

International Baccalaureate Diploma Programme

The Background:

The International Baccalaureate program was previously approved as a route to graduation by the State Board in 2010. Course alignment and path to graduation were approved at that time. However, language for inclusion into board policy was not presented for approval. This item is essentially a technical correction and formally adds the International Baccalaureate Diploma Programme to the SBE's High School Policy.

Master Plan Connection:

This item supports the Board's master plan by continuing the Board's commitment to rigorous curriculum standards and the goal of graduating students who are college ready upon graduation.

The Recommendation:

The State Department of Education recommends adoption of this item on final reading. SBE staff concurs with this recommendation.

1. READY CORE

All students will have access to a rigorous curriculum that includes challenging subject matter, emphasizes depth rather than breadth of coverage, emphasizes critical thinking and problem solving, and promotes responsible citizenship and lifelong learning. The curriculum will be tied to the vision of the high school graduate and to the Tennessee Curriculum Standards. Teachers, parents, and students will hold high expectations for all. Schools will communicate high expectations to students, parents, business and industry, and the community.

Policy Implications:

- a. All students will meet the following READY CORE requirements:

English	4 units
Mathematics	4 units
Science	3 units
Social Studies	3 units
Health, Physical Fitness and Wellness	1.5 units
Personal Finance	0.5 units

- b. The core curriculum and additional courses required for postsecondary/workforce training readiness will be tied to the vision of the high school graduate and to the Tennessee Curriculum Standards. To earn a regular high school diploma, students must earn the prescribed 22 credit minimum and have a satisfactory record of attendance and discipline. Schools will minimize tracking of students by ability, eliminate core classes taught below the college preparation level, and provide all students a challenging course of study.
- c. Students with disabilities will be included in regular classes to the degree possible and with appropriate support and accommodations. To earn a regular high school diploma, students with disabilities must earn the prescribed 22 credit minimum. Students failing to earn a yearly grade of 70 in a course that has an end-of-course test and whose disability adversely affects performance in that test will be allowed, through an approved process, to add to their end-of-course assessment scores by demonstrating the state identified core knowledge and skills contained within that course through an alternative performance-based assessment. The necessity for an alternative performance-based assessment must be determined through the student's individualized education plan (IEP). The alternative performance-based assessment will be evaluated using a state approved rubric.
- d. A transition certificate may be awarded at the end of their fourth year of high school to students with disabilities who have (1) taken classes toward a high school diploma (22 units of credit), (2) have satisfactorily completed an individualized education program, and (3) have satisfactory records of attendance and conduct. Students who obtain the transition

certificate may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two years old.

An IEP certificate will be awarded to students with disabilities who have (1) satisfactorily completed an individualized education program, (2) successfully completed a portfolio, and (3) have satisfactory records of attendance and conduct.

- e. Students are required to complete four units of mathematics including Algebra I and II, Geometry or the equivalent, and another mathematics course beyond Algebra I. Students must be enrolled in a mathematics course each school year. The Bridge Math course is designed for students who have not scored 19 or higher on the ACT by the beginning of the senior year.

Students with qualifying disabilities in math as documented in the individualized education program shall be required to achieve at least Algebra I and Geometry (or the equivalent). The required number of credits in math will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.

- f. In order to meet the demand for mathematics teachers, Algebra I and below may be taught by a licensed teacher with the appropriate 7-12 math endorsement OR by a teacher with a professional license pursuant to State Board Rule 0520-2-4-.01(1)(c), an endorsement to teach through at least grade 8, a passing score on the middle school math PRAXIS, and attendance at the state-approved training. All courses above Algebra I including Integrated Math I must be taught by a teacher in endorsed in mathematics 7-12.
- g. Students must complete Biology I, Chemistry or Physics, and a third lab science. Students with qualifying disabilities in reading and/or math as documented in the individualized education program shall be required to achieve at least Biology I and two other lab science credits. The required number of credits in science will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.
- h. The social studies curriculum will be consistent with national goals and with admissions requirements of Tennessee public institutions of higher education; will include the study of United States History, World History/World Geography, Economics and Government; and will incorporate a global perspective.
- i. Students must complete $\frac{1}{2}$ credit in Personal Finance.

- j. The health, physical fitness and wellness curriculum will integrate concepts from each of these areas and may be taught by a team of teachers from one or more teaching areas, including health, physical education, family and nutrition sciences, and health sciences education. Participation in marching band and interscholastic athletics may not be substituted for this aspect of the core curriculum. Credit earned in two years of JROTC may be substituted provided the local system has complied with requirements of the State Board of Education.
- k. Students are required to complete an additional $\frac{1}{2}$ credit in Physical Education. This requirement may be met by substituting a documented and equivalent time of physical activity in marching band, JROTC, cheerleading, interscholastic athletics, school sponsored intramural athletics, and other areas approved by the local board of education.
- l. Computer education is not specifically listed in the READY CORE curriculum. However, TCA 49-6-1010 requires every candidate for graduation to have received a full year of computer education at some time during the candidate's educational career.
- m. Successful completion of the approved International Baccalaureate Diploma Programme satisfies all Tennessee graduation requirements.