Hickman County Board of Education

	Descriptor Term: **Use of Multimedia**	Descriptor Code: **4.408**	Issued Date: **09/09/24**
		Rescinds: **4.408**	Issued: **06/05/22**

All multimedia used in the classroom must either be provided by the school or have the prior approval of the principal.

Movies, songs or other multimedia may be rented or purchased for use in the classroom for education purposes only. No movie, song or other multimedia will be used in the classroom for entertainment purposes.

Cross References

Use of Copyrighted Materials 4.404

Hickman County Board of Education

	Descriptor Term: **Community Instructional Resources**	Descriptor Code: **4.500**	Issued Date: **09/09/24**
		Rescinds: **4.500**	Issued: **07/11/22**

COMMUNITY RESOURCE GUIDES

An inventory of community resource people, agencies and establishments which have potential to enhance teaching and learning shall be conducted for each school and kept current to assist in instructional planning.

USE OF COMMUNITY RESOURCE PERSONS

The Board recognizes the value of community resource persons in the educational program and authorizes the use of such persons with approval of the principal.

Hickman County Board of Education

	Descriptor Term: **School Volunteers**	Descriptor Code: **4.501**	Issued Date: **09/09/24**
		Rescinds: **4.501**	Issued: **07/11/22**

The Board endorses a volunteer program in the schools and authorizes principals to develop a volunteer program for each school.

All volunteers must be approved by the principal and shall serve under the supervision and direction of the professional personnel of the school to which they are assigned. Volunteers shall assist professional personnel in the performance of their teaching and administrative responsibilities. They may not teach but may reinforce skills taught by the professional staff.

The principal shall identify appropriate tasks for volunteers and shall be responsible for planning and conducting orientation programs and regular in-service training sessions.

Volunteers shall serve without compensation.[1]

The principal shall ensure that appropriate recognition of volunteer services is made annually.

The director of schools shall develop procedures to require appropriate background checks for volunteers who may work closely with students without much or any supervision of district employees.[2]

Legal References

1. TCA 29-20-310(e)
2. TCA 49-5-413(g)

Cross References

Visitors to the School 1.501
Safety 3.201
Background Investigations 5.118

Hickman County Board of Education

	Descriptor Term: **Parental and Family Involvement**	Descriptor Code: **4.502**	Issued Date: **09/09/24**
		Rescinds: **4.502**	Issued: **06/03/24**

GENERAL EXPECTATIONS FOR PARENTAL INVOLVEMENT

The board is committed to increasing and ensuring the involvement of parents and other family members in the education of students.

The board shall implement the following as required by federal or state laws or regulations:[1]

- The school district shall annually work with parents in evaluating and potentially revising the provisions of this policy in improving the quality of schools. Such an evaluation shall strive to identify any barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

- The school district shall provide the coordination, technical assistance, and other necessary support to assist individual schools with planning and implementing parental involvement activities.

- The school district shall involve parents with the development of required educational or improvement plans.

- The school district shall coordinate and integrate parental involvement strategies with those associated with other federal or state programs.

- The school district shall put into operation activities and procedures for the involvement of parents in all of its schools.[2] Those programs, activities and procedures will be planned and operated with meaningful consultation with parents.

- The school district shall ensure that activities and strategies are implemented to support this policy and included in the district plan.

- The district improvement plan shall include strategies for parental participation in the district's schools which are designed to improve parent and teacher cooperation in such areas as homework, attendance, discipline and higher education opportunities for students.

- The district plan shall include procedures to enable parents to learn about the course of study of their children and have access to all learning materials.

- The district plan shall identify opportunities for parents to participate in and support classroom instruction in the school. Such opportunities include, but are not limited to, organizing

fundraising activities, volunteering as a field trip chaperone, assisting in the library, computer lab, or on the playground, offering after-school clubs, and recycling clothes.

- If the school district's plan is not satisfactory to parents, the school district shall submit parental comments regarding the plan to the State Department of Education as required.

- The school district shall ensure Title I schools are in compliance with the *Every Student Succeeds Act.*

The director shall develop and implement any procedures necessary to accomplish the goals of this policy.

SCHOOL LEVEL POLICY

Each school shall submit to the director and board, for review and comment, its Title I school parent involvement policy, which must meet state and federal requirements, including a school-parent compact. This school level policy shall be developed jointly with and distributed to parents of participating students. A copy of these documents shall be retained in the district office and made available on the school's (if applicable) and school system's website.

