

HANDBOOK
FOR
PHASE III EVALUATION
FOR
ELEMENTARY SCHOOLS

The Diocese of Rockford
Catholic Education Office
2011

Revised: August 2012

TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
FORWARD.....	4
PROCEDURES.....	5
SECTION I: Standards of Excellence	6
MISSION STATEMENT, PHILOSOPHY, GOALS	7
CATHOLIC IDENTITY.....	10
LEADERSHIP	16
CURRICULUM	21
ENVIRONMENT	27
PHYSICAL PLANT	29
APPENDIX.....	31
SECTION II: Process for School Visitation	33
ROLE OF THE CATHOLIC EDUCATION OFFICE.....	34
ROLE OF THE VISITING TEAM CHAIRPERSON.....	35
ROLE OF THE REPRESENTATIVE FROM THE STATE/ACCREDITING AGENCY.....	36
ROLE OF THE PRINCIPAL.....	37
ROLE OF THE VISITING TEAM	40
SECTION III: Forms.....	44
VISITING TEAM FORM	45
REPORTING FORMS.....	46
ACCOUNTABILITY REPORT (Visiting Team)	47
ACCOUNTABILITY REPORT (ISBE)	48
PARENT SURVEY ACCOUNTABILITY REPORT (School)	49
CODE FOR VALIDATING INDICATORS (SAMPLE)	50
MISSION STATEMENT, PHILOSOPHY AND GOALS	51
CATHOLIC IDENTITY.....	55
LEADERSHIP	58
CURRICULUM	61
ENVIRONMENT	64
PHYSICAL PLANT	67
ISBE COMPLIANCE	70
SELF-STUDY SUMMARY REPORT	72
VISITING TEAM SUMMARY REPORT	74
RECOGNITION REPORT	75
ORAL REPORT	76
SECTION IV: Illinois State Board.....	77
ISBE STEPS TO RECOGNITION	78
BENEFITS OF NONPUBLIC SCHOOL RECOGNITION BY THE ILLINOIS STATE BOARD OF EDUCATION.....	79
DOCUMENTATION: ANNUAL REQUIREMENTS FOR RECOGNITION.....	80
GUIDELINES FOR SCHOOL CALENDAR PREPARATION	82
ROLE OF THE REPRESENTATIVE FROM THE STATE/ACCREDITING AGENCY.....	93
GUIDELINES FOR THE DEVELOPMENT OF THE EDUCATIONAL PROGRAM DESCRIPTION FOR NONPUBLIC ELEMENTARY AND SECONDARY SCHOOLS	94
NONPUBLIC SCHOOL REGISTRATION INFORMATION SHEET.....	102
NONPUBLIC SCHOOL EVALUATION INSTRUMENT	104
SECTION V: ASSISTANCE FOR STATE RECOGNITION.....	106

NONPUBLIC SCHOOL APPLICATION FOR RECOGNITION AND CALENDAR.....	107
SECTION VI: APPENDIX	136
TEACHER ROSTER	137
PRAYER SERVICE	138
PERSONNEL FILES	140
RECORDS – STUDENT	141
NON-DISCRIMINATION POLICY	143
STUDENT ADMISSIONS	144
BULLYING.....	145
QUALIFICATIONS FOR ADMINISTRATORS	146
PRINCIPAL: ROLE DESCRIPTION (SAMPLE)	147
QUALIFICATIONS OF TEACHERS/CATECHISTS	149
CATHOLIC SCHOOL TEACHER ROLE DESCRIPTION (SAMPLE).....	150
WAIVER (Teacher)	152
STATE RECOGNITION.....	153
EDUCATIONAL PROGRAMS IN SCHOOLS	154
EVALUATIONS.....	155
PARISH EDUCATION COMMISSION/ COUNCIL OF ADMINISTRATION	156
HEALTH EXAMINATIONS AND IMMUNIZATIONS.....	157
SAFETY.....	159
SCHOOL CALENDAR	160
CURRICULUM CRITERIA	161
INFORMATION FOR SCHOOL PERSONNEL	163
GUIDELINES FOR VISITING TEAM SCHEDULE	165
GUIDELINES FOR THE CLASSROOM VISITATION.....	166
GUIDELINES FOR CHAIRPERSON INTERVIEWS	167
GUIDELINES FOR VISITING TEAM INTERVIEWS	168
GUIDELINES FOR VALIDATING THE CURRICULUM RESPONSES	169
PARENT SURVEY	170
ENCUESTA PARA LOS PADRES	174
DIRECTIVES FOR COMPLETING THE FORM: PLAN FOR SCHOOL IMPROVEMENT	178
REFERENCES	179
CLASSROOM VISITS	183
OBSERVATION KEYS	184
ADDENDUM	185
DOCUMENTATION FOR EDUCATIONAL PROGRAM DESCRIPTION	186
**POLICY GUIDELINES FOR REGISTRATION AND RECOGNITION	188
GLOSSARY	195
NONPUBLIC SCHOOL EVALUATION INSTRUMENT http://www.isbe.net/grants/pdf/91-03_np_school_eval.pdf	196
PART 425 VOLUNTARY REGISTRATION AND RECOGNITION OF NONPUBLIC SCHOOLS	197
SELF-STUDY TIMELINE	217

FORWARD

The Catholic Bishops of the United States clearly reaffirmed their position on Catholic schooling in 1990 when they wrote *In Support of Catholic Elementary and Secondary Schools*. The Bishops state that their primary goal is "That Catholic schools will continue to provide high quality education for all their students in a context infused with gospel values."

The Rockford Diocese Self-Study Process has been developed as a means of responding to this mandate for excellence. It challenges all schools to provide quality Catholic education.

The **Handbook for Self-Study Phase III Evaluation for Elementary Schools** includes the process for school evaluation, **STANDARDS OF EXCELLENCE**, and reporting forms. The **STANDARDS OF EXCELLENCE** is a compilation of standards for schools striving for quality Catholic education in the Diocese of Rockford. This component is integral to the school evaluation process.

Each diocesan elementary school is presently on a seven year rotational schedule for a formal on-site recognition/accreditation visit. Exceptions to this expectation only occur with the permission of the Superintendent of Catholic Schools or a representative.

When the schools participate in the formal evaluation process they must prepare a written **Self-Study** to be presented to the Diocesan Visiting Team as well as the Catholic Education Office. This is accomplished by writing indicators for the descriptors for each of the criteria included in the **Standards of Excellence**. The faculty and the Leadership Committee also identify areas of strength and areas for school improvement for their school.

For the Phase III Evaluation, the Visiting Team spends one day in the school during which time the school's indicators are validated; strengths and areas for improvement are identified. At the conclusion of the visitation, the school receives a report indicating the major strengths of the school, as well as recommendations to ensure continued school improvement. The Visiting Team will recommend to the Catholic Education Office and the Illinois State Board of Education that the school qualifies for one of the three following categories:

Recognition Granted, Recognition Pending, or Recognition Withheld.
(Explanation of Recognition status found in the APPENDIX of this report.)

The school will consider the recommendations given by the Visiting Team. The school will also be responsible for implementing the recommendations given by the State of Illinois. This will be accomplished by designing suitable goals and objectives based on the recommendations given at the conclusion of the school visitation. The implementation of the goals and objectives will serve as a catalyst for school improvement and future planning. This ***Plan for School Improvement*** will be submitted to the Catholic Education Office on a yearly basis.

PROCEDURES

The Handbook for Self-Study Phase III Evaluation for Elementary Schools delineates procedures to be used by elementary schools of the Rockford Diocese for school evaluation and visitation. It also includes forms required for participation in school evaluation and visitation processes.

The **STANDARDS OF EXCELLENCE** forms the basis for school evaluation. Each school's response to the

- A. Catholic Identity
- B. Mission Statement
- C. Philosophy and Goals
- D. Leadership
- E. Curriculum
- F. Environment
- G. Physical Plant

and components will demonstrate how effectively the professional staff is working toward excellence.

The format for the self-study includes descriptors taken from the **STANDARDS OF EXCELLENCE** and delineating the values unique to the Catholic school. The school's response to the descriptors tells how the school is implementing the criteria. Responses will vary from school to school. Ordinarily, this task is completed by teachers and the principal, with input from parish staff, other school staff members, parents, students, and Education Commission members where appropriate. After writing responses for each of the **DESCRIPTORS**, the committee will name areas of **STRENGTH** as well as areas for **IMPROVEMENT**. These will be listed at the end of each section. These responses will be discussed and affirmed by the faculty. The faculty will then discuss and prepare a summary of the major areas of **STRENGTH** and major areas for **IMPROVEMENT**. The visitation from the Diocesan team completes this phase of the Self-Study. (Forms for completing the reports are provided in this handbook.)

The Visiting Team will be chaired by a Catholic school principal who has been pre-approved by the Catholic Education Office. Other members will include a representative from the Catholic Education Office, at least one school professional from a public school, a representative from the Illinois State Board of Education (ISBE) and administrators from inside and outside the Rockford Diocese. Teachers from other schools may be invited to join the team. (See Visiting Team Form). In order to verify the self-study and to ascertain the school's compliance with the **STANDARDS OF EXCELLENCE** the team observes classes while in session, reviews documents and confers with the principal, pastor, students, teachers and parents. The Visiting Team further assists the school by giving recommendations for continued school improvement.

The school community is responsible for submitting a **Plan for School Improvement** to the Catholic Education Office within one year of the formal visit to the school. Every year a continuing **Plan for School Improvement** will be submitted.

The schools are visited annually by a representative of the Catholic Education Office at which time there is a review of their School Improvement Plan and its implementation.

SECTION I: Standards of Excellence

STANDARDS OF EXCELLENCE

- **Mission Statement, Philosophy, Goals**
- **Catholic Identity**
- **Leadership**
- **Curriculum**
- **Environment**
- **Physical Plant**

MISSION STATEMENT, PHILOSOPHY, GOALS

The uniqueness of a Catholic school is reflected in its mission statement, philosophy, goals, and objectives. The mission statement, which flows from the parish mission statement, affirms the purpose of the school.

The **philosophy** is a set of values and beliefs that give direction to leadership, curriculum, environment, faith formation, and the development of the total person. The community is able to observe the philosophy as it is reflected in daily school activities.

Goal statements reflect what the school community endeavors to carry through the statements of its mission and philosophy. Objectives are intended measurable outcomes that reflect how the goals will be achieved. Recognizing that parents are the first and most important educators of their children, these statements express how the school works cooperatively with the family to assist them in the full development of the child. They give direction to all aspects of school life, including how the school fosters decision-making, self-learning, critical thinking, and peaceful conflict resolution skills.

The school lives out its own unique mission and philosophy. Goals and objectives flow from the philosophy, express local needs, and incorporate the vision of the school community.

1. THERE IS A WRITTEN MISSION STATEMENT.

1.1 The Mission Statement:

- a. Reflects the mission of the Church based on Sacred Scripture, tradition, the *Catechism of the Catholic Church*, the *General Directory for Catechesis*, Catholic social teachings and other official teachings of the magisterium.
- b. Integrates the parish's mission of evangelization.
- c. Focuses upon the purpose of the school to educate the children in the values and beliefs of the Catholic Church.
- d. Affirms that the school utilizes a quality curriculum including the necessary skills to live as responsible members of society.

2. THERE IS A WRITTEN STATEMENT OF PHILOSOPHY WHICH FLOWS FROM THE MISSION STATEMENT.

2.1 The Philosophy statement:

- a. Identifies the school as part of the local church, diocese, and the community at large.
- b. Recognizes the role of parents/guardians as the primary catechists of their children.
- c. Incorporates respect for each student's worth and uniqueness.
- d. Recognizes a holistic approach of growth for the student: spiritual, intellectual, physical, emotional, and social.
- e. Incorporates a pursuit of academic excellence.
- f. Recognizes the socio-economic dimensions of the school population.
- g. Includes the values of inculturation.

2.2 The school's policies, practices, and programs reflect the school philosophy.

3. THE DEMOGRAPHICS OF THE SCHOOL COMMUNITY ARE ACKNOWLEDGED

3.1 A description of the present demographic make up of the parish and school is available and may contain:

- a. Ethnic data
- b. Racial data
- c. Gender data
- d. Educational background data/estimates
- e. Economic status data/estimates

3.2 Future demographic projections have been made using

- a. Local public school data
- b. City/county/regional (as applicable) data
- c. Diocesan research and planning data

3.3 Future planning reflects demographic data gathering.

4. GOALS AND OBJECTIVES REFLECT THE PRINCIPLES UNDERLYING THE PHILOSOPHY.

4.1 The goals:

- a. Integrate Catholic teachings and values into all areas of the faith community.
- b. Are based on the needs and vision of the local school community, i.e., the religious, social, intellectual, and personal lives.
- c. Reflect high expectations of students, faculty, and staff.
- d. Prepare students for life today and in the future.
- e. Are implemented in the objectives.

4.2 The objectives:

- a. Serve as the blueprint for accomplishing the goals.
- b. Are specific, realistic, and measurable.
- c. Include periodic evaluation of student progress.

5. THE MISSION, PHILOSOPHY AND GOALS ARE CONFIRMED BY THE VARIOUS COMMUNITY ENTITIES

5.1 The school and parish staffs understand, concur with, and commit themselves to the mission, philosophy, and goals.

5.2 The school informs parents/guardians and the parish community of the mission, philosophy, and goals.

5.3 The school engages the support and involvement of parents/guardians in the practical implications of these statements.

5.4 The Education Commission and school organizations support and adhere to the mission, philosophy, and goals of the school.

5.5 The statements are reviewed yearly and revised when appropriate.

CATHOLIC IDENTITY

Our Catholic schools have specific characteristics that support their Catholic Identity in both the instruction and formation of students. The students learn the beliefs and teachings of the Catholic faith as expressed in the *Catechism of the Catholic Church*, the *General Directory for Catechesis* and Catholic social teachings. They are called upon to witness to scriptural values, to worship, and pray together within the school faith community so that they may integrate faith into their daily lives. Through the efforts of the principal, faculty, and staff, students grow in an atmosphere of love, care, and respect.

6. THE PRINCIPAL'S LEADERSHIP IS ROOTED IN FAITH AND REFLECTED IN PERSONAL CHARACTERISTICS, BEHAVIORS, AND EXPECTATIONS.

- 6.1 As religious educational leader of the uniquely Catholic school, the principal demonstrates:
 - a. Active membership in the Roman Catholic Church and models that tradition.
 - b. Knowledge of the Sacred Scripture, Catholic Church teachings, and current trends in the Church.
 - c. An ability to express beliefs and values based on a background of faith and the teachings of the Church.
 - d. Public expression and active support of Catholic education.
 - e. Positive attitudes of enthusiasm, energy, and optimism regarding the mission of the Church and the Catholic school.
 - f. Understanding the role of total Catholic Education in the teaching mission of the Church.
- 6.2 The principal communicates the goals of the catechetical programs of the school to all constituencies.
- 6.3 The principal facilitates and monitors the development of religious curriculum and activities that support the faith development of students.
- 6.4 The principal observes Religion classes, participates in religious activities, liturgies, and programs.
- 6.5 The principal directs the faculty in the evaluation of all aspects of the school's Religion program.

6.6 Communications from the principal regularly emphasize the distinctly Catholic characteristics and mission of the school.

7. THE CATHOLIC SCHOOL IDENTIFIES ITSELF AS A FAITH COMMUNITY.

7.1 The faculty and staff recognize that teaching is primarily a ministry of sharing the Catholic faith.

7.2 The faculty and staff work together to develop a faith community in the school.

7.3 Students, faculty, and staff daily live out their faith in word and action within and outside of the school community.

7.4 The school community recognizes that it is an expression of the parish faith community and shares faith experiences with the parish community when possible.

7.5 The faculty and staff encourage students to take roles in parish activities.

8. FACULTY MEMBERS DEMONSTRATE CATECHETICAL LEADERSHIP ROOTED IN FAITH, PERSONAL CHARACTERISTICS, BEHAVIORS AND EXPECTATIONS.

8.1 As catechetical leaders, the faculty demonstrates:

- a. An active faith life.
- b. Knowledge of the Sacred Scripture, Catholic Church teachings and current trends in the Church.
- c. An ability to express beliefs and values based on a personal commitment and education in faith.
- d. Public expression and active support of Catholic education.
- e. Effective decision-making based on Christian principles and Catholic teachings for the good of the students served.
- f. Positive attitudes of enthusiasm, energy, and optimism regarding the mission of the Church and the Catholic school.
- g. Understanding of total Catholic Education and the teaching mission of the Church.

- 8.2 Faculty members participate in inservice opportunities with regard to Sacred Scripture, church teachings, Catholic social principles, and catechetical methodology, in accordance with diocesan policy.
- 8.3 Faculty members participate in retreats, and other opportunities that foster their own ongoing faith development.
9. **THE EDUCATIONAL STAFF OF THE SCHOOL DEVELOPS A STRONG RELIGION PROGRAM.**
- 9.1 The basis of the Catholic school program includes four dimensions:
- a. **Message** reflects the ability to incorporate the Sacred Scripture and important teachings of the Catholic faith into the entire program and throughout the day.
 - b. **Worship** characterizes the ability to incorporate prayer and worship experiences throughout each day and to celebrate the spiritual dimensions of the seasons.
 - c. **Community** describes the challenge to form a faith community responsive to the needs of its members and to become future active members of parish communities.
 - d. **Service** means building a relationship that enables the members of the school community to serve others in the spirit of Jesus.
- 9.2 The school has a well-defined Religion program that is based on:
- a. The Sacred Scripture.
 - b. Tradition.
 - c. Official teachings of the Church as expressed in the *Catechism of the Catholic Church* and other Church documents.
 - d. Catechetical teaching of the magisterium.
- 9.3 The faculty members encourage the students to live out and model the Catholic faith.
10. **ALL EDUCATIONAL EXPERIENCES OF THE SCHOOL REFLECT THE CENTRAL ROLE OF THE CATHOLIC FAITH IN THE LIFE AND IDENTITY OF THE SCHOOL.**

- 10.1 Students are taught to integrate faith and life at a level appropriate to their age and development.
- 10.2 Students, faculty, and staff participate actively in Eucharistic celebrations.
- 10.3 Prayer is always an essential part of the school day.
- 10.4 Acts of service are integral to the educational program at all grade levels and emerge as outcomes of particular studies or needs which arise throughout the year.
- 10.5 The Liturgical Year provides a framework for learning about Christ and living the faith life through worship and prayer within the school and parish community.
- 10.6 Sacraments are celebrated as students grow in their understanding of the meaning of them for an active faith life.
- 10.7 Scriptural values the *Catechism of the Catholic Church*, the *General Directory for Catechesis*, Catholic social teachings and other declarations of the magisterium serve as guides for moral development and decision-making.
- 10.8 Religion classes serve as a means of evangelization to foster ongoing faith development and formation resulting in an increased understanding of the Catholic faith.

11. THE SCHOOL COMMUNITY PROVIDES WITNESS TO SCRIPTURAL VALUES IN OBSERVABLE WAYS.

- 11.1 All members of the school community are challenged to respond to the call to protect people and the planet, living our faith in relationship with all of God's creation.
- 11.2 Catholic educators and administrators are urged to create additional resources and programs that will address Catholic social teachings.
- 11.3 The actions and interactions of faculty and staff members model Christian principles in every aspect of their personal and professional lives.
- 11.4 All members of the school community should take advantage of opportunities to nurture vocations and to examine various ministries within the Church.

12. THE SCHOOL FAITH COMMUNITY ASSISTS STUDENTS IN DEVELOPING AND LIVING THEIR FAITH LIVES.

12.1 Teachers provide activities that encourage students at all age levels to grow in their faith.

12.2 Symbols representing the Catholic faith are visible and respected in classrooms and throughout the school.

12.3 A bulletin board should be dedicated to seasonal themes of religious inspiration and/or an area of the classroom should be designated as a prayer space.

12.4 The school invites parents and the parish community to come together whenever possible for celebrations of the faith.

12.5 Prayer, including retreat experiences, and inservice programs are provided as opportunities for growing in one's faith and sharing one's beliefs.

12.6 The school, following parish norms, integrates sacramental preparation into the parish program(s).

13. TEACHERS COLLABORATE WITH PARENTS HELPING THEM TO FULFILL THEIR ROLE AS PRIMARY RELIGIOUS EDUCATORS OF THEIR CHILDREN.

13.1 Teachers share with parents/guardians ways of providing faith experiences in the home to help their children grow in their faith.

13.2 Parents/guardians have a central role in sacramental preparation and have opportunities for their own faith development.

14. THE SCHOOL COMMUNITY'S WITNESS OF THE CATHOLIC FAITH IS A MEANS OF EVANGELIZATION.

14.1 The school promotes opportunities for families to assume active roles in the parish community.

14.2 The school offers opportunities for parishioners to be involved in school activities.

14.3 Non-Catholic students have opportunities to experience and inquire about the Catholic faith.

14.4 Students and families who express interest in the faith receive encouragement and guidance enabling them to come to a greater knowledge of the faith.

15. MEANINGFUL EXPRESSIONS OF WORSHIP AND PRAYER ARE EVIDENT IN THE ROUTINES OF THE SCHOOL.

15.1 Celebration of the Eucharistic liturgy is of the highest priority with expectations for appropriate attendance, dress, and behavior.

15.2 Students and faculty actively participate in liturgical celebrations, prayers, services, and other faith experiences.

15.3 Students and staff cooperatively plan liturgies and prayer services.

15.4 Coordination between school and parish liturgies takes place when appropriate.

15.5 The school community celebrates liturgical seasons and special Church feasts as well as displaying related visible signs in the school environment.

15.6 Worship experiences are designed to reflect the age, understanding, and culture of the students.

15.7 Worship experiences include various prayer forms and music.

LEADERSHIP

The essential role of the Catholic school principal is to provide leadership and vision for the development of an active faith and academic community. This leadership provides for the nurturing and complete growth of the children entrusted to his/her care. This role is best accomplished in collaboration with the faculty and staff as well as by organization and administration of school resources to achieve the school's established goals.

16. THE PRINCIPAL FOSTERS A CLIMATE OF FAITH COMMUNITY.

- 16.1 The principal assumes leadership in faith formation of faculty, staff, and students.
- 16.2 The principal encourages and develops a spirit of Christian service, community, and mutual respect.
- 16.3 The principal fosters a positive self-image in faculty, staff, and students.

17. THE PRINCIPAL ARTICULATES AND IMPLEMENTS THE CATHOLIC MISSION AND PHILOSOPHY OF THE SCHOOL.

- 17.1 The principal initiates the annual review of the mission statement and philosophy.
- 17.2 The principal ensures that the goals and objectives of the school reflect the school mission and philosophy.

18. THE PRINCIPAL ENSURES THE IMPLEMENTATION OF BOTH DIOCESAN AND LOCAL POLICIES AND REGULATIONS.

- 18.1 The principal is accountable to the pastor for the administration of the school.
- 18.2 The principal follows all diocesan and local policies and procedures.
- 18.3 The principal informs the Education Commission, faculty, staff, and

members of the school community about diocesan and local policies.

18.4 Having determined the need for additional local policies, the principal communicates with the education commission.

19. THE PRINCIPAL PROVIDES FOR THE SUPERVISION AND GROWTH OF PERSONNEL.

19.1 The principal implements ongoing, systematic, and cooperative evaluations of school personnel according to diocesan policy.

19.2 The principal recognizes appropriate achievement and service of school personnel.

20. THE PRINCIPAL, IN COLLABORATION WITH THE STAFF, PROVIDES EFFECTIVE INSTRUCTIONAL LEADERSHIP OF PROGRAMS THAT REFLECT THE UNIQUE CATHOLIC CHARACTER OF THE SCHOOL.

20.1 The principal initiates curriculum planning and develops strategies for it in collaboration with faculty.

20.2 The principal articulates and implements instructional goals and objectives.

20.3 The principal establishes and communicates high academic and catechetical expectations for all students.

20.4 The principal provides materials and resources to meet the various needs and talents of students.

20.5 The principal ensures that daily teaching schedules and lesson plans provide for maximum instructional time.

20.6 The principal establishes and maintains an orderly school environment that promotes learning through student self-discipline.

20.7 The principal directs, supervises, and assesses the instructional program.

20.8 The principal provides staff development for spiritual and professional growth including catechist certification, catechism study days, and inservice programs.

- 20.9 The principal encourages initiative and develops leadership between faculty and staff through delegation of tasks.
- 20.10 The principal with the assistance of the faculty, staff, and school community establishes and maintains a technology plan.
- 21. THE PRINCIPAL ESTABLISHES POLICIES AND PROCEDURES FOR STUDENT SERVICES.**
- 21.1 The principal arranges systematic procedures for the continued assessment and reporting of student progress.
- 21.2 The principal oversees enrollment and attendance policies and procedures.
- 21.3 The principal communicates catechetical, academic, and behavioral expectations of students.
- 21.4 The principal provides for student health, welfare, and safety on school property.
- 21.5 The principal assures the development of a School Safety Plan (Crisis Management Plan).
- 21.6 The principal communicates the School Safety Plan (Crisis Management Plan) to the school community and appropriate local agencies.
- 21.7 The principal facilitates and monitors the co-curricular programs sponsored by the school.
- 21.8 The principal coordinates plans for providing special service assistance to students in need.
- 22. THE PRINCIPAL ESTABLISHES, PROMOTES, AND NURTURES AN ATMOSPHERE OF GOOD WILL AND RAPPORT WITH THE SCHOOL'S VARIOUS ENTITIES.**
- 22.1 The principal communicates the unique Catholic character, values, and achievements of the school.
- 22.2 The principal promotes a spirit of cooperation among parents, students, faculty, staff, and parish.
- 22.3 The principal provides effective means of communication.

22.4 The principal assesses and responds appropriately to community reactions, suggestions, and perceptions.

23. THE PRINCIPAL PURSUES OPPORTUNITIES FOR PERSONAL AND PROFESSIONAL DEVELOPMENT.

23.1 The principal grows spiritually through prayer, study, reflection, and shared faith experiences.

23.2 The principal continues to advance professionally through reading, seminars, conferences, and further study.

23.3 The principal participates in meetings, institutes, and other diocesan programs.

24. THE PRINCIPAL EXERCISES FISCAL RESPONSIBILITY.

24.1 The principal prepares, implements, and monitors the school budget.

24.2 The principal provides for a system of internal accounting.

24.3 The principal administers school purchasing.

24.4 The principal gives periodic budget reports to the pastor and the Parish Education Commission.

24.5 The principal assists the Education Commission in long-range planning for the financial needs of the school.

25. THE PRINCIPAL SUPERVISES THE CUSTODIAL CARE AND MAINTENANCE OF THE PHYSICAL PLANT.

25.1 The principal assures the implementation of fire, tornado, and health and safety codes in accord with current Occupational Safety and Health Administration standards.

25.2 The principal assures standards of cleanliness, ventilation, and safety.

25.3 The principal determines within parish guidelines the use of physical plant, its needs, and the correction of unsatisfactory conditions.

26. THE PRINCIPAL HANDLES GENERAL ADMINISTRATIVE RESPONSIBILITIES BY PROVIDING FOR THE DAY-TO-DAY OPERATIONS OF THE SCHOOL.

26.1 The principal provides leadership and service to the Parish Education Commission.

26.2 The principal communicates regularly with the pastor(s) and the Education Commission.

26.3 The principal provides handbooks that clearly convey basic expectations for appropriate audiences.

26.4 The principal ensures effective day-to-day office operations with adequate secretarial staff.

CURRICULUM

Catholic education has historically carried on the mission of Jesus entrusted to the Church He founded. It is within the unique Catholic school setting that the development of the whole person is imbued and permeated with the love of the Risen Lord. The totality of this environment is expressed in the school's curriculum, which provides for the experience of learning and living, fully integrated in the light of faith. Catholic education must prepare students for life in the third millennium, where personal and professional endeavors will be increasingly related to integrated, life-long learning.

Religious education is the cornerstone of the Catholic school and the heart of the school curriculum; therefore, our Catholic identity is reflected and infused in all areas of the curriculum. This commitment to religious instruction and faith formation maximizes the commitment of the Catholic school to provide a program of general academic excellence.

27. THE CURRICULUM DEFINES WHAT TEACHERS ARE TO TEACH AND WHAT STUDENTS ARE TO LEARN.

- 27.1 The school's curriculum development is an ongoing process which identifies and impacts all areas of learning.
- 27.2 The curriculum reflects the basic teachings of the *Catechism of the Catholic Church*, the *General Directory for Catechesis*, and Catholic social teachings.
- 27.3 The diocesan curriculum serves as a guide for the principal in the development of a local curriculum.
- 27.4 The cycle of curriculum renewal includes a yearly focus on a particular subject or subjects.
- 27.5 The curriculum process includes the following:
 - a. Assessment
 - b. Rationale
 - c. Goals and objectives
 - d. Content
 - e. Materials
 - f. Activities
 - g. Teaching strategies, including the use of technology
 - h. Textbook review and adoption.

28. THE CURRICULUM INCLUDES EXPERIENCES THAT PROVIDE STUDENTS WITH THE SKILLS AND KNOWLEDGE NECESSARY TO FUNCTION EFFECTIVELY AS CATHOLICS IN SOCIETY.

- 28.1 In accord with the *Diocesan Religious Education Curriculum Guidelines*, the faculty prepares goals and objectives for the Religion program and evaluates them regularly.
- 28.2 Teachers use a curriculum guide in the planning of their Religion lessons and for evaluation.
- 28.3 The class schedule insures quality time for Religion classes.
- 28.4 Teachers study and integrate a variety of approaches and methods to insure the best religious instruction and practices.
- 28.5 Textbooks are reviewed and adopted based on the approved list of texts prepared by the Ad Hoc Committee to Oversee the Use of the Catechism appointed by the National Conference of Catholic Bishops.
- 28.6 Study of symbols and rituals related to liturgy is part of the Religion curriculum.
- 28.7 The use of computer, Internet, and other resources shall be consistent with the teachings of the Catholic Church.
- 28.8 Communication skills include the ability to read, write, speak, and listen.
- 28.9 Mathematics instruction emphasizes concept development, computation, applications, and problem-solving skills.
- 28.10 Science instruction includes an inquiry approach and the use of hands-on materials.
- 28.11 Social Studies instruction includes study of the inter-relationships of all peoples and cultures to the historical, geographic, and economic factors in the environment.
- 28.12 Foreign Language is taught where possible.
- 28.13 Fine Arts includes the visual and performing arts.
- 28.14 Music instruction includes music for worship.

- 28.15 Health and Physical Education instruction emphasizes motor development skills and provides opportunities to develop lifelong habits of healthful living.**
- 28.16 Technological advances and information processing are a part of the curriculum where possible.**
- 28.17 All school personnel reinforce decision-making techniques taught through problem-solving, high level thinking skills, and student creativity.**
- 28.18 Students take responsibility for their own education and develop strong study and critical thinking skills, use time efficiently, and complete tasks.**

29. TEACHERS PLAN AND PROVIDE EFFECTIVE INSTRUCTION TO ACCOMPLISH THE SCHOOL'S PHILOSOPHY, GOALS, AND OBJECTIVES.

- 29.1 Teachers clearly state expectations for students and communicate these to parents.**
- 29.2 Classroom management skills ensure caring, mutual respect, and a climate conducive to learning exist.**
- 29.3 Lesson plans are specific and include the objective, teaching procedures, and method of assessment.**
- 29.4 Teachers consistently assess academic progress and document student achievement.**
- 29.5 Teachers use a variety of instructional strategies including technology and grouping patterns to facilitate engaged learning.**
- 29.6 Teachers allow sufficient time to present, demonstrate, and explain new content and skills.**
- 29.7 Teachers monitor student performance, give immediate feedback and adjust instruction accordingly.**
- 29.8 Teachers refer students with special needs to appropriate agencies for assessment and assistance when necessary.**
- 29.9 Teachers provide all students adequate challenges for their abilities.**

29.10 Formal and informal evaluation techniques and instruments

measure the effectiveness of the curriculum.

30. STUDENTS VALUE LEARNING AND ACQUIRE LEARNING SKILLS.

30.1 Students believe they can learn because they encounter success.

30.2 Teachers use strategies that enable students to share the responsibility for successful learning.

30.3 Teachers present students with the skills necessary to do research and to study successfully.

30.4 Teachers hold students accountable for quality work.

30.5 Teachers maximize instructional time and give minimum time to routine matters.

30.6 Teachers assign appropriate homework, correct, and return it promptly.

31. ASSESSMENT AND EVALUATION ARE BASED ON DEFINED STUDENT OUTCOMES.

31.1 The principal and teachers determine and follow a common standard for curriculum mastery and student evaluation consistent with the diocesan curriculum guides.

31.2 Teachers use assessment results, including standardized test scores, to develop appropriate educational plans for students.

31.3 Teachers involve parents in student learning and keep them informed of the results of assessment and evaluation.

31.4 The principal is responsible for maintaining a permanent record for each student.

31.5 Teachers give positive recognition to students and further challenge them as they master curriculum objectives.

32. A WELL-DESIGNED STAFF DEVELOPMENT PROGRAM IS IMPLEMENTED IN THE SCHOOL.

32.1 Faculty and staff development programs are based on needs assessments and the recommendations of participants.

- 32.2 Curriculum development should be a part of faculty in-service when appropriate.
- 32.3 The principal schedules regular faculty meetings.
- 32.4 Faculty and staff members participate in diocesan and area inservice programs.
- 32.5 Faculty and staff development programs are evaluated regularly by both administration and participants.
- 32.6 Faculty and staff members receive annual in-service training on the Crisis Management Plan.

33. A PROGRAM FOR SUPERVISION AND EVALUATION OF TEACHERS IS DESIGNED TO IMPROVE TEACHING PERFORMANCE.

- 33.1 The faculty receives information about the assessment instrument to be used for supervision and evaluation.
- 33.2 Supervision includes data gathering from general criteria as well as systematic observation of teacher performance.
- 33.3 Each teacher, in collaboration with the principal, designs his/her own individual ongoing growth goals.
- 33.4 Each teacher, in collaboration with the principal, uses established guidelines and procedures for teacher observation.
- 33.5 The principal and teachers mutually agree on a focus for observation previous to the time of observation.
- 33.6 The conference between the principal and teacher following a formal observation includes making a plan for the teacher's continued growth.
- 33.7 Teachers receive documentation of their performance following an appropriate time-line.

34. ADEQUATE FUNDING IS AVAILABLE TO SUPPORT THE TOTAL CURRICULUM.

- 34.1 Budget allocations are sufficient to meet the needs generated by the curriculum.

- 34.2 Appropriate and relevant materials are available for each student and teacher.**
- 34.3 Currently available funding sources are utilized for technology services and other improvements to support the total curriculum.**

ENVIRONMENT

"The Catholic schools seek to permeate every educational experience within the guidance of the school with the message of love and the vitality of Christ's presence" (McDermott). This permeation flows from the faith of the believing community of the school and affects the attitudes, values, and general atmosphere of the school. Thus positive relationships develop in the school community.

A favorable school environment is identifiable. Faculty, staff, and students in a Catholic school care for, respect, and trust one another. The results are high morale, continuous social and academic growth, and the development of a strong social consciousness.

