

On-Time Grade Level Progression and Graduation for Highly Mobile Students—A Guide to Implementing RCW 28A.320.192

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Office of Superintendent of Public Instruction
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*All students prepared
for post-secondary pathways,
careers, & civic engagement.*

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Executive Summary

In 2017, the Washington state legislature passed two separate bills amending [RCW 28A.320.192](#). While this law gave districts the option of adopting practices that facilitated the on-time grade level progression and graduation of students in foster care, both [SB 5241](#) and [HB 1444](#) made significant changes to the populations eligible for supports and strengthened a district's obligation to accomplish the intent of the underlying law. Both bills also tasked the Office of Superintendent of Public Instruction (OSPI) with developing and distributing rules to promote consistent and comprehensive implementation strategies across the state.

The amendments to RCW 28A.320.192 enable Washington school districts to be fair and creative as we seek to support our most highly mobile students. These changes apply to a broader group of students than ever before; it is significant to note that there is nothing in state or federal law that would prohibit a district from applying these practices to all students.

Introduction

The purpose of this document is to explain the state and federal requirements regarding on-time grade level progression and graduation supports available to eligible students in Washington state. This guide is intended to outline the minimum standard for school districts to successfully implement these provisions and provide strategies for the consistent implementation of procedures across the state. The over-arching intent of these practices is to eliminate barriers to on-time grade-level progression and graduation for highly mobile students. These practices and strategies support Washington state's challenging academic standards by ensuring that highly mobile students can demonstrate they meet these standards. As such, this document provides a section-by-section explanation of the law's provisions, a standardized partial credit calculation formula for district use, and implementation tools that school personnel, advocates, and caseworkers can use to help with operationalizing the state law.

Definitions

The following terms describe the students to whom these practices and strategies must apply:

- 1) An At-Risk Youth¹ is an adolescent:
 - a. Who is absent from home for at least 72 consecutive hours without the consent of a parent or guardian.
 - b. Who is beyond the control of his or her parent such that the child's behavior endangers the health, safety, or welfare of the child or another person.
 - c. Who has a substance abuse problem for which there are no pending criminal charges related to substance abuse.

- 2) Child in Need of Services² means an adolescent:
 - a. Who is beyond the control of his or her parent such that the child's behavior endangers the health, safety, or welfare of the child or any other person.
 - b. Who has been reported to law enforcement as absent without consent for at least 24 consecutive hours on two or more separate occasions from the home of either parent, a crisis residential center, an out-of-home placement, or a court-ordered placement; and
 - i. Has exhibited a serious substance abuse problem; or
 - ii. Has exhibited behaviors that create a serious risk of harm to the health, safety, or welfare of the child or any other person.
 - c. Who is in need of:
 - i. Necessary services, including food, shelter, health care, clothing, or education; or
 - ii. Services designed to maintain or reunite the family.
 - d. Who lacks access to, or has declined to use these services:
 - i. Whose parents have evidenced continuing but unsuccessful efforts to maintain the family structure or are unable or unwilling to continue efforts to maintain the family structure; or
 - ii. The juvenile is a "sexually exploited child."

¹ [RCW 13.32A.030\(3\)](#)

² [RCW 13.32A.030\(5\)](#)

- 3) A Child in Need of Services Petition means a petition filed in juvenile court by a parent, child, or the Department of Children, Youth, and Families seeking adjudication of placement of the child.
- 4) A High School Credit is defined by [WAC 180-51-050](#), as:
 - a. Grades nine through twelve or the equivalent of a four-year high school program, or as otherwise provided in [RCW 28A.230.090 \(4\)](#):
 - i. 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
 - ii. Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards).
- 5) Dependent Child³ refers to a student who is subject to any part of the dependency process described in Chapter 13.34 RCW. This includes children and youth who are in out-of-home placement with a suitable other, relative caregiver, foster parent, or group care facility. The student must be under the care and placement authority of the Department of Children Youth and Families, a federally recognized tribe, the federal foster care system, or another child-placing agency. This definition also includes those students who have been returned home but are still subject to a dependency action.
- 6) Homeless children and youth⁴ are "individuals who lack a fixed, regular, and adequate nighttime residence." Specifically, this definition applies to students who are:
 - a. Sharing housing due to loss of housing, economic hardship or a similar reason.
 - b. Living in motels, hotels, trailer parks, or campgrounds due to lack of alternative accommodations.
 - c. Living in emergency or transitional shelters.
 - d. Abandoned in hospitals.

