

# Chicago Public Schools Policy Manual

**Title:** PHYSICAL EDUCATION

**Section:** 605.9

**Board Report:** 14-0122-PO1

**Date Adopted:** January 22, 2014

**Policy:**

## THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board rescind Board Report 07-0627-PO2 and adopt a new Physical Education Policy.

**PURPOSE:** The Illinois School Code, 105 ILCS 5/27-6, requires that students receive daily physical education in both elementary school and high school with limited exceptions enumerated for individual student waivers, modifications or excused absences. Chicago Public Schools (CPS) holds a waiver issued by the state to excuse students in grades 11 and 12 from the daily physical education requirement without the need for an individual student request to be excused and this waiver expires at the end of the 2013-2014 school year. The District has elected to not seek renewal of this state waiver and therefore this policy establishes requirements for 11<sup>th</sup> and 12<sup>th</sup> grade students to individually request a waiver from daily physical education as permitted by the Illinois School Code. This policy also establishes planning requirements for high schools to transition course scheduling in anticipation of the state waiver ending and also for elementary schools to adjust programming as needed to align with the daily physical education requirement.

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 and lifelong health. This policy reflects the core concepts enumerated in *Minds in Motion*, the District's initiative to develop and galvanize support for a strategic plan to strengthen physical education for all CPS students.

## POLICY TEXT:

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

1. Provided daily to elementary and high school students
2. Led by a teacher who meets the qualification requirements established by the state
3. Developed from standards-based curriculum
4. Informed by regular and varied assessment
5. Assessed using comprehensive and transparent grading criteria
6. Inclusive of all diverse learners, abilities, fitness levels, ethnicities and genders; and
7. Evaluated using tools adapted to the physical education environment, including the Physical Education Addendum to the Framework for Teaching

Instruction shall maximize moderate to vigorous physical activity time for all students to achieve and maintain a health-enhancing level of physical fitness. In alignment with the Board's Local School Wellness Policy for Students, instruction shall engage all students in moderate to vigorous physical activity during two thirds of physical education class time.

## **B. Physical Education Scheduling:**

1. Grades K – 8: Elementary schools shall provide students in kindergarten through grade 8 with a minimum 30 minutes of daily physical education or the equivalent of 150 minutes per week. It is recommended that elementary schools provide students in grade 6 through grade 8 with daily physical education for an average of 225 minutes per week. Schools may provide health education, including sexual health education as outlined in the Board's Sexual Health Education Policy, as a part of the physical education program in grades 5-8. In such cases, a maximum of 60 minutes per week of health education may be included as part of physical education programming in grades 5-8. Recess minutes may not be used to satisfy any portion of the physical education instructional minutes required hereunder.

2. Grades 9-12: Effective at the start of the 2014-2015 school year, all high school students shall be scheduled in a physical education course each semester in every grade level (9-12) except when an exception has been authorized in accordance with Section E below. The CPS Physical Education Manual shall specify which CPS courses qualify as a physical education course for purposes of compliance with this policy. If a high school operates on a block schedule, students in grades 9-12 shall 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. Limited Duration Excused Student Absences in Elementary School and High School:** A student with an injury or medical condition who presents an appropriate excuse from a person licensed under the Medical Practice Act shall be excused for a limited duration from participation in a physical education class or activity for the period of time covered by the Doctor's authorization. A student may also be excused from participation from physical education class when a parent/guardian presents an appropriate excuse, including, but not limited to reasons related to religious observances or prohibitions. In all such cases, the parent/guardian shall provide written documentation, as specified in the CPS Physical Education Manual, to support the need to be excused for a limited duration. Modified physical education activities shall 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.

**D. Special Education:** Any student requiring adapted physical education shall receive that service in accordance with their individualized education program (IEP). A school may, in accordance with the procedures outlined in the CPS Physical Education Manual, 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 made part of the student's IEP.

**E. Authorized Exceptions to Physical Education Course Enrollment in High School:** The Board recognizes the exceptions to the daily physical education requirement authorized by the Illinois School Code which are currently the following:

1. Enrollment in Junior Reserve Officer's Training Corps (JROTC) Program in Grades 9-12;
2. Enrollment in academic classes in Grades 11 and 12 required for on-track high school graduation, provided that the failure to take such course would result in the student being unable to graduate;

*NOTE:* This exception may include the following circumstances: (i) a student fails a course and must retake the required course in Grades 11 or 12 in order to graduate, (ii) a student is enrolled in a specialized diploma/certification program or dual degree program that requires specialty courses in grades 11 and 12 in order to graduate (e.g. International Baccalaureate Diploma, Early College Program that leads to an Associate's Degree.) Exceptions under this Section E.2. are permitted only in accordance with the Physical Education Manual and only when scheduling of the course(s) required to graduate do not allow room in the student's schedule for physical education courses or elective courses.

3. Enrollment in academic classes in Grades 11 and 12 required for college admission, provided that the failure to take such classes would result in the student being denied admission to the college of their choice;

*NOTE:* This exception may apply when a student is required to complete a particular course or courses to be considered for entry in a particular college or college program (e.g. student must take calculus as a prerequisite for entry in a university's engineering program). Exceptions under this Section E.3. are permitted only in accordance with the Physical Education Manual and only when the course requirements for college admissions do not allow room in the student's schedule for physical education courses.

4. Ongoing participation in an interscholastic athletic program in Grades 11 and 12, if student participated in the interscholastic athletic program(s) during the prior school year; or

5. Enrollment in a marching band course for credit during the regular school day in Grades 11 and 12.

High school students may request an exemption under this Section E. in accordance with the procedures outlined in the CPS Physical Education Manual. Approved exemptions: (1) apply only to the current school year, and (2) require the student to enroll in another academic course in place of physical education.