This environment allows members to witness Christian principles and values through observable actions. Principles of peace and social justice and an awareness of the global family are integral to curricular and co-curricular activities of the school.

The surroundings are aesthetically attractive, enhance the value and dignity of the individual, and reflect the Catholic identity of the school.

35. POSITIVE CHRISTIAN RELATIONSHIPS ARE EVIDENT.

- 35.1 School personnel and students give evidence of mutual respect, care, trust, and concern.**
- 35.2 Faculty and staff interaction with students results in a positive spirit of enthusiasm and cooperation.**
- 35.3 Parents and other visitors feel welcome and work cooperatively with school personnel.**
- 35.4 There is an enthusiasm for learning demonstrated by teachers and students.**
- 35.5 Faculty and staff apply conflict resolution procedures equitably in all situations. Each member of the school community daily manifests a spirit of reconciliation and commitment to peaceful conflict resolution.**
- 35.6 Administration, faculty, and staff address disciplinary concerns in a fair and consistent manner.**

35.7 Faculty, staff, and students recognize the school building as part of the total parish plant to be shared by all.

36. INDIVIDUAL WORTH IS EMPHASIZED.

36.1 The school community appropriately recognizes the accomplishments and efforts of students, school personnel, and families.

36.2 The school community fosters and encourages the creativity and respect for individual opinions.

36.3 Students, faculty, and staff have a sense of belonging and well-being.

36.4 The faculty and staff encourage family involvement.

36.5 Students, faculty, and staff respect the property and possessions of individuals.

36.6 The faculty and staff offer students opportunities to make choices and grow in their ability to make decisions.

36.7 Behavioral management procedures reflect justice, mercy, and respect for the individual.

36.8 The faculty and staff meet the needs of the physically impaired when possible.

36.9 All students should be encouraged to participate in activities that provide opportunities to grow in spirituality, leadership, cooperation, responsibility, and creativity.

36.10 School sponsored programs attempt to provide for the individuality, culture, and interests of each child.

PHYSICAL PLANT

The physical facilities of a school, consisting of the site, building(s), and equipment, are an important factor in the functioning of the total educational program. The way the school plant is used is consistent with the stated philosophy and goals of the school. It provides for the health and safety of all persons involved and offers the necessary facilities for a variety of instructional services and programs.

37. THE PHYSICAL SETTING OF THE SCHOOL IS CONDUCIVE TO AND FACILITATES THE LEARNING PROCESS.

- 37.1 Space is sufficient to meet the needs of an appropriate school program.
- 37.2 Space utilization reflects good educational practice.
- 37.3 Adequate and appropriate space for storage is provided.

38. THERE IS A PLAN FOR ADEQUATE MAINTENANCE AND SAFETY.

- 38.1 The interior and exterior of the building are kept clean, attractive, and free from safety, health and fire hazards.
- 38.2 The school is maintained in good repair and is safe and secure.
- 38.3 Proper lighting, heating, and ventilation are provided.
- 38.4 Visual and verbal procedures for disaster drills are posted and reviewed.
- 38.5 Safe and adequate procedures are provided for student arrival and departure.
- 38.6 Adequate maintenance personnel are hired and evaluated regularly.
- 38.7 There is mutual respect and cooperation between administration and maintenance personnel.

39. THERE IS A PLAN FOR SITE MANAGEMENT.

- 39.1 All *Occupational Safety and Health Administration* standards are satisfied, e.g., an annual boiler inspection certificate, fire extinguisher inspection, bloodborne pathogen training, (food service license and certificate of food service sanitation, if applicable), etc.

- 39.2 An annual budget for maintenance and capital improvements is prepared and funded.**
- 39.3 Procedures for ongoing maintenance are established and evaluated.**
- 39.4 There is a long-range plan for capital expenditures.**

APPENDIX

Batsis, Thomas M., O. Carm., "Crisis Management in Catholic Schools," National Catholic Educational Association, 1994

Casey, Cherie, "Catholic Schools Have Faith in the Future," Julien's Journal, September 1998

Catechism of the Catholic Church, English Edition, 1994

Catholic Education: A Journal of Inquiry and Practice, Volume 2, Number 4, June 1999

"Criteria for Excellence in Catholic Schools" Office of Catholic Education, Archdiocese of Chicago, 1988

"The Distinctly Catholic School: A Catholic Identity Instrument," Office of Catholic Education, Archdiocese of Indianapolis, 1986

Documents of Vatican II: Declaration on Christian Education

Empowering Catechetical Leaders, National Catholic Educational Association, 1999

Formation and Development for Catholic School Leaders, Volume 1, 2nd Edition, United States Catholic Conference, April 1998

General Directory for Catechesis, United States Catholic Conference, 1997

Gilroy, Nancy, "Enhancing Catholic School Identity," Momentum, October/November 1998

McDermott, Edwin J., S.J., "Distinctive Qualities of the Catholic School," NCEA Keynote Series. Washington, D.C.: National Catholic Educational Association, 1986

Origins, "The Catholic School," Vol. 28: No. 23, November 19, 1998

Religious Dimension of Education in a Catholic School, Guidelines for Reflection and Renewal. The Congregation for Catholic Education. Washington, D.C.: United States Catholic Conference, 1988.

Sharing Catholic Social Teaching: Challenges and Directions, United States Catholic Conference, June 1998

Teaching & Learning, Illinois State Board of Education, spring 1998

"To Teach As Jesus Did: A Pastoral Message on Catholic Education," National Conference of Catholic Bishops. Washington, D.C.: U.S. Catholic Conference, 1973

Welch, Sister Mary Leanne, P.B.V.M. A Beginning: Resource Book for Incorporating Values and Church Teachings in the Catholic School Curriculum. Washington, D.C.: National Catholic Educational Association, 1990

Welch, Sister Mary Leanne, P.B.V.M. "Methods of Teaching in the Catholic School," National Catholic Educational Association Keynote Series, #11. Washington, D.C.: National Catholic Educational Association, 1987.

SECTION II: Process for School Visitation

PROCESS FOR SCHOOL VISITATION

- **Role of Catholic Education Office**
- **Role of Visiting Team Chairperson**
- **Role of Representative from the State/Accrediting Agency**
- **Role of Principal**
- **Role of Visiting Team**

ROLE OF THE CATHOLIC EDUCATION OFFICE

- ___ 1. Inform the schools of their formal evaluation dates.
- ___ 2. Approve chairperson and Visiting Team members for each school.
- ___ 3. Provide inservice for the school faculties prior to initiating the formal visitation process.
- ___ 4. Provide inservice for chairpersons, as needed.
- ___ 5. A representative from the Catholic Education Office will be present during the visitation process.
- ___ 6. When final copy of Visiting Team Report is received, the Catholic Education Office will determine the official recognition status of the school.
- ___ 7. The Catholic Education Office will notify the chairperson to send out approved reports to the principal and Visiting Team members.
- ___ 8. The Catholic Education Office will present official **Recognition Certificate** to the school.
- ___ 9. The Catholic Education Office will monitor the yearly *Plan for Self Improvement*.

ROLE OF THE VISITING TEAM CHAIRPERSON

The chairperson acts as the official representative of the Catholic Education Office and serves as chair of the Visiting Team.

- ___ 1. Inspect the school plant with the principal and custodian prior to the formal evaluation.
- ___ 2. Meet with the school principal (and, if requested, the faculty) prior to actual visitation to answer questions and review visitation process as follows:
 - a. Review role of the Visiting Team;
 - b. Review procedures for State Recognition;
 - c. Reassure school personnel of the value of this process.
- ___ 3. Coordinate the formal process of the school visitation (refer to "Guidelines For Visiting Team Schedule"):
 - a. Have an informal meeting with school personnel and Visiting Team;
 - b. Inservice the Visiting Team and answer any questions they may have;
 - c. Arrange a schedule for classroom visitation in order to have each classroom observed by at least two Visiting Team members;
 - d. "Schedule" interviews with the pastor, principal, parents, etc.;
 - e. Meet with the principal to review progress of visitation;
 - f. Review, with other team members, the Parent Survey and summary of reports;
 - g. Validates Criteria 3, "Leadership";
 - h. Examine, with other team members, all aspects of the school; validate indicators in Self-Study; identify strengths and areas for improvement and make recommendations (3 to 5 recommendations).
- ___ 4. Consult with the Catholic Education Office if problems surface during the evaluation process.
- ___ 5. Prepare written reports with the Visiting Team Members:
 - a. Ensure that agreement is reached by the Visiting Team regarding validation of responses, areas of strength, areas for improvement and recommendations (3 to 5);
 - b. Review report with the principal prior to presenting it to staff;
 - c. Meet with school personnel at the end of the day to present an oral report.
- ___ 6. Inform the Catholic Education Office of the recommended recognition status.
- ___ 7. Send rough draft of final report to all team members for review.
- ___ 8. Send final report to Catholic Education Office.
- ___ 9. After approval from the Catholic Education Office, send copies of the final report to all Visiting Team members and the principal.

ROLE OF THE REPRESENTATIVE FROM THE STATE/ACCREDITING AGENCY

1. Visitation dates are given to the principal by the Illinois State Board of Education/Accrediting Agency. The ISBE/Agency representative will contact each individual school to verify date of visitation. *If contacted initially by ISBE, the principal must notify the Catholic Education Office of the date.*
2. Read the Educational Program Description prior to the visit and verify that a fire inspection report, dated within one year of the visit and containing no violations, is attached to the Educational Program Description.
3. Meet with principal to validate each statement in the **ILLINOIS STATE BOARD OF EDUCATION (1) DOCUMENTATION OF ANNUAL REQUIREMENTS FOR RECOGNITION (2) GUIDELINE FOR THE DEVELOPMENT OF EDUCATIONAL PROGRAM DESCRIPTION FOR NONPUBLIC ELEMENTARY AND SECONDARY SCHOOLS** and (3) **HEALTH/LIFE SAFETY SURVEY GUIDE**.
4. Meet with principal to verify all information in the **NONPUBLIC SCHOOL ANNUAL REPORT AND APPLICATION FOR RECOGNITION** and the **NONPUBLIC ELEMENTARY AND SECONDARY SCHOOL CALENDAR**.
5. Check physical plant (See **ILLINOIS STATE BOARD OF EDUCATION BUILDING AND FIRE SAFETY INFORMATION** and **HEALTH/LIFE SAFETY SURVEY GUIDE**).
6. Check teacher files to see that they are in compliance with state and diocesan policies.
7. Check student cumulative files to verify that school is maintaining both **Permanent** and **Temporary** files for each student. (See "Student Files" in the **APPENDIX** of this report.)

ROLE OF THE PRINCIPAL

- ___ 1. Prepare the faculty and school community by highlighting the advantages of participation in the school evaluation process and determine timelines for completion of the Self-Study. (See ***BENEFITS OF NONPUBLIC SCHOOL RECOGNITION BY THE ILLINOIS STATE BOARD OF EDUCATION.***)
- ___ 2. Actively engage the entire faculty for consensus in completing the Self-Study.
- ___ 3. Select chairperson according to CATHOLIC EDUCATION OFFICE criteria and submit for approval.
- ___ 4. Select Visiting Team members according to CATHOLIC EDUCATION OFFICE criteria and submit for approval. (Refer to "*Visiting Team Form*").
- ___ 5. Complete application form from the Illinois State Board of Education and the school calendar. Retain one copy of the application and send two copies to the Regional Superintendent in your local county. (Copy of application and school calendar at the end of this report.)
- ___ 6. Verify dates of visitation with Catholic Education Office.
- ___ 7. Complete the ***Educational Program Description***. A copy of the completed draft of the Educational Program Description must be forwarded to the Catholic Education Office at least eight (8) weeks prior to the visit. Forward a copy of the completed draft of the ***Self-Study*** to the Catholic Education Office at least six weeks prior to the date of visit
- ___ 8. Verify and maintain an annual **fire inspection report**. Be sure it was issued within a twelve month time period prior to the visitation and contains no violations. A copy must be attached to the ***Educational Program Description*** before it is sent to the ISBE and to the ISBE Consultant. Prepare and have available a copy of the report for the Illinois State Board of Education representative and Visiting Team.
- ___ 9. Verify that a framed **boiler inspection certificate** is in the vicinity of the boiler and issued within a twelve month time period prior to the visitation. Have a copy ready for the state representative.
- ___ 10. Comply with the Illinois State Board of Education ***"Building and Fire Safety Information"***.
- ___ 11. Disseminate survey to all parents, collate responses and prepare summary report. Have surveys on display for the Visiting Team.

- ___ 12. Have personnel files and student files ready for state representative. (See pages titled **Personnel Files** and **Student Files**.)
- ___ 13. Forward final copies of the *Self-Study* to the Visiting Team members and to the Catholic Education Office **at least four weeks prior** to the school visit.
- ___ 14. Provide the Visiting Team members with pertinent information and verify that they have received a copy of the *Self-Study* Report.
- ___ 15. Have copies of teachers' current daily schedules posted and copies available for Visiting Team.
- ___ 16. Inform teachers, pastor, parents, students, Education Commission members, and other important school community members that they may be interviewed during the visitation. (Verify this with the chairperson.)
- ___ 17. Have the following available for each member of the Visiting Team, including the state representative:
 - a. Name tags;
 - b. Teachers' schedules for the visitation day;
 - c. Lunch / Recess schedules;
 - d. Faculty Roster (name, grade, subject, room number);
 - e. Floor plan;
 - f. Current textbook list (subject, name, publisher, year).
- ___ 18. Have available in the room to be used by the Visiting Team:
 - ___a. Multiple copies of the Faculty Handbook and Parent Handbook (including *statements of non-discrimination* in **BOTH** handbooks);
 - ___b. Parent survey and summary report;
 - ___c. *Plan for Self Improvement* from original State Recognition visit (IL State Recognition and Self Study Report) and each year thereafter;
 - ___d. Current budget;
 - ___e. Tuition plan and fee schedule;
 - ___f. Written curriculum; (Copies of Diocesan Curriculum Guidelines)
 - ___g. Student report card;
 - ___h. Newsletters, home-school communication;
 - ___i. Faculty bulletins, memos to faculty, agendas, etc.;
 - ___j. Student publications;
 - ___k. List of extracurricular activities;
 - ___l. Liturgy and sacrament calendar (Mass schedule);
 - ___m. Brochures which enhance the school story (public relations);
 - ___n. Constitution and bylaws of Education Commission;
 - ___o. Agendas and minutes of Education Commission meetings;

- ___q. Constitution of Home School Committee;
 - ___r. Asbestos report and log, including **3 YEAR MAINTENANCE PROGRAM REPORT**.
 - ___s. Other pertinent documents as cited in the indicators.
-
- ___ 19. In consultation with the team members, arrange for interviews with teachers, pastor, parents, students, Education Commission members and other important school community members.
 - ___ 20. Provide lunch for the Visiting Team on the day of the visitation.
 - ___ 21. Be available to the Visiting Team during the visitation.
 - ___ 22. Direct the teachers to have the following available for the Visiting Team:
 - a. grade books and explanation of grading code
 - b. documentation of lesson plans year-to-date
 - c. attendance records
 - ___ 23. Direct the secretary to be available so that the chairperson, the state/accrediting agency representative may review school files.
 - ___ 24. Be prepared to verify all government programs (for example: Special Education, Chapter programs, Title programs, Alcohol and Drug-Free Grants, food and milk programs, etc.).
 - ___ 25. Be prepared to verify all information on ***NONPUBLIC SCHOOL ANNUAL REPORT AND APPLICATION FOR RECOGNITION*** form.
 - ___ 26. After visitation has been completed, share the written report from the Visiting Team with the pastor and the faculty and an appropriate summary of that report with the Education Commission, parents and parish.
 - ___ 27. Within a year of the school evaluation visit, design, with the faculty, goals and objectives that address the recommendations received. Design a ***Plan for School Improvement***.
 - ___ 28. Submit a ***Plan for School Improvement*** to the Catholic Education Office on an annual basis.

ROLE OF THE VISITING TEAM

Overview of the School Evaluation Process

1. The school evaluation is designed to facilitate school growth, to provide a means of accountability, to affirm achievements and to foster community awareness of the school's strengths.
2. Persons from outside the school can offer a valuable objective view of the school's progress along its chosen direction. Team members must be willing and able to base their observations not on their own educational views, but on the ***STANDARDS OF EXCELLENCE***.
3. A comprehensive view is needed before any conclusions can be reached and, therefore, the validation process is completed by the total visiting team. Members should be friendly and helpful but avoid individual suggestions to the staff.
4. The visit is intended to be a professionally enriching experience for both the visitors and those visited. A spirit of cooperation aimed at the continued search for and achievement of excellence in Catholic education is everyone's goal.

Responsibility of a Visiting Team

The visiting team validates the ***Self-study Report*** that has been compiled by the school. Each visiting team member will:

- Read the ***Self-Study*** before the actual visit to the school
- On the day of the evaluation, visit classes and view the entire physical plant
- Review data and information about the school
- Listen objectively
- Validate each descriptor response in the ***Self-Study Report***
- Report strengths and areas for improvement found in the ***Self-Study***
- Show concern for the totality of the school's program
- Meet with students, pastor, parents, teachers and others in the school community
- Visit all classrooms (one or two Visiting Team members at a time)
- Review the parent survey and summary report

- Meet throughout the day to review findings, cross reference areas of concern, and determine that everyone and each class has been visited
- Discuss impressions with other members of the visiting team and plan follow-up observations for areas of concern
- Validate the degree of agreement between what is in the *Self -Study* and what is evident in the actual practice of the school
- Contribute to the final report
- Reach agreement regarding the validation of areas of strength, areas for improvement, and recommendations
- Make recommendation to the CATHOLIC EDUCATION OFFICE as to Diocesan Recognition (*Recognition Granted, Recognition Pending, Recognition Withheld*)
- Be present at oral report to staff at the end of the day.

The Visiting Team will:

- ◆ keep confidentiality;
- ◆ not bring personal education preferences to the validation process;
- ◆ use specific examples and facts;
- ◆ not *evaluate* teachers.

SCHOOL EVALUATION CHECKLIST

Preliminary Study and Review

Establish time line for complete process

Planning

- ___ Present overview of process to Pastor, Staff, Education Commission, Parents
- ___ Appoint committees
- ___ Schedule committee work time

Self-Study

◆ Parent Survey

- ___ Personalize survey with School Insignia
- ___ Distribute to parents
- ___ Collect surveys
- ___ Collate results and summarize
- ___ Discuss comments from Self-Study Committee
- ___ Reach consensus on (Staff and Commission)
 - ___ Areas of Strength
 - ___ Areas for Improvement
- ___ Approve (Leadership Team)
- ___ Prepare materials for Self-Study (Committee)
- ___ Provide surveys for team

◆ Catholic Identity ... Criteria 1

- ___ Discuss comments from Self-Study Committee
- ___ Reach consensus on (Staff and Commission)
 - ___ Areas of Strength
 - ___ Areas for Improvement
- ___ Approve (Leadership Team)
- ___ Prepare materials for Self-Study (Committee)

◆ Mission, Philosophy and Goals ... Criteria 2

- ___ Review Mission and Philosophy Statements (Staff and Commission)
- ___ Revise (Staff and Commission)
- ___ Discuss comments from Self-Study Committee
- ___ Reach consensus on: (Staff and Commission)
 - ___ Areas of Strength
 - ___ Areas for Improvement
- ___ Approve (Leadership Team)
- ___ Prepare materials for Self-Study (Committee)

◆ **Leadership ... Criteria 3**

- _____ Discuss comments from Self-Study Committee
- _____ Reach consensus on: (Staff and Commission)
- _____ Areas of Strength
- _____ Areas for Improvement
- _____ Approve (Leadership Team)
- _____ Prepare materials for Self-Study (Committee)

◆ **Curriculum ... Criteria 4**

- _____ Discuss comments from Self-Study Committee
- _____ Reach consensus on: (Staff and Commission)
- _____ Areas of Strength
- _____ Areas for Improvement
- _____ Approve (Leadership Team)
- _____ Prepare materials for Self-Study (Committee)

◆ **Environment ... Criteria 5**

- _____ Discuss comments from Self-Study Committee
- _____ Reach consensus on: (Staff and Commission)
- _____ Areas of Strength
- _____ Areas for Improvement
- _____ Approve (Leadership Team)
- _____ Prepare materials for Self-Study (Committee)

◆ **Physical Plant ... Criteria 6**

- _____ Discuss comments from Self-Study Committee (Include maintenance personnel/custodians)
- _____ Reach consensus on: (Staff and Commission)
- _____ Areas of Strength
- _____ Areas for Improvement
- _____ Approve (Leadership Team)
- _____ Prepare materials for Self-Study (Committee)
- Obtain:
 - _____ Fire and Safety Report
 - _____ Boiler Certificate
 - _____ Food Services Report
 - _____ Fire Extinguisher Check

◆ **Self-Study Summary**

- _____ Discuss comments from Self-Study Committee
- _____ Reach consensus on: (Staff and Commission)
- _____ Areas of Strength for School
- _____ Areas for Improvement for School
- _____ Approve (Leadership Team)
- _____ Prepare materials for Self-Study

SECTION III: Forms

FORMS

- **Visiting Team**
- **Reporting Forms**
 - **Accountability Reports**
 - **Parent Survey Report**
 - **Code for Validating Indicator Responses**
- **Mission Statement, Philosophy, Goals**
- **Catholic Identity**
- **Leadership**
- **Curriculum**
- **Environment**
- **Physical Plant**
- **ISBE**
- **Self-Study Summary Report**
- **Visiting Team Summary Report**
- **Recognition Report**
- **Oral Report**

VISITING TEAM FORM

NAME OF SCHOOL/CITY: _____

PRINCIPAL: _____ **DATE:** _____

TEAM MEMBERS

	<u>Name</u>	<u>Title/Address</u>
Leadership	<i>Chairperson</i>	
Catholic Identity/Staff		
Mission Statement Philosophy Goals		
ISBE Compliance		
Curriculum*		
Curriculum*		
Environment		
Physical Plant		

*May need second person in larger schools (300+ students)

1. Consider inviting a principal scheduled for an upcoming evaluation visit to be on your team.
2. The chairperson is to be a principal of a Catholic school, pre-approved by the Catholic Education Office.
3. Catholic Education Office staff member will be present the day of the visitation.

The following are suggested Visiting Team members:

- Local Regional Office of Education representative
- Director of Religious Education—Diocesan or Deanery
(This should be a person other than your local school director; the Deanery Director should be called upon to help in the selection, if she/he cannot participate.)
- Administrator or Teacher from a Diocesan Catholic School
- Administrator from the public school system, from a school with similar grades

REPORTING FORMS

- Specific sections of the final report, consisting of pages **47-76**, are to be completed by the school's ***Self Study Committee*** and the ***Visiting Team***.
- The **PARENT SURVEY** is to be sent out and tabulated by the school. (The ***PARENT SURVEY*** will be found in the ***APPENDIX*** of this document on pages **169--172**.)
- After completion and review by the Catholic Education Office the school's ***Self-Study*** is sent (a minimum of four weeks before the visitation date) by the school to each Visiting Team member. In addition, a copy of the document ***STANDARDS OF EXCELLENCE*** should be included.
- The school's ***Self Study Committee*** is responsible for completing pages: **48, 49, 52, 55, 56, 59, 62, 65, 68, 70, 72, 73**.
- The ***Visiting Team*** is responsible for completing pages: **45, 47, 50, 51, 53, 54, 57, 58, 60, 61, 63, 64, 66, 67, 69, 71, 74, 75, 76**.
- The Visiting Team chairperson will compile the ***Visiting Team Report*** (consisting of the above listed pages) and the school's ***RECOGNITION REPORT*** (page 75). Both are then sent to the Catholic Education Office.
- After Catholic Education Office approval, the Visiting Team chairperson will forward copies of the ***Visiting Team Report*** to each Visiting Team member.
- The Catholic Education Office will forward copies of the approved ***Visiting Team Report*** to the school and the Illinois State Board of Education (ISBE).

Remember: Each school must submit an annual ***PLAN FOR SCHOOL IMPROVEMENT Report*** to the Catholic Education Office by **October 1**.

ACCOUNTABILITY REPORT (Visiting Team)

In a brief narrative, indicate how the school addressed each recommendation given by the **Catholic Education Office Visiting Team** at the time of the previous school evaluation.

Attach a copy of the previous recommendations to this page.

ACCOUNTABILITY REPORT (ISBE)

In a brief narrative, indicate how the school addressed each recommendation given by the **Illinois State Board of Education/Accrediting Agency** at the time of the previous school evaluation.

Attach a copy of the previous recommendations to this page.

PARENT SURVEY ACCOUNTABILITY REPORT (School)

Directions: After the school has distributed and tallied the **PARENT SURVEY** found in the **APPENDIX** of this report, the school needs to complete the following:

AREAS OF STRENGTH:

AREAS FOR IMPROVEMENT:

CODE FOR VALIDATING INDICATORS (SAMPLE)

SAMPLE

Validated Partially Validated Not Validated

1-Self Study Report 2-Interview 3-Observation
4-Written Documentation

The Visiting Team will validate each of the school's fulfillment of the Descriptors written in their *STARDARDS OF EXCELLENCE*. The Descriptor response was either Validated, Partially Validated, or Not Validated through one or more of the following:

1. The Self-Study Report
2. Interviews
3. Observations
4. Written Documentation.

For example:
DESCRIPTOR:

1. There is a written mission statement.

	Validated	Partially Validated	Not Validated
A.	1, 4		

This means that the Visiting Team validated the fact that the school has a written mission statement. They found it in their Self-Study Report and in the front of their Parent and Faculty Handbooks (Written Documentation).

2. A well-designed staff development program is implemented in the school.

	Validated	Partially Validated	Not Validated
B.		1, 2	

The Visiting Team found after reading the Self-Study Report and interviewing the teachers, there is no written staff development program.

MISSION STATEMENT, PHILOSOPHY AND GOALS

CRITERIA 1

1. THE SCHOOL MISSION STATEMENT, PHILOSOPHY AND GOALS ARE WRITTEN AND ARE BASED ON A CLEAR SENSE OF PURPOSE.

DESCRIPTORS:

- A. There is a written mission statement.
- B. There is a written statement of philosophy that flows from the mission statement.
- C. The demographics of the school community are acknowledged.
- D. Goals and objectives reflect the principles underlying the philosophy.
- E. The mission, philosophy and goals are confirmed by the various community entities.

VISITING TEAM VALIDATES SCHOOL'S FULFILLMENT OF DESCRIPTORS:

	Validated	Partially Validated	Not Validated
A.			
B.			
C.			
D.			
E.			

Code for validating indicators:

1—Self-Study Report 2—Interview 3—Observation 4—Written Documentation

***Attach a copy of current school mission statement, philosophy and goals.**

ELEMENTARY STUDENT SERVICE PROGRAM

You address me as “Teacher” and “Lord,” and fittingly enough, for that is what I am. But if I washed your feet—I who am Teacher and Lord—then you must wash each other’s feet. What I just did was to give you an example: as I have done, so you must do.” (John, 12:13-15)

Grade	Classroom	School	Parish	Community
Preschool				
Kindergarten				
1				
2				
3				
4				
5				
6				
7				
8				

MISSION STATEMENT, PHILOSOPHY AND GOALS

CRITERIA 1

Comments from the **SELF-STUDY COMMITTEE** regarding the ***MISSION STATEMENT, PHILOSOPHY AND GOALS.***

Areas of **STRENGTH:**

Areas for **IMPROVEMENT:**

MISSION STATEMENT, PHILOSOPHY AND GOALS

CRITERIA 1

Comments from the **VISITING TEAM** regarding the ***MISSION STATEMENT, PHILOSOPHY AND GOALS.***

Areas of **STRENGTH**:

Areas for **IMPROVEMENT**:

CATHOLIC IDENTITY

CRITERIA 2

1. CATHOLIC SCHOOL IS A PLACE OF EVANGELIZATION WHERE THE GOSPEL MESSAGE IS PROCLAIMED.

DESCRIPTORS:

- A. The principal's leadership is rooted in faith and reflected in personal characteristics, behaviors and expectations.
- B. The Catholic school identifies itself as a faith community.
- C. Faculty members demonstrate catechetical leadership rooted in faith, personal characteristics, behaviors and expectations.
- D. The educational staff of the school develops a strong religion program.
- E. All educational experiences of the school reflect the central role of the catholic faith in the life and identity of the school.
- F. The school community provides witness to scriptural values in observable ways.
- G. The school faith community assists students in developing and living their faith lives.
- H. Teachers collaborate with parents helping them to fulfill their role as primary religious educators of their children.
- I. The school community's witness of the catholic faith is a means of evangelization.
- J. Meaningful expressions of worship and prayer are evident in the routines of the school.

VISITING TEAM VALIDATES SCHOOL'S FULFILLMENT OF DESCRIPTORS:

	Validated	Partially Validated	Not Validated
A.			
B.			
C.			
D.			
E.			
F.			
G.			
H.			
I.			
J.			

Code for validating indicators:

1—Self-study report 2—Interview 3—Observation 4—Written Documentation

CATHOLIC IDENTITY CRITERIA 2

Comments from the SELF-STUDY COMMITTEE regarding *CATHOLIC IDENTITY*.

Areas of **STRENGTH**:

Areas for **IMPROVEMENT**:

CATHOLIC IDENTITY

CRITERIA 2

Comments from the **VISITING TEAM** regarding ***CATHOLIC IDENTITY***.

Areas of **STRENGTH**:

Areas for **IMPROVEMENT**:

LEADERSHIP

CRITERIA 3

3. THE PRINCIPAL PROVIDES LEADERSHIP AND VISION FOR THE SCHOOL TO ACHIEVE ITS MISSION.

DESCRIPTORS:

- A. The principal fosters a climate of faith community.
- B. The principal articulates and implements the Catholic mission and philosophy of the school.
- C. The principal ensures the implementation of both diocesan and local policies and regulations.
- D. The principal provides for the supervision and growth of personnel.
- E. The principal in collaboration with the staff provides effective instructional leadership of programs which reflect the unique Catholic character of the school.
- F. The principal establishes policies and procedures for student services.
- G. The principal establishes, promotes and nurtures an atmosphere of good will and rapport with the school's various entities.
- H. The principal pursues opportunities for personal and professional development.
- I. The principal exercises fiscal responsibility.
- J. The principal supervises the custodial care and maintenance of the physical plant.
- K. The principal handles general administrative responsibilities by providing for the day-to-day operations of the school.

VISITING TEAM VALIDATES SCHOOL'S FULFILLMENT OF DESCRIPTORS:

	Validated	Partially Validated	Not Validated
A.			
B.			
C.			
D.			
E.			
F.			
G.			
H.			
I.			
J.			
K.			

Code for validating indicators:

1—Self-study report 2—Interview 3—Observation 4—Written Documentation

Revisited 10/2011

LEADERSHIP CRITERIA 3

Comments from the SELF-STUDY COMMITTEE regarding *LEADERSHIP*.

Areas of **STRENGTH**:

Areas for **IMPROVEMENT**:

LEADERSHIP CRITERIA 3

Comments from the VISITING TEAM regarding *LEADERSHIP*.

Areas of **STRENGTH**:

Areas for **IMPROVEMENT**:

CURRICULUM

CRITERIA 4

4. LEARNING IS GUIDED BY A PLANNED WRITTEN CURRICULUM.

DESCRIPTORS:

- A. The curriculum defines what teachers are to teach and what students are to learn.
- B. The curriculum includes experiences that provide students with the skills and knowledge necessary to function effectively as Catholics in society.
- C. Teachers plan and provide effective instruction to accomplish the school's philosophy, goals and objectives.
- D. Students value learning and acquire learning skills.
- E. Assessment and evaluation are based on defined student outcomes.
- F. A well designed staff development program is implemented in the school.
- G. A program for supervision and evaluation of teachers is designed to improve teaching performance.
- H. Adequate funding is available to support the total curriculum.

VISITING TEAM VALIDATES SCHOOL'S FULFILLMENT OF DESCRIPTORS:

	Validated	Partially Validated	Not Validated
A.			
B.			
C.			
D.			
E.			
F.			
G.			
H.			

Code for validating indicators:

1—Self-Study report 2—Interview 3—Observation 4—Written Documentation

CURRICULUM

CRITERIA 4

Comments from the SELF-STUDY COMMITTEE regarding *CURRICULUM*.

Areas of **STRENGTH**:

Areas for **IMPROVEMENT**:

CURRICULUM

CRITERIA 4

Comments from the VISITING TEAM regarding *CURRICULUM*.

Areas of **STRENGTH**:

Areas for **IMPROVEMENT**:

ENVIRONMENT

CRITERIA 5

5. A POSITIVE SCHOOL CLIMATE IS RECOGNIZABLE.

DESCRIPTORS:

- A. Positive Christian relationships are evident.
- B. Individual worth is emphasized.

VISITING TEAM VALIDATES SCHOOL'S FULFILLMENT OF DESCRIPTORS:

	Validated	Partially Validated	Not Validated
A.			
B.			

Code for validating indicators:

1—Self-Study report 2—Interview 3—Observation 4—Written Documentation

ENVIRONMENT

CRITERIA 5

Comments from the SELF-STUDY COMMITTEE regarding *ENVIRONMENT*.

Areas of **STRENGTH**:

Areas for **IMPROVEMENT**:

ENVIRONMENT

CRITERIA 5

Comments from the VISITING TEAM regarding *ENVIRONMENT*.

Areas of **STRENGTH**:

Areas for **IMPROVEMENT**:

PHYSICAL PLANT

CRITERIA 6

6. THE PHYSICAL FACILITIES SUPPORT THE TOTAL EDUCATIONAL PROGRAM.

DESCRIPTORS:

- A. The physical setting in the school is conducive to and facilitates the learning process.
- B. There is a plan for adequate maintenance and safety.
- C. There is a plan for site management.

VISITING TEAM VALIDATES SCHOOL'S FULFILLMENT OF DESCRIPTORS:

	Validated	Partially Validated	Not Validated
A.			
B.			
C.			

Code for validating indicators:

1—Self-Study report 2—Interview 3—Observation 4—Written Documentation

PHYSICAL PLANT CRITERIA 6

Comments from the SELF-STUDY COMMITTEE regarding *PHYSICAL PLANT*.

Areas of **STRENGTH**:

Areas for **IMPROVEMENT**:

PHYSICAL PLANT

CRITERIA 6

Comments from the VISITING TEAM regarding *PHYSICAL PLANT*.

Areas of **STRENGTH**:

Areas for **IMPROVEMENT**:

ISBE COMPLIANCE

OPTIONAL

CRITERIA 7

Comments from the SELF-STUDY COMMITTEE regarding *ISBE COMPLIANCE*.

Areas of **STRENGTH**:

Areas for **IMPROVEMENT**:

**ISBE COMPLIANCE
CRITERIA 7**

OPTIONAL

Comments from the VISITING TEAM regarding *ISBE COMPLIANCE*.

Areas of **STRENGTH**:

Areas for **IMPROVEMENT**:

SELF-STUDY SUMMARY REPORT

AREAS OF STRENGTH

List school **STRENGTHS**.

AREAS FOR IMPROVEMENT

List areas for **IMPROVEMENT**.

