**Burbank Unified School District**
Office of Educational Services
1900 W. Olive Avenue
Burbank, CA 91506
Ph: 818.729.4400

**Board of Education**
Abigail Pontzer Kamkar, President
Dr. Emily Weisber, Vice President
Laurette Cano, Clerk
Kelsey Olson
Armond Aghakhanian

**Interim Superintendent**
Oscar Macias, Ed.D.

February 2026

# BUSD Secondary Credit, Partial Credit, and Withdrawal (WF) Procedures Memorandum

To ensure consistent, equitable, and policy-aligned practices across all secondary sites, Burbank Unified School District has clarified expectations regarding **partial credit, withdrawal grades (WF), and seat-time requirements**. These updates align with Board Policy and Education Code provisions governing credit earning, transfer credit, and course completion.

These procedures are intended to support site administrators, counselors, and registrars in making consistent decisions regarding student schedules, transcript entries, and credit awards, while maintaining the integrity of district graduation requirements.

---

## Core Principles

- BUSD remains committed to ensuring that **credit is awarded based on demonstrated learning and verified seat time**, consistent with Board Policy and Education Code. (BUSD Policy 6146.3 and Regulation 5121).
- Practices related to partial credit and withdrawals must be **applied consistently across all sites** to ensure equitable treatment of students.
- Individual circumstances may be considered; however, they must align to established policy and cannot override required grading practices.

---

## Withdrawal Fail (WF) Guidelines

- A **Withdraw Fail (WF)** is required for students who drop a course beyond the established add/drop window.
- WF language and application have been formally updated in Board Policy and apply to **students with continuing enrollment in BUSD**.
- Any WF will result in the mark being applied to **5 credits**, regardless of when the course is dropped after the initial 3-week period.

---

## Seat Time and Reciprocity of Credit

- **Seat time requirements** govern the awarding of full or partial credit and are grounded in Board Policy and Education Code.
- These provisions apply primarily to:
    - Students transferring **into the district**, and
    - Students transferring to alternative programs (e.g., ILA).
- As a general rule:
    - Students with **70 or more days of seat time** in a course may be eligible to earn **full credit**.
    - Students exiting a course prior to that threshold may be eligible for **partial credit**, depending on duration and circumstances.

---

## Application of Partial Credit

- Partial credit may be awarded when a student does not complete a course but has accumulated sufficient instructional time.
- In **rare cases**, partial credit may be granted after extended participation (e.g., approximately six weeks or more), based on review of attendance and coursework.
- Awarding of partial credit must:
    - Be based on **documented participation and seat time**, and
    - Follow **consistent site-level protocols aligned to district expectations**.

---

## Course Continuation After WF

- Students who receive a WF and transition into a new course may still be eligible to earn **full credit in the new placement**, provided they meet seat-time requirements.
- Specifically:
    - Students must have sufficient time remaining (e.g., **70+ instructional days**) to complete the course fully.

---

## IEP and Section 504 Considerations

- An Individualized Education Program (IEP) or Section 504 Plan **does not automatically qualify** a student for withdrawal without penalty.
- These situations must be reviewed on a **case-by-case basis**.
- Appropriate supports and accommodations should be implemented; however:
    - They **do not negate the requirement** to assign a WF when applicable.

---

## Implementation Expectations

Site administrators and counseling teams are expected to:

- Apply these guidelines **consistently across all student groups and programs**
- Ensure registrars and counseling staff are trained on WF, seat time, and partial credit procedures
- Maintain documentation supporting all credit and grading decisions
- Communicate clearly with students and families regarding the academic impact of course changes

---

## Conclusion

These clarified procedures strengthen alignment between district practice, Board Policy, and Education Code, while ensuring equitable and transparent credit-awarding practices. By adhering to these expectations, sites will support student success while maintaining the rigor and integrity of BUSD's secondary academic program.