Policy Code: JBD – Attendance, Tardiness and Excuses
CCSD Board Policy: Attendance Reporting for Hybrid School Plans – 2020-2021
Coahoma County School District

2020 – 2021 Attendance, Graduation, Promotion and Retention Policy

All schools shall implement the district's uniform student progression, promotion, and grading procedures which have been set forth and approved by the Board of Trustees. Students may advance through the established program of studies and graduation in accordance with the following prescribed requirements for grades kindergarten–twelve. Written reports shall be sent to parents at established intervals. The school district implements procedures for monitoring and reporting student absences as specified in the Mississippi Compulsory Attendance Law. Miss. Code Ann. § 37-13-91, Miss. Admin. Code 7-3: 30.1 and 30.2, State Board Policy Chapter 30, Rules 30.1 and 30.2

In cases which involve students with disabilities, the procedures mandated by federal and state law for students with disabilities shall be followed.

Parents/guardians shall be notified annually of the procedures used to evaluate the academic performance of students. If a student is exhibiting unsatisfactory performance, or is experiencing changes in performance, parents/guardians must be notified in a timely manner prior to the distribution of the progress report or report card.

The Board of Education shall approve the assignment of homework as an aid to the program of instruction when such assignments are clear and definite and originate in classroom activities. Homework assignments shall be evaluated by the teacher.

ATTENDANCE

All students are expected to be in attendance during a school year for at least 140 days, either in-person and/or remotely, to be considered for progression to the next grade level or graduation, unless otherwise exempted by state mandates for school closures. For school year 2020-2021, students are also expected to be in attendance for 240 minutes each school day.

REPORTING ATTENDANCE

In the LEA's plan required by the MDE for the 2020 – 2021 school year, the LEA shall clearly outline the LEA-defined policies it is using to meet the criteria for reporting students present in a virtual learning environment. Attendance shall be collected daily and reported in accordance with the requirements outlined in Miss. Code Ann. §§ 37-13-91 and 37-151-5(j) and Miss. Admin. Code 7-3: 30.2, State Board of Education Chapter 30, Rule 30.2, and Policy 2.1 of the

current edition of the Mississippi Public School Accountability Standards. Based on a waiver granted by the State Board of Education on June 11, 2020 for Miss. Code Ann. § 37-13-67 and Process Standard 13.1 of the Mississippi Public School Accountability Standards, 2019, LEAs are required to provide a minimum of 240 instructional minutes per day to students for the 2020 – 2021 school year. The daily instructional minutes need not be consecutive but shall occur within the same day. A program meets the synchronous online method requirements if the minimum daily instructional minutes are met, even if part of the day includes asynchronous activities. LEAs are required to maintain daily schedules that document the amount of instruction a student or group of students is scheduled to receive on a given day. The schedule shall detail the amount and type of instruction being provided that the LEA has approved for the purpose of recording attendance in accordance with Miss. Code Ann. §§ 37-13-91 and 37-151-5(j).

DUAL ENROLLMENT

When dually enrolled, the student may be counted, for adequate education program funding purposes, in the average daily attendance of the public-school district in which the student attends high school. (See Miss. Code Ann. § 37-15-38(7)) Therefore, during dual credit class periods on days when the college schedule does not align with the LEAs schedule, students should not be counted as absent. Absences shall be entered as either excused or unexcused consistent with definitions defined in Miss. Code Ann. § 37-13-91 and Miss. Admin. Code 7-3: 30.2, State Board Policy Chapter 30, Rule 30.2. Unexcused absences will result in the same reporting of truancy referrals.

180-DAY STUDENT CALENDAR DAYS REQUIREMENT

1. The 2020 – 2021 school calendar must still reflect a minimum of 180 instructional days for students.

240-Minutes of Instruction Requirement

2. The minimum amount of time required for each instructional day for the 2020 – 2021 school year is 240 minutes for a full day.
3. The minimal instructional requirements exclude in-class breakfast, lunch, transition between classes, and recess.
4. Physical Education remains a required course, and it may be delivered via the face-to-face, hybrid, or virtual model.
5. Students who participate in a district-provided remote learning option will be coded to the physical campus that they would have been assigned to had they attended the physical location. Districts will not be allowed to establish school codes for students participating in virtual learning only.
6. A program will meet the synchronous online method requirements if the minimum daily instructional minutes are met, even if part of the day includes asynchronous activities.

