

# ILLINOIS STATE BOARD OF EDUCATION

## NONPUBLIC SCHOOL EVALUATION INSTRUMENT GLOSSARY

To Accompany

91-04A Nonpublic School Evaluation Instrument

Last Updated: March 2023

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## General Comments

- This *Glossary* is intended to be a living document, always subject to updating and revisions. Consequently, users might be best advised not to copy it to their own computers but to go to the website for each use in order to be assured of seeing the latest contents.

In that same spirit, users of the *Glossary* should contact the Illinois State Board of Education (ISBE)—see information at the end of this section—if there appears to be a need for comment or discussion beyond what is currently here for a given item.

Please note also that the purpose of this document is to help explain what the requirements found in various statutes, case law, and regulation demand. It is thus primarily an informational or guidance document and does not comprise any kind of legal advice.

- The primary intended audience are those persons serving on compliance visit teams going to nonpublic schools for initial or renewal consideration of school recognition. It should be of especial value to the team leaders. However, schools seeking additional information on how to prepare an application for initial recognition or on how to prepare for a recognition compliance visit may also find this information useful.
- There needs to be evidence for each item in the evaluation instrument. The evidence is what was examined, which resulted in a “yes” or “no” response.
  - Evidence might be staff or student files, policy manuals, a walkthrough of the building, an interview with the principal or other staff member, a classroom visit, visual inspection, etc.
  - Sometimes the evidence is obvious—student health records, for example, are going to be in student files—and the team does not have to state the obvious in the evaluation instrument.
  - There doesn’t need to be a lot of detail, but another person should be able to look at the evidence list and find those items if a follow-up visit is needed. Therefore, for example, unexplained abbreviations should be avoided.
  - Keep in mind that one reader of the team’s work in completing the instrument may be a court, a journalist, or another who is not connected to ISBE or the school—**what the team writes needs to be precise and clear in its meaning**. So avoid undefined abbreviations, for example.
- The team must use its professional judgment to determine when to view all personnel or all student files and when to do just a sampling.
  - Normally, one would expect this decision to be true throughout the visit, but it is possible a team might choose, for example, to do a sampling of student records for one issue but to look at all student records for another. Therefore, please mark each as to whether all records or just samples were inspected.
  - When doing a sampling of student records, try to have the sample touch on both boys and girls in each grade and to have the sample touch on all grade levels.
- If it is unclear from the probe what an item is about or needs in the way of evidence, please consult the appropriate section in this Glossary first. If questions remain, contact one of the sources list at the end of this section.
  - If an item refers to an action (a safety drill held, a document collected, a report made, etc.), then it is not enough that the school has a policy regarding the action. Having a policy is **not** the same as following a policy, so the team must confirm that the action, in fact, was taken. The team is looking for the evidence of the implementation of such a policy and not the presence of a policy.
- **A “no” answer in the evaluation instrument MUST result in one or more items being listed in the Deficiencies section at the end of the evaluation instrument.**
- At the conclusion of the visit, the team should

- Offer the school about 30 days in which to “fix” things. It would be unusual for schools not to have at least one deficiency in the evaluation instrument, but it would also be typical for schools to have deficiencies that are easy for them to fix. This window gives the schools an opportunity to fix those easy items and complete a report that might not have any deficiencies indicated.
- Deliver a copy of the draft report of the evaluation instrument to the school for its reference. **This must be done within two weeks of the visit.** The 30-day window starts when the evaluation instrument has been sent. One easy way to do this is to give the school an electronic copy of the report at the close of the visit.
- At the end of those 30 days, change the evaluation instrument to reflect any fixes the school has made. This becomes the final report of the team, but it is forwarded towards ISBE (usually through ISC 2) as a draft report.
- Email the resulting final evaluation instrument text as a **“fillable” PDF** to the ISC 2 contact. Do **not** print and scan the evaluation instrument as the next steps require that the typing areas of the document remain working.
- It would be very rare for the evaluation instrument to be accompanied by any additional documentation, but if the team feels something else should be included, it should do so.

### **Contacts in Case of Questions**

Illinois State Board of Education (ISBE)  
ROE/ISC Department  
217-785-9998

## Evaluation instrument Sections

### Preliminary Area

- The team must complete all of the information areas except the area at the bottom of the page marked “ISBE Use Only.”
  - Start with the school year in the header area.
  - **Include the school’s RCDT code** (the region or county name is NOT sufficient).
  - If school officials do not know their RCDT code, this is a “teaching moment” since it is important that they know their number and use it on forms and in communications. One way to find the number is to go to [www.isbe.net/Pages/Data-Analysis-Directories.aspx](http://www.isbe.net/Pages/Data-Analysis-Directories.aspx) and click on “Directory of Educational Entities”; choose the “Non Pub Sch” tab and find the school in the list. (Hint — Control F will pull up a search function.) The RCDT code is a combination of the numbers in columns C and D.
  - “Other” will be rarely checked under type of visit, but if it is, an explanation is needed on the blank line provided.
  - Some schools will not have fax numbers.
  - The principal’s cell phone number is not required.
  
- Here is a table showing the options for school affiliation. The numbers refer to the last two digits of the school’s RCDT code. Some numbers are not currently used.

CODE	AFFILIATION
01	Independent — Regular (Not religious affiliated) (Not parent operated)
02	Baptist
03	Christian Schools International (of Michigan)
05	Jewish
06	Lutheran
07	Methodist
08	Presbyterian
09	Protestant Episcopal
10	Roman Catholic
11	Seventh-Day Adventist
14	Other Religious Affiliation
16	Montessori School
17	Greek Orthodox
19	Independent — Special Education (Not religious-affiliated) (Not parent-operated)
20	Illinois Association of Christian Schools
21	Amish
22	Mennonite
23	Islamic/Muslim
25	Pentecostal
26	Association of Christian Schools International (of Colorado)
27	Christian Schools of Illinois

- The grade level question is not the grades served by the school but the grades for which recognition is being sought. For example, a school might serve grades K-12 but is only seeking recognition for the high school grades.
  
- For the team:
  - Indicate by placement whether the person represents the public world, the nonpublic world, or a Regional Office of Education/Intermediate Service Center.
  - Persons who are present but not part of the team should **not** be listed. This area is to record the team and not the visit attendance. Persons who are affiliated with the school, such as a diocesan representative for a Catholic school, cannot be team members because they would

- have a serious conflict of interest. Because they are not team members, they are not listed in the report.
- The public person must “represent” a public educational entity — that is, the person must be currently employed by such an entity though not necessarily full time.
    - The rule does not specify what role the public person must have in his/her position — teacher, principal, superintendent, business manager, Title I director, etc. are all fine.
    - The rule is interpreted to allow persons who teach education courses at a public college or university also to serve on the team.
  - The nonpublic person must “represent” a nonpublic educational entity OR be familiar with the nonpublic world, so a retired nonpublic person or a nonpublic person who has taken a job outside of nonpublic schools may serve.
    - The rule does not specify what role the nonpublic person must have in his/her position — teacher, principal, superintendent, business manager, etc. are all fine.
    - The rule is interpreted to allow persons who teach education courses at a nonpublic college or university also to serve on the team.
    - NOTE: A person with a vested interest in the school becoming or remaining recognized should not serve on the team. For example, an employee of a Catholic diocesan office would have a conflict of interest as a member of a team visiting a diocesan school because the school is connected to the diocese administratively, financially, and legally, and thus diocesan employees have an interest in a school that is intimately connected to the diocese being fully recognized.
- Do **not** make any marks in the “ISBE Use Only” section.

**SECTION 1 – SCHOOL POLICY**

<b>101. <u>Governance and Policy-Making</u></b>	<b>Compliance Notes</b>
<p>A. The school maintains written descriptions of its governance structure and its policy making procedure,</p>	<p>I. This should explain who governs the school and the chain of command for creating policy. It should also explain whom parents should contact with questions or concerns about school policy.</p> <p>II. A school may be part of or owned by a larger organization and has agreed to adopt the larger organization’s policies. If that is the case, the school needs a statement that says something similar to “Our Private School adopts all school related policies of Larger Organization.”</p> <p>III. The best place for these descriptions is a parent or student handbook. Bylaws or an administrator’s handbook is a bad spot for it because of C.</p>
<p>B. The school maintains its policies in written form, and</p>	<p>I. This information must be written down. Electronic documents or a website are acceptable.</p> <p>II. Schools should consider having a single “master” policy document from which staff handbooks, parent handbooks, athletic handbooks, etc. are extracted. This practice would ensure that all policy documents are in agreement.</p>
<p>C. The school makes its policies routinely available to parents of the students enrolled and to school staff as well as to other individuals upon request.</p>	<p>I. A website is considered routinely available. Annual handbooks would also qualify as making the policy “routinely available.”</p> <p>II. If a school has a policy needed for compliance that is only in an administrator handbook or organization bylaws, that policy may be effectively hidden from parents, students, or staff that need to know about it. A recommendation should be made to copy the policy into a more user-friendly document such as a parent handbook.</p> <p>III. In essence, students, parents, and staff that are affected by the policies should be able to easily access and review them.</p>

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**SECTION 1 – SCHOOL POLICY**

