

Board of Education
February 8, 2023 4:30 PM
Central Services Board Room

The Policy Committee met on Tuesday, February 8, 2023 in the Central Services Board Room where Ms. Rebecca Hamby called the meeting to order at the approximate hour of 5:30 p.m. She welcomed everyone to the meeting and appreciated everyone for attending.

BOARD MEMBERS:

1. Call to Order - Ms. Rebecca Hamby
2. Moment of Silence / Pledge of Allegiance - Ms. Rebecca Hamby
3. Approval of Committee Minutes
4. Policy 1.809 Civility
5. Policy 4.101 Instructional Standards
6. Policy 4.502 Parent and Family Engagement
7. Policy 4.600 Grading System
8. Policy 4.605 Graduation Requirements
9. Policy 4.608 Transcript Alterations
10. Policy 4.804 Religious Content of Courses
11. Policy 6.206 Transfers Within the System
12. Other Discussion
13. AdjournmentThe meeting was adjourned at approximately XX.

William Stepp
Director of Schools

Ms. Rebecca Hamby
Chairman of the Policy Committee

Diane McCartney
Executive Assistant for the Director of Schools and BOE

**Policy Committee Meeting
January 11, 2023
Central Services Board Room**

The Policy Committee met on Wednesday, January 11, 2023, in the Central Services Board Room where Ms. Rebecca Hamby called the meeting to order at the approximate hour of 4:32 p.m. She welcomed everyone to the meeting and appreciated everyone for attending.

PRESENT:

Mrs. Rebecca Hamby, District 7, Policy Chair	Shannon Stout, District 9
Mr. William Stepp, Director of Schools	Teresa Boston, District 8, Board Chair
Mr. Nick Davis, District 5	Mr. Scott Maddox, 9-12 High School Supervisor
Sheri Nichols, District 3	Mo Charnot, Media

ABSENT:

Elizabeth Stull, District 1

- 1. Call to Order** – Ms. Rebecca Hamby
- 2. Moment of Silence/Pledge of Allegiance** – Ms. Rebecca Hamby
- 3. Approval of the 11/28/22 Minutes** – Ms. Rebecca Hamby

VOICE VOTE: Stout (mover-yes)
Hamby (seconder-yes)
All Ayes

MOTION: **Carried unanimously**

4. Policy 2.8041 Travel

Hamby introduced this policy and told everyone these were district recommendations to remove the telephone calls portion of the policy. Nichols made a motion to approve as presented. Hamby with a second. Passing on to full board.

VOICE VOTE: Nichols(mover-yes)
Hamby(seconder-yes)
All Ayes

MOTION: **Carried unanimously**

5. Policy 3.301 Use of Cellular Phones

Hamby introduced this policy and told everyone this too was district recommendations. Davis asked how often periodically meant. Stepp said he believed it was annually. Hamby asked if the word could change from periodically to annually. She made a motion for these changes. Stout with a second. Passing to full board.

VOICE VOTE: Hamby (mover-yes)
Stout (seconder-yes)
All Ayes

MOTION: **Carried unanimously**

6. Policy 4.205 Enrollment in College Level Courses

Hamby introduced this policy and said someone had questioned if we had procedures for this policy since line 15 stated so. Procedure for this was not listed in the procedure manual so Stepp asked Maddox look for it and get back to him on it. Stepp said there must be one or students can't enroll. Hamby said yes there are procedures and since there's no changes this policy will be moved to the review only policies.

7. Policy 4.206 Special Programs.

Hamby told everyone this suggestion was just to remove the Covid-19 quarantine section of the policy. Stout moved to approve with changes. Nichols with a second. Passing to full board.

VOICE VOTE: Stout (mover-yes)
Nichols (seconder-yes)
All Ayes

MOTION: Carried unanimously

8. Policy 4.212 Virtual Education Program

Hamby said this was brought to the committee due to someone questioning the enrollment agreement. She asked Stepp to elaborate. He said Phoenix already does this, but the district is working on acceleration or intervention at both high schools. He said EdMentum is the company now they will use. Hamby asked once that was in place would this come back to the policy committee? Stepp said this was just for awareness. Stout asked if funding was in play for this and Stepp told her it was federal programs money for academic intervention.

9. Policy 4.601

Hamby introduced this policy and told everyone this was to match current laws by removing the Driver's License Revocation section. Hamby made a motion to approve as presented. Stout with the second. Passing to full board.