7. At-home, parent-led instructional time will not count towards overall minute requirements under the synchronous online (remote) instruction method. Under the synchronous online instruction method, two-way, real-time, face-to-face, or virtual remote interaction between teachers and students is required to meet the instructional minute requirements. This may also include student-to-student sessions if supervised by a teacher who is facilitating the session live.

8. In the asynchronous online instructional method, student engagement is measured daily, and attendance is assigned based on the student's completion of that day's engagement measure. Students who do not complete the daily measure of engagement are to be counted absent for that day, and that absence cannot be changed to present if the student completes the engagement measure on a later date.

9. The required minutes do not need to be provided as one continuous block of teacher-led instruction. Students should have age-appropriate opportunities for breaks during the instructional day, and blocks of instructional time should consist of teacher-guided, but student driven, learning time. The instructional time could include students applying the lesson taught by the teacher through various avenues as if the student was in a classroom setting. An example of this would be the teacher leading a lesson in Zoom for 20 minutes and then the students logging into an online learning application to work on an activity with the teacher actively monitoring progress and providing real-time feedback to the students.

10. Students participating in in-person and remote instruction will have to successfully complete the same instructional requirements to be considered for progression to the next grade level or graduation.

11. Permitting students to switch between modes throughout the school year is a local district decision based on local board policy and/or outlined in the district's board-approved reopening plan.

12. Monitoring/engagement plans may vary within the district. However, the LEA (district) must submit only one (1) plan for the district which shall incorporate any differentiation by school or grades.

COMPULSORY SCHOOL ATTENDANCE (TRUANCY) LAWS

Truancy laws will apply to students who fail to attend school based on the LEA's option of traditional, hybrid, or virtual scheduling, or any combination thereof. No waiver has been granted for the 2020 – 2021 school year for Miss. Code Ann. § 37-13-91 and Process Standard 10 of the current edition of the Mississippi Public School Accountability Standards related to Compulsory School Attendance.

GRADING

1. While grade policies are a local district decision, districts should exercise caution regarding use of pass/fail grades for graduating seniors, as student eligibility for NCAA athletics may be impacted.

2. Additionally, beginning in the 2020 – 2021 school year, Business Rule 9.2.2 of the Mississippi Statewide Accountability System requires schools to enter non-weighted course grades for dual credit courses in MSIS. These non-weighted grades will be used in the performance measure for dual credit courses.

3. While LEAs have the authority to determine local grading policies, in order for LEAs to receive funding for virtual instruction, grading policies that apply to student work completed through either synchronous or asynchronous online instructional methods in the 2020 – 2021 school year shall be consistent with the LEA's grading policies for on-campus assignments.

4. Specific grading procedures will be presented at a later point in this document.

STUDENT WITH DISABILITIES

Recording attendance for students with disabilities shall be applied in the same manner as the requirements for students without disabilities. Should the instructional delivery mode require accommodations (i.e., allowing students to access the LMS and record themselves as present), the district will need to consider individual student need(s) to ensure attendance is taken accurately.

TEACHER SCHEDULES

1. Teachers will be provided the planning time required in Process Standard 24 of the Mississippi Public School Accountability Standards, 2019. The planning period may be before students arrive on campus, while students are on campus, or after students have left the campus, but teacher schedules in MSIS must reflect a planning period.
2. The intent of the MDE in decreasing the minimum amount of instructional time required for students for the 2020-21 school term was to allow districts/schools/teachers more flexibility in the delivery of instruction to students, as well as additional time needed for implementation of flexible schedules to allow for altered transportation schedules, health screenings, class transitions, modified food service schedules, and other activities to maximize health and safety of staff and students. Districts are encouraged to schedule in-person instructional days at 330 minutes when possible. Additionally, all teachers are expected to maintain documentation of time and effort (for funding purposes).

