

JFABC ©
ADMISSION OF TRANSFER STUDENTS
(Academic Credit Transfer)

Academic credit for students who transfer from private or public schools shall be determined on a uniform and consistent basis.

Elementary

Academic credit for placement in the common school subjects and grades shall be based upon teacher recommendations and previous grade level assignments subject to the determination that the student can meet the standards adopted by the State Board of Education for the grade level assignment.

Credit for Graduation Requirements

Core credit for purposes of this policy shall be the units of credit specifically named as required for graduation by the State Board of Education in R7-2-302.02.

The District may evaluate the transcripts of transfer students for the assignment of credits, pursuant to Section 15-701.01.

The School District shall provide to a pupil who transfers credit from a charter school, school district or Arizona online instruction a list that indicates which credits have been accepted as either elective or core credits by the School District.

Within ten (10) school days after receiving the list, a pupil may request to take an examination in each particular course in which core credit has been denied. The School District shall accept the credit as a core credit for each particular course in which the pupil takes an examination and receives a passing score on a test, aligned to the competency requirements adopted pursuant to A.R.S. 15-701.01 ~~this section~~, that is designed and evaluated by a teacher in the School District who teaches the subject matter on which the examination is based.

The School District may not charge a fee to a pupil who takes an examination in a particular course to obtain academic credit, pursuant to section 15-701.01, subsection (I) i, from the School District if the academic credit for a course was previously earned in an Arizona online instruction course or at any public school in this state. Any test administered pursuant to this subsection shall be an assessment that is aligned to the course relevant state academic standards.

If a pupil is enrolled in the School District and that pupil also participates in Arizona online instruction between May 1 and July 31, the School District shall not require proof of payment as a condition of the School District accepting credits earned from the online course provider.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

All core credit courses must meet the standards adopted by the State Board of Education ~~where such standards exist. If the State Board of Education has not adopted~~ Where standards for an elective subject have not been adopted, the School District Governing Board is responsible for adopting competency requirements for the successful completion of the elective subject. ~~Core credit courses must meet the standards established for the school to which the student has requested a transfer of credit.~~

School Districts Receiving Foster Students Who Transfer Pursuant to a Best Interest Educational Placement Determination in Grades Nine Through Twelve

Pursuant to 15-701.04, each school district governing board will specify the manner in which they will: calculate full and partial academic credits that were earned by the foster child at the school of origin, accept all academic credits earned by a foster child at the school of origin, including partial credits, and determine if these credits will be accepted as core credits or elective credits. Every possible attempt should be made to accept these credits as core credits.

The State Board of Education will develop guidelines for school districts to consider regarding the calculation of academic credits.

(Include District-specific language here for calculation of full and partial academic credits)

No later than ten (10) days after the School District receives the foster child's educational records from the school of origin, the School District must meet with the foster child to review and update the student's graduation plan, including participation in credit recovery programs, if necessary. A written copy of the graduation plan shall be provided to the student, parents who have maintained parental rights, and any guardian, custodian, caregiver or foster parent.

School Districts Transferring Educational Records for Foster Students Who Transfer Pursuant to a Best Interest Educational Placement Determination in Grades Nine Through Twelve

Each school district shall develop and adopt policies concerning the transfer of educational records by a school of origin for a foster child enrolled in grades nine (9) through twelve (12). These records must include: all earned academic credits,

including partial credits; documentation of competencies achieved in a course in which partial credit was not received. An enrolling school may administer a local competency assessment to award full or partial credit for core competencies identified in a foster child's educational records. A school district may not require that a foster child, enrolled in grades eleven (11) or twelve (12), satisfy graduation requirements that are in addition to or higher than those prescribed by the State Board of Education.

Adopted: _____

LEGAL REF.:

A.R.S.

1-701

15-189.03

15-701.01

15-701.04

15-745

15-808

A.A.C.

R7-2-302.02

CROSS REF.:

JG - Assignment of Students to Classes



JFABC – District language for calculation of full and partial academic credit

- Transfer student's transcript is reviewed by Mingus Counseling Team
- Previous school is contacted for guidance/equivalency when a course is difficult to determine
- Mingus Counseling Team member meets with student and guardian for graduation plan, which is provided via a transcript review report
- If there is a dispute of lack of clarity on course credit earned, student may take a test to determine if partial or full credit will be awarded

