

POLICY

BOARD OF EDUCATION OF CECIL COUNTY

IKAF

LEGAL REFERENCE: COMAR 13A.03.02.08
RELATED ENTRIES: IKAH, IKB, IKD, IKG, JED

GRADING AND REPORTING MIDDLE SCHOOL

REPORTING STUDENT PROGRESS

PHILOSOPHY

The report card is an effective method of communicating student achievement to parents. This communication document, along with scheduled parent-teacher conferences and individual conferences, provides a way to promote understanding of a student's progress and to work for optimal achievement.

In order to clearly convey the most vital information about a student's progress, the reporting system should possess the following characteristics:

- The reporting system is easily understood.
- Each student's achievements and needs are presented in an objective, clear and concise manner.
- Academic achievement is a composite of the student's mastery of content and skills in relation to the expectations established in the Cecil County Public Schools' curriculum.
- Opportunities are provided for teachers and/or parents to include written comments.
- The reporting system is not punitive in nature.

Through carefully designed and implemented reporting procedures, accurate information about student progress is presented. As a result, a closer relationship between the home and school is forged which capitalizes on parent-teacher cooperation.

Cecil County Board of Education directs the superintendent and staff to provide regulations for the recording, distribution, and communication of grades for middle school students.

LEGAL REFERENCE: ANNOTATED CODE OF MARYLAND--EDUCATION: 7-301-302, 305
COMAR: 13A.08.01.01-.08, .10, .11

HISTORY: ADOPTED: JULY 10, 1989; AMENDED, AUGUST 13, 1990; REVISED JULY 13, 1993;
REVIEWED, JULY 1, 1999; REVISED, JUNE 14, 2004; REVISED, JUNE 9, 2008

ADMINISTRATIVE REGULATION

CECIL COUNTY PUBLIC SCHOOLS

IKAF-RA

RELATED ENTRIES: IKAA, IKAH, IKB, IKD, IKG, JED

MIDDLE SCHOOL GRADING AND REPORTING

INTRODUCTION AND OBJECTIVES

The evaluation and reporting of student academic progress is one of the most complex and important responsibilities of the Cecil County Public Schools. The purpose of grading and reporting is to communicate and document accurate and objective information to parents and students about student academic achievement. In addition, the reporting process should occur at regular intervals so that it can be the basis for important communication between the school and home. The following grading and reporting policies and procedures reflect the instructional philosophy of the curricula and are consistent with the vision, mission, and goals of the Cecil County Public Schools.

Progression through grade levels must be based on the knowledge that a student demonstrates toward achieving curricular standards. Reporting is to be a process in which student achievement is the focus of equitable and objective assessment. Therefore, the reporting process is: (a) the mechanism for communicating information which summarizes the degree of student mastery of content, skills, and processes, and (b) the instrument through which more effective future programming for the student is initiated.

It is essential to have a comprehensive process of reporting academic progress that is meaningful to and understood by students, parents, and teachers. Maximizing student learning must be the primary goal of the process. Such a reporting process should include a combination of report cards, interim reports, and conferences to communicate student progress to parents and students.

The middle school philosophy of reporting student progress is supported by the following objectives:

- The system of reporting is one that is clear and can be communicated easily.
- The evaluation of student progress is based upon all learning goals of a subject.
- Each student's progress will be reported in terms of academic achievement that may be further clarified through the use of comments regarding work habits and attitudes.
- The system of reporting may include written communication as well as teacher-parent and/or teacher-student conferences.

REPORTING MARKING PERIOD GRADES

- Report cards will be issued four times a year to middle school students.
- Dates for interim progress reports and report cards will be communicated to students and parents.

- Reports of progress on Individual Education Plans (IEPs) will be issued with interim reports and report cards to parents of students with disabilities. Progress will also be reported at each student's annual review.

ACADEMIC ACHIEVEMENT GRADE

The academic achievement grade will be a report of the student's achievement in gaining knowledge of the content, skills and processes of the subject. It will be evaluated and reported using A, A-, B+, B, B-, C+, C, C-, D+, D, F, P, I, or M for the marking period grade on the report card. Letter grades are to reflect academic progress based on what students know and are able to do. Likewise, grades are not to be adjusted by student personality factors or behaviors.

