THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education ("Board") rescind Board Report 14-0122-PO1 and adopt a new Physical Education Policy. The policy was posted for public comment from August 16, 2021 to September 16, 2021.

PURPOSE: Physical education is an essential and integral part of educating the whole child and that all students should have access to equitable, high quality, standards-based physical education programming being supported by equitable resources and funding.

The Illinois School Code, 105 ILCS 5/27-6, requires that students engage in a course of physical education for a minimum of 3 days per 5-day week in both elementary school and high school with limited exceptions enumerated for individual student waivers, exemptions, modifications or excused absences.

The Board values a well-rounded curriculum that includes physical education for both elementary and high school students. This policy establishes the standards through which physical education is provided to students to ensure the development of physically literate individuals who have the knowledge, skills, and confidence for academic success, college and career readiness, and lifelong health.

EQUITY STATEMENT: This policy promotes equitable access for all CPS students through a standardized time requirement, a district waiver monitoring system, and alignment to the Office of Teaching and Learning Instruction.

POLICY TEXT:

A. Physical Education Instruction: All schools must provide every elementary and high school student with high-quality physical education instruction that is:

1. Led by a teacher who meets the qualification requirements established by the state; and
2. Aligned to the Office of Teaching and Learning Instructional Guidance

B. Physical Education Scheduling:

1. Grades K – 4: Effective at the start of School Year 2022-2023, a school shall determine the schedule or frequency of physical education courses, provided that a pupil engages in a course of physical education for a minimum of 3 days per 5-day week for a minimum of 120 minutes per week. It is recommended that students engage in Physical Education in grades K-4 for a minimum of 150 minutes a week. Health Education, Sexual Health Education, Recess, and any other physical activity do not count toward the physical education requirement.

2. Grades 5-8: Effective at the start of School Year 2022-2023, a school shall determine the schedule or frequency of physical education courses, provided that a pupil engages in a course of physical education for a minimum of 3 days per 5-day week for a minimum of 120 minutes per week. It is recommended that students engage in Physical Education in grades 5-8 for a minimum of 225 minutes a week. Physical Education courses may include the Health Education course required in the ISBE Critical Health Problems and Comprehensive Health Education Act. Sexual Health Education must meet the requirements of the CPS Sexual Health Education Policy. Health education must be part of the formal regular instructional program at each grade level.

3. Grades 9-12: Effective at the start of School Year 2022-2023, all high school students must be scheduled in a physical education course each semester in every grade level (9-12). The 9th grade high school schedule must include one semester of Health Education; the 10th grade schedule may include Driver Education classroom instruction in accordance with Illinois School Board of Education ("ISBE") guidelines.
An individual student may submit an exemption request signed by a parent or guardian. The district must approve the request and is only valid during the current academic year. The individual student exemptions include the following:

a. for the ongoing participation in an interscholastic athletic program in grades 11-12;
b. to enroll in academic classes which are required for admission to an institution of higher learning, provided that failure to take such classes will result in the pupil being denied admission to the institution of his or her choice in grades 11-12;
c. to enroll in academic classes which are required for graduation from high school, provided that failure to take such classes will result in the pupil being unable to graduate in grades 11-12;
d. Enrollment in Junior Reserve Officer's Training Corps (JROTC) Program in Grades 9-12.

If a high school operates on a block schedule, students in grades 9-12 must engage in physical education in the same time increments as other core curricular courses throughout the week, quarter, semester, year, or time in high school. A block schedule is defined as a system of scheduling that entails longer class periods that meet fewer times per week, quarter, semester, or year.

C. Medical and Religious Excused Student Absences in Elementary School and High School: A student who presents an appropriate excuse from his or her parent or guardian or from a person licensed under the Medical Practice Act of 1987 must be excused from participation in physical education. Modified physical education activities must be provided for students whose physical or emotional condition prevents their participation in the regular activities and course of study, as determined by a person licensed under the Medical Practice Act. A student who presents parent/guardian written documentation may be excused from participation from physical education class related to religious observances or prohibitions.