VISITING TEAM SUMMARY REPORT

AREAS OF STRENGTH

The Visiting Team reviewed the Self-Study Report, validated responses, examined pertinent documents and visited all classes while in session.

LIST AREAS OF STRENGTH

List areas for IMPROVEMENT.

RECOMMENDATIONS FOR CONTINUED GROWTH

The Visiting Team recommends that the following be implemented into the school's *LONG RANGE STRATEGIC PLAN* for the further growth of the school:

These recommendations are to be used when designing the school's continued *Plan for School Improvement*.

RECOGNITION REPORT

The **Visiting Team**, representing the Catholic Education Office of the Rockford Diocese, wishes to thank the school community for its gracious hospitality and the cordial welcome extended during the time of the school visitation. The work evident in the **Self-Study** as well as the efforts made throughout the school evaluation process have provided a foundation for the continued pursuit of excellence as outlined in the *Standards for Excellence*.

The Visiting Team *recommends* to the Superintendent of Catholic Schools of the Rockford Diocese the following status:

____ RECOGNITION GRANTED

____ RECOGNITION PENDING

____ RECOGNITION WITHHELD

Signature of Visiting Team Chairperson

Date

SIGNATURE OF TEAM MEMBERS

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ORAL REPORT

At the conclusion of the visit, a brief oral report is given to the school staff by the Visiting Team. The purpose of this report is to provide some general conclusions and affirmations to those involved in the process.

SAMPLE OUTLINE

Comment briefly about the Visiting Team's overall experience, general impressions of the school.

Clarify general nature of the oral report indicating that specific items will be included in the final report.

Report Recognition Status.

Explain that there will be *recommendations* in the final written report.

Summarize the school's strengths (3 to 5).

Express gratitude for hospitality extended to visitors; special mention to principal, significant others, etc.

Encourage the continued use of the **Self-Study** as a foundation in building an effective plan for future growth. Information received from the **Self-Study**, the **Illinois State Recognition Report**, and the **Visiting Team's Report** are all to be used for the continued development of the school's ***PLAN FOR SCHOOL IMPROVEMENT***.

Closing statement & prayer.

SECTION IV: Illinois State Board

ILLINOIS STATE BOARD OF EDUCATION

- **ISBE Steps to Recognition**
- **Benefits of Nonpublic School Recognition**
- **Annual Requirements for Recognition**
- **Official School Calendar**
- **Role of the Representative From The State**
- **Guideline for the Development of the Educational Program Description**
- **Building and Fire Safety Review**
- **ISBE Nonpublic School Recognition Report**

ISBE STEPS TO RECOGNITION

ILLINOIS STATE BOARD OF EDUCATION
Career and Technical Education Division
100 North First Street, E-240
Springfield, Illinois 62777-0001

Steps to Recognition Nonpublic Elementary and Secondary Schools

The following is a chronological list of steps to follow for initial recognition of a nonpublic elementary or secondary school by the Illinois State Board of Education (ISBE). Because recognition is voluntary on the part of the school, it is the school's responsibility to follow through in preparing for the process. ISBE staff can answer questions and provide assistance at any time. The phone number to the Career and Technical Education Division is 217.782.4620.

1. A school must be registered for one calendar year prior to being allowed to apply for recognition. A school must also have submitted the Immunization Health Data Survey and the Nonpublic Registration, Enrollment and Staff Report via the State Board's IWAS system for the current school year prior to being considered for recognition. Information concerning Nonpublic School Registration and the Immunization Health Data Survey can be obtained from the Data Analysis and Progress Reporting Division by calling 217.782.3950.
2. An Initial Application for Nonpublic School Recognition and an Educational Program Description must be submitted. Visit our website at <http://www.isbe.net/career/default.htm> under the *Nonpublic School Recognition* link for more information on both these items.
3. A school calendar for the current school year must also be submitted. An acceptable calendar must have at least 880 hours of instruction per year or 176 pupil attendance days. A full school day must have at least 5 clock hours (300 minutes) of instruction. Instructional time does not include lunch, recess, or passing time between classes. The calendar must include the first and last days of school and the starting and ending times for a full and half day of attendance.
4. Send two copies of the Initial Application for Nonpublic School Recognition, the Educational Program Description, and school calendar along with a letter requesting state recognition for your school to Mark Williams, Division Administrator, Career and Technical Education Division, Illinois State Board of Education, 100 North First Street, E-240, Springfield, IL 62777-0001. When these three items have been reviewed and found to be acceptable, a consultant will be assigned and a date for the on-site review visit will be established.
5. A Nonpublic School Consultant from the State Board of Education will chair an on-site review team. A representative from the Regional Office of Education and a minimum of two other educators of your choosing (one from a public school and one from a nonpublic school) will normally comprise the review team.
6. The team makes a recommendation regarding the recognition status of the school and drafts a report. A written report of the on-site review team will be prepared.
7. A Certificate of Recognition is issued by the State Superintendent of Education once it is determined that a nonpublic school meets the recognition requirements. Recognition is awarded annually by the State Superintendent of Education.

BENEFITS OF NONPUBLIC SCHOOL RECOGNITION BY THE ILLINOIS STATE BOARD OF EDUCATION

- Gives assurance that the school's educational program has been approved by **ISBE** and meets at least minimum state standards.
- Is an aid in transfer and acceptance of academic credits to elementary and secondary schools whose policies so require.
- Is an aid/requirement to entrance in many colleges, universities, and other post-secondary institutions and training programs.
- Is a requirement for membership in **Illinois High School Association** and student participation in **Illinois Elementary School Association** sanctioned sports, contests, tournaments, etc.
- Is a requirement for acceptance/assignment to most military training programs.
- Is a requirement for eligibility of students to sit for licensing examinations in fields covered under the **Illinois Nursing Act**.
- Teaching in a recognized nonpublic school is a requirement for partial cancellation of **NDEA** student loans and for credit for student teaching.
- Teaching in a recognized nonpublic school is often used to determine placement on the salary schedule when teachers transfer to other schools, both public and private, especially in other states.
- Student transfers from recognized schools are expedited and credits can be generally accepted.

PROBLEMS/IMPLICATION OF NON-RECOGNITION STATUS

- Public perception is that all schools are/should be "accredited" or at least monitored by the state.
- The most frequently asked question staff receives: "Is the school state approved/accredited/or recognized?"
- Admissions offices for college entrance rely on our recognition information to determine students' ability to succeed.
- Recognition is the basis for **Illinois Student Assistance Commission** awards and scholarships. 2001 legislation requires students to score 7 points above the state average **ACT** score if graduation is from a non-recognized school.
- The **Illinois High School Association** uses recognition as the criterion to participate in athletic events, science fairs, music competitions, etc.
- Armed services rely on recognized school lists or require a **GED** in lieu of graduation from a state recognized school. Employers also often check a school's recognition status when hiring.

School Name: _____
Location: _____

DOCUMENTATION: ANNUAL REQUIREMENTS FOR RECOGNITION

The following *Annual Requirements for Recognition* have been met:

- The current **Nonpublic Registration, Enrollment and Staff Report (formerly ISBE 87-01)** has been forwarded to the Illinois State Board of Education. (*Now done on IWAS.*)
[]Yes []No
- The **Immunization Survey (formerly ISBE 70-11)** was completed and sent to the Illinois State Board of The Education. (*Now done on IWAS.*)
[]Yes []No
- Documentation for **vision and hearing screening** of students.
[]Yes []No
- The current **Nonpublic School Application for Recognition (ISBE 39-03)** has been forwarded to the Regional Superintendent Schools.
[]Yes []No
- The current **Nonpublic Elementary and Secondary School Calendar** has been forwarded to the Regional Superintendent of Schools.
[]Yes []No
- The **School Calendar** has an academic term of at least **176 Days with at least 5 clock hours** of instruction or a minimum of **880 Clock Hours** of instruction per year.
[]Yes []No
- Documentation of compliance with federal and state laws regarding **Nondiscrimination of Students** was provided.
[]Yes []No
- Documentation of compliance with federal and state laws regarding **Nondiscrimination of Faculty and All School Employees** was provided.
[]Yes []No
- Documentation of compliance with **State or Local Fire Safety** requirements was provided.
[]Yes []No
- A Certificate of **Inspection from the Office of the State Fire Marshal** or the **Local Fire Department** was properly posted in each boiler room of all school buildings.
[]Yes []No
- The **Asbestos Inspection and Asbestos Management Plan** was available at the school site or an **Exclusion** was provided by the **Illinois Department of Public Health**.
[]Yes []No
- The **Certificate for Food Service Sanitation** for the cafeteria manager was provided by the **Illinois Department of Public Health** or the **Local Department of Health**.
[]Yes []No
- A **License or Permit** to operate the food service establishment was presented where required by local ordinance.
[]Yes []No

KEY CHECKPOINTS TO REVIEW BEFORE APPROVAL OF THE PUBLIC SCHOOL CALENDAR

Regional Superintendent's are charged with reviewing and approving all public school calendars submitted by district superintendents. A few checkpoints are provided below to review prior to submission/approval:

- Verification that the Activity Time reported represents the actual Activity Time for the day being coded.
Parent/Teacher Conference Activity Time should reflect the time conferences are conducted on the date coded as the Parent/Teacher Conference. If prior evening conferences were provided, that time should be explained in the Brief Explanation.
- Verification that the appropriate ante meridiem (a.m.) and post meridiem (p.m.) are listed on Student Attendance Times and Activity Times.
- Verification that the Brief Explanation matches the Calendar Code used (i.e. school improvement activities are explained for Calendar Code XHS, parent/teacher conference activities are explained for Calendar Code FPT or XHPT, etc).
- Verification that Parent/Teacher Conferences follow the proper format as described in Section 18-8.05 (see below).

ALLOWABLE PARENT/TEACHER CONFERENCE CONFIGURATIONS

Section 18-8.05 (F)(2)(d) of the Illinois School Code details allowable parent/teacher conference configurations as:

- Minimum of 5 clock hours of Parent/Teacher Conferences on 1 day; or
- Both a minimum of 2 clock hours of Parent/Teacher Conferences held in the evening following a full day of student attendance and a minimum of 3 clock hours of Parent/Teacher Conferences held on the day immediately following evening Parent/Teacher Conferences; or
- Multiple parent/teacher conferences held in the evenings following full days of student attendance in which the time used for Parent/Teacher Conferences is equivalent to a minimum of 5 clock hours.

****Please Note:** Any deviation from these allowable conference configurations requires a School Code waiver approved by the General Assembly. The calendar code WFPT – Full Day Parent/Teacher Conference Waiver is available once approval of the waiver has been granted by the General Assembly. A district must have waiver approval prior to submitting the calendar to the Regional Office of Education. Waiver information can be found on the ISBE website at <http://www.isbe.net/isbewaivers/default.htm> or by telephone number 217/782-5270.

- Verification that an Act of God (calendar code AOG) was warranted prior to approving the calendar. These days may not be accessed until all Proposed Emergency Days built into the proposed calendar have been converted to Emergency Days.
- If a district enters a calendar code on a legal school holiday (third Monday in January, February 12, 1st Monday in March, 2nd Monday in October or November 11) verify the district has conducted the appropriate process locally as described in Section 24-2 of the Illinois School Code.

Updated July, 2010

GUIDELINES FOR SCHOOL CALENDAR PREPARATION

The School Code requires each public school district in the State of Illinois to annually prepare a proposed school calendar consisting of 185 days to insure 176 days of attendance, as follows:

EXAMPLE 1:

Attendance Days 176
Maximum Teacher Institutes 4
Minimum Proposed Emergency Days 5
Total Calendar Days 185

(Citation 105 ILCS 5/10-19)

School districts are allowed by School Code to include 4 half-day parent/teacher conferences or 5 half-day teacher in-services. Each half-day requires 3 clock hours of instruction under the direct supervision of teachers.

In lieu of 4 half-days, school district may have 2 full day parent/teacher conference or teacher in-services. This option reduces the number of pupil attendance days to 174 and leaves only one half-day teacher in-service available to the district.

EXAMPLE 2

Attendance Days 174
Full-Day P/T Conferences 2
Maximum Teacher Institutes 4
Minimum Proposed Emergency Days 5
Total Calendar Days 185

(Citation 105 ILCS 5/18-8.05)

HALF DAY SCHOOL IMPROVEMENT DAYS

The School Code provides an unlimited number of Half-Day School Improvement Days. In order to utilize Half-Day School Improvement Days a district must provide an instructional day in excess of the mandated minimum 5 clock hours (300 minutes). The instructional time in excess of 5 clock hours is considered "bank" time. Once the district has accumulated (banked) 120 additional minutes, the district qualifies for a half-day school improvement day, coupled with 3 clock hours (180 minutes) of supervised instruction. Once a Half-Day School Improvement Day has been taken, bank time goes back to zero. These days do count for General State Aid/Public School Calendar purposes.

(Citation 105 ILCS 5-18-8.05)

IRREGULAR DAYS

Conditions beyond the control of the district that pose a hazardous threat to health and safety of students, including adverse weather, may be reported on the school calendar as follows:

Interrupted Days (Calendar Code **XID**) occur when a school district must close due condition beyond the control of the school district that poses a hazardous threat to the health and safety of the students including a weather condition that is so extreme that it poses a threat to the health and safety of the students . Use of the calendar code XID requires a district to complete at least one instructional clock hour. Note: Interrupted days may not be pre-announced. All school districts have access to various media outlets to announce early dismissal/school closings to inform parents and allow them to arrange alternative child care arrangements as necessary. The reporting of such day(s) must be done within 30 days of occurrence by electronically submitting an **Amended** Public School Calendar via IWAS to the Regional Superintendent for forwarding to the State Superintendent for approval. Interrupted Days do count for General State Aid/Public School Calendar purposes.

(Citation 105 ILCS 5/18-12)

Interruption of Individual Building (No effect on the Public School Calendar)

A district with multiple buildings that must dismiss students from an individual building(s) within the district that is experiencing a condition beyond the control of the school district, but has provided at least one clock hour of instruction, to claim the attendance for the students that were present in that interrupted building(s). This situation does **not** affect the official public school calendar, but reporting of such day(s) must be made within 30 days of occurrence by submitting electronically via the Public School Calendar system in IWAS using the menu item *Enter School Building Interruption/Closure*.

(Citation 105 ILCS 5/18-12)

Closure of Individual Building (No effect on the Public School Calendar)

A district with multiple buildings may claim attendance when the district must close one or more individual building(s) due to a condition beyond the district's control prior to providing any instruction. The district may claim attendance for General State Aid purposes for a maximum of two school days using the average attendance of this building for the 3 school days immediately preceding the closure date. This situation does **not** affect the official public school calendar, but reporting of such day(s) must be made within 30 days of occurrence by submitting electronically via the Public School Calendar system in IWAS using the menu item *Enter School Building Interruption/Closure*.

(Citation 105 ILCS 5/18-12)

Closure of Individual Building due to a Public Health Emergency (No effect on the Public School Calendar)

A district with multiple buildings may claim attendance when the district must close one or more individual buildings due to a public health emergency as determined by the Illinois State Board of Education in consultation with the Illinois Department of Public Health. The district may claim attendance for General State Aid purposes for the day(s) the building is closed using the average attendance of this building for the 3 school days immediately preceding the closure date. This situation does **not** affect the official public school calendar, but reporting of such day(s) must be made within 30 days of occurrence by submitting electronically via the Public School Calendar system in IWAS using the menu item *Enter School Building Interruption/Closure*.

(Citation 105 ILCS 5/18-12)

Delayed Start Days (Calendar Code **XDS**) may be used when a condition beyond the control of the school district causes the regular start time of the district to be delayed (e.g. extreme fog). The reporting of such day(s) must be made within 30 days of occurrence by electronically submitting an **Amended** Public School Calendar via IWAS to the Regional Superintendent for forwarding to the State Superintendent for approval. Delayed Start days do count for General State Aid/Public School Calendar purposes.

(Citation 105 ILCS 5/18-12)

Emergency Days (Calendar Code **ED**) may be used at the discretion of the district. An Emergency Day must be made up prior to the end of the school year. The School Code mandates that a minimum of 5 proposed emergency days must be built into the Proposed Public School Calendar. Any unused proposed emergency days must be taken off prior to submitting the Final Public School Calendar.

(Citation 105 ILCS 5/10-19)

Act of God Days (Calendar Code **AOG**) may only be applied for *after* the district has exhausted all the Proposed Emergency Days built into the Proposed Calendar. Act of God Days are used for a condition beyond the control of the district that poses a hazardous threat to the health and safety of the students. These days must be approved by the Regional Superintendent and the State Superintendent of Education. Act of God Days reduce the required number of student attendance days in the Public School Calendar, but do not negatively impact General State Aid.

(Citation 105 ILCS 5/18-12)

GUIDELINES FOR CONDUCTING FULL OR HALF-DAY PARENT/TEACHER CONFERENCE(S) AND FULL OR HALF-DAY TEACHER IN-SERVICE(S)

The following guidelines have been developed to assist school districts in planning educational in-services programs, parent/teacher conferences pursuant to Section 18-8.05 of the School Code. Since this section of the Code allows local school districts to use regularly scheduled school time for in-service activities, such programs should be planned carefully.

The districts' in-service plan must:

- Be organized so that teachers and other staff members play a prominent role in the planning and overall development of the in-service program parent/teacher conference;
- Identify and set forth program objectives;
- Include activities which relate to the fulfillments of the program objectives;
- Provide for evaluation of program activities and outcomes; and
- Ensure the integrity of the length of the required minimum school day

Any in-service activity or parent/teacher conference using one-half day must ensure that the students receive a minimum of **3 clock hours of instruction**. The in-service training program is expected to be comparable in length and/or to comprise the remainder of the regularly scheduled school day. With regard to half-day parent/teacher conferences, since parents can often come to school more readily in the evening, it is allowable to hold school in the morning, dismiss students and teachers in the afternoon, and conduct evening parent/teacher conferences comparable in length to an afternoon school session. A district may take a combination of a maximum **5 half-day** teacher in-service and/or parent/teacher conference provided that if the district does take all 5 half days, 1 of the half days must be a teacher in-service day.

In lieu of 4 half-day in-service programs, 2 full school days may be used for full-day parent/teacher conferences or full-day in-service activities. The use of 2 full-day parent/teacher conferences or 2 teacher in-services or the combination of 1 full-day parent/teacher conference and 1 full day in-service allows only one-half day available for additional teacher in-service activity or parent/teacher conference.

Local school officials have the following configuration options to choose from for a full-day parent/teacher conference

- Minimum of 5 clock hours of Parent/Teacher Conferences on 1 day. Use the calendar code *FPT – Full Day Parent/Teacher Conference* on this day.
- Both a minimum of 2 clock hours of Parent/Teacher Conferences held in the evening following a full day of student attendance and a minimum of 3 clock hours of Parent/Teacher Conferences held on the day immediately following evening Parent/Teacher Conferences. The first day would be coded as an *X – Pupil Attendance Day* and the second day would be coded as *FPT – Full Day Parent/Teacher Conference*. Describe in the brief explanation the conference times for the evening conferences.
- Multiple parent/teacher conferences held in the evenings following full days of student attendance in which the accumulated time used for Parent/Teacher Conferences on these multiple evenings is equivalent to a minimum of 5 clock hours. The days that parent/teacher conferences are held in the evening following a full day of student attendance would be coded as *X – Pupil Attendance Day* and the compensation day would be coded as *FPT – Full Day Parent/Teacher Conference*.

Any deviation from these allowable conference configurations requires a School Code waiver approved by the General Assembly. The calendar code *WFPT – Full Day Parent/Teacher Conference Waiver* is available once approval of the waiver has been granted by the General Assembly. A district must have waiver approval prior to entering the calendar code and submitting the calendar to the Regional Office of Education. Waiver information can be found on the ISBE website at <http://www.isbe.net/isbewaivers/default.htm> or by telephone number 217/782-5270.

Full Day Teacher In-Service and Parent/Teacher Conference days count as a Calendar Day on the official Public School Calendar resulting in the reduction of the required number of student attendance days. See Example 2 on the first page of this document.
(Citation 105 ILCS 5/18-8.05).

TEACHER INSTITUTE/WORKSHOP AND IN-SERVICE ACTIVITIES

The guidelines, for activities on a **Teacher Institute/Workshop** (Calendar Code **TI**) according to 105 ILCS 5/3-11 of The School Code, are any educational gathering, demonstration of methods of instructions, visitation of schools or other institutions or facilities, or sexual abuse or sexual assault awareness seminar. These days must be approved by the **Regional Superintendent** as an institute day. The guidelines for activities, according to 105 ILCS 10-22.39, of a **Full Day In-service** (Calendar Code **FI**) and **Half Day In-service** (Calendar Code **XHI**), are age and grade level appropriate training in relation to warning signs of suicidal behavior as well as appropriate intervention and referral techniques; basic knowledge of matters relating to acquired immunodeficiency syndrome (AIDS) including the nature of the disease, its causes and effects, the means of detecting it and preventing its transmissions; and communication training to effectively assist victims with regard to domestic and sexual violence including listening techniques as well as a knowledge base to connect youth victims with appropriate agencies, programs and services. The School Board shall supervise such training. The State Board of Education and the Department of Public Health shall jointly develop standards for such training.

ISBE Heat Day Policy

Interrupted School Days/Heat

A major responsibility of a local school superintendent is the health and safety of your students. Section 18-12, the School Code allows the use of Interrupted School Days for “adverse weather conditions”. As a reminder, with regard to extreme heat the Illinois State Board of Education (ISBE) allows four options:

- Dismiss after 5-clock-hours of instruction
- Utilize an Emergency Day
- Amend your public school calendar
- Utilize an Interrupted Day

If an Interrupted Day is utilized an Amended Calendar must be submitted electronically through IWAS, within 30 days of occurrence, to the Regional Office of Education, who will forward it to ISBE for approval. The Calendar Code for an Interrupted Day is XID. The calendar code XID requires Student Attendance Time to verify a minimum of one instructional clock hour was conducted as well as a brief explanation providing the reason the day was interrupted. If an Emergency Day is utilized, the ISBE recommends that an amended calendar is completed and submitted to the Regional Office of Education.

ISBE’s current policy further states that if the announcement is made in advance (i.e., on the previous day) that school will be closing on any day or days after less than five clock hours because of heat, you must use an emergency day(s). Under these circumstances, the shortened day cannot be counted as a full-day of attendance.



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

Gery J. Chico
Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

2012-13 Public School Calendars Submission and Approval Assistance

Public School Districts Regional Offices of Education (ROE) Intermediate Service Centers (ISC)

First and Last Day of Student Attendance

The proposed legislation, SB 1744, was a bill that contained language to repeal Section 18-8.05 (F)(2)(b) of the Illinois School Code which states:

“Days of attendance may be less than 5 clock hours on the opening and closing of the school term, and upon the first day of pupil attendance, if preceded by a day or days utilized as an institute or teachers’ workshop.”

This bill passed both houses and was amendatory vetoed by the Governor to change the effective date from June 30, 2011 to July 1, 2012. The legislators did not act upon this amendment in the fall session, so this bill died. A new bill, SB 1462, was introduced and passed the Senate unanimously during the fall veto session but still needs action by the Illinois House of Representatives at this time. ISBE is tracking SB 1462, as the effective date timeline remains of concern.

Currently, what this means for the 2012-2013 Public School Calendars is that the language in Section 18-8.05 (F)(2)(b) remains in the School Code which allows the first and last day of student attendance to be less than 5 clock hours of instruction and still count toward the minimum 180 total calendar days required.

Holiday Waivers

Prior to August, 2009 if a public school calendar had school activities coded on a legal school holiday(s), as described in Section 24-2 of the Illinois School Code, a waiver application had to have been completed and submitted to the Illinois State Board of Education (ISBE) for approval. Once approved a special calendar code was entered into the calendar system to be entered on the holiday(s) for which the district/educational entity had waiver approval. The calendar system provided an error if the district/educational entity entered a calendar code on a holiday for which they did not have approval. The code had to be fixed before the calendar could be submitted to the ROE/ISC/ISBE for approval.

The enactment of P. A. 96-640, which was effective August 24, 2009 made it no longer necessary to have ISBE approval of holiday waiver for 5 legal school holidays (Martin Luther King (third Monday in January), Abraham Lincoln (February 12), Casimir Pulaski (first Monday in March), Christopher Columbus (second Monday in October), and Veterans' day (November 11)). Since ISBE does not have to approve the waiver, no special calendar code is included in the public school calendar system; therefore no error is provided even if the district/educational entity has not completed the process as described in Section 24-2 but changes the code from HOL to a different calendar code. In order to legally use a code other than HOL on a legal school holiday, the district/educational entity must

1. recognize the person or persons honored by the holiday are recognized through instructional activities conducted on that day or, if the day is not used for student attendance, on the first school day preceding or following that day and
2. hold a public hearing about the proposal. The entity shall provide notice preceding the public hearing to both educators and parents. The notice shall set forth the time, date, and place of the hearing, describe the proposal and indicate that testimony will be taken from educators and parents about the proposal. Once this is done the district/educational entity has approval for exactly what the proposal stated. As long as no term dates are included in the proposal, the waiver is good for life.

Since a special code is no longer entered in the public school calendar system, district/educational entities simply code the day for what they are using it, i.e. pupil attendance day is coded as X, Full day Parent/Teacher Conference day is coded as FPT.

It is advised that ROE and ISC staff approving the calendar have documentation from the district supporting that the process has been completed as well as for what the proposal request was. Then the ROE or ISC can keep a database of districts that have approval

and for what the approval is, so when approving calendars they know what the entity is approved to do on those holidays. The ROEs/ISCs are ***not*** approving the waiver; they are just requesting documentation for verification of the calendar code entered when approving the calendar.

If you have additional questions regarding the Public School Calendar that are not addressed please contact Marj Beck at mbeck@isbe.net or by telephone 217/782-5256.

Diocese of Rockford

OFFICIAL SCHOOL CALENDAR: 2012-2013

St. Margaret Mary Catholic School

Algonquin

McHenry

Name of School

City

County

The school year calendar shall consist of 185 days. Five of these days are calendared as emergency days; four as full-day staff institutes; and a minimum of 176 days of no less than 5.5 hours of instruction. A maximum of five (5) early dismissal days for students may be scheduled. Students must be in attendance a minimum of 3 clock hours and faculty shall be actively engaged in in-service activities for the remainder of the 5.5 clock hours.* (See Page 2.)

Aug-12

MON	TUE	WED	THU	FRI	ERS	DAYS
		1	2	3		
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		5
27	28	29	30	31		5
					0	10

Sep-12

MON	TUE	WED	THU	FRI	ERS	DAYS
H	4	5	6	7		4
10	11	12	13	HD		5
17	18	19	20	21		5
24	25	26	27	28		5
					0	19

Oct-12

MON	TUE	WED	THU	FRI	ERS	DAYS
1	2	3	4	5		5
H	O	10	11	12		3
15	16	17	18	O		4
22	23	24	25	26		5
29	30	31				3
					0	20

Nov-12

MON	TUE	WED	THU	FRI	ERS	DAYS
			1	2		2
5	6	HD	HD	9		4
12	13	14	15	16		5
19	20	21	H	NA		3
26	27	28	29	30		5
					0	19

Dec-12

MON	TUE	WED	THU	FRI	ERS	DAYS
3	4	5	6	7		5
10	11	12	13	HD		5
17	18	19	20	21		5
NA	H	NA	NA	NA		0
NA						0
					0	15

Jan-13

MON	TUE	WED	THU	FRI	ERS	DAYS
	H	NA	NA	NA		0
7	8	9	10	11		5
14	15	16	17	O		4
H	22	23	24	25		4
28	29	30	31			4
					0	17

Feb-13

MON	TUE	WED	THU	FRI	ERS	DAYS
				1		1
4	5	6	7	8		5
11	12	13	14	HD		5
H	19	20	21	22		4
25	26	27	28			4
					0	19

Mar-13

MON	TUE	WED	THU	FRI	ERS	DAYS
				HD		1
4	5	6	7	8		5
11	12	13	14	15		5
18	19	20	21	22		5
NA	NA	NA	NA	H		0
					0	16

Apr-13

MON	TUE	WED	THU	FRI	ERS	DAYS
NA	2	3	4	5		4
8	9	10	11	12		5
15	16	17	18	19		5
22	23	24	25	26		5
29	30					2
					0	21

May-13

MON	TUE	WED	THU	FRI	ERS	DAYS
		1	2	HD		3
6	7	8	9	10		5
13	14	15	16	17		5
20	21	22	23	24		5
H	28	29	E	E		2
					0	20

Jun-13

MON	TUE	WED	THU	FRI	ERS	DAYS
E	E	E	6	7		
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		
					0	0

LEGAL SCHOOL HOLIDAYS

Labor Day	Sept. 3
Columbus Day	Oct. 8
Veterans Day	Nov. 11
Thanksgiving Day	Nov. 22
Christmas Day	Dec. 25
New Year's Day	Jan. 1
ML King's Birthday	Jan. 21
Lincoln's Birthday	Feb. 12
Presidents' Day	Feb. 18
Good Friday	Mar. 29
Memorial Day	May 27

SCHOOL TERM

(Pupil Attendance Days)

First Day: 20-Aug 2012

Last Day: 29-May 2013

School Begins at: 9:00 A.M.

School Ends at: 3:15 P.M.

CHRISTMAS VACATION

Begins 3:15 PM 21-Dec 2012

Class Resumes: 7-Jan 2013

Pupil Attendance Days 176

Institute Days 4

Emergency Days 5

Total (min. 185) 185

1st Semester Begins 20-Aug 2012

2nd Semester Begins 14-Jan 2013

EASTER/SPRING VACATION

Begins 3:15 PM 22-Mar 2013

Class Resumes: 2-Apr 2013

Legal Holidays	H
Institute Days	0
Half-Days	HD
Emergency	E
Not in Attendance	NA

Catholic Schools Week:

January 27 - February 2, 2013

List the requested information for your four full-day staff institute days:

	Date	Place	Topic/Presenter
1.	10/9/2012	Saint Mary, DeKalb	Common Core, Diocese
2.	10/19/2012	Saint Margaret Mary	Common Core Curriculum, A. Johnson
3.	11/9/2012	Saint Margaret Mary	Common Core, A. Johnson
4.	1/18/2013	Saint Margaret Mary	Common Core, A. Johnson

Each school is allowed a MAXIMUM of five (5) half-day in-service/parent conferences. List below all requested information for half-day and in-service days.

	Date	Time Begins	Time Ends	Place	Topic/Presenter
1.	9/14/2012	12:30 pm	3:00 pm	St. Margaret Mary School	Reading Assessment, A. Johnson
2.	11/7/2012			St. Margaret Mary School	Conferences
3.	11/8/2012			St. Margaret Mary School	Conferences
4.	12/14/2012	12:30 pm	3:00 pm	St. Margaret Mary School	Integrating Common Core, A. Johnson
5.	2/15/2013	12:30 pm	3:00 pm	St. Margaret Mary School	Core Curriculum, A. Johnson
6.	3/1/2013	12:30 pm	3:00 pm	St. Margaret Mary School	Core Curriculum, A. Johnson
7.	5/3/2013	12:30 pm	3:00 pm	St. Margaret Mary School	Planning 2013-14, Ordering, A. Johnson

Please send to the Catholic Education Office no later than May 21.

Parents, police and truant officers, Superintendent's Office and others concerned with the safety of school children should be given immediate notice of emergency calendar variations.

CHIEF ADMINISTRATIVE OFFICER/PRINCIPAL

PASTOR (If elementary school)

DIOCESAN SUPERINTENDENT OF SCHOOLS

EDUCATION COMMISSION CHAIR/
COUNCIL OF ADMINISTRATION CHAIR

ROLE OF THE REPRESENTATIVE FROM THE STATE/ACCREDITING AGENCY

___1. Visitation dates are given to the principal by the Illinois State Board of Education/Accrediting Agency. The ISBE/Accrediting Agency representative will contact each individual school to verify date of visitation.

___2. Read the *Educational Program Description* prior to the visit and verify that a fire inspection report, dated within one year of the visit and containing no violations, is attached to the *Educational Program Description*.

___3. Meet with principal to validate each statement in the **ILLINOIS STATE BOARD OF EDUCATION (1) DOCUMENTATION OF ANNUAL REQUIREMENTS FOR RECOGNITION (2) GUIDELINES FOR THE DEVELOPMENT OF EDUCATIONAL PROGRAM DESCRIPTION FOR NONPUBLIC ELEMENTARY AND SECONDARY SCHOOLS** and **(3) HEALTH/LIFE SAFETY SURVEY GUIDE**.

___4. Meet with principal to verify all information in the *NONPUBLIC SCHOOL ANNUAL REPORT AND APPLICATION FOR RECOGNITION* and the *NONPUBLIC ELEMENTARY AND SECONDARY SCHOOL CALENDAR*.

___5. Check physical plant. (See *ILLINOIS STATE BOARD OF EDUCATION BUILDING AND FIRE SAFETY INFORMATION* and *HEALTH/LIFE SAFETY SURVEY GUIDE*).

___6. Check teacher files to see that they are in compliance with state and diocesan policies.

___7. Check student cumulative files to verify that school is maintaining both **Permanent** and **Temporary** files for each student. (See "Student Files" in the *APPENDIX* of this report.)

GUIDELINES FOR THE DEVELOPMENT OF THE EDUCATIONAL PROGRAM DESCRIPTION FOR NONPUBLIC ELEMENTARY AND SECONDARY SCHOOLS

The purpose of this document is to provide a guide for Nonpublic School personnel who are preparing for a State Recognition Visit.

Directions for Filing

Schools currently recognized must mail the *Educational Program Description* to the Accountability Division at the Illinois State Board of Education at least six weeks prior to the scheduled on-site evaluation.

Schools seeking initial recognition must mail the *Educational Program Description* to the Accountability Division at the Illinois State Board of Education prior to being scheduled for an on-site evaluation

Please mail two copies of the Educational Program Description to:

Illinois State Board of Education
Accountability Division
100 North First Street
Springfield, Illinois 62777-0001

Directions for Completion

1. The *Educational Program Description* must contain responses to all statements found in these **Guidelines for the Development of the Educational Program Description**.
2. The evaluation team will verify the information contained in the *Educational Program Description*.
3. References to pertinent pages in board documents, policy statements, handbooks, curriculum guides, and self-studies should be included in the *Educational Program Description*. Do not mail these documents to the Illinois State Board of Education. Do have them available on the day of the on-site evaluation.

Questions concerning the *Educational Program Description* or the on-site visit should be referred to the Illinois State Board staff member assigned to the school.

Educational Program Description

5.00 Nonpublic Elementary and Secondary School (Pre K-12) Governance

5.01 Organization: Policy and Philosophy

- A. Each school or school system shall identify and describe in writing its policies and its policy-making procedure. (Include dates approved by school's governances.)
- B. State the school's philosophy, purpose, and objectives. Include the date the philosophy, purpose, and objectives were approved by the school's governance. Identify the membership of the school's governance board.
- C. Identify and describe the nondiscrimination policies for students, faculty, and staff.

