

Washington State Standardized High School Transcript Frequently Asked Questions (FAQs) [February 2020]

The purpose of the Washington State Standardized High School Transcript is to communicate a student's academic history for all high school level courses attempted including the courses, grades, schools and other required data. Washington State public high schools are required to use the Washington State Standardized High School Transcript. An accurate record of a student's academic history is essential and cannot include anything more than what is listed in the Washington Administrative Code (WAC)/Revised Code of Washington (RCW) and the Washington State Standardized High School Transcript Developer/User Guide (<https://www.k12.wa.us/student-success/graduation/high-school-transcripts>).

This document contains some of the most frequently asked questions regarding the Washington State High School Transcript. The answer and relevant WACs/RCWs are listed below each question. Pertinent information within each WAC/RCW is listed in a green font. This document will be updated as new commonly asked questions are received.

OSPI is currently evaluating whether a change to WAC 392-415-070 is necessary so that it is in alignment with RCW 28A.320.192.

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Transcript Developer/User Guide Changes (2019-2020)

Edition 7.2 (Updated February 2020)

2.2.5 Additional State Requirements

- Added Graduation Pathways
- Removed ELA, Math and Science Standard

2.2.5.3 English Language Arts Standard

- Ended with Class of 2020

2.2.5.4 Mathematics Standard

- Ended with Class of 2020

2.2.5.6 Science Standard

- Ended with Class of 2020

Transcript Developer /User Guide Changes (2018-2019)

Edition 7.1 (Updated January 2019)

2.2.5.12, 2.2.5.12.1, Washington State Higher Education Placement Agreement, (Washington State Higher Education Placement Agreement Status)

- Updated link to Higher Education Placement Agreement.

Edition 7.0 (Updated May 2018)

- Changed section numbering and updated descriptions, element details, graphics, and other general edits as necessary.

2.1.1.1 Legal Name

- Designation of suffix in last name

2.2.2 Course Designation Key

- Edited course type: T = CTE Dual Credit (formerly Tech Prep)

2.2.3.1 State Crs Code

- Changed Length of field from 5 to 6

2.2.3.7 Course Dsg

- Updated valid values

Transcript Developer /User Guide Changes (2015-2016)

Edition 6.0 (Updated December 2015)

- Changed section numbering and updated descriptions, element details, graphics, and other general edits as necessary.

2.2.2 Course Designation Key

- Added course type: Z = Non-Instructional

2.2.5.1, 2.2.5.1.1, 2.2.5.2, 2.2.5.2.1, 2.2.5.3, 2.2.5.3.1, 2.2.5.6, 2.2.5.6.1, READING STANDARD, (READING STANDARD Status), WRITING STANDARD, (WRITING STANDARD Status), ENGLISH

LANGUAGE ARTS, (ENGLISH LANGUAGE ARTS STANDARD Status), SCIENCE STANDARD, (SCIENCE STANDARD Status)

- The consolidation of the Reading and Writing Standards to create the English Language Arts Standard.
- The delay of the Science Standard until the Class of 2017 per [RCW 28A.655.061](#).

2.2.5.11, 2.2.5.11.1, WASHINGTON STATE SEAL OF BILITERACY, (WASHINGTON STATE SEAL OF BILITERACY Status)

- Added language.
- Added PROFICIENT as an allowable status.

2.2.5.12, 2.2.5.12.1, Washington State Higher Education Placement Agreement, (Washington State Higher Education Placement Agreement Status)

- Added per <https://www.sbctc.edu/resources/documents/about/agency/initiatives-projects/smarter-balanced-agreement-faqs-aug2018.pdf> and [COP Smarter Balanced Assessment Agreement](#).

APPENDIX A

- Updated transcript examples.

Edition 5.0.4 (Updated June 2014)

- Changed section numbering and updated descriptions, element details, graphics, and other general edits as necessary.

2.2.5.1.1, 2.2.5.2.1, 2.2.5.3.1, 2.2.6.2.1 (READING STANDARD Status), (WRITING STANDARD Status), (MATHEMATICS STANDARD Status), (SCIENCE STANDARD Status)

- Updated hyperlink and text.

2.2.5.8, 2.2.5.8.1 CULMINATING PROJECT (Ending with the class of 2014), (CULMINATING PROJECT Status)

- Removed per [Engrossed Second Substitute Senate Bill 6552](#).

2.2.5.11 WASHINGTON STATE SEAL OF BILITERACY (Beginning with the Class of 2015)

- Added per [Senate Bill 6424](#).

APPENDIX A

- Updated transcript examples.

Transcript Developer /User Guide Changes (2012-2013)

Edition 5.0.3 (Updated November 2013)

2.2.2 COURSE DESIGNATION KEY

- Updated AP hyperlink and text.

2.2.3.3 Description

- Updated AP hyperlink and text.

2.2.5 ADDITIONAL STATE REQUIREMENTS

- Removed mathematics year 1 and year 2 sections per Engrossed House Bill 1450.

2.2.5.3 MATHEMATICS STANDARD (Beginning with the Class of 2013)

- Updated to include all years starting with the class of 2013.

2.2.5.4, 2.2.5.4.1, 2.2.5.5, 2.2.5.5.1 MATHEMATICS YEAR 1/MATHEMATICS YEAR 2 and (Status)

- Removed mathematics year 1 and year 2 sections per Engrossed House Bill 1450.

APPENDIX A

- Updated transcript examples.

Edition 5.0.2 (Updated May 2013)

2.2.2 COURSE DESIGNATION KEY

- Updated references of Higher Education Coordinating Board (HECB) to Washington Student Achievement Council (WSAC).
- Changed “CADR/HECB Core” to “CADR”.
- Included additional business rules and notes.

2.2.3.3 DESCRIPTION

- Included additional formatting allowances and notes.

2.2.3.9 GRD LEV

- Updated to include all grade levels as allowable values.

2.2.5.9, 2.2.5.9.1 WASHINGTON STATE HISTORY, (WASHINGTON STATE HISTORY Status)

- Updated to include “Waived” as an allowable value.

APPENDIX A

- Updated transcript examples.

APPENDIX B

- Updated references.

APPENDIX C

- Added website address.

Edition 5.0.1 (Updated April 2012)

2.2.5.10, 2.2.5.10.1 CERTIFICATE OF ACADEMIC ACHIEVEMENT or CERTIFICATE OF INDIVIDUAL ACHIEVEMENT and (Status)

- Updated the requirement to correctly display asterisks (*) instead of X’s when a student has not earned a CAA or CIA.

2.2.2 COURSE DESIGNATION KEY

- Updated the school year as 2012-2013 to begin using the new course designation codes designations.

Edition 5.0.0 (Updated March 2012)

- Changed section numbering and updated descriptions, element details, graphics, and other general edits as necessary.
- Changed overall format and design.

2.1.2.4 GRADUATION REQUIREMENTS YEAR

- Added Graduation Requirements Year in the header.

2.2.2 COURSE DESIGNATION KEY

- Added Course Designation Code L = Local Competency Test.
- Added Course Designation Code N = National Competency Test.
- Added Course Designation Code Q = Quantitative.
- Added Course Designation Code S = Science Lab.

2.2.3.1 STATE CRS CODE

- Added State Course Code to the Academic Record section.

2.2.6.4, 2.2.6.4.1, 2.2.6.5, 2.2.6.5.1 MATHEMATICS YEAR 1/MATHEMATICS YEAR 2 and (STATUS)

- Added mathematics year 1 and year 2 sections beginning with the graduation class of 2015.

2.2.6.6, 2.2.6.6.1 SCIENCE STANDARD and (STATUS)

- Updated Science Standard section beginning with the graduation class of 2015.

2.2.6.9, 2.2.6.9.1 WASHINGTON STATE HISTORY and (STATUS)

- Added Washington State History in the Additional State Requirements section.

2.2.7, 2.2.7.1.1 ADDITIONAL DISTRICT REQUIREMENTS and (STATUS)

- Added a new subsection that is optional for districts labeled Additional District Requirements.

APPENDIX A

- Updated transcript examples.
- Updated and added references.

Transfers

1. How do you handle transcript information from students who transfer from one high school to another? How can we determine what a course is and can we change the course titles? (see updated rules for students beginning with the 2019-20 school year)

Answer: A course that is part of the student's high school record, taken elsewhere, must be on the transcript. Beginning with the 2019-20 school year [RCW 28A.320.192](#) requires districts to provide and recognize partial credit for students identified as highly mobile. Partial credits and grades must be transcribed and included on the student's transcript. Partial credits and grades must be transcribed to the appropriate subject area, they may not be assigned under 'alternative, elective or other'. For those students that do not meet the definition of highly mobile, it is a local decision to translate the transcript and award credit for those courses which the receiving district feels appropriate. For non-highly mobile students, it is determined at the district level how transfer-in courses are converted.

There is no course designation code to reflect the course was transferred. Dates of attendance in the "schools attended" area, in conjunction with the course dates, can be used to derive this information. If information on the transcript is not clear, it is incumbent on the receiving school to contact the applicable high school for clarification, this includes but is not limited to credit not being assigned to the listed course. Districts can change course titles to better suit their course information. If the student returns to their original district (A), District A, upon receiving the student back from District B, can choose to revert back to District A's original course titles.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2) (vii) The student's academic history for all high school level courses attempted, including courses taken under RCW 28A.230.090(4) and including those courses where a student has withdrawn, and listed by report period for the grade level (month and year), course code and description, marks/grades earned as defined in WAC 392-415-050 (a mark/grade of "W" will be used to indicate a withdrawal from a course), credits attempted and earned as defined in WAC 392-415-040, grade point average as defined in WAC 392-415-055, and a report period and cumulative summary of the student's high school level academic history.

WAC 180-51-050 High school credit – definition.

(6) Each high school district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the building principal or designee in determining whether or not a credit meets the district's standards for recognition and acceptance of a credit. The policy shall include an appeal procedure to the district if it includes reliance on the professional judgment of the building principal or designee.

RCW 28A.320.192 On-time grade level progression and graduation of students who are homeless, dependent, or at-risk youth or children

(1) In order to eliminate barriers and facilitate the on-time grade level progression and graduation of students who are homeless as described in RCW 28A.300.542, dependent pursuant to chapter 13.34 RCW, or at-risk youth or children in need of services pursuant to chapter 13.32A RCW, school districts must incorporate the procedures in this section.

(2) School districts must waive specific courses required for graduation if similar coursework has been satisfactorily completed in another school district or must provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school district, the receiving school district must provide an alternative means of acquiring required coursework so that graduation may occur on time.

(3) School districts must consolidate partial credit, unresolved, or incomplete coursework and provide opportunities for credit accrual in a manner that eliminates academic and nonacademic barriers for the student.

(4) For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, school districts must grant partial credit for coursework completed before the date of withdrawal or transfer and the receiving school must accept those credits, apply them to the student's academic progress or graduation or both, and allow the student to earn credits regardless of the student's date of enrollment in the receiving school.

(5) Should a student who is transferring at the beginning or during the student's junior or senior year be ineligible to graduate from the receiving school district after all alternatives have been considered, the sending and receiving districts must ensure the receipt of a diploma from the sending district if the student meets the graduation requirements of the sending district.

2. How do we transcribe a transcript from another state where they have three grade marks earned in a course all worth the same GPA value (i.e., A+, A, and A- all equal 4.0)?

Answer: When working with a transcript from another state that has grade marks earned in a course worth the same value (i.e., A+, A, A- all equal 4.0) it is advised that the other state's district be contacted for verification since grade scales don't usually map multiple letter grades to the same numerical equivalent. Washington transcripts must only include those grades noted in Washington's grade scale. If the receiving district chooses to give the student 4.0 grade points for the course, then the letter grade must be reflected as an A. If the district chooses to give the student an A- for the course, the grade point must be 3.7.

WAC 392-415-050 Grade reporting and calculation system.

(1) The standardized high school transcript shall report the marks/grades earned by students in courses as follows. It is not required to adopt a marking/grading system that uses pluses or minuses or, if adopted, to report pluses or minuses on standardized transcripts.

(a)	A	=	4.0
(b)	A-	=	3.7
(c)	B+	=	3.3
(d)	B	=	3.0
(e)	B-	=	2.7
(f)	C+	=	2.3
(g)	C	=	2.0
(h)	C-	=	1.7
(i)	D+	=	1.3
(j)	D	=	1.0
(k)	E or F	=	0.0

3. If a student transfers into a high school, and brings full or partial credit relating to the Culminating Project and/or High School and Beyond Plan (i.e., diploma and one year beyond high school) requirements, is the new school required to accept the credit(s) if the "sending" school is accredited?

Answer: Beginning with the 2019-20 school year [RCW 28A.320.192](#) requires districts to provide and recognize partial credit for students identified as highly mobile. For those students that do not meet the

definition of highly mobile the decision to accept credits is always locally determined. However, schools and districts are strongly encouraged to recognize the work **that non-highly mobile students have accomplished to date and not make the student start over.** [RCW 28A.320.192](#) is very specific as to the requirements for districts to eliminate and facilitate the on-time grade level progression and graduation of students who are highly mobile. While districts have the authority to implement these graduation requirements in a manner they determine best meets community needs and desires, neighboring districts are encouraged to consider entering into a “reciprocity” agreement, to accommodate student mobility. The [‘On-Time Grade Level Progression and Graduation for Highly Mobile Students-A Guide to Implementing RCW 28A.320.192’](#) defines highly mobile students as -

- Students experiencing homelessness
- Dependent children (students in foster care)
- Children in Need of Services (CHINS)
- At-Risk Youth (ARY).

RCW 28A.320.192 On-time grade level progression and graduation of students who are homeless, dependent, or at-risk youth or children

(1) In order to eliminate barriers and facilitate the on-time grade level progression and graduation of students who are homeless as described in RCW 28A.300.542, dependent pursuant to chapter 13.34 RCW, or at-risk youth or children in need of services pursuant to chapter 13.32A RCW, school districts must incorporate the procedures in this section.

(2) School districts must waive specific courses required for graduation if similar coursework has been satisfactorily completed in another school district or must provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school district, the receiving school district must provide an alternative means of acquiring required coursework so that graduation may occur on time.

(3) School districts must consolidate partial credit, unresolved, or incomplete coursework and provide opportunities for credit accrual in a manner that eliminates academic and nonacademic barriers for the student.

(4) For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, school districts must grant partial credit for coursework completed before the date of withdrawal or transfer and the receiving school must accept those credits, apply them to the student's academic progress or graduation or both, and allow the student to earn credits regardless of the student's date of enrollment in the receiving school.

(5) Should a student who is transferring at the beginning or during the student's junior or senior year be ineligible to graduate from the receiving school district after all alternatives have been considered, the sending and receiving districts must ensure the receipt of a diploma from the sending district if the student meets the graduation requirements of the sending district.

4. Are there standardized procedures for evaluating foreign or homeschool transcripts for high school students?

Answer: There is no standardized OSPI procedure for evaluating foreign transcripts as the decision to accept credits is always locally determined. A course that is part of the student's high school record, taken elsewhere, must be on the transcript. Districts must decide how to translate transcripts and award credit for courses. Districts should have a clear policy/regulation regarding the recognition and acceptance of transfer credits, both foreign and domestic (including homeschool). Districts can change course titles to better suit their course information. It is determined at the district level how transfer-in courses are converted, if necessary. The district's Bilingual office may be a source in which to gather additional information in order to make a determination with respect to foreign transcripts.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2) (vii) The student's academic history for all high school level courses attempted, including courses taken under RCW 28A.230.090(4) and including those courses where a student has withdrawn, and listed by report period for the grade level (month and year), course code and description, marks/grades earned as defined in WAC 392-415-050 (a mark/grade of "W" will be used to indicate a withdrawal from a course), credits attempted and earned as defined in WAC 392-415-040, grade point average as defined in WAC 392-415-055, and a report period and cumulative summary of the student's high school level academic history.

WAC 180-51-050 High school credit – definition.

(6) Each high school district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the building principal or designee in determining whether or not a credit meets the district's standards for recognition and acceptance of a credit. The policy shall include an appeal procedure to the district if it includes reliance on the professional judgment of the building principal or designee.

When translating a transcript from another country, what do we put for the city and state?

Answer: Include any address information available such as city and country.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2) (a) Authorized and required transcript information effective now:

(v) The school name, address, phone number, and name of the school district issuing the transcript;

5. Can a school change credit amounts for courses when a student transfers into the school?

Answer: Most credits are transferred as they were earned in the previous school. There may be instances of schools (i.e., colleges, foreign schools) that use different credit awarding scales. In these cases, districts should have a clear policy and guidance regarding the transfer of credits into the credit scale used by the new school.

6. If a transfer course does not have a state course code, are we supposed to enter a state course code?

Answer: Yes. If a school receives a transcript that does not have State Course Codes, the receiving school should enter a State Course Code for those courses as the courses and credits are being transcribed and mapped to the schools current courses. If information on the transcript is not clear, it may be beneficial to contact the applicable high school for clarification. The school may also choose to use the pertinent general State Course Code if a specific one is unable to be determined.

7. If we have mapped a transfer course to our courses, do we use the state course code on the original transcript or do we change it to the state course code that aligns to our course it is mapped to?

Answer: It is a local decision on how to translate the transcript. Districts should have clear policies/regulations regarding the transcription (including State Course Codes), recognition, and acceptance of transfer credits/courses. If information on the transcript is not clear or does not align with what the receiving district believes should be true, it may be beneficial to contact the applicable high school for clarification. Once clarification is made or if the receiving school has a set procedure for transferring and determining what information to use, the receiving school may update the transcript accordingly.

WAC 180-51-050 High school credit – definition.

(6) Each high school district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the building principal or designee in determining whether or not a credit meets the district's standards for recognition and acceptance of a credit. The policy shall include an appeal procedure to the district if it includes reliance on the professional judgment of the building principal or designee.

8. How should we transcribe online courses?

Answer: Online courses are listed on the transcript the same way other courses are listed. You may follow the same guidelines. It is up to your district to determine how you will transcribe the credits (based on

hours, minutes, days, etc.). At this time the Online course designation of “O” is not an allowable value on the transcript, though it is to be reflected in the student’s record and reported through CEDARS.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2) (vii) The student's academic history for all high school level courses attempted, including courses taken under RCW 28A.230.090(4) and including those courses where a student has withdrawn, and listed by report period for the grade level (month and year), course code and description, marks/grades earned as defined in WAC 392-415-050 (a mark/grade of "W" will be used to indicate a withdrawal from a course), credits attempted and earned as defined in WAC 392-415-040, grade point average as defined in WAC 392-415-055, and a report period and cumulative summary of the student's high school level academic history.

WAC 180-51-050 High school credit – definition. (6) Each high school district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the building principal or designee in determining whether or not a credit meets the district's standards for recognition and acceptance of a credit. The policy shall include an appeal procedure to the district if it includes reliance on the professional judgment of the building principal or designee.

9. Is there a law against accepting unofficial transcripts?

Answer: No, but, it is unwise to accept unofficial transcripts because the receiving district cannot be sure if the transcript is valid. Preliminary scheduling decisions may have to be made from an initial unofficial transcript but the student’s transferred in credits should be based on an official transcript if at all possible.

Withdrawals

10. Is the period of time during which a student can withdraw from a course defined?

Answer: Class schedule changes do not need to be listed as withdrawals. The state does not establish a set period of time distinguishing a schedule change from a withdrawal. Districts are encouraged to establish clear guidance defining the maximum time period from the start of the term in which a student can drop a course without being considered a withdrawal.

11. Can a “W” be removed and replaced with a grade for a student who transferred and took the equivalent course in the new district? (see updated rules for students beginning with the 2019-20 school year)

Answer: Every high school credited course attempted must appear on the transcript including the course from which the student has withdrawn. If a student transfers with a withdrawal (even within a district), is placed in the equivalent course within your district and completes the course, then you may replace the “W” with a grade, etc. However, if the student does not pick up and complete the withdrawn course in the new school, the “W” remains. If a student has repeatedly withdrawn from a course, each attempt must be listed. The intent is to track dropped course work rather than moves between schools.

Beginning with the 2019-20 school year [RCW 28A.320.192](#) requires districts to provide and recognize partial credit for students identified as highly mobile. The [‘On-Time Grade Level Progression and Graduation for Highly Mobile Students-A Guide to Implementing RCW 28A.320.192’](#) defines highly mobile students as -

- Students experiencing homelessness
- Dependent children (students in foster care)
- Children in Need of Services (CHINS)
- At-Risk Youth (ARY).

Highly mobile students must have partial credit calculated and assigned to the appropriate subject area in lieu of being assigned a “W”. For those students that do not meet the definition of highly mobile the decision to accept credits is always locally determined. However, schools and districts are strongly encouraged to recognize the work that non-highly mobile students have accomplished to date and not make the student start over.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2) (vii) The student's academic history for all high school level courses attempted, including courses taken under RCW 28A.230.090(4) and including those courses where a student has withdrawn, and listed by report period for the grade level (month and year), course code and description, marks/grades earned as defined in WAC 392-415-050 (a mark/grade of "W" will be used to indicate a withdrawal from a course), credits attempted and earned as defined in WAC 392-415-040, grade point average as defined in WAC 392-415-055, and a report period and cumulative summary of the student's high school level academic history.

RCW 28A.320.192 On-time grade level progression and graduation of students who are homeless, dependent, or at-risk youth or children

(1) In order to eliminate barriers and facilitate the on-time grade level progression and graduation of students who are homeless as described in RCW 28A.300.542, dependent pursuant to chapter 13.34 RCW, or at-risk youth or children in need of services pursuant to chapter 13.32A RCW, school districts must incorporate the procedures in this section.