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

Schools shall strive to provide equipment that supports all students and all aspects of the physical education curriculum. Schools shall also work to ensure that physical education teachers and classes have access to tools and technology for instruction, evaluation, and communication. Administrators and evaluators shall utilize evaluation tools that are adapted to the physical education environment in accordance with the CPS Physical Education Manual.

It is recommended that all physical education teachers participate in annual professional development on effective practices for physical education for a minimum of seven contact hours. School administrators shall encourage physical education teachers to attend relevant professional development opportunities designed for physical educators on school-wide professional development days.

**G. Physical Education Oversight and Accountability:**

1. **Schools:** By July 1, 2014, all elementary and high schools shall prepare and submit a three-year physical education action plan that identifies specific annual activities, enhancements and measurable outcomes, as indicated in the CPS Physical Education Manual, to implement the requirements of this policy and address any programming variances or gaps that require adjustment.

2. **Office of Student Health and Wellness:** The Office of Student Health and Wellness shall oversee school implementation and compliance with this policy and, in doing so, shall:

- a. Provide technical assistance and support to assist 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 process for identifying and distributing resources made available by qualified agencies and community organizations for the purpose of collaborating with schools to enhance implementation of this policy;
- 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 report on district-wide and individual schools' compliance with the Policy to the Board twice per calendar year;
- f. Expend grant funds awarded by the United States Department of Education to Chicago Public Schools under the Carol M. White Physical Education Program Grant, a three-year grant to support the implementation of high-quality daily physical education for elementary and high school students across the district; and
- g. Monitor individual student waiver requests granted by high schools.

3. **Physical Education Manual:** The Chief Health Officer or designee is authorized to develop, issue and update the CPS Physical Education Manual and any related guidelines, standards and toolkits to ensure the effective implementation of this policy.

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**Amends/Rescinds:**

Rescinds 07-0627-PO2

**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

**Legal References:**

86-0806-ED3

105 ILCS 5/27 6; 105 ILCS 5/27 7; 23 Illinois Administrative Code 1.420. Individuals with Disabilities Education Act, 20 U.S.C. 31400 et. seq.; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §706 et. seq. and 34 C.F.R. 100 et. seq.

June 27, 2018

**RESOLUTION APPROVING  
A COMPETENCY-BASED EDUCATION PILOT PROGRAM IN ELEVEN HIGH SCHOOLS AND  
RELATED BOARD POLICY MODIFICATIONS**

**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:

<b>Participating Schools</b>	<b>Initial Participating Students</b>	<b>Pilot Period</b>	<b>Scope of Initial Implementation</b>
1. Gwendolyn Brooks College Preparatory Academy H.S.	Grades 7-12	SY2018-19 – SY2022-23	Math and Academic Center High School Courses
2. Southside Occupational Academy H.S	Ages 16-21	SY2018-19 – SY2022-23	All courses school-wide
3. Consuela B. York Alternative H.S.	Ages 18-21 selected cohort	SY2018-19 – SY2022-23	All courses provided to student cohort
4. Benito Juarez Community Academy H.S.	Grades 9-12	SY2018-19 – SY2022-23	All courses school-wide
5. Walter Payton College Preparatory H.S.	Grades 9-12	SY2018-19 – SY2022-23	All courses school-wide
6. Robert Lindblom Math & Science Academy H.S	Grades 7-12	SY2018-19 – SY2022-23	Math and CTE courses
7. Back of the Yards H.S.	Grades 9-12	SY2019-20 – SY2022-23	Math and CTE courses
8. Marie Sklodowska Curie Metropolitan H.S.	Grades 9-12	SY2019-20 – SY2022-23	World Language courses
9. Disney II Magnet H.S.	Grade 9 selected cohort	SY2019-20 – SY2022-23	All courses provided to student cohort
10. Northside College Preparatory H.S.	Grade 9 opt-in cohort	SY2019-20 – SY2022-23	All courses provided to student cohort
11. Phoenix Military Academy H.S.	Grades 9-12 opt-in cohort	SY2019-20 – SY2022-23	All courses provided to student cohort

**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:

<b>Policy No.</b>	<b>Policy Name</b>	<b>Policy Modifications</b>
605.3	Minimum High School Graduation Requirements	<ol style="list-style-type: none"> <li>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;</li> <li>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</li> <li>3. authorize students to participate in independent study or extended learning which will be considered when a student’s course competencies are assessed.</li> </ol>
605.13	Grade Point Average Policy	<ol style="list-style-type: none"> <li>1. establish CBE equivalencies to letter grades in order to calculate a student’s GPA using competency scores.</li> </ol>

<b>Policy No.</b>	<b>Policy Name</b>	<b>Policy Modifications</b>
605.1	High School Promotion Policy	<ol style="list-style-type: none"> <li>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;</li> <li>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.;</li> <li>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.</li> <li>4. authorize determination of course proficiency and mastery of competencies in the manner set out in the CBE Pilot Manual;</li> <li>5. eliminate cap on the number of credits that can be earned by a student during summer school; and</li> <li>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.</li> </ol>
605.9	Physical Education Policy	<ol style="list-style-type: none"> <li>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.</li> </ol>
605.6	No Pass No Play Policy	<ol style="list-style-type: none"> <li>1. establish CBE equivalencies to passing letter grades in order to determine whether student athlete is eligible for sports team participation.</li> </ol>

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.