

International Transcript Guidelines

A Supplemental Guide for Graduation
from Secondary Schools

Approved: 1/5/2024

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Appreciation is expressed to the following members of the Jordan School District International Transcript Committee for their capable assistance in compiling and revising these guidelines.

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Guidelines for Transcripts

Grade Placement

Generally speaking, a student is placed in a grade level following these guidelines:

- **A student who is a US resident who has never attended a public school** (including kindergarten students): Placement follows the [Age-Appropriate Chart](#).
- **A student who is coming from a school in the United States and its territories** (without a break or period of non-attendance/non-enrollment): The most recent grade placement is honored, provided this placement is within +/- 1 grade of the age-appropriate grade.
- **A student who is a child of active-duty service members** coming from other states who is not age-appropriate for their grade (including kindergarten) in Utah: The most recent grade placement is honored.
- **A student who is coming from another country:** Placement follows the [Age-Appropriate Chart](#).
- **A student who is over 18** is no longer eligible for enrollment unless proof of continuous school enrollment is provided.
- **A student who has previously graduated, received a diploma, or completed high school (or equivalent)** is no longer eligible for enrollment.

Because Jordan School District (JSD) does not have ready access to the standards or grade requirements of education systems in foreign countries, using the age-appropriate placement is the most consistent and fair method of placement for a foreign student. A student in a J-1 or F-1 foreign exchange placement may be placed in a grade other than the age-appropriate grade at the direction of the Enrollment Consultant in Student Services.

Exceptions to grade placement are typically accommodated through the retention/acceleration process and guardians should be directed to the school administrator with questions. Prior to a retention/acceleration, however, the student should be enrolled in the age-appropriate grade. Extenuating circumstances may be able to be accommodated by the school administrator after consultation with the Enrollment Consultant in Student Services.

A student returning from a period of homeschooling may be placed +/- 1 grade of the age-appropriate grade [when enrolled with appropriate documentation](#).

Overall Credits

If the school of origin requires fewer than 27 credits for graduation, the amount of credits can be averaged according to the amount of years attended at the school of origin.

Example: Incoming Junior with a school that required 21 credits for graduation:

21 required credits freshman year (out of state/country)
+21 required credits sophomore year (out of state/country)
+27 required credits junior year (in JSD)
+27 required credits senior year (in JSD)
= 96 credits
then $96/4=24$: The student needs 24 credits to graduate.

Finalize overall credits with a Student Education Plan (SEP) approved and signed by the principal.

CREDIT EQUIVALENCIES

If a student comes to Jordan School District (JSD) on track to graduate from their institution they should remain on track. A student should never be penalized for transferring out of state/country institutions. Student's existing graduation credits earned should be incorporated into JSD without penalty. Counselors should work with administrators to remove barriers rather than adding them to even the playing field and maximize a student's potential for success.

Previous graduation requirements should be balanced with JSD requirements, space in the student's schedule, and future educational goals. A student entering JSD will be expected to complete required graduation credits from the enrollment date entering JSD. Waive any grade-specific courses for grades completed previously.

Counselors should work with administration to recognize coursework that has already been completed and make transferring to JSD as seamless as possible. A student who enters JSD prior to 9th grade will be held accountable to JSD Graduation Requirements.

The following guidelines are for students coming to JSD after the start of the 9th-grade school year. This chart represents possible credit substitutions, but is not an exhaustive list of options.

Students On-Track-to-Graduate Entering JSD

| Credit Awarded for previous credit earned | 9th | 10th | 11th | 12th |
|--|--|--|---|---|
| | Ongoing JSD Graduation Requirements | | | |
| Any Native Language course can count as Language Arts | Language Arts 9 (from JSD start date), 10, 11, and 12 (or equivalent senior Language Arts) | Language Arts 10 (from JSD start date), 11 and 12 (or equivalent senior Language Arts) | Language Arts 11 (from JSD start date), and 12 (or equivalent senior Language Arts) | Senior Language Arts credit (from JSD start date) |
| Any social studies course counts as grade-level social studies requirement | Geography (from JSD start date), World History, US History and US Gov | World History (from JSD start date), US History and US Gov | US History (from JSD start date) and US Gov | US Government |
| Math courses count as core math | Secondary Math 1 (from JSD start date), Secondary Math 2 and Secondary Math 3 | Secondary Math 2 (from JSD start date), and Secondary Math 3 | Secondary Math 3 (from JSD start date) | |
| Science courses count as core science | Core Science | Core Science | AAF-S | |