These grade ranges will be interpreted as follows:

- A - excellent level of performance
- B - good level of performance
- C - satisfactory level of performance
- D – less than satisfactory level of acceptable performance
- F - failure
- P - pass
- I – incomplete
- M – medical
- W - Withdrawn

The following subjects will be listed on the Middle School Report card and will receive an academic grade:

- | | |
|------------------------|----------------------------|
| Algebra IA | Health & Human Services |
| Algebra I | Mathematics |
| Art | Music |
| Band | Physical Education |
| Computer Education | Reading |
| Chorus | Science |
| English | Social Studies |
| Foreign/World Language | Technology Education |
| Geometry | World Language Connections |

Additional courses may be added to the report card and given an academic achievement grade provided that:

- The course meets a minimum of 15 hours within a nine week marking period.
- Definite curriculum and student evaluation criteria have been established for the course.

- Prior approval has been received from the Associate Superintendent of Education Services.

Any course that does not meet these criteria should receive an academic grade of P (pass) or F (fail). Such courses will not be considered when determining eligibility for the Honor Roll.

DETERMINING GRADES

Evaluations must:

- Be based on a variety of formative and summative assessments, distributed appropriately throughout the marking period, that measure a student's mastery of the course standards. This distribution must be evident at interim time and at the end of the marking period.
- Provide clear evidence that the formative and summative measures are assessing what students know and are able to do.
- Reflect that summative grades, as stated in the teacher's grading criteria, are inputted at the rate of their recorded value at a minimum of 60% to a maximum of 80%, and the formative grades are likewise inputted at the rate of a minimum of 20% to a maximum of 40% of the recorded value.
- In order to demonstrate that there is an appropriate relationship between the number of formative and summative grade weights, it should be noted that:
 - If the desired result is to have a marking period grade reflect a pre-designated split (for example, 80% summative and 20% formative), the total weights of the summative grades should equal the total weights of the formative grades.
 - If summative grade weights are greater than the formative grade weights, the total grade will be influenced more by the summative measures.
 - If formative grade weights are greater than the summative grade weights, the total grade will be influenced more by the formative measures.
 - For certain content-based curricula, the demonstration of summative knowledge is paramount. Progress in courses such as mathematics, English/language arts, reading, science, and social studies is determined by students' demonstrated content proficiency. It is recommended that, in these subjects, summative grade weights should exceed formative grade weights.
 - For certain performance-based curricula, student success is more appropriately measured by a combination of the continuous improvement of skills, processes, participation, and knowledge. Specific performance-based courses are in the areas of fine arts, health/physical education, and certain technology courses. It is recommended that, in these subjects, the formative grade weights should be no less than the total of the summative grade weights and could actually exceed the total of the summative grade weights."
- Reflect that no single evaluation counts more than 25% in the computation of the final marking period grade

Formative Measures (examples) <i>Checks on learning</i>	Summative Measures (examples) Comprehensive assessments used to document mastery of content outcomes.
Homework Class work assignments Class participation Teacher Checklists & Anecdotal Records Notebooks Quizzes Brief constructed response/extended constructed response	Tests Quizzes Projects Performances/demonstrations Brief constructed response/extended constructed response Presentations Reports of research Portfolios

Class	Minimum Number of Evaluations
Alternating block & non-block	12
Daily block (Includes semester and year-long courses)	15
Integrated block (e.g., Integrated Language Arts = reading & English class combination)	18 (9 grades per subject)

Recording Grades:

Grades in the grade book will:

- Include all work that has received a grade.
- Be consistently listed as percentages and may be weighted according to the teacher's grading criteria.
- Be recorded in a timely manner.

Any grade for an assessment or assignment that receives less than 50% is calculated at 50% when determining marking period grades.

COMPUTING END OF MARKING PERIOD AND FINAL COURSE GRADES

The following chart depicts the scales used to calculate end-of-marking period and end-of-course grades. Percentages earned for marking period grades as well as quality points will reflect actual scores and will not be "rounded up."