³ [Chapter 13.34 RCW](#)

⁴ [RCW 28A.300.542\(4\)](#)

- e. Residing in a place that is not ordinarily used as a regular sleeping accommodation (e.g., park benches, etc.).
 - f. Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations.
 - g. Migratory children and youth living in any of the above situations.
 - h. An unaccompanied, homeless youth is a child or youth who meets the definition of homelessness and is not in the physical custody of a parent or guardian.
- 7) Instructional hours/minutes⁵ means:
- a. Hours students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, inclusive of intermissions for class changes, recess, and teacher/parent-guardian conferences that are planned and scheduled by the district for the purpose of discussing student's educational needs or progress, and exclusive of time actually spent for meals.
 - b. If students are provided the opportunity to engage in educational activity that is part of the regular instructional program concurrently with the consumption of breakfast, the period of time designated for student participation in breakfast after the bell, as defined in RCW 28A.235.200, must be considered instructional hours.
 - c. Breakfast after the bell programs, as defined in RCW 28A.235.200, including the provision of breakfast, are not considered part of the definition or funding of the program of basic education under Article IX of the state Constitution.

Eliminating Barriers

28A.320.192(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 or dependent pursuant to chapter 13.34 RCW, or at-risk youth or children in

⁵ [RCW 28A.150.205](#)

need of services pursuant to chapter 13.32A RCW, school districts must incorporate the procedures in this section⁶.

Because [SB 5241](#) and [HB 1444](#) changed the language of RCW 28A.320.192 from “may” to “must,” school districts are required to incorporate changes to policies and practices that will facilitate on-time grade level progression and graduation for eligible students. Therefore, Local Education Agencies (LEAs) are required to revise regulations, practices, and policies that may act as a barrier to the on-time grade level progression and graduation of eligible students to eliminate those barriers. For example, a school district may have a policy for credit accrual that does not allow for the granting of partial credit if a student attends for less than a full term. The district must review, revise, or eliminate this policy because it creates a barrier to on-time grade level progression and graduation for eligible students.

In addition to reviewing and revising district policies and procedures that create barriers to the on-time grade level progression and graduation of eligible students, districts should implement strategies to resolve issues that may prevent staff from promoting on-time grade level progression and graduation in a manner consistent with the intent of the law. LEAs should provide training to teachers, counselors, registrars, and administrators about these new standards and protocols, and the district should anticipate and address systemic barriers that may hinder successful implementation.

Waiving Courses

28A.320.192(2): School districts must waive specific courses required for graduation if similar coursework has been satisfactorily completed in another school district. If the courses are not waived, the district 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.

Students transferring from out of state, private schools, or other school districts may have completed similar course work offered by the receiving school district, but those courses may not completely align with the receiving district’s curriculum standards.

⁶ [RCW 28A.320.192](#)

For example, private school curriculum is set by the individual school policy, unlike public schools, which are subject to the curriculum guidelines developed by the state. Students transferring from a faith-based private school may have completed full or partial core courses based on non-secular content that would typically not be accepted by the receiving school district. In another example, a student may transfer to a Washington state school district from out-of-state too late to complete the Washington state equivalent of a core course.

In both instances, the courses and corresponding grades should be applied to the closest graduation requirements of the receiving district. The district should waive those courses if an equivalent credit has been completed. Rather than this misalignment becoming a barrier to on-time graduation, the completed full or partial course work should be accepted instead of Washington state requirements.

If the receiving school district does not waive specific courses required for graduation, the district must provide written justification for the denial and the alternative means available to the student for earning comparable credits. The written notice must be provided to the student and caregiver/guardian in a language that is easily understood.

