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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.

**DI FDCG9.** 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.

**9E I-HM'GH5H9A9BH:** This policy promotes equitable access for all CPS students ~~th~~

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

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1. **; fUXYg' ?' È' (:** 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. **; fUXYg')!**, : 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. ; fUXYg' -!%&. 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

- 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.

**&" CZZ|WY' cZ' HYUW\|bJ 'UbX'@YUfb|b|**. 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