Percentage	Letter Grade	Point Range	Quality Points
93-100%	A	3.75-4.00	4.00
90-below 93%	A-	3.50-below 3.75	3.62
87-below 90%	B+	3.26-below 3.50	3.38
83-below 87%	B	2.75-below 3.26	3.00
80-below 83%	B-	2.50-below 2.75	2.62
77-below 80%	C+	2.26-below 2.50	2.38
73-below 77%	C	1.75-below 2.26	2.00
70-below 73%	C-	1.50-below 1.75	1.62
67-below 70%	D+	1.26-below 1.50	1.38
65-below 67%	D	0.60-below 1.26	1.00
50-below 65%	F	Below .6	0

For Middle School Classes:

Examples

Semester Course

Marking period 1 grade of D+ = 1.38
Marking period 2 grade of B = 3.00
Total = $4.38 \div 2 = 2.19 = C$

Marking period 1 grade of D = 1.00
Marking period 2 grade of F = 0.00
Total = $1.00 \div 2 = .5 = F$

Full Year Course

Marking period 1 grade of C = 2.00
Marking period 2 grade of B+ = 3.38
Marking period 3 grade of B = 3.00
Marking period 4 grade of B- = 2.62
Total = $11.00 \div 4 = 2.75 = B$

For High School Equivalent Classes: (Currently Geometry, Algebra, Algebra I-A, and Foreign Language)

In computing the final grade for full year high school equivalent course each marking period grade shall be counted twice, and the mid-term assessment grade and the end-of-course assessment grade shall each be counted once. The total is divided by ten in order to reach the final grade. For the purpose of computing the final grade, the point scale shown in the previous chart shall be used.

Examples

Full-year Course

Marking period 1 grade of A- = $3.62 \times 2 = 7.24$
Marking period 2 grade of B+ = $3.38 \times 2 = 6.76$ points
Mid-term assessment grade of B = $3.00 \times 1 = 3.00$ points
Marking period 3 grade of B+ = $3.38 \times 2 = 6.76$ points
Marking period 4 grade of A = $4.00 \times 2 = 8.00$ points
End-of-course assessment grade of A- = $3.50 \times 1 = 3.50$ points
Total = $35.02 \div 10 = 3.502 = A-$

Marking period 1 grade of D = $1.00 \times 2 = 2.00$ points
Marking period 2 grade of D+ = $1.38 \times 2 = 2.76$ points
Mid-term assessment grade of F = $0.00 \times 1 = 0.00$ points
Marking period 3 grade of F = $0.00 \times 2 = 0.00$ points
Marking period 4 grade of D = $1.00 \times 2 = 2.00$ points
End-of-course assessment grade of D = $1.00 \times 1 = 1.00$ points
Total = $7.76 \div 10 = .776 = D$

In computing the final grade for a semester block high school equivalent course, each marking period grade shall be counted twice and the end-of-course assessment grade shall be counted once. The total is divided by five in order to reach the semester grade.

Examples

Semester Course

Marking period 1 grade of	C+ = 2.38 x 2 =	4.76 points
Marking period 2 grade of	C = 2.00 x 2 =	4.00 points
End-of-course assessment grade of	B- = 2.62 x 1 =	2.62 points
Total = $11.38 \div 5 = 2.276 = C+$		

Marking period 1 grade of	B- = 2.62 x 2 =	5.24 points
Marking period 2 grade of	B = 3.00 x 2 =	6.00 points
End-of-course assessment grade of	C+ = 2.38 x 1 =	2.38 points
Total = $13.62 \div 5 = 2.724 = B-$		

If a student has no grade for a marking period in a semester course, the report card marking period grade will be denoted as “NG” as will the final course grade. No final course grade or course credit will be given until the missing grade is resolved. This same procedure will be followed for full-year courses.

SITUATIONS RESULTING IN A FINAL GRADE OF F

- A grade of F in the third and fourth marking periods of year-long courses.
- An average below a .6.
- A grade of F in the final marking period and any other two marking periods of year-long courses.
- For courses that meet for a single semester, an average of below .6 (marking period grades are not counted twice, except for high school equivalent classes).
- The following criteria apply for year-long courses taken in middle school for high school elective credit (Presently only applies to Geometry, Algebra I, & Algebra IA, and Foreign Language)

In addition to attaining a final course average of .6, a student must pass the following:

- the end-of-course assessment and one marking period per semester; or
- two marking periods and the end-of-course assessment by passing either one marking period each semester or both marking periods in the second semester; a student who fails the final two marking periods will fail the course automatically; or
- any three marking periods.

The teacher and the principal may decide on the basis of evidence that the overall achievement of a student warrants passing the course.

TRANSFER STUDENTS' GRADES

In the case of a student who withdraws or transfers to another school during the year, the teacher will provide an academic achievement grade that reflects the performance of the student up to that point in the marking period. For a student who transfers into a school during the year, teachers will factor in the grades the student earned from the school previously attended.

ALTERNATIVE GRADES

Often, students' grades are affected by extenuating circumstances. Extended student illnesses, family issues, or other circumstances may prohibit a student from completing the required components of a course within originally designated time periods.

