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Operational Services

Administrative Procedure - Comprehensive Safety and Security Plan [1]

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A. Safety and Security Related Administrative Procedures and Forms

Administrative material on school safety and security may be implemented under this plan, including, without limitation, any in the following list.

4:60-AP3	*Criminal History Records Check of Contractor Employees*
4:110-AP1	*School Bus Post-Accident Checklist*
4:110-AP3	*School Bus Safety Rules*
4:110-E	*Emergency Medical Information for Students Having Special Needs or Medical Conditions Who Ride School Buses*
4:160-AP	*Environmental Quality of Buildings and Grounds*
4:170-AP1, E1	*Accident or Injury Form*
4:170-AP1, E2	*Memo to Staff Members Regarding Contacts by Media About a Crisis*
4:170-AP2	*Routine Communications Concerning Safety and Security*
4:170-AP2, E1	*Letter to Parents/Guardians Regarding Student Safety*

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The footnotes should be removed before the material is used.

[1] This procedure follows the recommendations in the *Guide for Developing High-Quality School Emergency Operations Plans*, produced by a collaboration of federal agencies in 2013, at www.ed.gov/media/document/rems-guide-developing-high-quality-emergency-operations-plans-k-12-schools-2013-113150.pdf~~www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf~~. The *Guide* informs schools what they are *required* to do, not *how* to do it. It recommends a process for developing, implementing, and continually refining a school emergency operations plan as well as a discussion of its form, function, and content.

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4:170-AP2, E2	*Letter to Parents/Guardians Regarding the Dangers of Underage Drinking*
4:170-AP2, E3	*Letter to Parents/Guardians About Disruptive Social Media Apps; Dangers*
4:170-AP2, E4	*Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting*
4:170-AP2, E5	*Notice to Parents/Guardians of Lockdown Drill; Opt-out*
4:170-AP4	*National Terrorism Advisory System*
4:170-AP5	*Unsafe School Choice Option*
4:170-AP6	*Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED*
4:170-AP6, E1	*School Staff AED Notification Letter*
4:170-AP6, E2	*Notification to Staff and Parents/Guardians of CPR and AED Video*
4:170-AP8	*Movable Soccer Goal Safety*
4:175-AP1	*Criminal Offender Notification Laws; Screening*
4:175-AP1, E1	*Informing Parents/Guardians About Offender Community Notification Laws*
4:180-AP1	*School Action Steps for Pandemic Influenza or Other Virus/Disease*
4:180-AP2	*Pandemic Influenza Surveillance and Reporting*
4:190	*Targeted School Violence Prevention Program*
4:190-AP1	*Targeted School Violence Prevention Program*
4:190-AP1, E1	*Targeted School Violence Prevention Program Resources*
4:190-AP2	*Threat Assessment Team (TAT)*
4:190-AP2, E1	*Principles of Threat Assessment*
4:190-AP2, E2	*Threat Assessment Documentation*
4:190-AP2, E3	*Threat Assessment Key Areas and Questions; Examples*
4:190-AP2, E4	*Responding to Types of Threats*
4:190-AP2, E5	*Threat Assessment Case Management Strategies*
4:190-AP2, E6	*Targeted School Violence Prevention and Threat Assessment Education*
6:235-E4	*Keeping Yourself and Your Kids Safe On Social Networks*
6:235-E5	*Children's Online Privacy Protection Act*
7:140-AP	*Use of Metal Detectors and Searches for Student Safety*

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7:140-E	*Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting Act*
7:150-AP	*Agency and Law Enforcement Requests*
7:150-AP, E	*Record of Agency and Law Enforcement Requests*
7:280-AP	*Managing Students with Communicable or Infectious Diseases*
7:290-AP	*Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program*

B. Definitions

SEOCRP is a School Emergency Operations and Crisis Response Plan[2] (formerly *Emergency Operations Plan*). Each school or facility has an SEOCRP.

First responders are local law enforcement, fire department officials, emergency medical services personnel, and any other entity in the community that provides emergency assistance.

Incident means any event or occurrence that threatens the safety and security of individuals on school property or at school events.

District Safety Coordinator is the individual who manages the District's safety and security efforts.

Safety Team is the Superintendent's administrative committee that is responsible for its respective SEOCRP. Each school or facility has a Safety Team.