Source: Miss. Code Ann. §§ 37-1-3, 37-13-91, and 37-151-5(j). (Adopted July 16, 2020 as a Temporary Rule)

GRADUATION

The school district requires each student, in order to receive a high school diploma, to have met the requirements established by its local board of education and by the State Board of Education. Specifics may be found in Standard 1, Appendices A-1 – A-4 of the state accountability/accreditation manual.

- Each student receiving a standard high school diploma has earned the minimum number of Carnegie units as specified in Appendix A. (See Appendix A) (Miss. Admin. Code 7- 3: 28.2 and 28.3, State Board Policy Chapter 28, Rules 28.2 and 28.3.)
- Students receiving a standard diploma shall select from graduation pathways as specified by the local school district's graduation requirements, which must include the diploma endorsement options outlined in Process Standards 14.1.8, 14.1.9, and 14.1.10.
- Diploma endorsement options shall be required of all school districts effective with the incoming ninth graders of 2019-2020. Prior cohorts of students shall be eligible to earn endorsement(s) if all applicable requirements are met.
- Entering ninth graders in 2008-2009 and ending with incoming ninth graders of 2017-2018 are required to have a minimum of 24 Carnegie units as specified in Appendix A-2, unless, in accordance with school board policy, their parent/guardian requests to opt the student out of Appendix A-2

requirements. This student would be required to complete the graduation requirements specified in Appendix A-1.

- Entering eleventh graders in 2010-2011 and ending with incoming ninth graders of school year 2016-2017 who chose the Career Pathway Option are required to earn the minimum graduation requirements specified in Appendix A-3. Miss. Code Ann. § 37-16-7 14.1.4

- **Beginning in school year 2018-2019, all seventh-grade students are required to have an Individual Success Plan (ISP) prior to exiting the seventh grade.**

- Entering ninth graders in 2018-2019 and thereafter, are required to have a minimum of 26 Carnegie units and meet additional requirements as specified in Appendix A-7 to earn a Traditional Diploma with a Career and Technical Endorsement.

- Entering ninth graders in 2018-2019 and thereafter, are required to have a minimum of 26 Carnegie units and meet additional requirements as specified in Appendix A-8 to earn a Traditional Diploma with an Academic Endorsement. 14.1.10 Entering ninth graders in 2018-2019 and thereafter, are required to have a minimum of 28 Carnegie units and meet additional requirements as specified in Appendix A-9 to earn a Traditional Diploma with a Distinguished Academic Endorsement.

- Entering ninth graders with a significant cognitive disability in 2018-2019 and thereafter, are required to have a minimum of 24 Credits as described in Appendix A-10 to earn an Alternate Diploma.

- Each student receiving a standard diploma has met assessment requirements on each of the required high school end-of-course subject area tests or assessments or met one (1) of the option in lieu of passing the test (or assessment) as outlined in Appendix A-5. Miss. Code Ann. § 37-16-7, Miss. Admin. Code 7-3: 36.3, and 36.4, State Board Policy Chapter 36, Rules 36.3, and 36.4. See Appendix A-5.

- Beginning with incoming ninth graders of 2018-2019 each student who has completed the secondary curriculum for special education may be issued a certificate of completion, which states: "This student has successfully completed an Individualized Education Program." Miss. Code Ann. § 37-16- 11(1). See Appendix A-11.

- Ending with the incoming ninth grade class of 2016-2017, each student with disabilities receiving a Mississippi Occupational Diploma has successfully completed all minimum requirements established by the State Board of Education. Miss. Code Ann. § 37-16-11(2). See Appendix G.

- The student who fails to meet the graduation requirements is not permitted to participate in the graduation exercises. Note: Students enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the Approved Courses for the Secondary Schools of Mississippi Manual.

