

October 27, 2021

RESCIND BOARD REPORT 14-0122-PO1
AND ADOPT A NEW PHYSICAL EDUCATION POLICY

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.

LEGAL REFERENCES: 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.; 225 ILCS 60

Approved for Consideration:

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