SUPPORT FOR PROGRAM

If the Title I allocation is $500,000 or more to the school system, then not less than one per cent (1%) nor more than five percent (5%) of that allocation shall be reserved for the purpose of promoting parent involvement. Parents of students participating in the Title I programs shall be consulted on the use of these funds.

FAMILY-SCHOOL PARTNERSHIPS[1]

Families and community members should be engaged in the education of students based on the following standards:

- Families are welcomed into the school community;

- Families and school staff should engage in regular and meaningful communication about student learning;

- Families and school staff work together to support student learning and development;

- Families are informed and encouraged to be advocates for students;

- Families are full partners in the decisions that affect children and families; and

- Community, civic, and business resources are made available to strengthen school programs, family practices, and student learning.

DAYTIME SCHOOL ACTIVITIES

The board is committed to maintaining a healthy relationship between individual schools and parents by inviting parents where possible to attend daytime school activities such as:

- Eating lunch with their student, including on Thanksgiving and Christmas holidays;
- Pep rallies;
- Veteran's Day programs;
- College/career days;
- Awards days;
- Field trips;
- Classroom holiday parties;
- Field days;
- Career and Technical Education competitions;

It is understood that due to logistics and facility limitations, all parents may not be invited to all functions. For example: only parents of award recipients may be invited to awards days, only parents of athletes being recognized may be invited to pep rallies, etc.

REQUIRED REPORTING

The director (or his/her designee) shall prepare an annual report and presentation to the board outlining how the district is complying with this policy. The report should be comprehensive in addressing all areas of this policy. The report and presentation to be given to the board annually at the September board meeting.

Legal References

1. Every Student Succeeds Act, Pub.L. 114-95, Dec. 10, 2015, 129 Stat. 1802; State Board of Education Policy 4.207; TCA 49-2-305; 20 USCA § 6318
2. TCA 49-6-7001

Cross References

English Learners 4.207
Homeless Students 6.503

Hickman County Board of Education

	Descriptor Term:	Descriptor Code:	Issued Date:
	Grading System	**4.600**	**08/03/26**
		Rescinds: **4.600**	Issued: **03/03/25**

The director of schools shall develop an administrative procedure to establish a system of grading and assessment for evaluating and recording student progress and to measure student performance in conjunction with Board-adopted content standards for grades K-8. The grading/assessment system shall follow all applicable statutes and rules and regulations of the State Board of Education. The grading/assessment system shall be uniform district-wide at comparable grade levels except that the director of schools shall have the authority to establish and operate ungraded and/or unstructured classes in grades K-3.[1]

The director of schools shall submit a copy of the grading, reporting and assessment systems to the Board before the system is implemented.[2] These guidelines shall be communicated annually to students and parents/guardians.[1]

GRADING SYSTEM: GRADES NINE - TWELVE (9-12)[1]

Schools teaching grades nine (9) through twelve (12) shall use the uniform grading system established by the State Board of Education. This shall also apply to students enrolled in eighth grade for the grades achieved on high school courses. Using the uniform grading system, students' grades shall be reported for the purposes of application for post-secondary financial assistance administered by the Tennessee Student Assistance Corporation.

Subject-area grades shall be expressed by the following letters with their corresponding percentage range:

- A (90-100)
- B (80-89)
- C (70-79)
- D (60-69)
- F (0-59)

Grading floors with a minimum above zero are not permitted.[3] This grading system shall be uniform throughout the school district for each grade.

The following high school courses will have weighted grades:

Honors English (Grades 9-12)
Honors Biology I and II
Honors Physical Science
Honors Chemistry
Trigonometry
Honors Algebra II
Honors Geometry
Dual Enrollment College Courses

Honors Physics
Honors Anatomy
Calculus
SDC SAILS Statistics
SDC Pre-Calculus

Honors American History
Honors Algebra I

Dual Enrollment TCAT

Advanced coursework grades will be weighted with additional percentage points to calculate the semester average. Depending on the course taken, the following percentage points will be assigned:

- Honors Courses – three (3) percentage points;
- Local and Statewide Dual Credit, Capstone Industry Certification Aligned – four (4) percentage points; and
- Advanced Placement, Cambridge International, College Level Exam Program (CLEP), International Baccalaureate Courses, and Dual Enrollment Courses – five (5) percentage points.

