

CONTOOCCOOK VALLEY SCHOOL DISTRICT  
Office of the Superintendent of Schools  
106 Hancock Road, Peterborough, NH 03458-1197

EDUCATION COMMITTEE

January 2, 2020

SAU Boardroom

5:30 PM

**Agenda**

**Committee Members:**

Richard Dunning, Linda Quintanilha, Kristen Reilly, Crista Salamy, and Jerome Wilson  
(Chair)

**5:30 Approval of November 21, 2019 Minutes**

**5:35 Follow-up on VLACS Recommendations**

Proposed revisions to ConVal High School's Handbook (see attached pp. 1-7)

**5:50 Grading Policy and Procedures**

Review Policy IKA – Grading System (see attached p. 8)

Review and discuss the *Grading System* section of ConVal High School's Student Handbook, as well as the section on *Transfer Credits* (see attached pp. 9-10)

**6:20 Share information requested about recess at the elementary and middle Schools**

How the decision to have indoor recess is made

Indoor recess options for students

**6:30 Other**

**Next Meeting:** Thursday, January 16, 2020 at 5:30 PM in the SAU Boardroom

CONTOOCOOK VALLEY SCHOOL DISTRICT  
Office of the Superintendent of Schools  
106 Hancock Road, Peterborough, NH 03458-1197

**EDUCATION COMMITTEE**

November 21, 2019

SAU Boardroom

5:30 PM

**MINUTES**

**Committee Members:**

Richard Dunning, Linda Quintanilha, Kristen Reilly, Crista Salamy, Stephan Morrissey, Janine Lesser (new member), and Jerome Wilson (Chair)

**Attendees:** Kristen Reilly, Jerry Wilson, Janine Lesser, Rich Cahoon, Lance Flamino, Michelle Voto, Moira Milne, Ashley Jones

Jerry Wilson called the meeting to order at 5:30pm.

**5:30 Approval of October 24, 2019 Minutes**

**Janine Lesser moved to accept the minutes of the October 24<sup>th</sup> meeting. Kristen Reilly seconded. All in favor.**

**5:35 Exploring Educational Equity**

Update from ConVal High School's Math Department

Michelle Voto and Lance Flamino spoke to Ann Forrest included summary. See summary for information.

Focus on Algebra, what all kids need to know to move forward in math. There was a grant approved this week for targeted intervention for algebra and math scheduled for afterschool support.

What courses do we need to offer before Algebra 1? They are looking at numbers of students in algebra-related courses and those who are struggling. We reached out to students with a D or below (about half).

Jerry Wilson asked what specifically is being done for struggling students: 20-week program to help, relearn, re-assess, with the potential of raising their grade (15 possible students will participate at TASC, working with educators.

Rich Cahoon asked about the targeted intervention. It has been optional in the past, but we have not always been able to get the kids who most need the intervention to seek the support. Now it will not be an option. Students can choose to participate in TASC or afterschool.

We need to fine-tune the intervention. TASC is just over 42 minutes long, but the afterschool program will run longer.

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How are we doing in not putting those most educated teachers in the highest class level? Lance Flamino feels that Guidance/Math Department do a good job of mixing up the strengths of the teachers with the weakness of the students.

Rich Cahoon asked about a 4-year mathematics class being a requirement.

Jen Kiley brings a national program to ATC, with geometry standards, "Construction Trades through Geometry". This is offered at ConVal, and an algebra 1 alignment with manufacturing (staff will be offered PD training over the summer). This will be offered the last week in June, with teachers' state-wide attending.

Rich Cahoon said we have enough math course, so it is possible that students could take one every semester. He would like to see us get closer to that option. We will be able to offer more pathways for the students to be successful.

Dr. Forrest thanked Lance Flamino. As the new department head he has been working hard to bring more opportunities to the students. Jerry Wilson asked about coordinating math between middle and high school. Mr. Flamino indicated that they realize this needs work.

The math department would like to have better scope of the entire program. The middle schools would have participated in this training, but the PD plan was changed at the last minute due to other circumstances.

**Related to 2019-2020 School Board Goal**

**Related to SP Action Step 1.2.5** Action Step Align intervention strategies and support services with daily instruction.

**SP Action Step 1.2.6** Develop and implement an extended school day and year on an as-needed basis for students

**5:50 VLACS Recommendation**

Follow-up item from the 2018-2019 School Year

Ashley Jones and Rachel Bowman, who are media specialists from CVHS, presented recommendations regarding the increased data tracking for students choosing VLACS. The Sophomore year, as the freshman year is a critical building year. Ashley Jones shows data that only 3 freshman are taking VLACS, and only 1 during the day, and this is an exception to cover an open block/period.

