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WELCOME PARENTS! On behalf of Good Shepherd Christian Academy, we wish to welcome you to the 2024-2025 school year.

The purpose of this PARENT-STUDENT HANDBOOK is to acquaint school parents, students and congregation members with the philosophies, policies, and procedures of Good Shepherd Christian Academy. Parents of students in our school should read the contents of this handbook and familiarize their children with them.

Accompanying this handbook are response forms that must be read/signed/dated by parents. If there are any questions, feel free to call us at the Good Shepherd Christian Academy, (773) 342-5854 or email info@gscachicago.org.

We pray the children of Good Shepherd Christian Academy will grow spiritually, academically, mentally, physically, and socially this year. We especially pray that they will grow in their love for our Lord and Savior, Jesus Christ.

May our Lord bless our mutual efforts this year.

A-11. As of July 1, 2023, the governing body of each school district, charter school, or nonpublic school shall implement two notification procedures to address sexual misconduct. The first procedure requires schools to provide notice to the parents or guardians of an enrolled student with whom an employee, agent of the school, or a contractor of the school is alleged to have engaged in sexual misconduct as defined in Section 22-85.5(c) of the School Code. The second procedure requires schools to provide notice to the parents or guardians of a student when any formal action has been taken by the governing body relating to the employment of the alleged perpetrator following the investigation of sexual misconduct, including whether employment was terminated or whether the governing body accepted the resignation of the employee. Each procedure shall include the following: 1) Consideration of the time frame for providing notice to the student and the student's parents or guardians if the alleged misconduct is also being investigated by DCFS or law enforcement as described in Section 22-85 of the School Code; 2) Notice to the student in a developmentally appropriate manner; 3) After notice to the student is provided, the student's parents or guardians shall be notified in writing; and 4) Notification must be provided as soon as feasible, subject to the requirements of Section 22-85(f)5 of the School Code, after the employing entity becomes aware that alleged misconduct may have occurred and after the board action is taken, as applicable. See 105 ILCS 5/22-85.10(a) & (b).

Notification Procedures for Addressing Sexual Misconduct

Effective Date: July 1, 2023

Introduction: In accordance with A-11 of the School Code, as of July 1, 2023, the governing body of each school district, charter school, or nonpublic school is required to implement two notification procedures to address sexual misconduct involving employees, agents of the school, or contractors of the school. These procedures aim to ensure transparency, accountability, and appropriate communication with the students' parents or guardians.

Procedure 1: Notice to Parents or Guardians Regarding Alleged Sexual Misconduct: When an allegation of sexual misconduct, as defined in Section 22-85.5(c) of the School Code, involves an employee, agent of the school, or a contractor of the school and an enrolled student, the following steps shall be taken:

- Time Frame Consideration: Notification to the student and the student's parents or guardians shall be considered within a reasonable time frame, taking into account any ongoing investigations by the Department of Children and Family Services (DCFS) or law enforcement, as described in Section 22-85 of the School Code.
- Developmentally Appropriate Notice: The student shall be provided with age-appropriate information regarding the nature of the allegation, emphasizing a safe and supportive environment.
- Notice to Parents or Guardians: After notifying the student, the parents or guardians shall be provided with written notice of the alleged sexual misconduct. This notice shall include relevant details about the incident, the status of the investigation, and any available resources for support.

Procedure 2: Notice to Parents or Guardians Regarding Formal Action: Upon the governing body taking any formal action related to the employment of the alleged perpetrator following an investigation of sexual misconduct, including termination of employment or acceptance of resignation, the following steps shall be followed:

- Timely Written Notification: Notification to the parents or guardians of the student shall be provided in writing, conveying the outcome of the investigation and the subsequent formal action taken by the governing body.

- **Feasible Notification Timing:** Notification to parents or guardians shall be carried out as soon as feasible, taking into account the requirements specified in Section 22-85(f) of the School Code, following the school's awareness of the alleged misconduct and after the relevant board action has been taken.

Conclusion: By implementing these notification procedures, Good Shepherd Christian Academy aims to ensure the safety, well-being, and informed involvement of students' parents or guardians in matters of sexual misconduct involving school employees, agents, or contractors. These procedures reflect our commitment to transparency, accountability, and maintaining a secure learning environment for all students.

All information in this policy aligns with the relevant legal requirements and definitions provided in A-11 of the School Code.

Good Shepherd Christian Academy Employee Policy on Faith's Law

Effective Date: August 1st, 2023

Introduction: This policy is designed to inform all employees of Good Shepherd Christian Academy about the requirements and provisions outlined in Faith's Law, as legislated by the 102nd General Assembly. The law consists of two separate pieces of legislation, Public Act 102-0676 and PA 102-0702, each with specific effective dates and provisions that impact our school's operations and interactions.

Purpose: The purpose of this policy is to ensure that all employees of Good Shepherd Christian Academy are aware of their responsibilities and obligations under Faith's Law. It aims to provide guidance on how to adhere to the law's requirements while maintaining our school's commitment to inclusivity, diversity, and a respectful work environment.

Policy:

Awareness and Education: All employees are expected to familiarize themselves with the provisions of Faith's Law, as outlined in Public Act 102-0676 (effective December 3, 2021) and PA 102-0702 (effective July 1, 2023).

Non-Discrimination and Accommodation: GSCA is committed to complying with Faith's Law's provisions related to non-discrimination and accommodation. This includes providing reasonable accommodations to employees who require them due to religious beliefs, as mandated by the law.

Reporting and Compliance: If an employee believes that a violation of Faith's Law has occurred, they should report the concern to [Designated Contact Person], who will initiate the appropriate procedures to address the issue in accordance with the law and the school's policies.

Training: Good Shepherd Christian Academy will provide training and resources to employees to ensure their understanding of Faith's Law and their responsibilities in adhering to its requirements. Training sessions will be conducted in a timely manner to coincide with the effective dates of the law's provisions.

Implementation: This policy will be communicated to all employees through [your preferred communication channels, e.g., staff meetings, employee handbook, etc.]. Employees will be required to acknowledge their understanding of the policy and their commitment to complying with Faith's Law by signing an acknowledgment form.

Review and Revision: This policy will be reviewed periodically to ensure its alignment with any updates or changes in Faith's Law. Any necessary revisions will be made to maintain compliance and effectiveness.

Conclusion: By adhering to the requirements of Faith's Law, we are demonstrating our commitment to creating an inclusive and respectful work environment for all employees at GSCA. If you have any questions or concerns regarding this policy, please contact Principal, Mrs. [Jo Ellen Hoffmann](#)



The employee code of professional conduct policy must: 1) Incorporate the Code of Ethics for Illinois Educators found at 23 Il Adm Code 22.20. 2) Incorporate the definition of "sexual misconduct" in Section 85.5(c) of the School Code. 3) Identify the expectations for employees and agents of the school district, charter school, or nonpublic school regarding how to maintain a professional relationship with students, including the expectations for staff-student boundaries; recognize the age

and developmental level of the students served; and establish guidelines for all of the following situations: a) Transporting a student. b) Taking or possessing a photo or a video of a student. c) Meeting with a student or contacting a student outside of the employee's or agent's professional role.

Employee Code of Professional Conduct Policy

Effective Date: [Date]

Introduction: This Employee Code of Professional Conduct Policy is established to guide and uphold the standards of behavior and ethics for all employees and agents of Good Shepherd Academy, in alignment with the Code of Ethics for Illinois Educators and the regulations set forth in the School Code. This policy outlines the expectations for maintaining professional relationships with students, ensuring a safe and respectful learning environment, and addressing situations involving interactions with students that go beyond the boundaries of a professional role.

1. Incorporation of Code of Ethics for Illinois Educators: All employees and agents of Good Shepherd Christian Academy are required to adhere to the principles and standards set forth in the Code of Ethics for Illinois Educators, as outlined in 23 Il Adm Code 22.20. This code serves as a guide for professional behavior and ethical conduct while working with students.

2. Incorporation of Definition of "Sexual Misconduct": For the purpose of this policy, the definition of "sexual misconduct" as provided in Section 85.5(c) of the School Code will be strictly adhered to. All forms of sexual misconduct are strictly prohibited and will be dealt with according to the appropriate procedures and legal requirements.

3. Expectations for Maintaining Professional Relationships: All employees and agents are expected to maintain professional boundaries with students and uphold the highest level of integrity, trust, and respect in all interactions. Guidelines for maintaining professional relationships in various situations are outlined below:

a) Transporting a Student:

- Employees and agents should avoid situations where they are alone with a student in a vehicle.
- When transportation is necessary, multiple students or chaperones should be present.
- Any transportation arrangements should be communicated transparently to parents/guardians and school administration.

b) Taking or Possessing a Photo or Video of a Student:

- Employees and agents must obtain appropriate consent from parents/guardians before taking or possessing any photos or videos of students.
- Any media capturing students should be for educational purposes only and should not violate student privacy or confidentiality.

c) Meeting with or Contacting a Student Outside of Professional Role:

- Employees and agents should avoid meeting with students or contacting them outside of school-related activities, unless explicitly approved by the school administration and communicated to parents/guardians.
- All communications should be conducted through official school channels or platforms.

