THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

Rescind Board Report 06-0628-PO2 and amend Board Report 16-0224-PO1 ("Minimum High School Graduation Requirements").

PURPOSE:
This policy sets forth minimum high school graduation requirements to prepare students for post-secondary education and the world of work. The graduation requirements meet or exceed requirements for entry into Illinois public colleges and universities.

Furthermore, this policy rescinds Board Report 06-0628-PO2, incorporates changes to minimum graduation requirements approved in prior years and amends minimum graduation requirements as set forth below for students who entered high school in the freshman classes in 2016 and subsequent years.

For students who entered in the freshman class of 2016, or any subsequent class, amend this policy to require that each student provide evidence of a Post-Secondary Plan,

For students who enter in the freshman class of 2017 or later, amend the Consumer Education requirements in this policy to ensure that each student receives a unit of study in Financial Education.

For students who enter in the freshman class of 2018 or later, amend the Science requirements in this policy so that each student receives 1.0 credit in Biology, 1.0 credit in Chemistry, and 1.0 credit in Physics.

HISTORY OF BOARD ACTION:
POLICY TEXT:

CHICAGO PUBLIC SCHOOLS MINIMUM HIGH SCHOOL GRADUATION REQUIREMENTS

I. ACADEMIC REQUIREMENTS

A student must earn a minimum total 24 credits in the following areas:

A. English (emphasis on written communication, oral communication, and literature; English I and English II serve to satisfy the state requirement for writing intensive courses) (4.0 credits)

1. English I
2. English II
3. English III
4. English IV

B. Mathematics (3.0 credits)

1. Algebra
2. Geometry
3. Advanced Algebra/Trigonometry

For students who successfully complete Algebra prior to entering high school or who successfully place out of Algebra upon entering high school as Freshmen, the following three required credits apply:

a. Geometry
b. Advanced Algebra/Trigonometry
c. Pre-calculus or College Algebra/Analytic Geometry or an Advanced Placement mathematics course or an advanced mathematics elective course that is approved by the Chief Education Office

For students who successfully complete Algebra and Geometry prior to entering high school or who successfully place out of Algebra and Geometry upon entering high school as Freshmen, the following three required credits apply:

a. Advanced Algebra/Trigonometry
b. Pre-calculus or College Algebra/Analytic Geometry or an Advanced Placement mathematics course
c. An advanced mathematics elective course that is approved by the Chief Education Office

These requirements apply equally to students who received formal high school credit for the Algebra or Geometry course taken prior to entering high school and to students who successfully place into a more advanced course, but did not receive formal high school credit for an Algebra or Geometry course.

C. Science (3.0 credits)

The following requirements apply to students who entered high school as freshman in 2015, 2016 and 2017:

1. Biology (1.0 credit)
2. Other Laboratory Science Courses (a combination of the following four courses at either 0.5 or 1.0 credit each for a total of 2.0 credits. No more than 1.0 credit in one course may be used towards satisfaction of the science requirement):

   a. Chemistry
The following requirements apply to students who enter high school as freshman in 2018 or later:

1. Biology (1.0 credit)
2. Chemistry (1.0)
3. Physics (1.0)

These courses may be taken in any sequence.

D. Social Science (3.0 credits)

The following requirements apply to students who entered high school as freshman in 2013, 2014 and 2015:

1. World Studies
2. United States History
3. Other Social Science course

The following requirements apply to students who entered high school as freshman in 2016 or later:

1. World Studies
2. United States History
3. Other Social Science course (a minimum of which must be 0.5 credit in Civics or AP U.S. Government)

E. World Language (2.0 credits)

1. Course I
2. Course II

F. Fine Arts (credits may be completed in a single arts discipline; high schools must offer at least two arts disciplines.) (2.0 credits)

G. Physical Education or ROTC (athletic team credit possible in lieu of Physical Education but not in lieu of Health and Driver's Education) (2.0 credits)

1. Physical Education I/Health or ROTC I/Health
2. Physical Education II/Driver's Education or ROTC II/Driver's Education

H. Career Education or ROTC (college career pathways or advanced academic/fine arts options are part of Career Education)

The following requirements (2.0 credits) apply to students who entered high school as freshman in 2013, 2014 or 2015:

1. Career Education or ROTC III
2. Career Education II or ROTC IV

The following requirements (1.0 credits) apply to students who entered high school as freshman in 2016 or later:

1. Career Education or ROTC III

I. Computer Science (1.0 credits): this requirement applies to students who entered high school as freshman in 2016 or later.
II. SERVICE LEARNING REQUIREMENT

It is the intent of the Board to develop, encourage and promote partnerships with city agencies, community-based organizations and not-for-profit service entities in order to provide appropriate service opportunities for high school students. These requirements were developed with the assistance from a broad-based volunteer Task Force.