Rich Cahoon noted that there is an excellent list of reasons to start in the sophomore year. This is also a good reason to fill a free block. Michelle Voto, CVHS Principal, indicated she is not aware of freshmen who have a free block. Every attempt is made to keep them in their seats learning.

It was suggested that just because a student has met his/her credit requirement, it does not mean they should not have free blocks.

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Freshmen have eight classes a year. Do we want to look at a 32 credit diploma (with distinction)? What about community service; that's a separate conversation. The group discussed limiting VLACS to one block a day. We want students to focus on face-to-face (in a classroom). VLACS is 80 minutes long, with no face-to-face time with the instructor. VLACS interaction does not usually occur during the day; and there is little collaboration with other students.

It was indicated that the high school should do this, rather than giving the students options. If the right credits/requirements are not met, they will have to take those credits their senior year.

VLACS is a separate and distinct high school. Students must create their own account on VLACS, pick a class from the list, which only the parent/guardian can approve. Students are then assigned a teacher, who will reach out to both parent and student...no teachers involved. Even though it is in our facility, they are a separate entity.

We need to be clear of the expectations that we can offer for support.

Rich Cahoon asked about 18 year old students, can they move forward with VLACS without a parent/guardian approval? Yes.

Michelle Voto discussed those students who are taking VLACS during the school day must meet the ConVal's expectations.

If we suspect cheating, we report it to VLACS and they will be responsible for any decisions involved. Again, many VLACS teachers work/teach during the day.

Janine Lesser asked what happens if the student does not have internet access at home for VLACS correspondence. Most instances of enrolled students are taking their classes during the day. What if a student is having problems? Ashley Jones feels most of the teachers are very accommodating in communicating with the student.

Rich Cahoon suggested we look at conflict of interest for teachers who may be teaching a VLACS course. What if your VLACS teacher also teaches in your high school?

Dr. Forrest spoke of online courses and how they will play a larger role in secondary and post-secondary education.

The question was raised about how difficult navigating through their program might be? Ashley Jones is enrolled in a Graduate program now and feels that maneuvering through the screens to get the information they need is user friendly. Both Ashley Jones and Rachel Bowman will be able to assist the students to navigate the online course, should the students have difficulty; they also try to assist the student in the time management. However, the expectation is that they would go to their VLACS teacher for help and support.

Dr. Forrest realizes that in the past things have developed as needed. These recommendations will allow for clear, identified guidelines and structure for students who want to take a VLACS course.

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Most VLACS courses do align with our high school curriculum for credits. Counselors will work with students to ensure that the courses do align with the CVHS core credits.

It was noted that seniors must finish their VLACS course/s by April 1. Usual transcript grades transfer all other letter grades; however, VLACS does not have an A+ grade. An A+ would translate as an A. Michele Voto with check with Guidance considering the weighted grade. VLACS grades also show the credit earned. Is the VLACS credit incorporated into the GPA? VLACS grades do not show up on the CVHS report card.

We need to look at the grading policy at the high school, for both transfers and VLACS. Rich Cahoon asked if students in ATC will take a course for Running Start, which is a college course but not weighted like honors. Michelle Voto is aware of this, which she feels is unfair. If Running Start was weighted the same as AP, it would change everything. If loopholes exist, they will be exploited by those most capable of exploiting them.

Roughly 35 students attend VLACS daily. Last year there were 111 courses taken. The only way a student can fail, is if they stop the work. We show an 85% or above in competences to pass. Who pays for VLACS? It's considered a charter school.

NHAI recommend 2 VLACS classes for block schedule, and 4 classes for a traditional schedule. How will we incorporate these suggestions? In the handbook? Is this for this year or 2020? The School Board now approves handbooks. If we initiate this, we would have to approve the handbook revision. The Policy Committee can review the Alternative Credits policy to specifically mention VLACS and the changes proposed here.

### **6:20 9-12 Science Resources/Materials**

Moira Milnes who is head of the Science Department at CVHA spoke about the existing curriculum and plans for the future.

When the curriculum renewal cycle was set up, there was scheduled to be a K-8 renewal two years ago, but they worked it into the budget last year for supplies. This year will be the grades 9-12 budget. Moira Milne showed a hand-held data collection device, with a life spans of a number of years and used at the high school. Now there are new probes available that will interact with the chrome books and these have been budgeted. We are also looking to replace the outdated Chemistry textbooks. They are looking at ones with problem-solving content, which the kids will better utilize.