102. <b>Technology, Internet, Social Media</b>	<b>Compliance Notes</b>
<p><b>Please read carefully.</b> The school has notified students and their parents/guardians in the school’s disciplinary rules, policies handbooks or similar means that</p>	<p>The ideal place for this is in the parent/student handbook because the intent of the law is to inform students about their rights.</p>
<p>A. The school may not request or require a student to provide a password or other related account information in order to gain access to the student’s account or profile on a <b>social networking website</b>;</p>	<p>Schools often confuse this with their school’s general technology policy. This <b>does not</b> deal with access to school computers, e-mail addresses given by the school, or anything else owned or operated by the school. The school can still regulate its own equipment, monitor internet traffic, block social media sites with a firewall, etc. Rather, this law is specific to protecting students from unwarranted school demands for sharing their private social media (Facebook, Twitter, Snapchat, etc.) accounts and passwords.</p>
<p>B. The school may conduct an investigation or require a student to cooperate in an investigation if there is sufficient evidence to suggest the student’s social network account violates the school’s disciplinary policy; and,</p>	<p>I. The school is <b>strongly</b> encouraged to define what constitutes “sufficient evidence” and who may conduct an “investigation.” For example, can only the administrator carry out an investigation or can any staff member do it as well?</p> <p>II. The school can only demand cooperation if there is evidence of violation of the school’s disciplinary policy. If there is no disciplinary policy dealing with this topic, there can be no violation that would then require students to share content.</p> <p>III. If the school has a policy on cyberbullying, consider how an investigation will work out in conjunction with enforcement of the bullying policy.</p>
<p>C. The school may require the student to share content in the course of such an investigation.</p>	<p>The school may request that content be shared in an investigation but not the student’s username and password.</p>

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<b>103. <u>Bullying</u></b>	<b>Compliance Notes</b>
<p><b>Does the school’s RCDT code end in -01, -16, or -19? If not, check here <input type="checkbox"/> and proceed to item 104.</b></p>	<p>I. The requirement to have a bullying policy only applies to nonpublic elementary or secondary schools that are <b>nonsectarian</b>, so only RCDT codes ending in -01, -16, or -19 must have these policies.</p> <p>II. Schools having a bullying policy, although not required to do so, may receive a commendation for this at the end of the evaluation instrument.</p>
<p>The school has adopted a <a href="#">compliant bullying policy</a>, and the team sees evidence that the policy is</p>	<p>A “compliant” policy is one that meets the <b>numerous</b> requirements set forth in statute that are too long to list here. <a href="#">Please click here for a list.</a></p>
<p>A. Communicated to students and parents/guardians annually,</p>	<p>Most schools have the bullying policy in their handbook or on the website, and these are both acceptable for this item.</p>
<p>B. Updated biennially,</p>	<p>Bullying policies must be updated every 2 years</p>
<p>C. On file with ISBE and,</p>	<p>Bullying policies will be collected in an IWAS system coming soon.</p>
<p>D. Being fully implemented by the school.</p>	<p>In theory, any bullying policy on file is being implemented by the school. The team may ask the administrator to go over in brief how the policy works and perhaps how a recent case was handled. There is no uniform way to demonstrate compliance with this item.</p>

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**SECTION 1 – SCHOOL POLICY**

<b>104. Student Attendance</b>	<b>Compliance Notes</b>
<p>A. The school offers a minimum of 176 5-hour days or 880 hours of instruction.</p> <p>Number of Days: _____</p> <p>Number of Hours: _____</p>	<p>I. Schools may meet either the day or hour requirement to be compliant.</p> <p>II. If a school wishes to use the day requirement, they must provide a daily schedule in order to ensure the presence of minimum-five-hour days. Be sure to remove time spent at lunch, recess, passing periods, religious services (religious instruction is ok), or any other non-instructional time. Also, if the school has K-8 students attend for 4 hours but 9-12 students attend for 6 hours, The team does not take the average. The school would need to raise the instruction hours for the K-8 students to be at least 5 hours per day.</p> <p>III. If a school wishes to use the hourly requirement, they must provide a daily schedule. Be sure to remove time spent at lunch, recess, passing periods, religious services (religious instruction is ok), or any other non-instructional time. Also, if the school has K-8 students attend for 700 hours but 9-12 students attend for 1200 hours, The team does not take the average. The school would need to raise the instruction hours for the K-8 students to be at least 880.</p>
<p>B. The school requires students to attend <b>daily</b> during the entire regular school term.</p>	<p>Requiring “regular” attendance is not the same as requiring “daily” attendance. Stating that daily attendance is important is not the same as requiring it.</p>
<p>C. Students are to be excluded from school by October 15<sup>th</sup> if requirements for health examinations and immunizations have not been met (<a href="#">See 301, B &amp; C</a>)</p>	<p>Students are only excluded for not having health exams and immunizations—vision and dental exams do not apply here.</p>
<p><b>Is the school supported or maintained by public funds?</b>  <b>If not, check here <input type="checkbox"/> and proceed to item 203.</b></p> <p>D. The school has submitted a compliant absenteeism and truancy policy in IWAS</p>	<p>Funds that count as being supported or maintained by public funds</p> <ol style="list-style-type: none"> <li>1. Early Childhood Block Grant</li> <li>2. Any of the National/State Breakfast, Lunch, or Milk programs.</li> </ol> <p>Funds that do <b>not</b> count as being supported or maintained by public funds</p> <ol style="list-style-type: none"> <li>1. The Invest In Kids Act</li> <li>2. Any services received from a public school district through Title grant money</li> </ol>

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<b>105. Nondiscrimination</b>	<b>Compliance Notes</b>
The school complies with applicable federal and State laws prohibiting discrimination, including but not limited to the following:	<p>I. The easiest way to demonstrate compliance with this item is to determine to which nondiscrimination laws the school is subject. Then, create one nondiscrimination policy that includes every class of person the school is agreeing not to discriminate against. Such as, “Our School does not discriminate on the basis of race, color, sex, ethnicity, ...”</p> <p>II. This information should really be in the employee handbook, student handbook, website, or in a spot where students and employees can see it.</p> <p>III. Note that the visit team is looking for policies in place and not the implementation of those policies. For example, a school might have to have an Americans with Disabilities (ADA) policy (which the team checks for) but has not installed an elevator for disabled students to use (which the team does not check for).</p>
A. Title IX of the <i>Education Amendments</i> of 1972 (20 USC 1681 et seq.).	
B. The <i>Individuals with Disabilities Education Improvement Act</i> (20 USC 1400 et seq.).	
C. The <i>Age Discrimination in Employment Act of 1967</i> (29 USC 621 et seq.).	
D. Title VI of the <i>Civil Rights Act of 1964</i> (42 USC 2000d et seq.).	
E. Title VII of the <i>Civil Rights Act of 1964</i> (42 USC 2000e et seq.).	
F. The <i>Americans with Disabilities Act</i> of 1990 (42 USC 12101 et seq.).	
G. G. The school does not prohibit hairstyles that are historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists.	Per PA 102-0360, a school may not be recognized if it fails to implement this policy.
H. The school maintains a written description of its methods or procedures for complying with the applicable nondiscrimination requirements identified in A – G.	The school needs to have identified in writing who is responsible for ensuring that these policies are followed or by what procedure a discrimination concern can be raised for resolution. In general, this would not probably be the principal since the person most likely to engage in discrimination would be the principal. At some schools, the responsible party will be a member of the Board, but other schools have a staff committee charged with this responsibility. Other options are possible.

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106. Student Records	Compliance Notes
A. The school has a written system/procedure in place that flags records requests for any current or former student who has been reported as a missing person by the Illinois State Police.	The intent here is for schools to possibly help police locate missing children. One way to accomplish this is to do the check at the time a record request has been received. Then the school would double check that the student has not been reported as missing before sending the records to the person who requested them. If the student has been reported missing, then the school should contact the Illinois State Police and ask what should be done.
B. Certified copies of transfer students' records are requested within 14 days of enrollment; the school sends unofficial records of students transferring to other schools within 10 days of the request.	The school <b>must</b> send <b>unofficial</b> <a href="#">records of student's grades</a> within 10 days of request. However, the schools can refuse to send <b>official</b> <a href="#">transcript of scholastic records</a> due to unpaid tuition or fees.