VOICE VOTE: Hamby (mover-yes)
Stout (seconder-yes)
All Ayes

MOTION: Carried unanimously

10. Policy 4.700 Testing Programs

Hamby introduced the policy and told everyone the recommendations were district suggestions of removing lines 20-21 on page 2. Stout made motion to approve as presented. Nichols with the second.

VOICE VOTE: Stout (mover-yes)
Nichols (seconder-yes)
All Ayes

MOTION: Carried unanimously

11. Policy 4.701 Maintaining Test and Data Security

Hamby introduced the policy and said the suggestion was adding the wording “smart watches” and changing the security breach period from 2 years to 1 year and adding wording so that if an employee is no longer employed by the school, then monitoring can cease. Stepp told everyone that currently they are monitoring a school for testing violations, but that person is no longer in that building. But they followed the current policy for the 2 years. Hamby made a motion to approve as presented. Stout with the second. Passing to full board.

VOICE VOTE: Hamby (mover-yes)
Stout (seconder-yes)
All Ayes

MOTION: Carried unanimously

12. Review only/Date Change Policies

Hamby introduced this section of the agenda and told everyone these policies were for review/date change only. She suggested if anyone felt any needed to be pulled out, they could do that and put on the next policy meeting but due to the volume of policies she would not go through them individually. Stepp told them they can still pull any from the bundle at the board meeting also. Davis questioned if all these policies have been reviewed. Hamby told him that TSBA reviews the policy manual every year. But Stepp and his executive team has also started reviewing the manual. Hamby made a motion to send the review only policies to the full board for first and second reading. Stout made the second. Passing to full board for first and second reading.

VOICE VOTE: Hamby (mover-yes)
Stout (seconder-yes)
All Ayes

MOTION: Carried unanimously

13. Adjournment

Hamby asked for a motion to adjourn. Stout made motion and Nichols with a second.

VOICE VOTE: Stout (mover-yes)
Nichols (seconder-yes)
All Ayes

MOTION: Carried unanimously

The meeting was adjourned at approximately 5:00.

Mr. William Stepp
Director of Schools

Ms. Rebecca Hamby
Chairman of the Policy Committee

Diane McCartney
Executive Assistant for the Director of Schools and BOE

Cumberland County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: <h2 style="text-align: center;">Civility</h2>	Descriptor Code: 1.809	Issued Date: 10/24/13
		Rescinds: 1.900	Issued: 08/27/15

1 Civility – conduct of parents, other visitors, and district employees.

2 It is the intent of Cumberland County Board of Education to promote mutual respect, civility and orderly
 3 conduct between and among Cumberland County School’s employees, volunteers, parents and the
 4 public. It is not the intent of the Board to deprive any person of his/her right to freedom of expression.
 5 The intent of this policy is to maintain, to the greatest extent reasonably possible, a safe, harassment free
 6 workplace for teachers, students, administrators, staff, parents, and other members of the community. In
 7 the interest of presenting teachers and other employees as positive role models, the school Board
 8 encourages positive communications and discourages volatile, hostile, threatening, profane or aggressive
 9 communications or actions.

10 Expected level of behavior:

- 11 1. School and district personnel will treat each other, volunteers, parents, and other members of the
- 12 public with courtesy and respect.
- 13 2. Parents and visitors will treat teachers, volunteers, administrators, and other district employees
- 14 with courtesy and respect.
- 15

16 Unacceptable Behavior:

- 17 1. Disorderly Conduct – Disorderly conduct includes, but is not necessarily limited to: behavior
- 18 which interferes with or threatens to interfere with the operation of a classroom, an employee’s
- 19 office or office area, areas of school or facility open to parents/guardians and the general public.
- 20 It also covers areas of school or facility, which are not open to parent/guardians and the general
- 21 public.
- 22 2. Disorderly conduct is a public disturbance intentionally caused by any person who:
 - 23 a. Engages in fighting or other violent conduct or in conduct creating the threat of imminent
 - 24 fighting or other violence; or
 - 25 b. Makes or uses any utterance, gesture, display or abusive language which is intended and
 - 26 plainly likely to provoke violent retaliation and thereby cause a breach of the peace; or
 - 27 c. Takes possession of, exercises control over, or seizes any building or facility of any public
 - 28 or provide educational institution without the specific authority of the **Director of Schools**
 - 29 ~~chief administrative officer~~ of the institute, or his/her authorized representative; or
 - 30 d. Refuses to vacate any building or facility of Cumberland County Schools in obedience to
 - the **Director of Schools, superintendent, as assistant superintendent, Chief Academic**
 - Officer/Deputy Director, division of department director supervisor,** a school principal,
 - an assistant principal or a school resource officer; or