### **6:30 Other - Conflict of interest policy for teachers**

1. **We will bring this policy to the Policy Committee for further discussion.**
2. Recess (Kristen Reilly) Jerry Wilson asked what information is she seeking? Ms. Reilly is asking if there is a standardize temperature for outside recess, and if so, is it being implemented; who's going out and who's not. Where and when do we have a conversation on this? What are students doing if they're not going outside for recess? What are some of the activities that are made available to them?

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Rich Cahoon asked if Kristen Reilly, once she receives the data, will she be forming a proposal from the data? Kristen Reilly indicated she does not know.

Janine Lesser asked if we can ensure that all students are dressed appropriately? There is extra winter clothing that's available for students, should they need it (in most schools).

Ann Forrest indicated she can check with the middle schools as to why they did not go out for some identified dates. This issue has been clearly communicated to the elementary schools. Do students have the choice to stay in or go outside on foul weather days? It could become a supervisory issue.

3. Snack time at SMS: GBS has a designated time for their younger students but SMS does not. Are the SMS students allowed to eat their snack when they choose, if there is no designated time for snack. It was suggested that Dublin Consolidated School would have a designated snack time for grade 5, if they had a grade 5 in their building.

**Next Meeting:** Thursday, December 19, 2019 at 5:30 PM in the SAU Boardroom

December 19: Grading Policy

**Janine Lesser motioned to adjourn at 7:10pm and seconded by Kristen Reilly. All in favor.**

Respectfully submitted,

Carol Hills

## **Excerpt on VLACS from Current Handbook (p. 17):**

### *Virtual Learning Academy Charter School (VLACS)*

Students have the opportunity to enroll in free, online courses through the Virtual Learning Academy Charter School (VLACS). VLACS is a public charter school that was approved by New Hampshire's Department of Education in 2007. VLACS is a fully-accredited, state-approved public school.

Courses cover a wide variety of subject areas and topics that change from year to year. Current lists of available courses can be provided be viewed at [vlacs.org](http://vlacs.org). VLACS also has available, through a partnership with local colleges, E-start classes where students can earn dual high school and college credit. There is a separate registration process and fees for these classes. More information can be found on the [VLACS website](http://vlacs.org).

### VLACS Enrollment Procedures

- Prior to registering for a VLACS course, students are strongly encouraged to meet with their school counselor to review their transcript and discuss how VLACS coursework may meet, or expand upon, the required 26 subject credits required for graduation..
- Students and their parent/guardian are responsible for the registration process and must complete the registration process directly through VLACS. Due to VLACS guidelines, school counselors cannot register students for these courses. Students must list ConVal as their school of record when registering.
- Following completion of the VLACS course, students must request an official VLACS transcript to be sent to the school counselor to ensure the credit is transferred to their ConVal High School transcript.
- Students taking a VLACS course, or courses, for graduation requirements are strongly encouraged to complete the VLACS course(s) by April 1 st of their senior year. This will ensure that
  - students are able to request that VLACS send an official transcript to ConVal's School Counseling Department; and
  - the School Counseling Department is able to confirm that the students have met the graduation requirements and will be eligible to graduate with their classmates.

## Proposed VLACS Revisions to Current Handbook:

### *Virtual Learning Academy Charter School (VLACS)*

Students have the opportunity to enroll in free, online courses through the Virtual Learning Academy Charter School (VLACS). VLACS is a public charter school that was approved by New Hampshire's Department of Education in 2007. VLACS is a fully-accredited, state-approved public school.

Courses cover a wide variety of subject areas and topics that change from year to year. Current lists of available courses can be provided be viewed at [vlacs.org](http://vlacs.org). VLACS also has available, through a partnership with local colleges, E-start classes where students can earn dual high school and college credit. There is a separate registration process and fees for these classes. More information can be found on the [VLACS website](http://VLACS website).

### Taking a VLACS Course *During* the School Day

- Starting in their sophomore year, students have the option of using one of their four blocks of class time each semester to take a VLACS online course.
- In order to build a VLACS block into their daily schedule, students must meet with their school counselor and complete a VLACS approval form.