Reporting Violations: Any employee or agent who suspects or witnesses a violation of this policy, the Code of Ethics for Illinois Educators, or instances of sexual misconduct must immediately report such incidents to the designated reporting authority or school administration.

Consequences of Violations: Violations of this policy may result in disciplinary action, up to and including termination of employment or contract, as well as legal consequences as applicable.

Review and Revision: This policy will be reviewed periodically to ensure alignment with current laws, regulations, and best practices. Any necessary revisions will be made to maintain its effectiveness and relevance.

Conclusion: By adhering to this Employee Code of Professional Conduct Policy, all employees and agents of Good Shepherd Christian Academy contribute to creating a safe, respectful, and conducive learning environment for all students. It is the responsibility of every member of our school community to uphold these standards of professional behavior.

ADDITIONAL POLICIES GOOD SHEPHERD CHRISTIAN ACADEMY

Social Media

Good Shepherd Christian Academy

- Does not request or require a student to provide a password or other related account information in order to gain access to the student's account or profile on a social networking website.
- May conduct an investigation or require a student to cooperate in an investigation if there is sufficient evidence to suggest the student's social network account violates the school's anti-bullying or similar disciplinary policy;
- May require the student to share content in the course of such an investigation.

Student Attendance

Students are required to attend **daily** during the entire school year. School offers a minimum of 176 five hour days or 880 hours of instruction. Students are excluded from school if requirements for health examination and immunization have not been met. If required, the school submits a compliant absenteeism and truancy policy. (If this is required, it will show under Systems Listing, Annual.)

Schools may schedule remote learning days without prior ISBE approval. Hours of remote instruction and hours of independent learning qualify for meeting the 176 day and 880 hour standards. If using the 176 days standard, remote learning days must be a minimum of five hours. For example, two hours of remote instruction with three hours of independent learning would constitute a five hour day. Although schools are strongly encouraged to include some hours of instruction in each remote day, there is no minimum requirement. Five hours of independent learning could qualify as a five hour day.)

Nondiscrimination

Good Shepherd Christian Academy serves the entire community. Good Shepherd Christian Academy does not discriminate on the basis of age, race, color, sex, disability, immigration status, or national ethnic origin in admission of students; in the right to privileges, programs, and activities generally made available to

students in the school; in administration of educational and employment policies; and in administration of athletic or other school administered programs.

The Non-Discrimination Policy of Good Shepherd Christian Academy complies with Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.); the Individuals with Disabilities Education Improvement Act (20 U.S.C. 1400 et seq.); The Age Discrimination Employment Act of 1967 (29 U.S.C. 621 et. seq); Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.); the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), and the Illinois School Code {105 ILCS 5, and relevant case law including Plyler v. Doe. 457 U.S. 202, 102 S. Ct. 2382 (1982). The school does not prohibit hairstyles that are historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hair styles such as braids, locks, and twists.

Good Shepherd Christian Academy takes its non-discrimination policy seriously. The School Board of Grace Christian Academy is responsible for implementation of the non-discrimination policy and addresses any concerns in this area.

The school does not prohibit hairstyles that are historically associated with race, ethnicity, or hair texture, including but not limited, protective hairstyles such as braids, locks, and twists.

Student Records

1. Missing Student Reporting

[When a student is transferred in or out of the school, the school checks](#) to confirm that the student is not listed as missing. Procedure is to go to IWAS – Systems Listing – Nonpublic Registration Renewal Report – Missing Persons Report – All (Upper Right Hand Corner). If it is determined that a missing child is attending the school, the principal or chief administrative officer immediately gives notice of this fact to the State Board of Education at mrobinso@isbe.net, the Department of State Police at 1-800-843-5763 or missing@isp.state.il.us, and the law enforcement agency having jurisdiction in the area where the missing child resides or attends school. The names on the list are provided by the State Police. If persons are found who should not be listed as missing, the principal or chief administrative officer contacts the State Police.

Records and Records Transferring

Records are kept in the school office for each student. Records are transferred to another school upon request of the other school or the parent. All transfer requests are honored within ten days. Certified copies of records of students transferring in must be requested within 14 days of enrollment.

Firearms, Drugs, Battery, and Student Information Reporting

1. The school administrator Immediately notifies local law enforcement officials of written complaints from school personnel concerning instances of battery committed against school personnel.
2. The school administrator notifies the Illinois State Police within 3 days of each incident through the Student Incident Reporting System (SIRS) in IWAS.

The school administrator –

1. Immediately notifies a local law enforcement agency of firearm incidents at the school. If a student is in possession of a firearm, the school administrator immediately notifies the student's parent or guardian.
2. Immediately notifies local law enforcement officials of verified incidents involving drugs occurring on school grounds.
3. Notifies the Illinois State Police within 3 days of each incident through the Student Incident Reporting System (SIRS) in IWAS.

(School grounds include the real property comprising any school, on a public way within 1,000 feet of a school, or in any conveyance owned, leased, or contracted by a school to transport students to or from school or a school related activity.)

Staff and Student Support

The principal is responsible to supervise and direct classroom work, to assure that teachers and others who provide or assist with instruction are planning appropriately, using methods designed to achieve the goals set by the school, and that all students are progressing satisfactorily. The

principal is to counsel personally with teachers and others who provide or assist with instruction regarding improvement, techniques, activities, resources, and other pertinent items; and to conduct a formal evaluation in terms of proficiency and competency at least every two years. The principal is evaluated at least every two years in terms of proficiency and competency.

Students' Needs for Support Services

Students' needs for support services such as counseling and social work are evaluated when school staff believes consideration is needed, such as when there are changes in the student body or stresses within the surrounding community. The principal or designated representative will have a list of sources available. The decision to involve outside personnel will be made by the principal and/or designated representative.

Federal and State Meal Programs

When school participates, it provides records as indicated.

Concussion and Sports

When school participates in interscholastic activities, it provides a concussion policy.

See Appendix Item 3 for Concussion Policy. Schools not only have this policy, but it can demonstrate that it follows it, e.g. has a concussion oversight team, and has a designated person to implement the return to play and return to learn policies, etc.

Student Medical Rights

The Following Resources Are Found in the Appendix

- Appendix Item 6 - Sample Medication at School Policy
- Appendix Item 7 - Sample Asthma Incident Report
- Appendix Item 8 - Permission Form: Request for Permission for School to Administer Medication During School Hours
- Appendix Item 9 - Permission Form: Self-Administration and Self Carry of Medication

Some policies, e.g., waiver of school liability, require that parents sign a form acknowledging that they have been informed of and understand the policy. In order to meet this requirement, parents are to sign and return the Handbook Sign Off form at the end of this document. The form states that they have read and understand the handbook. This covers the school for many areas.

School Liability

1. Good Shepherd Christian Academy and its personnel incur no liability for injuries when administering asthma medication, an epinephrine auto-injector, seizure medication, diabetes medication, or an opioid antagonist.

2. Good Shepherd Christian Academy allows the self-administration and/or self-carry of asthma/diabetes/seizure medications and epinephrine injectors.

Asthma Medication

The school has on file the following for each student with asthma medication:

- a) signed parent permission notification
- b) the prescription label, which must contain
 - i. the name of the asthma medication
 - ii. the prescribed dosage; and,
 - iii. the time or circumstances in which the medicine is to be administered.
- c) the school receives annually an asthma action plan from the parents or guardians

The school requires that all staff members who work directly with pupils with asthma to complete every two years an in person or online training program on the management of asthma, the prevention of asthma symptoms, and emergency response in the school setting. *Pat Braun, CLEF*

Health and Wellness Coordinator, is available to provide this training. She will provide certificates to verify that the training has been completed.

Epinephrine Injectors

The school has on file the following for each student with an epinephrine injector: Written authorization from the student's physician (assistant) or advanced nurse practitioner containing the following information

- i. the name and purpose of the injector
- ii. the prescribed dosage
- iii. the time or circumstances in which the injector is to be administered

3. Diabetes Medication

The school has on file the following for each student with diabetes medication:

- a) signed parent permission notification
- b) a signed physician diabetes care plan that also carries a parent signature.

All school employees receive training in the basics of diabetes care, how to identify when a student with diabetes needs immediate or emergency medical attention, and whom to contact in the case of an emergency.

When a student's diabetes care plan requires a delegated care aide, the school requires every staff member who is taking care of a student with diabetes to be trained as a "Delegated care aide" by a licensed health care provider with expertise in diabetes or a certified diabetic educator.

Contact Pat Braun, CLEF Health and Wellness Coordinator, to arrange for required training.

Seizure Medication

The school has on file the following for each student with seizure medication:

- a. a care plan signed by the student's parent/guardian is on file.
- b. a copy of the care plan must be provided to any school employee who transports a student with diabetes/epilepsy to a school-sponsored activity
- c. a copy of any prescriptions and the methods of administration is on file.

Medical Cannabis

The school allows a nurse or administrator to administer medical cannabis infused products to registered patients. However, administration must be done in a manner that, in the school administrator's opinion, does not disrupt the educational environment or expose the product to other students. The school **may** also allow for self-administration under the direct supervision of a nurse or administrator. In either case, administration is contingent upon receipt of the required documents. The school shall have on file the following for each student with prescribed medical cannabis:

- a. written authorization from the parent or guardian specifying the time or circumstances in which the product must be administered:
- b. a copy of the registry identification card of the student (as a registered qualifying patient) and the parent or guardian (as a registered designated caregiver).
- c. a copy of items a) and b) on file in the school's office.
- d. if applicable, the yearly reauthorization from a parent or guardian for a student to self-admin.