The alternative means offered by the school district denying the waiver must be provided in a manner that does not create barriers to the student accessing those options or the student's on-time graduation. Should the student or caregiver/guardian express concerns over the alternative options offered by the district, those barriers to the student completing the requirements must be addressed and removed.

Some examples of "alternative means," may include, but are not limited to, [competency-based credit accrual](#), [successful completion of a local assessment](#), independent study, online learning, or project-based credit. The planning for providing alternative means to acquire credit should be student-centered and oriented toward helping the student be successful.

Consolidating Credits and Credit Accrual

28A.320.192(3): School districts must consolidate partial credit, unresolved, or incomplete coursework and provide opportunities for credit accrual in a manner that eliminates academic and non-academic barriers for the student.

A student's status may interfere with the accrual of credit or their on-time grade level progression in many circumstances. School districts must consolidate course work and

credits if a student has gaps that occurred during their period of eligibility under this provision. Students are eligible for these provisions while subject to the dependency process, while subject to an at-risk youth or Children in Need of Services (CHINS) petition, or for the entire time they are homeless and until the end of the academic year in which they find permanent housing.

For example, if a student was in foster care and they have incomplete coursework due to absences related to their status, the district must consolidate and grant credits for that time in a manner that is consistent with the partial credit section of this guide. Similarly, if students experiencing homelessness who have incomplete or unresolved coursework from their time of eligibility, the school district must consolidate that coursework, grant the partial credits the student has earned, and provide the opportunity to complete any remaining coursework in a manner that does not create barriers to the student's on-time grade level progression or graduation. If a school district was unaware of the student's status but became aware after the student's period of eligibility, the school district is required to comply with this section retroactively.

Districts must provide opportunities for credit accrual to eliminate academic and non-academic barriers for the student. Further, they must ensure full participation in a manner that removes both academic and non-academic barriers. For example, if the district only provides credit retrieval/accrual opportunities through an online credit retrieval process, but the eligible student does not have access to the internet, the district must address the student's access issues or provide the student with a different opportunity to earn credit. Another strategy for consolidating credits and facilitating credit accrual involves awarding competency-based credits. For example, a district may grant credit for passing a state assessment. In this case, a student who has partial credit in Algebra 1 might take and pass the state math assessment, and either the sending school or the receiving school may award a full Algebra 1 credit for passing the state assessment.

Partial Credit

28A.320.192(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.

The school district must permit students to enroll immediately, attend, and participate fully in school activities regardless of how much time remains in a given term. Districts must facilitate the most effective and efficient way for students to earn any available credits/partial credits. Districts should make every attempt to maximize the accrual of credits for eligible students and ensure that when students leave, those credits/partial credits and grades are added to the student's official transcript.

If a student was not identified as being an eligible student while enrolled in the sending school district and they should have been, the homeless liaison, foster care liaison, or other designated staff person at the receiving school or school district may confirm the student's eligibility to earn credits. This staff should confirm the period of time the student was eligible and communicate that information to the sending school. The sending school must then grant all credits/partial credits earned during the time in which they were eligible. The receiving school should place the student in courses based on the credits the student earned, even if they have not been granted.

If a receiving school does not currently offer the same course needed by a qualifying student at the time of transfer, staff should first attempt to enroll the youth in an equivalent course that satisfies the same graduation requirement (e.g., Physics v. Earth Science, which are both Physical Sciences). If such a course is not available, the receiving school should enroll the youth in a course within the same subject area (e.g., another Science such as Biology). Under no circumstances may the receiving school count coursework in this category as elective credits. In addition, the receiving school may not enroll the youth in all elective courses.

In addition, the receiving school should transfer all previously issued credits and grades to their school district's official transcript, including the sending school's partial credits and transfer grades. At the end of the current grading period, the receiving school should issue grades based on all coursework assigned after the transfer. These grades and corresponding partial credits must be added to the youth's final transcript. The grades and credits from the receiving and sending schools should not be combined or averaged even if they are for the same classes.