(2) School districts must waive specific courses required for graduation if similar coursework has been satisfactorily completed in another school district or must provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school district, the receiving school district must provide an alternative means of acquiring required coursework so that graduation may occur on time.

(3) School districts must consolidate partial credit, unresolved, or incomplete coursework and provide opportunities for credit accrual in a manner that eliminates academic and nonacademic barriers for the student.

(4) For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, school districts must grant partial credit for coursework completed before the date of withdrawal or transfer and the receiving school must accept those credits, apply them to the student's academic progress or graduation or both, and allow the student to earn credits regardless of the student's date of enrollment in the receiving school.

(5) Should a student who is transferring at the beginning or during the student's junior or senior year be ineligible to graduate from the receiving school district after all alternatives have been considered, the sending and receiving districts must ensure the receipt of a diploma from the sending district if the student meets the graduation requirements of the sending district.

12. What dates for the course do we include on the transcript if a student transferred into our district, continued taking an equivalent course from which they had just been withdrawn, and earned a grade that replaces the original “W”?

Answer: The new district in which the student continued and completed the equivalent course uses their course dates on the transcript.

13. Is it acceptable to send a withdraw form with current grades earned in a course and not enter any information on the transcript?

Answer: Because any course in which a student attempted high school credit must be reflected on the transcript, forwarding a withdrawal form with current grades earned in courses is not a sufficient way to communicate this information. The course must also be listed on the transcript with a “W”.

Beginning with the 2019-20 school year [RCW 28A.320.192](#) requires districts to provide and recognize partial credit for students identified as highly mobile. The [‘On-Time Grade Level Progression and Graduation for Highly Mobile Students-A Guide to Implementing RCW 28A.320.192’](#) defines highly mobile students as -

- Students experiencing homelessness
- Dependent children (students in foster care)
- Children in Need of Services (CHINS)

- At-Risk Youth (ARY).

Highly mobile students must have partial credit calculated and assigned to the appropriate subject area in lieu of being assigned a “W”. For those students that do not meet the definition of highly mobile the decision to accept credits is always locally determined. However, schools and districts are strongly encouraged to recognize the work that non-highly mobile students have accomplished to date and not make the student start over.

RCW 28A.320.192 On-time grade level progression and graduation of students who are homeless, dependent, or at-risk youth or children

(1) In order to eliminate barriers and facilitate the on-time grade level progression and graduation of students who are homeless as described in RCW 28A.300.542, dependent pursuant to chapter 13.34 RCW, or at-risk youth or children in need of services pursuant to chapter 13.32A RCW, school districts must incorporate the procedures in this section.

(2) School districts must waive specific courses required for graduation if similar coursework has been satisfactorily completed in another school district or must provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school district, the receiving school district must provide an alternative means of acquiring required coursework so that graduation may occur on time.

(3) School districts must consolidate partial credit, unresolved, or incomplete coursework and provide opportunities for credit accrual in a manner that eliminates academic and nonacademic barriers for the student.

(4) For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, school districts must grant partial credit for coursework completed before the date of withdrawal or transfer and the receiving school must accept those credits, apply them to the student’s academic progress or graduation or both, and allow the student to earn credits regardless of the student’s date of enrollment in the receiving school.

(5) Should a student who is transferring at the beginning or during the student’s junior or senior year be ineligible to graduate from the receiving school district after all alternatives have been considered, the sending and receiving districts must ensure the receipt of a diploma from the sending district if the student meets the graduation requirements of the sending district.

14. How far back do schools need to correctly identify students with the “W” letter grade?

Answer: Withdrawal information that has not been included should be corrected/updated for students who are currently enrolled in the district. The requirement to include withdrawn courses has been in place since 2004.

15. If a district receives a transcript for a transfer student and the “W” is not indicated, is it the new districts responsibility to add the “W’s”?

Answer: In order not to burden a district receiving the transcripts, we do not ask them to correct or update this information. A school certainly has an option to contact the previous school if they desire to inquire or ask for an updated transcript; however, it is not the new school’s responsibility to correct the previous school’s transcript.

16. Can a “W” be removed and replaced with a grade for a student who transferred and took the equivalent course in the new district?

Answer: Every high school credited course attempted must appear on the transcript including the course from which the student has withdrawn. If a student transfers with a withdrawal (even within a district), is placed in the equivalent course within your district and completes the course, then you may replace the “W” with a grade, etc. However, if the student does not pick up and complete the withdrawn course in the new school, the “W” remains. If a student has repeatedly withdrawn from a course, each attempt must be listed. The intent is to track dropped course work rather than moves between schools.

Beginning with the 2019-20 school year [RCW 28A.320.192\(3\) & \(4\)](#) requires districts to provide and recognize partial credit for students identified as highly mobile. Districts must consolidate partial credit, unresolved or incomplete

coursework and provide opportunities for credit accrual in a manner that eliminates barriers for students (see complete details in the RCW). The [‘On-Time Grade Level Progression and Graduation for Highly Mobile Students-A Guide to Implementing RCW 28A.320.192’](#) defines highly mobile students as -

- Students experiencing homelessness
- Dependent children (students in foster care)
- Children in Need of Services (CHINS)
- At-Risk Youth (ARY)

RCW 28A.320.192 On-time grade level progression and graduation of students who are homeless, dependent, or at-risk youth or children

(3) School districts must consolidate partial credit, unresolved, or incomplete coursework and provide opportunities for credit accrual in a manner that eliminates academic and nonacademic barriers for the student.

(4) For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, school districts must grant partial credit for coursework completed before the date of withdrawal or transfer and the receiving school must accept those credits, apply them to the student’s academic progress or graduation or both, and allow the student to earn credits regardless of the student’s date of enrollment in the receiving school.

17. When can a “W” be removed/replaced?

Answer: A “W”, assigned to a non-highly mobile student, can only be replaced if the student completes the equivalent course in the new school within the same semester that the student transferred OR if the student completes the equivalent course in the following summer session (if the student transferred in the spring). If the student completes the course at the new school the following semester (or at any point thereafter), the original “W” will remain on the transcript and an additional course will be added with the grade that the student earns. The [‘On-Time Grade Level Progression and Graduation for Highly Mobile Students-A Guide to Implementing RCW 28A.320.192’](#) provides the requirements for districts to issue partial credit in lieu of assigning a “W” for highly mobile students. High School Academic Level Courses Taken Prior to High School.

18. In what grade levels can high school credits be earned?

Answer: [For school years prior to 2019-20](#) all high school academic level credits, taken prior to high school, can be used, if certain conditions are met. The family or student must request the courses to be added to the high school transcript (giving the student high school credit) regardless of the letter grade the student earned in the course. Even if the course is a state graduation requirement (i.e., WSH), courses taken prior to 2019-20 are not automatically included on the high school transcript. Courses taken prior to the 2019-20 school year cannot be removed once placed on the transcript.

[Beginning with the 2019-20 school year, RCW 28A.230.090\(4\)\(a\)\(b\)](#) and [WAC 180-51-030](#) require that all high school rigor courses taken and passed by students in grades 7 and 8, be awarded high school credit and placed on the high school transcript. The credits can be removed if requested by the student or parent/guardian prior to the end of the student’s grade 11 school year. District policy will determine the procedure for requesting the removal of these credits. At the request of the student or parent/guardian, credits that are to remain on the high school transcript may be transcribed with a non-numerical grade, e.g., Pass or Credit. The non-numerical grade is not included in GPA calculation, but the credit will apply to fulfilling graduation requirements. The grade can be changed to a non-numerical value if requested by the student or parent/guardian prior to the end of the student’s grade 11 school year.

WAC 180-51-050 High school credit -- Definition.

As used in this chapter the term "high school credit" shall mean: (1) Grades nine through twelve or the equivalent of a four-year high school program, or as otherwise provided in RCW 28A.230.090 (4):

RCW 28A.230.090 High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes— Credit for courses taken before attending high school Postsecondary credit equivalencies.

***** CHANGE IN 2014 *** (SEE [6552-S2.SL](#)) *****

(4) If requested by the student and his or her family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:

- (a) The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
- (b) The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2) (vii) The student's academic history for all high school level courses attempted, including courses taken under RCW 28A.230.090(4) and including those courses where a student has withdrawn, and listed by report period for the grade level (month and year), course code and description, marks/grades earned as defined in WAC 392-415-050 (a mark/grade of "W" will be used to indicate a withdrawal from a course), credits attempted and earned as defined in WAC 392-415-040, grade point average as defined in WAC 392-415-055, and a report period and cumulative summary of the student's high school level academic history.

RCW 28A.230.090 High school graduation requirements or equivalencies—High school and beyond plans—Career and college ready graduation requirements and waivers—Reevaluation of graduation requirements—Language requirements—Credit for courses taken before attending high school—Postsecondary credit equivalencies

(4) Unless requested otherwise by the student and the student's family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:

- (a) The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
- (b) The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.

WAC 180-51-030 High school credit for courses taken before attending high school.

(1) A student who has completed high school courses as defined in RCW [28A.230.090](#)(4) with a passing grade before attending high school shall automatically be given high school credit which shall be applied to fulfilling high school graduation requirements, unless requested otherwise by the student and the student's parent or guardian.

(2) At the request of the student and the student's parent or guardian, high school credit earned before high school may be transcribed with a nonnumerical grade, such as "pass" or "credit." A nonnumerical grade will not be included in the student's high school grade point average calculation. High school credit earned prior to high school and transcribed with a nonnumerical grade will apply to fulfilling high school graduation requirements.

(3) A student and the student's parent or guardian must inform the school before the end of the 11th grade if they do not want credit for the course(s) taken before attending high school, or if they want to request that credit be transcribed with a nonnumerical grade.

19. Are algebra and geometry courses taken prior to high school required and automatically included on the transcript now that **they are graduation requirements?**

Answer: For school years prior to the 2019-20 school year, courses taken prior to high school may only be included on the transcript if high school credit is awarded and only at the student or family's request. If the student or family requests to use these courses for high school then they must be included on the transcript.

Beginning with the 2019-20 school year, [RCW 28A.230.090](#)(4)(a)(b) and [WAC 180-51-030](#) requires that all high school rigor courses taken and passed by students in grades 7 and 8 be awarded high school credit and placed on the high school transcript. The credits can be removed if requested by the student or parent/guardian prior to the end of the student's grade 11 school year. District policy will determine the procedure for requesting the removal of these credits. At the request of the student or parent/guardian,

credits that are to remain on the high school transcript may be transcribed with a non-numerical grade, e.g., Pass or Credit. The non-numerical grade is not included in GPA calculation, but the credit will apply to fulfilling graduation requirements. The grade can be changed to a non-numerical value if requested by the student or parent/guardian prior to the end of the student's grade 11 school year.

WAC 180-51-068 State subject and credit requirements for high school graduation — Students entering the ninth grade on or after July 1, 2015 through June 30, 2017

The statewide subject areas and credits required for high school graduation, beginning July 1, 2015, for students who enter the ninth grade or begin the equivalent of a four-year high school program (the class of 2019), shall total twenty-four as required in this section, except as otherwise provided in subsections (12) and (13) of this section. All credits are to be aligned with the state's learning standards developed under RCW 28A.655.070 for the subject. The content of any course shall be determined by the local school district.

(1) Four **English** credits.

(2) Three **mathematics** credits that satisfy the requirements set forth in (a) through (e) of this subsection:

(a) Unless otherwise provided for in (b) of this subsection, the three mathematics credits required under this section must include:

(i) Algebra 1 or integrated mathematics I;

(ii) Geometry or integrated mathematics II; and

(iii) A third credit of high school mathematics, aligning with the student's interests and high school and beyond plan, with agreement of the student's parent or guardian. The high school and beyond plan must be provided to the student's parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district (RCW 28A.230.090). Districts are encouraged to provide plans to parents and guardians in additional languages as needed, to the extent feasible. If the parent or guardian is unavailable or does not indicate a preference for a specific course, the school counselor or principal may provide agreement with the plan.

(b) A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribed on the student's high school transcript in accordance with RCW 28A.230.090 and WAC 180-51-030, or a student who demonstrates mastery/competency in high school math subjects and has received credit for them, may use these credits to meet their math graduation requirements. Refer to WAC 180-51-030 for information about opting out of credits and numerical grades. Upon completion of algebra 1 or integrated math I, geometry or integrated math II, and a third credit of high school level math that aligns with the student's high school and beyond plan, the student should be encouraged to consider additional math courses, which align with the student's education and career goals in their high school and beyond plan.

(c) A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for such course(s) in accordance with RCW 28A.230.090 and WAC 180-51-030, or a student who demonstrated mastery/competency in these subjects but did not receive high school credits, may either:

(i) Repeat the course(s) for credit in high school; or

(ii) Earn three credits of high school mathematics in different math subjects than those completed before high school.

The student must take algebra 1 or integrated mathematics I and geometry or integrated math II in high school if the student did not complete these courses at a high school level prior to high school, but the student does not need to repeat courses if the student already took the courses at a high school level.

(3) Three **science** credits, at least two of which must be in laboratory science as provided in subsection (17)(a) of this section. A student may choose the content of the third credit of science, based on the student's interests and high school and beyond plan, with agreement of the student's parent or guardian. The high school and beyond plan must be provided to the student's parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district (RCW 28A.230.090). Districts are encouraged to provide plans to parents and guardians in additional languages as needed, to the extent feasible. If the parent or guardian is unavailable or does not indicate a preference for a specific course, agreement may be provided by the school counselor or principal.

(4) Three **social studies** credits (two credits prescribed courses, plus a one credit social studies elective) and a noncredit requirement. The social studies requirement shall consist of the following mandatory courses or equivalencies:

(a) One credit shall be required in United States history.

(b) Successful completion of Washington state history and government shall be required, subject to the provisions of RCW 28A.230.170, 28A.230.090 and WAC 392-410-120, and shall include information on the cultures, histories, and governments of the American Indian peoples who are the first inhabitants of the state. Successful completion of Washington state history must be noted on each student's transcript. The Washington state history and government requirement may be waived by the principal for students who:

(i) Have successfully completed a state history and government course of study in another state; or

(ii) Are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state.

(c) One-half credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.

(d) One-half credit shall be required in civics and include at a minimum the content listed in RCW [28A.230.093](#).

(5) One-half credit in **health**.

(6) One and one-half in **physical education**. Students may be excused from the physical education requirement under RCW [28A.230.050](#). Such excused students shall be required to demonstrate competency/mastery of the knowledge portion of the fitness requirement, in accordance with written district policy. Such policies should be based upon addressing health and physical education learning standards as well as alternative means of engaging in physical activities, as directed in RCW [28A.210.365](#).

(7) Two **arts** credits. The essential content in this subject area may be satisfied in the visual or performing arts. One of the two arts credits may be replaced with a personalized pathway requirement as provided in subsection (17)(c) of this section.

(8) One credit in **career and technical education**.

(a) A career and technical education credit means a credit resulting from a course in a career and technical education program or occupational education credit as contained in the career and technical education program standards of the office of the superintendent of public instruction. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the career and technical education program standards of the office of the superintendent of public instruction. Districts are encouraged to offer career and technical education programs, as defined in RCW [28A.700.010](#).

(b) An exception may be made for private schools as provided in WAC [180-90-160](#).

(c) A student who earns credit through a career and technical education course determined by the district or by the office of the superintendent of public instruction to be equivalent to a noncareer and technical education core course (RCW [28A.700.070](#) and subsection (14) of this section), will not be required to pass a course in the noncareer and technical education subject to earn a credit in that subject. The student earns one credit while meeting two graduation requirements, a career and technical education requirement and the noncareer and technical education subject requirement. The total number of credits required for graduation remain unchanged, and the student will need to earn an additional elective credit.

(9) Two credits in **world languages or personalized pathway requirements**. If the student has chosen a four-year degree pathway under subsection (11) of this section, the student shall be advised to earn two credits in world languages.

(10) Four credits of **electives**.

(11) Each student shall have a **high school and beyond plan** to guide his or her high school experience, as described in WAC [180-51-220](#).

(12) A school district wishing to implement the requirements for high school graduation for students who enter the ninth grade or begin the equivalent of a four-year high school program on July 1, 2016, or July 1, 2017, rather than July 1, 2015, may apply to the state board of education for a temporary waiver of the requirements of this section. The state board of education shall post an application form on its website for use by districts seeking this waiver.

(a) An application for a waiver must:

(i) Meet the requirements of chapter 217, Laws of 2014 (E2SSB 6552), which include describing why the waiver is being requested, the specific impediments preventing timely implementation of the high school graduation requirements established in subsections (1) through (10) of this section, and the efforts that will be taken to achieve implementation with the graduating class proposed under the waiver.

(ii) Be accompanied by a resolution adopted by the district board of directors requesting the waiver. The resolution must state the entering freshman class or classes for whom the waiver is requested, and be signed by the board chair or president and the district superintendent.

(b) A district implementing a waiver shall continue to be subject to the requirements of WAC [180-51-067](#) during the school year or years for which the waiver has been granted.

(c) Nothing shall prevent a district granted a waiver from electing to implement subsections (1) through (11) of this section during the term for which the waiver is granted. A district granted a waiver that elects to implement subsections (1) through (11) of this section shall provide notification of such decision to the state board of education.

(d) The state board of education shall post the application for each waiver on its public website.

(13) A school district that grants high school diplomas may waive up to two of the credits required for graduation under this section for individual students for reason of a student's circumstances, as defined by the district. Unless otherwise provided in law, students granted a waiver under this subsection must earn the seventeen required subject credits in

subsections (1) through (7) of this section, which may be by satisfactory demonstration of competence under WAC 180-51-050. The waiving of credits for individual students for reason of a student's circumstances must be in accordance with written policies adopted by resolution of each board of directors of a district that grants diplomas.

(14) Career and technical education courses determined by the district or by the office of the superintendent of public instruction to be equivalent to a noncareer and technical education course in accordance with RCW 28A.700.070 can be taken for credit in place of that course. Equivalencies may be determined for any of the core credit graduation requirements of subsections (1) through (7) of this section.

(15) Students who complete and pass all required International Baccalaureate Diploma Programme courses are considered to have satisfied state subject and credit requirements for graduation from a public high school, subject to the provisions of RCW 28A.230.090, 28A.230.170, and chapter 28A.230 RCW.

(16) A student with an individualized education program must be provided the opportunity to meet graduation requirements that align with the student's high school and beyond plan pursuant to WAC 180-51-115.

(17) Definitions:

(a) "Laboratory science" means any instruction that provides opportunities for students to interact directly with the material world, or with data drawn from the material world, using the tools, data collection techniques, models and theories of science. A laboratory science course meeting the requirement of subsection (3) of this section may include courses conducted in classroom facilities specially designed for laboratory science, or coursework in traditional classrooms, outdoor spaces, or other settings which accommodate elements of laboratory science as identified in this subsection;

(b) "Personalized pathway" means a locally determined body of coursework identified in a student's high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student;

(c) "Personalized pathway requirements" means up to three course credits chosen by a student under subsections (7) and (9) of this section that are included in a student's personalized pathway and prepare the student to meet specific post-secondary career or educational goals.

RCW 28A.230.090 High school graduation requirements or equivalencies—High school and beyond plans—Career and college ready graduation requirements and waivers—Reevaluation of graduation requirements—Language requirements—Credit for courses taken before attending high school—Postsecondary credit equivalencies

(4) Unless requested otherwise by the student and the student's family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:

(a) The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or

(b) The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.

WAC 180-51-030 High school credit for courses taken before attending high school.

(1) A student who has completed high school courses as defined in RCW 28A.230.090(4) with a passing grade before attending high school shall automatically be given high school credit which shall be applied to fulfilling high school graduation requirements, unless requested otherwise by the student and the student's parent or guardian.

(2) At the request of the student and the student's parent or guardian, high school credit earned before high school may be transcribed with a nonnumerical grade, such as "pass" or "credit." A nonnumerical grade will not be included in the student's high school grade point average calculation. High school credit earned prior to high school and transcribed with a nonnumerical grade will apply to fulfilling high school graduation requirements.

(3) A student and the student's parent or guardian must inform the school before the end of the 11th grade if they do not want credit for the course(s) taken before attending high school, or if they want to request that credit be transcribed with a nonnumerical grade.

20. What are the requirements for including Washington State History (WSH)/Pacific Northwest (PNW) courses taken prior to high school on the transcript?

Answer: Washington State History (WSH)/Pacific Northwest (PNW) courses taken in grades 7 or 8 can only be included in the Academic Record section on the high school transcript for high school credit if it is a high school academic level course. WSH is a graduation requirement; however, it is not always taken in high school or given at a high school academic level and credit cannot automatically be given.

It is a local determination if districts want to offer it at a high school academic level when the course is offered in 7th or 8th grade. If the Washington State History (WSH)/Pacific Northwest (PNW) course is at a

middle school academic level, then it is not listed with the other courses in the Academic Record section of the transcript; however, since it is a state graduation requirement, a “Met” designation is noted under the “Additional State Requirements” section.

For courses taken prior to the 2019-20 school year, if the WSH course is provided at high school rigor prior to grade 9, the family or student must request the course be added to the high school transcript (giving the student high school credit) regardless of the grade the student earned in the course. The district should establish a process in which requests are received from the student or family. Courses taken prior to the 2019-20 school year cannot be removed once placed on the transcript.