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**SECTION 1 – SCHOOL POLICY**

<b>107. Firearms, Drugs, Battery &amp; Student Information Reporting System</b>	<b>Compliance Notes</b>
<b>107.1 Battery Against School Personnel</b>	<p>I. The school is not required to have 107.1 and 107.2 as written policies, but that is certainly the easiest way to demonstrate compliance. The team may interview the principal about the requirements instead or in addition to written policies.</p> <p>II. Ideally, the information in 107 should be in parent/student handbooks and employee handbooks. If not, the team will recommend that they be included or posted somewhere so that this information is easily known to all.</p>
A. The chief school administrator shall immediately notify local law enforcement officials of <b>written</b> complaints from school personnel concerning instances of battery committed against school personnel; <b>and,</b>	The complaint must be in writing, and that includes e-mail. Once a written complaint has been received, the administrator no longer has discretion about whether to report it—they are required to by law to do so once they receive the written complaint. It is the decision of law enforcement whether to proceed further.
B. The chief school administrator shall notify the Illinois State Police within 3 days of each incident of battery (A) through the School Incident Reporting System (SIRS) in <a href="#">IWAS</a> .	<p>I. This is completed through an online system in IWAS.</p> <p>II. These incidents are very rare, and the school will likely not have proof on hand of the last submission. The team will check that the school knows when, where, and how to report it.</p>
<p><b>107.2 Firearms &amp; Drugs</b>                      For purposes of A and B only, school grounds are defined as the real property comprising any school, any conveyance owned, leased, or contracted by a school to transport students to or from school or a school related activity, or on a public way within 1,000 feet of a school</p>	
A. The chief school administrator shall immediately notify a local law enforcement agency of firearm incidents on school grounds. If a student is in possession of a firearm, then the school administrator shall also immediately notify the student's parent or guardian.	<p>I. Note the requirement to notify parents/guardians if a student is in possession of a gun. Note also that both of the two reportings required here must occur <u>immediately</u>.</p> <p>II. There is information about drug issues on the ISBE website at <a href="https://www.isbe.net/pages/school-health-issues.aspx">https://www.isbe.net/pages/school-health-issues.aspx</a>. Click on the “drugs” button.</p>
B. The chief school administrator shall immediately notify a local law enforcement agency of verified incidents involving drugs occurring on school grounds.	Identical reporting requirements as for firearms (see 107.2, A.), minus the requirement to report to parents. Again, note that the reporting required here must occur <u>immediately</u> .
C. The chief school administrator shall notify the Illinois State Police of such incidents (A – B) through the School Incident Reporting System (SIRS) in <a href="#">IWAS</a> .	See 107.1, B.

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**SECTION 1 – SCHOOL POLICY**

108. Staff & Student Support	Compliance Notes
<p>A. The school monitors the performance of each employee who provides or assists with instruction or has other instructional responsibilities (e.g., teachers, teacher aides, administrators, department chairs).</p>	<p>I. This item ensures that every staff member who assists with instruction are being monitored in some capacity. It is possible the school will fulfill this requirement through formal evaluations. However, for example, if the school does not do formal evaluations for teacher aides, then this item ensures those employees have some level of monitoring.</p> <p>II. Evidence for this item would typically come in the form of an administrator interview. If the school has formal evaluations for every staff member, then there is nothing else required here.</p>
<p>B. Students' needs for support services such as counseling and social work are evaluated when any school staff member believes consideration is needed, such as when there are changes in the student body or stresses within the surrounding community.</p>	<p>I. This item is concerned with non-academic supports for students: social-emotional health, mental health, adjuncts to learning (e.g., speech therapy, occupational therapy, etc.). Tutoring and other academic services would not be described here.</p> <p>II. These needs may be met through agreements with public school districts, religious counseling, community organizations, etc.</p> <p>III. Evidence for this item typically comes from an administrator interview. The team will ask the school to explain how they offer and/or arrange for support services for students and ask basic follow-up questions.</p>
<p>C. The school's staffing configuration shall reflect decision-making about how those needs (B) should be addressed.</p>	<p>I. The school needs a system by which students get connected to needed help. Some schools have a staff committee, and some have a hierarchy leading from student to parent to teacher, etc. that allows any concerned person to step in at any level with a request or recommendation.</p> <p>II. Students should be allowed to self-refer for help.</p> <p>III. Evidence for this item typically comes from an administrator interview. The team will ask the school to explain how they offer support services for students and ask basic follow-up questions.</p>

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**SECTION 1 – SCHOOL POLICY**

109. Federal and State Meal Program	Compliance Notes
<b>109.1 Does the school participate in the National School Lunch Program or Illinois Free Lunch Program?</b> <b>If not, check here <input type="checkbox"/> and proceed to 109.2.</b>	
A. The school ensures that all students who request a federally reimbursable meal and/or snack are provided a federally reimbursable meal and/or snack regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks.	
B. The school maintains <a href="#">the records</a> necessary for periodic auditing of the school's lunch program, which includes documents showing eligibility, menus, meal counting, etc.	I. The visit team <u>will not</u> check the contents of the records. This item is to ensure the school is aware of the record keeping obligation, so compliance can be a simple verbal confirmation from the school administrator.  II. ISBE's Nutrition department conducts periodic audits of participating schools' files.
C. The school ensures that it will (or already does) offer a <a href="#">breakfast program</a> if at least 40% of the students were eligible for free or reduced-price lunches in October of the preceding year. Or, the school has <a href="#">appropriate documentation</a> that it can opt out of this requirement.	
D. The school ensures that it will (or already does) offer a <a href="#">breakfast after the bell program</a> if at least 70% of the students were eligible for free or reduced-price lunches in October of the preceding year. Or, the school has <a href="#">appropriate documentation</a> that it can opt out of this requirement.	
<b>109.2 Does the school have student workers that are allowed in the food service area?</b> <b>If not, check here <input type="checkbox"/> and proceed to item 109.3.</b>	
The school ensures that	
A. Students are not required to work for their meals,	
B. Student worker meals are claimed in the eligibility category of the student; <b>and,</b>	
C. The student has written consent to work from the person who legally enrolled the student in the school.	
<b>109.3 Does the school participate in the [National] School Breakfast Program or Illinois Free Breakfast Program?</b> <b>If not, check here <input type="checkbox"/> and proceed to item 110.</b>	
A. The school ensures that all students who request a federally reimbursable meal or snack are provided a federally reimbursable meal or snack regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks.	
B. The school maintains <a href="#">the records</a> necessary for periodic auditing of the school's lunch program, which includes documents showing eligibility, menus, meal counting, etc.	See 109.1, B above

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**SECTION 1 – SCHOOL POLICY**

110. Concussion and Sports	Compliance Notes
<p><b>Do students participate in interscholastic athletic activities? If not, check here <input type="checkbox"/> and proceed to item 111.</b></p>	<p>I. This applies to practice and competition between two schools even if it is not through IHSA or IESA.</p>
<p>A. The school has a principal-appointed or approved concussion oversight team which meets the following requirements:</p> <ul style="list-style-type: none"> <li>i. At a minimum, a concussion oversight team <u>may be composed of only one person</u>, and this person need not be a licensed healthcare professional, <u>but it may not be a coach</u> (a coach can be a member but not the only member).</li> <li>ii. If the school employs an athletic trainer or nurse, they must be a member of the team “to the extent practicable.”</li> </ul>	
<p>B. The oversight team has established a <a href="#">return-to-play</a> and <a href="#">return-to-learn</a> protocol.</p>	<p>I. Both protocols must be based on “peer-reviewed scientific evidence consisted with the Center for Disease Control and Prevention guidelines.”</p> <ul style="list-style-type: none"> <li>a. IHSA Examples: <a href="#">IHSA Concussion Management</a></li> <li>b. IESA Examples: <a href="#">IESA Concussion Protocol</a></li> </ul> <p>II. Schools must follow the return-to-learn protocol even if a concussion happens outside of interscholastic athletic activities. ISBE strongly recommends also following the school’s return-to-play protocol if concussions happen outside of interscholastic athletic activities.</p>
<p>C. At least one person has been appointed to implement the return-to-play and return-to-learn protocol.</p>	
<p>D. The administrator or their designee must supervise the person(s) appointed in C. This person <b>may not</b> be a coach of an interscholastic athletics team.</p>	
<p>E. The school ensures that students are removed immediately from practice or competition if any statute-specified person believes the student has sustained a concussion.</p>	<p>Statute-specified people include: (1) a coach; (2) a physician; (3) a game official; (4) an athletic trainer; (5) the student’s parent or guardian or another person with legal authority to make medical decisions for the student; (6) the student; or (7) any other person deemed appropriate under the school’s return-to-play protocol.</p>
<p>F. The school ensures that students who have been so removed are not permitted to resume practice or competition unless the statute-specified process is followed completely.</p>	<p>Please consult <a href="#">105 ILCS 5/22-80 (g)</a> for requirements.</p> <p>Part of this process requires signing the <a href="#">Post-concussion Consent Form</a>.</p>
<p>G. If the school has high school athletes, it <a href="#">reports instances of concussions</a> to the appropriate organization that governs the school’s interscholastic athletic participation.</p>	<p>This reporting is done at <a href="#">IHSA Reporting</a>; please note this requires the school to establish a log in.</p>
<p>H. The school allows student athletes to modify their athletic or team uniform for the purpose of modesty in clothing or attire that is in accordance with the requirements of their religion, cultural values or modesty preferences.</p>	<p>I. If a student chooses to modify his or her athletic or team uniform the student is responsible for all costs associated with the modification of the uniform and the student shall not be required to receive prior approval from the school for such modification.</p>

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**SECTION 1 – SCHOOL POLICY**

111. Student Medical Rights	Compliance Notes
<p>A. The school has notified parents and guardians <u>in writing</u> that the school and school personnel incur no liability for injuries occurring when administering asthma medication, an epinephrine auto-injector, or an opioid antagonist. The parents or guardians <u>must sign a statement</u> acknowledging this protection.</p>	<p>I. A school might have a general student medications policy, and it is ok if the specific items in this section are included in that general policy. A separate policy statement for each item here is not required</p> <p>II. This requirement is about absolving the school of responsibility in case an injury occurs while school personnel are helping a child; it is a kind of “good Samaritan” provision</p>
<p>B. The school allows the self-administration and/or self-carry of <u>asthma/diabetes/seizure medication and epinephrine injectors</u> upon receipt of the necessary documents (see 302 for a list of requirements).</p>	<p>This policy is not optional regardless of whether the school currently has students enrolled with asthma, allergies, or diabetes; hence, there is no N/A box. While this may sound strange, the policy needs to be in place and ready to go if a currently enrolled student is diagnosed with a medical condition, or, if a new student enrolls tomorrow with one of these conditions.</p>
<p>C. The school district has adopted a policy for the administration of a medical cannabis infused product to a student who is a registered qualifying patient. The policy/procedures allow a parent or guardian or other designated caregiver to administer the product subject to the restrictions outlined in 105 ILCS 5/22-33. The policy/procedures allow for a school administrator or school nurse to administer the product and may also allow a student who is a registered qualifying patient to self-administer the product under the supervision of a school administrator or school nurse, subject to the restrictions outlined in 105 ILCS 5/22-33</p>	<p>Same as B.</p>