- 1 e. Engages in sitting, kneeling, lying down, or inclining so as to obstruct the ingress or
2 egress of any person entitled to the use of any Cumberland County School’s building or
3 facility so as to interfere with the customary or normal use of the building or facility; or
4 f. Congregates, assembles, forms groups or formulations (whether organized or not), blocks
5 or in any manner otherwise interferes with the operation or functioning of any
6 Cumberland County Schools building or facility so as to interfere with the customary or
7 normal use of the building or facility; or
8 g. Disrupts, disturbs, or interferes with the teaching of students at any Cumberland County
9 School or engages in conduct which disturbs the peace, order, or discipline at any
10 Cumberland County school or on the grounds adjacent hereto.

11 Disorderly/Disrespectful Language.

- 12 1 Using lewd, vulgar, or indecent language; shouting, swearing, cursing or display of temper.

13 Assaults/Threats

- 14 1 Assaulting or threatening to do bodily harm to a teacher, school administrator, school employee
15 or student regardless of whether or not the behavior constitutes or may constitute a criminal
16 violation. It is a misdemeanor to assault a school employee or school volunteer when the
17 employee or volunteer is discharging or attempting to discharge his or her duties as an employee
18 or volunteer, or to assault a school employee or school volunteer as a result of the discharge or
19 attempt to discharge that individual’s duties as a school employee or school volunteer. For
20 purposes of this law and this policy, the following definitions shall apply:
21 a. “Duties” means:
22 i. All activities on school property.
23 ii. All activities, wherever occurring, during school authorized event or the
24 accompanying of students to or from that event.
25 iii. All Activities relating to the operation of school transportation.
26 b. “Employee” or “volunteer” means:
27 i. An employee of Cumberland County Board of Education
28 ii. An independent contractor or an employee of an independent contractor of
29 Cumberland County Board of Education if the contractor performs duties
30 customarily performed by employees of the school; and,
31 iii. An adult who volunteers his/her service or presence at any school activity and
32 is under the supervision of a school administrator.

33 Vandalism

- 34 1. Damaging or destroying school or school board property.

**35 Any other behavior that disrupts the orderly operation of a school, classroom, or any other school
36 Board facility.**

37 Abusive, threatening, or obscene email or voice mail messages.

38 Parent Recourse:

- 1 1. Any parent who believes he/she was subject to behavior in violation of this policy on the part of
2 any staff member or volunteer should bring such behavior to the attention of the principal, the
3 staff member's immediate supervisor, the appropriate **Chief Academic Officer/Deputy Director**
~~assistant superintendent~~, or the ~~superintendent~~ **Director of Schools**.

4 **Authority of School Personnel**

- 5 1. **Termination of meeting or telephone conversation:** If any employee, volunteer, or member of
6 the public uses obscenities or speaks in a demanding, loud, insulting and/or demeaning manner,
7 the employee to whom the remarks are directed shall calmly and politely warn the speaker to
8 communicate civilly. If the abuse continues, the employee to whom the remarks are directed
9 may, after giving appropriate notice to the speaker, terminate the meeting, conference or
10 telephone conversation.
- 11 2. **Removal from School Premises:** Any individual who engages in "unacceptable behavior" as
12 defined in this policy may be directed to leave the school or school Board premises by a school's
13 principal or assistant principal, **Chief Academic Officer/Deputy Director** ~~any assistant-~~
~~superintendent~~, the ~~superintendent~~ **Director** of Schools, or a school resource officer. If the person
refuses to leave the premises as directed, the administrator or other authorized personnel shall
seek the assistance of law enforcement and request that law enforcement take such action as is
deemed necessary.
- 18 3. **Limitations on Access to School Premises:** Any non-employee who repeatedly engages in
19 "unacceptable behavior" as defined in this policy may be prohibited by a principal, assistant
20 principal, ~~assistant superintendent~~ **Chief Academic Officer/Deputy Director** or ~~superintendent-~~
21 **Director of Schools** from coming on school premises unless the individual calls in advance and
makes an appointment to meet with a staff member in the presence of a school resource officer
and school administrator. If the individual does not act civilly, as defined in this policy, during
meetings or telephone conferences with staff members, the individual's access may be further
limited by the principal, ~~an assistant superintendent~~ **Chief Academic Officer/Deputy**
Director or the ~~superintendent~~ **Director of Schools** to the telephone, e-mail, or written
communications with the staff members.