Beginning with the 2019-20 school year, RCW 28A.230.090(4)(a)(b) and WAC 180-51-030 require that all high school rigor courses taken and passed by students in grades 7 and 8 be awarded high school credit and placed on the high school transcript. The credits can be removed if requested by the student or parent/guardian prior to the end of the student’s grade 11 school year. District policy will determine the procedure for requesting the removal of these credits. At the request of the student or parent/guardian, credits that are to remain on the high school transcript may be transcribed with a non-numerical grade, e.g., Pass or Credit. The non-numerical grade is not included in GPA calculation, but the credit will apply to fulfilling graduation requirements. The grade can be changed to a non-numerical value if requested by the student or parent/guardian prior to the end of the student’s grade 11 school year.

If the Washington State History course was taken prior to the 2019-20 school year, it is included on the transcript in the following ways.

1. The course is at a High School Academic Level:
 - If it is taken during high school

OR

 - If it is taken at a high school academic level prior to high school and the student/parent choose to include the credit on the transcript

THEN

 - the Academic Record section would list the course with its appropriate information

AND

 - the Additional State Requirements section would report if the requirement was “Met” or “Not Met”.
2. The course is NOT at a High School Academic Level:
 - If it is NOT taken at a high school academic level

OR

 - If a student/parent does NOT request the history course taken prior to high school to be used as a high school credit on the transcript

THEN

 - ONLY the Additional State Requirements would report if the requirement was “Met” or “Not Met”.

If the Washington State History course is taken on or after the 2019-20 school year, it is included on the transcript in the following ways.

1. The course is at a High School Academic Level

THEN

 - The Academic Record section would list the course with its appropriate information. The credit can be removed if requested by the student or parent/guardian prior to the end of the student’s grade 11 school year.

AND

- the Additional State Requirements section would report if the requirement was “Met” or “Not Met”.
2. The course is NOT at a High School Academic Level:
THEN
- ONLY the Additional State Requirements would report if the requirement was “Met” or “Not Met”.

WAC 180-51-050 High school credit -- Definition.

As used in this chapter the term "high school credit" shall mean: (1) Grades nine through twelve or the equivalent of a four-year high school program, or as otherwise provided in RCW 28A.230.090 (4):

RCW 28A.230.090 High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies.

*** CHANGE IN 2014 *** (SEE [6552-S2.SL](#)) ***

(4) If requested by the student and his or her family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:

- (a) The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
- (b) The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2) (vii) The student's academic history for all high school level courses attempted, including courses taken under RCW 28A.230.090(4) and including those courses where a student has withdrawn, and listed by report period for the grade level (month and year), course code and description, marks/grades earned as defined in WAC 392-415-050 (a mark/grade of "W" will be used to indicate a withdrawal from a course), credits attempted and earned as defined in WAC 392-415-040, grade point average as defined in WAC 392-415-055, and a report period and cumulative summary of the student's high school level academic history.

RCW 28A.230.090 High school graduation requirements or equivalencies—High school and beyond plans—Career and college ready graduation requirements and waivers—Reevaluation of graduation requirements—Language requirements—Credit for courses taken before attending high school—Postsecondary credit equivalencies

(4) Unless requested otherwise by the student and the student's family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:

- (a) The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
- (b) The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.

WAC 180-51-030 High school credit for courses taken before attending high school.

(1) A student who has completed high school courses as defined in RCW [28A.230.090](#)(4) with a passing grade before attending high school shall automatically be given high school credit which shall be applied to fulfilling high school graduation requirements, unless requested otherwise by the student and the student's parent or guardian.

(2) At the request of the student and the student's parent or guardian, high school credit earned before high school may be transcribed with a nonnumerical grade, such as "pass" or "credit." A nonnumerical grade will not be included in the student's high school grade point average calculation. High school credit earned prior to high school and transcribed with a nonnumerical grade will apply to fulfilling high school graduation requirements.

(3) A student and the student's parent or guardian must inform the school before the end of the 11th grade if they do not want credit for the course(s) taken before attending high school, or if they want to request that credit be transcribed with a nonnumerical grade.

21. Does a student meet graduation requirements if a grade 7 or 8 Washington State History (WSH) course is taken and is not at a high school academic level?

Answer: The State Board of Education adopted a new rule in November 2011 that permits Washington State History and Government to be a noncredit requirement and therefore can be satisfied if a course is taught at the 7th or 8th grade academic level. This rule is in effect for students in the graduating class of 2016 (current 8th graders). Districts can continue to elect to award credit for Washington State History and Government if it is taught to an academic level of ninth grade or higher (e.g., to high school academic standards).

WAC 180-51-068 State subject and credit requirements for high school graduation — Students entering the ninth grade on or after July 1, 2015.

(4) Three social studies credits (2.5 credits prescribed courses, plus a .5 credit social studies elective) and a noncredit requirement. The social studies requirement shall consist of the following mandatory courses or equivalencies:

(b) Successful completion of Washington state history and government shall be required, subject to the provisions of RCW 28A.230.170; RCW 28A.230.090 and WAC 392-410-120, and shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. Successful completion must be noted on each student's transcript. The Washington state history and government requirement may be waived by the principal for students who: (i) Have successfully completed a state history and government course of study in another state; or (ii) are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state.

22. How should high school academic level courses taken prior to high school be recorded?

Answer: Courses taken prior to high school that are at a high school academic level, **when placed on the high school transcript**, are **recorded** ~~treated~~ the same as courses taken in grades 9–12. The month/year, grade level, state course code, district course code, course title, letter grade, credit attempted, and credit earned is listed and included in the calculation of the student's GPA. The transcript should note the grade level at which the credit was attempted and earned.

RCW 28A.230.090(4)(a)(b) was updated effective as of the start of the 2019-20 school year.

For school years prior to the 2019-20 school year, courses taken prior to high school may only be included on the transcript if high school credit is awarded and only at the student or family's request. If the student or family chooses to use these courses for high school, they must be included on the transcript.

Beginning with the 2019-20 school year, RCW 28A.230.090(4)(a)(b) and WAC 180-51-030 require that all high school rigor courses taken and passed by students in grades 7 and 8 be awarded high school credit and placed on the high school transcript. The credits can be removed if requested by the student or parent/guardian prior to the end of the students' grade 11 school year. District policy will determine the procedure for requesting the removal of these credits. At the request of the student or parent/guardian, credits that are to remain on the high school transcript may be transcribed with a non-numerical grade, e.g., Pass or Credit. The non-numerical grade is not included in GPA calculation, but the credit will apply to fulfilling graduation requirements. The grade can be changed to a non-numerical value if requested by the student or parent/guardian prior to the end of the student's grade 11 school year.

RCW 28A.230.090 High school graduation requirements or equivalencies — Reevaluation of graduation requirements— Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies.

(4) Unless requested otherwise by the student and the student's family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:

(a) The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or

(b) The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.

~~(4) If requested by the student and his or her family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:~~

~~(a) The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or~~

~~(b) The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.~~

23. Can a student have courses taken prior to high school removed from their transcript after it was requested to be included?

Answer: For school years prior to 2019-20, once a student's high school academic level course is on a transcript it cannot be removed. The transcript must include the student's academic history for all high school level courses attempted, including courses taken before high school when the student or family requests the course to be added.

Beginning with the 2019-20 school year, [RCW 28A.230.090\(4\)\(a\)\(b\)](#) and [WAC 180-51-030](#) require that all high school rigor courses taken and passed by students in grades 7 and 8 be awarded high school credit and placed on the high school transcript. The credits can be removed if requested by the student or parent/guardian prior to the end of the student's grade 11 school year. District policy will determine the procedure for requesting the removal of these credits. At the request of the student or parent/guardian credits that are to remain on the high school transcript may be transcribed with a non-numerical grade, e.g., Pass or Credit. The non-numerical grade is not included in GPA calculation, but the credit will apply to fulfilling graduation requirements. The grade can be changed to a non-numerical value if requested by the student or parent/guardian prior to the end of the student's grade 11 school year.

RCW 28A.230.090 High school graduation requirements or equivalencies — Reevaluation of graduation requirements— Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies.

(4) Unless requested otherwise by the student and the student's family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:

(a) The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or

(b) The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.

***** CHANGE IN 2014 *** (SEE [6552-S2.SL](#)) *****

~~(4) If requested by the student and his or her family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:~~

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2)(a) Authorized and required transcript information effective now:

(vii) The student's academic history for all high school level courses attempted, including courses taken under RCW 28A.230.090(4) and including those courses where a student has withdrawn, and listed by report period for the grade level (month and year), course code and description, marks/grades earned as defined in WAC 392-415-050 (a mark/grade of "W" will be used to indicate a withdrawal from a course), credits attempted and earned as defined in WAC 392-415-040, grade point average as defined in WAC 392-415-055, and a report period and cumulative summary of the student's high school level academic history.

24. If a teacher is teaching an 8th grade high school academic level class but is only certified K-8, can it go on the transcript?

Answer: Courses can only be included on the high school transcript if they are a high school level course (high school academic level). It is the rigor of the course, not who is teaching it, that determines if high school credit is given. If it is an 8th grade course and an 8th grade curriculum, then it cannot be included on the transcript. If it is an 8th grade course and a high school academic level curriculum, then it can be included on the transcript if the requirements are met. The question of whether teachers with K–8 certification can teach the high school level 8th grade course is not a transcript question, and would need to be addressed by the Certification office.

RCW 28A.230.090 High school graduation requirements or equivalencies — Reevaluation of graduation requirements— Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies.

***** CHANGE IN 2014 *** (SEE [6552-S2.SL](#)) *****

(4) If requested by the student and his or her family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:

(a) The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or

(b) The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.

25. If a student takes 8th grade algebra and retakes it in 9th grade should both courses be shown, including grades and credits earned in the course, or just the better grade earned?

Answer: All occurrences of repeated courses taken for high school credit must be included on the transcript, along with the credits earned in each of those occurrences. If a middle school course was recorded on the high school transcript (~~because the student/parent requested it be granted high school credit~~) and then retaken for grade improvement, the higher grade earned in the course is included in the calculation of the student's GPA. The record of the lower graded course will also still appear on the transcript, however, with the credit reported as 0.00. (Please see the Repeated Courses section of this document for additional information.)

WAC 392-415-055 Definition – Grade point average.

(4) All marks/grades for all courses taken shall be included in the calculation of grade point averages except for:

(d) Credits attempted for courses taken more than once to improve a grade may count toward the number of credits required for graduation on the condition that the letter grades earned for all attempts are included in the calculation of the student's grade point average. Districts and schools shall not convert letter grades to nonnumerical grades/marks for the purpose of this subsection.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2)(a) Authorized and required transcript information effective now:

(viii) Credits attempted for courses taken more than once to improve a grade/mark may count only once toward the number of credits required for graduation, except that credits attempted for courses taken more than once to improve a grade may count toward the number of credits required for graduation on the condition that the letter grades earned for all attempts are included in the calculation of the student's grade point average. For the purpose of this subsection, districts and schools shall not convert letter grades to grades/marks not used in the grade point average calculation.

26. Is there a time limit for adding high school academic level courses taken prior to high school to the transcript?

Answer: For courses taken prior to the 2019-20 school year, the RCW 28A.230.090 and WAC 180-51-030 do not provide a time frame in which students and families must request that high school academic level courses taken prior to high school be added to the transcript. Districts should provide clear guidance regarding a time frame.

Beginning with the 2019-20 school year, [RCW 28A.230.090\(4\)\(a\)\(b\)](#) and [WAC 180-51-030](#) require that all high school rigor courses taken and passed by students in grades 7 and 8 be awarded high school credit and placed on the high school transcript. The credits can be removed if requested by the student or parent/guardian prior to the end of the student's grade 11 school year. District policy will determine the procedure for requesting the removal of these credits. At the request of the student or parent/guardian, credits that are to remain on the high school transcript may be transcribed with a non-numerical grade, e.g., Pass or Credit. The non-numerical grade is not included in GPA calculation, but the credit will apply to fulfilling graduation requirements. The grade can be changed to a non-numerical value if requested by the student or parent/guardian prior to the end of the student's grade 11 school year.

RCW 28A.230.090 High school graduation requirements or equivalencies—High school and beyond plans—Career and college ready graduation requirements and waivers—Reevaluation of graduation requirements—Language requirements—Credit for courses taken before attending high school—Postsecondary credit equivalencies

(4) Unless requested otherwise by the student and the student's family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:

(a) The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or

(b) The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.

WAC 180-51-030 High school credit for courses taken before attending high school.

(1) A student who has completed high school courses as defined in RCW [28A.230.090\(4\)](#) with a passing grade before attending high school shall automatically be given high school credit which shall be applied to fulfilling high school graduation requirements, unless requested otherwise by the student and the student's parent or guardian.

(2) At the request of the student and the student's parent or guardian, high school credit earned before high school may be transcribed with a nonnumerical grade, such as "pass" or "credit." A nonnumerical grade will not be included in the student's high school grade point average calculation. High school credit earned prior to high school and transcribed with a nonnumerical grade will apply to fulfilling high school graduation requirements.

(3) A student and the student's parent or guardian must inform the school before the end of the 11th grade if they do not want credit for the course(s) taken before attending high school, or if they want to request that credit be transcribed with a nonnumerical grade.

27. A student took a high school rigor course in middle school, prior to the 2019-20 school year, but never requested that the course appear on the high school transcript. The student then transfers out

of the district. Can the student request that the course taken in middle school be added to the high school transcript at the new district?

Answer: For school years prior to 2019-20, schools can only transcribe courses that appear on the student's official transcript. This means that only high schools in the district where the student took the middle school course can accept the credit and transcribe it onto the student's official transcript. The student would need to contact the sending district and request that the middle school course is added to the transcript. After the course has been added, the student will need to have another copy of their official transcript sent to the receiving district.

28. A student took a high school rigor course in middle school, on or after the 2019-20 school year, as required under [RCW 28A.230.090\(4\)\(a\)\(b\)](#) and [WAC 180-51-030](#) the course was added to the high school transcript. The student then transfers out of the district. Can the student request that the course taken in middle school be removed from the high school transcript at the new district?

Answer: The school the student is enrolled in at the time the request is made to remove the course from the transcript may remove the course. The student or parent/guardian is not required to contact the district where the course was taken.

Repeated Courses

29. What is the correct procedure when a student repeats a course for a better grade earned in a course? Do you remove the credit and GPA from the transcript? Can you change the original "F" to an "NC"?

Answer: All occurrences of repeated courses must be included on the transcript, along with the letter grade earned in each of those occurrences. If a course is retaken for grade improvement, the course with the higher grade earned is included in the calculation of the student's GPA. The credits attempted and credits earned of the lower graded course will be reported as 0.00 on the transcript. The credits from repeated courses may only be counted twice if both grades earned in a course are factored into the GPA calculation (e.g., two semesters of the same choir course). Otherwise credits from only one course may be counted. Districts cannot convert letter grades earned in a course to grades/marks not used in the GPA calculation; only the credits attempted and earned should be modified.

A repeat course for a better grade can count in either of the following ways. In either case, both courses and the letter grades are always displayed on the transcript. It is up to the school/district to determine if a course meets multiple credit types (i.e., Algebra I and an elective). If it is determined that course does meet multiple credit types, then the student may decide to do either of the two options listed.

1. Counting only one course as a replacement course for a better letter grade.
 - The old course still shows, but the credits earned or credits attempted are reported as zero (0); therefore, it does not count in the GPA or toward graduation requirements.
2. Counting both courses toward different credit types.
 - The old course shows and the credits earned or credits attempted are reported for both courses and count in the GPA. One course counts towards the subject credit for that course (i.e., Algebra I) and one may count toward another type of credit (i.e., elective). They cannot count toward the same type of graduation credit (i.e., Algebra I and Algebra I).

WAC 392-415-055 Definition – Grade point average.

(4) All marks/grades for all courses taken shall be included in the calculation of grade point averages except for:

- (a) Nonnumerical marks/grades shall be excluded from the calculation of grade point averages; and
- b) Only the highest mark/grade earned for a class/course taken more than once to improve a mark/grade shall be included in the calculation of grade point averages.

This exception shall not apply to recurring courses. Recurring courses are not considered repeated courses taken for the purpose of improving a mark/grade. Recurring courses are those taken by a student to further develop their understanding and skills in the subject (e.g., journalism, advanced art or drama, concert band, etc.), or is taken by the student more than once to satisfy different credit requirements (e.g., advanced drama taken three times to meet an elective requirement, an art requirement, and the occupational education requirement).

(c) Credits attempted for courses taken more than once to improve a grade/mark may count only once toward the number of credits required for graduation.

(d) Credits attempted for courses taken more than once to improve a grade may count toward the number of credits required for graduation on the condition that the letter grades earned for all attempts are included in the calculation of the student's grade point average. Districts and schools shall not convert letter grades to nonnumerical grades/marks for the purpose of this subsection.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2)(a) Authorized and required transcript information effective now:

(viii) Credits attempted for courses taken more than once to improve a grade/mark may count only once toward the number of credits required for graduation, except that credits attempted for courses taken more than once to improve a grade may count toward the number of credits required for graduation on the condition that the letter grades earned for all attempts are included in the calculation of the student's grade point average. For the purpose of this subsection, districts and schools shall not convert letter grades to grades/marks not used in the grade point average calculation.

30. Is there any special notation placed by a course that has been repeated?

Answer: No there is not a special notation for repeated courses; multiple occurrences of the course code reflect that the course was repeated.

31. If a student takes a correspondence course, can that course, including the grade and credit, replace a course the student had previously taken and for which a lower grade was earned?

Answer: Yes. If a student repeats a course outside of your district (e.g., online, correspondence, other district, summer school) the district determines if the course is equivalent to a course within their catalog and can be used as a repeated course. All occurrences of repeated courses must be included on the transcript, along with the credits earned in each of those occurrences. When a course is retaken for grade improvement, the higher grade earned in the course is included in the calculation of the student's GPA. The credit of the lower graded course will be reported as 0.00 on the transcript. The credits from repeated courses may only be counted twice if both grades earned in a course are factored into the GPA calculation (e.g., two semesters of the same choir course). Otherwise credits from only one course may be counted.

WAC 392-410-310 Equivalency course of study -- Credit for correspondence courses, electronically mediated courses, and college courses.

Each common school district board of directors shall adopt policies governing the acceptance of correspondence or college courses for credit, including high school graduation credit. Such rules shall limit acceptance to courses from approved schools or institutions and shall be available upon request for review by students, parents, and the public. The following are approved schools:

- (1) Schools that are members of the National University Continuing Education Association or accredited by the Distance Education and Training Council;
- (2) Community colleges, technical colleges, four-year colleges and universities, and approved private schools in Washington state; and
- (3) Other schools or institutions, including electronically mediated schools or programs, which are approved, after evaluation of a particular course offering, by the school district.

WAC 392-415-055 Definition – Grade point average.

- (4) All marks/grades for all courses taken shall be included in the calculation of grade point averages except for:
- (a) Nonnumerical marks/grades shall be excluded from the calculation of grade point averages; and
 - b) Only the highest mark/grade earned for a class/course taken more than once to improve a mark/grade shall be included in the calculation of grade point averages.

This exception shall not apply to recurring courses. Recurring courses are not considered repeated courses taken for the purpose of improving a mark/grade. Recurring courses are those taken by a student to further develop their understanding and skills in the subject (e.g., journalism, advanced art or drama, concert band, etc.), or is taken by the student more than once to satisfy different credit requirements (e.g., advanced drama taken three times to meet an elective requirement, an art requirement, and the occupational education requirement).

(c) Credits attempted for courses taken more than once to improve a grade/mark may count only once toward the number of credits required for graduation.

(d) Credits attempted for courses taken more than once to improve a grade may count toward the number of credits required for graduation on the condition that the letter grades earned for all attempts are included in the calculation of the student's grade point average. Districts and schools shall not convert letter grades to nonnumerical grades/marks for the purpose of this subsection.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2)(a) Authorized and required transcript information effective now:

(viii) Credits attempted for courses taken more than once to improve a grade/mark may count only once toward the number of credits required for graduation, except that credits attempted for courses taken more than once to improve a grade may count toward the number of credits required for graduation on the condition that the letter grades earned for all attempts are included in the calculation of the student's grade point average. For the purpose of this subsection, districts and schools shall not convert letter grades to grades/marks not used in the grade point average calculation.

32. If a student passes an EOC but not the actual course, may we change the letter grade from an “F” to a “P”?

Answer: Typically letter grades for courses are not changed. Teachers assign grades according to the district/school grading system established for the course and should not be changed without the teacher’s authorization. The grade marks used should be in accordance to the course/grade syllabus established for the course and in compliance to WAC 392-415-050 and should be applied universally for all students.

The more common and perhaps more appropriate method would be to treat the EOC as a replacement course and to grant credit for meeting competency. The district must establish and follow policies that are in line with the State Board of Education. See WAC 180-51-050, WAC 392-415-050, and also Question 2 from the State Board of Education’s Credits FAQ

<https://www.sbe.wa.gov/sites/default/files/public/documents/GradRequirements/Competency-Based%20Crediting%20Handbook%20July%202016.pdf>).

Below is some more description and guidance around credit definition and transcripts:

- It is a district’s decision as to what may or may not receive credit as long as it meets the criteria for high school credit as defined in WAC 180-51-050.
- It is also a district’s decision as to what may be used for replacement or repeated courses.
- If the EOC is determined to meet these criteria and your district determines this is something they wish to award credit for:
 - **it should be an option available to all students,**
 - the district needs to determine what kind of credit,
 - the district needs to determine the credit amount, and
 - **the district needs to have a documented procedure for the process of requesting this credit.**
- The transcript for the competency based credit may reflect the Local Competency course-designation code.