Student Absent for State Mandated Exams:

1. If a student taking high school assessed subjects is absent, the student will receive a zero or incomplete. If the student is allowed to make up the exam, he or she will do so during the next scheduled administration. A locally-created exam cannot be administered in lieu of a state exam.

2. If a student, taking a K-8 State mandated assessment, is absent or unable to be administered a defined part(s) of any content area or all of the content areas, the student must take an alternate exam approved by the Chief Academic Officer to substitute for the corresponding content not tested.

   Administration of the alternate exam shall be scheduled by the principal for such a time which shall allow for scoring to be completed before the end of the spring semester of the current school year.

   Failure to complete the alternative assessment before the end of the spring semester shall result in the student receiving a grade of zero which shall be counted for fifteen (15%) percent of a student's final grade for the spring semester.

Conduct shall be marked as follows:

E.....Excellent
S.....Satisfactory
U.....Unsatisfactory

Conduct grades are based on behavior and shall not be deducted from scholastic grades.

Attendance records **will not** be the sole criterion in determining the awarding of grades or the passing of a course or promotion or retention.

Plus and minus evaluations are not to be added to letter grades. Grades are not to be changed once recorded on a report card. If an erroneous grade has been recorded, correction must be made on a new card.

Grades given at the end of each nine (9) weeks period for elementary, intermediate, middle school, and high school will be determined from daily work, homework, written assignments and tests. The teacher will weigh the value of grades given for various assignments and tests within the applicable period in computing the grade. This procedure will enable the teacher to allow for individual student differences in the grading process. Any assignments and tests required of a student must be considered in the computation of his grade.

At the middle school level and at the high school level, grades will be determined by an average of grades for each of the two 9-week periods. The grades given at the end of each nine (9) weeks period shall be the grade earned by the student, as computed by the teacher, and shall not be subject to manipulation, regardless of the passing or failing nature of the grade provided that said teacher has documented verification on file that he/she has reasonably attempted to contact the student's parent(s) or guardian(s) making them aware of the student's failing grade or grades. The final grade of the year will be determined by averaging the two (2) semester grades.

The work of a student whose grades are satisfactory but are withheld because of failure to complete the required work shall be reported as incomplete (I). If the incomplete is not removed in the time designated by the teacher, it will then become an "F".

GRADES NINE - TWELVE GRADING SCALE AND LOTTERY SCHOLARSHIPS[4]

Schools teaching grades nine through twelve shall use the uniform grading system established by the State Board of Education. Using the uniform grading system, students' grades shall be reported for the purposes of application for post secondary financial assistance administered by the Tennessee Student Assistance Corporation.

Each school counselor shall provide incoming freshman with information on college core courses required for lottery scholarships as well as necessary criteria (grade point average, ACT, and SAT score, etc.) that must be met in order to receive a scholarship.

Seniors may apply for the Tennessee HOPE Scholarship by completing the Free Application for Federal Student Aid (FAFSA). The FAFSA is available on-line at www.fafsa.ed.gov. Students shall be made aware of all applicable FAFSA deadlines and encouraged to submit applications in a timely manner.

Elementary school counselors should explain the HOPE Scholarship and its requirements to their students and impress upon them the benefits of making good grades.

LOTTERY SCHOLARSHIP DAY

Each school year, prior to scheduling courses for the following school year, schools teaching students in grades 8-11 shall conduct a lottery scholarship day for students and their parents.[5]

Legal References

1. TCA 49-2-203(b)(16); TCA 49-2-301(b)(1)(H); Public Acts of 2026, Chapter No. 901
2. TRR/MS 0520-01-03-.02; State Board of Education Policy 3.301; TCA 49-6-407
3. TCA 49-6-407(c)(2)
4. TCA 49-4-904, 905, 907
5. TCA 49-4-932(f)

Cross References

Alternative Credit Options 4.209
Credit Recovery 4.210
Reporting Student Progress 4.601
Honor Roll, Awards, & Class Ranking 4.602
Promotion and Retention 4.603
Transcript Alterations 4.608

Hickman County Board of Education

	Descriptor Term: **Reporting Student Progress**	Descriptor Code: **4.601**	Issued Date: **07/07/25**
		Rescinds: **4.601**	Issued: **09/09/24**

Student report cards shall be provided once every nine (9) weeks during the school year. The reporting procedure shall be in writing and shall be uniform for all reporting periods during each school year.[1] Each report shall be signed by the parents and returned promptly to the school.