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**SECTION 1 – SCHOOL POLICY**

112. Administration of Undesignated Medicine	Compliance Notes
<b>112.1 Does the school allow the administration of undesignated epinephrine injectors?</b> <b>If not, check here <input type="checkbox"/> and proceed to 112.2.</b>	Schools are not required to possess or allow the administration of these undesignated medications.
A. The school has on file an authorized <a href="#">standing order</a> from a licensed health provider for one or more doses. If the school currently has no doses, check N/A but still complete B – E.	I. It is possible the school has a policy for this medication but currently has no doses. If the school plans to administer undesignated medication once they acquire more doses, then the team will check policies B – E, and they should all be “Yes.”  II. If the school had doses but has run out and doesn’t plan on getting more, check the box in 112.1 and proceed to 112.2
The school has a standing protocol which includes but is not limited to the following:	A standing protocol is what to do in the event that undesignated medication is administered.
B. The school <a href="#">reports to ISBE</a> as prescribed that the school maintains a supply of undesignated epinephrine auto-injectors.	Please send an e-mail stating that school has a supply of epinephrine.
C. The school <a href="#">reports to ISBE</a> as prescribed within three days of administering an undesignated epinephrine auto-injector.	ISBE has a reporting form that schools fill out so there should be proof of this.
D. The school, upon any administration of an epinephrine auto-injector will immediately activate the EMS system and notify the student’s parent, guardian, or emergency contact, if known. Within 24 hours of the administration of an undesignated epinephrine auto-injector, the school will notify the physician, physician assistant, or advanced practice registered nurse who provided the standing protocol or prescription for the undesignated epinephrine auto-injector of its use.	EMS System is 9-1-1 or other local emergency number.
E. Within 24 hours of the administration of an undesignated epinephrine auto-injector, the school will notify the physician, physician assistant, or advanced practice registered nurse who provided the standing protocol or prescription for the undesignated epinephrine auto-injector of its use.	
<b>112.2 Does the school allow the administration of undesignated opioid antagonists?</b> <b>If not, check here <input type="checkbox"/> and proceed to 112.3.</b>	
A. The school has on file an authorized standing order from a licensed health provider for one or more doses. If the school currently has no doses, check N/A, but still complete B – D.	I. It is possible the school has a policy for this medication but currently has no doses. If the school plans to administer undesignated medication once they acquire more doses, then the team will check policies B – D, and they should all be “Yes.”  II. If the school had doses but has run out and doesn’t plan on getting more, check the box in 112.2 and proceed to 112.3.

**SECTION 1 – SCHOOL POLICY**

<p>The school has a standing protocol which includes but is not limited to the following:</p>	<p>A standing protocol is what to do in the event that undesignated medication is administered.</p>
<p>B. The school <a href="#">reports to ISBE</a> as prescribed within three days of administering an undesignated opioid antagonist.</p>	<p>ISBE has a reporting form that schools fill out so there should be proof of this.</p>
<p>C. The school, upon any administration of an opioid antagonist will immediately activate the EMS system and notify the student's parent, guardian, or emergency contact, if known.</p>	<p>EMS System is 9-1-1 or other local emergency number.</p>
<p>D. Within 24 hours of the administration of an undesignated opioid antagonist, the school will notify the health care professional who provided the prescription for the opioid antagonist of its use.</p>	
<p><b>112.3 Does the school allow the administration of undesignated asthma inhalers? If not, check here <input type="checkbox"/> and proceed to 112.4.</b></p>	
<p>A. The school has on file an authorized standing order from a licensed health provider for one or more doses. If the school currently has no doses, check N/A but still complete B and C.</p>	<p>I. It is possible the school has a policy for this medication but currently has no doses. If the school plans to administer undesignated medication once they acquire more doses, then the team will check policies B and C, and they should all be “Yes.”</p> <p>II. If the school had doses but has run out and doesn't plan on getting more, check the box in 112.3 and proceed to 112.4.</p>
<p>The school has a standing protocol which includes but is not limited to the following:</p>	<p>A standing protocol is what to do in the event that undesignated medication is administered.</p>
<p>B. Within 24 hours of the administration of undesignated asthma medication, the school must notify the student's parents or guardian or emergency contact, if known, and the physician (assistant) or advanced practice registered nurse who provided the standing protocol and a prescription for the undesignated asthma medication of its use. The school must follow up with the school nurse if available.</p>	
<p>C. The school reports to ISBE as prescribed within three days of administering undesignated asthma medication.</p>	
<p><b>112.4 Does the school allow the administration of undesignated glucagon? If not, check here <input type="checkbox"/> and proceed to item 113.</b></p>	
<p>A. A statute specified person has prescribed the undesignated glucagon in the school's name for use. If the school currently has no doses, check N/A but still complete B – E.</p>	<p>I. It is possible the school has a policy for this medication but currently has no doses. If the school plans to administer undesignated medicine once they acquire more doses, then the team will check policies B – E, and they should all be “Yes.”</p> <p>II. If the school had doses but has run out and doesn't plan on getting more, check the box in 112.4 and proceed to item 113.</p>

**SECTION 1 – SCHOOL POLICY**

The school has a standing protocol which includes but is not limited to the following:	A standing protocol is what to do in the event that undesignated medicine is administered.
B. The undesignated glucagon is maintained according to the the manufacturer's instruction.	
C. The undesignated glucagon is administered by an individual authorized in the student's diabetes care plan.	
D. Undesignated glucagon is only administered if the student's prescribed glucagon is not available on-site or has expired.	
E. Immediately upon administration of undesignated glucagon, the school must notify the school nurse, the student's parent, guardian, or emergency contact, and health care provider.	

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**SECTION 1 – SCHOOL POLICY**

<b>113. General School Compliance</b>	<b>Compliance Notes</b>
The school agrees to comply with any other applicable State or federal law or regulatory requirement.	This does not require any specific action on behalf of the school. Rather, it is a reminder that the school is not exempt from following laws, case law, and regulations applicable to them that do not appear on this evaluation instrument. While a written statement is not required, ISBE strongly recommends that this appear in appropriate documents and/or handbooks.

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## SECTION 2 – CURRICULUM

<b>201. Overall Instruction</b>	<b>Compliance Notes</b>
A. Instruction is in the English language, except as otherwise permitted pursuant to 105 ILCS 5/27-2.	Evidence of this comes from looking at signs, classroom materials, and simply listening to students and teachers speaking (excluding foreign language courses).
B. Instruction includes the branches of education taught to children of corresponding age and grade in the public schools, including the language arts, mathematics, the biological, physical and social sciences, the fine arts, and physical development and health.	This item is only looking for the presence of each subject and no specific topic, lesson plan, curriculum materials, etc. Evidence typically comes from textbooks and other instructional materials, but teacher interviews are another way to show proof.

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**SECTION 2 – CURRICULUM**

202. Civics & Patriotic Education	Compliance Notes
<p><b>Is the school supported or maintained by public funds? If not, check here <input type="checkbox"/> and proceed to item 203.</b></p>	<p>Funds that count as being supported or maintained by public funds</p> <ol style="list-style-type: none"> <li>3. Early Childhood Block Grant</li> <li>4. Any of the National/State Breakfast, Lunch, or Milk programs.</li> </ol> <p>Funds that do <b>not</b> count as being supported or maintained by public funds</p> <ol style="list-style-type: none"> <li>3. The Invest In Kids Act</li> <li>4. Any services received from a public school district through Title grant money</li> </ol>
<p>A. The school provides instruction in</p>	
<p>i. American patriotism;</p>	<p>This is not defined, so there are no specifics to look for.</p>
<p>ii. The principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois;</p>	
<p>iii. The proper use and display of the American flag; and,</p>	
<p>iv. The method of voting in elections by means of the Australian ballot system.</p>	<p>The <a href="#">Australian ballot system</a> is the method of voting by secret ballot currently used in the United States.</p>
<p>B. The school requires pupils to recite the Pledge of Allegiance daily.</p>	
<p>C. The school requires that not less than one hour of each school week shall be devoted to the study of the subject mentioned in A, i – iii in the seventh and eighth grades or their equivalent, and not less than one hour of each school week to the advanced study thereof in all high school grades.</p>	<p>Evidence of this would be in the school’s class schedule, course content document or scope, or possibly an interview with a staff member who teaches this topic.</p>
<p>D. No student shall receive a certificate of graduation without passing an examination on subjects A, i – iii.</p>	<p><b>This requirement does <u>not</u> apply to students in 8<sup>th</sup> grade.</b> Evidence of this is likely the constitution test that students take. School should retain these tests in student academic files.</p>
<p>E. The school provides instruction in the history of the United States, which must include the history of Illinois and other topics.</p>	<p>The full list of requirements can be found in the statute <a href="#">105 ILCS 5/27-21</a>.</p>