- A student may not earn more than the one credit in any one course/graduation requirement. The only exceptions to this are recurring courses (e.g., journalism, advanced art or drama, concert band, etc.) or if the courses are used to satisfy different credit requirements (e.g., advanced drama taken three times to meet an elective requirement, an art requirement, and the occupational education requirement).
- If a district determines that a course that is approved for credit matches the same academic requirements and rigor as another course, then the course with the better letter grade may be used in the GPA in place of the other course. The credits attempted must be the same or greater than the original course.
- Both courses will still be listed on the transcript with the letter grade received; however, the course with the letter grade not being used in the GPA will have the credits attempted and credits earned listed as 0 (zero).
- The transcript for the competency based credit may reflect the Local Competency course-designation code.

WAC 180-51-050 High school credit -- Definition.

As used in this chapter the term "high school credit" shall mean:

(b) Satisfactory demonstration by a student proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards).

WAC 392-415-050 Grade reporting and calculation system.

(3) If high school credit is awarded on a competency basis as authorized under state board of education policy WAC 180-51-050(2), the district may use either of the following options for noting the students' performance on the state standardized transcript under WAC 392-415-070:

- (a) Determine locally the equivalent passing mark/grade as listed under subsection (1) of this section; or
- (b) Designate "pass" or "fail" or "no pass" in the appropriate manner on the transcript.

WAC 392-410-310 Equivalency course of study -- Credit for correspondence courses, electronically mediated courses, and college courses.

Each common school district board of directors shall adopt policies governing the acceptance of correspondence or college courses for credit, including high school graduation credit. Such rules shall limit acceptance to courses from approved schools or institutions and shall be available upon request for review by students, parents, and the public. The following are approved schools:

- (1) Schools that are members of the National University Continuing Education Association or accredited by the Distance Education and Training Council;
- (2) Community colleges, technical colleges, four-year colleges and universities, and approved private schools in Washington state; and
- (3) Other schools or institutions, including electronically mediated schools or programs, which are approved, after evaluation of a particular course offering, by the school district.

WAC 392-415-055 Definition – Grade point average.

(4) All marks/grades for all courses taken shall be included in the calculation of grade point averages except for:

- (a) Nonnumerical marks/grades shall be excluded from the calculation of grade point averages; and
- (b) Only the highest mark/grade earned for a class/course taken more than once to improve a mark/grade shall be included in the calculation of grade point averages.

This exception shall not apply to recurring courses. Recurring courses are not considered repeated courses taken for the purpose of improving a mark/grade. Recurring courses are those taken by a student to further develop their understanding and skills in the subject (e.g., journalism, advanced art or drama, concert band, etc.), or is taken by the student more than once to satisfy different credit requirements (e.g., advanced drama taken three times to meet an elective requirement, an art requirement, and the occupational education requirement).

(c) Credits attempted for courses taken more than once to improve a grade/mark may count only once toward the number of credits required for graduation.

(d) Credits attempted for courses taken more than once to improve a grade may count toward the number of credits required for graduation on the condition that the letter grades earned for all attempts are included in the calculation of the student's grade point average. Districts and schools shall not convert letter grades to nonnumerical grades/marks for the purpose of this subsection.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2)(a) Authorized and required transcript information effective now:

(viii) Credits attempted for courses taken more than once to improve a grade/mark may count only once toward the number of credits required for graduation, except that credits attempted for courses taken more than once to improve a grade may count toward the number of credits required for graduation on the condition that the letter grades earned for all attempts are included in the calculation of the student's grade point average. For the purpose of this subsection, districts and schools shall not convert letter grades to grades/marks not used in the grade point average calculation.

Grades, Credits, and Diplomas

33. How are the totals in the Report Period and Cumulative Summary section of the transcript calculated?

Answer: Below are steps and examples to calculating the totals in the Report Period and Cumulative Summary section.

01/2013 and Grade 12

		MO/YR: 01/2013	GRD	LEV: 12		
02056	MAT300	ALGEBRA 2	A-	0.50	0.50	B
22051	ELE888	OFFICE AIDE	S	0.50	0.50	
10005	BUS223	COMPUTER APPLICATIONS	A	0.50	0.50	T
05110	MUS555	CONCERT CHOIR	A	0.50	0.50	B
01054	ENG342	AMERICAN LITERATURE	A	0.50	0.50	B
12104	BUS312	ACCOUNTING	A	0.50	0.50	CT

Month/Year and Grade Level Summary

***** REPORT PERIOD AND CUMULATIVE SUMMARY *****							
Grd	Lev	Mo/Yr	Cred Earn	Cred Attp	GPA Earn	GPA Attp	GPA Pts
09	01/2010		2.50	2.50	2.50	2.50	9.50
09	06/2010		2.50	2.50	2.50	2.50	9.50
10	01/2011		3.00	3.00	3.00	3.00	11.55
10	06/2011		3.00	3.00	3.00	3.00	11.50
11	01/2012		2.50	2.50	2.50	2.50	9.55
11	06/2012		2.50	2.50	2.50	2.50	9.35
12	10/2012		0.00	0.00	0.00	0.00	0.00
Cumulative:			19.00	19.00	18.50	18.50	70.80

For a Term and Grade Level (01/2013, Grade 12)

- **Credits Earned:** Sum Credits Earned for the reporting period.
 $0.50 + 0.50 + 0.50 + 0.50 + 0.50 + 0.50 = 3.00$
- **Credits Attempted:** Sum Credits Attempted for the reporting period.
 $0.50 + 0.50 + 0.50 + 0.50 + 0.50 + 0.50 = 3.00$
- **GPA Earned:** Sum GPA Credits Earned for the reporting period. Exclude non-numerical marks/grades such as P/N, CR/NC, S/U, W.
 In the example above, course ELE888 OFFICE AIDE is excluded because the letter grade received was an "S".
 $0.50 + 0.50 + 0.50 + 0.50 + 0.50 = 2.50$
- **GPA Attempted:** Sum GPA Credits Attempted for the reporting period. Exclude non-numerical marks/grades such as P/N, CR/NC, S/U, W.

In the example above, course ELE888 OFFICE AIDE is excluded because the letter grade received was an "S".

$$0.50 + 0.50 + 0.50 + 0.50 + 0.50 = \mathbf{2.50}$$

- **GPA Points:** Multiply the numerical value (Grade Reporting and Calculation Scale) of each letter grade by the number of Credits Attempted for the reporting period. Exclude non-numerical marks/grades such as P/N, CR/NC, S/U, W and courses that were retaken. Then sum.

In the example above, course ELE888 OFFICE AIDE is excluded because the letter grade received was an "S".

Total Sum of each (Letter Grade Point x Credits Attempted)

$$(3.7 \times 0.50) + (4.0 \times 0.50) + (4.0 \times 0.50) + (4.0 \times 0.50) + (4.0 \times 0.50) = \mathbf{9.85}$$

- **GPA:** Divide GPA Points by the GPA Credits Attempted and round to the third decimal place.

GPA Points / GPA Credits Attempted

$$9.85 / 2.5 = \mathbf{3.940}$$

Cumulative

***** REPORT PERIOD AND CUMULATIVE SUMMARY *****							
Grd		Cred	Cred	GPA	GPA	GPA	
Lev	Mo/Yr	Earn	Attp	Earn	Attp	Pts	GPA
09	01/2010	2.50	2.50	2.50	2.50	9.50	3.800
09	06/2010	2.50	2.50	2.50	2.50	9.50	3.800
10	01/2011	3.00	3.00	3.00	3.00	11.55	3.850
10	06/2011	3.00	3.00	3.00	3.00	11.50	3.833
11	01/2012	2.50	2.50	2.50	2.50	9.55	3.820
11	06/2012	2.50	2.50	2.50	2.50	9.35	3.740
12	10/2012	0.00	0.00	0.00	0.00	0.00	0.000
12	01/2013	3.00	3.00	2.50	2.50	9.85	3.940
Cumulative:							

- **Cumulative Credits Earned:** Sum all Credits Earned.

$$2.50 + 2.50 + 3.00 + 3.00 + 2.50 + 2.50 + 0.00 + 3.00 = \mathbf{19.00}$$
- **Cumulative Credits Attempted:** Sum all Credits Attempted.

$$2.50 + 2.50 + 3.00 + 3.00 + 2.50 + 2.50 + 0.00 + 3.00 = \mathbf{19.00}$$
- **Cumulative GPA Earned:** Sum all GPA Credits Earned.

$$2.50 + 2.50 + 3.00 + 3.00 + 2.50 + 2.50 + 0.00 + 2.50 = \mathbf{18.50}$$
- **Cumulative GPA Attempted:** Sum all GPA Credits Attempted.

$$2.50 + 2.50 + 3.00 + 3.00 + 2.50 + 2.50 + 0.00 + 2.50 = \mathbf{18.50}$$
- **Cumulative GPA Points:** Sum all GPA Credits Points.

$$9.50 + 9.50 + 11.55 + 11.50 + 9.55 + 9.35 + 0.00 + 9.85 = \mathbf{70.80}$$
- **Cumulative GPA:** Divide the Cumulative GPA Points by the Cumulative GPA Credits Attempted and round to the third decimal place.

TOTAL Cumulative GPA Points / TOTAL Cumulative GPA Credits Attempted

$$70.80 / 18.50 = \mathbf{3.827}$$

WAC 392-415-050 Grade reporting and calculation system.

(1) The standardized high school transcript shall report the marks/grades earned by students in courses as follows. It is not required to adopt a marking/grading system that uses pluses or minuses or, if adopted, to report pluses or minuses on standardized transcripts.

(a)	A	=	4.0
(b)	A-	=	3.7
(c)	B+	=	3.3
(d)	B	=	3.0
(e)	B-	=	2.7
(f)	C+	=	2.3
(g)	C	=	2.0
(h)	C-	=	1.7
(i)	D+	=	1.3
(j)	D	=	1.0
(k)	E or F	=	0.0

(2) The minimal passing mark/grade is D = 1.0. Nonnumerical marks/grades such as pass/fail, pass/no pass, credit/no credit, and satisfactory/unsatisfactory marks also may be used. A mark/grade of "W" shall be used to indicate a withdrawal from a course.

(3) If high school credit is awarded on a competency basis as authorized under state board of education policy WAC 180-51-050(2), the district may use either of the following options for noting the students' performance on the state standardized transcript under WAC 392-415-070:

- (a) Determine locally the equivalent passing mark/grade as listed under subsection (1) of this section; or
- (b) Designate "pass" or "fail" or "no pass" in the appropriate manner on the transcript.

WAC 392-415-055 Definition – Grade point average.

(1) Each student's "grade point average" shall be the sum of the point values, as defined in WAC 392-415-050, of all the marks/grades received for all courses attempted, divided by the sum of the credits for all courses attempted.

(2) The grade point value shall be rounded by multiplying the numerical value of the mark/grade earned by the number of credits assigned to the course.

(3) Grade point averages shall be rounded to the third decimal place and reported for each trimester/semester or other term and for the cumulative credits earned for all courses attempted in high school.

(4) All marks/grades for all courses taken shall be included in the calculation of grade point averages except for:

- (a) Nonnumerical marks/grades shall be excluded from the calculation of grade point averages; and
- (b) Only the highest mark/grade earned for a class/course taken more than once to improve a mark/grade shall be included in the calculation of grade point averages.

This exception shall not apply to recurring courses. Recurring courses are not considered repeated courses taken for the purpose of improving a mark/grade. Recurring courses are those taken by a student to further develop their understanding and skills in the subject (e.g., journalism, advanced art or drama, concert band, etc.), or is taken by the student more than once to satisfy different credit requirements (e.g., advanced drama taken three times to meet an elective requirement, an art requirement, and the occupational education requirement).

(c) Credits attempted for courses taken more than once to improve a grade/mark may **count only once** toward the number of credits required for graduation.

(d) Credits attempted for courses taken more than once to improve a grade may count toward the number of credits required for graduation on the condition that the letter grades earned for all attempts are included in the calculation of the student's grade point average. Districts and schools shall not convert letter grades to nonnumerical grades/marks for the purpose of this subsection.

34. How should schools handle failing grades earned in a course --some use an "F", others use "No Credit", and others use a scale of "A" through "E"?

Answer: It is a district determination as to which letter grade to use, as long as those letter grades comply with WAC 392-415-050. Transcripts must reflect the grade reporting/recording scale under WAC 392-415-050 (either with or without "+"s" and "-"s"). Transcripts cannot reflect grades of A+ or D-. Districts should guide whether an "E" or "F" grade earned in a course is turned into a "No Pass" grade without credit. The course must be listed on the transcript regardless.

WAC 392-415-050 Grade reporting and calculation system.

(1) The standardized high school transcript shall report the marks/grades earned by students in courses as follows. It is not required to adopt a marking/grading system that uses pluses or minuses or, if adopted, to report pluses or minuses on standardized transcripts.

(2) The minimal passing mark/grade is D = 1.0. Nonnumerical marks/grades such as pass/fail, pass/no pass, credit/no credit, and satisfactory/unsatisfactory marks also may be used. A mark/grade of "W" shall be used to indicate a withdrawal from a course.

(3) If high school credit is awarded on a competency basis as authorized under state board of education policy WAC 180-51-050(2), the district may use either of the following options for noting the students' performance on the state standardized transcript under WAC 392-415-070:

- (a) Determine locally the equivalent passing mark/grade as listed under subsection (1) of this section; or
- (b) Designate "pass" or "fail" or "no pass" in the appropriate manner on the transcript.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2) (vii) The student's academic history for all high school level courses attempted, including courses taken under RCW 28A.230.090(4) and including those courses where a student has withdrawn, and listed by report period for the grade level (month and year), course code and description, marks/grades earned as defined in WAC 392-415-050 (a mark/grade of "W" will be used to indicate a withdrawal from a course), credits attempted and earned as defined in WAC 392-415-040, grade point average as defined in WAC 392-415-055, and a report period and cumulative summary of the student's high school level academic history.

35. How should schools transcribe “I-Incomplete”, “VP-Vanishing Pass”, or “VF-Vanishing Failing”?

Answer: It is a district determination as to which letter grade to use, as long as those letter grades comply with WAC 392-415-050. Districts should guide whether these are turned into a “No Pass”, “No Credit”, or “Unsatisfactory” grade without credit. The course must be listed on the transcript regardless of the grade.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2) (vii) The student's academic history for all high school level courses attempted, including courses taken under RCW 28A.230.090(4) and including those courses where a student has withdrawn, and listed by report period for the grade level (month and year), course code and description, marks/grades earned as defined in WAC 392-415-050 (a mark/grade of "W" will be used to indicate a withdrawal from a course), credits attempted and earned as defined in WAC 392-415-040, grade point average as defined in WAC 392-415-055, and a report period and cumulative summary of the student's high school level academic history.

WAC 392-415-050 Grade reporting and calculation system.

(1) The standardized high school transcript shall report the marks/grades earned by students in courses as follows. It is not required to adopt a marking/grading system that uses pluses or minuses or, if adopted, to report pluses or minuses on standardized transcripts.

- (a) A = 4.0
- (b) A- = 3.7
- (c) B+ = 3.3
- (d) B = 3.0
- (e) B- = 2.7
- (f) C+ = 2.3
- (g) C = 2.0
- (h) C- = 1.7
- (i) D+ = 1.3
- (j) D = 1.0
- (k) E or F = 0.0

(2) The minimal passing mark/grade is D = 1.0. Nonnumerical marks/grades such as pass/fail, pass/no pass, credit/no credit, and satisfactory/unsatisfactory marks also may be used. A mark/grade of "W" shall be used to indicate a withdrawal from a course.

(3) If high school credit is awarded on a competency basis as authorized under state board of education policy WAC 180-51-050(2), the district may use either of the following options for noting the students' performance on the state standardized transcript under WAC 392-415-070:

- (a) Determine locally the equivalent passing mark/grade as listed under subsection (1) of this section; or
- (b) Designate "pass" or "fail" or "no pass" in the appropriate manner on the transcript.

36. When transferring a course that was awarded a grade of D and with no credit earned, can the new school change the 0.0 credit to a .50 credit if that is the grading/credit scale that is used at the school?

Answer: No. If another district/school did not award a credit for a course the new district/school cannot change the course to receive credit. A zero credit cannot generate a credit no matter what the district's grading and credit scale is.

WAC 180-51-050 High school credit — Definition.

As used in this chapter the term "high school credit" shall mean:

(6) Each high school district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the building principal or designee in determining whether or not a credit meets the district's standards for recognition and acceptance of a credit. The policy shall include an appeal procedure to the district if it includes reliance on the professional judgment of the building principal or designee.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2) (vii) The student's academic history for all high school level courses attempted, including courses taken under RCW 28A.230.090(4) and including those courses where a student has withdrawn, and listed by report period for the grade level (month and year), course code and description, marks/grades earned as defined in WAC 392-415-050 (a mark/grade of "W" will be used to indicate a withdrawal from a course), credits attempted and earned as defined in WAC 392-415-040, grade point average as defined in WAC 392-415-055, and a report period and cumulative summary of the student's high school level academic history.

37. How are pass/fail (no pass) courses handled in determining a student's GPA?

Answer: Non-numerical grades/marks earned in a course such as pass/no pass are NOT calculated into the GPA.

WAC 392-415-055 Definition – Grade point average.

(4) All marks/grades for all courses taken shall be included in the calculation of grade point averages except for:

- (a) Nonnumerical marks/grades shall be excluded from the calculation of grade point averages; and

WAC 392-415-050 Grade reporting and calculation system.

(2) The minimal passing mark/grade is D = 1.0. Nonnumerical marks/grades such as pass/fail, pass/no pass, credit/no credit, and satisfactory/unsatisfactory marks also may be used. A mark/grade of "W" shall be used to indicate a withdrawal from a course.

38. What's the policy on changing a student's grade earned in a course?

Answer: Teachers assign grades. Districts dictate how and when a student's grade earned in a course can be changed. OSPI encourages districts to establish clear guidance on grade change procedures.

39. Can a district convert all Home School grades/credits earned in a course to Pass/Fail grades?

Answer: Yes. It is a district determination as to how to awarded letter grades for district and transfer courses (i.e., home school, college, out-of-school learning, etc.).

WAC 392-410-300 Equivalency course of study – Credit for learning experiences conducted away from school or by persons not employed by the school district.

(1) Credit, including high school graduation credit, may be granted for school planned or approved learning experiences primarily conducted away from the facilities owned, operated, or supervised by the district or conducted primarily by individuals not employed by the district.

2) School planned or approved learning experiences such as, but not limited to, travel study, work study, private lessons, and educational programs sponsored by governmental agencies may be accepted for credit upon compliance with written policies established by the district.

WAC 392-415-050 Grade reporting and calculation system.

(b) Designate "pass" or "fail" or "no pass" in the appropriate manner on the transcript.

40. Can modified grades and/or curriculum be noted on the transcript?

Answer: Based on Office of Civil Rights (OCR) guidance (link below) modified grades may not be listed on the transcript; however, course titles may include an asterisk to indicate a modified curriculum as long as this is done for all students and not just for cases of students receiving special education services. Transcripts may not disclose that a student is in a special education program or has a disability. Some of the guidance is conflicting, so the high school transcript committee went with the decision that most benefited the student when it came to notating modified grades and/or curriculum on the transcript.

The OCR guidance may be found at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-qa-20081017.html>.

41. How are grades from an IB school translated to a standard grading scale?

Answer: Grades in IB schools are issued in a numeric format. Below is an example of a IB Grade to non-IB grades scale.

IB Grade	Rating	GPA PTS	Standard Grade	GPA Pts
7	Excellent	5.0	A	4.0
6	Very Good	4.0	A-	3.7
5	Good	3.7	B+	3.3
4	Satisfactory	3.0	B	3.0
3	Mediocre	2.0	B-	2.7
2	Poor	0.0	C+	2.3
1	Very Poor	0.0	C	2.0
			C-	1.7
			D+	1.3
			D	1.0
			F	0.0

42. Can waivers be included on the transcript?

Answer: No. The purpose of the transcript is to communicate a student’s academic history for all high school level courses attempted. The purpose is not to track graduation requirements. Waivers imply that a course has not been attempted and therefore no credits were earned. Only the mandatory high school transcript contents may be listed on the transcript. Information that is not authorized to be placed directly on the state standardized transcript, such as information about waived graduation requirements, may be placed on a second page that can be stapled to or enclosed with the standardized transcript.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(1)(a) The standardized high school transcript shall contain only the information listed in subsection (2) of this section in order to meet the statutory requirements under RCW 28A.230.125 for a statewide standardized transcript.

(b) Any other information the district or school may desire to include may be stapled to the transcript or otherwise provided with the transcript. Information that is not listed below shall not be included on the state standardized transcript:

(2) (vii) The student's academic history for all high school level courses attempted, including courses taken under RCW 28A.230.090(4) and including those courses where a student has withdrawn, and listed by report period for the grade level (month and year), course code and description, marks/grades earned as defined in WAC 392-415-050 (a mark/grade of "W" will be used to indicate a withdrawal from a course), credits attempted and earned as defined in WAC 392-415-040, grade point average as defined in WAC 392-415-055, and a report period and cumulative summary of the student's high school level academic history.

43. Does a course a student Audits have to be listed on the transcript?

Answer: The course does need to appear on the student's transcript. District policy dictates the type of credit/grade that the student receives.

44. While a 4.0 grade point scale is required for the Washington State transcript, does this requirement preclude districts from using a 5.0 scale for local purposes such as honors at graduation?

Answer: It is a district determination as to the grading scale it uses; however, it must be translated to the grade reporting and calculation system from WAC 392-415-050 for the transcript.

WAC 392-415-050 Grade reporting and calculation system.