When situations like this occur, teachers have the option to notify students and parents that work has not been completed, and that the opportunity to complete required work may be extended by issuing alternative final grades.

With the approval of the principal, a Medical (M) may be issued when:

- A student has not completed the minimum components of a course due to physical injury and/or absences for personal illness.

With the approval of the principal, an Incomplete (I) may be issued.

- A student who receives an incomplete (I) will be given a specified period of time to complete the work. If the work is not completed in the specified time, Incomplete (I) assignment grades need to be converted to an F to calculate the marking period grade.

All Medical (M) and Incomplete (I) grades need to be converted to the appropriate letter grade by the end of the next marking period.

COMMENTS

When appropriate, the grade should be clarified by the use of comments. A grade of D, D+, F, or I must be clarified by comments.

The following comments will be used:

The student has demonstrated	The student needs to
1 - outstanding effort and initiative	12 - improve performance on tests and quizzes
2 - consistent effort	13 - master skills and concepts
3 - mastery of subject/content	14 - complete assigned work on time
4 - a high level of creativity	15 - complete long-term assignments
5 - an ability to work well with others	16 - participate in class
6 - positive leadership	17 - complete work accurately
7 - a self-motivation to learn	18 - turn in required work
8 - a positive learning attitude	19 - bring class materials
9 - improved academic performance	20 - follow directions
10- interest and enthusiasm	21 - improve time management skills
11- a high level of responsibility	22 - complete homework assignments
	23 - show more effort
	24 - complete work after absence

	25 - Behavior interferes with learning.
	26 - Grade was affected by attendance.
	27 - D or F interim was issued.
	28 - Please arrange for a conference.
	29 - Grade was affected by a transfer.

INTERIM PROGRESS REPORTS

- Interim progress reports, reflecting current grades in each subject, will be issued at the midpoint of each marking period to **all** students.
- Comments are required for all D, D+, and F grades.
- Teachers may decide to notify students and/or parents of students who may be receiving a grade of D, D+, or F before interim progress reports are officially issued.
- The report may be used to request a conference.
- If a student's work is satisfactory at the time interim progress reports are issued, it is expected that the teacher contact the parent if it appears that the student grade will be a D, D+, or F during the latter part of the marking period.

CONFERENCES

Parent-teacher conferences regarding reasons for unsatisfactory progress are strongly recommended and encouraged throughout the year.

LEGAL REFERENCE: **COMAR 13A.03.02.080**

HISTORY: **ADOPTED APRIL 14, 1986; REVIEWED JUNE 9, 1997; AMENDED, JULY 14, 2003;
AMENDED, JUNE 14, 2004; REVISED JUNE 9, 2008**

POLICY

BOARD OF EDUCATION OF CECIL COUNTY

IKAA

RELATED ENTRIES: IKAF, IKAG

END-OF-COURSE ASSESSMENTS

Comprehensive end-of-course assessments shall be administered to all students in all courses in grades 9-12 at the end of each semester/course. End-of-course assessments also shall be given to middle school students who are taking courses for high school credit. Graduation for seniors will take place following the completion of the end-of-course assessments. The content of end of course assessments shall be derived from the course content standards.

HISTORY: ADOPTED, AUGUST 8, 1978; AMENDED, JANUARY 19, 1979; AMENDED, MAY, 1982; AMENDED, JUNE 25, 1982; AMENDED, APRIL 14, 1986; AMENDED, JULY 10, 1989; AMENDED, NOVEMBER 13, 2000; AMENDED, JUNE 14, 2004

RELATED ENTRIES: IKAE, IKAF, IKAG

COMMUNICATING GRADING CRITERIA

At the beginning of each school year, teachers will provide the students and administration written statements of their grading criteria and procedures that must be within the guidelines of the county policy.

The grading criteria should contain (when appropriate) the following provisions:

Elementary School

How tests and quizzes are computed in the marking period grade.

How homework assignments are computed in the marking period grade.

How participation in class activities is computed in the marking period grade.

How class assignments are computed in the marking period grade.

How other special requirements are computed in the marking period grade.

How make-up work is to be submitted and graded.

In elementary schools, these criteria will also be given to parents through their son/daughter, through open house meetings at the school or through scheduled conferences. Each elementary school will determine the appropriate time within the framework for distribution.

Middle and High School

How formative measures are weighted in the marking period grade.

How summative measures are weighted in the marking period grade.