5.02 Administration: Supervision and Planning

- A. Identify the name and qualifications of the individual or individuals who are chiefly responsible for the administration and supervision of the school.
- B. Identify those documents which show how effective planning, operation, and reporting are accomplished by the school.
- C. Describe how the school provides for continuity and articulation of the school's program of studies.
- D. Describe how the school has provided for the progression of students and their records within and between schools.
- E. Describe how provisions are made for the maintenance of student records.

6.00 Nonpublic Elementary and Secondary (Pre K-12) Instructional Programs and Services

6.01 Instructional Programs: Philosophy and Curriculum

- A. Describe how the school's educational program has been developed from its philosophy, special purposes and objectives, from knowledge of the educational and developmental needs of its students, and how it serves the educational functions for which the school exists.
- B. Provide on-site documentation of the curriculum offered, its scope and sequence.

1. If an **elementary school** instruction is provided in:

- Language Arts
- Mathematics
- Science
- Social Science
- Physical Education and Health
- Safety
- Fine Arts
- Technology

If a **high school**, assure that state high school graduation requirements are met:

Students entering 9th grade during 2007-2008 school year

- 2 years Writing Intensive courses – 1 year must be an English Language Arts course and the other may be provided as part of any subject
- 3 years of Language Arts
- 2 years of Social Studies, 1 year must be the History of the United States or a combination of US History and American government
- 3 years of Mathematics, 1 year must be algebra and 1 year must include geometry content
- 2 years of Science
- 1 year of electives chosen from Music, Art, Foreign Language (may include American Sign Language) or Vocational Education
- 1 semester of Health Education
- Driver and Safety Education provisions are made
- Survey and elective courses are appropriate
- Consumer Education, nine weeks, 50 minutes a day or the equivalent

If the high school is **college preparatory**, assure that high school requirements for college admission are met:

- 4 years of English
- 3 years of Social Studies
- 3 years of Science
- 3 years of Mathematics, (may include 1 year of fundamentals of computer programming)
- 2 years of electives chosen from Music, Art, Foreign Language (may include American Sign Language) or Vocational Education
- Survey and elective courses are appropriate

2. Describe measures taken to facilitate the development of skills, such as: reading, writing, spelling, listening, expressing ideas, speaking clearly, critical thinking, using basic mathematical computation, observing carefully, solving problems, participating effectively in groups, healthy living, enjoying aesthetic experiences, understanding career development, clarification of individual values.

C. State the opening and closing dates for the school year. Identify the

number of hours of instruction per year and/or the number of five clock hour school attendance days of instruction per year. (The program shall consist of a minimum of 176 days of no less than five clock hours of instruction, or 880 clock hours of instruction within each school year.)

- D. Describe the provisions that have been made for students with different talents, intellectual capacities, and interests.
- E. Describe how the school uses the following components to develop a program of instruction that facilitates student learning:
 - 1. Instructional objectives
 - 2. Lesson plans
 - 3. The selection and uses of a variety of learning materials and experiences
 - 4. Multiple assessment strategies for measuring student achievement
 - 5. Program evaluation instruments and procedures.
- F. Describe how the school provides instruction in the history of the United States and representative government; and proper use and display of the American flag. Additionally, provide evidence that all students take and pass examinations on the United States and Illinois Constitutions prior to graduation.
- G. Describe the school's professional development program and how it is designed to stimulate continued improvement of teaching and curriculum.
- H. Describe how the school and classroom supports student learning.

6.02 Extra-Classroom Activities: Development of Leadership and Social Skills

Describe how the school fosters an appropriate intellectual, cultural, and social climate; promotes growth in student leadership and social interactive skills; and encourages special student interests through a diversified and balanced program of extra classroom activities.

6.03 Pupil Services: Diagnosis and Services

Identify and describe how pupil services are provided for all enrolled students. Verify that a record of health examinations and immunizations are maintained as required by law.

Identify the person responsible for completing the annual Immunization Survey Form (ISBE 70-11).

7.00 Nonpublic Elementary and Secondary School (Pre K-12) Facilities and Support Services

7.01 School Facilities: Building Safety and Fire Standards

- A. Describe precautions taken to assure the site is accessible to the school population, as free as possible from traffic hazards and distracting noise, and functional for the instructional program.
- B. Describe provisions for a maintenance program that assures the building is clean and kept in good repair. An *Asbestos Inspection and Management Plan* must be available on-site for review.
- C. Describe the school's *Crisis Management Plan*. Have this plan available on-site for review.
- D. Provide documents that assure the school is in compliance with applicable standards for heating, ventilation, and illumination. *Current Boiler Inspection Certificate(s)* must be properly displayed.
- E. A copy of the *Annual Fire Inspection Report* with No Violations is to be attached to this document. This report is to be obtained from either the local Fire Department or the State Fire Marshall prior to the evaluation.

7.02 School Food Services: Balanced Meals and Service Operations

- A. If the school provides food service, provide evidence that the school offers a variety of well-balanced meals in accordance with applicable, local, state, and federal regulations.
- B. Provide evidence that all federal or state funds for food and/or milk programs follow state/federal guidelines for the operation of the program, record keeping, and claims filing.

8.00 Nonpublic Elementary and Secondary School (Pre K-12) Personnel Qualifications

- 8.01** Identify nondiscrimination policies as they relate to admission of students and hiring, selection and assignment of staff.
- 8.02** Maintain on-site documentation of evidence that all teachers and professional staff members hold a baccalaureate degree or equivalent education or have demonstrated competency to teach. Identify and describe specifically the measure used to determine competency or equivalency in the selection of teachers or administrators who have less than a baccalaureate degree or equivalent formal education.
- 8.03** Identify the administration's method or criteria used to determine the teacher's competency and proficiency for the particular level of assignment. Describe the formal teacher evaluation process used for

monitoring and measuring teacher competency and proficiency.

- 8.04** Document the method or criteria used by the governing board to determine the chief administrator's competency in administration and supervision and related administrative fields.
- 8.05** Provide documentation of the formal evaluation process used to measure competency and proficiency of administrators.

NONPUBLIC SCHOOL REGISTRATION INFORMATION SHEET

1. Section 2-3.25o of the Illinois School Code defines a nonpublic school as any nonprofit, non-home-based, and nonpublic elementary or secondary school that is in compliance with Title VI of the Civil Rights Act of 1964 and attendance at which satisfies the requirements of Section 26-1 of the Illinois School Code.
2. In Illinois, registration of a nonpublic school is voluntary. However, Illinois law **requires** that every school, whether public or nonpublic, provide immunization, dental, and eye examination data annually to the Illinois State Board of Education (ISBE). (See Section 27- 8.1 of the Illinois School Code, available online at:
<http://www.ilga.gov/legislation/ilcs/ilcs4.asp?DocName=010500050HArt%2E+27&ActID=1005&ChapAct=105%26nbsp%3BILCS%26nbsp%3B5%2F&ChapterID=17&ChapterName=SCHOOLS&SectionID=49363&SeqStart=149700000&SeqEnd=156200000&ActName=School+Code%2E>
3. Per 23 Illinois Administrative Code 425.20(b), voluntary registration and recognition of nonpublic schools requires the chief administrator of the school to provide the following assurances:
 - a. The school has an academic term of at least 176 days with no fewer than 5 hours of daily instruction or a yearly total of 880 clock hours.
 - b. The school complies with federal and state laws regarding nondiscrimination.
 - c. The school complies with prevailing state or local fire safety requirements and maintains written evidence of the annual inspection.
 - d. Instruction is given in the English language.
 - e. The school will complete the Immunization/Health Examination Survey online (by November 15), the Dental Survey online (by June 30), and the Eye Examination Survey online (by June 30), as prescribed in Section 27-8.1 of the Illinois School Code.
 - f. The school requires the students who are enrolled to attend daily during the entire regular school term.
4. Application for registration of a nonpublic school requires that the school is operational and providing services to students.
5. A prekindergarten-only school cannot be registered as a nonpublic school.
6. Registration of a nonpublic school is valid only for the school year in which the school is registered, which means that a nonpublic school should register each year if it wants to remain a registered school, without interruption.
7. If a nonpublic school wants to apply for recognition, the school must be registered first. Nonpublic school recognition information is posted at:
http://www.isbe.net/accountability/html/np_recognition.htm.
8. Registration Process
 - a. First-Time Registrant
 - i. A nonpublic school may apply for registration for the first time by completing ISBE Form 87-01. A copy of the form will be available for printing October 1 through June 30 of the current school year from http://www.isbe.net/research/pdfs/87-01B_np_entropy.pdf. In order for the school to be registered by June 30, complete and mail

to the address at the top of the form for receipt no later than June 25. **Fax and e-mail submissions are not acceptable.**

- ii. The school will receive a letter regarding the outcome of its application for registration.
 - iii. A nonpublic school will be assigned a unique state code upon registration.
 - iv. The newly registered nonpublic school must apply for a user account, which will provide access to the Illinois Web Application Security (IWAS) System and enable the school to renew registration online in subsequent years. Assistance in creating a user account may be obtained from <https://sec1.isbe.net/iwas/asp/login.asp?js=true> or the ISBE help desk at 217/558-3600.
- b. Repeat Registrant
- i. An already-registered nonpublic school must renew its registration online only using the ISBE IWAS web portal (<https://sec1.isbe.net/iwas/asp/login.asp?js=true>).
 - ii. Registration renewal must be completed no earlier than October 1 and no later than December 31.
9. School administrators who have an IWAS administrative account may make changes, such as school name, address, affiliation, telephone number, fax number, spelling corrections, etc., online through the IWAS Entity Profile System (EPS). However, a request for change in administrator should be submitted to:

Illinois State Board of Education
Attention: Jo Ellen Danenberger, S-395
100 North First Street
Springfield, IL 62777-0001

Administrator change requests may also be faxed to Jo Ellen Danenberger at 217/782-1976. The changes must be faxed on the organization's letterhead and signed by the chief administrator of the organization.

IWAS Administrator Changes: If a nonpublic school changes its administrator, an IWAS administrative account letter will be faxed to the new administrator after the change has been processed. The fax will contain set-up instructions and an access code for creating a new IWAS administrative account. Please direct all questions regarding IWAS to the ISBE help desk at 217/558-3600 or e-mail help@isbe.net.

10. To close a nonpublic school, ISBE requires the following information to be submitted on the organization's letterhead and signed by the chief administrator of the organization:

RCDTS Code Facility Name Effective Closing Date
Submit nonpublic school closing requests to: Illinois State
Board of Education
Attention: Jo Ellen Danenberger, S-395
100 North First Street
Springfield, IL 62777-0001

Nonpublic school closing requests also may be faxed to Joe
Ellen Danenberger at 217/782-1976

BUILDING AND FIRE SAFETY REVIEW

http://www.isbe.net/career/pdf/33-99_building_fire_safety.pdf

ILLINOIS STATE BOARD OF EDUCATION
Educator and School Development - Nonpublic Schools
100 North First Street, Springfield, Illinois 62777-0001

BUILDING AND FIRE SAFETY REVIEW

NAME OF SCHOOL _____

INSTRUCTIONS: At the time of the evaluation, items on the following pages will be reviewed. Items indicated with an asterisk (*) must be met and will be cited in the report when marked. Other marked items may not be cited on the report but are considered to be safety concerns.

BUILDING AND FIRE SAFETY SURVEY			
<p>GENERAL AREAS</p> <p><input type="checkbox"/> *1. Recorded FIRE DRILLS 3 to 12 per year</p> <p><input type="checkbox"/> *2. Recorded tornado drills: 1 per year</p> <p><input type="checkbox"/> *3. Bus evacuation drills are held: 1 per year</p> <p><input type="checkbox"/> *4. Evacuation drills conducted</p> <p><input type="checkbox"/> *5. Fire/Disaster directions are posted</p> <p><input type="checkbox"/> 6. Fire extinguishers are current/updated</p> <p><input type="checkbox"/> *7. Doors are not chained</p> <p><input type="checkbox"/> 8. Ceiling panels are in place</p> <p><input type="checkbox"/> 9. Light fixtures are safe</p> <p><input type="checkbox"/> 10. Has battery powered emergency lighting</p> <p><input type="checkbox"/> 11. Display cases have safety glass as needed</p> <p><input type="checkbox"/> 12. Exit signs must be lighted</p> <p><input type="checkbox"/> 13. Asbestos Plan is implemented</p> <p><input type="checkbox"/> 14. Posted MICROWAVE WARNING signs</p> <p><input type="checkbox"/> 15. Toxic materials are locked up</p> <p><input type="checkbox"/> 16. Electrical outlets are protected by GFCI's especially if near water</p> <p><input type="checkbox"/> 17. Extension cords are used properly</p> <p><input type="checkbox"/> 18. Both interior and exterior doors are free of blockage</p> <p><input type="checkbox"/> 19. Ceiling is free of articles hung near lights</p> <p><input type="checkbox"/> 20. Windows on classroom doors are uncovered</p> <p><input type="checkbox"/> 21. There is an integrated pest management system in place</p> <p>ARTS AND CRAFTS CLASSROOM</p> <p><input type="checkbox"/> 1. Has a fire detector or smoke alarm</p> <p><input type="checkbox"/> 2. Grades K-6: have no toxic art supplies</p> <p><input type="checkbox"/> 3. Grades 7-8: toxic supplies are labeled</p> <p><input type="checkbox"/> 4. Kilns, if present, are properly ventilated to the outside</p> <p>AUDITORIUM AND STAGE</p> <p><input type="checkbox"/> 1. Has fire detectors/smoke alarms</p> <p><input type="checkbox"/> 2. Has updated ABC fire extinguishers</p> <p><input type="checkbox"/> 3. Has battery powered emergency lighting</p> <p><input type="checkbox"/> 4. Has lighted exit signs</p> <p><input type="checkbox"/> 5. Stage curtains are flameproof or fire resistant</p>	<p>BLEACHERS</p> <p><input type="checkbox"/> 1. Are inspected annually</p> <p><input type="checkbox"/> 2. A record is kept of annual inspections</p> <p><input type="checkbox"/> 3. A description of bleacher conditions is available from last inspection</p> <p>BOILER/HVAC ROOM</p> <p><input type="checkbox"/> 1. Has fire detector</p> <p><input type="checkbox"/> 2. Has ABC type fire extinguisher</p> <p><input type="checkbox"/> 3. Doors swings into the boiler room</p> <p><input type="checkbox"/> 4. Has current posted boiler certificate</p> <p><input type="checkbox"/> 5. No flammables are stored therein</p> <p><input type="checkbox"/> 6. Has a "marked" emergency shut-off switch near door</p> <p><input type="checkbox"/> 7. Boiler room is not used for storage</p> <p>ELECTRICAL ROOM</p> <p><input type="checkbox"/> 1. Check for any unusual odors</p> <p><input type="checkbox"/> 2. Room should be locked and entry restricted to authorized personnel only</p> <p><input type="checkbox"/> 3. Electrical room should not be used for storage</p> <p><input type="checkbox"/> 4. Check out any unusual sounds</p> <p>CAFETERIA</p> <p><input type="checkbox"/> 1. Has a fire detector/smoke alarm</p> <p><input type="checkbox"/> 2. Has updated ABC fire extinguisher</p> <p><input type="checkbox"/> 3. Has battery powered emergency lighting</p> <p><input type="checkbox"/> 4. Has illuminated exit signs</p> <p><input type="checkbox"/> 5. Has unobstructed exits</p> <p>KITCHEN</p> <p><input type="checkbox"/> 1. Has an updated ABC fire extinguisher</p> <p><input type="checkbox"/> 2. Has a heat detector</p> <p><input type="checkbox"/> 3. Has a canopy hood and exhaust</p> <p><input type="checkbox"/> 4. Has a fire suppression system</p> <p><input type="checkbox"/> 5. Has a fire blanket</p> <p><input type="checkbox"/> 6. Kitchen area is free of grease</p> <p><input type="checkbox"/> 7. All work spaces are clean and sanitary</p> <p><input type="checkbox"/> 8. Food supplies are off the floor</p> <p>CORRIDORS</p> <p><input type="checkbox"/> 1. Smoke/fire doors are closed or have automatic door closers</p> <p><input type="checkbox"/> 2. At least two exits are available</p> <p><input type="checkbox"/> 3. Have ABC type fire extinguishers</p> <p><input type="checkbox"/> 4. Exit lights have all bulbs lit</p> <p><input type="checkbox"/> 5. Battery powered Emergency lighting is present</p> <p><input type="checkbox"/> 6. Have no obstructions. (e.g. backpacks not blocking the halls)</p>	<p>COMPUTER ROOM</p> <p><input type="checkbox"/> 1. Computers are placed on study desks, tables, or carts</p> <p><input type="checkbox"/> 2. All computers are plugged into surge protectors</p> <p><input type="checkbox"/> 3. Wires are tucked in out of the way</p> <p><input type="checkbox"/> 4. Has electrical fire extinguisher</p> <p>ELEVATOR</p> <p><input type="checkbox"/> 1. Has an annual inspection certificate</p> <p>GENERAL CLASSROOMS</p> <p><input type="checkbox"/> 1. Any curtains are fireproof or flame resistant</p> <p><input type="checkbox"/> 2. Fire, tornado, and evacuation instructions are posted</p> <p>GYM/MULTI-PURPOSE ROOM</p> <p><input type="checkbox"/> 1. Has ABC type fire extinguisher</p> <p><input type="checkbox"/> 2. Has posted fire/tornado information</p> <p><input type="checkbox"/> 3. Has illuminated exit signs</p> <p><input type="checkbox"/> 4. Has battery powered emergency lighting</p> <p><input type="checkbox"/> 5. Occupancy capacity is posted</p> <p><input type="checkbox"/> 6. Cardiac defibrillator is available</p> <p>HOME ECONOMICS CLASSROOM</p> <p><input type="checkbox"/> 1. Has a fire detector</p> <p><input type="checkbox"/> 2. Has an updated ABC fire extinguisher</p> <p><input type="checkbox"/> 3. Has fire blanket</p> <p><input type="checkbox"/> 4. Is free of hazards posed by electrical cords</p> <p>JANITOR'S CLOSET</p> <p><input type="checkbox"/> 1. Has a heat detector/smoke alarm</p> <p><input type="checkbox"/> 2. Is kept locked</p> <p>LIBRARY</p> <p><input type="checkbox"/> 1. Has a fire detector</p> <p><input type="checkbox"/> 2. Has updated fire extinguisher</p> <p><input type="checkbox"/> 3. Has lighted exit signs</p> <p>PLAYGROUND</p> <p><input type="checkbox"/> 1. Safe and in good repair</p> <p><input type="checkbox"/> 2. Appropriate surface</p> <p>RESTROOMS</p> <p><input type="checkbox"/> 1. Are properly ventilated</p> <p><input type="checkbox"/> 2. Are clean and sanitary</p> <p><input type="checkbox"/> 3. Contain soap and toilet paper</p> <p><input type="checkbox"/> 4. Running water</p> <p>SCIENCE LABORATORY</p> <p><input type="checkbox"/> 1. Has a fire detector/smoke alarm</p> <p><input type="checkbox"/> 2. Has an updated ABC fire extinguisher</p> <p><input type="checkbox"/> 3. Has protective eye glass devices and eye wash station</p> <p><input type="checkbox"/> 4. Has sanitized eye glass system or individually owned glasses</p>	<p>SCIENCE LABORATORY (Continued)</p> <p><input type="checkbox"/> 5. Chemical/flamable liquids are labeled and stored in a locked metal cabinet</p> <p><input type="checkbox"/> 6. Has a fire blanket</p> <p><input type="checkbox"/> 7. Has proper ventilation</p> <p><input type="checkbox"/> 8. Appropriate disposal process for chemicals</p> <p>SHOPS</p> <p><input type="checkbox"/> 1. Have heat detector/smoke alarm</p> <p><input type="checkbox"/> 2. Have updated ABC fire extinguishers</p> <p><input type="checkbox"/> 3. Have safety glass</p> <p><input type="checkbox"/> 4. Machines are bolted to floor</p> <p><input type="checkbox"/> 5. Machines are islander</p> <p><input type="checkbox"/> 6. Tools are properly stored</p> <p>SWIMMING POOL</p> <p><input type="checkbox"/> 1. Have current license</p> <p><input type="checkbox"/> 2. Have occupancy limits posted</p> <p><input type="checkbox"/> 3. Have appropriate life-saving equipment</p> <p><input type="checkbox"/> 4. Have a cardiac defibrillator on premises</p> <p><input type="checkbox"/> 5. Have battery operated emergency lighting</p> <p>STAIRWELLS</p> <p><input type="checkbox"/> 1. Have heat detectors/smoke alarms</p> <p><input type="checkbox"/> 2. Have illuminated exit signs</p> <p><input type="checkbox"/> 3. Have no storage under stairwell</p> <p><input type="checkbox"/> 4. Have battery powered emergency lighting present</p> <p><input type="checkbox"/> 5. Have no obstructions</p> <p>SUPPLY/STORAGE ROOMS</p> <p><input type="checkbox"/> 1. Have heat detectors/smoke alarms</p> <p><input type="checkbox"/> 2. Supply room or storage room is locked when not in use</p> <p>TEACHERS LOUNGE</p> <p><input type="checkbox"/> 1. Have heat detectors/smoke alarms</p> <p><input type="checkbox"/> 2. Have an ABC updated fire extinguisher</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Date of Survey</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Signature of Person Conducting the Survey</p>

ISBE 33-99 (3/11)

Revised 10/2011

NONPUBLIC SCHOOL EVALUATION INSTRUMENT

The 22 page document can be found at http://www.isbe.net/career/pdf/91-03_np_school_eval.pdf

The state representative is responsible for bringing this document to the evaluation.

Use your "Mouse" or "Tab" key to move through the fields and check boxes. After completing last field, save document to hard drive to make future updates or click print button.

ILLINOIS STATE BOARD OF EDUCATION
 Career and Technical Education
 100 North First Street, C-215
 Springfield, Illinois 62777-0001

NONPUBLIC SCHOOL EVALUATION INSTRUMENT SCHOOL YEAR 20____-20____

SCHOOL NAME	DATE OF VISIT
ADDRESS (Street, City, State, Zip Code)	TELEPHONE (Include Area Code)
	FAX (Include Area Code)
CHIEF SCHOOL ADMINISTRATOR	AFFILIATION
GRADE LEVELS SERVED	NUMBER OF STUDENTS
TYPE OF VISIT	

ISBE CONSULTANT CONDUCTING EVALUATION	TEAM MEMBERS
_____	_____
_____	_____
_____	_____
_____	_____

ASSIGNED RECOGNITION STATUS: _____

_____	_____
Date	Original Signature of ISBE Consultant
_____	_____
Date	Original Signature of ISBE Division Administrator, Career and Technical Education Division

**SECTION V: ASSISTANCE FOR STATE
RECOGNITION**

**V. Assistance for
State Recognition**

NONPUBLIC SCHOOL APPLICATION FOR RECOGNITION AND CALENDAR

User Guide for Electronic Submission

Illinois State Board of Education
Career and Technical Education
November 2011

Table of Contents

Introduction to Nonpublic School Application for Recognition and Calendar

- Purpose of Electronic Submission
- Due Dates

ISBE Web Application Security (IWAS) Screens

Getting Started

- IWAS Homepage Screen
- Message Screen
- My Systems Screen

Overview

- Directions for completing the Nonpublic School Application for Recognition
- Directions for completing the Nonpublic School Calendar
- Directions for application and calendar approval by School Administrator
- Directions for application and calendar approval by the Regional Office of Education

Introduction to Nonpublic School Application for Recognition and Calendar User Guide for Electronic Submission

The Nonpublic School Application for Recognition and Calendar system replaces paper forms with a web-based application, which provides ROE's and school administrators with these capabilities:

1. Electronic Access to the Nonpublic School Application for Recognition
2. Electronic Access to the Nonpublic School Calendar
3. Timely Submission of the data to ISBE
4. Elimination of Paper Applications

This guide provides instructions on reporting and submitting the Nonpublic School Application for Recognition and Calendar data to the Illinois State Board of Education (ISBE). It is available online via the Nonpublic School Recognition link on the Career and Technical Education Division web pages.

Due Dates:

The Nonpublic School Application for Recognition and Calendar for all recognized nonpublic schools is due to the regional superintendent of schools by November 15, 2011. Each regional superintendent of schools is to have the applications and calendars for their region submitted to ISBE by November 15th.

The recognized nonpublic schools in the city of Chicago are to submit their applications and calendars directly to ISBE by November 15, 2011.

IMPORTANT: The Nonpublic School Registration, Enrollment and Staff Report and the Student Health Data - Immunization for the current school year **MUST** have been submitted to ISBE in order to submit a 2011-2012 Nonpublic School Application for Recognition and Calendar.

ISBE Web Application Security (IWAS) Screens:

Getting Started

Before using the Nonpublic School Application for Recognition and Calendar system, you will need an IWAS account.

If you do not have an existing IWAS account, register for one by accessing the IWAS homepage through the IWAS link at this address: www.isbe.net. Once you have an account, you will need to request access to the Nonpublic School Application for Recognition and Calendar system. Instructions for registering for an IWAS account and obtaining authorization for the Nonpublic School Application for Recognition and Calendar are included in the IWAS User Guide which is located on the IWAS homepage. Please contact the ISBE Help Desk at 217-558-3600 if you need assistance.

If you already have an existing IWAS account with access to the Nonpublic School Application for Recognition and Calendar, you may begin completing the application and calendar.

The following steps provide guidance on how to access the form:

IWAS – Homepage Screen

Illinois State Board of Education
Gery J. Chico, Chairman Christopher A. Koch, State Superintendent

ISBE Home | **Home** | **Sign Up Now** | **Get Password** | **Contact Us** | **Help**

Already have an account? Login Here :

Login Name

Password

Remember Login Name

LOG IN

Get Password?
If you have forgotten your login name or password, click on the link below.

[Find Login/Password](#)

New Partner - Sign up Now

Some ISBE web-based systems require electronic signatures. You can create your own logon id and password by clicking on the following link. After you establish your logon, you will then have the ability to request authorization to use ISBE's systems.

[Sign Up Now](#)

Need Help?
If you need help with logging in, the sign up procedure or your password, please click on the link below.

[Help](#)

This web site has been optimized for Internet Explorer 6.0 or above / Firefox 2.0 or above. You can download the latest version of these browsers by clicking on the following icons.

[IE](#) [Firefox](#)

Copyright © 2011 Illinois State Board of Education

Provide an IWAS login name and password, and click on the Login button. If a valid login name and password was entered, the “Message” screen will be displayed.

Message Screen

The screenshot shows the user interface for the Illinois State Board of Education. At the top, the logo and name of the board are displayed, along with the names of the Chairman (Gery J. Chico) and State Superintendent (Christopher A. Koch). Below this, the user is identified as a "DISTRICT / RCDT Administrator" with the login name "SHGADM". A navigation menu on the left includes links for Home, System Listing, Pending Sign Ups, Pending Documents, Change Password, Messages - Inbox, Messages - Archived, Preferences, View Sign Ups, Help, and Log Out. The main content area shows a welcome message and a "Messages" section with counts for unread inbox and archived messages. A "Require Action" section lists sign-ups and documents pending approval. A "News Items" section indicates no active news items. The footer contains a copyright notice for 2011.

The “Messages” area on the screen is used to identify if you have any unread messages, any unread archived messages, and/or any pending messages.

Using the “Messages” area may help you track any applications that are waiting to be approved or that have been disapproved.

The “Require Action” area can be used to identify applications that need to be approved.

My Systems Screen

Illinois State Board of Education
Gery J. Chico, Chairman Christopher A. Koch, State Superintendent

Login: HFONVIL

My Systems

Below are systems that you are either authorized to use or are awaiting authorization from either your district (Pending-District), ROE (Pending-ROE) or ISBE (Pending-ISBE). Once you are "Authorized" to access a system, simply click on the system description to use it.

[Click Here for Due Dates](#)

Categories - Click to Expand/Collapse Tree	Authorization
Reporting	
Physical Education Exemption Report	Authorized
Annual	
Nonpublic School Application for Recognition and Calendar	Authorized
Nonpublic School Year End Calendar	Authorized

Legend: ⓘ : System Description - Detailed 📅 : Due Dates 👤 : Profile

[Want to Signup for Other Systems?](#)

Copyright © 2011 Illinois State Board of Education

From the menu on the left, click on the “System Listing” link. The “My Systems” screen will be displayed.

On the “My Systems” screen, click the “Nonpublic School Application for Recognition and Calendar” link which is located under the Reporting, Annual category heading.

Clicking on the “Nonpublic School Application for Recognition and Calendar” link will take you to the Home Page for the application and calendar.

Overview of Nonpublic School Application for Recognition and Calendar

ISBE Agency Header Bar

The ISBE Agency Header Bar contains the agency name and application title.

A small menu is located under the header bar. Log off menu item is used to exit the system.

A session timeout clock is located in the right hand corner. You are allowed 60 minutes per session. If the application is left idle and the timer reaches zero, the session is cancelled. To restart the session, you will have to log back into IWAS.

Once you log in the application and calendar should show your log in name.

The screenshot shows the top navigation bar with the title "Nonpublic School Application for Recognition and Calendar" and "Home Page". It includes a menu with "Home", "Enter Application", "Approve Application", "View Only", and "User Guide". A session timeout clock shows "59:21". The main content area contains a welcome message and two paragraphs of text regarding application requirements and deadlines. The footer includes a "Click here to Contact Us" link and copyright information for the Illinois State Board of Education.

ISBE HOME | LOGOFF

Nonpublic School Application for Recognition and Calendar

Home Page

SESSION TIMEOUT 59:21

[Home](#) | [Enter Application](#) | [Approve Application](#) | [View Only](#) | [User Guide](#)

Welcome to the Nonpublic School Application for Recognition and Calendar website, shgadm

The purpose of this website is to give nonpublic schools the capability to readily submit an initial or continuing application for recognition and proposed school calendar on three entry webpages. The schools and Regional Office of Education will also have access to view the data and the document's approval status.

Pursuant to Section 425.30 of the 23 Illinois Administrative Code (Voluntary Registration and Recognition of Nonpublic Schools), a nonpublic school must be registered for at least one full calendar year and must also be registered for the current school year before they can apply for Recognition. As a result, schools must first submit their Nonpublic Registration, Enrollment and Staff Report and second they must submit their Student Health Data - Immunization prior to applying for recognition. Both of these applications must be submitted via IWAS prior to a school being allowed to submit their Nonpublic School Application for Recognition and Calendar. The 2011-2012 Nonpublic School Application for Recognition and Calendar will be released Monday, October 03, 2011, and will be due November 15, 2011. No extensions will be granted. Schools that fail to meet all requirements and deadlines concerning the registration and recognition of their nonpublic school risk losing their recognition status.

This website is open for **school year 2011-2012 entry** beginning **09/28/2011** and the **deadline date** for submission of this application is **11/15/2011**. No extensions will be granted. Schools that fail to meet all requirements and deadlines concerning the registration and recognition of their nonpublic school risk losing their recognition status.

[Click here to Contact Us](#)
Copyright © 2008-2011, Illinois State Board of Education

Nonpublic School Application for Recognition

Enter Application tab

You will only be allowed to fill out the application and calendar for your school. The RCDTS number will be in the left hand corner with the name of your school underneath. Your county name and regional office of education (ROE) number are also listed.

The status of your application will be shown as well as the date and time.

Each item should be answered by clicking the “yes,” “no,” or “N/A” button. If the answer to any question is “no” you will be required to type in an explanation. If the answer to any question is not applicable to your school select “N/A.” Selecting “N/A” will also require an explanation to be typed in.

The application and calendar are three pages long.

View Only tab

This tab will allow you to view your application and calendar but not make any changes.

User Guide tab

This tab will allow access to the User Guide for this application and calendar. This guide provides directions and explanations on how to complete the application and calendar.

Nonpublic School Application for Recognition and Calendar
Enter Page 1 of 3 for 2011-2012 School Year

RCDTS: 51084011Y10-0000
School: Sacred Heart/Griffin High School
Name: Sangamon ROE (51)
Authority: 1

Home | Enter Application | **View Only** | User Guide

The status of the application is: Draft as of 10/31/2011 1:49:00 PM

References shown are from Part 425 (Voluntary Registration and Recognition of Nonpublic Schools of the 23 Illinois Administrative Code and the Illinois School Code. Based upon 'yes' responses to the following items, a school will receive recognition for the 2011-2012 school year. If 'no' or 'na' is checked, enter a written explanation identifying which of the criteria for recognition have not been met and include a corrective action plan (with timelines) to meet the criteria.

[Illinois School Code](#)
[Part 425, 23 Illinois Administrative Code](#)

SECTION I - ADMINISTRATIVE REQUIREMENTS

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	A. The school maintains written descriptions of its governance structure and its policy-making procedure, maintains its policies in written form, and makes its policies routinely available to parents of the students enrolled and to school staff, as well as to other individuals upon request. <i>Reference:[23 Ill. Adm. Code 425.30(a)(2)(A)]</i>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	B. The school offers an academic term of at least 176 days of pupil attendance annually, with at least five clock hours of instruction daily or at least 880 clock hours of instruction annually. <i>Reference:[23 Ill. Adm. Code 425.30(a)(1)(A)]</i>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	C. The school requires students who are enrolled to attend daily during the entire regular school term. <i>Reference:[23 Ill. Adm. Code 425.30(a)(1)(B)]</i>
	D. The school complies with applicable federal and state laws prohibiting discrimination, including, but not limited to:
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	1. Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.)
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	2. The Individuals with Disabilities Education Improvement Act (20 U.S.C. 1400 et seq.)
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	3. The Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.)
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	4. Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.)
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	5. The Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.)
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	6. The Illinois School Code [105 ILCS 5], and relevant case law including Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)

Save the Application

Once the Nonpublic School Application for Recognition is completed you will be asked to either “Cancel Application Changes” or “Save Application”. Just click your choice.

If you “Cancel Application Changes” you will have to start over from the beginning.

By clicking “Save Application” the answers you have submitted will be saved and you will be allowed to proceed to page 2 which is the Nonpublic School Calendar.

<p>lock-downs, shootings, bomb threats, or hazardous materials. These drills must be conducted according to the school's response plans, protocols, and procedures, with the participation of the appropriate law enforcement agency. They are conducted when students are not present in the school building.</p>	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	5. The school's governing structure or its designee submits a copy of the annual report to each party that participates in the process and to the office of the State Fire Marshal. <i>Reference: [23 Ill. Adm. Code 425.30(d)(5)] [29 Ill. Adm. Code 1500] [105 ILCS 128]</i>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	F. The school complies with the requirements of the Eye Protection in School Act [105 ILCS 115/]. Every student, teacher, or employee must wear an industrial quality eye protective device when participating in or observing any of the following courses: vocational or laboratories involving experience with the following: hot molten metals; milling, sawing, turning, shaping, cutting, grinding, or solid materials; heat treatment, tempering or kiln firing of any metal or other materials; gas or electric arc welding; repair or maintenance of a vehicle; caustic or explosive materials; chemical or combined chemical physical laboratories involving caustic or explosive materials or solids. <i>Reference:[23 Ill. Adm. Code 425.30(d)(6)] [105 ILCS 115]</i>
G. The school complies with the requirements of the Toxic Art Supplies in Schools Act.	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	1. Toxic art supplies, as defined in 105 ILCS 135, are not used in grades K-6.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	2. Art supplies containing toxic substances should be used for students in grades 7 through 12 only if the materials are used in accordance with the requirements required by 105 ILCS 135. <i>Reference: [23 Ill. Adm. Code 425.30(d)(7)] [105 ILCS 135]</i>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	H. The school complies with the applicable requirements of the Asbestos Abatement Act. <i>Reference:[23 Ill. Adm. Code 425.30(d)(8)] [105 ILCS 105]</i>
<input type="button" value="Cancel Application Changes"/> <input type="button" value="Save Application"/>	
Click here to Contact Us Copyright © 2008-2011, Illinois State Board of Education	

By clicking "Save & Continue to Next Page" you will be allowed to proceed to page 2 which is the Nonpublic School Calendar.