Cumberland County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Instructional Standards	Descriptor Code: 4.101	Issued Date: 09/22/22
		Rescinds: 4.101	Issued: 07/22/21

1 *General*

2 The Board is charged with selection of the curriculum. No subjects or topics prohibited by state or
3 federal law shall be taught.¹ The Director of Schools shall develop administrative procedures to
4 implement this policy.

5 **STATE STANDARDS²**

6 Only Tennessee state standards shall be taught within the school district. The following are prohibited:

7 1. Instructional materials, textbooks, or supplemental materials created to align exclusively with
8 Common Core; or

9
10 2. Instructional materials, textbooks, or supplemental materials that are marketed or otherwise
11 identified as Common Core textbooks or instructional materials.

12 Complaints shall be submitted in accordance with board policy 4.402.

13 **CURRICULUM AND INSTRUCTIONAL PROGRAMMING**

14 All curriculum and instructional programming implemented in the school district shall adhere to state
15 and federal laws. District employees shall not include or promote any concepts that would violate state
16 law when providing instruction, using instructional or supplemental materials, or when implementing
17 the instructional program and curriculum.¹

18 The Director shall develop procedures to ensure that the district's instructional program complies with
19 state law.

20 Complaints regarding teaching prohibited concepts in violation of state law shall be submitted in
21 accordance with the regulation developed by the Tennessee Department of Education.³

Legal References

1. TCA 49-6-2202; TCA 49-6-1304; TCA 49-6-2206; TCA 49-6-1019
2. TCA 49-1-302(a)(8); TCA 49-1-314; Public Acts of 2022, Chapter No. 1085
3. TRR/MS 0520-12-04

Cross References

Reconsideration of Textbooks and Instructional Materials 4.402
Controversial Issues 4.800
Controversial Materials 4.801

Cumberland County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Parent and Family Engagement	Descriptor Code: 4.502	Issued Date: 07/28/22
		Rescinds: 4.502	Issued: 01/25/18

1 GENERAL EXPECTATIONS FOR PARENT ENGAGEMENT

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

4 The Board shall implement the following as required by federal or state laws or regulations:¹

- 5 • The school district shall annually work with parents in evaluating and potentially revising the
6 provisions of this policy in improving the quality of schools. Such an evaluation shall strive to
7 identify any barriers to greater participation by parents (with particular attention to parents who
8 are economically disadvantaged, are disabled, have limited English proficiency, have limited
9 literacy, or are of any racial or ethnic minority background).
- 10 • The school district shall provide the coordination, technical assistance, and other necessary
11 support to assist individual schools with planning and implementing parental involvement
12 activities.
- 13 • The school district shall involve parents with the development of required educational or
14 improvement plans.
- 15 • The school district shall coordinate and integrate parental involvement strategies with those
16 associated with other federal or state programs.
- 17 • The school district shall put into operation activities and procedures for the involvement of
18 parents in all of its schools.² Those programs, activities, and procedures will be planned and
19 operated with meaningful consultation with parents.
- 20 • The school district shall ensure that activities and strategies are implemented to support this
21 policy and included in the district plan.
- 22 • The district improvement plan shall include strategies for parental participation in the district's
23 schools, which are designed to improve parent and teacher cooperation in such areas as
24 homework, attendance, discipline, and higher education opportunities for students.
- 25 • The district plan shall include procedures to enable parents to learn about the course of study of
26 their children and have access to all learning materials.
- 27 • The district plan shall identify opportunities for parents to participate in and support classroom
28 instruction in the school. Such opportunities include, but are not limited to, organizing

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

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

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

7 The Director of Schools shall develop and implement any procedures necessary to accomplish the goals
8 of this policy.

9 **SCHOOL LEVEL POLICY**

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

15 **SUPPORT FOR PROGRAM**

16 If the Title I allocation is \$500,000 or more to the school system, then at least one percent (1%) of that
17 allocation shall be reserved for the purpose of promoting parent involvement. Parents of students
18 participating in the Title I programs shall be consulted on the use of these funds.

19 **FAMILY-SCHOOL PARTNERSHIPS¹**

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

22 • Families are welcomed into the school community.