How other special requirements impact marking period grade.

The processing timeline for submitting make-up work and how that work will be graded.

The processing timeline for submitting late work and how that work will be graded.

Whether assessments and/or assignments may be retaken or redone, under what conditions this will occur, and how they will be graded.

How end-of-course assessments are computed with marking period grades to determine final grades in high school courses including courses taken in the middle school for high school credit.

LEGAL REFERENCE: COMAR 13A.03.02.05

HISTORY: ADOPTED, APRIL 14, 1986; REVIEWED, 1989; REVIEWED, SEPTEMBER, 2000; AMENDED, NOVEMBER 13, 2000; AMENDED, JUNE 14, 2004

RELATED ENTRIES: IKAE, IKAF, IKAG

HOMEWORK

Homework plays an important role in the development of students. It provides an opportunity for students to develop self-reliance, self-direction, and practice of newly acquired skills. Homework also helps students establish habits of work that will influence their use of time throughout life. It should be smoothly graduated from an assignment of several minutes in the primary grades to a total maximum for all subjects of two hours a night in grades nine through twelve.

Desirable homework habits must be developed at school. The school's task is to provide a suitable environment for study and to train the student in good habits of work. This training should begin in the earliest grades.

In the task of designing homework adapted to the needs of the individual student, the items listed below should serve as guideposts.

Classroom learning is improved through outside preparation (homework) by students; at times, class work is dependent upon outside preparation.

Homework may include review, reinforcements, reading in preparation for class discussion, data gathering, analysis and synthesis, preparation of long-term projects and reports, enrichment and exploration through the utilization of resources outside the school.

The introduction of new or difficult work should not be given as homework but must be reserved for classroom instruction.

Homework must stem from classwork thus requiring attention in class in order to understand assignments thoroughly and to develop creative and meaningful ways to follow-up class activities. It requires organization of time and materials to complete successfully the required work.

Homework must be checked to see that it has fulfilled the purposes for which it was given and must be counted toward the academic grade.

Homework must meet the level of a student's maturity and provide him/her with motivation, challenge, and above all, variety and interest.

Teachers must cooperate in planning homework so that the student does not find himself burdened with several heavy assignments at the same time.

Homework must not be used as punishment.

Extra credit or extra homework assignments are not to be used as a means for improving a student's grade.

Homework assignments for weekends and holidays are at the discretion of the teacher; homework is not to be given over an extended holiday period.

HISTORY: ADOPTED PRIOR TO 1975; AMENDED, JULY 14, 1981; AMENDED, APRIL 4, 1986; REVIEWED, 1989; PROPOSED REVISION, OCTOBER, 2000; AMENDED, JUNE 14, 2004

POLICY

BOARD OF EDUCATION OF CECIL COUNTY

IKD

RELATED ENTRIES: IKAE, IKAF, IKAG

HONOR ROLL

ELEMENTARY SCHOOL RECOGNITION OF OUTSTANDING ACADEMIC ACHIEVEMENT

Elementary students who have demonstrated outstanding academic performance should be recognized for their achievement. As criteria for outstanding achievement, students in grades 2 through 5 minimally must attain a 3.00 grade point average with any combination of As, Bs and no more than one C. Schools should recognize outstanding work in a variety of ways as often as possible. Students may also be recognized for excellent work in specific subjects or when they demonstrate academic improvement across marking periods. Schools also are encouraged to recognize the academic achievement of students who do not meet the criteria for outstanding achievement but whose performance is improving.

For the purposes of averaging the following scale shall be used: A = 4.0, B = 3.0, C = 2.0, D = 1.0, E = 0.

MIDDLE SCHOOL HONOR ROLL

The Honor Roll is earned recognition for high-level academic achievement in all subjects. The Honor Roll shall be compiled at the conclusion of each of the progress report cards. Eligibility for this honor shall be determined by computing an average of the student's grades in the report period. Subjects receiving a pass/fail grade will not be considered for the Honor Roll.

A student, to be eligible for this honor, must obtain an average of B (3.0) or better, not have received more than one grade of C or C+ and no grade of C- or below. If an "I" (incomplete) appears on the report card for any subject, determination of eligibility is to be made after the incomplete is terminated. A student earning an A (4.0) or A- (3.62) average shall be recognized as a Distinguished Honor Student.

For the purpose of averaging, the following point scale shall be used: A = 4.0, A- = 3.62, B+ = 3.38, B = 3.0, B- = 2.62, C+ = 2.38, C = 2.0, C- = 1.62, D+ = 1.38, D = 1.0, F = 0.