(1) The standardized high school transcript shall report the marks/grades earned by students in courses as follows. It is not required to adopt a marking/grading system that uses pluses or minuses or, if adopted, to report pluses or minuses on standardized transcripts.

(a)	A	=	4.0
(b)	A-	=	3.7
(c)	B+	=	3.3
(d)	B	=	3.0
(e)	B-	=	2.7
(f)	C+	=	2.3
(g)	C	=	2.0
(h)	C-	=	1.7
(i)	D+	=	1.3
(j)	D	=	1.0
(k)	E or F	=	0.0

(2) The minimal passing mark/grade is D = 1.0. Nonnumerical marks/grades such as pass/fail, pass/no pass, credit/no credit, and satisfactory/unsatisfactory marks also may be used. A mark/grade of "W" shall be used to indicate a withdrawal from a course.

45. Can a district give credit for meeting standard on the state assessment, SBA, HSPE, COE, portfolio, EOC, or senior project?

Answer: It is a local decision on which courses receive credit. Awarding credit for items such as the state assessments (SBA, HSPE, and EOC), alternative assessments (Portfolio, DAPE, and CAA Options), or senior project is consistent with the district option to award credit on the basis of clearly identified competencies in WAC 180-51-050.

WAC 180-51-050 High school credit -- Definition.

As used in this chapter the term "high school credit" shall mean:

(b) Satisfactory demonstration by a student proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards).

WAC 392-415-050 Grade reporting and calculation system.

(3) If high school credit is awarded on a competency basis as authorized under state board of education policy WAC 180-51-050(2), the district may use either of the following options for noting the students' performance on the state standardized transcript under WAC 392-415-070:

(a) Determine locally the equivalent passing mark/grade as listed under subsection (1) of this section; or

(b) Designate "pass" or "fail" or "no pass" in the appropriate manner on the transcript.

46. Can a district/school post a grade earned in a course before the end of the normally defined term (e.g., quarter, semester)?

Answer: Grades earned in courses can be posted for courses before the end of the term. The timing of when a grade is earned in a course and when it is posted is a local determination.

47. What is a State Diploma? What is an Adult Diploma? Are they equivalent?

Answer: There is no such thing as a State Diploma or an Adult Diploma. The only diploma available in Washington is the high school diploma. High school diplomas can be issued by a school district or by a community or technical college approved to issue the high school diploma. School districts and community or technical colleges can add local graduation requirements to those set by the State Board of Education, but both districts and community or technical colleges must at least require the State Board minimums. Regardless of the district or community or technical college requirements, the diploma issued is simply a high school diploma.

RCW 28A.230.120 High school diplomas — Issuance — Option to receive final transcripts — Notice.

(1) School districts shall issue diplomas to students signifying graduation from high school upon the students' satisfactory completion of all local and state graduation requirements. Districts shall grant students the option of receiving a final transcript in addition to the regular diploma.

(2) School districts or schools of attendance shall establish policies and procedures to notify senior students of the transcript option and shall direct students to indicate their decisions in a timely manner. School districts shall make appropriate provisions to assure that students who choose to receive a copy of their final transcript shall receive such transcript after graduation.

(3)(a) A school district may issue a high school diploma to a person who:

(i) Is an honorably discharged member of the armed forces of the United States; and

(ii) Left high school before graduation to serve in World War II, the Korean conflict, or the Vietnam era as defined in RCW 41.04.005.

(b) A school district may issue a diploma to or on behalf of a person otherwise eligible under (a) of this subsection notwithstanding the fact that the person holds a high school equivalency certification or is deceased.

(c) The superintendent of public instruction shall adopt a form for a diploma application to be used by a veteran or a person acting on behalf of a deceased veteran under this subsection (3). The superintendent of public instruction shall specify what constitutes acceptable evidence of eligibility for a diploma.

WAC 180-51-053 Community college high school diploma programs.

(1)(a) Minimum requirements for high school diploma. The minimum requirements and procedures for the issuance of a high school diploma by or through a community or technical college district shall be as prescribed by the state board of education in this section and chapters 180-51 and 180-56 WAC.

(2)(b) Any high school graduation diploma issued by or through a community or technical college district shall certify that the diploma is issued in compliance with high school graduation requirements established by the state board of education and procedures established by the superintendent of public instruction.

48. Can schools within a school district have different credit requirements? For instance, can one high school award the high school diploma for a 21.5 credit requirement, when the other two high schools in the district require 22.5?

Answer: There is no WAC or RCW that precludes a district from having a policy that allows different schools to have different credit requirements. The district's policy must articulate any school-to-school differences in graduation requirements. However, each school's credit requirements must include the minimum required by the State Board of Education.

49. Can individual students within a school be awarded a diploma with different credit requirements? For instance, can a diploma be awarded to one student for 19 credits when the school/district requires 22.5?

Answer: Students must always meet the district graduation requirements for their class. There is no WAC or RCW that precludes a district from having a policy that allows individual students within specific and declared situations to receive a diploma based on different district requirements. However, these detailed situations must be in district policy. However, each school's credit requirements must include the minimum required by the State Board of Education. No matter the credit amount, all granted diplomas are high school diplomas.

RCW 28A.230.120 High school diplomas — Issuance — Option to receive final transcripts — Notice.

(1) School districts shall issue diplomas to students signifying graduation from high school upon the students' satisfactory completion of all local and state graduation requirements. Districts shall grant students the option of receiving a final transcript in addition to the regular diploma.

50. How do I record a CTE course credit that is split between a CTE course and an academic core course?

Answer: 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.

RCW 28A.230.097 Career and technical high school course equivalencies.

***** CHANGE IN 2014 *** (SEE [6552-S2.SL](#)) *****

(1) Each high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students in high schools and skill centers. A career and technical course equivalency may be for whole or partial credit. Each school district board of directors shall develop a course equivalency approval procedure. Boards of directors must approve AP computer science courses as equivalent to high school mathematics or science, and must denote on a student's transcript that AP computer science qualifies as a math-based quantitative course for students who take the course in their senior year. In order for a board to approve AP computer science as equivalent to high school mathematics, the student must be concurrently enrolled in or have successfully completed algebra II. Beginning no later than the 2015-16 school year, a school district board of directors must, at a minimum, grant academic course equivalency in mathematics or science for a high school career and technical course from the list of courses approved by the state board of education under RCW 28A.700.070, but is not limited to the courses on the list. If the list of courses is revised after the 2015-16 school year, the school district board of directors must grant academic course equivalency based on the revised list beginning with the school year immediately following the revision.

(2) Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate. 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 preapprenticeship, as

applicable. The certificate shall be either part of the student's high school and beyond plan or the student's culminating project, as determined by the student. The office of the superintendent of public instruction shall develop and make available electronic samples of certificates of course completion.

Dual Credit Courses

While offering dual credit courses, which are courses where students have the potential to earn college and high school credit with the same class, in separate and distinct classrooms is considered a best practice for instruction and clarity, it is recognized that limitations occur that may necessitate clustering two or more types of courses into one classroom. Multiple courses can be delivered simultaneously, in the same classroom, by one teacher.

Guidelines:

- Courses that offer multiple dual credit options must follow specific naming guidelines. Courses that include College in the High School must first follow the required naming convention for these courses as described in WAC 392-725-235, followed by the additional course title information for the other course(es).
- ~~Each course must have a distinct course title on the student schedule and in the master schedule, a distinct course code and course designation on the high school transcript, and must meet the unique requirements of that course.~~
- If the student is enrolled in a course that offers more than one dual credit options, E.g., College in the High School and Advanced Placement, both course designation codes are indicated on the student's high school transcript
- ~~A student must choose to enroll in only one course, not multiple courses if offered at the same time, and this course and appropriate designation code is indicated on each student's high school transcript.~~
- Students participating in a class that offers College in the High School rigor are not required to be enrolled with the higher education institution to have the course designation included on their high school transcript
- ~~It is the responsibility of the high school or district, in the case of College in the High School, to confirm each student's enrollment status with the higher education institution and update the student's enrollment on the high school transcript as appropriate.~~

51. What if a student enrolls in a College in the High School (CHS) course, and plans to take the Advanced Placement (AP) exam at the conclusion of the course?

Answer: There would be no impact on the student's high school transcript, which shows enrollment in the College in the High School (CHS) course only. It does not matter whether or not the student intends to, or does, also take the AP exam. For enrollment purposes, if a student enrolls in the CHS course, regardless of whether or not s/he also enrolls in the college course for college credit, the student's transcript shows the CHS course title and designation code. The student would still have the option to take the AP exam as well. A student may take an AP exam without taking or completing an AP course. It is worth noting that any student can take any AP exam, regardless of their coursework. However, taking the AP exam alone will not result in an AP course appearing on the high school transcript; the student would need to be officially enrolled in the AP course to receive that course designator on the high school transcript.

52. What if a student enrolls in an AP course but does not take the AP exam at the conclusion of the course?

Answer: There would be no impact on the student’s high school transcript. The student’s enrollment in the AP course is not impacted by the student’s decision to not take the corresponding AP exam. However, colleges and universities potentially award college credit for AP based on the exam scores, not on course completion. If a student is taking an AP course with the aspiration of potentially receiving college credit, the student should also take the AP exam.

53. What if a student enrolls in a CHS course, but does not pay the college fee?

Answer: All students enrolled in a college approved CHS course receive the “C” course designation on their transcript, which indicates they took a college-level course (even if they didn’t pay to earn the college credit) – it’s a way to show the rigor to college admissions staff.

54. What are the requirements for offering an AP course?

Answer: Only approved high schools may offer AP courses. AP teachers must submit course syllabi to The College Board for approval prior to using the AP trademark. AP courses cannot also be International Baccalaureate (IB) courses or Running Start courses. Only courses with a finalized Course Audit form and an approved syllabus are authorized to display “AP” in course titles and to indicate an AP designation in the Course Designation Code (A). In addition, all AP course titles must include the official College Board AP course title or abbreviation, as listed in OSPI’s CEDARS manual.

55. What are the requirements for offering a CHS course?

Answer: The CHS course and instructor must meet the requirements of the sponsoring college, as described in the CHS rules from OSPI listed in WAC Chapter 392-725. Course titles must be distinct (e.g. can’t be “AP English/English 101) with CHS course title replicating college course titles, as described in WAC 392-725-235.

56. Can a CHS course be co-delivered?

Answer: College in the High School is allowed to be co-delivered with the following dual credit programs Advanced Placement, International Baccalaureate, Cambridge International and CTE Dual Credit (formerly Tech Prep). College in the High may not be co-delivered with an Honors course. The sponsoring college must approve the alignment of the college’s course with the other dual credit option prior to the allowance of a co-delivery approach for the course.

[WAC 392-725-235](#) Co-delivery of college in the high school courses.

(1) In cases where a college in the high school course is co-delivered with another dual credit course, such as advanced placement, international baccalaureate, or Cambridge international, the participating institution of higher education, in coordination with the institution's academic department, shall assess curriculum alignment and approve the option to provide a co-delivered course.

57. If the CHS course is co-delivered with another dual credit course, how is the course displayed on the transcript?

Answer: A co-delivered CHS course title must first provide the college’s curriculum abbreviation and course number that identifies the College in the High School approved course as a college course. Example: MATH204 or ENGL101. With the remaining characters within the student information system, the course title should reflect the other dual credit program based on the rules of transcribing that course. Example: AP Eng Lit or IB Calc HL.

Once combined, a co-delivered CHS course will begin with the college's curriculum abbreviation and course number followed by as much of the other course title as can fit. Example: ENGL101 & AP Eng Lit. or MATH204 IB Mathe HL

If the description of the course does not fit on one line of the transcript, the remaining information can be placed on the second line of the description section on the transcript. Section 2.2.3.3 – Description in the Transcript User Guide provides the business rules for displaying a course in this manner. An example:

ENGL101& AP English Lit
[AP Eng Lit]

WAC 392-725-235 Co-delivery of college in the high school courses.

In cases where a college in the high school course is co-delivered with another dual credit course, the high school transcript shall reflect the co-delivered courses as follows:

(a) The course title as listed on the high school transcript shall begin with the institute of higher education's curriculum and course number, as described in the office of superintendent of public instruction CEDARS manual.

(b) Any additional course title description for a co-delivered college in the high school course title shall be included pursuant to WAC [392-415-070](#).

Official course abbreviations for advanced placement, international baccalaureate and Cambridge international shall be included on the high school transcript as listed in appendix Q of the office of superintendent of public instruction CEDARS manual.

(c) For approved co-delivered courses, as provided in subsection (1) of this section, the high school transcript course title and course designators may reflect two dual credit programs in cases where students have met any required prerequisites or other entrance requirements for both programs.

A list of approved AP courses with course abbreviations can be found in Appendix Q, in the CEDARS Appendices, located at <http://www.k12.wa.us/CEDARS/Manuals.aspx>.

58. If a teacher is teaching an AP course, can that teacher automatically also offer the course as a CHS course?

Answer: No. Per WAC Chapter 392-725, there are specific rules and processes for CHS programs, which include teacher application and approval, training, curriculum oversight by faculty, and course evaluation. In some cases where course alignment is not clear, a college may choose not to approve a co-delivery approach. Note that teacher qualifications/certifications are not a factor for course approval through AP, but are a consideration for CHS courses.

59. Are there cases in which an AP course does not align with a CHS course?

Answer: Absolutely. For example, a chemistry course offered through CHS might be a very different course from and at a different level than AP Chemistry; offering these courses simultaneously would be inappropriate. The high school should confirm any course alignments with the CHS coordinator at the college.

60. Who determines if the college credit is accepted at the college the student enrolls in after high school graduation?

Answer: The awarding of credit for exam scores (e.g. AP/IB/CI), or transfer of transcribed college credit (e.g. CHS/RS) or articulated college credit (e.g. CTE Dual Credit/Tech Prep) is determined by the college. A given college may choose to offer advanced standing or higher level college courses in a given subject area, elective credit, general credit, or degree-specific credit for a student's test scores or

transcribed/articulated college credits. Students are encouraged to review credit policies at their prospective college for the most accurate information.. Note that if a student ultimately attends the institution through which they earned college credit in CHS/RS, that college credit is already on the student's college transcript and counts towards all applicable graduation and degree requirements.

61. What about co-delivery of CTE Dual Credit (formerly Tech Prep) and CHS courses?

Answer: The CTE Dual Credit (Tech Prep) program serves students in grades 9-12 and is offered through an articulation agreement between high school and college programs. All CTE Dual Credit (Tech Prep) courses must be taken on a high school campus, taught by Career and Technical Education (CTE) instructors, and identified as CTE courses. CTE Dual Credit courses must also have an approved high school CIP Framework code, V code, and meet all other requirements for CTE designation and enhanced funding.

If all requirements are met for both CTE and CHS, and the sponsoring college agrees to the alignment of the combined curriculum, these courses may be co-delivered in one classroom. As with other co-delivered courses,

- the student will receive both the “C” course designator for the CHS course and the “T” course designator for CTE Dual Credit (Tech Prep), and
- the co-delivered CHS course titles must also begin with the college's course curriculum abbreviation and course number and finish with as much of the CTE course title as can fit on the transcript (E.g. BUS101 Intro to Mktg). CTE courses may be offered as CHS or TPCTE Dual Credit, but not both.

Additional State Requirements

62. How can students meet the English Language Arts Assessment Standard? How does this differ by graduating class?

Answer: For the class of 2014 and the class of 2015, students can meet 1 of 2 possible graduation requirements for ELA. Depending on the assessment taken by the student, they will either need to pass the Reading HSPE to meet the WA State Reading Standard AND the Writing HSPE to meet the WA State Writing Standard, OR pass the ELA Smarter Balanced to meet the WA State English Language Arts Standard. For these two school years, students will have to meet different standards depending on the assessment taken. Beginning with the class of 2016, all students must meet the WA State English Language Arts Standard; however, they can do so by passing BOTH the Reading HSPE and the WRITING HSPE or the ELA Smarter Balanced. For the 15-16 school year, students will have to meet the same standard regardless of the assessment taken. Beginning with the class of 2017, all students must meet the WA State English Language Arts Standard by passing the ELA Smarter Balanced.

RCW 28A.655.061 High school assessment system—Certificate of academic achievement—Exemptions—Options to retake high school assessment—Objective alternative assessment—Student learning plans.

(3)(a) Beginning with the graduating class of 2008 through the graduating class of 2015, with the exception of students satisfying the provisions of RCW 28A.155.045, a student who meets the state standards on the reading, writing, and mathematics high school statewide student assessment shall earn a certificate of academic achievement. The mathematics assessment shall be the end-of-course assessment for the first year of high school mathematics that assesses the standards common to algebra I and integrated mathematics I or the end-of-course assessment for the second year of high school mathematics that assesses standards common to geometry and integrated mathematics II.

(b) As the state transitions from reading and writing assessments to an English language arts assessment and from end-of-course assessments to a comprehensive assessment for high school mathematics, a student in a graduating class of 2016 through 2018 shall earn a certificate of academic achievement if the student meets the state standard as follows:

(i) Students in the graduating class of 2016 may use the results from:

(A) The reading and writing assessment or the English language arts assessment developed with the multistate consortium; and

(ii) Students in the graduating classes of 2017 and 2018 may use the results from:

(A) The tenth grade English language arts assessment developed by the superintendent of public instruction using resources from the multistate consortium or the English language arts assessment developed with the multistate consortium; and

(B) (c) Beginning with the graduating class of 2019, a student who meets the state standards on the high school English language arts assessment developed with the multistate consortium and the comprehensive mathematics assessment developed with the multistate consortium shall earn a certificate of academic achievement.

63. What is the Washington State Placement Agreement?

Answer: As part of Washington’s implementation of the Common Core State Standards for college- and career-readiness, the Washington State Placement Agreement offers high school students the opportunity to use their scores on the high school Smarter Balanced assessment to establish their readiness for college-level coursework when entering higher education institutions in Washington. The agreement applies only to college readiness and placement considerations for high school students with Smarter Balanced high school assessment scores admitted to and enrolling in the academic year immediately following high school graduation or students enrolling in dual-credit courses. The agreement has been endorsed by all 34 colleges in the Washington community and technical college system. The goal of the agreement is to increase the number of students enrolling directly into college courses without remediation by:

- a) Offering students an early opportunity to know whether they are ready for college level academic work;
- b) Providing an incentive for achieving the Common Core standards as reflected in the Smarter Balanced assessment; and
- c) Creating alternatives for students, if necessary, to use their senior year more effectively in getting ready for college-level work.

In addition to meeting the SBA eligibility requirements a student must also meet the course requirements as specified in this document -

<https://www.k12.wa.us/sites/default/files/public/curriculuminstruct/bridgetocollege/pubdocs/communitatechcollegeplacementagreement.pdf>

<https://www.sbctc.edu/resources/documents/about/agency/initiatives-projects/smarter-balanced-agreement-faqs-aug2018.pdf>

64. What are Bridge to College courses?

Answer: The Bridge to College courses for English language arts (ELA) and Mathematics are fourth-year (senior-level) courses designed for students scoring a Level 2 on the Smarter Balanced high school assessment (11th grade). Students who earn a “B” or better in the Bridge Course are eligible to enter credit-bearing coursework in any of the State of Washington Community and Technical Colleges. The courses are grounded in essential career and college readiness expectations as reflected in the Washington State K-12 Learning Standards for English Language Arts and Mathematics (the Common Core State Standards) to ensure that students passing the course are fully prepared for college-level coursework. The courses were developed by higher education faculty, high school teachers, and curriculum specialists from multiple colleges and school districts.

If a student receives a 2 on the Smarter Balanced Assessment and achieves a B or better in the second semester of the Bridge to College course, they are eligible for the Washington State Placement Agreement.

For additional information, please refer to the Bridge to College website:

<http://bridgetocollegecourses.org/>

<https://www.k12.wa.us/transition-course-bridge-college>

65. How can districts access a student’s score report?

Answer: Following testing, districts are provided individual student score reports to give to students. Students should maintain the score report in their records as they may need to provide a copy to their higher education institution for the purpose of placing out of remedial coursework in ELA and/or Mathematics. If the original score report is lost, the district assessment coordinator can obtain a copy of the student’s score report by following the link below and following the directions for Viewing Individual Student Report (page 36).

<http://wa.portal.airast.org/wp-content/uploads/ORS-User-Guide.pdf>

66. What is the Seal of Biliteracy? How does a student earn the Seal of Biliteracy?

Answer: The Washington State Seal of Biliteracy was established to recognize public high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more world languages in addition to English. Graduating high school students must meet the following criteria to be awarded the Seal:

- Demonstrate proficiency in English by meeting the graduation requirements in English and meeting standard on reading and writing or English language arts assessments; and
- Demonstrate proficiency in one or more world languages.

The student’s high school transcript and high school diploma must include a notation to indicate that the student earned the WA State Seal of Biliteracy. The CADR World Language requirement can be met with the Seal of Biliteracy.

RCW 28A.300.575 Washington state seal of biliteracy.

(1) The Washington state seal of biliteracy is established to recognize public high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more world languages in addition to English. School districts are encouraged to award the seal of biliteracy to graduating high school students who meet the criteria established by the office of the superintendent of public instruction under this section. Participating school districts shall place a notation on a student's high school diploma and high school transcript indicating that the student has earned the seal.

RCW 28A.230.125 Development of standardized high school transcripts.

(3) The standardized high school transcript may include a notation of whether the student has earned the Washington state seal of biliteracy established under RCW 28A.300.575.