The medical cannabis is stored at all times in a manner consistent with store of other student medications **and** may be accessible only by the school nurse or school administrator. Administration of medical cannabis is permitted in the following circumstances:

- a. While on school premises
- b. While at a school-sponsored activity; or,

- c. Before or after normal school activities, including while the student is in before-school or after-school care on school-operated property or while the student is being transported on a school bus

6. Sunscreen

A student may possess and use a topical sunscreen product while on school property or at a school-sponsored event or activity without a physician's note or prescription if the product is approved by the United States Food and Drug Administration.

Administration of Undesignated Medications

The school does not permit the administration of undesignated medications.

Good Shepherd Christian Academy with State complies with any other applicable State or federal law or regulatory requirements.

CURRICULUM

The curriculum for Good Shepherd Christian Academy revolves around teaching the Christian faith. It includes the branches of education taught to children of corresponding age and grade in the public schools, i.e., the language arts, mathematics, the biological, physical and social sciences, the fine arts, and physical development and health. Instruction is in the English language.

Civics and Patriotic Education

This is required if the school is supported or maintained wholly or in part by public funds. Funds that count as being supported or maintained by public funds include the Early Childhood Block Grant and any of the **National/State Breakfast, Lunch, or Milk programs**. Funds that do **not** count as being supported or maintained by public funds include The Invest In Kids Act and any services received from a public school district through Title grant money

American Patriotism - Policy adopted though not required.

The school provides 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. Not less than one hour per week, or the equivalent, shall be devoted to the study of this subject matter mentioned above in the 7th and 8th grades. No student shall receive a certificate of graduation from the 8th grade or from high school without passing an examination on these subjects. No student shall graduate from the 8th 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.

Health Topics

PAT BRAUN, CLEF HEALTH AND WELLNESS COORDINATOR, HAS CREATED A COMPREHENSIVE LIST OF RESOURCES AVAILABLE TO ASSIST IN MEETING THIS REQUIREMENT. SEE APPENDIX, ITEM 2. All of the indicated topics are required. If one is not included at some point in a school's educational program, it will be a compliance issue. However, the school has flexibility:

- All topics are required at the elementary level, but not at all elementary grade levels; the school can decide which topics to cover at which grade levels.
- The school may exercise good instructional judgment in tackling these topics in an age-appropriate manner.
- By deciding the grade level for a topic, the school automatically also decides the level of detail or rigor (could be a unit, could be a field trip, could be just one class period) with which the topic will be addressed.
- Similarly, all are required at the secondary level, but the school can decide which topics to cover at which grade levels.
- These are "topics" and not "courses" that are required, so a school may elect to cover some items in a health class, some in a science class, etc.

School is to prepare a chart that lists the topics and shows the grade level or grade levels at which they are covered. Teachers must be prepared to show how they cover the area.

STUDENT RECORDS

Birth Certificates and Health Exam Records

1 & 2 Certified copies of birth certificates (or other acceptable proof) are kept on file for each student enrolled. Birth certificate is to be submitted before the child attends school. If not submitted within 30 days of enrollment, the student is excluded from school until submitted. (Original certified copy may be brought to the school office and shown to the principal or office manager and returned to the parent after the copy is made.)

3. Proof of immunizations as specified by the Illinois Department of Public Health is to be submitted before the child attends school.

4. Health Exams

Students are required to have had health exams performed within the following time frames.

- a. Within one year prior to entering P, K or 1st grade;
- b. Upon entering the 6th grades for elementary school and 9th grade for high school;
- c. Irrespective of grade, immediately upon entrance into school.

Note: New students may submit up to date health and immunization records from the former school.

4. By November 15, the school submits information through IWAS regarding the number of students who have and who have not received the required immunization and health exams.

5. By November 15, Students enrolled in kindergarten and in any grade where this is the first time the student has enrolled in an Illinois school are required to have had vision exams performed before October 15th of the school year.

6. Students in 2nd, 6th, and 9th grade are required to have dental exams before May 15th of the school year

7, By June 30, the school submits through IWAS information regarding the number of students who have received required vision and dental exams.

Student Prescriptions

If students are enrolled with asthma or diabetes, you do not enroll students in these areas, prior policies cover these areas.

Concussion and Sports

1. All students who participate in interscholastic athletic activities are required to have on file an information document (which form has been approved by the Illinois High School Association) about the school's policy on concussions and head injuries that has been signed

by the student and the parent/guardian prior to the student's participation in athletic practices or competitions;

2. And, to have had a sports physical prior to participation in any practices or competitions which exam must have been done within the past 395 days.

Note: Concussion sign off form must be IHSA form. See sample Appendix, Item 4. Students who engage in athletics must have a sports physical completed within the past 395 days. See Appendix, Item 5. (The regular medical form used by most schools likely has at the very end, a check off section for physicians to approve participation in interscholastic sports. Sixth and seventh graders may have one completed within the last 395 days.)

STAFF RECORDS

Background Checks and Mandated Reporting

All school personnel and volunteers hired or engaged after July 1, 1986, have signed Mandated Reporter Status forms and forms are on file.

Fingerprint based criminal background checks (receipt and results) are on file for ALL paid staff employed after July 1, 2007. (Although requirement is only for paid staff, ISBE suggests volunteers be included to help protect school in case of court action.)

Sex offender checks are on file. (Procedure is to go to <https://isp.illinois.gov/Sor/Disclaimer> Make a copy of the page (should show "no results") and put it in the personnel file.

The school can document with a completed background check that it has not knowingly employed a person for whom a State Police and FBI fingerprint based criminal background check has been initiated.

The school does not employ persons that are ineligible for employment under 105 ILCS 5/21B-80, which refers to drug use.

The school does not employ any person who has been found to be the perpetrator of sexual or physical abuse of a minor under the age of 18.

If or when the school has a student teacher, the school meets all requirements of Section IV, 8-13 of the Nonpublic School Application for Recognition.

Staff Health Records

All new school employees have completed and submitted the following Statement

of Good Health as evidence of physical fitness to perform duties assigned, as evidence of freedom from communicable diseases, and, if school has preschool children enrolled, evidence that a TB test has been performed.

STATEMENT of GOOD HEALTH

Illinois School Code (105 ILCS 5/24-5) requires that new employees show evidence of physical fitness to perform duties assigned and freedom from communicable disease. A TB test is also required for schools where preschool children are enrolled. This requirement is at the employee's expense.

Employee's Name: _____ Position: _____

Physician's Statement of Good Health

I, _____, a physician

(Physician's Name – **printed**)

licensed in Illinois or any other state to practice medicine and surgery in all its branches, hereby certify that I examined the above-named person on _____ and that he/she can perform the essential functions and duties of his/her position with or without reasonable accommodations, and that at this examination he/she is free from communicable disease. A TB test was performed at this time.

Yes _____

No _____

(Physician's Signature Required)

(Date)

(Physician's Street Address)

(Physician's City, State, Zip)

(Physician's Phone)

Staff Qualifications and Licenses

Supervision and Evaluation of Faculty, Staff, and Principal

The principal is responsible to supervise and direct classroom work, to assure that teachers and others who provide or assist with instruction are planning appropriately, using methods designed to achieve the goals set by the school, and that all students are progressing satisfactorily. The principal is to counsel personally with teachers and others who provide or assist with instruction regarding improvement, techniques, activities, resources, and other pertinent items; and to conduct a formal evaluation in terms of proficiency and competency at least every two years. The principal is evaluated at least every two years in terms of proficiency and competency. Copies of evaluations are on file.

Teacher aides who participate in instruction are included. Bachelor's degree does not have to be in an education area.

Staff Qualifications

Teachers are normally required to have a bachelor's degree and Illinois teacher's license. Teachers may be grandparented if hired before 2011. In such cases, they they need to have evidence of "planned PD" – not just any PD. Documentation for this PD must be in the school's file. This refers to professional development that does not happen randomly but is part of a larger plan. For example, an individual might be taking a series of college courses that lead to a degree or to some sort of certification. Or an individual might be focusing on professional development activities in a particular area of concern or interest, such as improving skills in teaching middle school science. Teacher aides who participate in instruction are included. Bachelor's a degree does not have to be in an education area.

Each individual employed in a field requiring a license, has copy of license on file in the school office

STAFF TRAINING

Certificates of Completion of Mandated Reporter training are on file for all paid staff and volunteers. Mandated reporter training is completed within three weeks

of engagement and at least every three years thereafter. In addition, basic materials are reviewed by staff and volunteers and materials (posters, etc.) developed by DCFS are distributed in the school building at least once annually.

Note procedure

- o Reporter Training site:
<https://mr.dcfstraining.org/UserAuth/Login!loginPage.action> Register individually for training. Complete training, print certificate, and add to personnel file. ISBE wants your parents and guardians to be alerted that your school receives training and reports child abuse and neglect.
- o See the following link for materials for distribution in school:
https://www2.illinois.gov/dcfs/safekids/reporting/Documents/Protecting_Children_Hotline_Poster_2020.pdf

The School is provides sexual harassment training a least once a year to all employees. Note: Go to <https://www2.illinois.gov/dhr/Training/Pages/State-of-Illinois-Sexual-Harassment-Prevention-Training-Model.aspx> for a model for training.