Student progress reports shall indicate the students' conduct, attendance and academic progress and other information necessary to communicate effectively with the parents. For students in grades kindergarten through eight (K-8), the student's score on the most recently administered universal reading screener shall also be included along with the results of a dyslexia screener, if applicable.[2]

In addition to the regular progress reports, principals and teachers are encouraged to confer with parents on the educational progress of their children. Teachers shall consult with parents of students who are working at an unsatisfactory level or whose performance shows a marked or sudden deterioration. Parents shall be notified by the teacher as early in the school year as possible if the retention of a student is being considered.

PARENT CONFERENCES

At least two (2) times during the school year, conferences shall be scheduled in which parents and teachers may discuss any pertinent problems or other matters of concern regarding the development and education of each student. These scheduled conferences shall not use any portion of the 180 days of classroom instruction.[3] The director of schools shall be responsible for scheduling and coordinating systemwide conferences.

Conferences shall be physically accessible to all students, parents and/or guardians.[4]

Legal References

1. TRR/MS 0520-01-03-.03(5); TCA 49-6-901
2. Public Acts of 2025, Chapter No. 330
3. TCA 49-6-7002
4. 28 CFR § 36.201

Cross References

School Calendar 1.800
Section 504 & ADA Grievance Procedures 1.802
Grading System 4.600
Promotion and Retention 4.603
In-Service and Professional Learning Opportunities 5.113
Staff Time Schedules 5.602
Attendance 6.200
Withdrawals 6.207

Hickman County Board of Education

	Descriptor Term: **Homework**	Descriptor Code: **4.6011**	Issued Date: **09/09/24**
		Rescinds: **4.6011**	Issued: **07/11/22**

The Board recognizes that some homework by students is desirable and necessary. To be effective, homework shall be carefully planned, judiciously assigned and systematically evaluated.

Homework is to be assigned to reinforce and strengthen specific areas of interest and opportunities. It must never be given for punishment.

Homework assignments should be made by the teacher in cooperation with the students and other teachers, under the overall supervision of the principal. All homework shall be received by the teacher making the assignment and credit given for the student's efforts.

Homework assignments shall take into consideration individual differences of students such as health, ability, conditions of home, and educational resources at home. Homework shall not require the use of reference materials not readily available in most homes, school libraries or the public library.

Homework shall not be in continuing conflict for time with the home and other community agencies having primary responsibility for certain aspects of the student's development.

HOMEWORK GUIDELINES

Grades 1 and 2	-	If necessary, homework should not exceed fifteen (15) minutes per day.
Grades 3 and 4	-	If necessary, homework should not exceed thirty (30) minutes per day.
Grades 5 and 6	-	If necessary, homework should not exceed ten (10) minutes per subject or forty-five (45) minutes per day
Grades 7 and 8 or	-	If necessary, homework should not exceed fifteen (15) minutes per subject sixty (60) minutes per day.
Grades 9 to 12 per	-	If necessary, homework should not exceed thirty (30) minutes per subject day.

Hickman County Board of Education

	Descriptor Term: **Class Ranking**	Descriptor Code: **4.602**	Issued Date: **08/05/24**
		Rescinds: **4.602**	Issued: **07/11/22**

GENERAL

Students must be enrolled full time at the home base school to be eligible for ranking among the top high school students.

All grades (excluding those gained after the initial athletic participation grade) earned in grades 9,10,11 and the first semester of grade 12 will be counted toward the grade point average and the rank in class.

Honor roll students will be determined by standards approved by the principal and faculty of each school. Students who meet these standards, and who do not request otherwise, will have their names submitted to the principal each nine (9) weeks for release to the local newspaper.

Each school department or club which presents honors or awards or conducts contests will file with the principal the name of the honor, award or contest; the basis for selection of the award and honor; the method of participation; and the reason for the contest.

The giving of any prize or medal or the making of any award by persons or agencies outside the schools must have the approval of the Board.

HIGH SCHOOL SENIORS

All grades (excluding those gained after the initial athletic participation grade) earned in grades 9,10,11and the first semester of grade 12 will be counted toward the grade point average and the rank in class.

To become valedictorian or salutatorian, or ranked in the top ten, a student must be enrolled in the high school at least four (4) of the seven (7) semesters preceding the final semester. The final semester will not be used in determining class standing.