23 • Families and school staff should engage in regular and meaningful communication about
24 student learning.

25 • Families and school staff work together to support student learning and development.

26 • Families are informed and encouraged to be advocates for students.

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

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

30 Schools shall establish and develop programs and practices that enhance family engagement and address
31 the specific needs of students and families. Decisions affecting students, schools, and established school

1 procedures shall always be made within the parameters of legal and Board of Education policies. The
2 programs and practices will be comprehensive and coordinated and will include the following goals:¹

- 3 I. Assist families in developing skills and techniques to support their children's learning.
4
5 II. Promote clear, two-way communication between school and family about school issues,
6 instructional programs, and children's progress.
7
8 III. Identify and reduce barriers to family engagement, including such barriers as those of
9 economic concerns, disabilities, limited English proficiency, limited literacy, or issues
10 related to cultural diversity.
11
12 IV. Inform, involve, and train family members, where appropriate, in voluntary instructional
and support roles at school.
13
14 V. Provide information about community and support services for children and families.
15
16 VI. Include families in decision-making affecting schools and programs when consistent with
17 law and board policy.
18
19 VII. Provide professional development for teachers and staff on ways to work effectively with
parents, families, and volunteers.
VIII. Provide access to the family engagement policy for each family and post the policy in
each school.

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

Cumberland County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Grading System	Descriptor Code: 4.600	Issued Date: 07/28/22
		Rescinds: 4.600	Issued: 01/24/19

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

8 The Director of Schools shall submit a copy of the grading, reporting and assessment systems to the Board
9 before the system is implemented.² These guidelines shall be communicated annually to students and
10 parents/guardians.¹

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

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

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

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

- 19 • A (90-100)
- 20 • B (80-89)
- 21 • C (70-79)
- 22 • D (60-69)
- 23 • F (0-59)

24 Letter grades transferred into the Cumberland County School System will be converted to
25 numerical grades for figuring class rank and scholarship purposes. Each letter grade will be assigned a
26 numerical grade that falls within the mid-point of the grade scale used in this system.

27 Transfer Scale: A+ = 100; A = 95; A- = 90; B+ = 89; B = 85; B- = 80; C+ = 79; C = 75; C- =
28 70; D+ = 69; D = 65; D- = 60; F = 59

29 This grading system shall be uniform throughout the school system for each grade.

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

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

8 Beginning with the senior class of 2019-20

9 GPA calculations will be called Lottery GPA and Local Weighted GPA. The Lottery GPA will be
10 based on a 4.0 scale. The Local Weighted GPA will be based on a 5.0 scale. Teachers will continue to
11 add additional points to the final grade of the course, and the following guidelines will be adhered to:

- 12 • One half (1/2) quality point shall be added to the numerical quality point value corresponding
13 to the letter grade received for the honors course.
- 14 • One (1) quality point shall be added to the numerical quality point value corresponding to the
15 letter grade received in a Statewide Dual Credit Course, Industry Certification Aligned Course,
16 Dual Enrollment Course, or an Advanced Placement Course.

17 Final Grade notification

- 18 • Honors courses – will receive three points added to their final grade
- 19 • Dual enrollment courses – students must be enrolled at Roane State Community College
20 (RSCC) and/or Tennessee College of Applied Technology (TCAT) to receive four additional
21 points to their final grade.
- 22 • Statewide dual credit courses - students enrolled in a statewide dual credit course must sit for
23 the dual credit exam in order to receive four additional points on their final grade.
- 24 • AP courses – In order to receive five additional points, students are required to take the
25 corresponding AP exam.
- 26 • Industry Certifications – CTE courses that are aligned to an industry certification recognized by
27 the Tennessee Department of Education will receive an additional four points if the student sits
for the industry certification exam.