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**SECTION 2 – CURRICULUM**

203. Health Topics	Compliance Notes
<p>The school provides instruction in <u>all of the following subjects</u>, provided that parents may opt their child out of C and O.</p>	<p>I. Schools that only serve elementary students (K-4 for example) often feel that some of these topics are not appropriate for younger grades. However, the law requires <b>all schools</b> to teach all of these topics, which means that, as difficult as it may be, all of these topics must be covered in, for example, a K-4 school. The only exceptions are C and O because they mention specific grades.</p> <p>II. There are no further details as to what instruction in these topics must include. The school could offer an entire course on each topic or include it as part of another class. Topics could be covered in one class a year or in a month-long unit. Moreover, the school determines in which grade a particular topic will be covered. Therefore, the school has wide discretion on covering these topics.</p> <p>III. Evidence for some of these items may be present in a class in health, science, religious, or other, and the material may be found in a textbook. Typically, the fastest way to find evidence is talk to the teachers to see if they touch on these topics.</p> <p>IV. Please note that the terms below are statutory language without further description, so schools will need to arrive at a local understanding of what is meant. A general approach to health education is outlined for public schools in <a href="#">23 Illinois Administrative Code 1.420(n)</a>, which may serve as nonregulatory <u>guidance</u> for nonpublic schools in creating their health education curricula.</p>
A. Human ecology and health	
B. Human growth and development	
C. The emotional, psychological, physiological, hygienic, and social responsibilities of family life including	<p>I. There is no State form that has to be used for the waiver. The school should probably create some uniform waiver to make things consistent.</p> <p>II. Note that c) applies only to grades 6-12. Schools may teach these topics to lower grades but are not required to do so.</p>
i. sexual abstinence until marriage	
ii. prevention and control of disease	
iii. instruction in grades 6 – 12 on the prevention, transmission, and spread of AIDS	
D. Age-appropriate sexual abuse and assault awareness and prevention education in grades PreK – 12.	
E. Public and environmental health	
F. Consumer health	
G. Safety education and disaster survival	
H. Mental health and illness including how and where to find mental health resources and specialized help in the State	
I. Personal health habits	
J. Alcohol, drug use, and abuse including the medical and legal ramifications of alcohol, drug, and tobacco use	

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K. Abuse during pregnancy	
L. Evidence-based and medically accurate information regarding sexual abstinence, tobacco and e-cigarettes and other vapor devices, nutrition, and dental health	
M. <u>Course material</u> and instruction in the Abandoned Newborn Infant Protection Act	<p>For instruction regarding the Abandoned Newborn Infant Protection Act, schools may find some resources through the following:</p> <ul style="list-style-type: none"> <li>a. <a href="http://saveabandonedbabies.org/for-educators/">http://saveabandonedbabies.org/for-educators/</a>.</li> <li>b. <a href="http://saveabandonedbabies.org/download/2017-SafeHavenCurriculum.docx.pdf">http://saveabandonedbabies.org/download/2017-SafeHavenCurriculum.docx.pdf</a></li> </ul>
N. Information about cancer, including without limitation types of cancer, signs and symptoms, risk factors, the importance of early prevention and detection, and information on where to go for help	
O. In grades, 9 – 12, training on how to properly administer cardiopulmonary resuscitation (which <u>training</u> must be in accordance with standards of the American Red Cross, the American Heart Association, or another nationally recognized certifying organization) and how to use an automated external defibrillator.	<ul style="list-style-type: none"> <li>I. There is no State form that has to be used for the waiver. The school should probably create some uniform waiver to make things consistent.</li> <li>II. The video linked on the evaluation instrument will satisfy this requirement.</li> <li>III. Note that O applies only to grades 9-12. Schools may teach these topics to lower grades but are not required to do so.</li> </ul>

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**SECTION 3 – STUDENT RECORDS**

301. Birth Certificates and Health Exam Records	Compliance Notes
<p>The school can document the following;</p>	<p><a href="#">Various forms</a> to be used to record student health data.</p> <p>There is a <a href="#">wealth of information</a> about student health issues on the ISBE website.</p> <p>The student health records are sometimes stored in files in the nurse's office rather than in the student files in the main office. This is OK.</p>
<p>A. Certified copies of birth certificates (<a href="#">or other acceptable proof</a>) are on file for each student enrolled. The school notifies the parents or guardians that such documentation must be submitted within 30 days of enrolling the student.</p>	<p>I. The purpose of this requirement is to verify the child's identity and make sure the child is not listed as missing. Therefore, as long as the child's identity is verified in a government-issued document the intent of the law is met.</p> <p>II. Again, birth certificates are not the only acceptable document for this item. The school is also not required to keep original certified copies on file; a copy of the original is fine.</p> <p>III. Please read the <a href="#">ISBE guidance document</a>, page 7, Q-3 for more information.</p> <p>IV. This notification might appear on a student registration form or application rather than in a handbook.</p>
<p>B. Proof of immunizations as specified by the <a href="#">Illinois Department of Public Health</a> are on file.</p>	<p>Parents/guardians may present the school with a <a href="#">certificate of religious exemption</a> to some or all medical procedures and examinations. The school evaluates whether it accepts the exemption request.</p>
<p>C. Students <a href="#">have had health exams</a> performed within the following time frames:</p> <ul style="list-style-type: none"> <li>i. within one year prior to entering K or 1<sup>st</sup> grade;</li> <li>ii. upon entering the 6<sup>th</sup> and 9<sup>th</sup> grades, <b>or</b></li> <li>iii. irrespective of grade, immediately prior to or upon entrance into any school.</li> </ul>	<p>I. The team will only check compliance for the grades stated. If a 7<sup>th</sup> grader does not have a health exam, the school is still considered in compliance. However, if a 6<sup>th</sup> grade student does not have a health exam on file then the school would be noncompliant.</p> <p>II. Some grade levels are specifically mentioned, but the requirement applies to <b>all</b> students who enroll for the first time in any Illinois public or nonpublic school.</p>
<p>D. By November 15<sup>th</sup>, the school <a href="#">has submitted information</a> through <a href="#">IWAS</a> regarding the number of students who have and have not received the required immunizations and health exams as required in B and C.</p>	<p>I. The school can take a screenshot of the submission status in IWAS. They can also use a computer to access the website during the visit and show the team the submission status.</p> <p>II. The system for submitting this data in IWAS is called "<a href="#">Student Health Data – Immunization.</a>" Please see the hyperlink for instructions.</p> <p>III. Schools must submit this information or they cannot renew registration, which is a requirement to renew recognition.</p>
<p>E. Students have had <a href="#">vision exams</a> performed before October 15<sup>th</sup> of the school year in the following grades:</p> <ul style="list-style-type: none"> <li>i. Kindergarten; <b>or</b></li> <li>ii. Any grade if this is the first time the student has enrolled in an Illinois school.</li> </ul>	<p>The <a href="#">IDPH Vision Examination Waiver Form</a> is for students who are unable to obtain the required vision examination.</p>

**SECTION 3 – STUDENT RECORDS**

<p>F. Students have had <a href="#">dental exams</a> performed before May 15 of the school year in Kindergarten, 2<sup>nd</sup>, 6<sup>th</sup>, and 9<sup>th</sup> grade.</p>	<p>I. Almost all recognition visits are done before this deadline so the school will almost always be in compliance. Still, the team will look at each grade’s file and make note of who is missing an exam.</p> <p>II. The <a href="#">IDPH Dental Examination Waiver Form</a> is for students who are unable to obtain the required dental examination. All of these forms <a href="#">are available in Spanish</a>.</p>
<p>G. By June 30, the school has submitted information through <a href="#">IWAS</a> regarding the number of students who have and have not received the required <a href="#">vision</a> and <a href="#">dental</a> exams as required in E and F.</p>	<p>Almost all recognition visits are done before this deadline so the school will almost always be in compliance. The team will ask if the school knows where to report this information.</p>

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**SECTION 3 – STUDENT RECORDS**

302. Student Prescriptions	Compliance Notes
<p><b>302.1 Do any enrolled students have prescribed asthma medication?</b>  <b>If not, check here <input type="checkbox"/> and proceed to 302.2.</b></p>	
<p>A. The school has on file the following for each student with asthma medication:</p> <ul style="list-style-type: none"> <li>i. signed parent permission notification; and,</li> <li>ii. the prescription label, which must contain the following: <ul style="list-style-type: none"> <li>1. the name of the asthma medication;</li> <li>2. the prescribed dosage; and,</li> <li>3. the time or circumstances in which the medicine is to be administered.</li> </ul> </li> </ul>	
<p>B. The school <u>requests</u> annually an <a href="#">asthma action plan</a> from the parents or guardians.</p>	<p>Parents do not have to provide an asthma action plan. The linked asthma action plan is only an example.</p>
<p><b>302.2 Do any enrolled students have prescribed epinephrine injectors?</b>  <b>If not, check <input type="checkbox"/> here and proceed to 302.3.</b></p>	
<p>The school has on file the following for each student with an epinephrine injector:</p> <ul style="list-style-type: none"> <li>i. a written authorization from the student's physician (assistant) or advanced practice nurse; and,</li> <li>ii. a written statement from the student's physician (assistant) or advanced practice nurse containing the following information: <ul style="list-style-type: none"> <li>1. the name and purpose of the injector;</li> <li>2. the prescribed dosage; and,</li> <li>3. the time or circumstances in which the injector is to be administered.</li> </ul> </li> </ul>	
<p><b>302.3 Have any students with prescribed diabetes/seizure medication (if any are currently enrolled) asked for assistance with managing their care?</b>  <b>If not, check here <input type="checkbox"/> and proceed to 302.4.</b></p>	
<p>The school has on file the following for each student with diabetes medication:</p> <ul style="list-style-type: none"> <li>i. a signed parent permission notification; and,</li> <li>ii. a signed physician diabetes care plan that also carries a parent signature.</li> </ul>	
<p><b>302.4 Does the school have students enrolled with prescribed medical cannabis?</b>  <b>If not, check here <input type="checkbox"/> and proceed to item 303.</b></p>	
<p>The school has on file the following for each student with prescribed medical cannabis:</p>	

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- i. written authorization from the parent or guardian specifying the time or circumstances in which the product must be administered:
- ii. a copy of the registry identification card of the student (as a registered qualifying patient) and the parent or guardian (as a registered designated caregiver).
- iii. a copy of items a) and b) on file in the school's office.
- iv. if applicable, the yearly reauthorization from a parent or guardian for a student to self-administer.
- v. the medical cannabis is stored at all times in a manner consistent with store of other student medications **and** may be accessible only by the school nurse or school administrator.