Exception

When a new high school is opened in the school system, for the first year, a senior student must be enrolled at the new high school for a majority of the first semester and have been enrolled in one of the school system's other high school(s) for at least three (3) of the seven (7) semesters preceding the final semester; for the second year, a senior student must have been enrolled at the new high school for three (3) semesters and have been enrolled at one of the school system's other high school(s) at least one (1) semester of the seven (7) semesters preceding the final semester; for the third year, a senior student must have been enrolled at the new high school for four of the five semesters preceding the final semester; for the fourth year and beyond, the provisions of the proceeding paragraph apply. For those

students who do not meet the exception criteria, their high school grades (i.e., Hickman County and other school systems) will be compiled for a grade ranking of the class.

Seniors ranking in the top ten shall be recognized at awards day and at graduation.

HIGH SCHOOL FRESHMEN, SOPHOMORES, AND JUNIORS

Ranking for freshmen to be based on the grades earned during the first semester of the freshmen year. Ranking for sophomores to be based on the grades earned during the freshmen year and the first semester of the sophomore year. Ranking for juniors to be based on the grades earned during the freshmen and sophomore years and the first semester of the junior year.

Freshmen, sophomores, and juniors ranking in the top ten shall be recognized at awards day.

Cross References

Grading System 4.600
Graduation Requirements 4.605

Hickman County Board of Education

	Descriptor Term: **Promotion and Retention**	Descriptor Code: **4.603**	Issued Date: **08/03/26**
		Rescinds: **4.603**	Issued: **03/03/25**

PROMOTION[1]

The director of schools/designee shall promote students to the next grade level based on the successful completion of required academic work and on the satisfactory progress in each of the relevant academic areas. However, no student enrolled in the third grade shall be promoted unless the student has shown a basic understanding of curriculum and the ability to perform the skills required in the subject of reading as demonstrated by the student's grades or standardized test results. This requirement shall not apply to students who are participating in a board-approved, research-based intervention prior to the beginning of the next school year or to students who have an individualized education program (IEP).[2]

Students who have difficulty in achieving the requirements for promotion may be considered for retention. Schools shall identify these students by February 1st. Factors used to identify students for retention shall include:[1]

1. The student's ability to perform at the current grade level;
2. The results of local assessments, if applicable;
3. State assessments, as applicable;
4. Home Literacy Reports;[3]
5. The overall academic achievement of the student;
6. The student's chance for success with more difficult material if promoted to the next grade;
7. Attendance; and
8. Social and emotional maturity.

Students may be identified for retention after the February 1st deadline if the delay in identifying a student is due to:[4]

1. Date of enrollment;

2. Additional information acquired after results of local assessment, screening, or monitoring are released; or

3. Decisions made by a student's IEP team or extenuating medical or psychological information on a case by case basis.

VOLUNTARY RETENTION

A parent/guardian of a student enrolled in kindergarten through second grade may choose to retain his/her student in the current grade level if:

1. The student has a documented academic or behavioral delay; and

2. The parent/guardian believes that retention may benefit the student.[5]

This information shall be submitted in writing within thirty (30) days of the end of the school year. The district shall send written notice to the parent/guardian confirming whether the student is eligible for retention under state law.

PROMOTION PLANS[6]

When a student is identified for retention, the student's parent(s)/guardian(s) shall be notified within fifteen (15) calendar days, and an individualized promotion plan shall be developed to help the student avoid retention. The plan shall be developed in coordination with the student's teachers, IEP or 504 team, if applicable, and may also include input from the student's parent(s)/guardian(s), school counselor, or other appropriate school personnel.

Promotion plans shall incorporate evidence-based strategies, including expectations and measurements that will verify whether a student has made sufficient progress to be promoted to the next grade level, and be tailored to the student's learning needs. Promotion plans for students in third and fourth grade will include additional requirements for promoting students in these grades. A copy of the plan will be provided to the student's parent(s)/guardian(s), and the school shall offer the opportunity for a parent-teacher conference to discuss the plan. If a student is not making progress on the promotion plan, then the strategies shall be modified. Parent(s)/guardian(s) shall be provided with any changes to the promotion plan.