If the school participates in the National School Lunch Program or Illinois Free Lunch Program, the school provides required records and operates according to the following policy.

National School Lunch Program/Illinois Free Lunch Program

All staff members who work directly with program applicants and/or participants participate in the required annual civil rights training as described in the U.S. Department of Agriculture Food and Nutrition Service Guidance 113-1, XI Civil Rights Training. This is done annually. It includes staff that work with the processing of applications for the meal programs and those that work in the service of the meals and the meal counting.

Note:

- Training resources are available at <https://www.isbe.net/Pages/Nutrition-and-Wellness-Civil-Rights-Compliance-and-Enforcement.aspx> Click on Civil Rights Training Module. Register and complete training.

- Print certificate provided at end of the module and used as proof of training. You may also click on the School Nutrition Programs box for a form your school can use as documentation for completion of the annual training.

If the school has a student(s) enrolled with asthma, asthma training is completed every two years by all personnel who work with pupils. CLEF School Nurse, Pat Braun is available to provide this training. She provides certificates to verify that the training has been completed.

If the school has a student enrolled with diabetes, all school employees receive training in the basics of diabetes care and how to identify when a student with diabetes needs immediate attention. CLEF School Nurse, Pat Braun is available to provide this training. She provides certificates to verify that the training has been completed.

Every staff member who is taking care of a student with diabetes is trained appropriately as a “Delegated care aide,” by a licensed healthcare provider with expertise in diabetes or a certified diabetic educator. CLEF School Nurse, Pat Braun is available to provide this training. She provides certificates to verify that the training has been completed.

Interscholastic Athletics - Coaches and game officials are required to take concussion training. Volunteer coaches are also required to take the training. Course will take about 40 minutes. Procedure:

Go to <https://www.cdc.gov/headsup/resources/training.html>

Click on “More” at the bottom of the section “Online Concussion Training Course for Youth Sports Coaches” Click on launch the course. Register and you will receive an email with a link to validate your email address and launch the training. Follow the prompts to take the training. Print out the certificate provided at the end and save in the personnel file to document you have met the requirement.

(While not specified in the state recognition document, it is highly recommended that your school provide concussion training for all staff. The Online Concussion Training Course for Youth Sports Coaches was created for coaches, but could easily serve as training for any staff member. Another resource, *Return to Learn: A Guide for School Professionals*, is designed for all staff and can be found at <https://www.luriechildrens.org/en/specialties-conditions/pediatric-concuss>

[ion/resources/](#) Click on the Learn Training Module, click on View On-line, and then create your account.)

Good Shepherd Christian Academy does not allow the administration of undesignated asthma medication, epinephrine injectors, or opioid antagonists.

SCHOOL RECORDS

BUILDING INSPECTION

The state now handles the building inspection by checking fire inspection reports, board of health reports, or other similar reports. These should demonstrate that your building is in proper condition. If school does not have a current Fire Inspection Report, it is to contact the local fire marshal immediately (Effective 2/21/19, Chicago Number is 312 746 5057, Inspector Hogan at 312 746 5336 has been prompt in responding to these requests). Explain that you need to have an up to date report for a state recognition visit.

However, the state may through casual observation find items not in compliance. These are items that might be noted and the school confirms these items are met.

- Fire/Disaster Instructions are posted - Have something posted in each room used by students that explains where to go and what to do in case of tornado warning, fire, or other emergency. Your crisis management plan is to include this.
- Posted microwave warning signs - Have a warning sign posted near each microwave. Microwaves pose a hazard to anyone with a pacemaker. If you wish to order signs, there are many sources online.
- Electrical outlets are protected by GFCI's especially near water - This is a Ground-Fault Circuit Interrupter, the outlets with the little reset buttons in the center. This is especially important in bathrooms and kitchens.
- Occupancy capacity posted in a gym/multi- purpose room - A simple rule of thumb is to calculate the area of the room and divide by 7, 15, or 36 depending on the occupancy load factor. that is occupied by people standing or sitting, divide by 36, and round down. If rule of thumb is not considered adequate, contact your local fire department.
- Boiler inspection report For City of Chicago, call 312 743 3540 to schedule a boiler inspection. Copy is to be posted in the boiler room. 4.

- Have a marked emergency boiler shut off near the door of the boiler room
 - You probably have this shut off, but it may not be marked.
- **Some simple things that are easily forgotten**
 - Doors are to be free of blockage.
 - Windows on classroom doors are to be uncovered.
 - Ceiling is to be free of articles hung near lights.
 - There is to be no storage in the boiler room and underneath stairs.



The school has created and submitted an asbestos management plan and has kept up to date on three year visits. The school notifies **parents, teachers, and employees of the asbestos report and that it is available for viewing upon request. (Suggest this be posted on a website.)** School documents that it **You notifies short term workers of the presence of asbestos in building so that they avoid disturbing it. (As easy way to accomplish this is to have it explained on sign in sheet that all entering facility must sign. Finally, the school has available a signed copy of the IDPH Assurances form, (copy available from Dave Maring)** It includes the name of the LEA, (which in the case of Lutheran schools is the name of the school. It also includes the name of the designated person. This is the person assigned to oversee all asbestos plan management activities.

Student Supplies Inspection

Toxic Art Supplies

Toxic art supplies, as defined in section 105/135 of the Illinois School Code, are not used in grades K-6. Art supplies containing toxic substances are used for students in grades 7 and 8 only if materials are properly labeled as required by section 105/135 of the Illinois School Code.

Sample Policy 3

Every student, teacher, and visitor is required to wear an industrial quality eye protective device when participating in or observing activities that involve cutting, sawing, grinding, or stamping of any solid materials; tempering or kiln firing of any metal or other materials; use of chemical, caustic, or hot liquids or solids.

The school is prepared in case the state wishes to see the devices and how they are kept clean as they pass from student to student. The school is also prepared in case a student gets something in their eye, e.g., eyewash available and who is available to apply it.}

The School Drill Documentation sheet available on the Nonpublic School Web Site. <https://www.isbe.net/nonpublicprograms> is used to keep record of and document that school has met all requirements for school drills.

Three school evacuation drills (fire drills), one law enforcement drill (within the first 90 days of school), and one severe weather and shelter in place drill are conducted annually. Instruction on school bus evacuation and safe driving is included in curriculum (Unless school receives you public funds*, the bus evacuation drill is not required.)

Representative of law enforcement is required for a law enforcement drill. (Contact your local District Commander. The law enforcement drill addresses and prepares students and school personnel for situations calling for the involvement of law enforcement when conditions inside a building are safer than outside a building and it is necessary to protect occupants from potential dangers in a school. At least one of the three required school evacuation drills (fire drills) does have to have the presence of the fire department and that normally happens automatically.)

* Funds that count as being supported or maintained by public funds

1. Early Childhood Block Grant
2. Any of the National/State Breakfast, Lunch, or Milk programs.

Funds that do **not** count as being supported or maintained by public funds

1. The Invest In Kids Act
2. Any services received from a public school district through Title grant money

Note from 9-23-19: The statute (105 ILCS 128 School Safety Drill Act) now requires the lockdown drill (law enforcement drill) **to be done within the first 90 days** of the school year. Such drills must be conducted according to the school district's or private school's emergency and crisis response plans, protocols, and procedures to evaluate the preparedness of school personnel and students. Law enforcement drills must be conducted on days and times when students are

normally present in the school building and must involve participation from all school personnel and students present at the time of the drill except that administrators may exempt students from the drill. Representative of the law enforcement agency is to contact the school to schedule the drill and a law enforcement representative is to be present at the time of the drill. If law enforcement does not contact the school, the school must contact the law enforcement agency. If they cannot find a date, the school conducts drill and documents that effort was made to schedule the drill at a time when law enforcement could be present.

Crisis Plan Review

The school submits an Annual Review Compliance Report and has a copy of the up to date report on file. (Since drills are not completed until the end of the school year, the Compliance Review Report is normally not submitted until near the end of the school year. "In Process" is marked on application and school has a copy of the prior report on file.). A local first responder from the fire and police departments is invited to attend the annual review meeting. Whether they participate or not is up to them, but they will be invited. If they do not attend, the invitation (Date and time of phone call) is documented. The report is submitted electronically by going to

https://www.uslegalforms.com/jsfiller-desk12/?mode=cors&requestHash=feba0ee7d0cf8f1bcd a33b46f1e319291d9431808377e80e584a6e076b94a2bc&lang=en&ref=https://www.uslegalforms.com&projectId=1217433819&loader=tips&MEDIUM_PDFJS=true&PAGE_REARRANGE_V2_MVP=true&isPageRearrangeV2MVP=true#3f353c0a936d4c258ba97322e93a06e6

(Just click to submit, no signature required.)

