) Graduation Requirements webpage which has a table breaking down credit requirements by graduation cohort with an FAQ by content area.

IMPORTANT NOTE: WAC 180-51-115 was revised in 2019-2020 (effective January 13, 2020). Prior to this revision, under limited circumstances, credit and subject area graduation requirements could be waived for students with IEPs. The revised rule allows the flexibility noted above but no longer permits a waiver. As of **July 1, 2020**, all decisions about course substitutions for graduation credit requirements for students receiving special education services must align with the revised WAC 180-51-115 rules.

If a student takes three years of the same math course, such as "modified algebra," does this meet the required three credits of math for graduation?

No, taking the same math course for multiple years would not satisfy the graduation requirement for math. All students need to complete 1.0 credit each of Algebra 1 and Geometry, or equivalent course(s) such as an Integrated Math course or CTE equivalency. The third credit of math must be in alignment with the student's postsecondary goals, as identified in their HSBP.

The SBEs Math FAQ may be helpful to understand the math subject areas requirements (question 12 directly addresses this question) and may provide some clarity around flexibility in course offerings for math.

How do students earn English credits in a EL program?

English Language Arts (ELA) requirements are met through the grade-level, standards-based courses. English Language Development (ELD) courses do not generate ELA credit if they do not meet grade-level ELA standards. ELD courses generate elective credits.

Eligible ML/ English learners who are participating in sheltered or content-based ELA courses are learning grade-level, standards-based ELA content while developing their English language skills. These courses should be transcribed using the appropriate ELA course code, count towards the ELA graduation requirement, and may be designated as college academic distribution requirement (CADR) for admission to Washington's public baccalaureate institutions.

For eligible students in a Supportive Mainstream model, ELD services are most frequently offered as an ELD class that is in addition to their ELA class. These courses use the World-class Instructional Design and Assessment (WIDA) English Language Development standards and do not fulfill ELA graduation requirements. These courses should be coded using either 01008 (English as a Second Language) or 01992 (English Proficiency Development).

How can schools best determine credits met and credits needed when official transcripts are missing or incomplete?

Many recently arrived high school students are unable to provide official transcripts. There is no law that states that a district cannot accept unofficial documents. However, districts should be sure that any unofficial documents are verified as authentic and accurately reflect the student's academic history prior to their use. Districts should also state clearly in their policies and procedures if and how any unofficial documents will be used.

If only unofficial, unverified transcripts are available, or if circumstances such as forced migration make it impossible for records to be provided at all, districts should consider adopting and implementing a mastery-based crediting (also known as competency-based) policy to reduce barriers to graduation. This policy should be applicable to all students.

How can schools best determine course placement for students when transcripts and student records are missing or incomplete?

New student schedules are based on prior academic experience and graduation requirements balanced by student interests and strengths. When records are unavailable, graduation year placement can be made in the age-appropriate grade level. If improper placement aligned is identified upon receiving formal records locally determined, district procedures for grade level

adjustment should be followed.

For core academic content, placement tests often rely on technical drawings and predictable formatting to increase accessibility. When possible, placement tests can also be made available in the student's primary language to eliminate linguistic barriers. For placement purposes only, formal written tests or informal conversations to gauge proficiency and problem-solving processes can be used.

If students are eligible ML/English learners, placement in the appropriate multilingual education model and designated ELD is part of a student's language development plan and must be determined by a certificated ELD teacher or language services case manager. See the Multilingual Education Policies and Practices Guide for more information.

HIGH SCHOOL TRANSCRIPTS

What guidance and resources are available on the topics of interpreting transcripts?

- Guidance/Bulletins
    - OSPIs High School Transcript Frequently Asked Questions
    - OSPIs Multilingual Education Newcomer Guidance (including transcript evaluation for out-of-country records)
    - OSPIs On-Time Grade-Level Progression guidance that includes requirements and recommendations for providing partial credit
    - OSPIs "Pink Book" of Homeschool Guidance
- Webpages
    - The OSPI webpage for High School Transcripts
    - SBE's Mastery Based Learning webpage
        - SBE's Mastery-based Crediting Handbook 2.0
- Other Resources
    - The Office for Civil Rights (OCR) can provide guidance on report cards and transcripts for students with disabilities attending public elementary and secondary schools
    - SBEs Competency-Based Crediting Handbook (update coming!)

How should a CTE statewide equivalency credit look on a transcript?