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	including earthquakes or hazardous materials. 4. During the academic year, the school conducts a minimum of one law enforcement drill to address incidents, including lock-downs, shootings, bomb threats, or hazardous materials. These drills must be conducted according to the school's response plans, protocols, and procedures, with the participation of the appropriate law enforcement agency. The drill is conducted when students are not present in the school building.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	5. The school's governing structure or its designee submits a copy of the annual report to each party that participates in the process and to the office of the State Fire Marshal. <i>Reference: [23 Ill. Adm. Code 425.30(d)(5)] [29 Ill. Adm. Code 1500] [105 ILCS 128]</i>
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> NA	F. The school complies with the requirements of the Eye Protection in School Act [105 ILCS 115]. Every student, teacher, or employee who works in a laboratory involving experience with the following: hot molten metals; milling, sawing, turning, shaping, cutting, grinding solid materials; heat treatment, tempering or kiln firing of any metal or other materials; gas or electric arc welding; re-vehicle; caustic or explosive materials; chemical or combined chemical physical laboratories involving caustic or explosive solids. <i>Reference: [23 Ill. Adm. Code 425.30(d)(6)] [105 ILCS 115]</i>
G. The school complies with the requirements of the Toxic Art Supplies in Schools Act.	
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	1. Toxic art supplies, as defined in 105 ILCS 135, are not used in grades K-6.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	2. Art supplies containing toxic substances should be used for students in grades 7 through 12 only if the materials are required by 105 ILCS 135. <i>Reference: [23 Ill. Adm. Code 425.30(d)(7)] [105 ILCS 135]</i>
H. The school complies with the applicable requirements of the Asbestos Abatement Act.	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	- <i>Reference: [23 Ill. Adm. Code 425.30(d)(B)] [105 ILCS 105]</i>

[Save & Continue to Next Page](#)

Nonpublic School Calendar

The screenshot shows a web application interface for entering school calendar information. At the top, the title is "Nonpublic School Application for Recognition and Calendar" with a subtitle "Enter Page 2 of 3 for 2011-2012 School Year". The user is identified as "Name: Sangamon ROE (51)" and "Authority: 1". The school is "Sacred Heart/Griffin High School". Navigation buttons include "Home", "Enter Application", "View Only", and "User Guide". The main section is titled "Enter Term Begin and End Dates/Length of Normal School Day". It contains fields for "School Term Begin Date" (set to Aug 22), "School Term End Date" (set to Jun 4), "Normal School Day Start Time" (8:10 AM), and "Normal School Day End Time" (3:20 PM). Below these are fields for "Instructional School Day Length" (5 hours, 45 minutes) and "Instructional Half Day Length" (2 hours, 30 minutes). At the bottom, there are buttons for "Back to Previous Page", "Save", "Save & Continue to Next Page", and "Clear Entire Calendar". A footer note states: "After clicking the 'SAVE' button, all days on your calendar on the next page will be filled with an 'X' for attendance within the scope of the School Term Begin Date and the School Term End Date, with the exception of Legal School Holidays." The footer also includes "Click here to Contact Us" and "Copyright © 2008-2011, Illinois State Board of Education".

To continue with your Nonpublic School Application for Recognition you are required to complete your nonpublic school's proposed calendar for the 2011-2012 school year.

School Term Begin and End Dates: These items require you to enter the beginning and ending dates for your school term. Use the pull down arrows to find the month and date you need.

Normal School Day Start and End Times: These items ask you to fill in the start time and ending time for a normal day of school. Be sure to indicate whether the time is a.m. or p.m.

Instructional School Day Length: This item requires the number of hours and minutes of instructional time for a normal full day of attendance. A full day of attendance must have no less than 5 clock hours (300 minutes) of instruction per day. The 5 clock hours does not include passing time between classes, lunch periods, or recess.

Instructional Half Day Length: This item requires the number of hours and minutes of instructional time for a half-day of attendance. A half-day of attendance must have no less than 2½ clock hours (150 minutes) of instruction. Half-day instructional time does not include passing time between classes, lunch periods, or recess.

Back to Previous Page button: To be used if you would like for the application to go back to a previous screen.

Save button: Clicking this button will "Save" the completed items on your application and calendar.

Save & Continue to Next Page button: This button allows you to save the documents and proceed to the next page.

Calendar Icon

The screenshot shows a web application interface for entering school calendar information. The main form has several sections:

- Header:** "Nonpublic School Application for Recognition and Calendar", "Enter Page 2 of 3 for 2011-2012 School Year", "SESSION TIMEOUT: 59:49", "Authority: 1".
- Navigation:** "Home", "Enter Application", "View Only", "User Guide", "Back to Previous Page", "Go to Next Page", "Clear Entire Calendar".
- Form Fields:**
 - School Term Begin Date:** Aug 22 (with a calendar icon to its right).
 - Normal School Day Start Time (A.M. 8-10):** 8:10 AM.
 - Hours:** 5
 - Minutes:** 45
 - Instructional Amount of inst 5 clock hours of**
- Calendar Pop-up:** A window titled "Calendar - Windows Inte..." showing a monthly calendar for July 2011. It includes navigation arrows and a table of dates.

There is a calendar icon to the right of the School Term Begin Date and/or School Term End Date items. The icon is actually under the word "Date". Clicking on this icon will show a regular monthly calendar so you can see the days of the week and corresponding date of the month. This icon is just there to help.

To advance the calendar to the next month click the \geq symbol located after the month and year.

If you would like the calendar to go back a month click the \leq symbol located before the month and year.

Length of an Instructional School Day

Nonpublic School Application for Recognition and Calendar
Enter Page 2 of 3 for 2011-2012 School Year

RCDTS: 51084011Y10-0000
School: Sacred Heart/Griffin High School
Name: Sangamon ROE (51)
Authority: 1

Home | Enter Application | **View Only** | User Guide

Back to Previous Page | Save | Save & Continue to Next Page

Enter Term Begin and End Dates/Length of Normal School Day

School Term Begin Date: Aug 22 8:10 AM
Normal School Day Start Time (A.M. in the format hh:mm, eg. 8:10)

School Term End Date: Jun 4 3:20 PM
Normal School Day End Time (P.M. in the format hh:mm, eg. 3:20)

Hours: 5 Minutes: 45
Instructional School Day Length
Amount of **instructional** time in hours and minutes for a normal full day attendance day, eg. 5hrs. 15 minutes. A full day of attendance has a MINIMUM of 5 clock hours of instructional time. Instructional time would exclude passing between classes, lunch periods & recess.

Hours: 2 Minutes: 30
Instructional Half Day Length
Amount of **instructional** time in hours and minutes for a normal HALF day attendance day, eg. 2hrs. 30 minutes. A half day of attendance has a MINIMUM of 2 1/2 clock hours of instructional time. Instructional time would exclude passing between classes, lunch periods & recess.

Back to Previous Page | Save | Save & Continue to Next Page | Clear Entire Calendar

After clicking the 'SAVE' button, all days on your calendar on the next page will be filled with an 'X' for attendance within the scope of the School Term Begin Date and the School Term End Date, with the exception of Legal School Holidays.

Click here to Contact Us
Copyright © 2008-2011, Illinois State Board of Education

Fill in the actual amount of instructional time for a normal full day of attendance in hours and minutes. A full day of attendance must have a minimum of five clock hours (300 minutes) of instruction. Instructional time does not include passing time between classes, lunch periods, or recess. The system also requires you to submit the instructional time for a half day of school. Half days must be a minimum of two and a half clock hours (150 minutes).

Back to Previous Page button: To be used if you would like for the application to go back to a previous screen.

Save button: Clicking this button will “Save” the completed items on your application and calendar.

Save & Continue to Next Page button: This button allows you to save the documents and proceed to the next page.

Clear Entire Calendar button: This button wipes out all the calendar information that has been entered.

Nonpublic School Calendar

Nonpublic School Application for Recognition and Calendar
Enter Page 3 of 3 for 2011-2012 School Year

RCDS: 51084011Y10-0000
Name: Sangamon ROE (51)
Authority: 1

Home | Enter Application | View Only | User Guide

Back to Previous Page
Submit Application and Calendar

CALENDAR CHANGE INSTRUCTIONS: Your calendar for the school year was automatically filled with an 'X' for attendance day or 'HOL' for holiday for all days within the range of the School Term Begin Date and the School Term End Date as entered on the previous page. Please change the calendar to reflect any half days of attendance (XH) or days not in attendance (NIA) using the following steps: 1) Click on an underlined date in the **MONTH CALENDAR:** below left. 2) Then select a calendar code from the dropdown box in the panel to the right. 3) Click on the 'SAVE CALENDAR' button to save all VALID application & calendar data. 4) If NO red error messages are displayed under the 'SAVE CALENDAR' button, verify the totals at the bottom of the page. 5) Finally to complete the application process, click on the 'SUBMIT APPLICATION' button at the bottom of the page to submit **all three pages** of the application and receive a confirmation of submission.

MONTH CALENDAR:
Use < and > to change the month on the calendar or the month and day dropdowns: Aug 22 GO

August 2011						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	
8	9	10	11	12		
15	16	17	18	19		
21	X	23	X	25	X	NIA
NIA	29	30	31	X	X	NIA
NIA	HOL	X	X	X	X	NIA

Monthly Attendance: 8 Accum Attendance: 8

Day from MONTH CALENDAR selected for change: **8/22/2011**

Select NEW Code:

Calendar Code	Code Description	No. of Days	Instr. Hrs. /Mins.	Total Instr. Hrs./Mins
X	Full-Day Pupil Attendance Day	174	1000 Hrs. 30 Mins.	
XH	Half-Day Pupil Attendance Day	4	10 Hrs. 0 Mins.	
				Total Attendance Days: 178
NIA	Not in Attendance	100		
HOL	Holiday	10		
				1010 Hrs. 30 Mins.

Back to Previous Page
Submit Application and Calendar

You are required to complete a calendar for each month of the school year. Use the \geq or \leq symbols to navigate the monthly calendar from one month to another. You can also use the dropdowns located above the monthly calendar to pick a selected month and date.

The calendar form has instructions explaining how to make changes to your nonpublic school calendar. Please note that the legal school holidays and full days of pupil attendance have already been marked. However, any of these days can be changed to reflect the calendar for your school. If your school is one that has regular attendance days on the weekend, the calendar will allow you to enter days of attendance on Saturdays and Sundays.

You will get an error message if you make a mistake when trying to change a code.

Calendar Change Codes

Nonpublic School Application for Recognition and Calendar
Enter Page 3 of 3 for 2011-2012 School Year

RCDS: 51084011Y10-0000
Name: Sangamon ROE (51)
Authority: 1

[Home](#) | [Enter Application](#) | [View Only](#) | [User Guide](#)

[Back to Previous Page](#)
[Submit Application and Calendar](#)

CALENDAR CHANGE INSTRUCTIONS: Your calendar for the school year was automatically filled with an 'X' for attendance day or 'HOL' for holiday for all days within the range of the School Term Begin Date and the School Term End Date as entered on the previous page. Please change the calendar to reflect any half days of attendance (XH) or days not in attendance (NIA) using the following steps: 1) Click on an underlined date in the **MONTH CALENDAR:** below left. 2) Then select a calendar code from the dropdown box in the panel to the right. 3) Click on the 'SAVE CALENDAR' button to save all VALID application & calendar data. 4) If NO red error messages are displayed under the 'SAVE CALENDAR' button, verify the totals at the bottom of the page. 5) Finally to complete the application process, click on the 'SUBMIT APPLICATION' button at the bottom of the page to submit **all three pages** of the application and receive a confirmation of submission.

MONTH CALENDAR:
Use < and > to change the month on the calendar or the month and day dropdowns: Aug 22

August 2011						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	NIA
	X	X	X	X	X	
NIA	29	30	31			
X	X	X	X			
NIA	HOL	X	X	X	X	NIA

Monthly Attendance: 8 Accum Attendance: 8

Day from MONTH CALENDAR selected for change: **8/22/2011**

Select NEW Code: [SAVE CALENDAR](#)

- SELECT CALENDAR CODE
- Full-Day Pupil Attendance Day-X
- Half-Day Pupil Attendance Day-XH
- Not in Attendance-NIA
- Holiday-HOL

Calendar Code	Code Description	No. of Days	Instr. Hrs. /Mins.	Total Instr. Hrs./Mins
X	Full-Day Pupil Attendance Day	174	1000 Hrs. 30 Mins.	
XH	Half-Day Pupil Attendance Day	4	10 Hrs. 0 Mins.	
				Total Attendance Days: 178
NIA	Not in Attendance	100		1010 Hrs. 30 Mins.
HOL	Holiday	10		

[Back to Previous Page](#)
[Submit Application and Calendar](#)

Each day with an “X” is marked as a full day of attendance. The X’s have been filled in throughout the calendar for your convenience. If for a certain day students are only going to be in school half a day or have a day where they will not be in attendance you will have to change the calendar.

Just highlight the date you want to change then use the pull down menu on the right to pick a new code; once a new code has been selected click the “Save Calendar” button. This will save the change. If you fail to click the “Save Calendar” button the change will not occur. You must click this button before you can proceed. The calendar change codes are listed below:

- X is for a Full Day of Pupil Attendance
- XH is for Half Day of Pupil Attendance
- NIA is for Not in Attendance
- HOL is for Holiday

If your school is one that has regular attendance days on the weekend, the calendar will allow you to enter days of attendance on Saturdays and Sundays. Attendance on the weekend is for regular academic classes just like a regular school day, and not intended for special occasions or festivals.

On the lower portion of the screen you will find a tally of the various days of attendance, holidays, etc. that you record as you go through your calendar submission. The calendar will also give an accounting of the number of attendance days and the instructional hours. As you proceed with the calendar for your school be sure to periodically check this information for accuracy.

Nonpublic Calendar Requirements for Submission

CALENDAR CHANGE INSTRUCTIONS: Your calendar for the school year was automatically filled with an 'X' for attendance day or 'HOL' for holiday for all days within the range of the School Term Begin Date and the School Term End Date as entered on the previous page. Please change the calendar to reflect any half days of attendance (XH) or days not in attendance (NIA) using the following steps: 1) Click on an underlined date in the MONTH CALENDAR: below left. 2) Then select a calendar code from the dropdown box in the panel to the right. 3) Click on the 'SAVE CALENDAR' button to save all VALID application & calendar data. 4) If NO red error messages are displayed under the 'SAVE CALENDAR' button, verify the totals at the bottom of the page. 5) Finally to complete the application process, click on the 'SUBMIT APPLICATION' button at the bottom of the page to submit all three pages of the application and receive a confirmation of submission.

MONTH CALENDAR:
Use < and > to change the month on the calendar or the month and day dropdowns:
Aug 23 GO

Su	Mo	Tu	We	Th	Fr	Sa
	2	3	4	5	6	
9	10	11	12	13	14	15
16	17	18	19	20	21	22
X	X	X	X	X	X	NIA
NIA	30	31	X	X	X	NIA

Monthly Attendance: 7 Accum Attendance: 7

Calendar Code	Code Description	No. of Days	Instr. Hrs./Mins.	Total Instr. Hrs./Mins.
X	Full-Day Pupil Attendance Day	140	840 Hrs. 0 Mins.	
XH	Half-Day Pupil Attendance Day	11	33 Hrs. 0 Mins.	
NIA	Not in Attendance	122		
HOL	Holiday	10		
		Total Attendance Days: 151		873 Hrs. 0 Mins.


CORRECT ERROR(S) LISTED BELOW:
- The school calendar must have at least 176 days of full day pupil attendance days or a total of 880 instructional clock hours per year.

An acceptable nonpublic school calendar must have at least 176 pupil attendance days or a minimum total of 880 hours of instruction per school year. Many nonpublic schools go less than 176 days but have more than 880 instructional hours which is acceptable.

The calendar and application for recognition will not be accepted if the calendar lacks the required number of days or instructional hours per year. If the calendar is incomplete or does not have the proper days or hours you will get an error message as shown above.

Be sure the calendar for your school is correct before you hit the submit button.

Nonpublic Calendar Requirements for Submission continued



Nonpublic School Application for Recognition and Calendar

Enter Page 3 of 3 for 2010-2011 School Year

ESSE HOME | LOGOFF

SESSION TIMEOUT 59:29

RCDTS: 51084011Y10-0000

Name: Sangamon ROE (51)

Authority: 1

School: Sacred Heart/Griffin High School

Home
Enter Application
View Only
User Guide

[Back to Previous Page](#)

CALENDAR CHANGE INSTRUCTIONS: Your calendar for the school year was automatically filled with an 'X' for attendance day or 'HOL' for holiday for all days within the range of the School Term Begin Date and the School Term End Date as entered on the previous page. Please change the calendar to reflect any half days of attendance (XH) or days not in attendance (NIA) using the following steps: 1) Click on an underlined date in the **MONTH CALENDAR:** below left. 2) Then select a calendar code from the dropdown box in the panel to the right. 3) Click on the 'SAVE CALENDAR' button to save all VALID application & calendar data. 4) IF NO red error messages are displayed under the 'SAVE CALENDAR' button, verify the totals at the bottom of the page. 5) Finally to complete the application process, click on the 'SUBMIT APPLICATION' button at the bottom of the page to submit **all three pages** of the application and receive a confirmation of submission.

MONTH CALENDAR:
Use < and > to change the month on the calendar or the month and day dropdowns: Aug ▾ 27 ▾

August 2010						
Su	Mo	Tu	We	Th	Fr	Sa
	2	3	4	5	6	
	9	10	11	12	13	
15	16	17	18	19	20	NIA
NIA	23	24	25	26	27	NIA
NIA	30	31				

Monthly Attendance: 8 Accum Attendance: 8

Day from MONTH CALENDAR selected for change: **8/27/2010**

Select NEW Code: Not in Attendance-NIA

CORRECT ERROR(S) LISTED BELOW:

- Nonpublic Registration, Enrollment and Staff Report for school year 2010-2011 has not been submitted through IWAS.
- Student Health Data - Immunization for school year 2010-2011 has not been submitted through IWAS.

Calendar Code	Code Description	No. of Days	Instr. Hrs./Mins.	Total Instr. Hrs./Mins
X	Full-Day Pupil Attendance Day	200	1050 Hrs. 0 Mins.	Total Attendance Days: 200 1050 Hrs. 0 Mins.
NIA	Not in Attendance	82		
HOL	Holiday	10		

[Back to Previous Page](#)

Done Internet | Protected Mode: Off 100%

IWAS will not allow the Nonpublic School Application for Recognition and Calendar to be submitted if the Nonpublic Registration, Enrollment and Staff Report and the Student Health Data – Immunization have not been submitted for the current school year. Section 425.30 of the 23 Illinois Administrative Code is the legal reference for this requirement. Watch the submission deadline dates for each IWAS system as extensions, in most cases, will not be allowed. Failure to submit all items concerning nonpublic school registration will affect the recognition status of your nonpublic school. In the example above, the school in question is unable to submit their Nonpublic School Application for Recognition and Calendar because their Nonpublic Registration Enrollment and Staff Report and Student Health Data – Immunization have not been submitted.

Final Submission

MONTH CALENDAR. Use < and > to change the month on the calendar or the month and day dropdowns: Sep 1 GO

Day from MONTH CALENDAR selected for change:

Select NEW Code: SELECT CALENDAR CODE SAVE C

September 2011						
Su	Mo	Tu	We	Th	Fr	Sa
NIA	X	X	X	1 X	2 X	NIA
NIA	5 HOL	6 X	7 X	8 X	9 X	10 NIA
11 NIA	12 X	13 X	14 X	15 X	16 X	17 X
18 NIA	19 X	20 X	21 X	22 X	23 X	24 X
25 NIA	26 X	27 X	28 X	29 X	30 X	1 X
2 NIA	X	X	X	X	X	X

Message from webpage

Are you finished with entry and ready to pass on the document for approval?

If so, please click ok to continue, otherwise click cancel.

OK Cancel

Monthly Attendance: 21

Calendar Code	Code Description	Count
X	Full-Day Pupil Att	77
NIA	Not in Attendance	77
HOL	Holiday	10

Total Attendance Days: 198

Back to Previous Page Submit Application and Calendar

The system will ask you if you are ready to submit your application and calendar. If you are ready, click the “OK” button. If not, click the “Cancel” button.

Nonpublic School Application for Recognition and Calendar
Confirmation of School Year 2011-2012 Application Submittal

RCDS: 51084011Y10-0000 Name: Sangamon ROE (51) Authority: 1

School: Sacred Heart/Griffin High School

Home Confirmation View Only User Guide

THIS IS YOUR CONFIRMATION THAT YOUR SCHOOL YEAR 2011-2012 APPLICATION HAS BEEN SUBMITTED.

The status of the application is: Pending School Admin Approval as of 10/31/2011 2:01:03 PM

References shown are from Part 425 (Voluntary Registration and Recognition of Nonpublic Schools of the 23 Illinois Administrative Code and the Illinois School Code. Based upon 'yes' responses to the following items, a school will receive recognition for the 2011-2012 school year. If 'no' or 'na' is checked, enter a written explanation identifying which of the criteria for recognition have not been met and include a corrective action plan (with timelines) to meet the criteria.

Illinois School Code
Part 425.23 Illinois Administrative Code

SECTION I - ADMINISTRATIVE REQUIREMENTS

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	A. The school maintains written descriptions of its governance structure and its policy-making procedure, maintains its policies in written form, and makes its policies routinely available to parents of the students enrolled and to school staff, as well as to other individuals upon request. Reference:[23 Ill. Adm. Code 425.30(a)(2)(A)]
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	B. The school offers an academic term of at least 176 days of pupil attendance annually, with at least five clock hours of instruction daily or at least 880 clock hours of instruction annually. Reference:[23 Ill. Adm. Code 425.30(a)(1)(A)]
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	C. The school requires students who are enrolled to attend daily during the entire regular school term. Reference:[23 Ill. Adm. Code 425.30(a)(1)(B)]
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	D. The school complies with applicable federal and state laws prohibiting discrimination, including, but not limited to:
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	1. Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.)
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	2. The Individuals with Disabilities Education Improvement Act (20 U.S.C. 1400 et seq.)
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	3. The Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.)
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	4. Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.)
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	5. The Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.)
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	6. The Illinois School Code [105 ILCS 5], and relevant case law including Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	7. The school maintains a written description of its methods for complying with the nondiscrimination requirements identified in items D1-D6 above.

Once the Nonpublic School Application for Recognition and Calendar has been completed and properly submitted you will get this confirmation message. Please remember to print a copy of the submitted application and calendar for your records. You might need the copy for verification purposes at a later date. You may also print a copy with the current status shown at the top of the page from the View Only tab.

Finished Calendar

Yes No NA

2. Art supplies containing toxic substances should be used for students in grades 7 through 12 only if the materials are required by 105 ILCS 135.
Reference: [23 Ill. Adm. Code 425.30(d)(7)] [105 ILCS 135]

Yes No NA

H. The school complies with the applicable requirements of the Asbestos Abatement Act.
Reference:[23 Ill. Adm. Code 425.30(d)(8)] [105 ILCS 105]

Calendar Legend - Totals for the Year
 Codes: X = attendance day; XH = half attendance day; HOL = holiday; NIA = not in attendance

School Begin Date: School End Date:

Regular Day: Instruct. Day Lgth:
 Half Day Instruct. Day Lgth:

Total Days of Attendance: Total Hours of Instruction Per Year:

July 2011							August 2011							September 2011						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2		1	2	3	4	5	6					1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	
31																				

July Atnd: 0 Accum: 0 Aug Atnd: 8 Accum: 8 Sept Atnd: 21 Accum: 29

October 2011						November 2011						December 2011							
Sun	Mon	Tue	Wed	Thu	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat

Once the calendar is completed and submitted it will print out as shown above. For your convenience all months of the school year will be shown on one page. The calendar legend totals appear at the top of the calendar. Remember to print a copy for your records.

Directions for School Administrators

Illinois State Board of Education
Gery J. Chico, Chairman Christopher A. Koch, State Superintendent

I W A S T R A I N I W A S T R A I N I W A S T R A I N I W A S T R A I N I W A S T R A I N I W A S T R A I N

Login: QUINCYADM DISTRICT / RCDT Administrator

Hello TESTING USER, you last logged in 10/26/2010 2:22:18 PM.

Messages :
0 unread [Inbox message\(s\)](#)
3 unread [Archived message\(s\)](#)

Require Action :
0 [Sign-ups pending your approval](#)
4 [Documents pending your approval](#)

We have your email address listed as:
dshryock@msfw.com
If this is NOT correct, [click here](#) to update.

News Items
Presently there are no active News Items

Copyright © 2011 Illinois State Board of Education

To approve the Nonpublic School Application for Recognition and Calendar for your school, login to the IWAS system as the school administrator.

The “Require Action” section lets you know the number of sign-ups pending your approval as well as the number of documents waiting for your review and approval. Click the link for the one you want to review and approve.

If you have no items listed in the “Require Action” section but want to review the application and calendar for your school, click the “System Listing” button found on the left hand side of the page. This will take you to the screen where you can select what system you want to access.

System Description

The screenshot shows the Illinois State Board of Education website. The header includes the logo and the name of the State Superintendent, Christopher A. Koch. A navigation menu on the left lists various options like Home, System Listing, Pending Sign Ups, etc. The main content area features a table with the following data:

The following table represents the number of documents pending for approval in each system.		
#	System Description	Docs Pending
1	Nonpublic School Application for Recognition and Calendar	2

Below the table, there is a copyright notice: Copyright © 2010 Illinois State Board of Education. The browser's address bar shows the URL: https://secqa1.isbe.net/iwas/asp/docs_pending.asp?rcdt=15016003Y10&sch=&

This page lists the systems you are authorized to approve. Click the “Nonpublic School Application for Recognition and Calendar” link to view the documents waiting to be approved.

School Administrator Screens

Nonpublic School Application for Recognition and Calendar
Home Page

Home | **Enter Application** | Approve Application | View Only | User Guide

SESSION TIMEOUT 59:13

ISBE HOME | LOGOFF

Welcome to the Nonpublic School Application for Recognition and Calendar website, shgadm

The purpose of this website is to give nonpublic schools the capability to readily submit an initial or continuing application for recognition and proposed school calendar on three entry webpages. The schools and Regional Office of Education will also have access to view the data and the document's approval status.

Pursuant to Section 425.30 of the 23 Illinois Administrative Code (Voluntary Registration and Recognition of Nonpublic Schools), a nonpublic school must be registered for at least one full calendar year and must also be registered for the current school year before they can apply for Recognition. As a result, schools must first submit their Nonpublic Registration, Enrollment and Staff Report and second they must submit their Student Health Data - Immunization prior to applying for recognition. Both of these applications must be submitted via IWAS prior to a school being allowed to submit their Nonpublic School Application for Recognition and Calendar. The 2011-2012 Nonpublic School Application for Recognition and Calendar will be released Monday, October 03, 2011, and will be due November 15, 2011. No extensions will be granted. Schools that fail to meet all requirements and deadlines concerning the registration and recognition of their nonpublic school risk losing their recognition status.

This website is open for **school year 2011-2012 entry** beginning **09/28/2011** and the **deadline date** for submission of this application is **11/15/2011**. No extensions will be granted. Schools that fail to meet all requirements and deadlines concerning the registration and recognition of their nonpublic school risk losing their recognition status.

[Click here to Contact Us](#)
Copyright © 2008-2011, Illinois State Board of Education

As a school administrator you are required to review, approve, and submit the 2011-2012 Nonpublic School Application for Recognition and Calendar to your regional office of education by November 15, 2011. Please click the “Approve Application” tab to review the application and calendar for your school.

School Administrator Approval Screen

View Application Page

January 2009							February 2009							March 2009						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
			HOL	NIA																
X	X	X	X	X			X	X	X	X	X			X	X	X	X	X		
X	X	X	X	X			X	X	X	HOL	NIA			X	X	X	X	X		
HOL	X	X	X	X			NIA	X	X	X	X			X	X	X	X	X		
X	X	X	X	X			X	X	X	X	X			X	X	X	X	X		
														X	X					
Jan Atnd: 19	Accum: 99						Feb Atnd: 17	Accum: 116						Mar Atnd: 22	Accum: 138					
April 2009							May 2009							June 2009						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
			X	X	X						X									
NIA	NIA	NIA	NIA	NIA			X	X	X	X	X									
X	X	X	X	X			X	X	X	X	X			X	X	X	X	X		
X	X	X	X	X			X	X	X	X	X			X	X	X	X	X		
X	X	X	X	X			X	X	X	X	X			X	X	X	X	X		
X	X	X	X	X			HOL	X	X	X	X			X	X	X	X	X		
														X	X					
Apr Atnd: 16	Accum: 154						May Atnd: 20	Accum: 174						June Atnd: 0	Accum: 174					

Submit Application to Regional Office of Education

Disapprove Application Submitted By Document Author

Have questions or need help? Contact our Call Center (217)558-3600 between 8:00am - 5:00pm CST, Monday - Friday or Click here to Contact Us

Review the data entered by the document author and if acceptable, click on the submit button at the bottom of the page that says “Submit Application to Regional Office of Education”. If you do not approve of the application and want the document author to make changes click the button that says “Disapprove Application Submitted by Document Author” which will send it back to the document author.

Confirmation Page

ISBE HOME | LOGOFF

Nonpublic School Application for Recognition and Calendar

Confirmation of School Year 2011-2012 Application Submittal

SESSION TIMEOUT: 59:51

RCDS: 51084011Y10-0000
Name: Sangamon ROE (51)
Authority: 2

School: Sacred Heart/Griffin High School

Home
Enter Application
Approve Application
Confirmation
View Only
User Guide

THIS IS YOUR CONFIRMATION THAT YOUR SCHOOL YEAR 2011-2012 APPLICATION HAS BEEN SUBMITTED.

The status of the application is: Pending ROE Admin Approval as of 10/31/2011 2:06:01 PM

References shown are from Part 425 (Voluntary Registration and Recognition of Nonpublic Schools of the 23 Illinois Administrative Code and the Illinois School Code. Based upon 'yes' responses to the following items, a school will receive recognition for the 2011-2012 school year. If 'no' or 'na' is checked, enter a written explanation identifying which of the criteria for recognition have not been met and include a corrective action plan (with timelines) to meet the criteria.

[Printable version, click here...](#)

[Illinois School Code](#)
[Part 425, 23 Illinois Administrative Code](#)

SECTION I - ADMINISTRATIVE REQUIREMENTS

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	A. The school maintains written descriptions of its governance structure and its policy-making procedure, maintains its policies in written form, and makes its policies routinely available to parents of the students enrolled and to school staff, as well as to other individuals upon request.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	B. The school offers an academic term of at least 176 days of pupil attendance annually, with at least five clock hours of instruction daily or at least 880 clock hours of instruction annually. <i>Reference: [23 Ill. Adm. Code 425.30(a)(2)(A)]</i>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	C. The school requires students who are enrolled to attend daily during the entire regular school term. <i>Reference: [23 Ill. Adm. Code 425.30(a)(1)(B)]</i>
D. The school complies with applicable federal and state laws prohibiting discrimination, including, but not limited to:	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	1. Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.)
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	2. The Individuals with Disabilities Education Improvement Act (20 U.S.C. 1400 et seq.)
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	3. The Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.)
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	4. Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.)
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	5. The Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.)
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	6. The Illinois School Code [105 ILCS 5], and relevant case law including Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	7. The school maintains a written description of its methods for complying with the nondiscrimination requirements identified in items D1-D6 above.

Once the application and calendar for your school have been successfully submitted you will get a confirmation message like the one above. Be sure to print a copy of this confirmation page for your records. You may also print a copy with the current status shown at the top of the page from the View Only tab.

Directions for Regional Office of Education

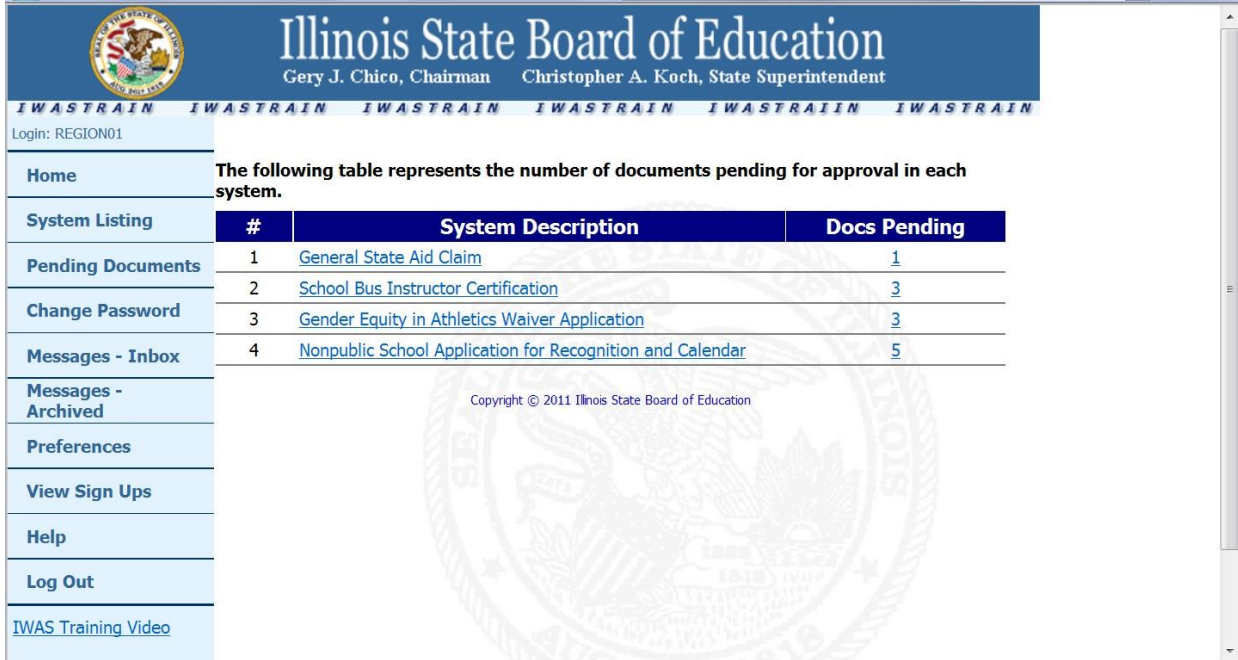
The screenshot shows the Illinois State Board of Education (ISBE) ROE Administrator interface. At the top, the ISBE logo is on the left, and the text "Illinois State Board of Education" is centered, with "Gery J. Chico, Chairman" and "Christopher A. Koch, State Superintendent" below it. A decorative banner with the word "IWA STRAIN" repeats across the top. Below the banner, the user is logged in as "REGION01" and the title "ROE Administrator" is displayed. A navigation menu on the left includes: Home, System Listing, Pending Documents, Change Password, Messages - Inbox, Messages - Archived, Preferences, View Sign Ups, Help, Log Out, and IWAS Training Video. The main content area shows a greeting: "Hello Educational, you last logged in 6/29/2011 1:15:07 PM." Below this, the "Messages" section indicates "2 unread Inbox message(s)" and "0 unread Archived message(s)". The "Require Action" section shows "0 Sign-ups pending your approval" and "12 Documents pending your approval". A "News Items" section states "Presently there are no active News Items". A copyright notice at the bottom reads "Copyright © 2011 Illinois State Board of Education".