School has an Emergency and Crisis Response Plan. (It is to include a specific plan for interscholastic athletics activities (if your school has interscholastic athletic activities) and asthma episode emergency response protocol. If your school needs a template for an Emergency and Crisis Response Plan, contact Dave Maring at davemaring@gmail.com)

Note:

The annual Compliance Review report required for state recognition may be used to meet the requirement that the school board must participate in annual

review of the plan so long as a board member is included on the review committee

**GOOD SHEPHERD CHRISTIAN ACADEMY
HANDBOOK SIGN OFF FORM**

Child(ren) Name(s) _____

I have read, understand, and agree to comply with the policies presented in the

Good Shepherd Christian Academy Parent Handbook

Parent (Guardian) Signature(s)
_____ Date _____
_____ Date _____

This sheet is to be signed by all parents and guardians and returned prior to the first day of attendance.

IMPORTANT ADDITIONAL ITEMS

A) Bloodborne Pathogens Training

1) Annual Bloodborne Pathogens Training is required by OSHA. This is not regulated by ISBE and is not in the probe. However, if visiting team notices you are not doing anything required by OSHA, they can cite you. See following link for training:

<https://goto.vividlearningsystems.com/preview-bloodborne-pathogens?leadsource=Corporate+Website&asset=Bloodborne+Pathogen+Safety+Demo&channel=Web&leadtype=MQL&hsCtaTracking=f16cd891-6cb5-483e-a45d-3dd655bbe58d%7Cfd07775e-d14d-41a5-a917-27ec570448ea>

Contact Dave Maring at davemaring@gmail.com for a sample copy of Bloodborne Exposure Control Plan.

2) AED/CPR There is an Illinois Public Act that requires all facilities that provide physical education to have an AED on site and personnel trained to use it. All personnel do not have to be trained, but have to be sure adequate numbers are trained to ensure they will be used properly if needed. This is also not regulated by ISBE and is not in the probe for K-8. It is in probe for 9-12. Contact Pat Braun, CLEF Health and Wellness Coordinator, for free training. Once again, if the state notices you are not doing this, they can cite you.

B) CLEF schools have adopted various plans with various titles, e.g., School Safety Plan, Crisis Management Plan etc. Template for document titled, *School Emergency and Crisis Response Plan*, is available upon request. (Contact Dave Maring at davemaring@gmail.com.)

C) How long are nonpublic schools required to keep student records? Public schools are required to keep permanent records for 60 years and temporary records for 5 years. There are no similar requirements for nonpublic schools. Nonpublic schools must follow the requirements for the transfer of student records, but that does not include keeping records for any set period of time. However, state encourages us to:

1) Keep records, particularly for high school graduates, for as long a period of time as possible.

2) Inform parents via parent handbook of how long records are kept.

3) Inform parents via parent handbook of what school would do with records if school closed. This Item is particularly important. There have been a number of situations where graduates were stranded because records could not be located.

APPENDIX

Appendix Item 1 - An Example of an Anti-Bullying Policy

Introduction

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, behavior, academic and social development right through into adulthood.

At _____ (School Name), we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a Christian atmosphere free from oppression and abuse.

Bullying is an anti-social behavior and affects everyone. All types of bullying are unacceptable at our school and **will not** be tolerated. All pupils should feel able to tell and when bullying behavior is brought to our attention, prompt and effective action will be taken. We are a **TELLING** school.

This means that **anyone** who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

What Is Bullying?

"Bullying behavior abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people."

Bullying generally takes one of four forms:

- Indirect being unfriendly, spreading rumors, excluding, tormenting (e.g. hiding bags or books)
- Physical pushing, kicking, hitting, punching, slapping or any form of violence

- Verbal name-calling, teasing, threats, sarcasm
- Cyber All areas of internet misuse, such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera and video facilities.

Although not an exhaustive list, common examples of bullying include:

- Racial bullying
- Homophobic bullying
- Bullying based on disability, ability, gender, appearance or circumstance

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be bullied. Everybody has the right to be treated with respect. People who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated

Implementation

Schools

The following steps may be taken:

- Create an anonymous bullying report form for use when a student or parent is afraid to have their name used when the bullying is confronted.
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded and given to the principal.
- The principal will interview all concerned and will record the incident.
- Parents will be kept informed.
- Punitive measures will be used as appropriate and in consultation with all parties concerned.
- If necessary and appropriate, police will be consulted.

Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- Reassuring the pupil.
- Offering continuous support.

Pupils who have bullied will be helped by:

- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing wrongdoing and the need to change.
- Informing parents or guardians to help change the attitude and behavior of the child.
- Respecting requests for anonymity.

The following disciplinary steps can be taken:

- Official warnings to cease offending
- Detention
- Exclusion from certain areas of school premises
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in assemblies and subject areas, as appropriate, in an attempt to eradicate such behavior.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. Teachers will have regular discussions about this policy and its importance.

Signs and Symptoms

Many children and young people do not speak out when being bullied and may indicate by signs or behavior that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stuttering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- uses excuses to miss school (headache, stomach ache etc)
- begins to suffer academically
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"

- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises or shows signs of being in a fight
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- changes their eating habits (stops eating or over eats)
- goes to bed earlier than usual
- is unable to sleep
- wets the bed
- is frightened to say what's wrong
- gives unlikely excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a text message or email is received

These signs and behaviors could indicate other problems, but bullying should be considered a possibility and should always be investigated.

Appendix Item 2

Many Thanks to Pat Braun for all her time, expertise, and energy used to prepare this valuable resource.

EDUCATIONAL RESOURCES for Health Topics

HUMAN ECOLOGY/HEALTH:

<https://www.epa.gov>

Environmental Protection Agency has very good lesson plans for all ages
-elementary

HUMAN GROWTH AND DEVELOPMENT:

Milwaukee Public Schools has FREE lesson plans, all ages

Bright Horizons <https://www.brighthorizons.com/programs/elementary> schools

Share My Lesson www.sharemylesson.com/grades Growth and Development

Lesson Plans (Share My Lesson) Lessons on growth and development-all ages- cost varies per age; quizzes age appropriate

Article and Instruction Human Growth and Development Assessment- Lori

Maldonado Info Includes puberty education. cost to materials

Lutherans for Life- this agency (Chicago office) offers free newborn and embryonic models for free that can be used in teaching

EMOTIONAL, PSYCHOLOGICAL, PHYSIOLOGICAL, HYGIENIC, and SOCIAL RESPONSIBILITIES of FAMILY LIFE

Outline of Law and info on Family Life Education

https://siecus.org/state_profile/illinois/illinois

Our Best Local Resource is still Robert Crown – they now send instructors versed in many health topics to the schools <https://www.robertcrown.org> They are free and various age groups

SEXUAL ABSTINENCE UNTIL MARRIAGE

www.advocatesforyouth.org/component/content/article/450-effective-sex-education

<https://www.guttmacher.org/.../school-based-sexuality-education-issues-and-challenge..>

PREVENTION AND CONTROL OF DISEASE

Center for Disease Control (CDC)

<https://www.cdc.gov/careerpaths/.../lesson-plans/disease-control-prevention.html> The CDC has lesson plans for all ages, free

Study.com

<https://study.com/academy/lesson/disease-prevention-lesson-plan.html> They have very good lesson plans for all ages on wide variety of disease entities from communicable to chronic diseases

INSTRUCTION GRADES 6-12 ON THE PREVENTION, TRANSMISSION AND SPREAD

https://safersmarterkids.org/teachers/curriculum/OF_AIDS

AGE-APPROPRIATE SEXUAL ABUSE AND ASSAULT AWARENESS AND PREVENTION EDUCATION IN GRADES PRE-L-12

Age appropriate lesson content information

https://www.newhtfd.org/cms/lib/.../sexual_assault_abuse_prevention_awareness.pdf

www.ncsl.org/research/human.../erins-law-and-child-sexual-abuse-prevention-laws

<https://safersmarterkids.org/teachers/curriculum/> aids for lesson plans that are approx. 30 min in length; all different age groups.

PUBLIC AND ENVIRONMENTAL HEALTH

Wide variety of lesson plans on public and environmental health www.nea.org

EXCELLENT RESOURCE <https://kids.niehs.nih.gov/lessons/index.htm>

Lesson-plans-teacher-guides-and-online-environmental-resource

<https://www.epa.gov>

CDC Resource on lesson plan info environmental health

<https://ephtracking.cdc.gov>

CONSUMER HEALTH

Consumer Health Lessons Good Resource

<https://ed.ted.com/lessons?category=consumer-health>

SAFETY EDUCATION AND DISASTER SURVIVAL

Youth Preparedness Curriculum (FEMA)

<https://www.fema.gov/media-library/assets/documents/34411>

Excellent Resource to teach all grades, especially lesson plans for younger children

FEMA's "Be a Hero" Emergency Preparedness uses real world hazards and examples. Includes communication, safety,

https://www.fema.gov/media-library-data/.../FEMA_MS_TG_082613_508.pdf

Emergency Preparedness Plans Bright Hub Education

forevercurious.org/emergency-preparedness-lessons-plans-and-resources/

Emergency plan lessons

<https://civics.sites.unc.edu/files/2012/05/EmergencyManagementSimulation.pdf>

Disaster lesson plans developed for teachers by teachers:

www.education.com/lesson-plans

These include all ages and are free

MENTAL HEALTH AND ILLNESS

Local Resource agencies with various mental health diagnoses information:

Lutheran Family Services, Catholic Charities, Lurie Children's Hospital for Behavioral Health,