### Additional Guidelines for Taking a VLACS Course

- Prior to registering for VLACS courses that students are planning to take outside of the school day, students are strongly encouraged to meet with their school counselor to review their transcript and discuss how VLACS coursework may meet, or expand upon, the required 26 subject credits required for graduation.
- Students and their parent/guardian are responsible for the registration process and must complete the registration process directly through VLACS. Due to VLACS guidelines, school counselors cannot register students for these courses. Students must list ConVal as their school of record when registering.
- Students must adhere to VLACS policy on [Student Code of Conduct and Acceptable Use](#).
- If a student wants to take a VLACS course in place of a required CVHS course, the VLACS course needs to be reviewed and approved by the building principal and the district's assistant superintendent.
- Students taking a VLACS course, or courses, for graduation requirements are strongly encouraged to complete the VLACS course(s) by April 1 st of their senior year. This will ensure that
  - students are able to request that VLACS send an official transcript to ConVal's School Counseling Department; and
  - the School Counseling Department is able to confirm that the students have met the graduation requirements and will be eligible to graduate with their classmates.
- Following completion of the VLACS course, students must request an official VLACS transcript to be sent to the school counselor to ensure the credit is transferred to their ConVal High School transcript.



- VLACS course grades will be incorporated into a student's CVHS transcript the same way that the grades of a student who has transferred into ConVal from another high school are incorporated into a student's CVHS transcript.
  - Credit will be awarded and added to the ConVal transcript for all transfer credits based on the actual course letter grade which is awarded by VLACS
- VLACS courses can be considered when determining if a student is eligible to participate in an athletic or co-curricular program.
  - Students relying on a VLACS course, or courses, to meet the eligibility requirements outlined in ConVal High School's Student Handbook will need to provide the following:
    - If students are using a VLACS course to meet the requirement of having passed three courses in the academic quarter prior to participation in the athletic or co-curricular program, students will need to provide evidence of successfully completing the VLACS course during ConVal High School's previous academic quarter.
    - If students are using a VLACS course to meet the requirement of being enrolled in three courses in the *current* academic quarter, the academic quarter in which students are participating in the athletic or co-curricular program, students will need to provide evidence that they are currently enrolled in the course *and actively making progress towards completing the course.*
  - Requests for exceptions to the above guidelines will be reviewed and approved/denied by the building principal and the assistant superintendent.

*Note:* Additional information about the above guidelines can be found in Appendix B of this Handbook.

## **Appendix B. Virtual Learning Academy Charter School (VLACS)**

Starting in their sophomore year, students have the option of using one of their four blocks of class time each semester to take a VLACS online course.

- *Why start sophomore year?* The decision to make this option available starting in their sophomore year was based upon the belief that students' freshman year is a critical transition year in which they are getting to know (and be a part of) a new school community, building new relationships with staff members and fellow students, adjusting to a new schedule, further developing their executive functioning/organizational skills, strengthening their ability to communicate with others and advocate for themselves, participating in core courses, etc.
- *Why limit students to only one class block during a school day?* ConVal Regional High School provides a 1:1 learning environment for students--i.e., each student is provided a Chromebook for their use. When the school transitioned to a 1:1 learning environment, a commitment was made to support the development of blended learning opportunities which focus on "blending together" in robust, technology-enabled learning environments:
  - excellent face-to-face instruction,
  - collaborative experiences that support students learning with and from each other, and
  - an emphasis on critical thinking, complex problem solving, and effective communication.

Since VLACS courses limit students' access to face-to-face instruction during the school day, as well as limit students' opportunities to engage in collaborative experiences that support

students learning with and from each other, the decision was made to limit time during the school day to one class block each semester.

In order to build a VLACS block into their daily schedule, students must meet with their school counselor and complete an approval form which both the student and parent/guardian will be required to sign, acknowledging that they understand and agree to adhere to the content presented in the form. The content of the form will ensure that the students and their parents/guardians understand:

- VLACS is a separate, distinct high school with its own set of expectations, policies, and procedures.
  - Students and their parent/guardian are responsible for the registration process and must complete the registration process directly through VLACS. Due to VLACS guidelines, school counselors cannot register students for these courses. Students must list ConVal as their school of record when registering.
  - Following completion of the VLACS course, students must request an official VLACS transcript to be sent to the school counseling office to ensure the credit is transferred to their ConVal High School transcript.
- Established guidelines related to students taking a VLACS course during the school day, as well as the resources and support that will be provided to students by CVHS
- Sign a FERPA form which gives VLACS permission to share information with appropriate CVHS staff regarding students' progress and performance in the VLACS courses that they are taking during the school day.

