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INTERIM SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

August 14, 2019

**MEMORANDUM**

**TO:** Superintendents  
Charter School Leaders

**FROM:** Katarina "Kata" Sandoval, Deputy Secretary   
Gwen Perea-Warniment, Deputy Secretary 

**RE:** **Clarification on July 1, 2019 Memo on Partial Credit for High School Courses for Students Who Experience Disruption**

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This memo supersedes the July 1, 2019 memo on the same topic.

House Bill 236, Section 17, signed by Governor Michelle Lujan Grisham on April 3, 2019, repealed the Compulsory Attendance School Act effective June 14, 2019. Because this bill was chaptered after Senate Bill 341, the amendments to the Compulsory Attendance Act made in Senate Bill 341 are therefore void, including all provisions referenced in 22-12-1 through 22-12-10 of NMSA, 1978.

A rule is forthcoming to address the consistent awarding of partial credits.

Until the rule is finalized, and working in the best interests of students, we strongly advise adherence to the following revised guidelines.

A student who has experienced disruption in the student's education means a student:

- Who is homeless as defined by the McKinney-Vento Homeless Assistance Act;
- Who is Adjudicated:
  - As an abused or neglected child as determined by the Children, Youth and Families Department in accordance with the Abuse and Neglect Act;
  - As part of a family in need of court-ordered services voluntary placement in accordance with the Family Services Act;

- As a delinquent if the parent wished to disclose the adjudication of delinquency; or
- Who is placed in a mental health treatment facility or habilitation program for developmental disabilities in accordance with the Children’s Mental Health and Developmental Disabilities Act or placement in treatment foster care.

Changing schools multiple times significantly impedes a student’s academic and social growth. Students in the foster care or juvenile justice system or who are experiencing homelessness who transfer schools mid-semester should receive credit for the work completed prior to their transfer.

Therefore, students who have experienced disruption or who transfer between public schools in different school districts or between public schools within the same school district should receive credit for any work completed prior to the transfer regardless of whether or not the transfer occurred at the end of the grading period.

Credits should be assigned as follows:

For dual-credit courses per 6.30.7.11 NMAC and any other courses for which students may earn a full credit in one semester

Amount of Time Enrolled in Course Before Transfer	Amount of Credit for Courses
15-18 weeks	1.0 credit
12-14 weeks	0.75 credit
9-11 weeks	0.50 credit
5-8 weeks	0.25 credit
1-4 weeks	0.125 credit

For non dual-credit courses

Amount of Time Enrolled in Course Before Transfer	Amount of Credit for Courses
28-36 weeks	1.0 credit
19-27 weeks	0.75 credit
10-18 weeks	0.50 credit
1-9 weeks	0.25 credit

Receiving schools should apply all partial credits to the same/equivalent course and place the student in the same/equivalent course, if the course was not completed. If the same/equivalent course is unclear, the receiving school should contact the sending school for clarity and/or consult with the appropriate school or school district liaison.

Using this guidance from the Public Education Department (PED), school districts and charter schools should create policies to determine how the credit shall be awarded for the partial completion of courses.

If you have any questions or require any support, please contact the following staff:

- Students experiencing homelessness: Dana Malone [dana.malone@state.nm.us](mailto:dana.malone@state.nm.us)
- Students in foster care: Laura Henry [laura.henry@state.nm.us](mailto:laura.henry@state.nm.us)

- Students who are adjudicated due to neglect or delinquency: Ken Stowe  
[kenneth.stowe@state.nm.us](mailto:kenneth.stowe@state.nm.us)
- Students with disabilities placed in a mental health treatment facility or habilitation program:  
Deborah Dominguez-Clark [deborah.clark@state.nm.us](mailto:deborah.clark@state.nm.us)

cc: Kara Bobroff, Interim Secretary of Education  
Dr. Timothy Hand, Deputy Secretary  
Gabe Baca, Director, Student, School and Family Support Bureau  
Michael Chavez, Director, Student Success and Wellness Bureau  
Elaine Perea, Director, College and Career Readiness Bureau  
Deborah Dominguez-Clark, Director, Special Education Bureau  
John Sena, Director, Policy, Innovation, and Measurement Bureau  
Laura Henry, Foster Point of Contact, PED  
Dana Malone, State Coordinator, McKinney-Vento  
Ken Stowe, State Coordinator, Title I Part D  
Regional Education Cooperatives  
School District Foster Points of Contact  
McKinney-Vento Homeless Liaisons