Mental Health Lesson Plans- "Hat's On! For Mental Health

canwetalk.ca/wp-content/uploads/2016/.../COOR-79I-2016-03-CWT-lesson-plans.pdf Good Resource for several age groups

Mental Health in the Classroom: Resources for Teachers- This resource is more for middle school children or older. Also includes some alcohol and substance abuse information for lesson plans

<https://www.porticonetwork.ca/.../mental-health-in-the-classroom-resources-for-teachers>

PERSONAL HEALTH HABITS

Excellent Resource including lesson plans and activities www.nea.org
Study.com is a useful resource for activities, to study overall health plans
<https://study.com/academy/topic/health-nutrition-lesson-plans.html>

ALCOHOL, DRUG USE, AND ABUSE INCLUDING THE MEDICAL AND LEGAL RAMIFICATIONS OF ALCOHOL, DRUG, AND TOBACCO USE

This is a useful resource to examine the impact of substance and alcohol abuse on the whole family. Does include legal ramifications as well as many other

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3725219>

Lesson Plan info from the National Institute on Drug Abuse Includes prevention and identification of risk factors, especially in younger children

<https://www.drugabuse.gov/publications/drugfacts/lessons-prevention-research>

ABUSE DURING PREGNANCY

This resource deals mainly with the conclusive and inconclusive evidence of substance abuse during pregnancy. Middle school and older.

www.teach-nology.com

This resource gives info on alcohol as well as substance abuse during pregnancy
www.carfleo.org/documents/familylifeelementary/7SubstanceAbuse.

Another great resource from the CDC- deals with the ramifications of abuse

<https://www.cdc.gov/ncbddd/fasd/educators.html>

EVIDENCE-BASED AND MEDICALLY ACCURATE INFORMATION REGARDING SEXUAL ABSTINENCE AND TOBACCO, NUTRITION AND DENTAL HEALTH

Dental Health Lessons/ Information – Great lesson plans for dental health for children of all ages Pre K thru eighth grade, free , made for classroom use

<https://www.mouthhealthykids.org/en/educators/smile-smarts-dental-health-curriculum>

“Teeth Activities for the Classroom” - fun things to do or include in lesson plans

<https://www.pinterest.com/cfclassroom/teeth-activities-crafts-and-lesson-plans-for-kids/>

Great Dental Plans

<https://madisonfamilydental.com/dental-health-lesson-plans-elementary-school-children>

Tobacco use info good for elementary students “Tobacco and the Body”

www.scholastic.com/browse/article.jsp?id=3758544

Discovery Education -includes very good discussion questions for children

www.discoveryeducation.com/teachers/free-lesson-plans/smoking-cfm

Great nutritional resource and includes general health information such as physical activity, taking care of self

<https://www.fns.usda.gov/tn/serving-myplate-yummy-curriculum>

Healthy Kids Very good resource that is reasonably priced that includes nutritional resources and lesson plans for children of all ages in elementary school

<https://www.superhealthykids.com>

Sexual Abstinence Discovery Education <https://teachingsexualhealth.ca/wp>

[Choosing -Abstinence-Lesson plans](#) Would use for 6th grade on

ABANDONED NEWBORN INFANT PROTECTION ACT

Illinois Abandoned Newborn Infant Protection Act: No shame. No blame. No names

Save Abandoned Babies Foundation www.SaveAbandonedBabies.org

INFORMATION ABOUT CANCER

Cancer Education and prevention article- “Let Schools Do It” –

www.sciencedirect.com LL Morse is an excellent resource

Brain Pop Educators: Cancer <https://geneed.nlm.nih.gov> - has info on different types of cancer and cancer topics

Teaching Guide Grades 4-6 Canadian Cancer Society www.cancer.ca/

American Cancer Society <https://www.cancer.org>

Illinois Cancer Society

<https://www.cancer.org/about-us/local/illinois/illinois-related-information.html>

CARDIOPULMONARY TRAINING (GRADES 9-12)

<https://vimeo.com/175714116>

Appendix Item 3 – CONCUSSION POLICY

Concussions received in and out of school are a serious diagnosis that must be monitored carefully due to both short-term and long-term potential consequences. GSCA recognizes the importance and priority of students that may suffer a concussion at any time. The following outlined protocol is to ensure safety for the child who has received a concussion. It must be coordinated between faculty, the child and family, and their primary care giver or specialist diagnosing the concussion:

1. The principal appoints a concussion oversight team. Clef School Nurse, Pat Braun is automatically a member of the team.
2. A child with symptoms of concussion happening at school goes to the school nurse or trained adult staff or faculty to express symptoms or a possible concussion if an incident was not witnessed. If the child experiences a potential concussion in a school activity (sports related, playground, classroom) they must be removed from the activity and sit quietly until they can receive further evaluation. If the child receives an out of school concussion, the school must be notified as soon as possible. Both in and out of school received concussions require clearance from a licensed physician, nurse practitioner, or medical specialist before the child returns to school. The school nurse and/or faculty must be notified to assist with monitoring the child.
3. The school distributes a brochure to any family whose child may have sustained a concussion, regardless of whether or not the concussion occurred while the child was participating in an interscholastic athletic activity. The Illinois Department of Public Health provides a series of customizable concussion handouts and posters via the Centers for Disease Control (CDC). The handouts are available at <https://www.cdc.gov/headsup/resources/custom.html>
4. Once back in school, the following assessments are made each day by the school nurse and /or faculty. A child is assigned a level when he returns to school or school is notified of concussion and gradually progresses to the top level. Each level or stage should be approximately 24 hours or longer. If symptoms reoccur, the child would return to the previous stage. Consult with the parent, primary provider (Pediatrician or Nurse Practitioner) or specialist may be done if questions or if the child has recurring symptoms:

5. Return to Learn (Levels 1-5) and Return to Play (Level 4) Policies

The principal/director or designee appoints a person or persons to implement the return to learn and return to play policies. This person(s) may not be the coach of an interscholastic athletic team.

The principal/director or designee is responsible to supervise that person(s).

Level 1:

No school

Complete Cognitive Rest

No screen time, No reading, No physical activity

Level 2:

Modified School Attendance with Accommodations

Student will observe

Allow visit to the nurse as needed or symptomatic

Reduced academic engagement

Shortened task duration of 10-20 minutes

No physical activity

No tests, no homework

Frequent breaks as needed

Allow extra time between classes

Limited exposure to loud environments

Level 3:

Full Day Attendance with accommodations

Gradual increase of Cognitive Demands as Tolerated

Student will actively engage

Prioritizing assignments and tests; quizzes

Limited exposure to loud environments

Allow extra time for text/ in-class assignment completion

Breaks as needed

Allow visit to school nurse as needed

Focus on content and basic essential learning

Extended time allowance for homework

Increased task duration of 20-40 minutes

No physical activity

Level 4

Full Day Attendance without Accommodations

Full Cognitive Engagement

Removal of accommodations

Return to physical activity as specified by primary health care provider
(Physician or Nurse Practitioner)

Each day and progression of level must be documented by the school nurse or assigned faculty member as well as any communication with parent/family or Health care provider.

Appendix Item 4

CONCUSSION INFORMATION SHEET and SIGN-OFF

Name of School

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. In other words, even a “ding” or a bump on the head can be serious. You can’t see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your child reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

SYMPTOMS may include one or more of the following:

| | |
|--|---|
| <ul style="list-style-type: none"> ● · Headaches ● · “Pressure in head” ● · Nausea or vomiting ● · Neck pain ● · Balance problems or dizziness ● · Blurred, double, or fuzzy vision ● · Sensitivity to light or noise ● · Feeling sluggish or slowed down ● · Feeling foggy or groggy ● · Drowsiness ● · Change in sleep patterns | <ul style="list-style-type: none"> ● · Amnesia ● · “Don’t feel right” ● · Fatigue or low energy ● · Sadness ● · Nervousness or anxiety ● · Irritability ● · More emotional ● · Confusion ● · Concentration or memory problems ● · Repeating the same question/comment |
|--|---|

What can happen if my child keeps on playing with a concussion or returns too soon?

Athletes with the signs and symptoms of concussion should be removed from play immediately. Continuing to play with the signs and symptoms of a concussion leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome)

with devastating and even fatal consequences. It is well known that adolescent or teenage athletes will often fail to report symptoms of injuries. Concussions are no different. As a result, education of administrators, coaches, parents and students is the key to student-athlete's safety.

If you think your child has suffered a concussion

Any athlete even suspected of suffering a concussion should be removed from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance. Close observation of the athlete should continue for several hours. IHSA Policy requires athletes to provide their school with written clearance from either a physician licensed to practice medicine in all its branches or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches prior to returning to play or practice following a concussion or after being removed from an interscholastic contest due to a possible head injury or concussion and not cleared to return to that same contest.

| | |
|--|--|
| <ul style="list-style-type: none"> ● · Appears dazed ● · Vacant facial expression ● · Confused about assignment ● · Forgets plays ● · Is unsure of game, score or opponent ● · Moves clumsily or displays incoordination ● · Answers questions slowly | <ul style="list-style-type: none"> ● · Loses consciousness ● · Any change in typical behavior or personality ● · Seizures or convulsions ● · Can't recall events after OR prior hit ● · Shows behavior or personality changes ● · Slurred speech |
|--|--|

CONSENT / SIGN-OFF

For current and up-to-date information on Concussions you can go to:

www.ihsa.org – under Resources and Sports Medicine

www.cdc.gov/headsup/youthsports/index.html

By signing this form, we acknowledge we have been provided information regarding Concussions.