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**SECTION 3 – STUDENT RECORDS**

303. Concussion and Sports	Compliance Notes
<p><b>Do any students participate in interscholastic athletic activities?</b>  <b>If not, check here <input type="checkbox"/> and proceed to the next section.</b></p>	
<p>A. Prior to practice or competition, all student athletes, and their parent or guardian, have signed an information document (<a href="#">IHSA</a> or <a href="#">IESA</a>), approved by the Illinois High School Association, about the school's policy on concussions and head injuries</p>	<p>The student may not participate in a sport in any way associated with the school involving physical contact—no practices (working alone or in groups) and no games—until both student and parent sign the policy. Since tryouts for sports teams often involve physical contact that could result in a concussion, the signed policy would need to be on file prior to tryouts as well.</p>
<p>B. Prior to practice or competition, all student athletes must have had an annual <a href="#">sports physical</a>. For IHSA and IESA, this must be done within the past 395 days.</p>	<p>The hyperlink leads to the physical examination form for athletes offered by IESA and IHSA. However, this form is not required. Some “regular” examination forms have a box the physician can check indicating that the one form can also serve as the record of a sports physical.</p>

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**SECTION 4 – STAFF RECORDS**

401. Background Checks & Mandated Reporting	Compliance Notes
<p>A. Prior to starting employment, all school personnel hired on or after July 1, 1986, have signed the <a href="#">mandated reporter statement</a> required by the Department of Children and Family Services acknowledging this obligation.</p>	<p>I. School should consider having a statement in the staff handbook that every staff member is a mandated reporter.</p> <p>II. For religious schools, there is a separate version of the <a href="#">mandated reporter statement</a> for use by clergy.</p>
<p>B. The school can document that all applicants for employment, after July 1, 2007, have signed an authorization form for a fingerprint-based criminal history records check as a condition of employment to determine if such applicants have been convicted of any of the enumerated offenses in <a href="#">105 ILCS 5/21B-80</a>.</p>	<p>I. The school should have a signed form for each employee that authorizes a finger-print based criminal background check to be conducted. <b>A completed background check is also acceptable evidence for this item.</b></p> <p>II. Some schools also have a connection to the DCFS because the school is also a day care center under DCFS. DCFS requires day care centers to have staff checked through DCFS' Child Abuse and Neglect Tracking System (CANTS). <u>A check in CANTS by itself is insufficient for ISBE's purposes because CANTS checks do not necessarily involve a fingerprint-based check of the Illinois State Police FBI databases nor a check of the Statewide Sex Offender Database (maintained by the Illinois State Police).</u></p> <p>III. Although not required, schools may want to perform due diligence in having similar checks done for parent volunteers and others who are also regularly in the school building and thus are in close proximity to students.</p> <p>IV. Also for due diligence reasons, a school may want to perform similar checks for persons hired prior to the date listed.</p>
<p>C. The school can document that it has performed a check of the <a href="#">Statewide Sex Offender Database</a>, as authorized by the Sex Offender Community Notification Law, for each applicant for employment, after July 1, 2007, to determine whether the applicant has been adjudicated a sex offender.</p>	<p>I. Type the employees name into the search and then take a screenshot of the page showing that no results were found. Print the screenshot and keep it in the employee's file with the above records.</p>
<p>D. The school can document, through the presence of a Transaction Control Number (TCN) or of a completed background check, that it has not knowingly employed a person for whom a State Police and FBI finger-print based criminal background check has not been initiated.</p>	<p>I. When fingerprints have been submitted to the Illinois State Police, a Transaction Control Number will be generated. That number is the school's proof that they have initiated a check and are therefore in compliance with this requirement. If the school uses a private fingerprinting company or a local RoE to submit the fingerprints, make sure those entities give you the TCN as proof that you have initiated the background check.</p> <p>II. If the school has already received the completed background check, that will serve as evidence of having initiated the check and therefore the TCN is not necessary.</p> <p>III. If the school would like to submit the fingerprints themselves, please e-mail <a href="mailto:isp.boi.customer.support@illinois.gov">isp.boi.customer.support@illinois.gov</a> to obtain an ORI number from the Illinois State Police.</p>
<p>E. The school has not knowingly employed a person that is ineligible for employment under <a href="#">105 ILCS 5/21B-80</a>.</p>	<p>I. The team will ask the administrator if they comply with this practice.</p>

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<p>F. The school has not knowingly employed a person who has been found to be the perpetrator of sexual or physical abuse of a minor under 18 years of age.</p>	
<p><b>Does the school currently have student teachers?</b>  <b>If not, check <input type="checkbox"/> here and proceed to item 402.</b></p>	
<p>G. The school can document that all student teacher candidates have signed an authorization form for a fingerprint-based criminal history records check.</p>	
<p>H. The school can document that it performs a check of the <a href="#">Statewide Sex Offender Database</a> for each student teacher candidate.</p>	
<p>I. The school can document that it performs a check of the <a href="#">Statewide Murderer and Violent Offender Against Youth Database</a> for each student teacher candidate.</p>	
<p>J. The school does not allow an individual to student teach unless the school administrator has completed and reviewed items H – J.</p>	
<p>K. The school has not knowingly approved a student teacher candidate that is ineligible for participation under <a href="#">105 ILCS 5/21B-80</a>.</p>	
<p>L. The school has not knowingly approved a student teacher candidate that has been found to be the perpetrator of sexual or physical abuse of a minor under 18 years of age.</p>	

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<p><b>402. Staff Health Records</b>  <b>Has the school hired any new employees for the current school year?</b>  <b>If not, check here <input type="checkbox"/> and proceed to item 403.</b></p>	<p><b>Compliance Notes</b></p> <p>This evidence shall be created by:</p> <ul style="list-style-type: none"> <li>a. A physician licensed in Illinois or any other state to practice medicine in all its branches,</li> <li>b. An advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the nurse to perform health examinations, OR</li> <li>c. A physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician.</li> </ul>
<p>A. All new employees present evidence of physical fitness to perform duties assigned.</p>	<ul style="list-style-type: none"> <li>I. There is no standard form used for this. The school may want to develop its own for consistency.</li> <li>II. “Evidence of physical fitness” is a general assessment by a doctor that the employee is physically fit enough to do the work assigned.</li> </ul>
<p>B. All new employees present evidence of freedom from communicable diseases.</p>	<ul style="list-style-type: none"> <li>I. There is no standard form used for this. The school may want to develop its own for consistency.</li> <li>II. The Department of Public Health has information on what are considered to be “communicable diseases,” but a medical professional should be aware of these already.</li> <li>III. The key phrase that must be seen in the evidence is “free from communicable disease” or language conveying the same meaning. Language about being healthy and able to work are not the same thing.</li> </ul>
<p>C. In a school where pre-school children are enrolled, all new employees present evidence of a TB test.</p>	<ul style="list-style-type: none"> <li>I. All new staff must have a TB test even if a new employee is not directly connected to the pre-school rooms and activities.</li> <li>II. It is also possible that a medical professional might indicate that a TB test is not medically indicated for a new staff member and thus waived; again, such a waiver comment might be part of the communicable disease documentation.</li> </ul>