To approve the Nonpublic School Application for Recognition and Calendar for the nonpublic schools in your region, log into the IWAS system as the regional superintendent of schools.

Once logged in the “Require Action” section lets you know the number of sign-ups pending your approval as well as the number of documents waiting for your review and approval. Click the link for access to the documents pending your review and approval.

If you have no items pending approval in the “Require Action” section but want to review the applications and calendars that have been submitted, click the “System Listing” button found on the left hand side of the page. This will take you to the screen where you can select what system you want to access.

System Description



The screenshot shows the Illinois State Board of Education website. At the top, there is a blue header with the board's name and the names of its leaders: Gery J. Chico, Chairman, and Christopher A. Koch, State Superintendent. Below the header, there is a navigation menu with options like Home, System Listing, Pending Documents, Change Password, Messages - Inbox, Messages - Archived, Preferences, View Sign Ups, Help, Log Out, and IWAS Training Video. The main content area displays a table with the following data:

The following table represents the number of documents pending for approval in each system.		
System Listing	#	System Description
Pending Documents	1	General State Aid Claim
	2	School Bus Instructor Certification
Change Password	3	Gender Equity in Athletics Waiver Application
Messages - Inbox	4	Nonpublic School Application for Recognition and Calendar
		Docs Pending

Copyright © 2011 Illinois State Board of Education

This page lists the systems you are authorized to approve. Click the “Nonpublic School Application for Recognition and Calendar” link to view the documents waiting to be approved.

Regional Office of Education Approval

ISBE HOME | LOGOFF

Nonpublic School Application for Recognition and Calendar

List of Nonpublic Schools Recognized Last Year And Initial Recognition Schools for Sangamon ROE (51)

SESSION TIMEOUT 59:26

Home
Approve Applications
Select School To Approve
View Only
Document Status Report
User Guide

School Year: 2011-2012 Grid School Count: 13

School Name	RCDT	City	Application Status	Last User
Blessed Sacrament	51084001X10	Springfield	Pending ROE Admin Approval	School Admin
Calvary Academy	51084043Z14	Springfield	Draft	ISBE Admin
Cathedral Elem School	51084002X10	Springfield	Draft	ISBE Admin
Christ the King	51084003X10	Springfield	Draft	ISBE Admin
Little Flower School	51084009X10	Springfield	Pending ROE Admin Approval	School Admin
Lutheran High School	51084006Y06	Springfield	Draft	ISBE Admin
Our Saviors Lutheran School	51084010X06	Springfield	Draft	ISBE Admin
Sacred Heart/Griffin High School	51084011Y10	Springfield	Pending ROE Admin Approval	School Admin
Springfield Christian Sch	51084004X26	Springfield	Draft	ISBE Admin
St Agnes School	51084013X10	Springfield	Draft	ISBE Admin
St Aloysius School	51084014X10	Springfield	Draft	ISBE Admin
St Joseph School	51084018X10	Springfield	Draft	ISBE Admin
St Patrick Grade School	51084019X10	Springfield	Draft	ISBE Admin

[Click here to Contact Us](#)
 Copyright © 2008-2011, Illinois State Board of Education

As the regional superintendent of schools you are required to review, approve, and submit a 2011-2012 Nonpublic School Application for Recognition and Calendar for the recognized nonpublic schools in your region to ISBE by November 15, 2011.

From the above menu you are able to see what schools have submitted their data to your office for approval (e.g. Quincy Notre Dame High School). Click on the school name to access the application and calendar for a particular school. If the document has NOT been approved by the school administrator you will be taken to a view only page and will be unable to approve the document until the school administrator submits it to you.

Nonpublic School Application for Recognition and Calendar		ISBE HOME	LOGOFF
Confirmation of School Year 2011-2012 Application Submittal		SESSION TIMEOUT	59:45
RCDTS: 51084001X10-0000	Name: Sangamon ROE (51)	Authority: 3	
School: Blessed Sacrament			
Home	Approve Application	Confirmation	View Only
Document Status Report		User Guide	
THIS IS YOUR CONFIRMATION THAT YOUR SCHOOL YEAR 2011-2012 APPLICATION HAS BEEN SUBMITTED.			
The status of the application is: Received by ISBE as of 10/31/2011 2:12:55 PM		Printable version, click here...	
References shown are from Part 425 (Voluntary Registration and Recognition of Nonpublic Schools of the 23 Illinois Administrative Code and the Illinois School Code. Based upon 'yes' responses to the following items, a school will receive recognition for the 2011-2012 school year. If 'no' or 'na' is checked, enter a written explanation identifying which of the criteria for recognition have not been met and include a corrective action plan (with timelines) to meet the criteria.			
Illinois School Code Part 425.23 Illinois Administrative Code			
SECTION I - ADMINISTRATIVE REQUIREMENTS			
<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA	A. The school maintains written descriptions of its governance structure and its policy-making procedure, maintains its policies in written form, and makes its policies routinely available to parents of the students enrolled and to school staff, as well as to other individuals upon request. <i>Reference: [23 Ill. Adm. Code 425.30(a)(2)(A)]</i>
<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA	B. The school offers an academic term of at least 176 days of pupil attendance annually, with at least five clock hours of instruction daily or at least 880 clock hours of instruction annually. <i>Reference: [23 Ill. Adm. Code 425.30(a)(1)(A)]</i>
<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA	C. The school requires students who are enrolled to attend daily during the entire regular school term. <i>Reference: [23 Ill. Adm. Code 425.30(a)(1)(B)]</i>
D. The school complies with applicable federal and state laws prohibiting discrimination, including, but not limited to:			
<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA	1. Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.)
<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA	2. The Individuals with Disabilities Education Improvement Act (20 U.S.C. 1400 et seq.)
<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA	3. The Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.)
<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA	4. Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.)
<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA	5. The Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.)
<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA	6. The Illinois School Code [105 ILCS 5], and relevant case law including Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)
<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA	7. The school maintains a written description of its methods for complying with the nondiscrimination requirements identified in items D1-D6 above.

Once the application and calendar for the school you approved have been successfully submitted you will get a confirmation message like the one above indicating the final approval step has occurred and ISBE has received the data. Click the “Approve Application” tab to continue approving other school’s applications.

SECTION VI: APPENDIX

APPENDIX

- **Teacher Roster**
- **Prayer Service**
- **Personnel Files**
- **Records – Student**
- **Non-discrimination Policy**
- **Student Admissions**
- **Bullying**
- **Qualification for Administrators**
- **Sample Principal Role Description**
- **Qualifications of Teachers/Catechists**
- **Sample Catholic School Teacher Role Description**
- **Waiver**
- **State Recognition**
- **Education Programs in Schools**
- **Evaluations**
- **Education Commission**
- **Health Examinations and Immunizations**
- **Safety**
- **School Calendar**
- **Curriculum Criteria**
- **Information for School Personnel**
- **Guidelines for Visiting Team Schedule**
- **Guidelines for Classroom Visitation**
- **Guidelines for Chairperson Interviews**
- **Guidelines for Visiting Team Interviews**
- **Guidelines for Validating the Curriculum Indicators**
- **Parent Survey**
- **Explanation of Diocesan Recognition**
- **Plan for Self Improvement**
- **References**
- **Classroom Visits**
- **Observation Keys**

PRAYER SERVICE

ON-SITE VISITATION FOR DIOCESAN RECOGNITION

Welcome:

Prayer: This is the Day the Lord has made – let us rejoice and be glad in it! As we begin this third phase of our school evaluation, seeking and searching for the Lord’s own truth and wisdom in our ministry, we place ourselves in His presence and open our minds and hearts to Him Who is our Teacher and Friend.

Response: (Sung) All that we have and all that we offer comes from a heart both frightened and free. Take what we bring now and give what we need, all done in His name.

LEFT SIDE: *Blessed are you, Lord God of all creation,
(Teachers) through your goodness we have this day to offer,
these hours of our time,
but a moment in your eternity.
Fill this day with life and goodness;
Bless it and make it holy.*

RIGHT SIDE: *Through your goodness we have our hands to offer,
(Visiting Team) Instruments to serve you
as we minister to your people.
Fill them with life and goodness
Bless them and make them holy.*

Response: (Sung)

LEFT SIDE: *Through your goodness we have our minds to offer,
(Teachers) Our thoughts and words,
our opinions and inspirations.
Fill them with life and goodness;
Bless them and make them holy.*

RIGHT SIDE: *Through your goodness we have our schools
(Visiting Team) and our parishes to offer,
our places of ministry, of challenge and achievement.
Fill them with life and goodness;
Bless them and make them holy.*

Response: (Sung)

LEFT SIDE: *Through your goodness we have our homes to offer,
(Teachers) Our places of love, relaxation and renewal.
Fill them with life and goodness;
Bless them and make them holy.*

RIGHT SIDE: *Through your goodness we have our lives to offer,
(Visiting Team) fruit of human love and divine,
signs of grace and glory.*

ALL: *Fill us with your own life and goodness.
Bless us and make us holy,
that we may become the gifts
You have called us and created us to be
in the likeness of Your own Son. Amen*

Response: (Sung)

A Reading from Ephesians (4: 4-8, 11-17)

Prayer: (ALL)

Heavenly Father, we are here today to renew our dedication and commitment to the work of education. Help us to live in such a way that we shall be expressions of what it means to be a life in others. Grant that, following the example of Christ, we, too may zealously go about doing good.

Prosper the work of our hands for us, O Lord. Prosper the work of our hands. This we ask through Christ our Lord and the Spirit who dwells in us. May God bless all of our efforts today! May it be for His honor and glory. Amen.

Closing Song: Here I Am, Lord

*St. Mary Catholic School
Sycamore, Illinois*

PERSONNEL FILES

Policy 4510

Parishes, parish schools and Diocesan high schools shall keep personnel files on site in a confidential manner.

Employees will have the right to inspect their personnel files consistent with the requirements of State law.

Procedures:

Permanent personnel records for all Diocesan employees, including principals, administrators, DREs/CREs, elementary and secondary school teachers shall contain the following:

1. Application and resume
2. Prior employment verification
3. Verification of academic credentials
4. Position description
5. Contract (where appropriate); compensation documentation
6. Yearly performance appraisals
7. Disciplinary memos signed and dated by employee or notation that employee refused to sign
8. Conviction Information Background Request report
9. Mandated Reporter Status form
10. Documentation on DCFS contacts
11. Receipt of Diocesan Sexual Misconduct Norms
12. Receipt of Diocesan Pastoral Code of Conduct
13. Verification of participation in "Protecting God's Children" training
14. State and federal W-4 forms
15. Letters of commendation
16. Notice of changes of name, address, telephone, etc.
17. Documentation of continuing education and development
18. Documentation of use of professional growth allowance (where appropriate)
19. Letter of resignation or notification of discharge
20. Exit interview signed by administrator and employee
21. Fingerprinting

The parish is responsible for maintaining the following information on volunteer personnel (such as parish catechists):

1. Position description
2. Mandated Reporter Status form verification
3. Background Request Information report or verification
4. Receipt of Diocesan Sexual Misconduct Norms
5. Receipt of Diocesan Pastoral Code of Conduct
6. Verification of participation in "Protecting God's Children" training
7. Catechist certification record
8. Performance evaluations

The preference of INS is for the I-9 Form (Employment Eligibility Verification Form) to be kept in a separate I-9 file and not in the personnel file.

RECORDS – STUDENT

Maintenance of student records in the Diocese of Rockford elementary and high schools shall be in compliance with Illinois School Code, subject to regulations of the State Board.

The schools of the Diocese of Rockford will comply with the following polices and schedules:

School Student Record

In accordance with Illinois School Code 10, Student Records Act, Section 2.(d) *“School Student Record”* means any writing or other recorded information concerning a student and by which a student may be individually identified, maintained by a school or at its direction or by an employee of a school, regardless of how or where the information is stored.

The following shall not be deemed school student records under this Act: writings or other recorded information maintained by an employee of a school or other person at the direction of a school for his or her exclusive use; provided that all such writings and other recorded information are destroyed not later than the student’s graduation or permanent withdrawal from the school; and provided further that no such records or recorded information may be released or disclosed to any person except a person designated by the school as a substitute unless they are first incorporated in a school student record and made subject to all of the provisions of this Act.

Student Permanent Record

Further, Illinois School Code states in part: Such information may include the student’s name, birth date, address, grades and grade level, parents’ names and addresses, attendance records, and such other entries as the State Board may require or authorize.

Schools in the Diocese of Rockford: Permanent records must include:

- student name
- gender
- birth date
- address
- telephone number
- grades and grade level
- parents’ names and addresses
- attendance records
- health and accident records
- sacramental record
- eighth grade constitution test results
- standardized tests

Your permanent records may include:

- honors, awards
- school-sponsored activities/athletics
- offices in school-sponsored organizations

Citing Illinois State Code 1994 10/4, Section (e): Each school shall maintain student permanent records and the information contained therein for *not less than 60 years* after the student has transferred, graduated or otherwise permanently withdrawn from the school.

Temporary Records

Your temporary records mean all information contained in a student record but not contained in the permanent record. Such information may include family background information, intelligence test scores, aptitude test scores, psychological and personality test results, teacher evaluations, and other information of clear relevance to the education of the student.

No school shall maintain any student temporary record or the information contained therein beyond its period of usefulness to the student and the school. In no case shall it be kept longer than five (5) years after the student has transferred, graduated or otherwise permanently withdrawn from the school.

Inspection and Access

A parent or any person specifically designated as a representative by a parent shall have the right to inspect and copy all school student permanent and temporary records of that parent's child. A parent's request to inspect and copy records must be granted within a reasonable time, and in no case later than 15 school days after the date of receipt of such request. The school may charge its reasonable costs for the copying of school student records, except no parent or student shall be denied a copy of school student records for inability to bear the cost of such copying.

Record of Release

A record of release of information must be made and kept as a part of the school student record. Such record of release shall be maintained for the life of the school student records and shall be available only to the parent and the official records custodian. Each record of release shall include:

- nature and substance of information released
- name and signature of person releasing information
- name of person requesting information
- date of release
- copy of consent to such release

NON-DISCRIMINATION POLICY

Policy 4001

The Diocese of Rockford shall assure equal employment opportunity in all of its employment policies and practices. These policies and practices shall be administered without regard to race, color, national origin, age, gender, political affiliation, veteran status, ancestry or mental or physical disabilities not affecting one's ability to perform the essential functions of one's job (with or without a reasonable accommodation). Furthermore, while the institutions of the Diocese of Rockford may mandate or prefer the placement of practicing Catholics in positions that are involved in imparting the teachings of the Roman Catholic Church, they shall not otherwise discriminate against individuals on the basis of religion where such is prohibited by applicable state and/or federal law. Lastly, institutions affiliated with the Catholic Diocese of Rockford shall not discriminate on the basis of an individual's marital status to the extent that such marital status does not conflict with the teachings of the Roman Catholic Church, as determined by the Ordinary of the Diocese or his designee.

All educational entities will comply with the employment policies specified in the Diocesan Employee Handbook except when waived by an authorized contract executed with permission of the Diocesan Education Office.

Non-faculty employees shall be employed in compliance with the Diocesan Employee Handbook.

STUDENT ADMISSIONS

Policy 5001

Each elementary and secondary school shall publish in the school handbook its current student admission policy. Said policy will state the order in which students are accepted into the school.

School/parish religious education programs will not discriminate on the basis of race, color, national and ethnic origin in the administration of their educational and admissions policies, scholarships and loan programs, athletic and other programs.

Procedure:

The school policy, published in the handbook, will be determined at the school/parish level. The admission policy is to include a non-discrimination statement based on gender or specify a gender-specific policy if appropriate. The pastor will have final say in said policy.

The Council of Administration shall approve such policy for each Diocesan high school.

BULLYING

Policy 5170

Any action, word or behavior which harasses, intimidates or causes physical, emotional or psychological harm to another student or students is strictly prohibited. This prohibited conduct also extends to the use of technology ("Cyber bullying") as a tool to harass or cause harm.

Bullying is prohibited during any school-sponsored education program or activity; while in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities; or through the transmission of information from a computer, a computer network, or other similar electronic equipment. However, this policy is not limited to conduct that occurs on the premises of the Diocese school.

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically ("cyber bullying"), directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

- (1) placing the student or students in reasonable fear of harm to the student's or students' person or property;
- (2) causing a substantially detrimental effect on the student's or students' physical or mental health;
- (3) substantially interfering with the student's or students' academic performance; or
- (4) substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. Examples of "cyber bullying" include but are not limited to the use of e-mail, web sites, text messaging, electronic photos or videos & social media (i.e. Face Book, Twitter, Instagram, My Space etc...) to harass or intimidate. These lists are meant to be illustrative and non-exhaustive.

Students who violate this policy will be subject to the discipline policy of the student's school.

Procedure:

This policy is to be communicated by each Diocesan school principal to the school's students and their parent/guardian annually.

Any behavior of a student which, in the School's discretion, puts that student at risk for aggressive behavior, including bullying, shall be reported by the Diocesan school principal to the parent/guardian of the student committing the behavior, and the parent/guardian may be required to investigate early intervention based upon available community-based resources.

Effective August 1, 2010
Revised August 13, 2012
Revised December 1, 2014

QUALIFICATIONS FOR ADMINISTRATORS

Policy 4210

Catholic school administrators must follow the teachings of the Roman Catholic Church, the *Catechism of the Catholic Church* and The General Directory for Catechesis; be persons of faith whose lives bear witness to that faith; and who uphold the teaching authority of the Catholic Church, and who are committed to updating their knowledge of theology and/or religious education reflective of Vatican II. They will be committed to nurturing the Catholic identity of those they serve.

All individuals in said positions will have followed Diocesan procedures for hiring and will have position descriptions on file with the Catholic Education Office.

- I. Minimal requirements for the positions of superintendent and principals of secondary and elementary schools include:
- ◆ a Master's degree with a major emphasis on administration and supervision*
 - ◆ a minimum of five (5) years of successful teaching experience, preferably in a Catholic school system*
 - ◆ a current Illinois administrative certificate*
 - ◆ compliance with current catechetical formation program

*For a good cause a temporary waiver may be granted by the Diocesan Superintendent of Schools.

- II. Minimal requirements for Director/Coordinator of Religious Education and Youth Minister include:
- ◆ successful teaching experience in religious education
 - ◆ compliance with Diocesan Catechist Certification
 - ◆ DRE: Master's Degree in Religious Education/Studies (or related field) or minimally, a Bachelor's Degree; or completion of Diocesan DRE Certification process
 - ◆ CRE: Minimally attainment of Level II in the Diocesan Catechist Certification Program
 - ◆ YM: Bachelor's Degree in Religious Education/Studies (or related field), or completion of a Youth Ministry Certification program, or pursuit of same.

Compliance with the qualifications and requirements for said positions shall be in keeping with the respective Administrative Handbook.

Procedure:

- * Temporary waivers may be obtained from the Superintendent of Catholic Education, as outlined in the Administrator Handbook.

PRINCIPAL: ROLE DESCRIPTION (SAMPLE)

The essential role of the Catholic school principal is to provide leadership and vision for the development of an active faith and academic community that provides for the nurturing and complete growth of the children entrusted to their care. This role is best accomplished in collaboration with the staff and by organization and administration of school resources to achieve this school's established goals.

This role involves responsibility for the following areas:

faith community	student services
school philosophy	public relations
policy	personnel
personal/professional development	finance
curriculum and instruction	physical plant
general administrative responsibilities	

FAITH COMMUNITY: Fosters a climate of faith community.

1. assumes leadership in faith formation of staff and students
2. ensures that basic teachings of our faith are taught
3. provides prayer/liturgical experiences for staff and students
4. encourages and develops a spirit of Christian service
5. articulates and facilitates conflict resolution
6. collaborates with DRE/CRE in implementing the parish vision and mission statement
7. participates in experiences of faith development with members of the pastoral staff so that a shared ministry may grow

SCHOOL PHILOSOPHY: Articulates and implements the Catholic philosophy of the school.

1. incorporates the parish vision and mission statement into the school philosophy
2. initiates periodic philosophy review
3. ensures that programs and activities of the school reflect the school philosophy
4. communicates the philosophy and goals of the school

POLICY: Ensures the implementation of diocesan policies and procedures and local policies and procedures.

1. provides leadership and service to the education commission
2. informs the commission and staff about diocesan and local policies
3. prepares necessary background information and recommends needed local policies to the commission

PERSONNEL: Provides for the supervision and growth of personnel.

1. follows diocesan policies and procedures in the employment and termination of personnel
2. follows diocesan and parish policies, regulations and guidelines in training and certification of catechists
3. formulates and communicates the philosophy and objectives of the school
4. implements ongoing, systematic and cooperative evaluations of staff personnel according to diocesan and local procedures

CURRICULUM AND INSTRUCTION: Provides effective instructional leadership of programs which reflect the unique Catholic character of the school.

1. initiates and develops strategies for curriculum planning
2. articulates and implements instructional goals and objectives
3. provides materials and resources to meet the various needs and talents of students
4. establishes and maintains an orderly school environment that promotes learning through student self-discipline consistent with Gospel values and Christian principles
5. directs, supervises, and assesses the instructional program
6. provides for staff development

STUDENT SERVICES: Establishes student policies and procedures.

1. arranges systematic procedures for the continued assessment and reporting of student progress
2. manages enrollment and attendance policies and procedures
3. publishes academic and behavior expectations of students
4. provides for student health, welfare and safety on school property
5. develops and coordinates the co-curricular programs sponsored by the school

PUBLIC RELATIONS: Establishes, promotes and nurtures an atmosphere of good will and rapport with the school's various publics.

1. communicates the unique Catholic character, values and accomplishments of the school
2. promotes a spirit of cooperation among parents, students, staff and parish
3. provides vehicles of communication
4. assesses community reactions

PERSONAL/PROFESSIONAL DEVELOPMENT: Pursues opportunities for growth.

1. grows spiritually through prayer and shared faith experiences
2. continues to advance professionally through reading, seminars, conferences, and further study
3. participates in principals' meetings, institutes and other diocesan programs

FINANCE: Exercises fiscal responsibility.

1. prepares, implements and monitors the school budget
2. provides for a system of internal accounting
3. administers school purchasing
4. gives periodic budget reports to the commission

PHYSICAL PLANT: Supervises the custodial care and maintenance of the physical plant.

1. assures the implementation of fire, tornado and health and safety codes
2. assures standards of cleanliness, ventilation and safety
3. coordinates the use of physical plant, its needs, and the correction of unsatisfactory conditions

GENERAL ADMINISTRATIVE RESPONSIBILITIES: Provides for the day-to-day operations of the school.

QUALIFICATIONS OF TEACHERS/CATECHISTS

Policy 4211

Catholic school faculty members and those who teach in the parish religious education/youth ministry programs must embrace the Catholic vision in the General Directory for Catechesis and follow the teachings of the Roman Catholic Church as expressed in the *Catechism of the Catholic Church*. They must be persons of faith whose lives bear witness to that faith; and who uphold the teaching authority of the Catholic Church; and who are committed to updating their knowledge of theology and/or religious education reflective of Vatican II.

Compliance with the qualifications and requirements for said positions are to be in keeping with the Diocesan Employee Handbook and respective Administrative Handbook.

Procedure:

All applicants for teaching positions in the elementary schools of the Diocese will be processed through the Catholic Education Office. The following are minimum requirements for employment as a teacher within the Catholic school system:

1. Bachelor's Degree from a recognized degree-granting institution.
2. Illinois teacher certificate - All degreed teachers, not yet certified, must work toward certification immediately. A temporary waiver may be granted from the Catholic Education Office, as outlined in the Administrator Handbook.
3. A health certificate, signed by a licensed physician within three months prior to initial employment, should indicate physical fitness including freedom from communicable disease.
4. Commitment to work toward Diocesan Catechist Certification.
(See Administrator Handbook)

CATHOLIC SCHOOL TEACHER ROLE DESCRIPTION (SAMPLE)

The essential role of the Catholic school teacher is to witness the Gospel message, to lead students to reflect on a Christian approach to life while building the faith community. A teacher should provide students the opportunities to develop their gifts as peacemakers for the service of the world community. This role is accomplished through instructional techniques and interactive process that enable students to use their creative talents to become Catholic adults in the 21st century who are problem solvers and makers of just decisions.

QUALIFICATIONS

1. witness of Gospel values
2. enthusiasm for teaching children
3. flexibility, sense of humor, and independent thinking
4. mature judgment and emotional stability
5. sensitivity to and understanding of children and adults of varying temperaments
6. good physical and mental health
7. professionalism in attire, communication, demeanor

The role of the Catholic school teacher involves the following requirements and responsibilities:

1. have a minimum of a bachelor's degree
2. be appropriately certified or certifiable by the State of Illinois
3. meet the requirements for religious instruction as established by the Diocese of Rockford within appropriate time frame
4. update education through additional college course work, workshops, etc.; a teacher is also expected to earn eighteen clock hours in religious certification workshops every three years
5. keep current on educational research by reading catechetical and curriculum journals and books
6. provide all appropriate background documents

DUTIES

1. Share and support the philosophy, goals and objectives of the school (copy provided by the principal)
2. Include a sharing of the Catholic-Christian values and stories of faith with commitment in daily curriculum
3. Develop formal and informal prayer experiences
4. Cooperatively plan assigned liturgies/paraliturgies with religion coordinator and other personnel
5. Abide by the regulations in the Teachers' Handbook and the *Diocesan Policies and Procedures* (copy provided by the principal)
6. Exhibit a positive attitude in dealing with people and issues
7. Perform co-curricular activities as specified by the principal
8. Prepare and attend parent conferences as necessary
9. Report suspected child abuse/neglect as mandated by law

WORKDAY

1. Time should be spent before or after school to properly prepare for instruction
2. Attend faculty meetings and other meetings called by the principal or the principal's delegate
3. Attend Diocesan conventions, meetings and/or workshops as directed

PROFESSIONAL CLASSROOM DUTIES

1. Organize and supervise assigned classes for optimal learning
2. Assist students, colleagues, principal and parents in creating a school climate which fosters growth in faith, academics and citizenship
3. Show adequate preparedness for daily instruction through preparation of weekly lesson plans and objectives
4. Communicate with students and parents to assure awareness of the religious, academic and social progress being made
5. Assume responsibility for the supervision of students' health, welfare and safety
6. Follow basic content objectives from the school's established curricular scope and sequence
7. Provide flexible intervention strategies for children with special learning needs
8. Maintain a current inventory of classroom equipment, books and supplies
9. Aligned with Common Core

SUPERVISORY DUTIES

1. Never leave the classroom unattended when students are present
2. Supervise the students' use of lavatories during the school day
3. Supervise the arrival and dismissal of the students
4. Supervise the students during Mass and other liturgical events
5. Supervise the students going to and from special classes: P.E., music, library, class change, etc.
6. Supervise the recess; take bus duty and other duties as assigned by the principal
7. Supervise the students going to the lunch room and during emergency drills
8. Insure that students adhere to the uniform policy

CLASSROOM MAINTENANCE

1. See that the desks, shelves, cabinets and lockers are in good order
2. Supervise the dusting and washing of boards, ledges and desks, as necessary
3. Keep the bulletin board(s) current and attractive, displaying students' work; bulletin boards should be instructive; one should have a religious theme

PARENTS AND STUDENTS

1. Be positive in all personal contact
2. Inform the principal of any situation that may later come to his/her attention
3. Be prepared for the unexpected, and always give the benefit of the doubt before making judgments or rash statements
4. Attend general meetings of the parent organization

EXTRA ACTIVITIES

1. Inform the principal of any activities which will differ from the daily curriculum and schedule
2. Cooperate with the faculty for school projects that would alter daily activities, such as: open house, assemblies and other special events

WAIVER (Teacher)

Application Process For Obtaining a Temporary Teaching Waiver

When an employee cannot meet the minimum requirements for employment (Diocesan Policy #4211), the principal may submit an **APPLICATION FOR A WAIVER** to the Catholic Education Office.

1. The principal needs to submit, in writing, all of the following information regarding the teacher and the position for which they are applying:
 - A. Clearly state the **reason** a waiver is sought. Explain in the opening paragraph **why** they need a waiver.
 - B. List the **experience** the individual has and **how it relates** to the teaching position. Some teachers do not have certification but have expertise in a particular area (art, music, physical education, computer technology, shop, etc.). The principal must give evidence of knowledge for the waiver to be granted.
 - C. Include a **Plan for Certification**. The teacher will be required to fulfill this plan and it will be annually reviewed by the principal.
2. The initial application will be sent to the Catholic Education Office.
3. Waivers should be obtained **before** the signing of a contract.
4. The principal will review the Plan for Certification with the teacher at the time they discuss the teacher's contract for the following year.
5. On the annual **TEACHER ROSTER form** from the Catholic Education Office, the principal will indicate the **year** the teacher received the waiver under the "Certification Number" column.
7. All schools going through State Recognition and the Self-Study Process must have proper, current waivers at the time of their visitation. This includes any waivers granted prior to 1996.

STATE RECOGNITION

Refer to: *Handbook for Phase III Evaluation for Elementary Schools*

The Illinois State Board of Education is authorized by statute to determine policies and guidelines with respect to private (nonpublic) elementary and secondary schools in Illinois. These policies and guidelines are advisory and request what is considered to be desirable action. The Illinois State Board of Education has adopted the following policies for the registration and voluntary recognition of nonpublic elementary and secondary schools:

Nonpublic elementary and secondary school registration – That all nonpublic elementary and secondary schools in the State of Illinois be registered on an annual basis; such registration to be completed in conformance with procedures to be prescribed by the Illinois State Board of Education. Information required for satisfactory registration shall include assurances of compliance with federal and state laws regarding health examination and immunization, attendance, length of term, nondiscrimination, and with applicable fire and health safety requirements. This policy to be in effect July 1, 1977, amended December 11, 1980, 1984, 1996 and 2003.

Nonpublic elementary and secondary school recognition – That all nonpublic elementary and secondary schools in the State of Illinois may voluntarily see the status of “Nonpublic School Recognition” from the Illinois State Board of Education.

Certificate of Nonpublic School Recognition – Such status may be obtained by compliance with administrative guidelines and review procedures as prescribed by the Illinois State Board of Education. Such guidelines and procedures shall take into account the recognized diversity of nonpublic schools and shall not impinge upon the non-educational relationships between such schools and their clientele.

It is intended by the Illinois State Board of Education that nonpublic schools receiving the Certificate of Nonpublic School Recognition shall be viewed by all educational institutions and organizations as having state-approved educational programs. Furthermore, such certification should mean that the attendance of children at such schools shall not be a barrier to participation in organized extracurricular activities or to acceptance by secondary and post secondary educational institutions.

The Diocese of Rockford, Catholic Education Office, will grant Certification in recognition of the school’s successful completion of the Diocesan School Evaluation Process.

EDUCATIONAL PROGRAMS IN SCHOOLS

All educational programs within each Catholic school shall reflect the *Criteria for Standards of Excellence in Catholic Schools* outlined in the School Evaluation Process of the Catholic Education Office and meet appropriate State of Illinois requirements.

Procedures:

All elementary and secondary schools of the Diocese are registered with the State of Illinois.

Each school is expected to meet the Illinois State Board of Education requirements. The administration is responsible to comply with these requirements in order to receive and maintain Recognition as a school in the State of Illinois.

It is the policy of the Diocese that each Catholic high school maintain accreditation through the North Central Association of Schools and Universities. It is the responsibility of the school administration to comply with the standards established by the Association.

Elementary schools of the Diocese maintain Certification with the Catholic Education Office. It is the responsibility of the school administration to comply with the STANDARDS OF EXCELLENCE and the School Evaluation Process established by the Catholic Education Office.

EVALUATIONS

Teacher evaluations are to be conducted throughout the year. Signed copies of the written evaluations are to be maintained in the personnel files. Evaluation forms are available from the Catholic Education Office.

Reference: Teacher Evaluation Handbook, dated July 2003

Policy 4610

Elementary school principals are evaluated by the parish pastor. A self-evaluation is completed by the principal. The principal and pastor meet to discuss the evaluations. An assessment form is provided to members of the **Education Commission** for their input.

PARISH EDUCATION COMMISSION/ COUNCIL OF ADMINISTRATION

Parishes are encouraged to have an **Education Commission** which represents all education programs. The function of said Commission would be exclusively consultative (advisory) in nature; final decision-making authority remains with the Pastor.

All secondary schools are to have a **Council of Administration**. Members shall consist of the Pastor and lay representative(s) from each of the participating parishes, the Chief Administrative Officer, and the Principal of the Diocesan Central Catholic High School. Any priest appointed by the Bishop to be Assistant Principal and Spiritual Director shall be a member of the Council. The Council of Administration is established by the Bishop, to assist the chief administrator of the Diocesan Central Catholic High School with normative decisions on matters of policy.

Procedure:

All schools, elementary and secondary, will have a Constitution and By-Laws, as needed. A copy of said Constitution is to be on file with the Catholic Education Office.

A copy of the minutes from each Education meeting is to be sent to the Catholic Education Office.

The approved minutes of the Council of Administration meetings must be submitted to the Diocesan Superintendent of Schools for signature.