Student-Athlete Name PRINT

Student-Athlete SIGNATURE Date Grade

Parent/Guardian Name PRINT

Parent/Guardian SIGNATURE Date

Appendix Item 5

Medical Examination Required for Participation in School Athletics

To be completed by an athlete or parent prior to examination.

Name of School: _____

Name of Student _____ School

Year _____

Last First Middle

Address _____ City/State _____

Phone No. _____ Birthdate _____ Age ____ Class _____ Student ID No. ____

Parent's Name _____ Phone No. _____

Address _____ City/State _____

School Year _____

HISTORY FORM

Medicines and Allergies: Please list all of the prescription and over-the-counter medicines and supplements (herbal and nutritional) that you are currently taking

| |
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| |
| |
| |

| | | | | | | | |
|------------------------------------|--------------------------|--------------------------|---|--------------------------|------|--------------------------|------------------|
| Do you have any allergies? | <input type="checkbox"/> | <input type="checkbox"/> | If yes, please identify specific allergies below. | <input type="checkbox"/> | Food | <input type="checkbox"/> | Stinging Insects |
| <input type="checkbox"/> Medicines | e | o | <input type="checkbox"/> Pollens | d | | | |

| GENERAL QUESTIONS | Y e s | N o |
|--|-------------|--------|
| 1. Has a doctor ever denied or restricted your participation in sports for any reason? | | |
| 2. Do you have any ongoing medical conditions? If so, please identify below: <input type="checkbox"/> Asthma <input type="checkbox"/> Anemia <input type="checkbox"/> Diabetes <input type="checkbox"/> Infections Other: _____ _____ | | |
| 3. Have you ever spent the night in the hospital? | | |
| 4. Have you ever had surgery? | | |
| HEART HEALTH QUESTIONS ABOUT YOU | Y e s | N o |
| 5. Have you ever passed out or nearly passed out DURING or AFTER exercise? | | |
| 6. Have you ever had discomfort, pain, tightness, or pressure in your chest during exercise? | | |
| 7. Does your heart ever race or skip beats (irregular beats) during exercise? | | |
| 8. Has a doctor ever told you that you have any heart problems? If so, check all that apply: <input type="checkbox"/> High blood pressure <input type="checkbox"/> A heart murmur <input type="checkbox"/> High cholesterol <input type="checkbox"/> A heart infection <input type="checkbox"/> Kawasaki disease Other: _____ | | |
| 9. Has a doctor ever ordered a test for your heart? (For example, ECG/EKG, echocardiogram) | | |
| 10. Do you get lightheaded or feel more short of breath than expected during exercise? | | |
| 11. Have you ever had an unexplained seizure? | | |

| | | |
|---|----------------------|----------------|
| 12. Do you get more tired or short of breath more quickly than your friends during exercise? | | |
| HEART HEALTH QUESTIONS ABOUT YOUR FAMILY | Y e s | N o |
| 13. Has any family member or relative died of heart problems or had an unexpected or unexplained sudden death before age 50 (including drowning, unexplained car accident, or sudden infant death syndrome)? | | |
| 14. Does anyone in your family have hypertrophic cardiomyopathy, Marfan syndrome, arrhythmogenic right ventricular cardiomyopathy, long QT syndrome, short QT syndrome, Brugada syndrome, or catecholaminergic polymorphic ventricular tachycardia? | | |
| 15. Does anyone in your family have a heart problem, pacemaker, or implanted defibrillator? | | |
| 16. Has anyone in your family had unexplained fainting, unexplained seizures, or near drowning? | | |
| BONE AND JOINT QUESTIONS | Y e s | N o |
| 17. Have you ever had an injury to a bone, muscle, ligament, or tendon that caused you to miss a practice or a game? | | |
| 18. Have you ever had any broken or fractured bones or dislocated joints? | | |
| 19. Have you ever had an injury that required x-rays, MRI, CT scan, injections, therapy, a brace, a cast, or crutches? | | |
| 20. Have you ever had a stress fracture? | | |
| 21. Have you ever been told that you have or have you had an x-ray for neck instability or atlantoaxial instability? (Down syndrome) | | |

| | | |
|---|--|--|
| or dwarfism) | | |
| 22. Do you regularly use a brace, orthotics, or other assistive device? | | |
| 23. Do you have a bone, muscle, or joint injury that bothers you? | | |
| 24. Do any of your joints become painful, swollen, feel warm, or look red? | | |
| 25. Do you have any history of juvenile arthritis or connective tissue disease? | | |

| MEDICAL QUESTIONS | Y e s | No |
|---|----------------------|-----------|
| 26. Do you cough, wheeze, or have difficulty breathing during or after exercise? | | |
| 27. Have you ever used an inhaler or taken asthma medicine? | | |
| 28. Is there anyone in your family who has asthma? | | |
| 29. Were you born without or are you missing a kidney, an eye, a testicle (males), your spleen, or any other organ? | | |
| 30. Do you have groin pain or a painful bulge or hernia in the groin area? | | |
| 31. Have you had infectious mononucleosis (mono) within the last month? | | |
| 32. Do you have any rashes, pressure sores, or other skin problems? | | |
| 33. Have you had a herpes or MRSA skin infection? | | |

| | | |
|--|--|--|
| 34. Have you ever had a head injury or concussion? | | |
| 35. Have you ever had a hit or blow to the head that caused confusion, prolonged headache, or memory problems? | | |
| 36. Do you have a history of seizure disorder? | | |
| 37. Do you have headaches with exercise? | | |
| 38. Have you ever had numbness, tingling, or weakness in your arms or legs after being hit or falling? | | |
| 39. Have you ever been unable to move your arms or legs after being hit or falling? | | |
| 40. Have you ever become ill while exercising in the heat? | | |
| 41. Do you get frequent muscle cramps when exercising? | | |
| 42. Do you or someone in your family have sickle cell trait or disease? | | |
| 43. Have you had any problems with your eyes or vision? | | |
| 44. Have you had any eye injuries? | | |
| 45. Do you wear glasses or contact lenses? | | |
| 46. Do you wear protective eyewear, such as goggles or a face shield? | | |

| | | |
|---|----------------------|-----------|
| 47. Do you worry about your weight? | | |
| 48. Are you trying to or has anyone recommended that you gain or lose weight? | | |
| 49. Are you on a special diet or do you avoid certain types of foods? | | |
| 50. Have you ever had an eating disorder? | | |
| 51. Have you or any family member or relative been diagnosed with cancer? | | |
| 52. Do you have any concerns that you would like to discuss with a doctor? | | |
| FEMALES ONLY | Y e s | No |
| 53. Have you ever had a menstrual period? | | |
| 54. How old were you when you had your first menstrual period? | | |
| 55. How many periods have you had in the last 12 months? | | |

Explain “Yes” answers below. Circle questions you don’t know the answers to.

Explain “yes” answers here

I hereby state that, to the best of my knowledge, my answers to the above questions are complete and correct.

Signature of Athlete _____

Signature of Parent or Guardian _____

PHYSICAL EXAMINATION FORM

Name _____
 Last First
 Middle

| EXAMINATION | | | | | | |
|---|--------|---|--------|--------------------------|--------------------------|---|
| Height | Weight | <input type="checkbox"/> Male <input type="checkbox"/> Female | | | | |
| B/P (/) | Pulse | Vision R 20/ | L 20/ | <input type="checkbox"/> | <input type="checkbox"/> | N |
| MEDICAL | | | NORMAL | ABNORMAL FINDINGS | | |
| Appearance • Marfan stigmata (kyphoscoliosis, high-arched palate, pectus excavatum, arachnodactyly, arm span > height, hyperlaxity, myopia, MVP, aortic insufficiency) | | | | | | |
| Eyes/ears/nose/throat • Pupils equal • Hearing | | | | | | |
| Lymph nodes | | | | | | |
| Heart ^a • Murmurs (auscultation standing, supine, +/- Valsalva) • Location of point of maximal impulse (PMI) | | | | | | |
| Pulses • Simultaneous femoral and radial pulses | | | | | | |
| Lungs | | | | | | |
| Abdomen | | | | | | |
| Genitourinary (males only) ^b | | | | | | |

| | | |
|---|--|--|
| Skin ● HSV, lesions suggestive of MRSA, tinea corporis | | |
| Neurologic ^c | | |
| MUSCULOSKELETAL | | |
| Neck | | |
| Back | | |
| Shoulder/arm | | |
| Elbow/forearm | | |
| Wrist/hand/fingers | | |
| Hip/thigh | | |
| Knee | | |
| Leg/Ankle | | |
| Foot/toes | | |
| Functional ● Duck-walk, single leg hop | | |

A-Consider ECG, echocardiogram, and referral to cardiology for abnormal cardiac history or exam.

B-Consider GU exam if in a private setting. Having a third party present is recommended.

C-Consider cognitive evaluation or baseline neuropsychiatric testing if a history of significant concussion.

On the basis of the examination on this day, I approve this child's participation in interscholastic sports for 395 days from this date.