A CTE course that is used (whole or partial credit) for an academic core course must be listed on the transcript using the academic core course's Course ID, Course Title, Content Area Code, State Course Code, and any Course Designation Code(s). In addition, the original CTE course's CIP Course Code is also included so that it may be recognized as coming from a CTE course.

Understanding how your Student Information System (SIS) works and the options you have in operating course properties will greatly help in creating a transcription process that works for your district and your students.

How is a CTE statewide course equivalency credit applied to a student's graduation credit requirements?

School counselors and students will work together to determine whether the credits earned from the CTE equivalency course should be applied to CTE graduation requirement or to the core academic area for which the equivalency exists.

IMPORTANT NOTE: A record of CTE equivalency course completion certificates is required to part of a student's HSBP per RCW 28A.230.097. See question 3 in "Develop a HSBP" for more information.

Figure 5: CTE equivalency course example scenario

Fire Sciences is a 540-hour state equivalency for Lab Science and Physical Education

• RCW 28A.230.097 states state equivalent credit **must be offered for academic credit** (Lab Science and PE credit)
    o Course is transcribed as 1.0 Lab Science credit (0.5 credit per semester)
    o Course is transcribed as 1.0 PE credit (0.5 credit per semester)
    o Course is transcribed as 1.0 CTE course (0.5 credit per semester)
• Student elects to take course and Career and Technical Education
    o Course is transcribed as academic credit (as above) or override with CTE course title and credit determination
• Student elects to take course as an elective course
    o Course is transcribed as academic credit (as above) and override with CTE course title and credit determination

Please note: Transcription is locally determined

Source: Skills Center Equivalency Credit, January 2023.

How do modified courses appear on a transcript?

Unless the modified course has a separate course code with a title that differentiates the two courses, there is no way to designate a modified course on a transcript. According to the High School Transcript Frequently Asked Questions, there are certain allowable Course Designations that can be added to a transcript, and a modified course is not one of them:

Figure 6: Allowable Course Designations

86. What are the Course Designation Codes that can be used on the transcript?			
Answer: Below are allowable Course Designation key values. Please note that O = Online is not a valid value on the high school transcript but is reported to CEDARS.			
A = Advanced	I = Intl Baccalaureate	Q = Quantitative	Z = Non-Instructional
B = CADR	K = Cambridge Intl	R = Running Start	
C = College in the HS	L = Local Comp Test	S = Science Lab	
H = Honors Option	N = National Comp Test	T = CTE Dual Credit (Tech Prep)	

Source: High School Transcript Frequently Asked Questions, page 52, July 2020.

If the course meets the requirements of the Course Designation Code, then the appropriate code must be used regardless of if the courses were modified. Courses listed on a transcript must identify the course the student was enrolled in. It may not identify any differentiation in courses (such as content-based core instructional courses for ML/English learners), or modifications or accommodations within the course for a specific student(s) (for example comparable content course substitutions or). For example, if an Advanced Placement or Honors course has modified curriculum, then it can STILL receive one of the codes above. Additionally, the above codes are the ONLY codes that be used.

EXTENDED SUPPORTS FOR STUDENTS NEEDING MORE TIME TO GRADUATE

What guidance and resources are available on the topic of extended graduation supports for students?

- Guidance/Bulletins
    - Student Engagement and Support OSPI Bulletin No. 004-20
    - OSPIs On-Time Grade-Level Progression guidance that includes requirements and recommendations for providing partial credit
    - State Board of Education High School Credits FAQ
- Webpages
    - OSPI webpage for Open Doors Youth Reengagement
    - OSPI webpage for Learning Alternatives
    - Washington State Skill Center Association
- Other Resources
    - Running Start Frequently Asked Questions (See pages 12-22)

Can a student who has earned a GED continue to work towards a regular high school diploma and get special educational support and/or participate in a Skills Center?

A General Education Development Test (GED) is not considered a regular high school diploma and therefore students who are under the age of 21 who have earned a GED are still considered to be eligible to fulfill their high school graduation requirement and earn a regular high school diploma. Additionally, students who are enrolled in a Youth Reengagement program may obtain a GED and stay enrolled until they have either earned a diploma or reached the age of 21.

If a student has withdrawn, they would need to reenroll in their local school and begin to work towards meeting the graduation requirements for their graduation cohort year to earn a high school diploma. Per WAC 392-172A-02000, a student who has a GED would also be able to continue receiving special education services from the public school district if determined to be

eligible – at least until they either receive a high school diploma or reach the age of 21 (see section (c) of WAC 392-172A-02000).