ADDITIONAL REQUIREMENTS AND PROCEDURES

1. The superintendent/designee shall develop procedures to give reasonable prior notification of graduation requirements to all students.
2. Upon successful completion of all state and Board requirements, the student shall receive a diploma indicating graduation from high school.
9. Students shall complete all requirements for graduation before taking part in graduation exercises. Students are not required to participate in graduation exercises. Schools shall comply with state regulations regarding participation of students with disabilities in graduation exercises.
10. The Board may grant different diplomas to those students who complete credits above the minimum number as established by the Mississippi Department of Education. In addition, the Board may award a diploma to a student posthumously indicating graduation with the class with which the student was expected to graduate.
11. Consistent with the District's graduation practices for all students and state requirements, an alternative high school diploma shall be awarded to students with disabilities in compliance with applicable legal requirements
12. The District shall report individual student data regarding the completion of each graduation qualifier and each graduation prerequisite to the Kentucky Department of Education.
13. **Students may graduate by passing all required courses, accumulating 24 credits, and meeting one of the following options:**

- Pass the applicable end-of-course Subject Area Tests, if required
- Obtain a score of **17** or higher in the specific subject area on the ACT
- Earn a C or higher in an entry level, credit bearing dual enrollment/dual credit/college credit course.
- Obtain an Armed Services Vocational Aptitude Battery (ASVAB) AFQT (Armed Forces Qualification Test) score of 36 **plus one** of the following:
    - Earn a CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements.
    - Earn an approved Industry Certification as specified in the Career Pathway's Assessment Blueprint and outlined in Appendix A-5 in the current edition of the Mississippi Public School Accountability Standards.
    - Obtain the *Silver Level* on the ACT Work Keys **plus one** of the following:
        - Earn A CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements.
- Earn an approved Industry Certification as specified in the Career Pathway's Assessment Blueprint and in Appendix A-5 in the current edition of the Mississippi Public School Accountability Standards.

GRADUATION REQUIREMENTS FOR SPECIAL EDUCATION

- The curriculum in special education is designed to meet the individual requirements of those students who have unique needs that are not met in the regular classes. The classes cover the basic area of reading, mathematics, and language arts. Students are also taught in the area of science, social students, physical education, art, home economics, and vocational training as their Individual Education Plan (IEP) determines.

- Students who are not eligible for a diploma may elect to receive a Certificate of Completion when their IEP objectives have been met and they have reached the appropriate age, i.e. 17-21 years.

- The Individual Education Plan (IEP) Committee shall select a program of study leading toward the regular High School Diploma, or the Graduation Certificate, and document this decision on the IEP developed during the student's eighth grade year, or the year prior to the student's sixteenth birthday, whichever occurs first. This decision must be reviewed annually.

DIPLOMAS AND HONORS RECOGNITION

THE FIRST AND SECOND DIPLOMAS

1. **Valedictorian** - The student with the highest **grade-point** average in academic courses credited at CCJSHS and who meets district ACT/SAT requirements will be selected as the valedictorian.
2. **Salutatorian** - The student with the second highest **grade point** average in academic courses credited at CCJSHS and who meets district ACT/SAT requirements will be selected as the salutatorian.

    - *A student must have at least two consecutive years at CCHS to be eligible to be the valedictorian or salutatorian.*

HONOR GRADUATES

Grades for honor graduates will be computed from Grade 9 through first semester of the 12th grade by semester averages. (Secondary courses that can be used for graduation that were taken at the junior high level can be counted. See Appendix C for specifics.

1. **Distinguished Honor**-Student must maintain a grade average of 90-100 for seven (7) semesters from 9th to the third term of the 12th grade year, and a **grade point average of 3.50**.
2. **Honor**-Student must maintain a grade average of 80-89 for (7) semesters from 9th grade through the third term of the 12th grade year, and a grade point average of 3.00.

*The **Valedictorian** and **Salutatorian** must graduate with Distinguished Honors*.

In addition to grade averages and GPAs, a student must have achieved a required cumulative score on the ACT, or an equivalent score on the SAT to be classified as an honor student:

- 2021 Composite score of 18*****
- 2022 Composite score of 19
- 2023 Composite score of 20
- 2024 > Composite score of 21

***Due to 2019-2020 school closures, the composite score requirement for 2021 began with a composite score of 18 rather than a composite score of 19.**