HEALTH EXAMINATIONS AND IMMUNIZATIONS

Policy 5150

1. **Health Exam Required.** Each Diocesan school student shall have a health examination within one year prior to entering pre-school; prior to entering kindergarten or the first grade; and upon entering the sixth and ninth grades; and upon entering a school pursuant to a transfer, regardless of the child's grade level.
2. **Dental Exam Required.** Each Diocesan school student in kindergarten, second and sixth grades shall have a dental exam and that student's parent/legal guardian must provide proof of that exam by May 15th of the current school year. Noncompliance with this policy will result in the withholding of the students report card until the required documentation is provided.
3. **Eye Exam Required.** Each Diocesan school student entering kindergarten for the first time or any Diocesan student entering school for the first time must present proof of an eye exam (from a licensed physician or a licensed optometrist) by October 15th of the current school year. Noncompliance with this policy will result in the withholding of the students report card until required documentation is provided.
4. **Immunizations Required.** Each Diocesan school student shall receive such immunizations against preventable communicable diseases as are required by the Illinois School Code and the Communicable Disease Prevention Act, at the time those immunizations are required to be received, unless one of the exceptions listed in paragraph 5 below is satisfied (i.e. 2012 DTaP is required for students entering 6th and 9th grade).
5. **Proof of Health Exam and Immunizations Required.** A child's parent/legal guardian must supply proof of both the health exam and the required immunizations no later than the beginning of the school year. Where proof is not submitted, the school will notify the parent/legal guardian that he or she has until November 15 of the current school year in which to have the child examined and receive the immunizations, and present proof of same.
6. **Noncompliance with this Policy.** Failure to provide proof of required health exams and immunizations shall result in the child being excluded from school until the parent/legal guardian presents proof of the exams and the immunizations, and the parent/legal guardian is deemed in violation of the Illinois School Code during the period of noncompliance.
7. **Objections to Examinations and/or Immunizations.**
 - a. A parent/legal guardian who objects to his/her child being examined and/or immunized is eligible to be exempt from exams and/or immunizations only as follows:

i. **Medical Objection.** Any medical objection to an immunization must be presented by a physician licensed to practice medicine in all its branches indicating the reasons, and signed by the physician on the certificate of child health examination and placed on file in the child's permanent record. Should the condition of the child later permit immunization, this requirement will then have to be met.

ii. **Religious Objection.** An objection based on religious grounds shall be presented to the school by the parent/legal guardian in writing signed by the parent/legal guardian, detailing the grounds for the objection. The objection must set forth the specific religious belief that conflicts with the examination and/or immunization. General philosophical or moral reluctance to allow examinations, immunizations, and/or screening shall not provide a sufficient basis for a religious exception to the requirement of exams and immunizations. Each objection will be addressed on a case by case basis. **NOTE:** In the event the objection to a vaccine is based on the vaccine containing aborted fetal cell lines, the school should inform the parent/guardian that the objection must be able to state that an alternative vaccine is not readily available to the parent/guardian's child.

b. The school shall inform the objecting parent/legal guardian of measles outbreak control exclusion procedures in accordance with the Department's rules, Control of Communicable Diseases Code (77 Ill. Adm. Code 690) at the time the parent/legal guardian presents the objection. 665.510

8. **Determination of Objection to Examination and/or Immunization.** The school is to forward all objections to the Diocese, attention Superintendent of Catholic Schools, for determination of whether the written statement constitutes a valid religious objection.

9. **List of Non-Immunized Students.** An accurate list shall be maintained at every school of all non-immunized students at the school who have not presented proof of immunity against diphtheria, pertussis (to age 6), tetanus, poliomyelitis, measles, rubella, mumps, Haemophilus influenzae type b, hepatitis B, or Varicella.

SAFETY

Policy 5160

The administration and staff shall be responsible for ensuring adequate supervision of students on school premises during the official times of the school day.

The administrator is responsible to ensure that all personnel who come into contact with students have received, read and signed the **Department of Children and Family Services Mandated Reporter form**, as well as receipt of the Diocesan Sexual Misconduct With Minors: Norms for Education, Prevention, Assistance to Victims and Procedures for Determination of Fitness for Ministry/Employment and the Diocesan Pastoral Code of Conduct.

The administrator is responsible to ensure that mandated training, such as the “Protecting God’s Children” program is presented to all personnel. Ongoing training is to be made available.

The administrator is responsible to ensure that all school personnel know what to do in an emergency. All school/religious education programs will have procedures for identification of visitors in the building; a crisis management plan which implements action for crisis intervention, fire/tornado drills, civil disasters and others as needed.

Student names and addresses are to be considered exempt and confidential from the Freedom of Information Act. This information is not available to unauthorized persons.

Procedure:

A Crisis Management Plan is to be implemented at every Diocesan school. (Emergency Procedures and Crisis Management Guidelines for the Diocese of Rockford have been developed by the Catholic Education Office and shared with each of the schools. 6/07)

“Protecting God’s Children” program, approved by the Catholic Education Office, is to be presented to all personnel, paid or volunteer, who come into contact with children. Ongoing training, either online or with handouts, is to be continued on a regular basis.

The “Chastity Safe Environment Program” for children is to be made available in all Diocesan elementary schools and continued on applicable schedule.

Fire Drill procedures will be followed in accord with Illinois School Code 105ILCS 120/1. Fire and Tornado Drill Reports will be filed annually with the Catholic Education.

Chronic Infectious Disease and Bloodborne Pathogen Training will be conducted in accord with Diocesan directives. Each school is to have in place a Chronic Infectious Disease Review Team.

SCHOOL CALENDAR

Policy 6110

The school program shall conform with Illinois State Code 105 ILCS 5/10-19 and computable under Section 18-8(g). This provides for a term of at least 185 days to insure 176 days of actual student attendance. In addition to the five (5) clock hours of instruction required by Illinois State Code, all schools within the Diocese will ensure an additional one-half hour (.5) instruction to include religion in the curriculum, for a total of a 5.5 hour day of instruction.

1. The Catholic Education Office shall issue an official school calendar form annually.
2. In addition to indicating the minimum of pupil attendance days, the calendar shall include four (4) institute and five (5) emergency days.
3. Official holidays, institute days and in-service opportunities are to be noted on the calendar. On those institute or in-service days that will include partial pupil attendance, number of hours of actual pupil instruction will be indicated on the calendar.
4. The purpose of every institute and in-service day will be noted on the calendar form. Any in-service activity using one-half days must ensure that the students will be in attendance three or more clock hours.

In-service activities must:

- (a) identify and set forth program objectives;
- (b) include activities which relate to the fulfillment of the program objectives;
- (c) provide for evaluation of program activities and outcomes; and
- (d) ensure the integrity of the length of the required minimum school day.

Procedure:

A working calendar form shall be provided each spring by the Catholic Education Office. The administrator will complete the school calendar for the following school term and return it to the Catholic Education Office. Those schools involved in the upcoming year's Illinois State Recognition process will also receive a calendar from the State for completion.

CURRICULUM CRITERIA

The principal, as leader of the school community, is responsible for the Catholic Identity of the school and the criteria outlines in *The Standards of Excellence for Catholic Schools.*

In addition to Religion, required areas for academic learning in the elementary school include (as cited in Illinois School Code 105 ILCS 5/27) language arts, mathematics, the biological, physical and social sciences, the fine arts, technology and physical development and health. Each school shall establish learning objectives consistent with the primary purpose of schooling, shall administer appropriate testing and assessment systems for determining the degree to which students are achieving the objectives and shall develop reporting systems to apprise their community of assessment results.

The Catholic Education Office establishes a five year cycle for the study of major subject areas.

In all subject areas, the infusion of gospel values and Catholic social teaching shall be included.

(105 ILCS 5/27-3.) American patriotism and 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, and the proper use and display of the American flag, shall be taught in all schools. No student shall receive a certificate of graduation without passing a satisfactory examination upon such subjects.

The Pledge of Allegiance shall be recited each school day by pupils in elementary and secondary educational institutions.

Instructional objectives shall include processes of assessment to determine ability levels of students, the incorporation of higher level thinking skills, and the use of technology to engage students in the learning process.

REQUIRED HIGH SCHOOL COURSES:

It is the expectation of the Catholic Education Office that course requirements for all Diocesan high schools exceed those standards set for State of Illinois high school graduation requirements.

Learning is guided by a planned written curriculum. The goal is to become aligned with the Common Core Standards.

- ◆ The curriculum defines what teachers are to teach and what students are to learn.
- ◆ The curriculum includes experiences that provide students with the skills necessary to function effectively as Catholics in society.
- ◆ Teachers plan and provide effective instruction to accomplish the school's philosophy, goals and objectives.
- ◆ Students value learning and acquire learning skills.
- ◆ Assessment and evaluation are based on defined student outcomes.
- ◆ A well-designed staff development program is implemented in the school
- ◆ A program for supervision and evaluation of teachers is in place.
- ◆ Resources are available to support the total curriculum

Curriculum will be addressed and updated by the Catholic Education Office on a rotation basis.

INFORMATION FOR SCHOOL PERSONNEL

Two-fold Purpose of the School Evaluation

1. To validate indicators which give witness to the ***STANDARDS OF EXCELLENCE*** as reflected in the school's Self-Study.
2. To make recommendations to the school which will ensure continued growth in the light of the ***STANDARDS OF EXCELLENCE***.

Mechanics of the School Evaluation

1. The Visiting Team will be on-site to provide objective expertise. The chairperson arranges the schedule for classroom visitation in consultation with the principal and the Visiting Team.
2. Each classroom and area of learning will be visited.
3. School personnel will not be notified of the exact time of the classroom visitation in order to ensure spontaneity and to avoid disruption of normal routine.
4. While in the classroom, the Visiting Team member will verify that:
 - a. the classroom atmosphere is identifiably Catholic;
 - b. the classroom organization supports active learning and fosters community;
 - c. the classroom activities are planned and provide effective instruction for individual student differences;
 - d. the environment supports the development of a positive self-image, high academic behavioral expectations, and the acceptance of all students;
 - e. the surroundings are aesthetically attractive and conducive to the learning process;
 - f. the practices and procedures are in harmony with the school philosophy.
5. The Visiting Team member does not actively participate in the classroom activities. Classes should proceed as planned.
6. The Visiting Team member may or may not take notes while visiting the classroom.
7. After visiting all the classrooms, the Visiting Team member writes general impressions based on observations which will be used to validate responses.
8. Visiting Team members may visit any area of the school at any time during the visitation.
9. The Visiting Team may interview students, parents, teachers, principal, pastor, secretary, maintenance personnel, religious education director, and other appropriate persons.
10. The Visiting Team *does not evaluate* teachers.

Responsibilities of the Visiting Team

The Visiting Team *validates* the Self-Study Report which has been completed by the school.

1. The Visiting Team is to:
 - read the Self-Study before the visit;
 - listen objectively;
 - visit classes and view the entire physical plant;
 - validate the indicators for responses;
 - evaluate the degree of agreement between what is in the Self-Study and what is evident in the actual practice of the school;
 - determine the degree to which each area of the school's program is supportive of the mission, philosophy, goals and objectives of the school;
 - reach consensus regarding the validation of responses, areas of strength, areas for improvement and recommendations.

2. The Visiting Team will:
 - meet informally with the faculty
 - report areas of strength and areas for improvement within the Self-Study;
 - maintain an awareness for the totality of the school's program;
 - display sensitivity for the feelings of the faculty;
 - meet with students;
 - inquire into any phase of the school's operation;
 - visit classrooms (one or two Visiting Team members at a time);
 - meet to review findings, cross reference areas of concern, determine that everyone and all classrooms have been visited;
 - present an oral report to staff at the end of the visit.

3. The Visiting Team, in order to validate curriculum responses, will:
 - examine the curriculum;
 - observe correlation between stated objectives and delivery of those objectives
 - observe teaching/learning strategies and techniques;
 - review textbooks, supportive materials and technology;
 - review daily lesson plans, grade books and explanations of grading code, documents indicating lesson plans are up-to-date, and attendance records
 - check the time allotted for instruction;
 - respect confidentiality.

GUIDELINES FOR VISITING TEAM SCHEDULE

The chairperson plans the day's schedule for the Visiting Team. The chairperson, along with the principal, will assign each team member according to his/her interests and expertise. Team members will be asked to observe specific areas such as the cafeteria, arrivals/dismissals, traffic flow, general supervision of students. The chairperson will ensure that all facilities and programs are observed: library, special rooms, computer, art, music, physical education classes, preschool, special classes, etc.

The following schedule arrangement is suggested.

- Introduction of the Visiting Team to the faculty and school personnel before the school day begins;
- Orientation of Visiting Team to the visitation process;
- Review of materials prepared for the Visiting Team;
- Review of schedule for classroom visitation and interviews;
- Begin classroom visitation;
- Begin validation of responses;
- Begin listing areas of strength and areas for improvement.

Lunch break.

- Complete validation process;
- Write final summary of strengths;
- Write recommendations;
- Meet with the principal prior to presentation of oral report; invite pastor to be present;
- Meet with school personnel to present oral report of the Visiting Team.

It is understood that each member of the Visiting Team is free to inquire into any area of the school's operation.

GUIDELINES FOR THE CLASSROOM VISITATION

(For Visiting Team members & classroom teachers)

1. The primary purpose of the classroom visitation is to validate the implementation of the school philosophy, the curriculum and the environment.
2. This information is validated through observation of the teacher and students engaged in teaching/learning activities
3. Classroom visitation observations should be guided by these principles:
 - classroom atmosphere is identifiably Catholic;
 - classroom organization support active learning and fosters community;
 - classroom activities are planned and provide effective instruction for individual differences;
 - environment supports the development of positive self-image, high academic and behavioral expectations ;
 - surroundings are aesthetically attractive and conducive to the learning process;
 - the practices and procedures are consistent with the school philosophy.
4. In order to ensure spontaneity and avoid disruption of normal routine, the classroom teacher is not informed of the exact visitation time.
5. During the visitation time, the team member does not actively participate in the class.
6. The Visiting Team member may or may not take written notes during the classroom visit or upon completion of the visit.

GUIDELINES FOR CHAIRPERSON INTERVIEWS

The Visiting Team confers with the school community. The purpose of these interviews is to elicit responses from the principal, pastor, staff, students and parents about the school.

1. Principal

- check schedule changes
- check on concerns or questions of the principal
- review questions and concerns of the team
- validate any part of the Self-Study Report

2. Pastor

- explain purpose and procedures of visitation
- express appreciation for his support
- discuss Catholic nature of the school
- discuss position of school in life of parish
- discuss Self-Study Report
- encourage continued pastoral and parish support

GUIDELINES FOR VISITING TEAM INTERVIEWS

Principal

- elicit strengths of the school
- discern areas of concern and what he/she views as important to highlight in the report
- explore the future direction of the school
- question which of the major areas of the *STANDARDS FOR EXCELLENCE* are of concern

Staff

- discuss subject or area of assignment
- elicit major strengths of the school
- explore areas perceived as in need of improvement
- question faculty involvement in the Self-Study Report

Students

- discuss reasons for favorite subject and the one least liked
- elicit strengths of the school
- explore areas perceived as in need of improvement
- question involvement in leadership, parish, community

Parents, School Education Commission members, others

- elicit major strengths of the school
- explore areas perceived as in need of improvement

GUIDELINES FOR VALIDATING THE CURRICULUM RESPONSES

The Visiting Team, in order to validate curriculum responses, will:

- **examine the curriculum;**
- **observe teaching/learning strategies and techniques;**
- **review textbooks, supportive materials and technology;**
- **review daily lesson plans and record books;**

PARENT SURVEY

Every few years the elementary schools in the Rockford Diocese conduct a Self-Study. A Visiting Team representing the Catholic Education Office will be coming to visit our school in the near future. Along with this evaluation committee, the Illinois State Board of Education will be sending a representative to help us renew our Illinois State Recognition. One required portion of this Self-Study is this PARENT SURVEY. We would appreciate you taking a few minutes to fill out the questionnaire. Please return it to the school, in a sealed envelope, by

DIRECTIONS: Please use the following scale to respond to the survey. Circle the response that represents your opinion.

SA = Strongly Agree	A = Agree	D = Disagree
SD = Strongly Disagree	X = Unable to Respond/Does Not Apply	

Administration/Leadership

- | | | | | | | |
|----|--|----|---|---|----|---|
| 1. | The pastor is supportive of the parish school. | SA | A | D | SD | X |
| 2. | The principal provides consistent leadership in the school community. | SA | A | D | SD | X |
| 3. | The Education Commission meetings are accessible to parents and guardians. | SA | A | D | SD | X |

Comments:

Communication

- | | | | | | | |
|----|---|----|---|---|----|---|
| 4. | The mission statement, philosophy and goals of the school are communicated to parents/guardians | SA | A | D | SD | X |
| 5. | The Principal regularly communicates with parents/guardians | SA | A | D | SD | X |
| 6. | The teachers regularly communicate with parents/guardians | SA | A | D | SD | X |
| 7. | The Principal is accessible to parents/guardians and listens to their concerns. | SA | A | D | SD | X |
| 8. | The teachers are accessible to parent/guardians and listen to their concerns. | SA | A | D | SD | X |

Comments:

Catholicity

9. The school provides a Catholic environment for my child(ren). SA A D SD X
10. The school staff assists in the religious formation of my child(ren), both by personal example and by instruction. SA A D SD X

Comments:

Academics

11. The school provides students with the skills that they will need in order to live in tomorrow's world. SA A D SD X
12. The academic program meets the needs of the students. SA A D SD X

Comments:

SA = Strongly Agree	A = Agree	D = Disagree
SD = Strongly Disagree	X = Unable to Respond/Does Not Apply	

Finances

- | | | | | | | |
|-----|---|----|---|---|----|---|
| 13. | The school uses its financial resources well. | SA | A | D | SD | X |
| 14. | The parents/guardians are informed of the financial status of the school. | SA | A | D | SD | X |
| 15. | Fund raising events are necessary to support the school budget. | SA | A | D | SD | X |
| 16. | Assuming that there will be tuition increases annually, I anticipate that Catholic education will continue for my family. | SA | A | D | SD | X |

Comments:

Atmosphere/Environment

- | | | | | | | |
|-----|---|----|---|---|----|---|
| 17. | Class sizes are appropriate. | SA | A | D | SD | X |
| 18. | Rules and regulations are reasonable. | SA | A | D | SD | X |
| 19. | Children appear to be happy in school. | SA | A | D | SD | X |
| 20. | The discipline procedures are fair and consistent | SA | A | D | SD | X |
| 21. | The teachers are responsive to students and their concerns. | SA | A | D | SD | X |

Comments:

22. Why did you choose this school for your child(ren)? (One is first choice, two is second choice, etc.)

___ Religious education/formation program

___ Location

___ Academic Program

___ Affordable tuition

___ Discipline

___ Other: Explain:

Comments:

23. Please comment on areas of strength and areas for school improvement.

Areas of Strength:

Areas for Improvement:

24. My child(ren) has/have attended _____ school for _____ year(s).

Signature (Optional): _____

ENCUESTA PARA LOS PADRES

Cada pocos años, las escuelas primarias en la Diócesis de Rockford llevan a cabo un autoestudio. Un equipo de visitantes que representa la Oficina Católica de la Educación vendrá pronto a visitar a nuestra escuela. Junto con este comité de evaluación, la Junta Estatal de la Educación de Illinois enviará a un representante que nos ayudará a renovar nuestro Reconocimiento Estatal de Illinois. Una porción requerida de este autoestudio es esta ENCUESTA DE LOS PADRES.

Agradecemos que tome unos minutos para llenar este cuestionario. Por favor, devuélvalo a la escuela en un sobre cerrado antes de

INSTRUCCIONES: Por favor, utilice la siguiente escala para contestar la encuesta. Encierre la respuesta que representa su opinión.

SA = Muy de acuerdo	A = De acuerdo	D = No de acuerdo
SD = Muy en desacuerdo	X = No aplica	

Administración/Liderazgo

- | | | | | | | |
|----|---|----|---|---|----|---|
| 1. | El pastor apoya la escuela parroquial. | SA | A | D | SD | X |
| 2. | El director provee liderazgo consistente en la comunidad escolar. | SA | A | D | SD | X |
| 3. | Las reuniones de la Comisión Educativa están accesibles para los padres y guardianes. | SA | A | D | SD | X |

Comentarios:

Comunicación

- | | | | | | | |
|----|---|----|---|---|----|---|
| 4. | La declaración de la misión, filosofía y metas de la escuela son comunicados a los padres/guardianes. | SA | A | D | SD | X |
| 5. | El director se comunica regularmente con los padres/guardianes. | SA | A | D | SD | X |
| 6. | Los maestros se comunican regularmente con los padres/guardianes. | SA | A | D | SD | X |
| 7. | El director está disponible para los padres/guardianes y escucha sus preocupaciones | SA | A | D | SD | X |
| 8. | Los maestros están disponibles para los padres/guardianes y escuchan sus preocupaciones | SA | A | D | SD | X |

Comentarios:

Catolicismo

9. La escuela provee un ambiente católico para mi(s) hijo(s). SA A D SD X
10. Los empleados de la escuela contribuyen al desarrollo religioso de mi(s) hijo(s), a través del ejemplo personal e instrucción. SA A D SD X

Comentarios:

Académica

11. La escuela provee a los alumnos con las habilidades que necesita para poder sobrevivir en el mundo de mañana. SA A D SD X
12. El programa académico satisface las necesidades de los alumnos. SA A D SD X

Comentarios:

SA = Muy de acuerdo A = De acuerdo D = No de acuerdo
SD = Muy en desacuerdo X = No aplica

Finanzas

13. La escuela utiliza bien sus recursos financieros. SA A D SD X
14. Los padres/guardianes están informados del estado financiero de la escuela. SA A D SD X
15. Los eventos para recaudar fondos son necesarios para sostener el presupuesto escolar. SA A D SD X
16. Suponiendo que la matrícula aumentara anualmente, preveo que la educación católica continuará para mi familia. SA A D SD X

Comentarios:

Ambiente

- | | | | | | | |
|-----|--|----|---|---|----|---|
| 17. | El tamaño de las clases es apropiado. | SA | A | D | SD | X |
| 18. | Las reglas y regulaciones son razonables. | SA | A | D | SD | X |
| 19. | Los niños parecen felices en la escuela. | SA | A | D | SD | X |
| 20. | Los procedimientos disciplinarios son justos y consistentes. | SA | A | D | SD | X |
| 21. | Los maestros atienden a los alumnos y a sus preocupaciones. | SA | A | D | SD | X |

Comentarios:

22. ¿Por qué eligió esta escuela para su(s) hijo(s)? (Uno es la primera elección, dos es la segunda, etc.)

Programa de educación /formación religiosa

Locación

Programa académico
 Disciplina

Matrícula accesible
 Otro: Explique:

Comentarios:

23. Por favor, dé su comentario acerca de las fortalezas de la escuela y qué necesita mejorar

Fortalezas:

Mejorar:

24. Mi(s) hijo(s) ha(n) asistido la escuela de _____ durante _____ año(s).

Firma (opcional): _____

EXPLANATION OF DIOCESAN RECOGNITION

The Visiting Team recommends to the Superintendent of Catholic Schools of the Diocese of Rockford that the school be granted one of the following ratings:

RECOGNITION GRANTED:

This means the school has demonstrated that they have met the criteria for the **STANDARDS OF EXCELLENCE** for Catholic elementary schools of the Diocese of Rockford. All of the required forms and reports needed for the Visiting Team and the Illinois Board of Education have been completed. The Visiting Team confirms there was adequate information about the school to list Commendations and Recommendations. The school has completed the entire **HANDBOOK FOR SELF STUDY PHASE III EVALUATION FOR ELEMENTARY SCHOOLS** report.

RECOGNITION PENDING:

When the Visiting Team notes there is a lack of evidence for meeting criteria, the Visiting Team will withhold recommendation for recognition. Recognition will be granted following the development and approval of a plan for meeting the criteria. This plan will fall under the direction of the Catholic Education Office.

RECOGNITION WITHHELD:

If extensive sections of the report are missing or cannot be validated, the Visiting Team will recommend that recognition be withheld. The school must go through the entire evaluation process again in order to receive full recognition from the Diocese of Rockford.

In the event that the school does not agree with the term that has been recommended by the Visiting Team, the administrator may issue a written appeal to the Superintendent of Schools. The appeal should include the concerns of the school and reasons why the term is in question. This will be addressed by the Superintendent, who will review the information and respond to the administrator after consulting with the Chair of the Visiting Team.

DIRECTIVES FOR COMPLETING THE FORM: PLAN FOR SCHOOL IMPROVEMENT

1. Principals should have the following reports at hand when completing the **PLAN FOR SCHOOL IMPROVEMENT** form:
 - A. The report from the **Illinois State Board of Education**.
 - B. The report from the **Diocesan Visiting Team**
 - C. The school's **Self-Study Report**
2. Group the recommendations from the above three reports according to the following:
 - A. Mission Statement, Philosophy, Goals
 - B. Leadership
 - C. Curriculum
 - D. Catholic Identity
 - E. Environment
 - F. Physical Plant
3. Under the column titled "**RECOMMENDATION**": list *all* of the recommendations from the three reports. At the beginning of each recommendation, indicate where the recommendation came from by using the following symbols:
 - x **State of Illinois** recommendation
 - = **Diocesan Visiting Team** recommendation
 - + **School** recommendation
 - Y **School Yearly Goal**
4. After the recommendation has been typed onto the report, go across the chart filling in the proper information.
 - Write a brief statement about **HOW THIS (RECOMMENDATION) WILL BE ACCOMPLISHED**.
 - Next give a date as to **WHEN (IT) WILL BE ACCOMPLISHED** and **BY WHOM**. What will be the **APPROXIMATE COST** to accomplish this recommendation?
 - Under the column "**VERIFICATION**" state how the school accomplished this recommendation. For example: "Completed, 9/1/93," "Pastor does not feel this recommendation feasible at this time," or "Is continuous throughout the year."
5. **Yearly Goals** or short-term objectives for the school should be listed next. Complete each goal across the chart. Each year, new goals will be listed.
6. Every year, by October 1st, complete the **PLAN FOR SCHOOL IMPROVEMENT** and send a copy of it to the Catholic Education Office. Be sure *all* recommendations are listed on the **PLAN FOR SCHOOL**

IMPROVEMENT form. Do this every year, even if the recommendation has been accomplished, until the school goes through State Recognition again and new recommendations are written. The school may add or change yearly goals.

NOTE:

All Illinois State Board of Education Requirements **MUST BE ACCOMPLISHED** before going through State Recognition again. Those recommendations by the Diocesan Visiting Team and the school Self Study report are recommendations that the school should give serious consideration to in their Long Range Strategic Plan, but are NOT mandatory for the school to fulfill. See the following page for an example of how this report should be written.



PLAN FOR SCHOOL IMPROVEMENT

(This Form due Annually On October 3rd to Catholic Education Office)

SCHOOL: _____ PRINCIPAL: _____
 ADDRESS: _____ DATE SUBMITTED: _____ CITY: _____

x = State of Illinois Recommendation
 o = Diocesan Visiting Team Recommendation
 + = School Recommendation

RECOMMENDATION	HOW WILL THIS BE ACCOMPLISHED	WHEN WILL THIS BE ACCOMPLISHED? BY WHOM?	APPROXIMATE COST	VERIFICATION
o- Update Religion Curriculum	Teachers will evaluate current program and look at samples with a more recent copyright date	Teachers & Principal	\$ 1,500.00	New materials at the beginning of 13-14 school year
o- Provide maximum instructional time with attention to schedules and daily lesson plans	Schedules will be evaluated by adding the number of minutes per subject at each level	Teachers & Principal	\$ 0	Classroom schedules
o- Update music program	New music teacher hired, addition of recorders in grades 4 & 5	Principal	Current budget/total rate	Student involvement in music
o- Update Mission Statement Displays	A new logo will be created and included on the posted mission statement cards. (laminated)	Principal & parent volunteer	\$ 25.00	Posted cards
s- Communicate regularly with parents	Parents will provide an email address to the office for electronic communications. We will phase out the current printed communications.	Secretary & Principal	\$ 0 (savings?)	Parent response
o- Create a community of volunteers to assist in technology upgrades and maintenance	The team will assess current technology, create a plan for moving forward and repair current machines.	Technology teacher, principal, and parent volunteers	\$ 500.00	Updated building technology
o- Update reading materials - library/classrooms	The library books will be rotated with new books; teachers will select which they would like to add to their classroom libraries.	Librarian, teachers & parent volunteers	Donated	Newer books in both library and classrooms

Please attach a copy of the Recommendations from the Ill. State Board of Education, the Diocesan Visiting Team, and the Self Study reports.

REFERENCES

Apostolic Service Activities for Catholic Elementary Students, National Catholic Educational Association, 1988

Criteria for Excellent Catholic Schools, Archdiocese of Chicago, 1987

Design for Excellent Catholic Schools, Archdiocese of Chicago, 1987

Directory for Masses with Children, Sacred Congregation for Divine Worship, 1973

*Effective School Practices: A Research Synthesis, Northwest Regional Educational Laboratory, 1990, update 1995

Elementary School Evaluative Criteria, National Study of School Evaluation, Second Edition

Guide for Accreditation of Catholic Elementary Schools, Florida Catholic Conference, 1987

Guidelines for Doctrinally Sound Catechetical Materials, United State Catholic Conference, 1990

Illinois State Board of Education *Guideline for the Development of the Educational Program Description for Nonpublic Elementary and Secondary Schools*, 2001

In Support of Catholic Elementary and Secondary Schools, Statement of the United States Catholic Bishops, United States Catholic Conference, 1990

Manual for School Improvement, Archdiocese of Chicago, 2000

Principals' Handbook, Diocese of Rockford, Catholic Education Office, 2000

Procedures for Appraising the Catholic Elementary School, Western Catholic Educational Association, 1988

Policy for Accreditation of Elementary Schools in the Archdiocese of St. Louis, Missouri Chapter of National Federation of State Nonpublic School Accrediting Association

Proficiencies for Principals, National Association of Elementary School Principals, 1991

School Effectiveness: The Six Indicators and Student Achievement

School Recognition Guide, Illinois State Board of Education, August, 2001

Sharing the Light of Faith, National Catechetical Director, United States Catholic Conference for the American Bishops, 1978

Standards for Elementary, Middle Level and Secondary Schools, North Central Association of Colleges and Schools, Arizona State University, Tempe, Arizona, 1990

Standards for Quality Elementary Schools, National Association of Elementary School Principals, 1985

Stewardship Manual, Rockford Diocese

Validating the Vision, NCEA

Springfield Self Study

Joliet Self Study

The Catholic School Administrator: Characteristics of an Effective School, June, 1988

The Church Speaks About Sacraments with Children, (Baptism, Confirmation, Eucharist, Penance), Liturgy Training Publication, 1990

The Religious Dimension of Education in a Catholic School, Congregation for Education, 1988

To Teach as Jesus Did, National Council of Catholic Bishops, 1972

Please note: (Support of Permanent /Temporary Records on Page 100)



The following information was recently given to us by a member of our ISBE Visiting Committee. This may further clarify the distinction between Student **Permanent** Records and Student **Temporary** Records. This also supports our diocesan policy regarding Student Records which is on the previous page.

Student **Permanent** Records

- Basic identifying information (name, birth date, address, phone numbers, grades/grade level, parents' names and addresses)
- Academic transcripts
- Attendance record
- Standardized Test Scores
- Accident and Health reports
- Honors and awards*
- Participation in extracurricular activities

Student **Temporary** Records

- Family background
- Intelligence and aptitude scores
- Psychological and personality test results
- Honors and awards*
- Participation in extracurricular activities*
- Disciplinary information, including information regarding any punishment for misconduct involving drugs, weapons, or bodily harm inflicted on another person
- Special education files
- Teacher evaluations
- Verified information relevant to the student's education

*May be included in ***“either”*** file.

CLASSROOM VISITS**Some Points to Observe**

- | | |
|--|--|
| a. Classes are consistent with school philosophy | f. Textbooks and materials used are up-to-date. |
| b. Instructional objectives are clear. | g. Students are treated respectfully. |
| c. A variety of methods are used to teach students. | h. Evidence of multicultural perspectives throughout the school. |
| d. Classes are well planned. | i. Students take an active role in the class. |
| e. A variety of assessment and evaluation procedures are used. | j. Other observations: |

- *Compliments and/or Concerns* -

Name of School: _____

Name of Teacher: _____ **Subject:** _____ **Time:** _____

OBSERVATION KEYS

(May be used for Classroom Visits)

Teaching Strategy

Activities

Types of Assessments

Lesson Objectives

Bloom's Taxonomy

Teacher knowledge of subject matter

Clear expectations given to students

Teacher checks for understanding

Question wait time

Provides opportunities for higher level thinking

Are students engaged in the learning experience

Teacher supports student learning through positive feedback

Teacher incorporates philosophy and school mission in classroom

Teacher brings closure to lesson

Classroom management

Classroom Environment

ADDENDUM

ADDENDUM

- **Documentation for Education Program Description**
- **Policy Guidelines for Registration and Recognition**

Illinois State Board of Education
Educator and School Development

DOCUMENTATION FOR EDUCATIONAL PROGRAM DESCRIPTION

All nonpublic schools seeking recognition, whether initially or as a renewal must submit an Educational Program Description along with their recognition application. An Educational Program Description is a short narrative describing your school. You may include demographic information, the school's mission, goals, history, governance, standardized test score results, etc. You may also include information about special events or programs. You decide. The intent is to get acquainted with your school prior to our recognition visit.

If you have any questions, contact the Educator and School Development office by calling 217.782.2948.

**State of Illinois
Educational Program Description
For
Nonpublic Elementary and Secondary Schools**

**The documentation for the following
includes specific location of the
POLICIES from the *Diocesan
Administrative Handbook and Policies
and Procedures Handbook.***

**Documentation for the school should be
added during the year of the
Visit for Recognition**

****POLICY GUIDELINES FOR REGISTRATION AND RECOGNITION**

5.00 Nonpublic Elementary and Secondary School (Pre K-12) Governance

5.01 Organization: Policies and Philosophy

(Policies, procedures, and administrative practices are designed for the local schools by the Catholic Education Office, Diocese of Rockford. Schools are permitted to establish policies which are more specific than those in the Diocesan Handbook. Local Education Commissions set and publish policies that are consistent with the Diocesan policies and the Mission of the school.)

- A. The accrediting agency ensures that the school identifies the composition of its governing body.

Diocesan Resources:

Section I - Standards of Excellence, Page 16, #18 Leadership

Appendix - Page 154, Policy #1210 Parish/ School Education Commission

Local School Resources:

- B. The accrediting agency ensures that the school identifies and describes, in writing, its policies and policy-making procedures.

Diocesan Resources:

Section I - Standards of Excellence, Page 16, #18 and Page 18, #21 Leadership

Appendix - Pages 159-160 Curriculum Criteria

Local School Resources:

- C. The accrediting agency ensures that the school clearly expresses its philosophy, purpose, and objectives and that these are approved by its governance.

Diocesan Resources:

Section I - Standards of Excellence, Pages 7-9 Mission, Philosophy, Goals;

Pages 16-20 Leadership;

Appendix - Pages 159 Curriculum Criteria

Local School Resources:

- D. The accrediting agency ensures that the school identifies and describes its means for complying with applicable federal and state laws regarding non-discrimination for students and personnel.

Diocesan Resources:

Appendix - Page 142, Policy #4001 Non-Discrimination

Page 151, Section 2000 State Recognition

Page 152, Policy #6100 Educational Programs in Schools

Local School Resources:

5.02 Administration: Supervision and Planning

- A. The accrediting agency ensures that the administration and supervision of the school is the chief responsibility of a designated individual(s).

Diocesan Resources:

Section I - Standards of Excellence, Pages 16-20 Leadership

Appendix - Pages 108-109 Principal: Role Description

Page 121 Curriculum Criteria

Local School Resources:

- B. The accrediting agency ensures that the school engages in effective planning, operation, evaluation, and reporting and that appropriate documentation is maintained.

Diocesan Resources:

Section I - Standards of Excellence, page 11 Leadership

Appendix - Pages 121-122 Curriculum Criteria

Local School Resources:

- C. The accrediting agency requires that the school provides evidence of continuity and articulation of the program of studies.