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403. Staff Qualifications and Licenses	Compliance Notes
<p><b>403.1</b> A. A formal evaluation is performed at least every two years in terms of proficiency and competency. This requirement includes the principal and other instructional administrators.</p>	<p>I. We would understand “formal” to mean something in writing that is located in the staff files. Such an evaluation could be a self-evaluation that is reviewed by the supervisor.</p> <p>II. Sometimes principals are omitted in this process, so the team should be especially vigilant to ensure a principal evaluation exists.</p> <p>III. Since the visit is occurring during the school year rather than after the year is completed, it is possible that some yearly evaluations will not have been completed at the time of the visit. If missing evaluations have been scheduled to be done before the year is over, the item should be marked “yes.”</p>
<p>B. All <u>full-time</u> teaching or administrative professionals hired at or after the beginning of the 2011-12 school year hold a bachelor’s or higher degree.</p>	<p>I. The school determines what constitutes full-time versus part time.</p> <p>II. A copy of a government-issued teaching license in lieu of a college transcript is acceptable for evidence.</p> <p>III. There is no requirement that the degree is from a particular kind of school (as in public versus nonpublic, accredited, Illinois-based, online, based in the United States, etc.).</p> <p>IV. A copy of an official or unofficial transcript in lieu of an original is acceptable for file keeping purposes.</p> <p>V. The degree can be in anything; it does not have to be related to the subject matter the individual is teaching.</p> <p>VI. The degree requirement extends to persons described by the school as “teacher aides” or some similar title if those persons teach. If the person simply does clerical work (such as entering grades into the gradebook) or personal assistance (such as taking a child to the rest room), then that person is not a teacher. If the person supplies any instruction or instructional support (e.g., listens to a child read and corrects the reading mistakes, or the person helps a small group review spelling words, or the person works with a child individually on a math problem, or similar work), then that person is teaching and must have the degree. Job descriptions can be a key element in determining if a person is a “teacher.”</p>
<p><b>403.2</b> Does the school employ any <u>full-time</u> teaching or administrative professionals without a bachelor’s degree? If not, check here <input type="checkbox"/> and proceed to 403.3.</p>	
<p>All full-time teaching or administrative professionals without a bachelor’s degree hired <u>before</u> the 2011-2012 school year participate annually in professional development that is demonstrably designed to strengthen his or her knowledge and skills in areas directly related to job duties.</p>	<p>This item only applies to staff without a bachelor’s degree. By implication, there should be some sort of plan that is being followed to ensure the professional development activities are directly connected to the work being done by the staff member.</p>
<p><b>403.3</b> Does the school employ any staff (aside from teachers or administrators) that require a license to practice? If not, check here <input type="checkbox"/> and proceed to item 404.</p>	

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Each individual employed in a field requiring licensure (e.g., a school nurse) holds a relevant license and practices within the scope of that license. This item does not apply to teacher or administrator licenses.

This item does not apply to teacher or administrator licenses.

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404. Staff Training	Compliance Notes
<p><b>404.1</b> All employees have completed initial <a href="#">mandated reporter training</a> within 3 months of their date of engagement in a professional or official capacity as a mandated reporter and at least every 3 years thereafter</p>	<p>We understand the phrase “first time they engage in their professional or official capacity” to mean the first time they are employed anywhere as a teacher and not the first time at a particular school.</p> <p>Staff files should contain a certificate indicating every staff member has completed this training on a certain date. We <b>recommend</b> doing this training every year in early fall for all staff. Otherwise, the school will have to keep separate schedules of which staff need the training in any given year, which can be confusing.</p>
<p><b>404.2</b> The school provides <a href="#">sexual harassment prevention training</a> at least once a year to all employees.</p>	<p>Please see <a href="#">the FAQ</a> for any additional questions.</p>
<p><b>404.3</b> The school takes steps to ensure that all mandated reporters review any State Board of Education materials detailing the information that is necessary to enable notification to DCFS of an alleged incident of sexual abuse, and <a href="#">materials developed by the Department of Children and Family Services</a> and distributed in the school building under Section 7 of the Abused and Neglected Child Reporting Act, at least once annually.</p>	<p>This requirement is separate from the DCFS mandated reporter training listed in 404.1. Staff must review the materials provided by DCFS at least once every year. Aside from the material already linked, you can find more information on DCFS’ website: <a href="https://www2.illinois.gov/dcfs/safekids/reporting/Pages/index.aspx">https://www2.illinois.gov/dcfs/safekids/reporting/Pages/index.aspx</a></p>
<p><b>404.4 Does the school participate in a federal meal program? If not, check here <input type="checkbox"/> and proceed to 404.4.</b></p>	
<p>The school ensures that all staff members who work directly with program applicants and/or participants participate in the required annual <a href="#">civil rights training</a> as described in the U.S. Department of Agriculture Food and Nutrition Service Guidance 113-1, XI Civil Rights Training.</p>	<p>Staff files should contain a certificate indicating each required individual has completed this training on a certain date.</p>
<p><b>404.5 Does the school enroll students with asthma? If not, check here <input type="checkbox"/> and proceed to 404.5.</b></p>	
<p>The school requires its personnel who work with pupils to complete <u>every two years</u> an in-person or online <a href="#">training program on the management of asthma</a>, the prevention of asthma symptoms, and emergency response in the school setting.</p>	<p>Staff files should contain a certificate indicating each required individual has completed this training on a certain date.</p>
<p><b>404.6 Have any students with prescribed diabetes/seizure medication (if any <input type="checkbox"/> are currently enrolled) asked for assistance with managing their care? If not, check here and proceed to 404.6.</b></p>	
<p>#1 All school employees receive training in the basics of diabetes care, how to identify when a student with diabetes needs immediate or emergency medical attention, and whom to contact in the case of an emergency.</p>	<p>Staff files should contain a certificate indicating each required individual has completed this training on a certain date.</p>

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<p>#2 When a student’s care plan requires a delegated care aide, the school requires every staff member who is taking care of a student with diabetes to be trained appropriately, as a “Delegated care aide,” by a licensed healthcare provider with expertise in diabetes or a certified diabetic educator.</p>	<p>Staff files should contain a certificate indicating each required individual has completed this training on a certain date.</p>
<p><b>404.7 Does the school participate in interscholastic athletic activities?</b>  <b>If not, check here <input type="checkbox"/> and proceed to 404.7.</b></p>	
<p>The school has ensured that all statute-specified persons have taken the statute-specified concussion training.</p>	<p>Staff files should contain a certificate indicating each required individual has completed this training on a certain date.</p>
<p><b>404.8 Does the school allow the administration of undesignated asthma medication, epinephrine injectors, or opioid antagonists?</b>  <b>If not, check here <input type="checkbox"/> and proceed to the next section.</b></p>	
<p>A. The school has on file documentation of the <u>annual</u> training of school staff who are authorized to administer undesignated asthma medication.</p>	<p>I. Staff files should contain a certificate indicating each required individual has completed this training on a certain date.                  II. There is no specific training required or available from ISBE at this time.</p>
<p>B. The school has on file documentation of the <u>annual</u> training of school staff who are authorized to administer undesignated epinephrine injectors.</p>	<p>I. Staff files should contain a certificate indicating each required individual has completed this training on a certain date.                  II. There is no specific training required or available from ISBE at this time.</p>
<p>C. The school has on file documentation of the <u>annual</u> training of school staff who are authorized to administer undesignated opioid antagonists.</p>	<p>I. Staff files should contain a certificate indicating each required individual has completed this training on a certain date.                  II. There is no specific training required or available from ISBE at this time.</p>

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501. Building Inspection	Compliance Notes
<p><b>501.1</b> The physical facilities occupied by the school have been inspected for compliance with <u>local</u> building and code fire safety requirements.</p>	<p>This is typically done by a local fire department or a building occupancy official although some schools have had their insurance companies do this. Regardless, a person knowledgeable about local building codes or fire safety requirements needs to walk through the facility and look for any violations to those requirements.</p>
<p>Name of Inspecting Agency: _____</p>	<p>Note whether the school has <u>either</u> of two documents to confirm compliance with safety requirements:</p> <ul style="list-style-type: none"> <li>a. A certificate or similar document from a <u>local</u> authority, such as a fire department, that has performed a safety inspection of the school; OR,</li> <li>b. A certificate or similar document from a third-party inspection company that is knowledgeable in <u>local</u> fire, building, and life safety codes and that has performed a safety inspection of the school.</li> </ul>
<p>Date of Inspection: _____</p>	<p>The date of the report may be used in lieu of the date of the inspection. The date should be within approximately the past 12 months.</p>
<p>If any code violations were noted, please list them below. Indicate those violations, if any, that have since been resolved.</p>	<ul style="list-style-type: none"> <li>I. If a school has unresolved code violations, then this constitutes a compliance issue insofar as ISBE is concerned, and the item should be marked “no.”</li> <li>II. If there are so many violations that they will not fit in the available space, the others may be listed at the end of the report in the compliance area or the team can list the most important items and indicate that there were others not listed.</li> </ul>
<p><b>501.2 All schools seeking recognition must be inspected for asbestos unless they can document <u>in writing</u> that the <u>architect or project engineer</u> has certified the building is free of asbestos. If the school has this proof, provide the document author and date, then check here <input type="checkbox"/> and skip to item 502. If not, complete A – E below.</b></p> <p><b>Name of Architect/Engineer:</b> _____</p> <p><b>Date of Document:</b> _____</p>	<ul style="list-style-type: none"> <li>I. The statement certifying that the building is asbestos free needs to be from the architect or project engineer. A statement from a previous owner claiming the building was built without asbestos is not sufficient.</li> <li>II. If a school is unable to produce a report as required because it does not own the building and cannot get a report from the building owner nor authorization from the building owner to have an inspection done, then the school must contact the Illinois Department of Public Health for further guidance. The team should see some evidence that such contact has been made by the school.</li> </ul>
<p>A. The school has been inspected for asbestos within the last 3 years by an authorized agent. Date of last inspection: _____</p>	<p>The inspection report constitutes a plan of action for the school. The team should list briefly any actions required of the school in the inspection report other than “observe and maintain” (often seen as “O&amp;M” in reports) and if the school has taken those actions.</p>
<p>B. The owner of the school has created and submitted an asbestos management plan to the Department of Public Health.</p>	<p>The asbestos inspection company used by the school may file this report on their behalf. If not, be sure to contact IDPH for instructions on how to submit.</p>
<p>C. Parents, teachers, and employees are notified of the school’s asbestos report and said report is available for viewing upon request.</p>	<p>A statement in the parent/employee handbook that the building contains asbestos and that the asbestos report/plan is available for viewing in the main office is an easy way to satisfy this requirement.</p>