HIGH SCHOOL HONOR ROLL

The Honor Roll is earned recognition for high-level academic achievement in all subjects. The Honor Roll shall be compiled at the conclusion of each of the progress report card periods. Eligibility for this honor shall be determined by computing an average of the student's grades for all subjects taken during the reporting period.

A student, to be eligible for this honor, must obtain an average of B (3.0) or better not have received more than one grade of C or C+ and no grade of C- or below. If an "I" for work that is legitimately incomplete appears on the report card for any subject, determination of eligibility is to be made after the Incomplete is terminated. A student earning an A (4.0) or A- (3.62) average shall be recognized as an Distinguished Honor Student.

For the purpose of averaging, the following point scale shall be used: A = 4.0, A- = 3.62, B+ = 3.38, B = 3.0, B- = 2.62, C+ = 2.38, C = 2.0, C- = 1.62, D+ = 1.38, D = 1.0, F = 0.

LEGAL REFERENCE:

HISTORY:

ADOPTED, AUGUST 8, 1978; AMENDED, JANUARY 19, 1979; AMENDED, MAY, 1982; AMENDED, JUNE 25, 1982; AMENDED, APRIL 14, 1986; REVIEWED, 1989; AMENDED, JUNE 14, 2004

RELATED ENTRIES: IKAE, IKAF, IKAG

ACADEMIC INTEGRITY

Integrity is at the heart of a sound academic policy. The integrity of a school course and program depend on the honest completion of student work. Cheating and plagiarism violate the most basic understanding between a student and a teacher—that a student’s work is his/her own.

- Cheating occurs when a student:
 - copies someone else’s work.
 - allows someone else to copy his/her work.
 - allows someone to complete his/her work.

- If a student is caught cheating, he/she:
 - may fail the assignment without opportunity for retake
 - may be referred for disciplinary action.

Plagiarism is the representation of someone else’s ideas, statements, or words as one’s own without giving credit. Any material used in a completed assignment that includes the words, ideas, and statements from a traditional or electronic source must be documented using a standard format such as MLA or APA. This includes interviews, television shows, movies, computer media, and Internet sources.

- Students found to have plagiarized may:
 - receive additional counseling and instruction on how to avoid plagiarism.
 - fail the assignment or be required to redo the assignment for reduced credit.

Teachers may refer the student for additional disciplinary action depending on the individual circumstances.

LEGAL REFERENCE:

HISTORY:

APPROVED, JUNE 14, 2004

RELATED ENTRIES: IKEA

STUDENT ATTENDANCE AND PUNCTUALITY

PHILOSOPHY

The Board acknowledges that there is a definite relationship between scholastic achievement and the regular and prompt attendance of students in all classes in which they are enrolled.

Quality education requires continuity of instruction in order for students to realize maximum benefits. The regular contact of students with one another in the classroom and the participation of students in well-planned instructional activities under the direction of a teacher are essential for learning to be meaningful and effective. Many learning experiences that take place in the classroom cannot be duplicated elsewhere. Daily grades received by a student for taking part in class discussions and group work, and the knowledge gained by taking notes from lectures, viewing movies, filmstrips and tapes, all contribute to a student's final evaluation.

Attendance habits learned in school generally remain with the student as he or she enters the world of work. It is essential to teach the benefits of and to encourage good attendance and punctuality during a student's educational career.

STANDARDS FOR REGULAR ATTENDANCE

1. A student shall not be absent from school in excess of *five (5) days* in any single marking period for absences which are coded Unlawful Causes (Codes 20, 21, 22, 23 and 24) and/or for Uncertified Illness - Parent Note (Code 03).

NOTE: HALF DAYS WILL ACCUMULATE. TWO HALF DAYS EQUAL ONE FULL DAY. HALF DAY ATTENDANCE DEFINED: STUDENTS COMING TO SCHOOL LATER THAN ONE AND ONE HALF (1 1/2) HOURS FOLLOWING THE BEGINNING OF THE SCHOOL DAY ARE TO BE ENTERED IN THE REGISTER AS BEING ABSENT ONE HALF DAY. STUDENTS LEAVING SCHOOL ONE AND ONE HALF (1 1/2) HOURS BEFORE THE END OF SCHOOL ARE TO BE ENTERED IN THE REGISTER AS BEING ABSENT ONE HALF DAY.