The following requirements apply to students who entered high school as freshman in 2013, 2014 and 2015:

1) All students must complete a Service Learning project prior to graduation.

2) High School principals shall designate a special Service Learning Coach to oversee projects, student participation, record-keeping and agency involvement;

3) Service Learning projects shall be linked to current academic goals and curriculum and shall promote social awareness and career development; and

4) A total of forty hours prior to graduation, with a minimum of twenty hours completed by the end of the sophomore year, which includes preparation, action, and reflection, will be required of each student; and

5) Service Learning criteria shall be developed by the Chief Education Officer or designee.

The following requirements apply to students who entered high school as freshman in 2016 or later:

1) All students must complete (2) Service Learning projects prior to graduation in the following way:
   a) Successful completion of a service project in the required Civics or AP U.S. Government course; and
   b) Successful completion of a service project either independently or in conjunction with a course offering during 9th or 10th grade.

2) High School principals shall designate a special Service Learning Coach to oversee projects, student participation, record-keeping and agency involvement;

3) Service Learning projects shall be linked to current academic goals and curriculum and shall promote civic engagement, social awareness and career development; and

4) Service Learning criteria shall be developed by the Chief Education Officer or designee.

III. OTHER GRADUATION REQUIREMENTS

A. Completion of State non-credit requirements.

The following requirements apply to students who entered high school as freshman in 2013, 2014, 2015 or 2016:

Consumer Education, and demonstrated knowledge of U.S. and Illinois constitutions as part of subject area curricula.
The following requirements apply to students who enter high school as freshman in 2017 or later:

A unit of Financial Education/Consumer Education as part of subject area curricula and a demonstrated knowledge of U.S. and Illinois constitutions.

B. Taking the state-mandated college and career ready determination exam unless otherwise excused by state law. Students must qualify as having taken the state-mandated college and career ready determination exam in accordance with state guidelines.

C. For students who entered high school as freshman in 2016 or later, provide evidence of a Post-Secondary Plan per the Post-Secondary Guidance Document published by the Chief Education Officer or designee.

IV. APPLICATION OF GRADUATION REQUIREMENTS

A. Implementation of the amendments to this policy shall begin with students who entered Chicago public high schools as freshmen in September 2016 for a Post-Secondary Plan, September 2017 for Financial Education/Consumer Education and September 2018 for Science.

B. Students in vocational/technical programs must meet all minimum graduation requirements along with any applicable special program requirements.

C. The Chief Education Office may allow the successful completion of IB Diploma Programme requirements or advanced placement courses to be accepted in lieu of core curricula, arts, physical education, and other graduation requirements.

D. Students with limited-English-proficiency meet all graduation requirements with placement in English/ESL and support in other subject areas as appropriate.

E. Students with disabilities meet graduation requirements with appropriate accommodations and curricular modifications as determined by their individual education plans (IEPs). Any student with disabilities who has attended four years of high school but has not earned twenty-four (24) credits or whose IEP prescribes the continuation of special education and/or related services or the provision of transition services beyond the completion of four years of high school may participate in the graduation ceremony. The Chief Executive Office shall issue guidelines regarding this participation, including the issuance of a certificate and notification of parents and students.

F. Students may place out of courses through exams, but shall not receive credit towards graduation for courses not actually taken.

G. Schools have the option to develop an integrated or thematic equivalent of subject area courses in so far as standards are met.

H. Credit is awarded in Carnegie Units that are equivalent to 120 hours of instructional time; integrated/thematic courses will be translated into Carnegie Units.

I. The Chief Education Office or designee shall determine appropriate placement for transfer students and students participating in independent study following an assessment of the individual student’s academic progress and completion of relevant coursework. Based on this assessment, the Chief Education Office may award credit towards fulfillment of the minimum graduation requirements noted in this Policy.
Amends/Rescinds: Rescinds 06-0628-PO2 and Amends 16-0224-PO1

20-0527-RS3 [Resolution Regarding Minimum High School Graduation Requirements and High School Promotion in Response to the Coronavirus Disease 2019 (COVID-19) is attached to the Policy]

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

12-1114-RS1 (Note: 12-1114-RS1 Amends Section 1.F. - Fine Arts credit requirements of the Board’s Policy on Minimum High School Graduation Requirements (06-0628-PO2)

03-1022-PO02, 00-0726-PO2, 98-0826-PO1, 97-0827-PO2; 96-0828-PO3; 95-0222-RS3, 95-0222-RS4, 95-0222-RS5, 84-1114-ED14

Cross References:

RESOLUTION APPROVING THE 2012-2015 ARTS EDUCATION PLAN

WHEREAS, the Board believes that every student deserves to receive a comprehensive and sequential study of every art form, including visual art, music, dance, and drama from pre-K through 12th grade;