Yes

No

Limited

Examination Date

Additional Comments:

Physician's Signature

Physician's Name

Physician's Assistant Signature*

PA's Name

Advanced Nurse Practitioner's Signature*

ANP's Name

*effective January 2003, the IHSA Board of Directors approved a recommendation, consistent with the Illinois School Code, that allows Physician's Assistants or Advanced Nurse Practitioners to sign off on physical

Appendix Item 6: SAMPLE MEDICATION AT SCHOOL POLICY

1. Students are not allowed to bring medication to school without proper authorization. If at all possible, medication is administered by parents/guardians outside of school hours (School hours include instructional day and all before and after school activities). However, it is

understood that there are situations in which medication must be administered during school hours. In such cases, the administration of medication is subject to the following regulations:

- a. Written permission from the parent/guardian is necessary to allow a child to receive medication during school hours. Permission must be renewed each year.
 - b. One possibility is that the parent or guardian wishes to have the school administer medication. In such instances, request is made and permission given by submission of the form: *REQUEST/PERMISSION FOR SCHOOL TO ADMINISTER MEDICATION DURING SCHOOL HOURS*.
 - c. A second possibility is the parent or guardian wishes to have the child self-carry and self-administer medication. In such instances, request is made and permission given by annual submission of the form: *SELF-ADMINISTRATION AND SELF-CARRY OF MEDICATION DURING SCHOOL HOURS*. When reasonably possible and with submission of the *SELF-ADMINISTRATION AND SELF-CARRY OF MEDICATION DURING SCHOOL HOURS* form, a member of the school staff will observe self-administration of medication. It is understood that, while highly desirable, circumstances limit the capacity of school staff to observe self-administration of medication. Staff member is to observe any self-administration of diabetes medication.
 - Where the medication is for asthma the parents/guardians must also submit an Asthma Action Plan. See details on parent permission form.
 - Where the medication is for diabetes, the parents/guardians must also submit a Diabetes Care Plan. See details on parent permission form.
 - Where the medication is for seizures, the parents/guardians must also submit a Seizure Care Plan. See details on parent permission form.
 - Over the Counter Painkillers
2. The school is to be notified if a student is taking medication for behavioral or mental health issues and what possible side effects may be. If to be taken during school hours, use appropriate parent permission form(s).

3. _____ and its personnel incur no
(Good Shepherd Christian Academy)
liability for injuries when administering asthma medication, an epinephrine auto-injector, diabetes medication, seizure medication, or an opioid antagonist.
4. Students are, upon submission of a note to the teacher, allowed to self-administer and self-carry cough drops/throat lozenges.
5. Staff Training
 - a. The school requires its personnel who work with pupils to complete every two years an in person or online training program on the management of asthma, the prevention of asthma symptoms, and emergency response in the school setting.
 - b. When the school has a student with diabetes, all school employees receive training in the basics of diabetes care, how to identify when a student with diabetes needs immediate attention or emergency medical attention, and whom to contact in the case of an emergency.
 - c. The school requires every staff member who is taking care of a student with diabetes to be trained appropriately as a “Delegated Care Aide” by a licensed healthcare provider with expertise in diabetes or by a certified diabetic educator.

APPENDIX ITEM 7 SAMPLE ASTHMA INCIDENT REPORT

ASTHMA INCIDENT REPORT

School _____

Staff Member Completing Report _____ Room _____

Student’s Name _____

Date and Time of Incident _____

Location of Incident _____

Symptoms
Observed _____

Treatment Provided

Individual(s) Providing Assistance or Treatment

Outcome

Witnesses

Date/Time of Report _____

Signature _____

APPENDIX ITEM 8
SAMPLE PERMISSION FORM COVERING ITEM 1b IN MEDICATION AT SCHOOL
POLICY

REQUEST/PERMISSION FOR SCHOOL TO ADMINISTER MEDICATION DURING
SCHOOL HOURS

(School hours include instructional day and all before and after school activities)

I, _____ request that

(Name of Parent or Guardian)

_____ administer

(GSCA)

Name or Names of Medication(s)

to my child _____
(Name of Child)

I have been informed that _____
(GSCA)

and its personnel incur no liability for injuries when administering asthma medication, an epinephrine auto-injector, diabetes medication, or an opioid antagonist.

Please include medication for behavioral and (or) mental health issues.

ASTHMA

If the medication is for asthma, I have submitted an Asthma Action Plan. It is signed by the healthcare provider and includes the healthcare provider's name and contact information, medication used, dosage, time of administration, treatment protocol, and copy of prescription. In the event of changes during the school year, the action plan will be updated, signed by the healthcare provider, and submitted to the school office. Whether or not there are changes, the action plan will be updated and re-submitted annually. CLEF Nurse, Dr. Patricia Braun, school administrator(s) and teachers review all action plans including those updated during the school year and those updated and re-submitted annually.

DIABETES

If the medication is for diabetes, I have submitted a Diabetes Care Plan. It is signed by the healthcare provider and includes the healthcare provider's name and contact information, medication used, dosage, time of administration, treatment protocol, and copy of prescription. In the event of changes during the school year, the Diabetes Care Plan will be updated, signed by the healthcare provider, and submitted to the school office. Whether or not there are changes, the action plan will be updated and submitted annually. CLEF Nurse, Dr. Patricia Braun, school administrator(s) and teachers review all action plans including those updated during the school year and those updated and re-submitted annually.

SEIZURES

If the medication is for seizures, I have submitted a Seizure Care Plan. It is signed by the healthcare provider and includes the healthcare provider's name and contact information, medication used, dosage, time of administration, treatment protocol, and copy of prescription. A copy of the plan has been provided to any school employee who transports my child to a school-sponsored activity. In the event of changes during the school year, the Seizure Care Plan will be updated, signed by the healthcare provider, and submitted to the school office. Whether or not there are changes, the plan will be updated and submitted annually. CLEF Nurse, Dr. Patricia Braun, school administrator(s) and teachers review all action plans including those updated during the school year and those updated and re-submitted annually.

I have delivered or arranged to have designated prescription medication delivered to the school office for storage.

This form and information must be renewed and updated every year.

_____ (Signature of Parent or Guardian) _____ (Date)

APPENDIX ITEM 9

SAMPLE PERMISSION FORM COVERING ITEM 1c IN MEDICATION AT SCHOOL POLICY

SELF-ADMINISTRATION AND SELF CARRY OF MEDICATION DURING SCHOOL HOURS

Used to allow self-administration/self-carry of medication including asthma and diabetes medication, and medication for behavioral or mental health issues. School hours include instructional day and all before and after school activities

I, _____ give permission for

(Name of Parent or Guardian)

(Name of Child)

to carry on person and self-administer _____ as directed by their healthcare provider(s). (Name or Names of Medication(s))

I have instructed my child that they are under no circumstances to share this medication with others.

I have attached the designated healthcare provider's name, contact information, dosage, time of administration, and copy of prescription.

I have been informed that _____
(GSCA)

and its personnel incur no liability for injuries when administering asthma medication, an epinephrine auto-injector, diabetes medication, or an opioid antagonist.

ASTHMA

If the medication is for asthma, I have submitted an Asthma Action Plan. It is signed by the healthcare provider and includes the healthcare provider's name and contact information, medication used, dosage, time of administration, treatment protocol, and copy of prescription. In the event of changes during the school year, the action plan will be updated, signed by the healthcare provider, and submitted to the school office. Whether or not there are changes, the action plan will be updated and re-submitted annually. CLEF Nurse, Dr. Patricia Braun, school administrator(s) and teachers review all action plans including those updated during the school year and those updated and re-submitted annually.

DIABETES

If the medication is for diabetes, I have submitted a Diabetes Care Plan. **It is** signed by the healthcare provider and includes the healthcare provider's name and contact information, medication used, dosage, time of administration, treatment protocol, and copy of prescription. In the event of changes during the school year, the Diabetes Care Plan will be updated, signed by the healthcare provider, and submitted to the school office. Whether or not there are changes, the action plan will be updated and submitted annually. CLEF Nurse, Dr. Patricia

Braun, school administrator(s) and teachers review all action plans including those updated during the school year and those updated and re-submitted annually.

SEIZURES

If the medication is for seizures, I have submitted a Seizure Care Plan. It is signed by the healthcare provider and includes the healthcare provider’s name and contact information, medication used, dosage, time of administration, treatment protocol, and copy of prescription. A copy of the plan has been provided to any school employee who transports my child to a school-sponsored activity. In the event of changes during the school year, the Seizure Care Plan will be updated, signed by the healthcare provider, and submitted to the school office. Whether or not there are changes, the plan will be updated and submitted annually. CLEF Nurse, Dr. Patricia Braun, school administrator(s) and teachers review all action plans including those updated during the school year and those updated and re-submitted annually.

When reasonably possible, a member of the school staff will observe self-administration of medication. It is understood that, while highly desirable, circumstances limit the capacity of school staff to observe self-administration of medication. However, staff members are to observe self-administration of diabetes medication.

Students are, upon submission of a note to the teacher, allowed to self-administer and self-carry cough drops/throat lozenges.

I understand that _____ and its personnel incur no liability (except for willful and wanton conduct) as a result of injury incurred when the designated medication is administered.

This form and information must be renewed and updated every year.

(Signature of Parent or Guardian) _____
(Date)