D. Diverse Learners: Any student requiring adapted physical education must receive that service in accordance with their individualized education program (IEP). A school may excuse a student with an IEP from a physical education course if the student is participating in an adaptive athletic program outside the school setting.

Students in grades 3-12 who are eligible for special education may be excused from participation in physical education class if the student’s parent/guardian agrees that the student must utilize the time set aside for physical education to receive special education support and services, which agreement or determination must be documented and made part of the student’s IEP.

E. Physical Education Support and Infrastructure: Schools must designate safe, clean and maintained spaces, both indoor and, if available, outdoor for physical education classes. Administrators must strive to ensure that other school activities do not displace physical education classes from their designated spaces.

Schools must strive to provide equipment that supports all students and all aspects of the physical education curriculum. Schools must also work to ensure that physical education teachers and classes have access to tools and technology for instruction, evaluation, and communication. Physical Education teachers must participate in on-going professional learning aligned with the standards set forth by the Office of Teaching and Learning.

F. Physical Education Oversight and Accountability:
1. Schools: Effective at the start of School Year 2022-2023, all elementary and high schools must:

a. Develop a schedule for physical education that meets the scheduling requirements of section B;
b. Accurately apply individual student exemptions of section B.3.;
c. Ensure the course is taught by a qualified physical education teacher;
d. Develop programming that is aligned with the Office of Teaching and Learning Instructional Guidance; and

e. Ensure no student shall, solely by reason of that person’s sex, race, gender identity, gender expression, religion, and disability be denied equal access to physical education programming.

2. Office of Teaching and Learning: The Office of Teaching and Learning is authorized to oversee school implementation and compliance with this policy and, in doing so, shall:
a. Provide technical assistance and support to schools with implementation of the policy and improve programming functions;
b. Ensure schools are offered support services through various Central Office departments and Network offices;
c. Establish a credential process for outside partners and community agencies to support schools;
d. Establish a process to gather regular reporting and feedback from individual schools, community partners, students and parents on the implementation of the policy;
e. Conduct periodic evaluations and upon request report on district-wide and individual schools’ compliance with the Policy to the Board;
f. Monitor individual student exemption requests granted by high schools.
g. Establish a process for assessing the equity impact of this policy, including how the policy is implemented in relation to who is most impacted by inequity to determine targeted universalist support for schools.

3. Physical Education Guidance Document: The Chief of Teaching and Learning or designee is authorized to develop, issue and update the CPS Physical Education Guidance Document and any related guidelines, standards and toolkits to ensure the effective implementation of this policy.

**Amends/Rescinds:** Rescinds 14-0122-PO1

**Cross References:** 18-0627-RS1 [Resolution Approving a Competency-Based Education Pilot Program in Eleven High Schools and Related Policy Modifications] is attached to the Policy

07-0627-PO2; 86-0806-ED3


**Public Comment:** Pursuant to Board Rule 2-6 this Policy was subject to Public Comment from 8/16/21 to 9/16/21.
WHEREAS, the Illinois State Board of Education (ISBE) has established a Competency-Based Education (CBE) pilot initiative for up to twelve selected Illinois school districts to create CBE programs in accordance with the Illinois Postsecondary and Workforce Readiness Act, P.A. 99-0674;

WHEREAS under the CBE pilot program, ISBE authorizes removal of the seat-time requirement to earn high school course credit and instead a student earns course credit based on an assessment of their mastery of the requisite academic competencies and adaptive competencies (e.g. problem-solving, persistence, social-emotional awareness) acquired both inside and outside of the classroom;

WHEREAS, under the CBE pilot program, each CPS participating high school will implement a course credit system that awards participating students a Course Competency Score (1=Emerging, 2=Developing, 3=Proficient; 4=Excelling) rather than a traditional letter grade (A,B,C,D, or F);

WHEREAS under the CBE pilot program, a student advances and receives course credit once s/he demonstrates sufficient mastery of all identified course competencies (a score of 3 or 4) or instead receives more time and personalized instruction (a score 1 or 2) until mastery is demonstrated;