Students who take a VLACS course during the school day will need to meet the following expectations:

- Students will report to the library for their VLACS block.
- Students will work in the area/spot assigned to them by the librarians.
- Students will use the available time to make appropriate progress through the course.
- Students will adhere to the VLACS policy on [Student Code of Conduct and Acceptable Use](#). Policy violations witnessed by supervising staff will be reported to VLACS.
- Students will regularly share with supervising staff the progress they have made through VLACS courses--e.g., lessons completed, assessments taken, performance on assessment, etc.
- If students get "stuck" and feel they can not move forward with a particular lesson or assignment, students are expected to use the remaining time to (a) develop a plan for getting "unstuck," (b) message the VLACS teacher to schedule a time to meet virtually, and/or (c) reflect on their experience taking an online course--e.g., what do they like about the online course, what do they not like about the course, what do they feel is helping them to be successful in the course, what is keeping them from being successful in the course, set goals for themselves based on their reflection, etc.
  - *Note:* Because VLACS teachers are often teachers who teach at a different high school during the school day, their availability to meet virtually to support and help their students is often limited to times that fall outside of the school day.

ConVal High School will provide the following resources to students who are taking a VLACS course during the day:

- Daily block of scheduled time (approx. 80 minutes)
- Appropriate work space
- Access to a laptop computer or a desktop computer if the VLACS course requires capabilities beyond what the students' assigned Chromebook can provide.
- Supervision of the time and space by ConVal High School staff members who have attended and completed training provided by VLACS.

Supervising, trained staff will:

- Report daily attendance to the school office.

- Monitor students' progress and performance in their VLACS course.
- Help students to address any technology issues that surface.
- Confer with students and provide feedback as students work to develop skills and strategies that will help them to be more successful in their efforts to complete an online course--set goals for themselves, self-monitor their progress, ask for and access help from the VLACS teacher, etc.
  - *Important Note:* Students will be expected to seek out help from the VLACS teacher, rather than a CVHS teacher, when they have questions or need additional help with specific course content. The reason behind this expectation stems from the fact that today's students will have more opportunities than ever before to engage in online courses during their secondary and post-secondary educational experiences. With that, the opportunity to try out an online course during the school day is not only an opportunity to engage in learning about course content and meeting graduation requirements, it is also an opportunity to experience taking an online course--explore the similarities and differences between online courses and more traditional classroom-based courses, learn strategies that will help them be more successful in future online courses that they may take, etc.

If a student wants to take a VLACS course in place of a required CVHS course, the VLACS course will need to be reviewed and approved by the building principal and the district's assistant superintendent.

- The review will focus on whether or not the core content of the VLACS course matches the core content of the CVHS course. If yes, then the student will be able to take the VLACS course in place of the required CVHS course. If no, then the student will be able to take the VLACS course as an elective course.
- Since core, required courses often play a key role in supporting students to learn key content and skills that will better enable them to successfully participate in higher-level courses, CVHS wants to make sure that taking a VLACS course in place of a required CVHS course does not compromise students' ability to successfully participate in future classes.

Students taking a VLACS course, or courses, to meet graduation requirements are *strongly encouraged* to complete the VLACS course no later than April 1st of their senior year. This will ensure that

- students are able to request that VLACS send an official transcript to ConVal's School Counseling Department; and
- the School Counseling Department is able to confirm that the students have met the graduation requirements and will be eligible to graduate with their classmates.

VLACS course grades will be incorporated into a student's CVHS transcript the same way that the grades of a student who has transferred into ConVal from another high school are incorporated into a student's CVHS transcript.

- Credit will be awarded and added to the ConVal transcript for all transfer credits based on the actual course letter grade which was awarded by VLACS.

A VLACS course can be considered when determining if a student is eligible to participate in an athletic or co-curricular program.

- Students relying on a VLACS course, or courses, to meet the eligibility requirements outlined in ConVal High School's Student Handbook will need to provide the following:
  - If students are using a VLACS course to meet the requirement of having passed three courses in the academic quarter prior to participation in the athletic or co-curricular program, students will need to provide evidence of successfully completing the VLACS course during ConVal High School's previous academic quarter.

- If students are using a VLACS course to meet the requirement of being enrolled in three courses in the *current* academic quarter, the academic quarter in which students are participating in the athletic or co-curricular program, students will need to provide evidence that they are currently enrolled in the course *and actively making progress towards completing the course*. (Note: If approved, information in this bullet point would require that the eligibility section in the handbook would need some revision.)