28 **LOTTERY SCHOLARSHIPS³**

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

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

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

3 **LOTTERY SCHOLARSHIP DAY**

- 4 Each school year, prior to scheduling courses for the following school year, schools teaching students in
- 5 grades 8-11 shall conduct a lottery scholarship day for students and their parents.⁴

Legal References

1. TRR/MS 0520-01-03-.02, State Board of Education Policy 3.301; Public Acts of 2022, Chapter No. 1080
2. TCA 49-2-203(b)(7); TCA 49-2-301(b)(1)(H)
3. TCA 49-4-904, 907
4. 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

Cumberland County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Graduation Requirements	Descriptor Code: 4.605	Issued Date: 10/28/21
		Rescinds: 4.605	Issued: 08/26/21

1 *General*

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

3 Before high school graduation, every student shall:¹

- 4 1. Achieve the specified twenty-two (22) units of credit; (For Phoenix and Special Education) 27
5 units of credit for Cumberland County High School and Stone Memorial High School.
- 6 2. Take the required end of course exams.
- 7 3. Have satisfactory records of attendance and conduct.
- 8 4. Take the American College Testing (ACT) or Scholastic Assessment Test (SAT) prior to
9 graduation;² and
- 10 5. Pass a United States civics test.³

11 **SPECIAL EDUCATION STUDENTS⁴**

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

14 *Special Education Diploma*

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

- 17 1. Completed four (4) years of high school.
- 18 2. Made satisfactory progress on their Individualized Education Program (IEP); and
- 19 3. Maintained satisfactory records of attendance and conduct.

20 *Occupational Diploma*

21 Special education students who do not meet the requirements for a regular high school diploma may be
22 awarded an occupational diploma if the student has:^{1,4}

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

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

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

6 *Alternate Academic Diploma*

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

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

16 **STUDENT LOAD**

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

20 **EARLY GRADUATION⁷**

21 Each student shall meet all Tennessee and Cumberland County Board of Education requirements for
graduation.

22 **“MOVE ON WHEN READY” EARLY GRADUATION⁷**

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

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

- 27 ~~1. Earn the required seventeen (17) credits.~~
- 28 ~~2. Achieve a benchmark score for each required end-of-course exam.~~
- 29 ~~3. Attain a cumulative Grade Point Average (GPA) of at least 3.2 on a 4.0 scale.~~
- 30 ~~4. Meet the minimum ACT/SAT benchmark score.~~
- 31 ~~5. Obtain a qualifying benchmark score on a world language proficiency assessment; and~~
- 32 ~~6. Complete at least two (2) types of the following courses:~~
 - 33 ~~a. Advanced Placement (AP).~~
 - 34 ~~b. International Baccalaureate (IB).~~
 - 35 ~~c. Dual enrollment; or~~

36 ~~d. Dual credit.~~

(1) The Move on When Ready Act authorizes public high school students in any county not excluded by T.C.A. § 49-6-8103 who wish to graduate early with the opportunity to graduate high school early and gain entry into a postsecondary institution.

(2) A public high school student may complete an early high school graduation program and be eligible for unconditional entry into a public two (2)-year institution of higher education or conditional entry into a public four (4)-year institution of higher education, if the student fulfills each of the following requirements:

(a) Earns seventeen (17) credits that include:

1. English I, II, III, and IV
2. Algebra I and II¹
3. Geometry
4. United States History
5. Two (2) courses in the same world language.
6. One (1) course selected from:
 - (i) Economics
 - (ii) Government
 - (iii) World Civilizations
 - (iv) World Geography
7. One (1) course selected from:
 - (i) History and appreciation of visual and performing arts
 - (ii) A standards-based arts course, which may include studio art, band, chorus, dance, or other performing arts
8. Health and Physical Education (Wellness)
9. Biology
10. Chemistry

^{7a} Integrated Math I, II, and III may fulfill the Algebra I, Algebra II, and Geometry requirements in districts that offer the Integrated Math sequence.

(b) Has a cumulative GPA of at least 3.2 on the Uniform Grading System four (4) point scale.

(c) Scores at the on-track or mastered level on each end-of-course assessment taken^{7b}.

(d) Meets benchmark scores of twenty-one (21) or higher composite score on the ACT or an equivalent score on the SAT.

(e) Achieves a passing score on a nationally recognized world language proficiency assessment; and

(f) Completes two (2) early postsecondary courses.

(3) A student pursuing early graduation through the Move on When Ready program may take two (2) high school English courses in an academic year.

(4) A student pursuing early graduation through the Move on When Ready program shall complete an intent form available from the Department of Education and submit it to her or his high school principal and the Department of Education.

(5) A student pursuing early graduation through the Move on When Ready program is exempt from any additional graduation requirements.

(6) A student who completes the Move on When Ready program shall be awarded a regular high school diploma.

(7) A student who does not participate in the Move on When Ready program may still graduate earlier than the end of their senior year of high school, provided the student meets all graduation requirements outlined in Section 1 of this policy and any additional requirements for early graduation set by the LEA.