67. How does a student earn a “Proficient” designation? When is the “Proficient” designation converted to “Earned”?

Answer: The status of “Proficient” is displayed when the student has demonstrate proficiency in one or more world languages but has not yet met the other requirements for the Seal. This status was created to recognize students who were on track to earn the Seal prior to graduation. The status is converted from “Proficient” to “Earned” after the student demonstrates proficiency in English and graduates. Proficiency

in English is demonstrated by meeting the graduation requirements in English and meeting standard on reading and writing or English language arts assessments.

WAC 392-410-350 Seal of biliteracy.

- (2) Graduating high school students must meet the following criteria to be awarded the Washington state seal of biliteracy:
- (a) Students must demonstrate proficiency in English by (i) meeting the statewide minimum graduation requirements in English under WAC 180-51-066 through 180-51-068, as amended; and (ii) meeting the state standard on the reading and writing or English language arts assessments under RCW 28A.655.061; and
 - (b) Students must demonstrate proficiency in one or more world languages through any one of the following methods:
 - (i) Passing a foreign language advanced placement examination with a score of three or higher;
 - (ii) Passing an International Baccalaureate examination with a score of four or higher;
 - (iii) Demonstrating intermediate-mid level proficiency or higher in the world language based on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines, using assessments approved by the office of superintendent of public instruction for competency-based credits;
 - (iv) Qualifying for four competency-based credits by demonstrating proficiency in the world language at intermediate-mid level or higher based on the ACTFL proficiency guidelines, according to the school district's policy and procedure for competency-based credits for world languages; or
 - (v) Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by the office of superintendent of public instruction at a level comparable to intermediate-mid level or higher based on the ACTFL proficiency guidelines.

68. Is it possible for a student to earn a Seal of Biliteracy in more than one language?

Answer: Yes, it is possible for a student to earn the Seal of Biliteracy in multiple languages. On the transcript, each language will be represented with a different line. Please note that a student will earn the Seal in all languages that proficiency has been demonstrated in at once as the transition from “Proficient” to “Earned” is contingent on the ELA graduation requirements and graduation.

WA STATE SEAL OF BILITERACY	EARNED-SPANISH
WA STATE SEAL OF BILITERACY	EARNED-FRENCH
WA STATE SEAL OF BILITERACY	EARNED-JAPANESE

WAC 392-410-350 Seal of biliteracy.

- (1) The authority for this section is RCW 28A.300.575, which authorizes the office of the superintendent of public instruction to adopt rules establishing criteria for award of the Washington state seal of biliteracy.
- (2) Graduating high school students must meet the following criteria to be awarded the Washington state seal of biliteracy:
- (a) Students must demonstrate proficiency in English by (i) meeting the statewide minimum graduation requirements in English under WAC 180-51-066 through 180-51-068, as amended; and (ii) meeting the state standard on the reading and writing or English language arts assessments under RCW 28A.655.061; and
 - (b) Students must demonstrate proficiency in one or more world languages through any one of the following methods:
 - (i) Passing a foreign language advanced placement examination with a score of three or higher;
 - (ii) Passing an International Baccalaureate examination with a score of four or higher;
 - (iii) Demonstrating intermediate-mid level proficiency or higher in the world language based on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines, using assessments approved by the office of superintendent of public instruction for competency-based credits;
 - (iv) Qualifying for four competency-based credits by demonstrating proficiency in the world language at intermediate-mid level or higher based on the ACTFL proficiency guidelines, according to the school district's policy and procedure for competency-based credits for world languages; or
 - (v) Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by the office of superintendent of public instruction at a level comparable to intermediate-mid level or higher based on the ACTFL proficiency guidelines.

Course Designation Codes

69. 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 in CEDARS.

A = Advanced Placement	I = Intl Baccalaureate	N = National Comp Test	T = CTE Dual Credit (Tech Prep)
B = CADR	K = Cambridge Intl	Q = Quantitative	Z = Non=Instructional
C = College in the HS	L = Local Comp Test	R = Running Start	
H = Honors Option		S = Science Lab	

70. If a transfer course does not have a Course Designation Code, are we supposed to enter a Course Designation Code?

Answer: Yes. If a school receives a transcript that does not have Course Designation Codes, the receiving school should enter a Course Designation Code for all courses as the courses and credits are being transcribed. All courses on the transcript should be fully transcribed. If information on the transcript is not clear, it may be beneficial to contact the sending high school for clarification.

71. Can courses with altered curriculums (e.g., special education and English learner courses) receive Course Designation Codes?

Answer: Yes. If the course curriculum meets the requirements of the Course Designation Code, the appropriate Course Designation Code should be applied to the course.

- **A: Advanced Placement (A)**

72. What are Advanced Placement Courses and how should they be recorded?

Answer: The Advanced Placement (AP) program allows students in grades 9-12 to take rigorous college-preparatory courses while still in high school. Courses in AP world language programs are the only AP courses allowed to be taken prior to 9th grade. Students may earn college credit and/or advanced placement into upper-level college courses by passing AP exams. Many colleges and universities recognize AP courses when making admissions decisions. Students should seek information about how AP scores transfer to colleges by connecting directly with colleges of interest.

Only approved high schools may offer AP courses and courses must be taught by qualified high school teachers. AP teachers must submit course syllabi to the College Board for approval prior to using the AP trademark. Since AP courses are rigorous high school courses, they cannot be taught at a college or through a college program such as Running Start, but they may be combined with CTE courses. Finally, AP courses also cannot be co-delivered with IB or Cambridge International. A list of approved schools may be found at <https://apcourseaudit.epiconline.org/ledger/>.

Only courses with a finalized Course Audit form and an approved syllabus are authorized to display “AP” in course titles and to indicate an AP designation in the Course Designation Code (A). In addition, all AP course titles must include the official AP course title or abbreviation. If districts wish to also display their chosen course title/abbreviation, the district may include the official AP course title in brackets either before or after the district course title. Examples of acceptable and unacceptable course titles are below.

OK: AP European History
OK: Western Civilization [AP European History]
OK: [AP European History] Western Civilization
NOT OK: AP Western Civilization

For more information on approved and acceptable official AP course titles/abbreviations, go to http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html. A list of approved AP courses with course abbreviations can be found in Appendix Q, in the CEDARS Appendices, located at <http://www.k12.wa.us/CEDARS/Manuals.aspx>.

When reporting in CEDARS both the AP Course Designation Code (A) and AP Course Code must be provided in (“Element D09 – Advanced Placement (AP) and International Baccalaureate (IB) Code” or “Element H16 – Advanced Placement (AP) and International Baccalaureate (IB) Code”).

Courses that are listed as **Advanced Placement (A)** cannot also be any of the following types of courses because of proprietary rights, funding, and other participation requirements.

- Cambridge International (K)
- ~~College in the High School (C)~~
- Honors (H)
- International Baccalaureate (I)
- Local Competency Test (L)
- National Competency Test (N)
- Running Start (R)
- Non-Instructional (Z)

For more information, go to OSPI Advanced Placement website at <https://www.k12.wa.us/student-success/support-programs/dual-credit-programs/exam-based-dual-credit> and the College Board website at <http://apcentral.collegeboard.com/apc/Controller.jspf>. Also available on the College Board website is an AP FAQ (<https://apcentral.collegeboard.org/courses/ap-course-audit/faqs>).

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2)(a) Authorized and required transcript information effective now:

(b) Authorized and required additional transcript information in effect for students who first entered ninth grade in the 2002-03 school year. The following courses, for which college credit can be earned, shall be designated on the transcript with the designation coding indicated. Courses completed and credits earned through running start shall be noted with an "R" designation. Courses completed and credits earned through advanced placement shall be noted with an "A" designation. Courses completed and credits earned through college in the high school shall be noted with a "C" designation. Courses completed and credits earned through an international baccalaureate program shall be noted with an "I" designation. Courses completed which earn college credit through techprep and/or the corresponding credits or certification earned shall be noted with a "T" designation. Courses that meet or satisfy higher education coordinating board core course requirements shall be noted with a "B" designation. Courses completed and credits earned through an honors option shall be noted with an "H" designation.

73. Can a transcript be altered for a student who took an AP course, but did not take the test, to indicate an Honors course rather than an AP course?

Answer: No. Courses attempted through Advanced Placement shall be noted with an "A" course designation code whether or not the AP exam is taken. Courses attempted through an honors option shall be noted with an "H" course designation code. AP courses should not be renamed or recoded based on

participation on the AP exam. Students who transfer from an AP course into another course at the end of an official term should still have the AP course title and course designator on their high school transcript for the term in which they were enrolled in the AP course.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2)(a) Authorized and required transcript information effective now:

(b) Authorized and required additional transcript information in effect for students who first entered ninth grade in the 2002-03 school year. The following courses, for which college credit can be earned, shall be designated on the transcript with the designation coding indicated. Courses completed and credits earned through running start shall be noted with an "R" designation. Courses completed and credits earned through advanced placement shall be noted with an "A" designation. Courses completed and credits earned through college in the high school shall be noted with a "C" designation. Courses completed and credits earned through an international baccalaureate program shall be noted with an "I" designation. Courses completed which earn college credit through tech prep and/or the corresponding credits or certification earned shall be noted with a "T" designation. Courses that meet or satisfy higher education coordinating board core course requirements shall be noted with a "B" designation. Courses completed and credits earned through an honors option shall be noted with an "H" designation.

74. How should an Advanced Placement course with a W.E. designation, indicating completion of an integrated community/service project component, be displayed on the transcript?

Answer: A W.E. designation, specifically for an AP course with a required community/service projects should be included in the course title on the transcript. The W.E. designation should be placed after the course title.

- **B: CADR (College Academic Distribution Requirements)**

75. What are CADR (College Academic Distribution Requirements) Courses?

Answer: The College Academic Distribution Requirements (CADRs) refer to courses that meet college admissions criteria as established by the Washington Student Achievement Council (WSAC). The term differs from high school graduation requirements that are determined by the State Board of Education and local school districts. Courses meeting CADRs are determined locally by the school district and noted on the transcript with the "B" designation. More information about courses and guidelines can be found on the Washington Student Achievement Council's website at <http://www.wsac.wa.gov/college-admissions>.

District curriculum staff may have already reviewed and determined which courses meet the [College Academic Distribution Requirements \(CADR\) guidelines](#).

The Washington Student Achievement Council's Admission Standards Policy can be found here:

<http://www.wsac.wa.gov/sites/default/files/2015.Minimum.College.Admission.Standards.Policy.pdf>

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2)(a) Authorized and required transcript information effective now:

(b) Authorized and required additional transcript information in effect for students who first entered ninth grade in the 2002-03 school year. The following courses, for which college credit can be earned, shall be designated on the transcript with the designation coding indicated. Courses completed and credits earned through running start shall be noted with an "R" designation. Courses completed and credits earned through advanced placement shall be noted with an "A" designation. Courses completed and credits earned through college in the high school shall be noted with a "C" designation. Courses completed and credits earned through an international baccalaureate program shall be noted with an "I" designation. Courses completed which earn college credit through tech prep and/or the corresponding credits or certification earned shall be noted with a "T" designation. Courses that meet

or satisfy higher education coordinating board core course requirements shall be noted with a "B" designation. Courses completed and credits earned through an honors option shall be noted with an "H" designation.

RCW 28A.230.010 Course content requirements -- Duties of school district boards of directors.

***** CHANGE IN 2014 *** (SEE [6552-S2.SL](#)) *****

School district boards of directors shall identify and offer courses with content that meet or exceed: (1) The basic education skills identified in RCW 28A.150.210; (2) the graduation requirements under RCW 28A.230.090; (3) the courses required to meet the minimum college entrance requirements under RCW 28A.230.130; and (4) the course options for career development under RCW 28A.230.130. Such courses may be applied or theoretical, academic, or vocational.

76. If a transfer course from out of state has a course designator of college preparatory, can we indicate the course is CADR on the transcribed course?

Answer: It is determined at the district level how transfer-in courses are transcribed and equated to their courses. Most often the data on the transcript is transcribed as it is displayed on the official transcript from the previous school. If your district/school determines that the transferring course maps to a course in the school that is CADR, then the district/school may also determine to designate the transferred course as such; however, it is not required to do so. If information on the transcript is not clear or the student is transferring from out of state, it is incumbent on the receiving school to contact the applicable high school for clarification.

- **K: Cambridge International Program**

77. What are Cambridge International Courses?

Answer: The University of Cambridge offers an international, pre-university curriculum and examination system that emphasizes the value of a broad and balanced education for academically-able students. The Cambridge International Program (K) includes General Certificate of Education (GCE) Advanced (A) and Advanced Subsidiary (AS) level courses, and International General Certificate of Secondary Education (IGCSE) level courses. For more information, go to the University of Cambridge International Examinations website at <http://www.cie.org.uk/>.

Cambridge International courses are taught by high school teachers to students at approved high schools. It is not taught at a college or through a college program such as Running Start. Cambridge courses cannot also be Running Start.

Courses that are listed as **Cambridge International (K)** cannot also be any of the following types of courses because of proprietary rights, funding, and other participation requirements.

- Advanced Placement (A)
- ~~College in the High School (C)~~
- Honors (H)
- International Baccalaureate (I)
- Local Competency Test (L)
- National Competency Test (N)
- Running Start (R)
- Non-Instructional (Z)

- **C: College in High School**

78. What are College in High School courses?

Answer: College in the High School courses are college courses offered at a high school with a teacher trained and approved to offer the college rigor.

The College in the High School program allows students in grades 10-12 the opportunity to earn high school credit and college credit in a high school setting. to earn both high school and college credits. These courses are offered within the high school and taught by high school teachers who have been trained and approved in the program by the sponsoring college or university. If the student chooses to earn the college credit, s/he is responsible for enrolling in the college course and paying any required tuition fees, per the college's rate, which may vary depending on the college. Students who qualify for free or reduced lunch may be eligible for a state-funded subsidy, per rules listed in WAC 392-725-325.

College in the high school courses may be either academic or career and technical (vocational) courses and are not taught at a college nor through another college program such as Running Start.

Courses that are listed as **College in the High School (C)** cannot also be any of the following types of courses because of proprietary rights, funding, and other participation requirements.

- ~~Advanced Placement (A)~~
- ~~Cambridge Program (K)~~
- Honors (H)
- ~~International Baccalaureate (I)~~
- Local Competency Test (L)
- National Competency Test (N)
- Running Start (R)
- Non-Instructional (Z)

For more information on College in High School, go to <https://www.k12.wa.us/student-success/support-programs/dual-credit-programs/exam-based-dual-credit>.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2)(a) Authorized and required transcript information effective now:

(b) Authorized and required additional transcript information in effect for students who first entered ninth grade in the 2002-03 school year. The following courses, for which college credit can be earned, shall be designated on the transcript with the designation coding indicated. Courses completed and credits earned through running start shall be noted with an "R" designation. Courses completed and credits earned through advanced placement shall be noted with an "A" designation. Courses completed and credits earned through college in the high school shall be noted with a "C" designation. Courses completed and credits earned through an international baccalaureate program shall be noted with an "I" designation. Courses completed which earn college credit through techprep and/or the corresponding credits or certification earned shall be noted with a "T" designation. Courses that meet or satisfy higher education coordinating board core course requirements shall be noted with a "B" designation. Courses completed and credits earned through an honors option shall be noted with an "H" designation.

RCW 28A.600.290 College in the high school program – Rules.

(1)(a) Subject to the availability of amounts appropriated for this specific purpose and commencing with the 2015-16 school year, funding may be allocated at an amount per college credit for eleventh and twelfth grade students or students who have not yet received a high school diploma or its equivalent and are eligible to be in the eleventh or twelfth grade who are enrolled in college in the high school courses under this section as specified in the omnibus appropriations act and adjusted for inflation from the 2015-16 school year. The maximum annual number of allocated credits per participating student shall be specified in the omnibus appropriations act, which must not exceed ten credits. Funding shall be prioritized in the following order:

- (i) High schools offering a running start in the high school program in school year 2014-15. These schools shall only receive prioritized funding in school year 2015-16;
 - (ii) Students whose residence or the high school in which they are enrolled is located twenty driving miles or more as measured by the most direct route from the nearest eligible institution of higher education offering a running start program, whichever is greater; and
 - (iii) High schools eligible for the small school funding enhancement in the omnibus appropriations act.
- (b)(i) Subject to the availability of amounts appropriated for this specific purpose and commencing with the 2015-16 school year, and only after the programs in (a) of this subsection are funded, a subsidy may be provided per college credit for eleventh and twelfth grade students or students who have not yet received a high school diploma or its equivalent and are eligible to be in the eleventh or twelfth grade who have been deemed eligible for free or reduced-price lunch and are enrolled in college in the high school courses under this section as specified in the omnibus appropriations act and adjusted for inflation from the 2015-16 school year. The maximum annual number of subsidized credits per participating student shall be specified in the omnibus appropriations act, which must not exceed five credits.
- (ii) Districts wishing to participate in the subsidy program must apply to the office of the superintendent of public instruction by July 1st of each year and report the preliminary estimate of eligible students to receive the subsidy and the total number of projected credit hours.
 - (iii) The office of the superintendent of public instruction shall notify districts by September 1st of each school year if the district's students will receive the subsidy. If more districts apply than funding is available, the office of the superintendent of public instruction shall prioritize the district applications. The superintendent shall develop factors to determine priority including, but not limited to, the number of dual credit opportunities available for low-income students in the districts.
- (c) Districts shall remit any allocations or subsidies on behalf of participating students under (a) and (b) of this subsection to the participating institution of higher education and those students shall not be required to pay for the credits.
- (d) The minimum allocation and subsidy under this section is sixty-five dollars per quarter credit for credit-bearing postsecondary coursework. The office of the superintendent of public instruction, the student achievement council, the state board for community and technical colleges, and the public baccalaureate institutions shall review funding levels for the program every four years beginning in 2017 and recommend changes.
- (e) Students may pay college in the high school fees with advanced college tuition payment program tuition units at a rate set by the advanced college tuition payment program governing body under chapter 28B.95 RCW.
- (2) For the purposes of funding students enrolled in the college in the high school program in accordance with subsection (1) of this section, college in the high school is defined as a dual credit program located on a high school campus or in a high school environment in which a high school student is able to earn both high school and postsecondary credit by completing postsecondary level courses with a passing grade.
- (3) College in the high school programs may include both academic and career and technical education.
- (4) College in the high school programs shall each be governed by a local contract between the district and the participating institution of higher education, in compliance with the rules adopted by the superintendent of public instruction under this section.
- (5) The college in the high school program must include the provisions in this subsection.
- (a) The high school and participating institution of higher education together shall define the criteria for student eligibility. The institution of higher education may charge tuition fees to participating students. If specific funding is provided in the omnibus appropriations act for the per credit allocations and per credit subsidies under subsection (1) of this section, the maximum per credit fee charged to any enrolled student may not exceed the amount of the per credit allocation or subsidy.
 - (a) The funds received by the participating institution of higher education may not be deemed tuition or operating fees and may be retained by the institution of higher education.
 - (b) Enrollment information on persons registered under this section must be maintained by the institution of higher education separately from other enrollment information and may not be included in official enrollment reports, nor may such persons be considered in any enrollment statistics that would affect higher education budgetary determinations.
 - (c) A school district must grant high school credit to a student enrolled in a program course if the student successfully completes the course. If no comparable course is offered by the school district, the school district superintendent shall determine how many credits to award for the course. The determination shall be made in writing before the student enrolls in the course. The credits shall be applied toward graduation requirements and subject area requirements. Evidence of successful completion of each program course shall be included in the student's secondary school records and transcript.
 - (d) A participating institution of higher education must grant college credit to a student enrolled in a program course if the student successfully completes the course. The college credit shall be applied toward general education requirements or degree requirements at institutions of higher education. Evidence of successful completion of each program course must be included in the student's college transcript.
 - (e) Tenth, eleventh, and twelfth grade students or students who have not yet received a high school diploma or its equivalent and are eligible to be in the tenth, eleventh, or twelfth grades may participate in the college in the high school program.

(f) Participating school districts must provide general information about the college in the high school program to all students in grades nine through twelve and to the parents and guardians of those students.

(g) Full-time and part-time faculty at institutions of higher education, including adjunct faculty, are eligible to teach program courses.

(6) The superintendent of public instruction shall adopt rules for the administration of this section. The rules shall be jointly developed by the superintendent of public instruction, the state board for community and technical colleges, the student achievement council, and the public baccalaureate institutions. The association of Washington school principals must be consulted during the rules development. The rules must outline quality and eligibility standards that are informed by nationally recognized standards or models. In addition, the rules must encourage the maximum use of the program and may not narrow or limit the enrollment options.

(7) The definitions in this subsection apply throughout this section.

(a) "Institution of higher education" has the definition in RCW 28B.10.016, and also includes a public tribal college located in Washington and accredited by the Northwest commission on colleges and universities or another accrediting association recognized by the United States department of education.

(b) "Program course" means a college course offered in a high school under the college in the high school program.

79. If a high school offers a course that qualifies as “college-in-high school” do we list the course designation code on the transcript even if the student doesn’t pay for the course? Should a school/district award dual credit to a student who successfully completes a college course in the high school course?

Answer: Yes. All students enrolled in a course approved as CHS are to have the “C” course designator included on their transcript, which indicates they took a college-level course (even if they didn’t pay to earn the college credit) – it’s a way to show the rigor to college admissions staff.

College in the High School and Other Dual Credit Program rules can be found here:

<http://www.k12.wa.us/DualCredit/Laws.aspx>

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2) (vii) The student's academic history for all high school level courses attempted, including courses taken under RCW 28A.230.090(4) and including those courses where a student has withdrawn, and listed by report period for the grade level (month and year), course code and description, marks/grades earned as defined in WAC 392-415-050 (a mark/grade of "W" will be used to indicate a withdrawal from a course), credits attempted and earned as defined in WAC 392-415-040, grade point average as defined in WAC 392-415-055, and a report period and cumulative summary of the student's high school level academic history.