WHEREAS, ISBE has selected the following eleven CPS high schools to participate in the 5-year CBE pilot program, which list may expand in the event ISBE authorizes additional CPS participating schools:

<table>
<thead>
<tr>
<th>Participating Schools</th>
<th>Initial Participating Students</th>
<th>Pilot Period</th>
<th>Scope of Initial Implementation</th>
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<tbody>
<tr>
<td>1. Gwendolyn Brooks College Preparatory Academy H.S.</td>
<td>Grades 7-12</td>
<td>SY2018-19 – SY2022-23</td>
<td>Math and Academic Center High School Courses</td>
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<td>2. Southside Occupational Academy H.S.</td>
<td>Ages 16-21</td>
<td>SY2018-19 – SY2022-23</td>
<td>All courses school-wide</td>
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<td>3. Consuela B. York Alternative H.S.</td>
<td>Ages 18-21 selected cohort</td>
<td>SY2018-19 – SY2022-23</td>
<td>All courses provided to student cohort</td>
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<td>4. Benito Juarez Community Academy H.S.</td>
<td>Grades 9-12</td>
<td>SY2018-19 – SY2022-23</td>
<td>All courses school-wide</td>
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<td>5. Walter Payton College Preparatory H.S.</td>
<td>Grades 9-12</td>
<td>SY2018-19 – SY2022-23</td>
<td>All courses school-wide</td>
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<td>7. Back of the Yards H.S.</td>
<td>Grades 9-12</td>
<td>SY2019-20 – SY2022-23</td>
<td>Math and CTE courses</td>
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<tr>
<td>8. Marie Sklodowska Curie Metropolitan H.S.</td>
<td>Grades 9-12</td>
<td>SY2019-20 – SY2022-23</td>
<td>World Language courses</td>
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<td>9. Disney II Magnet H.S.</td>
<td>Grade 9 selected cohort</td>
<td>SY2019-20 – SY2022-23</td>
<td>All courses provided to student cohort</td>
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<tr>
<td>10. Northside College Preparatory H.S.</td>
<td>Grade 9 opt-in cohort</td>
<td>SY2019-20 – SY2022-23</td>
<td>All courses provided to student cohort</td>
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<tr>
<td>11. Phoenix Military Academy H.S.</td>
<td>Grades 9-12 opt-in cohort</td>
<td>SY2019-20 – SY2022-23</td>
<td>All courses provided to student cohort</td>
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WHEREAS, the CPS Participating Schools will work with the initial target students, grade levels and courses and in subsequent years will scaffold CBE to gradually expand the integration by grade, subject or theme or otherwise expand beyond the cohort;

WHEREAS, the CPS CBE pilot program shall: (A) ensure participating students: (1) demonstrate mastery of all required competencies to earn credit, (2) demonstrate mastery of both adaptive and academic competencies, (3) advance once they have demonstrated mastery, and until such time shall receive more time and personalized instruction, (4) have the ability to attain advanced postsecondary education and career-related competencies, (5) are assessed using multiple measures, (6) are able to earn credit toward graduation requirements in ways other than traditional coursework, and (B) establish how core academic competencies can be mastered through integrated courses or CTE courses, (C) implement a system for collecting and assessing student progress on competency completion and attainment, including outside of the classroom settings, and (D) plan for educator and administrator professional development (collectively the Pilot Requirements”); and

WHEREAS, it is necessary for the Board to authorize modifications to a number of Board Policies and also to request School Code waivers/modifications in order for Participating Schools to effectively implement CBE programs in accordance with the requirements, standards and obligations established by ISBE for the CBE pilot program.

NOW, THEREFORE, BE IT RESOLVED BY THE CHICAGO BOARD OF EDUCATION:

1. The Chief Education Officer or designee is authorized to establish the operating standards, guidelines and requirements that will govern the implementation of the CBE pilot program at each Participating School (the “CBE Pilot Manual”). The CBE Pilot Manual shall identify course competency standards, skills and requirements that integrate academic, career and adaptive competencies; evaluation and observational tools and related student scoring that implement the CBL model; student extended learning opportunities, conditions and requirements; data collection and evaluation requirements for the pilot, parent information, school profile page to incorporate CBE course of student, International Baccalaureate standards alignment, CBE equivalency to no-pass, no play standards to determine sports eligibility, and such other information as necessary to ensure the effective implementation of the CBE pilot program at CPS.