GENERAL GRADING POLICIES

1. The academic year shall be divided into four grading periods, each having a duration of nine weeks.
2. All grades awarded in regular classes will be awarded on the basis of on-grade-level work, unless otherwise specified.
3. Special Education students will be graded in accordance with their Individualized Educational Plan (IEP)
4. There will be a minimum of one grade per week recorded for each subject area. These grades can be from chapter quizzes, teacher - made assessments, class work, homework, special assignments, and district assessments.
5. The term grade will be weighted as follows:
    a. 33% - daily/weekly grades
    b. 33% - Tri-weekly grades
    c. 34% - Term assessment
6. Any final grade change shall be presented to and approved by a panel consisting of, at least, the teacher issuing the grade, the building principal, and a central office administrator. State Board Policy 403
7. No nine weeks grade below a 50 shall be placed on the 1st, 2nd, 3rd, or 4th 9 weeks report card. CCSD Board Policy IHE

ELEMENTARY GRADING POLICIES

1. Nine weeks grades will be determined by the weighted average of all of the grades recorded for that grading period. The term average will be weighted: 50 percent for teacher grades, 25 percent for district assessments, and 25 percent for the term assessment.
2. The semester grade will be the average of the first and second nine-weeks grades (first semester) or third and fourth nine-weeks grades earned by the student (second semester).

3. The final yearly grade will be the average of the first and second semester grades. Each semester grade will count 50% of the yearly grade.

SECONDARY GRADING POLICIES

1. Daily/weekly grades will be recorded by the teacher based on chapter, unit or daily assessment, homework, class work, and special assignments (list is not all inclusive).
1. A nine weeks test will be given at the end of the first, second, and third grading periods. A semester exam will be given at the end of the second and fourth nine weeks period. Nine weeks grades will be determined by the weighted average of all of the grades recorded for that grading period. The term average will be weighted: 50 percent for teacher grades, 25 percent for district assessments, and 25 percent for the term assessment.
2. The yearly average will be the average of the two semester grades for full unit courses. The first or second semester average grade will be the final grade for ½ unit courses.
3. Students will not be excused from nine weeks or semester exams unless they present a doctor's excuse or have permission from the principal for absence prior to the exam.
4. **EXEMPTIONS FROM EXAMINATIONS:** Any senior who has an average of 90 or better for the second semester, has missed no more than six (6) days in that semester, has achieved the required ACT score, and has not been suspended during the semester may be exempted from the second semester examination by the teacher of the course.

PROMOTION AND RETENTION OF STUDENTS

Promotion of students from one grade level to the next in the Coahoma County School District shall be based on successful mastery of objectives in the district's instructional plan in the specific content areas at each grade level. Mastery is defined as an average grade of 65 or above.

Students who fail to meet the criteria established for each grade level will be retained in that same grade for the following year. Retention of students for extracurricular purposes is prohibited.

KINDERGARTEN – Successful mastery of the core objectives outlined in the kindergarten Instructional Management Plan will result in promotion to first grade. Retention of a child in kindergarten will result when the teacher, school officials, and parents have conferred and when evidence of child's academic, social, emotional and physical development level indicates retention would be in his/her best interest. If the parent/guardian does not agree with the assignment, they may appeal the assignment to the School Board.

GRADE ONE AND TWO – The ability of the child to read and use basic mathematical skills is critical to future success. Therefore, the district has determined that a student must demonstrate minimum required mastery (65 or above) in reading, language, and math. Mastery in these three areas will be required for promotion of first and second grade students**.**

GRADE 3 - If a student's reading deficiency is not remedied by the end of the student's Third Grade year, as demonstrated by the student scoring less than is required on the state's annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall

not be promoted to Fourth Grade. The student must also demonstrate minimum required mastery (65 or above) in reading, math, language arts (English), science, and social studies.

GRADE FOUR THROUGH SIX – In order to be promoted to the next grade at these levels the district has determined that a student must demonstrate mastery (65 or above) in reading, math, language arts (English), science, and social studies.

> **ELEMENTARY SCHOOL 6TH GRADE HIGHEST AVERAGE** –For the Sixth Grade Promotion Ceremony, the highest average for each school will be determined by averaging the final grades in reading, language arts, math, science, and social studies from the 3rd grade through first semester of the 6th grade. The student must have attended the same district school for two consecutive, full years. The student must have also been enrolled in the 6th grade for the full year.