WAC 180-51-050 High school credit – definition.

(2) College and university course work. At the college or university level, five quarter or three semester hours shall equal 1.0 high school credit: Provided, That for the purpose of this subsection, "college and university course work" means course work that generally is designated 100 level or above by the college or university.

(6) Each high school district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the building principal or designee in determining whether or not a credit meets the district's standards for recognition and acceptance of a credit. The policy shall include an appeal procedure to the district if it includes reliance on the professional judgment of the building principal or designee.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2)(a) Authorized and required transcript information effective now:

(b) Authorized and required additional transcript information in effect for students who first entered ninth grade in the 2002–03 school year. The following courses, for which college credit can be earned, shall be designated on the transcript with the designation coding indicated. Courses completed and credits earned through running start shall be noted with an "R" designation. Courses completed and credits earned through advanced placement shall be noted with an "A" designation. Courses completed and credits earned through college in the high school shall be noted with a "C" designation. Courses completed and credits earned through an international baccalaureate program shall be noted with an "I" designation. Courses completed which earn college credit through techprep and/or the corresponding credits or certification earned shall be noted with a "T" designation. Courses that meet or satisfy higher education coordinating board core course requirements shall be noted with a "B" designation. Courses completed and credits earned through an honors option shall be noted with an "H" designation.

- **H: Honors Option**

80. What are Honors Courses?

Answer: Honors courses are typically rigorous high school courses as determined by the local district/school. Honors courses may include courses that are approved by the sponsoring organization to be called “pre-AP”, “pre-IB”, or honors. Districts should establish clear guidance regarding what courses should be designated as Honors.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2)(a) Authorized and required transcript information effective now:

(b) Authorized and required additional transcript information in effect for students who first entered ninth grade in the 2002-03 school year. The following courses, for which college credit can be earned, shall be designated on the transcript with the designation coding indicated. Courses completed and credits earned through running start shall be noted with an "R" designation. Courses completed and credits earned through advanced placement shall be noted with an "A" designation. Courses completed and credits earned through college in the high school shall be noted with a "C" designation. Courses completed and credits earned through an international baccalaureate program shall be noted with an "I" designation. Courses completed which earn college credit through techprep and/or the corresponding credits or certification earned shall be noted with a "T" designation. Courses that meet or satisfy higher education coordinating board core course requirements shall be noted with a "B" designation. Courses completed and credits earned through an honors option shall be noted with an "H" designation.

Courses that are listed as **Honors (H)** cannot also be any of the following types of courses because of proprietary rights, funding, and other participation requirements.

- Advanced Placement (A)
- Cambridge International (K)
- College in the High School (C)
- International Baccalaureate (I)
- Local Competency Test (L)
- National Competency Test (N)
- Running Start (R)
- CTE Dual Credit (Tech Prep) (T)
- Non-Instructional (Z)

- **I: International Baccalaureate**

81. What are International Baccalaureate Courses and how should they be recorded?

Answer: The International Baccalaureate program offers high quality programs of international education to a worldwide community of schools. The four programs for students aged 3 to 19 help develop the intellectual, personal, emotional, and social skills to live, learn, and work in a rapidly globalizing world.

IB courses are taught by program qualified school teachers to students ages 3-19 at approved PK-12 schools. It cannot be taught at a college or through a college program such as Running Start.

The International Baccalaureate Course Designation Code (I) should only be used in schools with approved courses. A list of approved public and private schools may be found at [Approved IB Schools In Washington State](#)

All IB courses must use the official IB course title or abbreviation identified in Appendix Q, in the CEDARS Appendices, located at <http://www.k12.wa.us/CEDARS/Manuals.aspx>. If districts wish to also display their chosen course title, the district may include the official IB course title/abbreviation in brackets either before or after the district course title.

When reporting in CEDARS both the IB Course Designation Code (I) and the IB Course Code must be provided. (“Element D09 – Advanced Placement (AP) and International Baccalaureate (IB) Code” or “Element H16 – Advanced Placement (AP) and International Baccalaureate (IB) Code”).

Courses that are listed as **International Baccalaureate (I)** cannot also be any of the following types of courses because of proprietary rights, funding, and other participation requirements.

- Advanced Placement (A)
- Cambridge International (K)
- ~~College in the High School (C)~~
- Honors (H)
- Local Competency Test (L)
- National Competency Test (N)
- Running Start (R)
- CTE Dual Credit (Tech Prep) (T)
- Non-Instructional (Z)

For more information, including the most recently created International Baccalaureate Career-related Programme option, go to the International Baccalaureate website at <http://www.ibo.org/>.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2)(a) Authorized and required transcript information effective now:

(b) Authorized and required additional transcript information in effect for students who first entered ninth grade in the 2002-03 school year. The following courses, for which college credit can be earned, shall be designated on the transcript with the designation coding indicated. Courses completed and credits earned through running start shall be noted with an "R" designation. Courses completed and credits earned through advanced placement shall be noted with an "A" designation. Courses completed and credits earned through college in the high school shall be noted with a "C" designation. Courses completed and credits earned through an international baccalaureate program shall be noted with an "I" designation. Courses completed which earn college credit through techprep and/or the corresponding credits or certification earned shall be noted with a "T" designation. Courses that meet or satisfy higher education coordinating board core course requirements shall be noted with a "B" designation. Courses completed and credits earned through an honors option shall be noted with an "H" designation.

- **L: Local Competency Test**

82. What is the Local Competency Test designation?

Answer: Use this designation when a student takes a Local Competency Test in PK-12 schools in lieu of taking the actual class and passes via the score of that test. A Local Competency Test is a test only used in Washington State (i.e., with a local teacher).

Courses designated as a Local Competency Test cannot also be Running Start. Running Start students take actual courses and not competency based assessments.

Courses that are listed as **Local Competency Test (L)** cannot also be any of the following types of courses because of proprietary rights, funding, and other participation requirements.

- Advanced Placement (A)
- Cambridge International (K)
- College in the High School (C)
- Honors (H)
- International Baccalaureate (I)
- National Competency Test (N)
- Running Start (R)
- CTE Dual Credit (Tech Prep) (T)

WAC 180-51-050 High school credit – definition.

As used in this chapter the term "high school credit" shall mean:

WAC 180-51-050 High school credit – definition.

As used in this chapter the term "high school credit" shall mean:

(1) Grades nine through twelve or the equivalent of a four-year high school program, or as otherwise provided in RCW 28A.230.090(4):

(a) Successful completion, as defined by written district policy, of courses taught to the state's essential academic learning requirements (learning standards). If there are no state-adopted learning standards for a subject, the local governing board, or its designee, shall determine learning standards for the successful completion of that subject; or

(b) Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards).

(2) College and university course work. At the college or university level, five quarter or three semester hours shall equal 1.0 high school credit: Provided, That for the purpose of this subsection, "college and university course work" means course work that generally is designated 100 level or above by the college or university.

(3) Community/technical college high school completion program - Diploma awarded by community/technical colleges. Five quarter or three semester hours of community/technical college high school completion course work shall equal 1.0 high school credit: Provided, That for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program. (See also WAC 180-51-053)

(4) Community/technical college high school completion program - Diploma awarded by school district. A minimum of .5 and a maximum of 1.0 high school credit may be awarded for every five quarter or three semester hours of community/technical college high school completion course work: Provided, That for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program. (See also WAC 180-51-053)

(5) Each high school district board of directors shall adopt a written policy for determining the awarding of equivalency credit authorized under subsection (4) of this section. The policy shall apply uniformly to all high schools in the district.

(6) Each high school district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the building principal or designee in determining whether or not a credit meets the district's standards for recognition and acceptance of a credit. The policy shall include an appeal procedure to the district if it includes reliance on the professional judgment of the building principal or designee.

(7) A student must first obtain a written release from their school district to enroll in a high school completion program under subsection (3) of this section if the student has not reached age eighteen or whose class has not graduated.

- **N: National Competency Test**

83. What is the National Competency Test designation?

Answer: Use this designation when a student takes a National Competency Test in PK-12 schools in lieu of taking the actual class and passes via the score of that test. A National Competency Test is a test that is used in Washington State and in one or more other states (i.e., STAMP, ACTFL OPI, OPIc, and WPT and LinguaFolio Collection of Evidence, or SLPI for ASL).

Courses designated as a National Competency Test cannot also be Running Start. Running Start students take actual courses and not competency based assessments.

Courses that are listed as **National Competency Test (N)** cannot also be any of the following types of courses because of proprietary rights, funding, and other participation requirements.

- Advanced Placement (A)
- Cambridge International (K)
- College in the High School (C)
- Honors (H)
- International Baccalaureate (I)
- Local Competency Test (L)
- Running Start (R)
- CTE Dual Credit (Tech Prep) (T)

WAC 180-51-050 High school credit – definition.

As used in this chapter the term "high school credit" shall mean:

(4) Community/technical college high school completion program - Diploma awarded by school district. A minimum of .5 and a maximum of 1.0 high school credit may be awarded for every five quarter or three semester hours of community/technical college high school completion course work: Provided, That for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program. (See also WAC 180-51-053)

(5) Each high school district board of directors shall adopt a written policy for determining the awarding of equivalency credit authorized under subsection (4) of this section. The policy shall apply uniformly to all high schools in the district.

- **Q: Quantitative**

84. What are Quantitative Courses?

Answer: Students entering a four-year college or university in WA State must earn a credit in a math-based Quantitative course during their senior year of high school. The requirement can be met by taking one credit of math equal to or beyond Algebra II, such as Pre-Calculus. This course designation code along with the grade level will allow colleges and universities to determine if this requirement was met. More information about courses and guidelines can be found on the Washington Student Achievement Council's website at <http://www.wsac.wa.gov/college-admissions>.

Use this designation to note quantitative type courses. Below are course examples that may be considered as quantitative to meet the CADR requirement. Information about CADR requirements related

to Quantitative courses can be found on the Washington Student Achievement Council's website at <http://www.wsac.wa.gov/sites/default/files/2015.CADRs.Appendix.pdf>.

- Statistics
- Other algebra-based science courses (e.g., chemistry or physics)
- Other math-based quantitative courses (including statistics, advanced level of applied math, or math-based career and technical courses)
- Bridge to College Mathematics
- AP Computer Science

- **R: Running Start**

85. What are Running Start Courses?

Answer: Running Start is intended to provide students a program option consisting of attendance at certain institutions of higher education and the simultaneous earning of high school and college/university credit. Running Start was initiated by the Legislature as a component of the 1990 parent and student Learning by Choice Law (PDF).

Students in grades 11 and 12 are allowed to take college courses at or under the authority of Washington's community and technical colleges, and at Central Washington University, Eastern Washington University, Washington State University, The Evergreen State College, and Northwest Indian and Spokane Tribal Colleges if the institution's governing board decides to participate in the program.

Running Start students and their families do not pay tuition, but they do pay college fees and buy their own books, as well as provide their own transportation. Students receive both high school and college credit for these classes, thus accelerating their progress through the education system. The exercise of that right is subject only to minimal eligibility and procedural requirements, which are spelled out, in state administrative rules. For more information, go to the OSPI Running Start website at <https://www.k12.wa.us/student-success/support-programs/dual-credit-programs/course-based-dual-credit>.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

- (2)(a) Authorized and required transcript information effective now:
- (b) Authorized and required additional transcript information in effect for students who first entered ninth grade in the 2002–03 school year. The following courses, for which college credit can be earned, shall be designated on the transcript with the designation coding indicated. Courses completed and credits earned through running start shall be noted with an "R" designation. Courses completed and credits earned through advanced placement shall be noted with an "A" designation. Courses completed and credits earned through college in the high school shall be noted with a "C" designation. Courses completed and credits earned through an international baccalaureate program shall be noted with an "I" designation. Courses completed which earn college credit through techprep and/or the corresponding credits or certification earned shall be noted with a "T" designation. Courses that meet or satisfy higher education coordinating board core course requirements shall be noted with a "B" designation. Courses completed and credits earned through an honors option shall be noted with an "H" designation.

RCW 28A.600.300 Running start program – Definition.

- (1) The program established in this section through RCW 28A.600.400 shall be known as the running start program.
- (2) For the purposes of RCW 28A.600.310 through 28A.600.400, "participating institution of higher education" or "institution of higher education" means:
- (a) A community or technical college as defined in RCW 28B.50.030;
- (b) A public tribal college located in Washington and accredited by the northwest commission on colleges and universities or another accrediting association recognized by the United States department of education; and

(c) Central Washington University, Eastern Washington University, Washington State University, and The Evergreen State College, if the institution's governing board decides to participate in the program in RCW 28A.600.310 through 28A.600.400.

WAC 392-169-015 Running start program – Definition.

As used in this chapter, the terms "running start" and "running start program" mean the part-time to full-time equivalent enrollment under this chapter of eligible eleventh and twelfth grade high school students in an institution of higher education for the purpose of earning at least high school credit to be awarded by a school district, and such additional college level or university level credit as may be awarded by the institution of higher education.

WAC 392-169-085 High school credit – Award by school districts.

Upon confirmation by an institution of higher education of a student's successful completion of running start program courses under this chapter, the school district shall record on the student's secondary school records and transcript the high school credit previously confirmed under WAC 392-169-050 together with a notation that the courses were taken at an institution of higher education.

86. Are all Running Start courses required to be shown on the high school transcript?

Answer: All Running Start courses must be listed on the transcript and with an "R" course designation code. Running Start is "for the purpose of earning at least high school credit to be awarded by a school district, and such additional college level or university level credit as may be awarded by the institution of higher education." The name of college is also included under the Schools Attended section of the transcript.

Courses that are listed as **Running Start (R)** cannot also be any of the following types of courses because of proprietary rights, funding, and other participation requirements.

- Advanced Placement (A)
- Cambridge International (K)
- College in the High School (C)
- Honors (H)
- International Baccalaureate (I)
- Local Competency Test (L)
- National Competency Test (N)
- CTE Dual Credit (Tech Prep) (T)
- Non-Instructional (Z)

Please also remember when transferring Running Start credits into the high school that the college/university credits must be converted to high school credits. For example, at the college or university level, five quarter or three semester hours shall equal 1.0 high school credit (WAC 180-51-050 High school credit – Definition).

WAC 392-169-015 Running start program – Definition.

As used in this chapter, the terms "running start" and "running start program" mean the part-time to full-time equivalent enrollment under this chapter of eligible eleventh and twelfth grade high school students in an institution of higher education for the purpose of earning at least high school credit to be awarded by a school district, and such additional college level or university level credit as may be awarded by the institution of higher education.

WAC 392-169-085 High school credit – Award by school districts.

Upon confirmation by an institution of higher education of a student's successful completion of running start program courses under this chapter, the school district shall record on the student's secondary school records and transcript the high school credit previously confirmed under WAC 392-169-050 together with a notation that the courses were taken at an institution of higher education.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2)(a) Authorized and required transcript information effective now:

(b) Authorized and required additional transcript information in effect for students who first entered ninth grade in the 2002–03 school year. The following courses, for which college credit can be earned, shall be designated on the transcript with the designation coding indicated. Courses completed and credits earned through running start shall be noted with an "R" designation. Courses completed and credits earned through advanced placement shall be noted with an "A" designation. Courses completed and credits earned through college in the high school shall be noted with a "C" designation. Courses completed and credits earned through an international baccalaureate program shall be noted with an "I" designation. Courses completed which earn college credit through techprep and/or the corresponding credits or certification earned shall be noted with a "T" designation. Courses that meet or satisfy higher education coordinating board core course requirements shall be noted with a "B" designation. Courses completed and credits earned through an honors option shall be noted with an "H" designation.

87. Do Running Start courses have to be on the transcript if the student asks for it not to be included?

Answer: If the student took the course as part of Running Start (i.e., district received running start apportionment, course was paid for by Running Start, etc.), then this needs to be part of the student's transcript. If the student took a course on their own that wasn't considered Running Start (i.e., paid for the course, enrolled independently of the running start program, etc.), then the student can choose to not give their college transcript for that course to the high school.

88. When a student in Running Start drops a course at the college, and receives a "W" on their college transcript, should the high school post the grade earned in the course as an "F" on the high school transcript?

Answer: Running Start courses that are dropped should be reported as "W", just like any other course.

WAC 392-415-050 Grade reporting and calculation system.

(2) The minimal passing mark/grade is D = 1.0. Nonnumerical marks/grades such as pass/fail, pass/no pass, credit/no credit, and satisfactory/unsatisfactory marks also may be used. A mark/grade of "W" shall be used to indicate a withdrawal from a course.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2) (vii) The student's academic history for all high school level courses attempted, including courses taken under RCW 28A.230.090(4) and including those courses where a student has withdrawn, and listed by report period for the grade level (month and year), course code and description, marks/grades earned as defined in WAC 392-415-050 (a mark/grade of "W" will be used to indicate a withdrawal from a course), credits attempted and earned as defined in WAC 392-415-040, grade point average as defined in WAC 392-415-055, and a report period and cumulative summary of the student's high school level academic history.

89. If a Running Start student fails to pay fees to a college, but otherwise completes the coursework satisfactorily, can the college withhold the grades earned in a course? Can the student be prevented from graduating from high school?

Answer: Failing to pay fees to a college should not prevent a student from graduating high school. The failure to pay college fees related to the earning of college credit via Running Start is separate from the issue of whether the student satisfactorily met the course requirements to pass and earned credits toward high school graduation. The college is limited to withholding the student's grades with respect to the student's college transcript, not their high school transcript.

WAC 392-169-060 Enrollment -- Exception from tuition and fees.

A running start student shall not be required by an institution of higher education to pay any tuition or other fee as a condition to the student's full participation in running start college or university course work and related activities, or as a condition to the award of credit therefor: Provided, That requiring a running start student to

provide and pay for consumable supplies, textbooks, and other materials to be retained by the student does not constitute the assessment of tuition or a fee for purposes of this section: Provided further, That this limitation on the assessment of tuition and fees does not apply to a student's college and university enrollment beyond the limitations which may be claimed for state basic education funding under running start in accordance with WAC 392-121-136.

90. How do you transcribe a Running Start Grade onto the high school transcript?

Answer: When transcribing grades from Running Start courses, districts should transcribe the letter grade earned in the course rather than the numerical grade. If only a numerical grade is provided on the college transcript, districts should use the college's grading scale to determine the letter grade to be awarded.

Example One: A student earns an A- (3.70) in a Running Start course taken through Bellevue Community College. Transcribe the A- onto the student's high school transcript.

Example Two: A student earns a 3.4 in a Running Start course taken through Seattle Central College. A 3.4 aligns with a B+ on (<https://seattlecentral.edu/enrollment-and-funding/enrollment-and-admissions/registration/records-and-transcripts/transcript-legend>). Transcribe the B+ onto the student's high school transcript.

If the sending school's grading scale recognizes D minuses, it is a local decision to determine how to transcribe the grade onto the transcript. There are two common approaches:

1. The student earned credit in the college course; therefore, transcribe the credit earned to the minimal high school passing grade. (i.e., D = 1.0)
2. As the letter grade D = 1.0 is the minimum high school passing grade, transcribe the college course and grade onto the high school transcript as an F because the student scored below the minimal passing grade. This option does not award credit to the student for the college course.

Whatever method your district/school decides to use, it should be what is determined to be the most fair, accurate representation of the student's performance, and should be used consistently for all students. We suggest documenting the established process for future reference.

WAC 392-415-050 Grade reporting and calculation system.

- (1) The standardized high school transcript shall report the marks/grades earned by students in courses as follows. It is not required to adopt a marking/grading system that uses pluses or minuses or, if adopted, to report pluses or minuses on standardized transcripts.

(a)	A	=	4.0
(b)	A-	=	3.7
(c)	B+	=	3.3
(d)	B	=	3.0
(e)	B-	=	2.7
(f)	C+	=	2.3
(g)	C	=	2.0
(h)	C-	=	1.7
(i)	D+	=	1.3
(j)	D	=	1.0
(k)	E or F	=	0.0

- **S: Science Lab**

91. What are Science Lab Courses?

Answer: Students must earn two credits of laboratory science for admission to public baccalaureate institutions beginning summer of 2010. One credit must be in an algebra-based science course as determined by the school district. One credit must be in biology, chemistry, or physics. Principles of technology courses taught in Washington High Schools may satisfy the laboratory science requirement. More information about courses and guidelines can be found on the Washington Student Achievement Council's website at <https://wsac.wa.gov/>.

Please note, to align with high school graduation requirements, a third credit of science will be required for students entering college summer or fall 2021. The third credit does not need to be lab-based.

Graduation requirements by class can be found here: <http://www.sbe.wa.gov/graduation.php>

- **T: CTE Dual Credit (Tech Prep)**

92. What are CTE Dual Credit (Tech Prep) Courses?

Answer: The CTE Dual Credit (Tech Prep) program serves students in grades 9-12 and is offered through an articulation commitment between high school and college programs. All CTE Dual Credit (Tech Prep) dual credit classes are taken on the high school campus, taught by Career and Technical Education (CTE) instructors, and identified as CTE classes. It is not taught at a college or through another college program such as Running Start. CTE Dual Credit (Tech Prep) courses cannot also be Running Start.

CTE classes integrate academics with technical skill development to help prepare students for advanced education and careers related to "professional-technical" occupations. These include anatomy and physiology, nursing, veterinary science, business and finance, digi-tools (word processing, desktop publishing, voice recognition, web-based career exploration and others), Web design, graphic arts, video game design, culinary arts, mechanical engineering, construction, composite manufacturing and welding.