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<p>D. Short-term workers are notified of the presence of asbestos in the building.</p>	<p>Putting this on the school's sign in sheet is a very easy way to satisfy this requirement. Some schools will have a form that such workers sign.</p>
<p>E. The school has signed the <a href="#">IDPH Assurances</a> form outlining the responsibilities of complying with asbestos regulation.</p>	<p>I. Items A – D are not the only legal obligations for a school containing asbestos. The IDPH Assurances form lists more steps that must be taken by the person who signs the form. Those duties include:</p> <ul style="list-style-type: none"><li>a. Six-month reinspection done either by the 3-year inspection company or a maintenance staff member. This can be as simple as printing out the chart in the asbestos report that states where asbestos was found and then walking around to the areas listed and noting any changes.</li><li>b. Maintenance staff need to undergo training on asbestos awareness and handling.</li><li>c. Warning labels must be posted in maintenance areas containing asbestos.</li></ul> <p>II. The team checks only to see if the assurances form has been signed but does not concern itself regarding the above items. It is the responsibility of the school to make sure they comply fully all the assurances listed on the form.</p>

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502. Student Supplies Inspection	Compliance Notes
<p>A. Toxic art supplies are not used in grades K-6.</p>	<p>I. The team will do a visual inspection of art supplies to verify. It is not enough that the school has a policy forbidding the use of such materials.</p> <p>II. Checking paint, markers (including those for dry erase boards), and glue is probably sufficient.</p> <p>III. Markers and paint often lack documentation. For example, the school may have plastic trays with small ovals cups that hold paint — the tray itself does not usually indicate toxicity. Instead, the nontoxic statement may be on the paper sleeve the tray came in, and the sleeve may have been discarded by the school. If this is the case, ask the school going forward to keep exemplars of containers or sleeves as evidence that materials are nontoxic.</p> <p>IV. Similarly, individual markers often lack toxicity information—this is, instead, on the box the markers came in. If the school removes the markers from the box, it should keep exemplars of the boxes as evidence that materials are nontoxic.</p> <p>V. Sometimes, students will have these supplies in lieu of the school or in addition to what the school supplies. The team should also check student supplies since students are likely to share with one another.</p> <p>VI. A statement that the item complies with ASTM D-4236 is a likely indicator that the item is nontoxic. This regulation requires that any toxic, corrosive, etc. elements be listed on the product label; if none is listed, this would indicate the product is nontoxic.</p> <p>VII. The item may have a circular seal with a large “AP” in the center. This seal indicates the item is nontoxic.</p> <p>VIII. It is possible that “nontoxic” may appear in another language, typically Spanish (<i>no tóxico</i>) or French (<i>non toxique</i>).</p> <p>IX. If there are no such markings, the school might try the manufacturer’s website to see if a nontoxic assurance is available there.</p> <p>X. The school may have toxic materials where lower grades are present so long as the materials are locked or otherwise unavailable to the students and so long as it is only the teacher or students in upper grades who use the materials.</p>
<p>B. Art supplies containing toxic substances are not used in grades 7 through 12 unless the materials are properly labeled according to statute.</p>	<p>The team will do a visual inspection to verify.</p>
<p>C. Students, teachers, and visitors are required to wear industrial quality eye care protective devices when participating in or observing the following:</p> <ul style="list-style-type: none"> <li>i. chemical or combined chemical-physical laboratories involving caustic or explosive chemicals or hot liquids or solids.</li> <li>ii. Vocational or industrial arts shops or laboratories involving:</li> </ul>	<p>The team will do a visual inspection to verify.</p> <p>Although not a requirement, schools should ensure goggles are cleaned after each use to prevent the spread of germs.</p>

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1. hot molten metals
2. milling, sawing, turning, shaping, cutting, grinding or stamping of any solid metals
3. heat treatment, tempering or kiln firing of any metal or other materials
4. gas or electric arc welding; repair or service of any vehicle
5. caustic or explosive materials

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503. Safety Drill Records	Compliance Notes
<p><b>503.1 Evacuation Drill(s) - <a href="#">Sample Drill Log</a></b></p>	<p>I. The school not required to use this form, but ISBE appreciates the consistency it provides for easier review of a school’s files.</p> <p>II. Depending on the date of the visit, a school may not have completed all required drills. This is okay assuming the “missing” drills have been scheduled.</p>
<p>A. During the academic year, the school conducts a minimum of three school evacuation drills to address and prepare students and school personnel for fire incidents, bomb threats, and hazardous materials events.</p>	
<p>B. One of the three school evacuation drills must require the participation of the local fire department/district.</p>	<p>The ISBE form has a place for the local fire department representative to initial to show participation. If the school does not use this form, it should have alternative documentation of that participation.</p>
<p><b>503.2 Severe Weather Drill(s)</b></p>	
<p>During the academic year, the school conducts a minimum of one severe weather and shelter-in-place drill to address and prepare students and school personnel for possible tornado incidents.</p>	
<p><b>503.3 Law Enforcement Drill(s)</b></p>	
<p>Within the first 90 days of school, the school conducts a minimum of one law enforcement drill to addresses an active threat or an active shooter. Please see <a href="#">PA 102-0395</a> for a full list of requirements</p>	<p>Schools may use their discretion regarding the excusing of students from participation. The general intent of the law is for maximum involvement of the whole school community, so excusing individual students or groups of students should be done with deliberation.</p>
<p><b>503.4 Is the school supported or maintained by public funds? If not, check here <input type="checkbox"/> and proceed to 503.5.</b></p>	<p>Funds that count as being supported or maintained by public funds</p> <ol style="list-style-type: none"> <li>1. Early Childhood Block Grant</li> <li>2. Any of the National/State Breakfast, Lunch, or Milk programs.</li> </ol> <p>Funds that do <b>not</b> count as being supported or maintained by public funds</p> <ol style="list-style-type: none"> <li>1. The Invest In Kids Act</li> <li>2. Any services received from a public school district through Title grant money</li> </ol>
<p><b>Bus Drill(s)</b></p>	
<p>A. During the academic year, the school conducts a minimum of one bus evacuation drill. If N/A, the school has submitted the <a href="#">exemption form</a> to ISBE and has a copy on file at the school</p>	<p>I. The school “transports students” if it operates a vehicle for this purpose on its own <u>or</u> if it contracts for student transportation, which contracting may include reimbursing parents who drive students in private vehicles for school purposes at the direction of the school.</p>

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	<p>II. Schools may use buses only with segments of the student population, such as with an athletic team or with one grade for a grade-specific field trip. In such cases, the school need only conduct the drill with that student segment.</p>
<p>B. The school’s curriculum shall include this drill and instruction in safe riding practices for all students.</p>	<p>Whether a school does the drill or not, the curriculum portion dealing with safe riding habits is still required. The curriculum might cover, but is not limited to</p> <ol style="list-style-type: none"> <li>a. Using seat and shoulder belts.</li> <li>b. Limiting distractions for drivers caused by radios, cell phones, loud conversations, etc.</li> <li>c. Not riding with drivers under the influence of alcohol or drugs.</li> <li>d. Safely exiting parked vehicles in traffic, such as when pulled over for a flat tire.</li> <li>e. Using 911 to report emergencies to law enforcement agencies.</li> <li>f. Some curriculum resources may be found at</li> <li>g. <a href="https://www.isbe.net/Documents/bus_safety_teach_guide.pdf">https://www.isbe.net/Documents/bus_safety_teach_guide.pdf</a></li> <li>h. <a href="https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/road-safety-education/safety-around-schools/reminding-parents-and-carers/riding-advice-to-share-with-parents-and-carers">https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/road-safety-education/safety-around-schools/reminding-parents-and-carers/riding-advice-to-share-with-parents-and-carers</a></li> </ol>
<p><b>503.5 Crisis Plan Review</b></p>	
<p>A. The school has completed an annual review of its emergency and crisis response plans with participation from a local first responder organization.</p>	<p>ISBE has <a href="#">a webpage dedicated specifically to crisis response plans</a>, which may be helpful in creating plans for your school.</p>
<p>B. If the school participates in interscholastic athletic activities, then the school must have a specific <a href="#">plan for interscholastic athletic activities</a>.</p>	
<p>C. If the school has students with asthma, then the school must have an <a href="#">asthma episode emergency response protocol</a>.</p>	
<p>D. The school has submitted the <a href="#">Private School Annual Review Compliance Report</a>, which indicates that all necessary drills have been performed and that the school’s emergency and crisis plans have been reviewed.</p> <p>Date of submission: _____          “In Process” is an acceptable response in lieu of a date.</p>	<p>I. This report is filled out when the school has completed the rest of 503. The school can submit the form by clicking “SUBMIT” in the bottom right of the form.</p> <p>II. If the school has not yet conducted all of the required items, it is acceptable to write “In Process” for the date of submission during the visit, which indicates the school is aware of the requirement and will send the form later.</p>

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