A student who demonstrates sufficient academic progress according to his/her promotion plan shall be promoted to the next grade level unless retention is required per additional requirements for students in third and fourth grade.[7]

If a student has not demonstrated sufficient academic progress according to his/her promotion plan by the end of the school year, the student shall be eligible to enroll in a summer reading or learning program, if available. Parent(s)/guardian(s) shall be notified of a decision for retention at least ten (10) calendar days prior to the start of the next school year if the student was enrolled in a summer program. However, if the student wasn't enrolled in a summer program, the parent(s)/guardian(s) shall be notified of a decision for retention at least thirty (30) calendar days prior to the start of the next school year.[8]

RETENTION[7]

A student may be retained when, in the judgment of the student's teacher and/or the student's IEP team, such retention is in the best interest of the student or when retention is required per additional requirements for students in third and fourth grade. However, a student shall not be retained more than once in any grade.

Decision of Retention[9]

If a student is retained, the director of schools/designee shall develop an individualized academic remediation plan within thirty (30) calendar days after the beginning of the next school year. A copy of the plan shall be provided to the student's parent/guardian within ten (10) days of its development. This plan shall include at least one of the following strategies:

1. Adjustment to the current instructional strategies or materials;

2. Additional instructional time;

3. Individual tutoring outside of school hours;

4. Modification to the student's classroom assignment to ensure the student receives instruction from a highly effective teacher; or

5. Attendance or truancy interventions.

The director of schools shall develop procedures to ensure proper monitoring of students who are retained and appropriate recordkeeping.

For the purpose of determining the effectiveness of retention toward improving student achievement, the progress of retained students shall be closely monitored and reported to parent(s)/guardian(s) at least three (3) times during the school year in which the student is retained.

Decision of Retention – Third Grade[10]

Third grade students shall not be promoted to the next grade unless they are determined to be proficient (i.e., receive a performance level rating of "Met" or "Exceeded") in English language arts (ELA) based on the student's most recent TCAP test.

Students who are not proficient in ELA may still be promoted if the following conditions are met:

1. A student in third grade receiving a performance level rating of "approaching" on the ELA portion of the student's most recent TCAP test may be promoted if:

   a. The student is an English language learner and has received less than two (2) full years of ELA instruction;

   b. The student was previously retained in grades K-3;

c. The student is retested before the next school year and scores proficient in ELA;

d. The student attends a learning loss bridge camp before the next school year, maintains a ninety percent (90%) attendance rate, and demonstrates adequate growth on the post-test at the end of the camp; or

e. The student receives tutoring for the entirety of the next school year in accordance with state law.

f. Beginning with the 2023-2024 school year, the student demonstrates proficiency in ELA standards by scoring within the fiftieth percentile on the most recently administered state-provided benchmark assessment and the district provides tutoring services to the student during the entire fourth grade school year and notifies the student's parent/guardian, in writing, of the benefits of enrolling the student in summer programming.

g. The student was administered a state-mandated assessment pursuant to TCA 49-1-616(d) as a third-grade student and the student demonstrates proficiency in ELA based on the student scoring within the fiftieth percentile on the most recently administered universal reading screener approved by the State Board of Education or the Tennessee universal reading screener.[11]

2. A student in third grade receiving a performance level rating of "below" on the ELA portion of the student's most recent TCAP test may be promoted if:

a. The student is an English language learner and has received less than two (2) full years of ELA instruction;

b. The student was previously retained in grades K-3;

c. The student is retested before the next school year and scores proficient in ELA; or

d. The student attends a learning loss bridge camp before the next school year, maintains a ninety percent (90%) attendance rate, and receives tutoring for the entirety of the next school year in accordance with state law.

Decision of Retention – Fourth Grade[10]

Students in the following categories shall show adequate growth in the following ways before being promoted to the fifth grade:

1. A student who is promoted to the fourth grade due to receiving tutoring for the entirety of the next school year; and
2. A student who was promoted to fourth grade due to attending a learning loss bridge camp while maintaining a ninety percent (90%) attendance rate and receiving tutoring for the entirety of the fourth grade school year.

If a student that was promoted to fourth grade under one of the provisions above does not demonstrate adequate growth on the fourth-grade ELA portion of the TCAP test, then the following shall occur:

1. The student's principal shall convene a conference consisting of the following parties: the student's parent(s)/legal guardian, the student's ELA teacher, and the student's principal.

2. The conference shall review the student's fourth grade ELA performance to determine if the student should be promoted to fifth grade.

3. At the conclusion of the conference, a majority of the parties shall agree to one of the following:

   a. The student will be promoted to fifth grade and be assigned a tutor for the entirety of the student's fifth-grade year; or

   b. The student will be retained in fourth grade. A student shall not be retained more than once in fourth grade.