Ultimately, it is the responsibility of the receiving school to collaborate with the sending school and ensure that the student is granted the appropriate credits upon transfer. There may be situations in which the sending school is unable or unwilling to give credits to a student transferring mid-term. If this is the case, and after all options of

collaboration have been explored, the receiving school may grant the appropriate credits to a student based on the standards outlined in this document.

Partial Credit Formula⁷

In an effort to accommodate the variations in course types across the state, the following section outlines a universal formula that establishes the minimum standard for calculating credits. School districts should first calculate the number of instructional hours or minutes the student was enrolled; then divide the number of instructional hours or minutes the student was enrolled by the number of instructional hours offered during the duration of the course. Credits should be rounded down to the nearest .01. School staff must complete this process for each course in which the student was enrolled.

This partial credit formula should be applied in any situation in which instructional hours or minutes are used. If a school district awards competency-based credits, those credits should be awarded per district policy and must be accepted by the receiving district.

# of Instructional Hours Offered	# of Instructional Hours Enrolled	Credits Available	Calculation Formula
75	38	.5	38 hours enrolled ÷ 75 hours offered = .25 Credits
# of Instructional Minutes Offered	# of Instructional Minutes Enrolled	Credits Available	Calculation Formula
4500	2300	.5	2300 minutes enrolled ÷ 4500 minutes available = .26 Credits

The sending district may determine the student has met all course competencies required for full credit. In this case, the district may grant that credit. The district may not award credit in a manner that does not meet the minimum standard for credit

⁷ Adapted from: [California's Partial Credit Model Policy: Improving the Educational Outcomes of Foster Youth](#)

calculations outlined in the partial credit formula above. Receiving districts must ensure that students are granted the appropriate credits and those credits and transfer grades are transferred to the student’s official transcript.

PARTIAL CREDIT CALCULATOR	
*Instructional Hours/Minutes Offered	75
*Number of Credit Hours/Minutes Student Enrolled	38
*Credit Available for the Course	0.5
Total Credit Available to the Student	0.25

NOTE: You must complete all fields with an “*” to get the number of credits available to the student. Calculator based on a single course application

CEDARS

[The Comprehensive Education Data and Research System](#) (CEDARS) is OSPI’s data collection tool that collects student-level data for Washington public schools. CEDARS data is used for state and federal reporting, legislative and research requests, data analytics, and other reporting needs. CEDARS is designed to accept partial credit so schools will not experience barriers to reporting these credits as they are awarded. Primarily, partial credits are reported in the following fields:

District Student File (B)—collects the total cumulative high school credits attempted or credits earned.

- Element B29—Credits Attempted
- Element B30—Credits Earned

Student Grade History File (H)—collects student-level course-by-course information.

- Element H11—Credits Attempted
- Element H12—Credits Earned

Transfer Grades⁸

A transfer grade is a grade issued by an individual teacher based on the youth's cumulative work over the entire grading period up until the last day of actual enrollment. This includes exam scores, assignments, and participation. A transfer grade must be issued as a letter grade (e.g., A, B, C, D) and then added to the Student Transfer Report (see page 8) and an official transcript. If the student earned a non-passing grade (e.g., E, F, N, NC, U, W), then no credit is issued.

A list of assignments/exams and their corresponding individual grades are given throughout the grading period **does not** qualify as a transfer grade. In addition, considerations regarding attendance are required, as described in the next section.

Attendance

Districts may not limit an eligible youth's credit accrual because of absences due to court attendance, participation in court-ordered activities, changes in placement, or homelessness.

When considering attendance in relation to a student's enrollment and credit accrual, districts may not penalize a student because of excused absences related to their status as an eligible student. Excused absences must include⁹:

1. Participation in a district or school approved activity that meets the criteria of an absence as defined in [WAC 392-401-015](#).
2. Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible.
3. Family emergency including, but not limited to, a death or illness in the family.
4. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction.
5. Court, judicial proceeding, court-ordered activity, or jury service.
6. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview.