Diocesan Resources:

Section I - Standards of Excellence, page 11 Leadership

Appendix - Pages 121-122 Curriculum Criteria

Page 115, Policy #6100 Educational Programs in Schools

Local School Resources:

- D. The accrediting agency requires ensures that the school provides for the progression of students and maintenance of their records within and between schools in compliance with federal and state laws.

Diocesan Resources:

Appendix - Pages 103-104 Records, Students

Page 120, Policy #6110 School Calendar

Local School Resources:

6.00 Nonpublic Elementary and Secondary (Pre K-12) Instructional Programs and Services

6.01 Instructional Programs: Philosophy and Curriculum

- A. The accrediting agency ensures that the educational program of the school is developed from its philosophy, special purposes and objectives, knowledge of the educational and developmental needs of its students, and serves the educational function(s) for which the school exists.

Diocesan Resources:

Section I - Standards of Excellence, Pages 10-12 Leadership

Pages 15-19 Curriculum

Appendix - Pages 121-122 Curriculum Criteria

Local School Resources:

- B. The accrediting agency determines that the curriculum of the school emphasizes the development of knowledge, skills, and understanding appropriate to the student body in accordance with its stated purpose, goals, and objectives.

Diocesan Resources:

**Section I - Standards of Excellence, Page 11 #20 and Page 12 #21 Leadership
Pages 15-18 Curriculum**

Appendix - Pages 121-122 Curriculum Criteria

Local School Resources:

- C. The accrediting agency ensures that the school program consists of the days/clock hours of instruction within each school year as required by state law.

Diocesan Resources:

Appendix - Page 120, Policy #6110 School Calendar

Local School Resources:

- D. The accrediting agency determines that provisions are made for students of different talents, intellectual capacities, and interests, in so far as these are compatible with the special functions of the school.

Diocesan Resources:

Section I - Standards of Excellence, Pages 17-18 Curriculum

Appendix - Pages 121-122 Curriculum Criteria

Local School Resources:

- E. The accrediting agency determines that the school provides a program of instruction that meets state requirements for matriculation/graduation.

Diocesan Resources:

**Appendix - Page 115 Policy #6100 Educational Programs in Schools
Page 121 Curriculum Criteria**

Local School Resources:

- F. The accrediting agency ensures that students have passed both the state and United States constitution examinations as required by local statute.

Diocesan Resources:

Appendix - Page 121 Curriculum Criteria

Local School Resources:

- G. The accrediting agency ensures that the school offers elementary and high school students the opportunity to recite the Pledge of Allegiance daily and that proper use and display of the American flag is taught.

Diocesan Resources:

Appendix - Page 121 Curriculum Criteria

Local School Resources:

- H. The accrediting agency requires that a program of in-service education is maintained to stimulate continued improvement of teaching skills and the curriculum.

Diocesan Resources:

**Section I - Standards of Excellence, Page 11 #20 Leadership
Page 18 #32 Curriculum**

**Appendix - Page 102, Policy #4510 Personnel Files #17
Page 120, Policy #6110 School Calendar**

Local School Resources:

6.02 Extra- Classroom Activities: Development of Leadership and Social Skills

The accrediting agency ensures that the school fosters an appropriate intellectual, cultural, and social climate to promote growth in student leadership and social interaction skills and encourages special student interests through a diversified and balanced program of extra classroom activities.

Diocesan Resources:

**Section I - Standards of Excellence, Pages 17-18 Curriculum
Pages 20-21 Environment**

Appendix - Page 122 Curriculum Criteria

Local School Resources:

6.03 Pupil Services: Diagnosis and Services

The accrediting agency requires the school to identify and describe, in writing, how pupil services are provided for all enrolled students and that records of health examinations and immunizations, as required by state and local statute, are established and maintained.

Diocesan Resources:

Appendix - Page 118, Policy #5150 Health Examination/Immunizations

Local School Resources:

Comments:

Schools distribute the “*Certificate of Child Health Examination*” form from the Department of Human Services at the time of student registration. Renewed attention to the expectation of proper completion of the form has been emphasized by the Catholic Education Office and the school administration.

7.0 Nonpublic Elementary and Secondary School (Pre K-12) Facilities and Support Services

7.01 School Facilities: Building Safety and Fire Standards

- A. The accrediting agency ensures that the school site(s) is accessible to the school population, free from traffic hazards and distracting noise, and functional for the instructional program.

Diocesan Resources:

**Section I - Standards of Excellence, Page 12 #21 Leadership
Page 22 Physical Plant**

**Section IV – Pages 81-84, Building and Fire Safety Review
Appendix - Page 114, Section 2000 State Recognition**

Local School Resources:

- B. The accrediting agency reviews the school building(s) to ensure that all is clean and in good repair.

Diocesan Resources:

**Section I - Standards of Excellence, Page 13 Leadership
Page 22 Physical Plant**

Section IV – Pages 81-84 Building and Fire Safety Review

Appendix - Page 2000 State Recognition

Local School Resources:

- C. The accrediting agency ensures that the school is in compliance with applicable standards for heating, ventilation, and illumination.

Diocesan Resources:

**Section I - Standards of Excellence, Page 13 Leadership
Page 22 Physical Plant**

Section IV – Pages 81-84 Building and Fire Safety Review

Appendix - Page 114, Section 2000 State Recognition

Local School Resources:

- D. The accrediting agency ensures that the school complies with prevailing state or local fire safety codes.

Diocesan Resources:

**Section I - Standards of Excellence, Page 13 Leadership
Page 22 Physical Plant**

Section IV – Pages 81-84 Building and Fire Safety Review

Appendix - Page 114, Section 2000 State Recognition

Local School Resources:

Comments:

The *Administrative Handbook of the Catholic Education Office, Section 2000* includes the following statement: “Information required for satisfactory registration shall include assurances of compliance with federal and state laws regarding health examination and immunization, attendance, length of term, nondiscrimination, and with applicable fire and healthy safety requirements.

7.02 School Food Services: Balanced Meals and Service Operations

- A. The accrediting agency ensures that if the school provides food service, a variety of well-balanced meals are served in accordance with local, state, and federal regulations.

Diocesan Resources:

Section I - Standards of Excellence, Page 22 #39.1 Physical Plant

Section IV – Pages 81-84 Building and Fire Safety Review

Appendix - Page 114, Section 2000 State Recognition

Local School Resources:

- B. The accrediting agency ensures that a school that receives reimbursement for food and/or milk programs follows state and federal guidelines for the operation of the program, record keeping, and claims filing.

Diocesan Resources:

Section I - Standards of Excellence, Page 22 #39.1 Physical Plant

Section IV – Pages 81-84 Building and Fire Safety Review

Appendix - Page 114, Section 2000 State Recognition

Local School Resources:

**8.00 Nonpublic Elementary and Secondary School (Pre K-12)
Personnel Qualifications**

8.01 Staff: Selection and Assignment

The accrediting agency ensures that the school policies and procedures for staff selection and assignment comply with federal and state regulations pertaining to nondiscrimination.

Diocesan Resources:

Appendix – Page 105, Policy #4001 Non-Discrimination

Pages 111-112 Job Description (Sample)

Page 114, Section 2000 State Recognition

Local School Resources:

8.02 Teachers: Qualifications

The accrediting agency ensures that teachers and other professional staff members hold a baccalaureate degree or equivalent formal education as required by local governing policy.

Diocesan Resources:

Section I - Standards of Excellence, Page 113 Waiver

Appendix - Page 102, Policy #4510 Personnel Files #17

Local School Resources:

8.03 Teachers: Competency and Proficiency

The accrediting agency ensures that teachers demonstrate competency in teaching students at the level of assignment and display proficiency in their assigned content areas through a formal evaluation process.

Diocesan Resources:

Section I - Standards of Excellence, Page 11 #19 Leadership

Page 18 #18 Curriculum

Appendix - Page 102, Policy 4510 Personnel File #6

Page 116 Evaluations

Local School Resources:

GLOSSARY

GLOSSARY

- **Nonpublic School Evaluation Instrument**
- **Part 425 Voluntary Registration and Recognition of Nonpublic Schools**
- **Self-Study Timeline**

NONPUBLIC SCHOOL RECOGNITION

NONPUBLIC SCHOOL EVALUATION INSTRUMENT

http://www.isbe.net/grants/pdf/91-03_np_school_eval.pdf

ON-SITE REVIEW INSTRUMENT

A Reference for Principals

The following is a copy of the

Joint Nonpublic School Recognition Process
Accreditation Agency Review Instrument

Used On-Site by the Accrediting Agencies:

Representatives of both ISBE and
The Diocese of Rockford

See attached Adobe PDF file called: ISBE 91-03.PDF (fillable PDF file)

Web link: http://www.isbe.net/grants/pdf/91-03_np_school_eval.pdf

PART 425 VOLUNTARY REGISTRATION AND RECOGNITION OF NONPUBLIC SCHOOLS

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER I: NONPUBLIC ELEMENTARY AND SECONDARY SCHOOLS

PART 425 VOLUNTARY REGISTRATION AND RECOGNITION OF NONPUBLIC SCHOOLS

Section	
425.10	Purpose and Applicability
425.20	Requirements for Registration
425.30	Requirements for Recognition
425.40	Process for Initial Recognition
425.50	Renewal of Recognition
425.60	Changes in Recognition Status
425.70	Appeals
425.80	Block Grant Funds

AUTHORITY: Implementing Sections 2-3.25o and 2-3.51.5 and authorized by Sections 2-3.6 and 2-3.51.5 of the School Code [105 ILCS 5/2-3.25o, 2-3.51.5, and 2-3.6].

SOURCE: Adopted at 33 Ill. Reg. 17123, effective December 7, 2009; amended at 36 Ill. Reg. 2241, effective January 26, 2012.

Section 425.10 Purpose and Applicability

Section 2-3.25o of the School Code [105 ILCS 5/2-3.25o] requires the State Board of Education to provide for the voluntary registration and recognition of nonpublic elementary and secondary schools, as defined in that Section. Further, Section 2-3.51.5 of the School Code [105 ILCS 5/2-3.51.5] makes State-recognized, nonpublic schools eligible to receive funds under the School Safety and Educational Improvement Block Grant Program under certain circumstances.

- a) The purpose of this Part is to set forth:
 - 1) the requirements and procedures for nonpublic schools' voluntary registration;
 - 2) the requirements and procedures for nonpublic schools' voluntary recognition; and
 - 3) the requirements and procedures for nonpublic schools' receipt of funding under Section 2-3.51.5 of the School Code.
- b) This Part shall not apply to special education facilities under Section 14-7.02 of the School Code [105 ILCS 5/14-7.02] (see 23 Ill. Adm. Code 401).
- c) Nothing in this Part shall be construed as relieving a nonpublic school from the duty to comply with any other applicable State or federal law or regulatory requirement.

Section 425.20 Requirements for Registration

- a) The State Superintendent of Education shall make available a form to be used for nonpublic schools' voluntary registration. A school's initial registration may occur at any time from October 1 through June 30 of the relevant school year. Initial registration of a school shall occur by means of a paper submission. Each paper registration form shall bear the signature of the school's chief administrative officer and must be received by the Illinois State Board of Education no later than June 25 for the school to be registered by June 30.
 - 1) Descriptive information that must be submitted shall include:
 - A) the name of the school, its location and telephone number, its affiliation, and the name of the chief administrator;
 - B) data on the students enrolled, by race, ethnicity, and grade level; and
 - C) data on the staff employed in various capacities.
 - 2) The chief administrator of each school shall provide assurances that:
 - A) the school offers an academic term of at least 176 days of pupil attendance annually, with at least five clock hours of instruction daily or at least 880 clock hours of instruction annually;
 - B) the school *provides instruction in English*, except as otherwise permitted pursuant to Section 27-2 of the School Code [105 ILCS 5/27-2], *in the branches of education taught to children of corresponding age and grade in the public schools* (Section 26-1 of the School Code [105 ILCS 5/26-1]), *including the language arts, mathematics, the biological, physical and social sciences, the fine arts, and physical development and health* (Section 27-1 of the School Code [105 ILCS 5/27-1]);
 - C) the school requires the students who are enrolled to attend daily during the entire regular school term;
 - D) the physical facilities occupied by the school comply with the applicable local building code and fire safety requirements;

- E) the school will require evidence that, and will furnish to the State Superintendent of Education the required reports regarding the extent to which, students have complied with the requirements of Section 27-8.1 of the School Code [105 ILCS 5/27-8.1] and the rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 665 with respect to health examinations, immunizations, eye examinations, and dental examinations; and will cooperate in the implementation of the Child Vision and Hearing Test Act [410 ILCS 205] and the rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 675 and 685 regarding hearing and vision screenings, respectively; and
 - F) the school complies with applicable federal and State laws prohibiting discrimination, including, but not limited to, Title IX of the Education Amendments of 1972 (20 USC 1681 et seq.), the Individuals with Disabilities Education Improvement Act (20 USC 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 USC 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 USC 2000d et seq., 2000e et seq.), the Americans With Disabilities Act of 1990 (42 USC 12101 et seq.), the Illinois School Code [105 ILCS 5], and relevant case law, including Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982).
- b) Upon receipt of complete information for initial registration, including the required assurances, the State Superintendent shall assign a unique identifying number to the school. This number shall be evidence of completed registration and shall permit the school's chief administrator to apply for a user account affording access to the Illinois Web Application Security (IWAS) System, which the school may then use to exchange information with the State Superintendent of Education as relevant to its situation.
 - c) The application for renewal of a school's registration in any subsequent year must be submitted no sooner than October 1 and no later than November 15 of that school year. Annual renewal of a school's registration shall be performed electronically and shall be submitted only by the chief administrator.
 - d) The chief administrator of each school applying to renew its registration shall submit to the Illinois State Board of Education the same information and assurances required in subsection (a) of this Section.

(Source: Amended at 36 Ill. Reg. 2241, effective January 26, 2012)

Section 425.30 Requirements for Recognition

No nonpublic school shall apply for recognition unless it was registered for the previous school year, except that a school whose educational program is delivered via correspondence may seek recognition without registration, in acknowledgment of the fact that students participating in a school of this type do not gather in a physical location and thus the school does not provide assurances about their compliance with requirements for health examinations, as required for registration under Section 2-3.25o(b) of the School Code. Recognition shall be granted only to schools that meet the requirements of this Section. A nonpublic school applying for recognition that has not applied for registration renewal by November 15 of the year in which the recognition application is submitted shall not be considered for recognition during the remainder of that school year.

- a) Administrative Requirements
 - 1) Each school's recognition shall be contingent upon evidence of compliance with the administrative requirements that are made applicable to nonpublic schools by relevant statutes.
 - A) The school shall offer an academic term of at least 176 days of pupil attendance annually, with at least five clock hours of instruction daily or at least 880 clock hours of instruction annually.
 - B) The school shall require the students who are enrolled to attend daily during the entire regular school term.
 - C) The school shall comply with applicable federal and State laws prohibiting discrimination, including, but not limited to, Title IX of the Education Amendments of 1972 (20 USC 1681 et seq.), the Individuals with Disabilities Education Improvement Act (20 USC 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 USC 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 USC 2000d et seq., 2000e et seq.), the Americans With Disabilities Act of 1990 (42 USC 12101 et seq.), the Illinois School Code [105 ILCS 5], and relevant case law, including Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982).
 - D) The school shall comply with the requirements of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4], Section 5 of the Missing Children Records Act [325 ILCS 50/5], Section 5 of the Missing Children Registration Law [325 ILCS

55/5], and the rules of the State Board of Education promulgated pursuant to Section 2-3.13a of the School Code [105 ILCS 5/2-3.13a] (see 23 Ill. Adm. Code 375.75, Public and Nonpublic Schools: Transmission of Records for Transfer Students).

- E) The school shall comply with the requirements of the School Reporting of Drug Violations Act [105 ILCS 127].
- F) The school shall comply with the requirements of Sections 10-27.1A and 10-27.1B of the School Code [105 ILCS 5/27.1A and 27.1B] regarding firearms and drug-related incidents in schools.
- G) The school shall comply with the requirements of Section 10-21.7 of the School Code [105 ILCS 5/10-21.7] regarding the reporting of attacks on school personnel.

2) Recognition shall also be contingent upon evidence of compliance with the additional administrative requirements of this subsection (a)(2).

- A) The school shall maintain written descriptions of its governance structure and its policy-making procedure, shall maintain its policies in written form, and shall make its policies routinely available to parents of the students enrolled and to school staff, as well as to other individuals upon request.
- B) The school shall maintain a written description of its methods for complying with the nondiscrimination requirements identified in subsection (a)(1)(C) of this Section.

b) Educational Program

Each school's recognition shall be contingent upon evidence of compliance with the programmatic requirements that are made applicable to nonpublic schools by relevant statutes.

- 1) *Instruction shall be provided in English, except as otherwise permitted pursuant to Section 27-2 of the School Code [105 ILCS 5/27-2], in the branches of education taught to children of corresponding age and grade in the public schools (Section 26-1 of the School Code), including the language arts, mathematics, the biological, physical and social sciences,*

the fine arts, and physical development and health (Section 27-1 of the School Code).

- 2) Each school shall provide instruction *in American patriotism, 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, and the proper use and display of the American flag, and shall require pupils to recite the Pledge of Allegiance daily.* (Sections 27-3 and 27-4 of the School Code [105 ILCS 5/27-3 and 27-4]) *Not less than one hour per week shall be devoted to the study of this subject matter in the seventh and eighth grades or their equivalent and in all high school grades. No student shall receive a certificate of graduation from the eighth grade or from high school without passing an examination on these subjects. No student shall be graduated from the eighth grade unless he or she has received instruction in the history of the United States and has given evidence of a comprehensive knowledge of the subject.* (Section 27-21 of the School Code [105 ILCS 5/27-21])
 - 3) The school shall provide health education as required by the Critical Health Problems and Comprehensive Health Education Act [105 ILCS 110].
- c) Personnel Requirements
- 1) Each school's recognition shall be contingent upon evidence of compliance with the requirements of subsection (c-5) of Section 2-3.25o of the School Code.
 - 2) Each school shall require of each new employee evidence of freedom from communicable disease, including tuberculosis. This evidence shall consist of a tuberculin skin test and, if appropriate, an x-ray, performed by a physician licensed in Illinois or any other state to practice medicine in all its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the nurse to perform health examinations, or a physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician, not more than 90 days preceding the date on which the report of the test results is presented to the school's chief administrator.

- 3) Each school's personnel policies shall require:
 - A) monitoring the performance of each employee who provides or assists with instruction or has other instructional responsibilities (e.g., teachers, teacher aides, administrators, department chairs); and
 - B) formal evaluation at least every two years in terms of proficiency and competency.
 - 4) Students' needs for support services such as counseling and social work shall be evaluated when school staff believe consideration is needed, such as when there are changes in the student body or stresses within the surrounding community, and the school's staffing configuration shall reflect decision-making about how those needs should be addressed.
 - 5) Each individual first assigned to a full-time teaching or administrative position at or after the beginning of the 2011-12 school year shall hold a bachelor's or higher degree.
 - 6) Each individual first assigned to a full-time teaching or administrative position prior to the beginning of the 2011-12 school year who does not hold a bachelor's or higher degree shall participate annually in professional development that is demonstrably designed to strengthen his or her knowledge and skills in areas directly related to job duties (e.g., content-area knowledge or pedagogy for teaching staff, and administration, supervision, evaluation, or school management for administrators).
 - 7) Each individual employed in a field requiring licensure shall hold and practice within the scope of the relevant license.
- d) Health and Safety

Each school's recognition shall be contingent upon evidence of compliance with the health and safety requirements that are made applicable to nonpublic schools by the following relevant statutes.

- 1) The physical facilities occupied by the school shall comply with the applicable local building code and fire safety requirements.

- 2) If the school provides food service, the nutrition program and the facilities used shall comply with the Richard B. Russell National School Lunch Act (42 USC 1751 et seq.), the Child Nutrition Act of 1966 (42 USC 1771 et seq.), and the School Breakfast and Lunch Program Act [105 ILCS 125].
- 3) The school shall have a wellness policy on file that complies with the requirements of the Child Nutrition and WIC Reauthorization Act of 2004 (section 204 of Public Law 108-265; 42 USC 1751 note).
- 4) The school shall require evidence that, and shall furnish to the State Superintendent of Education the required reports regarding the extent to which, students have complied with the requirements of Section 27-8.1 of the School Code [105 ILCS 5/27-8.1] and the rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 665 with respect to health examinations, immunizations, eye examinations, and dental examinations; and shall cooperate in the implementation of the Child Vision and Hearing Test Act [410 ILCS 205] and the rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 675 and 685 regarding hearing and vision screenings, respectively.
- 5) The school shall comply with the requirements of the School Safety Drill Act [105 ILCS 128].
- 6) The school shall comply with the requirements of the Eye Protection in School Act [105 ILCS 115].
- 7) The school shall comply with the requirements of the Toxic Art Supplies in Schools Act [105 ILCS 135].
- 8) The school shall comply with the applicable requirements of the Asbestos Abatement Act [105 ILCS 105].

(Source: Amended at 36 Ill. Reg. 2241, effective January 26, 2012)

Section 425.40 Process for Initial Recognition

A nonpublic school may choose whether to seek recognition under subsection (a) or subsection (b) of this Section. An application for initial recognition may be submitted at any time.

a) Direct Recognition

- 1) The chief administrator of a registered nonpublic school shall submit an application for recognition, using a format specified by the State Superintendent of Education. The application shall include summary information about the school, including but not limited to its educational program and its intended calendar for the upcoming school year, as well as a report of the most recent fire inspection conducted by or on behalf of the relevant local authority.
 - A) For each school whose geographic location falls within the jurisdiction of a code authority, a copy of a certificate of occupancy issued by that authority and valid for the upcoming school year shall be included with the application.
 - B) For each school not located within the jurisdiction of any code authority, the application shall include a letter provided by a design professional, indicating that that individual has evaluated the facility and found no condition that would constitute a threat to the health and safety of the occupants and no condition that would constitute an obvious violation of the building code incorporated at 23 Ill. Adm. Code 180.60.
 - C) For each school whose most recent fire inspection report is more than one year old, the application shall include a letter provided by either a design professional or an individual who meets the requirements of the rules of the Office of the State Fire Marshal at 41 Ill. Adm. Code 111.30 (General Requirements for a Qualified Fire Official), indicating that that individual has evaluated the facility and found no condition that would constitute a fire hazard.
 - D) A “design professional” is an architect licensed to practice in Illinois under the Illinois Architecture Practice Act of 1989 [225 ILCS 305] and the administrative rules of the Department of Financial and Professional Regulation implementing that Act (68 Ill. Adm. Code 1150), an engineer licensed to practice in Illinois

under the Illinois Professional Engineering Practice Act of 1989 [225 ILCS 325] and the applicable administrative rules of the Department of Financial and Professional Regulation (68 Ill. Adm. Code 1380) or an engineer licensed to practice in Illinois under the Structural Engineering Practice Act of 1989 [225 ILCS 340] and the applicable rules of the Department of Financial and Professional Regulation (68 Ill. Adm. Code 1480).

- 2) Upon receipt of a complete application, the State Superintendent shall schedule a recognition visit and empanel a review team, whose members shall include at least a representative of the State Superintendent, a representative of a public educational entity such as a school district or regional office of education, and either a representative of a nonpublic school, other than the school whose recognition is being considered, or another individual who is familiar with the nonpublic educational milieu. The team shall visit the school to verify its compliance with the requirements of this Part. The chief administrator shall be notified in advance of the visit regarding the documentation that must be presented relative to each requirement of Section 425.30 of this Part.
 - 3) The team shall observe the operations of the school, review the required documentation, and prepare a report of its findings, including a recommendation regarding recognition of the school, for the consideration of the State Superintendent.
 - 4) Upon consideration of the evidence presented and the recommendations of the review team and relevant staff members, the State Superintendent shall recognize the school if it meets the requirements of Section 425.30 of this Part. If recognition is not granted, the State Superintendent's notice to the chief administrative officer shall identify the deficiencies leading to that determination and Section 425.70 of this Part shall apply.
- b) Recognition via External Accrediting Organizations
- 1) The State Superintendent of Education shall review the processes used by various accrediting organizations to identify those entities whose approval, recognition, or accreditation of schools is granted on the basis of compliance with at least the requirements of Section 425.30 of this Part. A nonpublic school shall receive State recognition upon presentation of evidence that it has received approval, recognition, or accreditation from

any of these entities. Probationary recognition shall be assigned if the accrediting body has assigned a comparable status to the school.

- 2) The State Superintendent shall maintain on the agency's web site a list of all entities whose determinations are accepted pursuant to subsection (b)(1) of this Section.
- c) Each school that is recognized shall receive a Certificate of Nonpublic School Recognition reflecting that status.
- d) Recognition shall be valid until the school's recognition status is determined in the following school year and shall be subject to renewal as provided in Section 425.50 of this Part.
- e) Recognition that is granted pursuant to this Part shall not be extended to any additional campus, site, or school, nor shall it affect students who are not in attendance at the site to which recognition was specifically granted.

(Source: Amended at 36 Ill. Reg. 2241, effective January 26, 2012)

Section 425.50 Renewal of Recognition

- a) Cycle for On-Site Review
 - 1) Each school recognized pursuant to Section 425.40(a) of this Part and seeking continued recognition shall receive periodic visits by a review team as may be deemed necessary to ascertain the degree to which the school complies with applicable requirements of Sections 425.30 and 425.40(a) of this Part and, for those schools receiving block grant funds under Section 2-3.51.5 of the School Code [105 ILCS 5/2-3.51.5], the degree to which the school complies with the requirements of Section 425.80 of this Part. On those occasions, the team shall observe the school's operations, confirm compliance with applicable requirements and prepare a report as provided in Section 425.40 of this Part. When the school's application for renewal of its recognition is received, the State Superintendent shall consider the evidence presented and proceed as discussed in subsection (c) of this Section.
 - 2) Each school recognized pursuant to Section 425.40(b) of this Part shall be visited in keeping with the review cycle of the relevant accrediting organization. When the school's application for renewal of its recognition is received, the State Superintendent shall:
 - A) renew the school's recognition, if the accrediting organization has renewed the school's accreditation; or
 - B) assign another status as provided in subsection (c) of this Section, if the accrediting organization has not renewed the school's accreditation.
- b) Renewal in Intervening Years
 - 1) For each school year between on-site reviews, the chief administrator of a school recognized pursuant to Section 425.40(a) of this Part shall apply for renewal of the school's recognition by submitting, in an electronic format specified by the State Superintendent of Education, assurances that the school continues to comply with the requirements of this Part and that no significant changes have been made in its operations, its facilities, or its programs. If annual professional development is required for any staff member pursuant to Section 425.30(c)(6) of this Part, the school's chief

administrator shall also submit a written plan for ensuring that the affected individuals complete relevant activities.

- 2) For each school year between on-site reviews, the chief administrator of a school recognized pursuant to Section 425.40(b) of this Part shall apply for renewal of the school's recognition by submitting evidence that the school's accreditation from the relevant organization is in effect for that school year.
- c) Upon consideration of the application materials and the report, and recommendation of the review team if a visit was conducted, the State Superintendent shall assign a recognition status to the school.
 - 1) A school shall be fully recognized if it meets the requirements of this Part, including each school whose accreditation by the relevant organization is in effect until the school's recognition status is determined in the following school year.
 - 2) A school shall be recognized pending further review if it exhibits areas of noncompliance that:
 - A) are not serious enough to warrant probation as delineated in subsection (c)(3) of this Section; and
 - B) can be corrected prior to the end of the school year following the school year in which they are identified.
 - 3) A school shall be placed on probation if it:
 - A) exhibits deficiencies that present a health hazard or a danger to students or staff;
 - B) fails to offer required coursework;
 - C) employs personnel who lack the required qualifications;
 - D) fails or refuses to serve students according to relevant legal requirements; and/or
 - E) prolongs or repeats instances of noncompliance to a degree that indicates an intention not to comply with relevant requirements.

- d) When a school is recognized pending further review, the chief administrator may, within 30 days after receipt of notification to this effect, request a conference at which representatives of the school will have an opportunity to discuss compliance issues with representatives of the State Board of Education.
- e) When a school is placed on probation, the State Superintendent shall schedule a conference at which representatives of the school will discuss compliance issues with representatives of the State Board of Education, unless the chief administrator has appealed the school's status as provided in Section 425.70 of this Part. Within 60 days following a conference under this subsection (e), the school's chief administrator shall submit to the State Superintendent a plan for corrective action that conforms to the requirements of subsection (f) of this Section.
- f) The State Superintendent of Education shall respond to the submission of a plan within 15 days after receiving it. The State Superintendent shall approve a plan if it:
 - 1) specifies steps to be taken that are directly related to the areas of noncompliance cited;
 - 2) provides evidence that the school has the resources and the ability to take the steps described without giving rise to other issues of compliance that would lead to probationary status; and
 - 3) specifies a timeline for correction of the cited deficiencies that is demonstrably linked to the factors leading to noncompliance and is no longer than needed to correct the identified problems.
- g) If a school's plan is not approvable under subsection (f) of this Section, the State Superintendent shall notify the chief administrator to this effect. If no plan is submitted, or if no approvable plan is received within 60 days after the conference with representatives of the State Board, the school's recognition shall be withdrawn, subject to appeal under Section 425.70 of this Part.
- h) If, at any time while a plan for corrective action is in effect, the State Superintendent determines that the agreed-upon actions are not being implemented in accordance with the plan or the underlying areas of noncompliance are not being remedied, the State Superintendent shall withdraw the school's recognition, subject to appeal under Section 425.70 of this Part.

(Source: Amended at 36 Ill. Reg. 2241, effective January 26, 2012)

Section 425.60 Changes in Recognition Status

A school's recognition status may be changed by the State Superintendent of Education at any time to reflect information confirmed during compliance monitoring or by any other means, subject to the provisions of Section 425.70 of this Part. No school shall be nonrecognized without first having been placed on probation.

Section 425.70 Appeals

A chief administrator who wishes to appeal a school's placement on probation or nonrecognition shall submit to the State Superintendent of Education a written statement of appeal within 14 days after receiving notification of the recommended status.

- a) Within 30 days after receipt of the appeal, the State Superintendent or a designee shall convene a hearing to review all pertinent information, including the procedures that led to the recommended recognition status. Representatives of the affected school shall have an opportunity to present evidence demonstrating that the school complies with the requirements of this Part.
- b) No later than 30 days after the conclusion of the hearing, the State Superintendent shall inform the chief school administrator of the school's recognition status. The decision of the State Superintendent of Education shall be a final administrative decision, subject to the Administrative Review Law [735 ILCS 5/Art.III].

Section 425.80 Block Grant Funds

Only schools recognized pursuant to this Part shall be eligible to receive school safety and educational improvement block grant funding under Section 2-3.51.5 of the School Code.

- a) In order to receive its proportionate share of these funds for a given school year, a school shall be required to submit, at the conclusion of the school year and in a format specified by the State Superintendent of Education:
 - 1) a final calendar demonstrating that the length of the school term conformed to the requirements of Section 425.30 of this Part; and
 - 2) month-by-month attendance information.
- b) The State Superintendent shall annually establish and publicize the timelines for the submission of this information.
- c) Each school shall maintain attendance records in an auditable format, i.e., one that shows that attendance was taken daily and supports the information transmitted to the State Superintendent.
- d) Each school shall prepare an annual expenditure report, in a format specified by the State Superintendent, relating to its use of block grant funds and make this report available to the State Superintendent upon request. Payments to a school whose use of block grant funds in a prior year is found not to have complied with the requirements of Section 2-3.51.5(1) of the School Code shall be reduced to reflect amounts expended for purposes not allowed under that Section, and the school shall be subject to potential additional consequences for noncompliance as set forth in Section 425.50 of this Part.
- e) Any school that, for two years in a row and in any combination, either fails to deliver the report required by Section 27-8.1 of the School Code to the State Superintendent of Education by November 15 or delivers a report that does not demonstrate that at least 90 percent of the pupils enrolled in the school have complied with the requirements of that Section regarding immunizations and health examinations (other than dental and eye examinations) shall be issued a Notice of Non-Compliance. Unless, within seven school days after mailing of the notice, the school presents written evidence to the State Superintendent that it has delivered the report required by Section 27-8.1 and the report demonstrates compliance with that Section, the State Superintendent shall reduce by 10 percent

the next payment of block grant funds under this Section, provided that all amounts withheld shall be restored to the school after compliance is documented.

SELF-STUDY TIMELINE

PREPARATION FOR VISITATION (Sample for Fall Visit)

The following timeline is provided as a “sample” for what will be needed in preparation for the Visiting Committee’s visit for Recognition. These plans may vary according to the needs of the local community as well as the date of the visitation.

AUGUST -

- ◆ Orientation by Catholic Education Office representative for Faculty
- ◆ Provide overview to Education Commission
- ◆ Identify data entry team member
- ◆ Organize process

SEPTEMBER –

- ◆ Review school directional statements: mission, philosophy, vision, goals
- ◆ Review contents/needs of teacher personnel files

OCTOBER –

- ◆ Review Parent Survey with Faculty and Education Commission
- ◆ Determine distribution/collation/reporting of Parent Survey

NOVEMBER –

- ◆ Distribute previous Self-Study reports by Visiting and ISBE team/s
- ◆ Prepare for a review by Faculty and Education Commission at their next meeting

DECEMBER –

- ◆ Distribute Standards of Excellence to Faculty
- ◆ Provide overview for clarification of all
- ◆ Review student health records, special attention given to:
 - Parent/and doctor signatures
 - Immunization compliance

JANUARY –

- ◆ **Select Visiting Team members; submit to Catholic Education Office for approval**
- ◆ Develop committees for specific standards
- ◆ Share timeline for presentation of committee drafts
- ◆ Distribute Parent Survey to school community
- ◆ Complete update of teacher files

FEBRUARY –

- ◆ Collate Parent Surveys – Send to data entry member
- ◆ Committees report progress to date
- ◆ Total Faculty discussion and input

MARCH -

- ◆ Committees present written draft of their progress
- ◆ Invite total Faculty discussion and input
- ◆ Assess catechetical files
- ◆ Tour physical plant for needs to be address during summer; use ISBE form as a guide (ISBE form 33-99)

APRIL –

- ◆ Final committee reports reviewed by Faculty/Education Commission
- ◆ Revisions made and report sent to data entry member
- ◆ Review/revise handbooks
- ◆ Begin strategic plan process

MAY/JUNE–

- ◆ Present strategic plan to Faculty/Education Commission
- ◆ Finalize and collate Self-Study for review; send to Catholic Education Office
- ◆ Send letter to team members
- ◆ Plan for visitation day breakfast, lunch, snacks

August –

- ◆ Submit ISBE Program Description to state
- ◆ Fine tune remainder of process/plan for the day of visit
- ◆ Invite parent representatives to be present as needed
- ◆ Forward completed Self-Study books to Visiting Team members
- ◆ Update files

SEPTEMBER –

- ◆ Review process and schedules with teachers
- ◆ Prepare necessary documents and materials needed for day of visit
- ◆ Confirm events/facilities for day of visit