GRADE SEVEN AND EIGHT - In order to be promoted to the next grade at these levels, the district has determined that a student must demonstrate minimum required mastery (65 or above) in all classes s/he is enrolled

LITERACY BASED PROMOTION

In compliance with the "Literacy Based Promotion Act," it is the intent of this school district to improve the reading skills of Kindergarten - Third Grade students so that every student completing the Third Grade is able to read at or above grade level.

Each student who exhibits a substantial deficiency in reading at any time, as demonstrated through performance on a reading screener approved or developed by the State Department of Education or through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3 or through statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, shall be given **intensive reading instruction and intervention immediately following the identification of the reading deficiency.**

Immediately upon the determination of a reading deficiency, and subsequently with each quarterly progress report until the deficiency is remediated, the parent or legal guardian of a Kindergarten or First, Second or Third Grade student who exhibits a substantial deficiency in reading shall be notified in writing by the student's teacher.

Written notification shall be provided the parent or legal guardian of any Third-Grade student who is retained that the student has not met the proficiency level required for promotion and the reasons the student is not eligible for a good cause exemption. The notification shall include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

Good Cause Exemption C is applied when students who have an IEP or a 504, and who have received either intensive remediation for more than two years **or** who were previously retained for one year can qualify for a good cause exemption.

Unless requirement is waived by the MDE, r, this school district shall take the following action for retained Third Grade students:

> Provide Third Grade students who are not promoted with intensive instructional services, progress monitoring measures, and supports to remediate the identified areas of reading deficiency, including a minimum of ninety (90) minutes during regular school hours of daily, scientifically research-based reading instruction that includes phonemic awareness, phonics, fluency, vocabulary and comprehension, and other strategies prescribed by the school district. The intensive reading instruction and intervention must be documented for each student in an **individual reading plan.**

Beginning in the 2018 – 2019 school year, promotion to the 4th grade will be determined based upon a student's ability to score "above the lowest two (2) achievement levels" instead of "above the minimum level" in reading. If student's reading deficiency is not remedied by the end of the student's Third-Grade year, as demonstrated by the student scoring above the lowest two (2) achievement levels in reading on the state annual accountability assessment or on an approved alternative assessment for Third Grade, the student shall not be promoted to Fourth Grade.

DISTRICT GRADING SCALES

GRADE SCALES K-12			**KINDERGARTEN**
A - 4 points		90 - 100 = A	**S - Satisfactory**
B - 3 points	**OR**	**80 - 89 = B**	**U - Unsatisfactory**
C - 2 points		**70 - 79 = C**	**N - Needs Improvement**
D - 1 point		**65 - 69 = D**	**I - Incomplete**
F - 0 points		**64 & below = F**	

- *Grades for **AP classes** will be weighted more than for traditional classes.*

COLLEGE ENTRANCE REQUIREMENTS-

Students who plan to attend a college or university must meet the required course of study for admission as specified in the Mississippi Public School Accountability Standards (2007), and included at the end of this handbook as Appendix C.

HIGH SCHOOL PROMOTION AND PROGRESSION

The CCSD has approved the following high school guidelines for assessing and reporting to parents/guardians the achievement of high school students:

GRADE-LEVEL PROMOTION

Placement of students in grades nine through twelve is determined by the number of credits earned by the beginning of the school year and how those credits align with high school graduation requirements. Once promoted by credits earned, a student cannot be moved back a grade level.

HIGH SCHOOL STUDENT CLASSIFICATION REQUIREMENTS

Students will be placed in grades according to the number of units or credits they have earned as follows or be enrolled in the credit recovery program:

- 9th - Satisfactory completion of 8th grade requirements
- 10th - Each student shall have earned no less than five (6) units for placement in the tenth grade. This includes completion of English I. To be enrolled in English II, a student must have earned a unit in English I.
- 11th Each student shall have earned nine (12) units for placement in the eleventh grade. This includes completion of English II. To be enrolled in English III, a student must have earned units in English I and English II.
- 12th Each student shall have earned fifteen (17) units for placement in the twelfth grade. This includes completion of English III. To be enrolled in English IV, a student must have earned units in English I, English II, and English III.

NOTE: Any or all of the MDE and state required procedures identified in this policy may be suspended or altered at any time by those entities. The school district will follow though with the level of compliance requested. The local school district may also alter local procedures as is deemed necessary.