| | | | | |
|---|--|--|--|--|
| PE/ILA/Health courses count as PE or Health | PST if no PE/ILA class previously taken and fits in their schedule | Fitness for Life and/or health if no PE/health previously taken and fits in their schedule | Fitness for Life if no PE previously taken and fits in their schedule * SEP ILA, PST & Health | Fitness for Life if no PE previously taken and fits in their schedule * SEP ILA, PST & Health |
| CTE - Any courses similar to CTE courses count towards required courses | Any additional CTE credit needed | Any additional CTE credit needed | Any additional CTE credit needed | Any additional CTE credit needed |
| Fine Arts - Any courses similar to Fine Arts courses count towards required courses | Any additional Fine Arts credit needed | Any additional Fine Arts credit needed | Any additional Fine Arts credit needed | Any additional Fine Arts credit needed |
| Digital Literacy - Any computer courses count toward required course | Digital Literacy credit if needed | Digital Literacy credit if needed | Digital Literacy credit if needed | Digital Literacy credit if needed |
| Financial Literacy - any similar course counts towards required course | Financial Literacy as needed | Financial Literacy as needed | Financial Literacy as needed | Financial Literacy as needed |

Unique Situations

- When a transcript is not available, an interview conducted by the school counselor and administration with a student and parent/guardian can be done to determine placement and award credit.
 - When a student is unable to obtain a transcript, an administrator should work with the student and family to determine if the family has done the appropriate due diligence in order to obtain a transcript.
- When coming from a school where credit is only awarded at the end of the year or from a country that the school year does not align, the school team will determine the amount of credit awarded by using current withdrawal grades as transfer grades or by issuing credit through Student Education Plans (SEP).

Pass/Fail Grading Recommendations

P (Pass) indicates that a student is:

- Making an effort in course to do the assigned work
- Demonstrating progress in content material/English vocabulary
- Asking for help or clarification when needed, to the best of their ability
- Showing some understanding of the work in progress
- Consistently attending

F (Fail) indicates that a student is:

- Making little or no effort in course to do assigned work
- Not demonstrating progress in material or English vocabulary
- Failing to ask for help or clarification when needed when ability is not an issue
- Showing little to no understanding of the work in progress when ability is not an issue
- Inconsistently attending

Qualifying Requirement for Students on Pass/Fail

- First full academic school year in the United States.

Additional Information About Pass/Fail

1. ALL courses shall be a pass/fail regardless of subject/material.
2. This guideline does not preclude a teacher from assigning a letter grade if the student is meeting the content objectives, B or better.
 - a. Once a student receives a letter grade in a course, the student cannot return to pass/fail status in that specified course and will continue to receive letter grades in that subject.
 - b. A 9th-12th grade student will earn credit for the course. The P/F does not count toward the final high school GPA. P/F grades do not count toward high school GPA at any level.
 - c. If the student is completing content material at the proficiency of other students in the course, and there is a question about whether it would benefit the student to get a letter grade, contact the counseling office.
 - d. The decision to earn a letter grade in a course shall be made collaboratively with the student, parent, teacher, counselor and administration.
3. Scaffolding techniques and appropriate accommodations should still be used with all students including students on pass/fail.
4. The pass/fail criteria shall be determined by the teacher using the guidelines listed above.
5. LEA discretion to extend the established pass/fail criteria beyond the first academic school year may be used at the recommendation of the teacher, counselor, administration, parent and student.

Helpful Resources and Examples

1. [A Guide for the Placement and Transcript Evaluation of Foreign-Born Students](#)
2. [Template](#) for Student Education Plan (PDF Fillable)
3. [Jordan School District Credit Guidelines](#)