2. The Board authorizes modifications to the following Board Policies at Participating Schools for the duration of the CPS CBE Pilot Program in order for students to participate in CBE programming which modifications shall be further detailed in the CBE Pilot Manual:

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<tr>
<th>Policy No.</th>
<th>Policy Name</th>
<th>Policy Modifications</th>
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<tr>
<td>605.3</td>
<td>Minimum High School Graduation Requirements</td>
<td>1. waive the requirement for course credit to be awarded in Carnegie Units based on seat time and letter grades and instead award course credit upon demonstrating mastery of course competencies based on learning both inside and outside the classroom;</td>
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<td>2. authorize a student to be assessed for mastery of competencies and earn credit without having taken a course or, if enrolled in a course, to be assessed at any time during the course; and</td>
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<td>3. authorize students to participate in independent study or extended learning which will be considered when a student’s course competencies are assessed.</td>
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<td>605.13</td>
<td>Grade Point Average Policy</td>
<td>1. establish CBE equivalencies to letter grades in order to calculate a student’s GPA using competency scores.</td>
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<tr>
<td>605.1</td>
<td>High School Promotion Policy</td>
<td>1. waive the Carnegie Unit of credit 120 hours = 1 credit and 60 hours = ½ credit and instead award credit based on a determination of student proficiency and mastery of competencies regardless of the number of classroom hours completed; 2. modify provision regarding Assessment of Student work to include out-of-school learning such as university lab work, workshops or courses, hands-on practicums, etc.; 3. modify provision regarding parental notification of failing grade to occur based on determination that a student is not progressing at an appropriate pace and when a personal learning plan is warranted. 4. authorize determination of course proficiency and mastery of competencies in the manner set out in the CBE Pilot Manual; 5. eliminate cap on the number of credits that can be earned by a student during summer school; and 6. authorize a student to be assessed for mastery of competencies and earn credit without having taken a course or, if enrolled in a course, to be assessed at any time during the course.</td>
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<tr>
<td>605.9</td>
<td>Physical Education Policy</td>
<td>1. authorize a student to be assessed for mastery of competencies and earn credit without having taken a course or, if enrolled in a course, to be assessed at any time during the course.</td>
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<td>605.6</td>
<td>No Pass No Play Policy</td>
<td>1. establish CBE equivalencies to passing letter grades in order to determine whether student athlete is eligible for sports team participation.</td>
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3. The Chief Education Officer or designee is further authorized to: (A) establish a modified transcript for students participating in the CBE Pilot Program that captures both student learning and adaptive competencies, competency scores and tabulates student GPA to ensure students can apply for scholarships and provide other information normally expected by postsecondary institutions for admission and financial aid; (B) establish grading/marking periods and report card system for Participating Schools that aligns with the CBE model, (C) establish guidelines and protocols for high school course programming that aligns with the CBE model, (D) establish partnerships with Universities for CBE dual credit offerings, and (E) issue reports regarding the CPS CBE pilot program to ISBE as required.

4. Nothing herein shall authorize modifications to any of the following District requirements whether found Board policy, rules or guidelines: (a) the number and type of courses and credits required for graduation, (b) school-year calendar, (c) student compulsory attendance requirements, (d) state or District-mandated student testing, (e) CPS course catalog, (f) academic and other supports provided to students with disabilities and English learners.

5. Staff at Participating Schools shall comply with the terms of this Resolution and the CBE Pilot Manual when implementing the CBE Pilot program at their school.

6. ISBE has established a process for school districts participating in the CBE pilot to request waivers or modifications of Illinois School Code requirements to implement their CBE pilot program and the Board President and Chief Executive Officer are hereby authorized to sign and submit such requests to ISBE for the CBE pilot program at CPS.