WHEREAS, the arts are recognized as a vital element of a 21st century education, with research showing that exposure to and education in the arts significantly decreases dropout rates, improves the likelihood of entering college, increases civic engagement, and ultimately promotes financial success throughout a person’s lifetime;

WHEREAS, national research indicates that a substantial arts education stimulates innovation, communication, creativity, and critical thinking skills;

WHEREAS, the Board values the critical role that certified arts teachers play as the anchors for robust arts programs and creating strong arts partnerships in schools;

WHEREAS, the City of Chicago’s Department of Cultural Affairs and Special Events (DCASE) through a rigorous community engagement process has named Arts Education as the cornerstone of its Chicago Cultural Plan 2012;

WHEREAS, the District’s Department of Arts Education has developed a comprehensive, multi-year Arts Education Plan that provides key goals, priorities, and recommendations which will guide the expansion of arts education at all grade levels in the Chicago Public Schools;

WHEREAS, the Board recognizes the critical role that all stakeholders played in crafting the District’s first-ever Arts Education Plan and wishes to thank teachers, students, principals, parents, arts partners, and the community at large for their commitment to Arts Education;

WHEREAS, the Board recognizes the arts (visual art, music, dance, and drama) as a core content area; and

WHEREAS, in furtherance of the 2012-2015 Arts Education Plan, the Board intends to provide students with greater flexibility to enroll in a variety of Fine Arts courses to satisfy their high school graduation requirement in Fine Arts.

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

A. The 2012-2015 Arts Education Plan is hereby approved and adopted along with the following six key goals which will drive District arts initiatives:

1. **Goal 1-District Arts Policy**: Create district-level policies that support the arts in every child’s PreK-12 education experience and creating conditions throughout the district that utilize the arts to support student success.

2. **Goal 2-Arts Curriculum, Instruction, and Assessment**: Ensure that district arts curriculum, instruction, and assessment is consistent, supports arts learning pathways from PreK-12 and utilizes both direct arts instruction and arts integration strategies.

3. **Goal 3-Capacity Building**: Provide relevant professional development for all stakeholders to build their capacity for improving student learning in and through the arts; developing strategies to address the district’s challenges to arts education.

4. **Goal 4-Partnership**: Facilitate and support strategic partnerships and collaborations in the arts, built upon quality indicators, to enhance student learning at all levels and celebrate and honor student voice, culture, and traditions.
5. **Goal 5 - Data-Driven Decisions:** Build sustainable system infrastructure to track, analyze, and disseminate standardized data on arts instruction and programming.

6. **Goal 6 - Across All Priorities - Funding:** Ensure adequate and sustainable Arts Education funding is equitably distributed across the district and additional funds are available to support arts innovation and school action plans.

B. High school students who earn 2 credits from courses in any two of the four Fine Arts content areas (visual arts, music, dance, and drama/theatre) shall be deemed to satisfy the Fine Arts credit requirements specified in the Board’s Policy on the Minimum High School Graduation Requirements (06-0628-PO2). To implement this expanded definition of the Fine Arts content areas, Section I.F. of the Board’s Policy on the Minimum High School Graduation Requirements (06-0628-PO2) is hereby amended as follows:

"F. Fine Arts (2.0 credits. A combination of two of the following four content areas. No more than 1.0 credit in one content area may be used towards satisfaction of the Fine Arts requirement):

1. Visual Art or Drafting
2. Music
3. Theatre/Drama
4. Dance*
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:

<table>
<thead>
<tr>
<th>Participating Schools</th>
<th>Initial Participating Students</th>
<th>Pilot Period</th>
<th>Scope of Initial Implementation</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>2. Southside Occupational Academy H.S.</td>
<td>Ages 18-21</td>
<td>SY2018-19 – SY2022-23</td>
<td>All courses school-wide</td>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<td>5. Walter Peyton College Preparatory H.S.</td>
<td>Grades 9-12</td>
<td>SY2018-19 – SY2022-23</td>
<td>All courses school-wide</td>
</tr>
<tr>
<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>
</tr>
<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>
</tr>
<tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
</tbody>
</table>
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 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:

<table>
<thead>
<tr>
<th>Policy No.</th>
<th>Policy Name</th>
<th>Policy Modifications</th>
</tr>
</thead>
<tbody>
<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; 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 3. authorize students to participate in independent study or extended learning which will be considered when a student’s course competencies are assessed.</td>
</tr>
<tr>
<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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</tbody>
</table>

2
RESOLUTION REGARDING MINIMUM HIGH SCHOOL GRADUATION REQUIREMENTS AND HIGH SCHOOL PROMOTION IN RESPONSE TO THE CORONAVIRUS DISEASE 2019 (COVID-19)

WHEREAS, there is an outbreak of respiratory illness caused by a novel Coronavirus Disease 2019 (COVID-19) and infections are being reported internationally, including the United States and the City of Chicago;