Skills Center participation would be an option for a student if it meets the student's graduation plan and the student is able to meet the admission requirements. If students with an IEP or 504 Plan require modifications or accommodations, the Skills Center is responsible for providing these services in collaboration with the student's home school district. A student's IEP team may determine that certain transition services are needed as part of a student IEP Transition Plan, and this could include participation in a Skills Center.

For a student who has a disability and is over the age of 21, employment support services can be provided by the Division of Vocational Rehabilitation | DSHS - Washington.

May a second-year senior enroll in the Running Start Program?

Yes, adult students who are continuing to get instructional support and special education services up to the age of 21 may enroll and have continued eligibility in the Running Start Program if they have been enrolled previously as a junior or a senior but may only take those specific courses needed to meet the school district, charter school or tribal compact school graduation requirements. An adult student is generally understood as being a student who has not met high school graduation requirements by the end of the student's 12th grade academic year.

- **Running Start FAQ**
  - **40. May a second-year senior enroll in the Running Start Program?**
    - A second-year senior may enroll in the Running Start Program if they have been enrolled previously as a junior or a senior but may only take those specific courses needed to meet the school district, charter school or tribal compact school graduation requirements. A second-year senior is generally understood as being a student who has failed to meet high school graduation requirements by the end of the student's 12th grade academic year. WAC 392-169-055 (Rule on extent and duration of Running Start enrollment)

- **WAC 392-169-055** (Rule on extent and duration of Running Start enrollment) (4) As a general rule a student's eligibility for running start program enrollment terminates at the end of the student's twelfth grade regular academic year, notwithstanding the student's failure to have enrolled in an institution of higher education to the full extent permitted by subsections (1) and (2) of this section: Provided, That a student who has failed to meet high school graduation requirements as of the end of the student's twelfth grade regular academic year (September through June) due to the student's absence, the student's failure of one or more courses, or another similar reason may continue running start program enrollment for the sole and exclusive purpose of completing the particular course or courses required to meet high school graduation requirements, subject to the enrollment limitation established by subsection (2) of this section

Are schools required to hold back a graduation requirement for a student with an IEP to continue to work on graduation requirements and get IEP services and support as an adult student through the age of 21?

No, schools do not need to hold back a credit, or a graduation requirement as federal and state regulations do not require a school district to graduate a student with a disability who has met a district's graduation requirements. The IEP team determines the student's graduation plan and date based on what is in the best interest of the student for continuing their secondary education. Students who have not yet met their high school graduation requirements nor earned a high school diploma after four years are eligible for a free public education through the school year in which they turn 21 years old. This includes students under 21 who have earned a high school equivalency certificate.

WAC Section 392-172A-02000 (2)(b) says: "(2) A student who is determined eligible for special education services shall remain eligible until [...] (b) The student has met high school graduation requirements established by the school district pursuant to rules of the state board of education, ***and*** the student has graduated from high school with a regular high school diploma" (emphasis added). The rule makes a distinction between meeting graduation requirements and graduation with a diploma precisely because it is up to an IEP team to determine a student's graduation plan, including transition services, and determine the graduation date.

Additionally, Kevin's Law (RCW 28A.155.170) allows students who will continue to receive special education services under an IEP between the ages of 18 and 21 to participate in the graduation ceremony and activities after four years of high school attendance with their age-appropriate peers and receive a certificate of attendance. Students who participate in the graduation ceremony will receive a certificate of attendance, which is not a high school diploma. Students will receive a diploma when they complete their graduation requirements.

Can a student who arrives in the United States between the ages of 18-21 be enrolled in a WA high school?

Newly arrived students who are ages 14 to 18 should be placed in the grade that provides continuity with their prior schooling or at the age-appropriate grade if this will be their first high school experience. Students who are ages 19 or 20 at their time of arrival and have not completed their high school diploma are usually placed in a traditional high school but may also request to participate in an Open Doors or other alternative program to accommodate any outside responsibilities they may have while continuing their education until graduation or age 21 (RCW 28A.150.220).

If a student has completed a foreign high school diploma but is requesting registration in a WA high school, the district will need to determine if the student's certificate/diploma does or does not meet the local graduation requirements. If local requirements have not been met, and the student has not yet turned 21, they can be enrolled.

ACKNOWLEDGMENTS

LEGAL NOTICE

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All students prepared for post-secondary pathways, careers, and civic engagement.

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PUBLIC INSTRUCTION

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