⁸ Adapted from: [California's Partial Credit Model Policy: Improving the Educational Outcomes of Foster Youth](#)

⁹ WAC 392-401-020

7. State-recognized search and rescue activities consistent with [RCW 28A.225.055](#).
8. Absence directly related to the student's homeless or foster care/dependency status.
9. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with [RCW 28A.705.010](#).
10. Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter [392-400 WAC](#) if the student is not receiving educational services as provided under [RCW 28A.600.015](#) and chapter 392-400 WAC.
11. Absences due to student safety concerns, including absences related to threats, assaults, or bullying.
12. Absences due to a student's migrant status.
13. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth.

If a youth was not properly withdrawn on their last day of actual attendance, the sending school should ensure that eligible youth is not penalized for these additional absences. Excused absences that occur throughout the student's enrollment may not negatively affect the student's overall credit accrual or transfer grade if those absences are related to their qualifying status. If participation is a component of classroom grading, and participation is associated primarily with classroom attendance, participation points may not negatively affect a student's grade or credit accrual if they were related to an excused absence.

School Registrar/Counselor Procedures for Awarding Credit¹⁰

The following tables are sample procedures to assist sending school and receiving school personnel with the process of issuing and accepting partial credits and transfer grades. While these processes should occur as the student is transferring from one district to another, they can occur retroactively if a student was not identified as eligible prior to transfer.

Sending School Procedures

¹⁰ Adapted from: [Child Development and Successful Youth Transitions Committee. \(2013\). *Partial credit model policy and practice recommendations*.](#)

<p>STEP 1</p> <p>Gather a list of all courses the youth is currently enrolled in and the corresponding graduation requirements. Inform each teacher of youth’s impending transfer and anticipated last day of attendance.</p>	<p>STEP 2</p> <p>Ensure teachers issue final grades based on all work completed as of the youth’s last day of actual attendance. See the “Transfer Grades” section for details on attendance (see page 13).</p>
<p>STEP 3</p> <p>Gather the youth’s enrollment record for each class and total the number of instructional hours/minutes enrolled per class. (See page 13 for details on attendance.)</p>	<p>STEP 4</p> <p>For each course the youth was receiving a passing grade, use the Calculation Formula to determine how many credits were earned by the youth. See page 11 for directions on how to calculate credits.</p>
<p>STEP 5</p> <p>Complete the partial credit log, and add all grades and credits earned to the Student Transfer Report and the youth’s official transcript upon transfer.</p>	<p>STEP 6</p> <p>Complete and forward the Student Transfer Report and official transcript to the receiving school immediately after receiving that school’s request for records.</p>

Sample Partial Credit Log¹¹

Course Name	Corresponding Graduation Requirement	Check Out Grade	# of Hours or Minutes Enrolled	# of Hours or Minutes Offered	# of Credits Earned

Receiving School Procedures¹²

<p>STEP 1</p> <p>Immediately enroll the student and request all records from the sending school. Students who are homeless and students in foster care must be immediately enrolled and served while records are being obtained.</p>	<p>STEP 2</p> <p>Review the sending school’s Student Transfer Report and official transcript (if available) to determine whether the sending school issued partial credits and transfer grades for all courses in which the youth was enrolled.</p>
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¹¹ Adapted from: [California’s Partial Credit Model Policy: Improving the Educational Outcomes of Foster Youth](#)

¹² Adapted from: [Child Development and Successful Youth Transitions Committee. \(2013\). Partial credit model policy and practice recommendations.](#)

<p>STEP 3</p> <p>If the student is missing any transfer grades or partial credits, send the Receiving School Partial Credit Request Letter to the sending school (see page 22).</p>	<p>STEP 4</p> <p>When transferring all grades and credits earned from previous high schools to the receiving school district's official transcript, include all transfer grades and partial credits issued by the sending school, applying them to the same/equivalent courses. The receiving school may not count core class credits as elective credits.</p>
<p>STEP 5</p> <p>Enroll the student in the same/equivalent courses as those they were enrolled in at the sending school. If it is unclear as to which course is equivalent, contact the sending school and ask for clarification. The receiving school may request a written description or syllabus for any such course.</p>	

Graduation from a Sending District

28A.320.192(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.