WHEREAS, on January 31, 2020, the Health and Human Services Secretary, Alex M. Azar II, declared a public health emergency ("PHE") for the United States;

WHEREAS, on March 13, 2020, President Trump declared a nationwide emergency under the Stafford Act (42 U.S.C. § 5121-5207) in response to the ongoing COVID-19 pandemic;

WHEREAS, on March 9, 2020, on April 1, 2020, and again on April 30, 2020, Illinois Governor J.B. Pritzker issued a disaster proclamation (state of emergency) for the State of Illinois in response to the COVID-19 outbreak;

WHEREAS, on March 13, 2020, Illinois Governor J.B. Pritzker issued Executive Order 2020-05 ordering the closure of public and private pre-K-12 schools for educational purposes from March 17, 2020, through March 30, 2020;

WHEREAS, on April 1, 2020, Executive Order 2020-18 extended Executive Order 2020-05 in its entirety for the duration of the Gubernatorial Disaster Proclamations. Further, on April 30, 2020, Executive Order 2020-33 reissued Executive Order 2020-05 with an extension through May 29, 2020;

WHEREAS, this is an emerging, rapidly evolving situation of public health concern and the top priority of the Board of Education of the City of Chicago ("Board") is the health and safety of CPS students and staff and their families and community;

WHEREAS, the Board is following and will continue to follow the guidance of local, state, and federal health officials, including the U.S. Centers for Disease Control and Prevention ("CDC"), the Illinois Department of Public Health ("IDPH") and the Chicago Department of Public Health ("CDPH") to protect the health of the community, respond to the outbreak and minimize transmission;

WHEREAS, in-person instruction has been suspended since March 17, 2020;

WHEREAS, on April 24, 2020, Illinois Governor J.B. Pritzker issued Executive Order 2020-31 suspending the following requirements for twelfth grade students: taking state assessments, successfully passing the Constitution exam, and participating in consumer education. Executive Order 2020-31 also suspends the requirement to successfully complete certain coursework as a prerequisite to receiving a high school diploma, when twelfth graders are unable to complete such coursework as a result of the suspension of in-person instruction due to COVID-19.

WHEREAS, the Board's implementation of the Executive Order 2020-31 necessitates amendments to the Board's current high school promotion and graduation policies;
WHEREAS, the Board believes the disruption to learning for the 2019-2020 school year has been so substantial as to render the process of documenting student completion of service learning projects and financial literacy requirements untenable; and

NOW, THEREFORE, the Board hereby directs as follows:

1. During the 2019-2020 school year to be promoted from tenth to eleventh grade students do not have to satisfy the requirement of successful completion of a service project either independently or in conjunction with a course offering during 9th or 10th grade, as stipulated in the High School Promotion Policy, Board Report 18-0627-PO1. These students will have to satisfy the requirement of completing (2) Service Learning projects prior to graduation at a later date in order to satisfy minimum graduation requirements stated in the Policy on Minimum High School Graduation Requirements, Board Report 17-0524-PO1.

2. During the 2019-2020 school year to be promoted from eleventh to twelfth grade students do not have to satisfy the requirement of taking the state-mandated college and career ready determination exam as stipulated in the High School Promotion Policy, Board Report 18-0627-PO1. These students will have to satisfy the requirement of taking the state-mandated college and career ready determination exam at a later date in order to satisfy minimum graduation requirements stated in the Policy on Minimum High School Graduation Requirements, Board Report 17-0524-PO1.

3. Waive the following requirements stipulated in the Policy on Minimum High School Graduation Requirements, Board Report 17-0524-PO1, for all students who seek to graduate in the 2019-2020 school year:
   a. For students who entered high school as a freshman in 2016 or later, the requirement that Service Learning projects be completed.
   b. For students who entered high school as a freshman in 2013, 2014, and 2015, the requirement to complete the Service Learning project prior to graduation and a total of forty hours prior to graduation, with a minimum of twenty hours completed by the end of the sophomore year.
   c. For students who entered high school as a freshman in 2013, 2014, 2015, or 2016, the requirement to complete Consumer Education.

4. Waive the following requirements stipulated in the Policy on Minimum High School Graduation Requirements, Board Report 17-0524-PO1, for students who had not already satisfied the requirement and seek to graduate in the 2019-2020 school year:
   a. For students who entered high school as a freshman in 2013, 2014, 2015 or 2016: demonstrated knowledge of U.S. and Illinois constitutions as part of subject area curricula.
   b. The requirement to take the state-mandated college and career ready determination exam.
   c. The Computer Science requirement (1.0 credits) - this requirement applies to students who entered high school as a freshman in 2016 or later if the student was not scheduled to take the course by the second semester of school year 2019-2020. Credit requirements for twelfth grade students participating in apprenticeships or vocational technical education courses that require in-person instruction.

5. This Resolution is effective immediately upon adoption.