2. A student who is absent from school in excess of *five (5) days* in any single marking period for absences which are coded as Unlawful Causes (Codes 20, 21, 22, 23 and 24) and /or Uncertified Illness - Parent Note (Code 03) will receive a failing grade in all subjects for the marking period.
3. Any absences--**properly certified**--which are coded Lawful Causes (Codes 01, 02, 04, 05, 07, 08, 09, 10, 13, 18 and 19) will not count against the *five (5) day* limit.
4. Parents will be notified when a student has accumulated absences coded Unlawful Causes and/or Uncertified Illness - Parent Note in excess of *five (5)* school days in a single marking period.

5. A student who arrives after the official start of the school day shall be considered tardy. Each school shall develop and implement regulations to encourage punctual attendance. These regulations shall be disseminated to each student at the beginning of the school year or upon enrollment.
6. The parents or guardians of each student must provide the necessary certification for absences coded Lawful Causes on the day that the student returns to school following an absence. If the necessary certification is not received by the school within three (3) school days, the absence(s) will be coded Unlawful Causes (Codes 21 or 22, as appropriate).

REINSTATEMENT OF GRADES

A student who has failed all subjects due to exceeding the five (5) day limit in a marking period shall have the earned grades reinstated providing the student does not exceed the 5 day limit in the next marking period as per item 2 in the Standards for Regular Attendance section. This provision may be utilized only once during any school year and is not applicable to absences in excess of the five day limit incurred during the fourth marking period.

PENALTIES FOR NOT MEETING STANDARDS FOR REGULAR ATTENDANCE

In each marking period in which absences for Unlawful Causes (Codes 20, 21, 22, 23 and 24) and/or Uncertified Illness - Parent Note (Code 03) exceed the *five day limit*, a student will fail all subjects. The compilation of grades for the four (4) marking periods, plus examination grades where appropriate will be used to determine the final grade of the student for the school year. Failure of all subjects in one or more marking periods will weigh heavily in determining the final grades of a student for the school year. (Regulations for determining grades may be found in the Grading Policy appropriate for the grade level of the student.)

APPEALS PROCESS

ELEMENTARY SCHOOL

A student with absences coded as Unlawful Causes and/or Uncertified Illness - Parent Note in excess of *five (5) days* during a single marking period will receive failing grades in his or her classes. He or she shall have the right to appeal to change the failing grades to grades he or she would have otherwise earned had he or she not exceeded the limit for absenteeism. The procedure for appeal is as follows:

1. The parent or guardian will be notified by the school administration when the student exceeds the limit for absenteeism and as a consequence will receive failing grades.
2. The parent or guardian shall have the responsibility of filing a request form for an appeal upon the receipt of the notification letter.
3. The appeal request form must be submitted to the school administration no later than seven (7) days following the distribution date of the report card for each marking period.
4. The principal or his designee will schedule a conference with the parent or guardian and student (when appropriate) to hear the appeal.

5. The principal or his designee will notify the parent or guardian of the outcome of the appeal no later than seven days following the hearing.
6. The right of due process permits the parent or guardian to appeal the decision rendered by the principal or his designee to the Superintendent of Schools.

MIDDLE AND HIGH SCHOOL

A student with absences coded as Unlawful Causes and/or Uncertified Illness - Parent Note in excess of *five (5) days* during a single marking period will receive failing grades in all of his or her classes. He or she shall have the right to appeal to change the failing grades to grades he or she would have otherwise earned had he or she not exceeded the limit for absenteeism. The procedure for appeal is as follows:

1. The parent or guardian will be notified by the school administration when the student exceeds the limit for absenteeism and as a consequence will receive failing grades.
2. The student or parent shall have the responsibility for filing a request form for an appeal upon receipt of the notification letter.
3. The appeal request form must be submitted to the school administration no later than seven (7) days following the distribution date of the report card for the marking period.
4. The principal or his designee will schedule a conference with the student and his or her parents or guardians to hear the appeal.
5. The principal or his designee will notify the parents or guardians of the outcome of the appeal no later than seven days following the hearing.
6. The right of due process permits students, parents or guardians to appeal the decision rendered by the principal to the Superintendent of Schools.
7. Nothing in this procedure will preclude the parent or guardian from the right of initiating the appeal process.