If a student enrolls in their junior or senior year and that student is unable to accrue the credits required to graduate on time, the receiving school should first attempt to facilitate the on-time grade level progression and graduation of the student using the strategies outlined in this guide. If, after all alternatives have been explored, the student is still ineligible to graduate, the receiving district must work with the sending district to determine if the student has met the graduation requirements for the sending district. If they have, the two districts must facilitate graduation from the sending district.

For example, one student transferred from out of state and enrolled in a Washington state school district. Because of the different graduation requirements and the timeframe in which the student had to accrue the appropriate state-required courses to obtain a diploma, it was determined the student could not earn enough credits without creating both academic and non-academic barriers. The receiving school district contacted the high school where the student had been attending and learned that he was only missing one state requirement for graduation from their district. The Washington state school district then arranged for the student to take that course locally and the student received a high school diploma from the sending district on time and with honors.

Waiving Graduation Requirements

28A.320.192(7): Should a student have enrolled in three or more school districts as a high school student and have met state requirements but be ineligible to graduate from the receiving school district after all alternatives have been considered, the receiving school district must waive its local requirements and ensure the receipt of a diploma.

Because graduation requirements are determined, in part, by local school boards, highly mobile students have often been denied graduation simply because they have moved to a district that has different graduation standards. For example, one school district may no longer require a senior project, while another district maintains this requirement. As a result, these local requirements can be barriers to a student's timely academic progress and must be waived if the student has met the state requirements for graduation.

Appeals Process

Discussions with the counselor or registrar at the sending school district should be the first step in any potential appeal process. These staff can first ensure that the appropriate credits and grades are added to the student's transcript. If transfer grades or credits were not added to the student's official transcript, individuals should work with the sending school's counselor or registrar to request any credits that may be missing or inappropriately applied. Most times, this informal first step will bring the issue to the attention of school officials and will lead to a practical and beneficial solution. If this informal step is ineffective, a formal appeal may be filed.

Anyone can file an appeal on behalf of an eligible student seeking benefit under any section of RCW 28A.320.192.

Individuals wishing to appeal a district's decision regarding any provision of RCW 28A.320.192 may appeal to the school principal or their designee, via letter or email, to initiate a review of the registrar or counselor's decision. The school principal or their designee must respond to the appealing party within ten school days of a request being received. The principal or designee's response must include their determination and rationale for making their decision. Any changes to a student's transcripts due to the implementation of these provisions must be added to the student's official transcript within two days of the appeal's resolution.

If the individual is not satisfied with the principal or designee's decision, they may file an additional appeal to the school district's superintendent or their designee within 15 days of the principal's decision. This appeal should be in writing, via letter or email. This appeal should include the initial request and the principal's response to that appeal. The Superintendent or their designee must respond to the appealing party within ten days of the request being received. Any changes to a student's transcripts due to the implementation of these provisions must be added to the student's official transcript within two days of the appeal's resolution.

Conclusions and Next Steps

While the law has been in effect since 2017 and districts have been required to implement this statute since then, aligning credit-granting course requirements and considering all variations of credit granting and receiving processes across the state has been a year-long endeavor. Input was received from over 100 professional staff in Washington state schools, advocacy organizations, and state-level staff. OSPI has been tasked with writing rules to guide the implementation of these provisions; this document serves as a precursor to that process.

Appendices

Appendix A: Sample Form: Student Transfer Report¹³

Name: _____ School District: _____ School: _____

Phone Number: _____ Registrar/Counselor: _____

Student name: _____ SSID #: _____ Date of birth: _____

Age: _____ Grade: _____

Enrollment date: _____ Transfer date: _____ Last day attended: _____

Reason for transfer: _____

Partial Credit Log

Course Name	Corresponding Graduation Requirement	Check Out Grade**	Minutes/Hours per Week	# of Credits Earned

** A transfer grade is the final grade issued by an individual teacher based on the student’s cumulative work over the entire grading period up until the last day of actual attendance. This includes exam scores, course work, participation, and attendance. **Excused absences that occur throughout the student’s enrollment may not negatively affect the student’s overall credit accrual or check out grade.** If participation is a component of classroom grading, participation points may not negatively affect a student’s grade or credit accrual if they were related to an excused absence. See page 8 of the On-Time Grade Level Progression and Graduation Implementation Guide for more information.