A student shall not be retained more than once in fourth grade.

Decision of Retention – Students with Disabilities[12]

Retention and promotion decisions shall be made on a case-by-case basis and in consultation with the student's IEP and/or 504 team to determine whether the student's performance on the ELA portion of TCAP was due to the student's disability. The school district shall not retain a student with a disability or a suspected disability that impacts their ability to read.

APPEALS[8,13]

When a student is identified for retention, the parent(s)/guardian(s) shall be notified about the decision to retain the student and provided with information on the right to appeal the decision. Appeals shall be made to the assistant principal or principal of the school within (5) business days. The student and his/her parent(s)/guardian(s) shall be provided written or actual notice of the appeal hearing and shall be given the opportunity to address the assistant principal or principal. They shall conduct a hearing within (5) business days to determine if the student will be promoted and issue such decision within (5) business days. Upon notification of the committee decision, the principal shall send written notification to the Director of Schools/designee and the parent(s)/guardian(s).

For students where retention is required per the additional requirements for students in third and fourth grade, parent(s)/guardian(s) may appeal this decision directly to the Department of Education in accordance with state law.[7]

Legal References

1. 20 USCA § 1400 *et seq.*; 29 U.S.C. § 794 (Section 504); TRR/MS 0520-01-03-.16; TCA 49-6-3115
2. TRR/MS 0520-01-03-.16(5)
3. TCA 49-1-905(e)
4. TRR/MS 0520-01-03-.16(4)
5. TCA 49-6-314; TRR/MS 0520-01-03-.16(6)
6. TRR/MS 0520-01-03-.16(6)
7. TRR/MS 0520-01-03-.16(7)(f)
8. TRR/MS 0520-01-03-.16(7)(e)
9. TRR/MS 0520-01-03-.16(7)(g)
10. TRR/MS 0520-01-03-.16(8)
11. Public Acts of 2026, Chapter No. 1030
12. 29 U.S.C. § 794 (Section 504); 20 USCA § 1400 *et seq.*; TRR/MS 0520-01-03-.16(7)(e); TCA 49-6-3115(a)(3)
13. TRR/MS 0520-01-03-.16(3); TRR/MS 0520-01-02-.17(7); TCA 49-6-3102(e)(1)

Cross References

Credit Recovery 4.210
Grading System 4.600
Reporting Student Progress 4.601
Attendance 6.200
Student Assignments 6.205
Homeless Students 6.503
Student Records 6.600

Hickman County Board of Education

	Descriptor Term: **Graduation Requirements**	Descriptor Code: **4.605**	Issued Date: **08/03/26**
		Rescinds: **4.605**	Issued: **09/09/24**

General

The program of studies shall include areas required by the State Board of Education.

Before high school graduation, every student shall:[1]

1. Achieve the specified units of credit;
2. Have satisfactory records of attendance and conduct;
3. Take the ACT or SAT prior to graduation;[2] and
4. Pass a United States civics test.[3]

Students achieving the minimum twenty-two credits will be awarded a state diploma. In order to receive a Hickman County diploma, students shall obtain twenty-four credits.

SPECIAL EDUCATION STUDENTS[4]

Special education students who earn the prescribed twenty-four (22) credit minimum shall be awarded a regular high school diploma.

Special Education Diploma

A special education diploma shall be awarded to students who have not met the requirements for a regular high school diploma but have:[5]

1. Completed four (4) years of high school;
2. Made satisfactory progress on their IEP; and
3. Maintained satisfactory records of attendance and conduct.

Occupational Diploma

Special education students who do not meet the requirements for a regular high school diploma may be awarded an occupational diploma if the student has:[1,4]

1. Completed at least four (4) years of high school;
2. Made satisfactory progress on their IEP;
3. Maintained satisfactory records of attendance and conduct;
4. Completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA); and
5. Has two (2) years of paid or non-paid work experience.

The decision to attain an occupational diploma shall be made at the conclusion of the student's 10th grade year or two (2) academic years prior to the expected graduation date.

Students who have received a special education diploma or an occupational diploma shall continue to make progress towards a regular high school diploma until the end of the school year in which they turn twenty-two (22) years old.

Alternate Academic Diploma

Special education students who do not meet the requirements for a regular high school diploma may be awarded an alternate academic diploma if the student has:[4]

1. Completed at least four (4) years of high school;
2. Participated in the high school alternate assessments;
3. Earned the prescribed twenty-two (22) credit minimum;
4. Made satisfactory progress on their IEP;
5. Maintained satisfactory records of attendance and conduct; and
6. Completed a transition assessment that measures postsecondary education and training, employment, independent living, and community involvement.