MAKE UP WORK

ELEMENTARY SCHOOL

1. A student must make up all work missed due to an absence within the time frame as stated in the make-up provisions of the grading criteria distributed to the student and submitted to the Principal by each teacher. If a student absent for Lawful Causes fails to make up work within this time frame, he or she will receive a grade of "E" or "N" for the assignments.
2. Make-up assignments completed for work done as a result of absence for Unlawful Causes turned in within this time frame indicated above will have the grade lowered one letter grade below the grade earned.

MIDDLE AND HIGH SCHOOL

1. Any student absent for reasons coded as Lawful Causes will have the privilege of making up work for full credit.
2. A student must make up all work missed due to an absence within the time frame as stated in the make-up provisions of the grading criteria distributed to the student and submitted to the Principal by each teacher. If a student absent for Lawful Causes fails to make up work within this time frame, he or she will receive a grade of "F" for the assignments.
3. A student may make up all work missed due to absences for Unlawful Causes as stated within the make-up work provision time frame of the grading criteria distributed to the student and submitted to the Principal by each teacher. Make-up assignments completed for work done as a result of absence for Unlawful Causes will have the grade lowered one letter grade below the grade earned. A student who is absent for Unlawful Causes and fails to make up work will receive a grade of "F" for each undone assignment.

PROCEDURES TO VERIFY ABSENCES OR TARDINESS

The Principal of each school shall establish procedures for the verification of student absences and tardiness. These procedures shall be disseminated to each student at the beginning of each school year.

ATTENDANCE MONITORING PROCEDURES

Under the supervision of the **Coordinator** for Student Services, the Principal of each school shall establish an effective and accurate method of monitoring attendance. At a minimum this method of attendance monitoring shall be thoroughly compatible with the Maryland Pupil Attendance Register and shall:

1. Provide information that will permit a complete and accurate reporting of attendance to the Cecil County Board of Education and to the Maryland State Department of Education.
2. Provide information on a daily, weekly and monthly basis that can be used to identify students with problematic attendance and tardiness patterns so corrective measures may be instituted.
3. Provide information on students with chronic absenteeism and/or tardiness to the Office of Pupil Services so that causes may be sought and remedies applied to improve attendance and punctuality of these students.

REWARD PROCESS

The Principal of each school is encouraged to establish programs that will recognize and reward students with regular and exemplary school attendance. These programs should be designed to motivate students to attend school on a daily basis.

INFORMATION DISSEMINATION

Each school shall provide information on the attendance regulations to each student at the beginning of each school year and will provide similar information to each new enrollee during the school year. This information may be part of a Student Handbook or may be distributed as an entity within itself. Teachers responsible for homeroom activities in each school will be charged with the responsibility of reviewing attendance regulations with students at the beginning of each school year. Individuals responsible for the entry of students during the school year will review attendance regulations with new students as part of the registration process.

CODES OF ABSENCES

LAWFUL CAUSES OF ABSENCE

CODE	REASON
01	Death in immediate family--certified by family.
02	Illness of child--certified by medical doctor, dentist or licensed psychologist.
03	Uncertified Illness--Parent Note--acceptable certification for up to <i>five</i> days, provided that the sum of days absent for uncertified illness and unlawful causes of absence does not exceed <i>five</i> days
04	Court summons--certified by Court.
05	Family Trip--approval in advance by principal for a maximum of five days per year. (Individual schools may establish regulations by which absences for family trips are approved.)
07	Violent storms.
08	Work approved or sponsored by the school, the local school system or state education agency, accepted by the local Superintendent or the school Principal, or any persons duly authorized by the Superintendent or Principal, as reason for excusing pupils.
09	Observance of a religious holiday--certified by parent.
10	State emergency--certified by Superintendent of Schools.

- 13 Other emergency or set of circumstances which, in the judgment of the superintendent or designee, constitutes a good and sufficient cause for absence from school.
- 18 Suspension
- 19 Lack of authorized transportation. Shall not include student denied authorized transportation for disciplinary reasons.

UNLAWFUL CAUSES OF ABSENCE

CODE	REASON
20	Truancy
21	Indifference of parents. (lack of verification for absence)
22	Indifference of student.
23	Illness in family.
24	Illegal employment.

LEGAL REFERENCE: ANNOTATED CODE OF MARYLAND--EDUCATION: 7-301-302, 305
COMAR: 13A.08.01.01-.08, .10, .11

HISTORY: ADOPTED: JULY 10, 1989; AMENDED, AUGUST 13, 1990; REVISED JULY 1, 1993; REVIEWED JULY 1, 1999; REVISED, JUNE 14, 2004