The following recommendation is for students who want to/plan to take a VLACS course outside of the school day:

- Although not required, students who are planning to take a VLACS course outside of the school day are strongly encouraged to meet with their school counselor to review their transcript and discuss how VLACS coursework may meet, or expand upon, the required 26 subject credits required for graduation.

## **Excerpt from Current Handbook (p. 36):**

### *Academic Performance and Eligibility*

In order to be eligible for a ConVal High School athletic or co-curricular program, a student must have passed a minimum of three (3) units of work in the quarter previous to participation and be currently enrolled in three (3) units of work in the quarter of participation.

Eligibility status is determined on the day that official report cards are distributed to students.

Note: An incomplete is not considered a passing grade for purposes of eligibility.

A student may regain eligibility by making up academic deficiencies, failures, or incompletes of the regular school year through approved academic/credit recovery programs.

## **Proposed Revisions to Current Handbook:**

### *Academic Performance and Eligibility*

In order to be eligible for a ConVal High School athletic or co-curricular program, a student must have passed a minimum of three (3) courses of work in the quarter previous to participation and be currently enrolled in three (3) courses of work in the quarter of participation.

- If students are using a VLACS course to meet the requirement of having passed three courses in the academic quarter prior to participation in the athletic or co-curricular program, students will need to provide evidence of successfully completing the VLACS course during ConVal High School's previous academic quarter.
- If students are using a VLACS course to meet the requirement of being enrolled in three courses in the *current* academic quarter, the academic quarter in which students are participating in the athletic or co-curricular program, students will need to provide evidence that they are currently enrolled in the course *and actively making progress towards completing the course*. (Note: If approved, information in this bullet point would require that the eligibility section in the handbook would need some revision.)

Eligibility status is determined on the day that official report cards are distributed to students.

Note: An incomplete is not considered a passing grade for purposes of eligibility.

A student may regain eligibility by making up academic deficiencies, failures, or incompletes of the regular school year through approved academic/credit recovery programs.

# IKA – Grading System

The Superintendent and the building Principals will develop a grading system appropriate for the grade levels of the respective schools. The grading system will be approved by the Board and published in the Parent-Student Handbook. All grading decisions shall be made at the building level and the decision shall be final.

Category: R

See Also: IHBH

1st Reading: December 2, 2008

2nd Reading: January 4, 2009

Adopted: January 4, 2009

## Excerpt from Current Handbook (p. 14):

### Weighted Grades

ConVal assigns a value of 1.5 to all 010 courses, 1.25 to all 012 courses and 1.00 to all 123 courses for purposes of weighting grades and consequently ranking students.

010 Courses Value: 1.50	A+ 6.50	B+ 5.00	C+ 3.50	D+ 2.00	
	A 6.00	B 4.50	C 3.00	D 1.50	F 0.00
	A- 5.50	B- 4.00	C- 2.50	D- 1.00	

012 Courses Value: 1.25	A+ 5.41	B+ 4.16	C+ 2.91	D+ 1.66	
	A 5.00	B 3.75	C 2.50	D 1.25	F 0.00
	A- 4.59	B- 3.34	C- 2.09	D- 0.84	

123 Courses Value: 1.00	A+ 4.33	B+ 3.33	C+ 2.33	D+ 1.33	
	A 4.00	B 3.00	C 2.00	D 1.00	F 0.00
	A- 3.67	B- 2.67	C- 1.67	D- 0.67	

### For Discussion:

### Weighted Grades

ConVal assigns a value of either 1.5 or 1.25 to courses for purposes of weighting grades and consequently ranking students.

Running Start/Dual Enrollment, Honors, and Advanced Placement (AP) Courses Value: 1.50	A+ 6.50	B+ 5.00	C+ 3.50	D+ 2.00	
	A 6.00	B 4.50	C 3.00	D 1.50	F 0.00
	A- 5.50	B- 4.00	C- 2.50	D- 1.00	

All Other Courses Value: 1.25	A+ 5.41	B+ 4.16	C+ 2.91	D+ 1.66	
	A 5.00	B 3.75	C 2.50	D 1.25	F 0.00
	A- 4.59	B- 3.34	C- 2.09	D- 0.84	

## **Excerpt from Current Handbook (p. 16):**

### *Transfer Credits*

Credit will be awarded and added to the ConVal transcript for all transfer credits based on the actual course letter grade which was awarded by the sending school.

## **Proposed Revisions to Current Handbook:**

### *Transfer Credits*

Transfer credits will be awarded and added to students' ConVal transcript. The weighting of grades for all transfer credits will be based on the *letter* grade awarded by the sending school.