

Chicago Public Schools Policy Manual

Title: MINIMUM HIGH SCHOOL GRADUATION REQUIREMENTS

Section: 605.3

Board Report: 06-0628-PO2

Date Adopted: June 28, 2006

Policy:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

Amend Board Report 03-1022-PO02 ("Minimum High School Graduation Requirements") to clarify the English, Mathematics and Science Requirements.

PURPOSE:

The policy regarding minimum high school graduation requirements increases academic rigor and prepares 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.

HISTORY OF BOARD ACTION:

"Policy for Revised Graduation Requirements for Freshman Students Entering High School September 1984" (Board Report 84-1114-ED14), adopted November 14, 1984. (Rescinded by 97-0827-PO2); Resolution to Establish Policy for Minimum Promotion Requirements for High School Students (Board Report 95-0222-RS3), adopted February 22, 1995 Note: Rescinded by 97-0827-PO1 (Amend Board Report 96-0828-PO3: Adopt the Amended High School Promotion Policy); Resolution to Establish Policy for Minimum High School Graduation Requirements of Three Courses of Science" (Board Report 95-0222-RS4), adopted February 22, 1995. (Rescinded by 97-0827-PO2); Resolution to Establish Policy for Minimum Graduation Requirements of Three Courses of Mathematics (Board Report 95-0222-RS5), adopted February 22, 1995 (Rescinded by 97-0827-PO2); Rescind Board Reports 95-0222-RS4, 95-0222-RS5, 84-1114-ED14 and Adopt Minimum High School Graduation Requirements Policy (Board Report 97-0827-PO2), adopted August 27, 1997; Amend Board Report 97-0827-PO2 Minimum High School Graduation Requirements to Include Community Service Learning Requirements (Board Report 98-0826-PO1), Adopted August 26, 1998; Amend Board Report 98-0826-PO1 Minimum High School Graduation Requirements (Board Report 00-0726-PO2), Adopted July 26, 2000; Amend Board Report 00-0726-PO2 Minimum High School Graduation Requirements (Board Report 03-1022-PO02), Adopted October 22, 2003.

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 Office of High School Programs

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 Office of High School Programs

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)

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
 - b. Earth and Space Science
 - c. Environmental Science
 - d. Physics

D. Social Science (3.0 credits)

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

- E. World Language (2.0 credits)
 - 1. Course I
 - 2. Course II
- F. Fine Arts (2.0 credits)
 - 1. Art or Drafting
 - 2. Music
- 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 part of Career Education) (2.0 credits)
 - 1. Career Education I or ROTC III
 - 2. Career Education II or ROTC IV
- I. Electives (3.0 credits)

II. COMMUNITY 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.

Implementation of the Service Learning graduation requirement shall begin with sophomores in September 1998, and will apply to all students, starting with the graduating class of 2001.

- 1. All students must complete 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;
- 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 Office of High School Programs.

III. OTHER GRADUATION REQUIREMENTS

- A. Completion of State non-credit requirements (Consumer Education, demonstrated knowledge of U.S. and Illinois constitutions) as part of subject area curricula.

- B. Taking the Prairie State Achievement Examination (PSAE) unless otherwise excused by state law. Students must qualify as having taken the PSAE in accordance with state guidelines.

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 2005.
- B. Students in vocational/technical programs must meet all minimum graduation requirements along with any applicable special program requirements.
- C. Students with limited-English-proficiency meet all graduation requirements with placement in English/ESL and support in other subject areas as appropriate.
- D. 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.
- E. Students may place out of courses through exams, but shall not receive credit towards graduation for courses not actually taken.
- F. Schools have the option to develop an integrated or thematic equivalent of subject area courses in so far as standards are met.
- G. Credit is awarded in Carnegie Units that are equivalent to 120 hours of instructional time; integrated/thematic courses will be translated into Carnegie Units.
- H. Office of High School Programs 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 Office of High School Programs may award credit towards fulfillment of the minimum graduation requirements noted in this Policy.

Amends/Rescinds: 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)

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: 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
105 ILCS 5/2-3.64; 105 ILCS 5/14-16; 105 ILCS 5/27-5; 105 ILCS 5/27-6; 105 ILCS 5/27-12.1; 105 ILCS 5/27-21; 105 ILCS 5/27-22; 105 ILCS 5/27-22.05; 105 ILCS 5/27-22.2; 105 ILCS 5/27-22.3; 105 ILCS 5/27-24.2; 110 ILCS 305/8; 110 ILCS 520/8e; 110 ILCS 660/5; 110 ILCS 665/10-85; 110 ILCS 670/15-85; 110 ILCS 675/20-85; 110 ILCS 680/25-85; 110 ILCS 685/30-85; 110 ILCS 690/35-85; 23 Ill. Adm. Code § 1.440; 23 Ill. Adm. Code § 1.445; 23 Ill. Adm. Code § 1.460.

**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"

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:

Participating Schools	Initial Participating Students	Pilot Period	Scope of Initial Implementation
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:

Policy No.	Policy Name	Policy Modifications
605.3	Minimum High School Graduation Requirements	<ol style="list-style-type: none"> 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.
605.13	Grade Point Average Policy	<ol style="list-style-type: none"> 1. establish CBE equivalencies to letter grades in order to calculate a student’s GPA using competency scores.

Policy No.	Policy Name	Policy Modifications
605.1	High School Promotion Policy	<ol style="list-style-type: none"> 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.
605.9	Physical Education Policy	<ol style="list-style-type: none"> 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.
605.6	No Pass No Play Policy	<ol style="list-style-type: none"> 1. establish CBE equivalencies to passing letter grades in order to determine whether student athlete is eligible for sports team participation.

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.