^{7b} Excluding end-of-course assessments taken during the student's final semester prior to early graduation.

The Director of Schools shall develop administrative procedures to ensure that the early graduation program is conducted in accordance with state law.

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
 7. TCA 49-6-8103; State Board of Education Policy 2.103; Public Acts of 2021, Chapter No. 493
 - 7a. [State Board of Education Policy 2.103](#)
 - 7b. [State Board of Education Policy 2.103](#)
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Cross References

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

Cumberland County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: <h2 style="margin: 0;">Transcript Alterations</h2>	Descriptor Code: 4.608	Issued Date: 08/23/18
		Rescinds:	Issued:

- 1 Any student transcript alteration shall be supported by documentation.¹ This documentation shall
- 2 include the reason for the transcript alteration and evidence that the student earned the grade reflected
- 3 in the altered transcript.

- 4 Cumberland County Schools shall not retaliate against an employee who brings unauthorized transcript
- 5 alterations to the attention of school officials.¹

- 6 The Director of Schools shall develop procedures to implement this policy.

Legal References

1. Public Acts of 2018, Chapter No. 557

Cross References

Grading System 4.600

Cumberland County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: <h3 style="text-align: center;">Religious Content of Courses</h3>	Descriptor Code: 4.804	Issued Date: 09/22/16
		Rescinds: 4.804	Issued: 02/06/97

1 Educational content which consists of religious themes shall be presented in a factual, objective, and
 2 respectful manner in accordance with the following guidelines:

- 3 1. Religious themes may be a part of the curriculum for school-sponsored activities and programs
 4 provided it is essential to the learning experience in the various fields of study and is presented
 5 objectively.
- 6 2. The inclusion of religion shall be for educational purposes only;¹
- 7 3. The emphasis on religious themes should be only as extensive as necessary for a balanced and
 8 comprehensive study of the curriculum. Such studies shall never be used to proselytize, establish,
 9 foster, or demean any particular religion, religious tenets, or beliefs; and¹
- 10 4. Student-initiated expressions to questions or assignments which reflect their beliefs or non-
 11 beliefs about a religious theme shall be accommodated.

Legal References

1. Public Acts of 2016, Chapter No. 660

Cross References

Basic Curriculum Program 4.201
 Staff Rights & Responsibilities 5.600

Cumberland County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: <h2 style="text-align: center;">Transfers Within the System</h2>	Descriptor Code: 6.206	Issued Date: 04/28/22
		Rescinds: 6.206	Issued: 03/17/22

1 *General*¹

2 Each year, the Director of Schools/designee shall review the number of spaces available in each school
 3 by grade, class, and program levels. This information shall be posted on the district’s website along with
 4 the dates of the district’s open enrollment period. The open enrollment period shall last for at least thirty
 5 (30) days and information about the number of seats available shall be posted for at least fourteen (14)
 6 days prior. The Director of Schools/designee shall reserve a reasonable number of enrollment spaces at
 7 each school to account for the enrollment of zoned students, siblings of students, and students who have
 8 a parent/guardian employed at the school.²

9 During the district’s open enrollment period each year, a parent/guardian may request that his/her child
 10 attend a school within the district other than the one to which the child is zoned. The Director of
 11 Schools/designee shall review such requests, and if adequate space is available, grant such transfers. If
 12 the number of requests exceeds the number of available spaces, the Director of Schools/designee shall
 13 implement a lottery to fill the available spaces.

14 The open enrollment process shall be completed before other nonresident transfers are approved.

15 **POST ENROLLMENT**¹

16 Once accepted, the student shall provide his/her own transportation to and from the school. The student
 17 must maintain satisfactory attendance, behavior, and effort to remain in the new school.

18 **CHANGE IN RESIDENCE**¹

19 Students whose families transfer their residence to another school area after the first month of school
 20 may complete the school year at their former school. Students who present evidence that they will move
 21 during the school year and who desire to enroll in a new school in the new area may do so with prior
 22 written request for a change of school area. The Director of Schools or his/her designee may grant other
 23 exception to the policy for good and sufficient reasons.

24 **NOTE: Not effective in the event of a federally mandated desegregation order.**³

Legal References

1. TCA 49-2-128
2. TCA 49-6-3113
3. 34 C.F.R. § 100.4

Cross References

- Student Assignments 6.205
- Homeless Students 6.503
- Students in Foster Care 6.505