Teacher Comments

Teachers may provide additional information that may be useful for the student’s teachers at the new school, including information on the strengths and weaknesses of the youth.

Course	Teacher Name	Comments

¹³ Adapted from: [California’s Partial Credit Model Policy: Improving the Educational Outcomes of Foster Youth](#)

Appendix B: Sample Form: Sending School Partial Credit Cover Letter

Date:

To: Registrar/Counselor:

School:

Address:

From:

RE: Transfer grades and Partial Credits

Student Name:

DOB:

SSID#:

Qualifying Category:

Dependent Child Homeless Child/Youth

At Risk Youth Child in Need of Services

Dear Registrar/Counselor:

Pursuant to RCW 28A.320.192, our school has compiled a list of transfer grades and partial credits this student has earned and included them on an official transcript.

The attached student withdrawal report provides a list of courses the student was enrolled in, the corresponding graduation requirement, transfer grades, number of instructional hours/minutes, and the number of partial or full credits earned.

Under RCW 28A.320.192, your school is required to accept these credits and apply them to the same or equivalent courses. Therefore, we hope your school's registrar/counselor finds this information useful when enrolling the student in classes. We look forward to working with you to ensure the student's transfer is successful.

If you need any additional information regarding classes, grades, or credits, please contact me at:

Name:

Phone:

Email:

Appendix C: Sample Form: Receiving School Partial Credit Request Letter

Date:

To: Registrar/Counselor:

School:

Address:

From:

RE: Transfer grades and Partial Credits

Student Name:

DOB:

SSID#:

Qualifying Category:

At Risk Youth Dependent Child

Child in Need of Services Homeless Child/Youth

Dear Registrar/Counselor:

Pursuant to RCW 28A.320.192, sending school districts have a responsibility to award full or partial credit to eligible youth for all work satisfactorily completed while in attendance. Schools are also required to enter them onto an official transcript and forward the updated transcript to the student's new school immediately.

In order to ensure that we enroll the student in the appropriate courses, we request that you work with the student's previous teachers and your school's registrar to determine the appropriate transfer grades and partial credits.

Please compile, complete and forward to our school an updated transcript for the student, which includes all transfer grades and partial credits. We look forward to working with you to ensure that the student receives the support he/she needs to succeed in school.

If you need any additional information, please contact me at:

Name:

Phone:

Email:

Appendix D: Sample Form: Sample Appeal Letter

Date:

To: Principal/Superintendent:

School:

Address:

From:

RE: Transfer grades and Partial Credits

Student Name:

DOB:

SSID#:

Qualifying Category:

At Risk Youth

Dependent Child

Child in Need of Services

Homeless Child/Youth

Dear Principal, Superintendent, or Designee:

Pursuant to RCW 28A.320.192, school districts have a responsibility to facilitate the on-time grade level progression and graduation for qualifying students. I am writing to request that the school district reevaluate the provision of services under RCW 28A.320.192 and do the following:

Review eligibility

Issue/amend partial credits

Eliminate barriers

Issue/amend Transfer grades

Waive specific course work

Update my transcripts

Consolidate credits
district

Facilitate graduation from a sending
district

Provide credit accrual

Waive local graduation requirements

I believe I/this student qualifies for these provisions because:

The action I would like to take is:

If you need any additional information, please contact me at:

Name:

Phone:

Email:

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Download this material in PDF at <https://www.k12.wa.us/student-success/access-opportunity-education/homeless-education> (<http://www.k12.wa.us/>). This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631. Please refer to this document number for quicker service: 19-0031.



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