STUDENT LOAD

All full time students in grades 9-12 shall be enrolled each semester in subjects that produce a minimum of five (5) units of credit for graduation per year. Students with hardships and gifted students may appeal this requirement to the director of schools and then to the board.[6]

EARLY GRADUATION[7]

High school students shall be permitted to complete an early graduation program. Students intending to graduate early shall inform the school principal of this intent prior to the beginning of 9th grade or as soon thereafter as the intent is known.

In order to graduate early, students must meet the following requirements:

1. Earn the required seventeen (17) credits;
2. Achieve a benchmark score for each required end-of-course exam;
3. Attain a cumulative GPA of at least 3.2 on a 4.0 scale;
4. Meet the minimum ACT or SAT or Classic Learning Test (CLT) benchmark score;
5. Obtain a qualifying benchmark score on a world language proficiency assessment; and
6. Complete at least two (2) types of the following courses:
    a. AP;
    b. IB;
    c. Dual enrollment; or
    d. Dual credit.

The director of schools shall develop administrative procedures to ensure that the early graduation program is conducted in accordance with state law, including reporting the total number of requests to graduate early to the TN Department of Education.[8]

Legal References

1. TCA 49-6-6001; State Board of Education Policy 2.103; TRR/MS 0520-01-03-.06
2. TCA 49-6-6001(b); State Board of Education Policy 2.103
3. TCA 49-6-408; State Board of Education Policy 2.103
4. TRR/MS 0520-01-03-.06; State Board of Education Policy 2.103
5. TCA 49-6-6005; State Board of Education Policy 2.103
6. TRR/MS 0520-01-03-.06(18)
7. TCA 49-6-8103; State Board of Education Policy 2.103
   Public Acts of 2026, Chapter No. 912
8. Public Acts of 2026, Chapter No. 1040

Cross References

Class Size Ratios 4.201
Alternative Credit Options 4.209
Honor Roll, Awards, & Class Ranking 4.602

Hickman County Board of Education

	Descriptor Term: **Graduation Activities**	Descriptor Code: **4.606**	Issued Date: **10/20/25**
		Rescinds: **4.606**	Issued: **09/09/24**

Students who have met all graduation requirements on the day of graduation and students who are within two (2) or fewer credits of meeting all requirements[1] and can complete the requirements during the summer may participate in graduation activities. If extenuating circumstances exist at any school, the matter shall be presented to the Board prior to graduation activities.

Students are expected to participate in all graduation activities, and graduation apparel shall be determined by the administration of each school and shall be the personal expense of each student. Any fees required for graduation ceremonies shall be waived for students who are eligible to receive free or reduced price lunches, and in such cases, the school shall assume responsibility for payment of fees.[2]

Graduation ceremonies shall be physically accessible to all students, their parents and/or guardians, and other interested citizens.[3]

Students who do not wish to participate in graduation activities shall notify the school principal in writing at least five (5) days prior to the day of graduation. Non-participating students shall receive their diplomas or certificates from the principal's office within one (1) week of the day of graduation.

Graduation activities organized by district employees shall not be religious in nature.[4] The content of any students' speeches shall not reflect the endorsement, sponsorship, position, or expression of the school, employees, or Board.

The director of schools shall develop procedures to ensure that students are recognized at graduation ceremonies for the following achievements:[5]

- Honors;
- State Honors;
- State Distinction;
- District Distinction;
- Tri-Star Scholar;
- Students receiving a TN Seal of Biliteracy;
- Students voluntarily completing at least ten (10) hours of community service each semester the student is in attendance at a public high school;
- Students receiving a gold or platinum medal on National Career Readiness Certificate; and
- Students graduating with a district-approved work ethic distinction.

Legal References

1. TCA 49-6-405(b)(2)
2. TCA 49-2-114
3. 28 CFR § 36.201
4. *Lee v. Weisman*, 505 U.S. 577(1992), 112 S. Ct. 2649, 120 L. Ed. 2d 467 (1992)
5. ~~5.~~ TCA 49-6-6010; TRR/MS 0520-01-03-.06(22)

Cross References

Section 504 & ADA Grievance Procedures 1.802
Student Fees and Fines 6.709