April 3, 2020

All,

I hope this message finds you and your family well. We are off to a great start with our remote learning plan and wanted to commend you and our students for a job well done this week. This is a challenging transition for ALL of us, and we recognize that we have a strong team of staff, students, and families working hard to continue our educational success. By staying connected and supportive, we believe great things will come from this remote learning experience.

We want to provide you with a few updates:

1. We are currently working on a Frequently Asked Questions portion of our website that will be published next week. This will be updated weekly, so check it often if you have questions.
2. Our upcoming Easter Break (Friday, April 10 and Monday, April 13) remains as scheduled. The asynchronous courses will remain open but we want our students and families to know they can take a break from academics during that time, if they so choose.
3. Please continue to check the main page of the District website as we update content there frequently.
4. As you are aware, the Governor has declared schools to be closed indefinitely and the state-wide “Stay at Home” order to last until at least April 30. With that said, please know we believe we have systems in place to provide continuity of education for as long as this closure lasts.

Course Grading Information

Our administrative team met yesterday and we believe the following is a fair way to handle grades moving forward for our students:

In an effort to honor the continuity of student work from the first 3 nine weeks, and realizing that moving from a brick and mortar school to online comes with many challenges, we have established a method that supports performance to date while also allowing opportunities to advance performance throughout the fourth marking period. This system is also intended to maintain accountability for active student participation, learning effort, and continued growth.

If the grades from these remote learning courses improve a student’s final grade, then the final grade will be calculated based on the average of all 4 marking periods. If the grade from a remote learning class demonstrates an earned passing grade, but it is at a percentage that
lowers the final grade from the course average earned prior to the mandated school closure, then the average grade from the first 3 marking periods will represent the final grade for the year. This will apply the same for a semester course, and the grade will be relevant to the 3rd marking period.

The best way to explain this is through the following two examples:

Student A earned the following grades for the first three quarters of the year:

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>89%</td>
<td>93%</td>
<td>94%</td>
</tr>
</tbody>
</table>

When these three grades are averaged together, Student A would have a **92%** going into the fourth quarter, which is an A. As long as Student A **PASSES** (a passing grade is an A, B, C, or D) the final grade for the year would be no less than the **92%** that Student A earned from the first three quarters of the school year. Let’s say Student A works hard, stays connected, and completes assignments, but due to the challenges faced during this time coupled with moving to remote learning, earns an 83% for the fourth quarter. This is a passing grade but would certainly bring down the 92% that was earned from the first three quarters. That 83% is a **PASSING** grade of a B and therefore the student maintains the 92% earned from the first three quarters as the final grade.

Let’s look at the calculation below:

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
<th>Average</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>89%</td>
<td>93%</td>
<td>94%</td>
<td>83% (PASS)</td>
<td>89%</td>
<td>92%</td>
</tr>
</tbody>
</table>

Student A **PASSED** the fourth quarter with an 83% which brought the actual average to an 89%. **In light of our current circumstances, this student will earn a 92% for the year.**

Student B earned the following grades for the first 3 quarters of the year:

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>86%</td>
<td>93%</td>
<td>88%</td>
</tr>
</tbody>
</table>

When these three grades are averaged together, Student B would have a **89%** going into the fourth quarter, which is a B. As long Student B **PASSES** (a passing grade is an A, B, C, or D), the final grade for the year would be no less than the 89% that Student B earned from the first three quarters of the school year. Let’s say Student B works hard, stays connected, completes assignments, and accelerates through remote learning. Student B is a student that **thrives in this situation and earns a 97% for the fourth quarter. This is an excellent grade, and one that**
would certainly bring up the 89% that was earned from the first three quarters. That 97% is a **PASSING** grade that improves Student B’s average going into the fourth quarter and therefore Student B will earn a final grade of **91%**, which is an A.

Let’s look at the calculation below:

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
<th>Average</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>86%</td>
<td>93%</td>
<td>88%</td>
<td>97% (PASS)</td>
<td>91%</td>
<td>91%</td>
</tr>
</tbody>
</table>

Student B **PASSED** the fourth quarter with a 97% which brought the actual average to a 91%. Student B will earn a **91%** for the year.

In these examples, Student A maintains the average for the year, which was calculated at the end of the third quarter, because effort and accomplishment earned the student a passing grade. However, the continuity of performance in our regular program is the best representation of the student’s grade performance. Student B actually improved grade performance from the average which was calculated at the end of the third quarter, and that demonstrated effort and improvement through a new learning model will be calculated into the final grade. That improved average carries over to the final grade for the year.

The same holds true for a semester course by simply using the 3rd marking period grade.

It is important to understand that if a student demonstrates a lack of effort and engagement, which earns a failing grade during the fourth grading period, then the failing grade will be calculated into the final grade. It is critical that students participate and demonstrate a learning effort throughout our remote learning program. If barriers to connectivity and support are obstacles to continued learning, families need to use the numerous systems communicated to families to contact District staff and enable our ability to support our students.

I hope this plan is helpful for ALL students moving forward. This was a lengthy email but we wanted to provide you with details to better understand how we are going to handle grading moving forward. If you have any questions about this, please reach out to your principal or one of our school counselors for additional clarification.

Should you have any questions, please do not hesitate to email your child/children’s principal and/or teacher. We want to remain connected and supportive during this time in every way possible.

Sincerely,

*Jeffrey A. Finch*          *Joshua J. Weaver*

Dr. Jeffrey A. Finch             Dr. Joshua J. Weaver
Superintendent                Assistant Superintendent