For more information, go to the OSPI CTE Dual Credit (Tech Prep) website at <http://www.k12.wa.us/CareerTechEd/TechPrep.aspx>.

Courses that are listed as CTE Dual Credit (**Tech Prep**) (**T**) cannot also be any of the following types of courses because of proprietary rights, funding, and other participation requirements.

- Cambridge International (K)
- ~~College in the High School (C)~~
- Honors (H)
- International Baccalaureate (I)
- Local Competency Test (L)
- National Competency Test (N)
- Running Start (R)
- Non-Instructional (Z)

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2)(a) Authorized and required transcript information effective now:

(b) Authorized and required additional transcript information in effect for students who first entered ninth grade in the 2002–03 school year. The following courses, for which college credit can be earned, shall be designated on the transcript with the designation coding indicated. Courses completed and credits earned through running start shall be noted with an "R" designation. Courses completed and credits earned through advanced placement shall be noted with an "A" designation. Courses completed and credits earned through college in the high school shall be noted with a "C" designation. Courses completed and credits earned through an international baccalaureate program shall be noted with an "I" designation. Courses completed which earn college credit through techprep and/or the corresponding credits or certification earned shall be noted with a "T" designation. Courses that meet or satisfy higher education coordinating board core course requirements shall be noted with a "B" designation. Courses completed and credits earned through an honors option shall be noted with an "H" designation.

93. How does a student receive college credit for CTE Dual Credit (Tech Prep) (T)?

Answer: A student will not receive college credit for a CTE Dual Credit (Tech Prep) (T) course taken in the high school until the student enrolls in the community college that the school district had an articulation agreement with. Once enrolled, the student will provide evidence that a CTE Dual Credit (Tech Prep) (T) course was taken in high school and the community college will award the student college credit for the course. All CTE Dual Credit (Tech Prep) courses should have an articulation agreement between the school district and community college.

94. When is it appropriate to assign the CTE Dual Credit (Tech Prep) (T) Course Designation Code to a course?

Answer: In order for a course to be considered CTE Dual Credit (Tech Prep) (T), the school district must have an articulation agreement with a community college. All CTE Dual Credit (Tech Prep) (T) dual credit classes are taken on the high school campus, taught by Career and Technical Education (CTE) instructors, and identified as CTE classes. It is not taught at a college or through another college program such as Running Start.

95. How do we report CTE courses and credits when whole or partial credit is awarded for an academic course?

Answer: 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.

RCW 28A-230-097 Career and technical high school course equivalencies.

(1) Each high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students in high schools and skill centers. A career and technical course equivalency may be for whole or partial credit. Each school district board of directors shall develop a course equivalency approval procedure.

(2) Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate. 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 preapprenticeship, as applicable. The certificate shall be either part of the student's high school and beyond plan or the student's culminating project, as determined by the student. The office of the superintendent of public instruction shall develop and make available electronic samples of certificates of course completion.

- **Z: Non-Instructional**

96. What is the course designation code “Z-Non-instructional” used for?

Answer: The Course Designator ‘Z-Non-Instructional’ is used for occurrences where credit is given but there isn’t an actual course or instruction provided by a teacher. It is a local decision as to which courses receive credit. Awarding credit for items such as the state assessments (SBA, WCAS, HSPE, and EOC), alternative assessments (Portfolio, DAPE, and CAA Options), Local/National Competency Tests (STAMP, ACTFL OPI, OPIc, WPT and LinguaFolio Collection of Evidence, SLPI for ASL), senior projects, or other district determined allowances is consistent with the district option to award credit on the basis of clearly identified competencies in [WAC 180-51-050](#).

Examples of non-instructional classes include:

- Teacher’s Aide
- Advisory
- Study Hall
- Core-Flex
- Study Skills
- Assessment/Testing out of a course
- Online credit retrieval only for credit retrieval courses taken in a traditional, comprehensive high school

Courses that are listed as **Non-Instructional (Z)** cannot also be any of the following types of courses because of proprietary rights, funding, and other participation requirements.

- Advanced Placement (A)
- Cambridge International (K)
- College in the High School (C)
- Honors (H)
- International Baccalaureate (I)
- Running Start (R)
- Science Lab (S)
- CTE Dual Credit (Tech Prep) (T)

Culminating Project/High School and Beyond Plan

97. When did the state graduation requirements for a Culminating Project and High School and Beyond Plan go into effect?

Answer: The requirements for a Culminating Project and High School and Beyond Plan started in the fall of 2004 for students who began ninth grade in the 2004–05 school year (the graduating Class of 2008). The requirement for the culminating project was eliminated starting with the class of 2015 per WAC 180-51-068.

WAC 180-51-068 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015.

The statewide subject areas and credits required for high school graduation, beginning July 1, 2015, for students who enter the ninth grade or begin the equivalent of a four-year high school program, shall total twenty-four as required in this section.

WAC 180-51-061 Minimum requirements for high school graduation – Students entering the ninth grade as of July 1, 2004 through June 30, 2009.

(1) The statewide minimum subject areas and credits required for high school graduation for students who enter the ninth grade or begin the equivalent of a four-year high school program as of July 1, 2004, through June 30, 2009, shall total 19 as listed below.

i) Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.

WAC 180-51-066 Minimum requirements for high school graduation – Students entering the ninth grade on or after July 1, 2009, through June 30, 2012.

(1) The statewide minimum subject areas and credits required for high school graduation, beginning July 1, 2009, for students who enter the ninth grade or begin the equivalent of a four-year high school program, shall total 20 as listed below.

(i) Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.

98. Does a student have to fulfill the elements of his/her High School and Beyond Plan to “meet” the graduation requirement, or is the requirement “met” when the plan is first written?

Answer: Having a High School and Beyond Plan is a graduation requirement. A law passed in 2017 ([ESHB 2224, Chapter 31, Laws of 2017](#)) specifies required elements for the High School and Beyond Plan.

Students whose graduation requirements year is 2020 or later are required to meet the components of their High School and Beyond Plan to meet graduation requirements per [WAC 180-51-220](#). Decisions about whether a student has met the requirements for the High School and Beyond Plan are made locally per [RCW 28A.230.080](#).

For students whose graduation requirements year is 2019 or earlier, whether a student has to fulfill the components of their High School and Beyond Plan to meet graduation requirements is a local decision. OSPI encourages districts to give clear guidance on this issue. The State Board of Education provides information on High School & Beyond FAQs at <https://www.sbe.wa.gov/our-work/high-school-and-beyond-plan>.

RCW 28A.230.090 High school graduation requirements or equivalencies — High School and beyond plans — Career and college ready graduation requirements and waivers — Reevaluation of graduation requirements— Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies.

***** CHANGE IN 2018 *** (SEE 2686-S.SL) *****

(1) The state board of education shall establish high school graduation requirements or equivalencies for students, except as provided in RCW 28A.230.122 and except those equivalencies established by local high schools or school districts under RCW [28A.230.097](#). The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner.

(a) Any course in Washington state history and government used to fulfill high school graduation requirements shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state.

(b) The certificate of academic achievement requirements under RCW 28A.655.061 or the certificate of individual achievement requirements under RCW 28A.155.045 are required for graduation from a public high school but are not the only requirements for graduation.

- (c)(i) Each student must have a high school and beyond plan to guide the student's high school experience and prepare the student for postsecondary education or training and career.
- (ii) A high school and beyond plan must be initiated for each student during the seventh or eighth grade. In preparation for initiating that plan, each student must first be administered a career interest and skills inventory.
- (iii) The high school and beyond plan must be updated to reflect high school assessment results in RCW **28A.655.070**(3)(b) and to review transcripts, assess progress toward identified goals, and revised as necessary for changing interests, goals, and needs. The plan must identify available interventions and academic support, courses, or both, that are designed for students who have not met the high school graduation standard, to enable them to meet the standard. School districts are encouraged to involve parents and guardians in the process of developing and updating the high school and beyond plan.
- (iv) All high school and beyond plans must, at a minimum, include the following elements:
 - (A) Identification of career goals, aided by a skills and interest assessment;
 - (B) Identification of educational goals;
 - (C) A four-year plan for course taking that fulfills state and local graduation requirements and aligns with the student's career and educational goals; and
 - (D) By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district has recognized the community service pursuant to RCW **28A.320.193**.
- (d) Any decision on whether a student has met the state board's high school graduation requirements for a high school and beyond plan shall remain at the local level. Effective with the graduating class of 2015, the state board of education may not establish a requirement for students to complete a culminating project for graduation.

WAC 180-51-220 High school and beyond plan.

- (d) Identification of options for satisfying state and local graduation requirements, including academic acceleration pursuant to RCW 28A.320.195, that could include dual credit courses, career and technical education, and other programs that align with the student's educational and career goals. This includes identification of the graduation pathway option(s) the student intends to complete to meet their educational and career goals.

General

99. What groups of students are we supposed to use the new Washington State Standardized High School Transcript Developer / User Guide Edition 5.0.4 that was updated in June 2014?

Answer: The new transcript format is required for all students enrolled in **courses of high school rigor** starting in the 2014-15 school year no matter what year they are supposed to graduate in. You do not need to change the transcripts for students who have already graduated and may use the original format used during that time. If a student was expected to graduate prior to 2015 but did not, their transcript will now use this new format if they are enrolled during the 2014-15 school year. This type of scenario is why the transcript format requirements are for all students enrolled and not just students with an expected graduation date of 2015. Only the data that is reported for the transcript (i.e., Additional State Requirements, Science Standard, etc.) is based on the graduation requirement year.

WAC 392-415-060 Use at district level.

All common school districts shall use the standardized high school transcript and the definitions of "credits," "hours," and "marking system" as specified in this chapter. The standardized high school transcript shall be used as an official record for students who commence grade nine subsequent to July 1, 1986.

WAC 392-415-065 School of record.

The school of record shall be that school in which the student was most recently enrolled or is currently enrolled whichever is applicable. The school of record shall be responsible for incorporating into the student's standardized transcript the information specified in WAC 392-415-070 from all previous high schools in which the student was enrolled.

Records Retention Schedule School Districts and Educational Service Districts

<http://www.sos.wa.gov/archives/RecordsRetentionSchedules.aspx>

100. Does the transcript include the student's Graduation Pathway met status?

Answer: Transcripts for students whose graduation requirements year is 2020 or later must include notation of whether a student has met the Graduation Pathway indicated in their High School and Beyond Plan.

RCW 28A.655.250 Graduation pathway options.

(1)(a) Beginning with the class of 2020, graduation from a public high school and the earning of a high school diploma must include the following:

(i) Satisfying the graduation requirements established by the state board of education under RCW 28A.230.090 and any graduation requirements established by the applicable public high school or school district;

(ii) Satisfying credit requirements for graduation;

(iii) Demonstrating career and college readiness through completion of the high school and beyond plan as required by RCW 28A.230.090; and

(iv) Meeting the requirements of at least one graduation pathway option established in this section. The pathway options established in this section are intended to provide a student with multiple pathways to graduating with a meaningful high school diploma that are tailored to the goals of the student. A student may choose to pursue one or more of the pathway options under (b) of this subsection, but any pathway option used by a student to demonstrate career and college readiness must be in alignment with the student's high school and beyond plan.

101. Does the transcript include the student's high school state assessment met standard status?

Answer: Transcripts for students whose graduation requirements year is 2019 or earlier, notation of whether a student has met the performance standard on the high school state assessments or approved alternatives, along with whether or not the student has earned a Certificate of Academic Achievement/ Certificate of Individual Achievement, will be included on the state standardized transcript as stated in the Washington State Standardized High School Transcript Developer/User Guide.

Transcripts for students whose graduation requirements year is 2020 or later may not include notation of whether or not a student has met performance standard on the high school state assessments or approved alternatives. The Certificate of Academic Achievement/Certificate of Individual Achievement is not an option for transcripts for students whose graduation requirements year is 2020 or later.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(c) Authorized and required additional transcript information in effect beginning with students who first entered ninth grade in the 2004-05 school year:

(i) Notation that the high school and beyond plan graduation requirement was met or not met by the student;

(ii) Notation that the culminating project graduation requirement was met or not met by the student; and

(iii) If applicable, notation that the certificate of academic achievement graduation requirement was met or not met by the student; and

(iv) If applicable, notation that the certificate of individual achievement graduation requirement was met or not met by the student.

(v) If applicable, notation of whether the student has earned the Washington state seal of biliteracy as provided under WAC 392-410-350.

102. Will we have to start capturing science and mathematics state assessment met information? If so, when?

Answer: Transcripts for students whose graduation requirements year is 2019 or earlier, the Washington State Standardized High School Transcript must display the state assessment met status for science beginning with the class of 2017 and for mathematics beginning with the class of 2013 in addition to the currently included reading and writing met status information.

Transcripts for students whose graduation requirements year is 2020 or later may not have this information included.

103. Can information be included that isn't on the state standardized transcript form or listed under WAC 392-415-070?

Answer: Only the mandatory high school transcript contents may be listed on the transcript. Information that is not authorized to be placed directly on the state standardized transcript may be stapled or included with the standardized transcript. If unauthorized information elements were allowed on the state transcript, it would no longer be standardized, which is a requirement of state law.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(1)(a) The standardized high school transcript shall contain only the information listed in subsection (2) of this section in order to meet the statutory requirements under RCW 28A.230.125 for a statewide standardized transcript.

(b) Any other information the district or school may desire to include may be stapled to the transcript or otherwise provided with the transcript. Information that is not listed below shall not be included on the state standardized transcript:

104. Colleges are now asking for emailed transcripts as part of a student’s application. We have been told to not email student information. Is there a law that covers this? What is a good practice for this situation? What about faxing?

Answer: It is up to districts to give clear guidance in order to follow the Family Educational Rights and Privacy Act (FERPA) regulations that protect student privacy. OSPI cannot offer guidance on FERPA. District legal counsel and the Family Policy Compliance Office (FPCO-<http://www.ed.gov/policy/gen/guid/fpc/index.html>) are resources that may be used.

105. Why are grade rank and percentile not on transcripts?

Answer: Grade rank and percentile are not on the transcript because the higher education representatives who were on the transcript development committee felt the ranks and percentiles were inconsistent and not meaningful.

106. Can public schools withhold transcripts and letter grades (academic performance)?

Answer: Public schools may withhold grades, diplomas, and transcripts only if the student has lost or willfully cut, defaced, or injured any property of the school district, a contractor of the district, an employee, or another student. These may be withheld until the damages have been paid for or a district program of voluntary work has been completed. At all other times, the official transcript must be provided. Please note, if the Department of Social and Health Services has been granted custody of the child, that student’s records are not to be withheld for nonpayment of school fees or for any other reason.

WAC 392-415-100 Transcript release procedures.

All common school districts shall adopt written procedures for the release of official student transcripts. Such procedures shall recognize the limited exception to the release of transcripts provided in RCW 28A.635.060 and shall provide that student transcripts are released to persons other than the student or the student's parents or guardians only upon the written authorization of the student or the student's parents or guardians, whichever is applicable, or as set forth in the Family Educational Rights and Privacy Act of 1974 and subsequent amendments. Except as provided in RCW 28A.635.060, all common school districts shall provide or make available to students upon request complete copies of their high school transcripts, with graduation noted thereon, within forty-five calendar days following the student's graduation from high school.

RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent, or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected.

(1) Any pupil who defaces or otherwise injures any school property, or property belonging to a school contractor, employee, or another student, is subject to suspension and punishment. If any property of the school district, a contractor of the district, an employee, or another student has been lost or willfully cut, defaced, or injured, the

school district may withhold the grades, diploma, and transcripts of the pupil responsible for the damage or loss until the pupil or the pupil's parent or guardian has paid for the damages. If the student is suspended, the student may not be readmitted until the student or parents or legal guardian has made payment in full or until directed by the superintendent of schools. If the property damaged is a school bus owned and operated by or contracted to any school district, a student suspended for the damage may not be permitted to enter or ride any school bus until the student or parent or legal guardian has made payment in full or until directed by the superintendent. When the pupil and parent or guardian are unable to pay for the damages, the school district shall provide a program of voluntary work for the pupil in lieu of the payment of monetary damages. Upon completion of voluntary work the grades, diploma, and transcripts of the pupil shall be released. The parent or guardian of such pupil shall be liable for damages as otherwise provided by law.

(2) Before any penalties are assessed under this section, a school district board of directors shall adopt procedures which insure that pupils' rights to due process are protected.

(3) If the department of social and health services or a child-placing agency licensed by the department has been granted custody of a child, that child's records, if requested by the department or agency, are not to be withheld for nonpayment of school fees or any other reason.

107. Can private schools withhold transcripts and letter grades (academic performance)?

Answer: Private schools may withhold official transcripts if the student has not paid tuition, fees, or fines, but the private school shall transmit information about the student's letter grades (academic performance), special placement, immunization records, and records of disciplinary action. The enrolling school should notify both the student and parent/guardian that the official transcript will not be sent until the obligation is met and that failure to have an official transcript may result in exclusion from extracurricular activities or failure to graduate. Please note, if the Department of Social and Health Services has been granted custody of the child, that student's records are not to be withheld for nonpayment of school fees or for any other reason.

RCW 28A.195.070 Official transcript withholding – Transmittal of information.

If a student who previously attended an approved private school enrolls in a public school but has not paid tuition, fees, or fines at the approved private school, the approved private school may withhold the student's official transcript, but shall transmit information to the public school about the student's academic performance, special placement, immunization records, and records of disciplinary action.

RCW 28A.225.330 Enrolling students from other districts -- Requests for information and permanent records -- Withheld transcripts -- Immunity from liability -- Notification to teachers and security personnel -- Rules.

(2) The school enrolling the student shall request the school the student previously attended to send the student's permanent record including records of disciplinary action, history of violent behavior or behavior listed in RCW 13.04.155, attendance, immunization records, and academic performance. If the student has not paid a fine or fee under RCW 28A.635.060, or tuition, fees, or fines at approved private schools the school may withhold the student's official transcript, but shall transmit information about the student's academic performance, special placement, immunization records, records of disciplinary action, and history of violent behavior or behavior listed in RCW 13.04.155. If the official transcript is not sent due to unpaid tuition, fees, or fines, the enrolling school shall notify both the student and parent or guardian that the official transcript will not be sent until the obligation is met, and failure to have an official transcript may result in exclusion from extracurricular activities or failure to graduate.

108. Is "term" defined for the purpose of the required "term and cumulative summary of the student's high school level academic history"?

Answer: "Term" shall be considered to mean the posting period used by the school or district to post grades earned in courses. It could be "quarter," "trimester," "semester," "full year," or "continuous."

RCW 28A.230.125 Development of standardized high school transcripts -- School districts to inform students of importance.

*** CHANGE IN 2014 *** (SEE [6552-S2.SL](#)) ***

(1) The superintendent of public instruction, in consultation with the higher education coordinating board, the state board for community and technical colleges, and the workforce training and education coordinating board, shall develop for use by all public school districts a standardized high school transcript. The superintendent shall establish clear definitions for the terms "credits" and "hours" so that school programs operating on the quarter, semester, or trimester system can be compared.

109. On the transcript, what is considered to be a student's legal name?

Answer: A student's legal name is considered to be the name which was listed at birth on the birth certificate (unless legally changed to another name).

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2)(a) Authorized and required transcript information effective now:

(i) The student's legal name (last name, first name, and middle name(s) or middle initial(s)), and other or former names used;

110. If a previously graduated student would like a copy of their transcript with a legal name change, can we update the transcript?

Answer: It is up to your district/school to determine whether to use the former legal name or the new legal name; however, if you decide to use the new legal name, we suggest that you include both on the transcript for historical purposes.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2)(a) Authorized and required transcript information effective now:

(i) The student's legal name (last name, first name, and middle name(s) or middle initial(s)), and other or former names used;

111. If a student only has one name, how do we list them on the transcript?

Answer: Only the legal name is required. If a student's legal name only contains one name, then that is all that is necessary. If the school information system requires both a first and last name, then the same name may be used for both as CEDARS guidance suggests.

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

(2)(a) Authorized and required transcript information effective now:

(i) The student's legal name (last name, first name, and middle name(s) or middle initial(s)), and other or former names used;

112. When students graduate via an AA degree, who issues the high school diploma?

Answer: If a student earns an AA degree, the Community/Technical College is to issue the diploma not the high school the student attended. If the high school is made aware of the diploma, the high school can record the student as a graduate in CEDARS (using withdrawal code GA) and provide a transcript that displays the student's graduation date as the date they earned the AA degree. This should only be done if the student can provide official documentation that they have earned an AA degree or valid information is obtained from the community/technical college issuing the diploma.

113. Are there special considerations for students of military families?

Answer: In order to remove barriers to educational success imposed on children of military families, the Washington State Legislature passed [RCW 28A.705.010](#), which facilitates the following:

- The timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from the previous school districts or variations in entrance and age requirements;
- The student placement process through which children of military families are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content, or assessment;
- The qualification and eligibility for enrollment, educational programs, and participation in extracurricular academic, athletic, and social activities;
- The on-time graduation of children of military families;
- The uniform collection and sharing of information between and among member states, schools, and military families under this compact;
- The coordination between this compact and other compacts affecting military children; and
- The cooperation between the educational system, parents, and the student in order to achieve educational success for the student.

For additional information, please refer to: <http://app.leg.wa.gov/RCW/default.aspx?cite=28A.705.010>.

114. If a student is enrolled in a summer school class that is reported to CEDARS as a district enrollment, what is reported on the transcript in the “Schools Attended” section?

Answer: In the Schools Attended section, report the high school where the student took the summer school course.