SRO means school resource officer, defined as a law enforcement officer who has been primarily assigned to a school or school district under an agreement with a local law enforcement agency. [3]

C. District Safety Coordinator and Safety Team; Responsibilities

The Superintendent appoints an administrator to be the **District Safety Coordinator** to manage the District's safety and security efforts and serve as the District's spokesperson during a crisis or emergency.

The Superintendent appoints members of a **Safety Team** for each school or facility, with input from the District Safety Coordinator and each school's Building Principal. ~~The~~Members shall include the Building Principal and SRO, if any~~, shall be members of the Safety Team~~.

The District Safety Coordinator and each school's Safety Team are responsible for developing, implementing, and maintaining a **SEOCRP** with the following objectives as explained in FEMA's *Guide for Developing High-Quality School Emergency Operations Plans (2013),* at www.ed.gov/media/document/rems-guide-developing-high-quality-emergency-operations-plans-k-12-schools-2013-113150.pdf~~www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf~~:

- **Prevention**, meaning the capabilities needed to avoid, deter, or stop an incident. Prevention requires the use of: (a) research-based principles of safety and security, (b) an ongoing analysis of data (e.g., incident and inspection reports, complaints, suggestions), and (c) an ongoing program for identifying and evaluating unreasonable risks.

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[2] The term *emergency operations and crisis response plan* is used because federal agencies refer to school *emergency operations plans*, and the School Safety Drill Act (105 ILCS 128/) refers to *emergency and crisis response plans*.

[3] 105 ILCS 5/10-20.68, amended by P.A. 104-430.

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- **Protection,** meaning the capabilities needed to secure schools against violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard.
- **Mitigation,** meaning the capabilities needed to reduce the likelihood or impact of an incident or emergency. Mitigation requires, among other things, high-quality training, and instruction programs to execute and improve the SEOCRP.
- **Response**, meaning the capabilities needed to stabilize an incident, save lives, establish a safe and secure environment, and facilitate the transition to recovery. Effective response requires, among other things, a clear, rapid, factual, and coordinated system of internal and external communication.
- **Recovery,** meaning the capabilities needed to restore the learning environment.

D. Safety Team Meetings

The District Safety Coordinator chairs the Safety Team meetings. The meetings are held as determined by the District Safety Coordinator. **At least once annually, the Safety Team shall request the participation of first responders and the Board Attorney in a meeting to review and provide input.** The following matters are suggested agenda items:

- Review the agenda and determine who will take meeting notes.
- Review the notes from the previous meeting.
- Discuss the status of previously submitted recommendations.
- Receive, review, and discuss individual and Safety Team committee reports and recommendations concerning one or more items below.
  1. Safety and security data from incidents, investigations, audits, etc.
  2. Recommendations received from stakeholders and first responders
  3. Emerging issues
  4. Status of the SEOCRP
  5. Status of the safety and security communication system
  6. Status of training programs
  7. Status of programs to build awareness of, and support for, the SEOCRP (contests, posters, drives, etc.)
- Clarify information and recommendations for a report to the Superintendent.
- Confirm the Safety Team meeting schedule and review upcoming meeting dates.

E. Annual Safety Review

The District Safety Coordinator facilitates the annual safety review meeting conducted by the School Board or its designee, as required by 105 ILCS 128/25, amended by P.A.s 103-608 and 104-344, ~~eff. 1-1-26,~~ and 128/30. During the annual safety review, the law requires the School Board or its designee to "review each school building's emergency and crisis response plans, protocols, and procedures, including procedures regarding the school district's threat assessment team, the school district's hazardous substance release procedures, procedures regarding the school district's cardiac emergency response plan, the efficacy and effects of law enforcement drills, and each building's compliance with the school safety drill programs." If the school board uses a designee, it should preferably be someone other than the District Safety Coordinator to assure an unbiased audit. The District Safety Coordinator assists the Board or its designee to comply with annual review requirements, including without limitation, the completion of a report certifying that the

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review took place. See the Ill. State Board of Education (ISBE) website for an annual review checklist and report at: www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx. The Open Meetings Act (OMA) allows the Board to enter closed session to discuss security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. 5 ILCS 120/2(c)(8). Consult the Board Attorney for assistance with this OMA exception.

F. School Safety Drill Plan

The School Safety Drill Act (105 ILCS 128/, amended by P.A.s 103-104, 103-197, 103-780, 104-198, ~~eff. 1-1-26, and~~ 104-344, ~~eff. 1-1-26~~and 104-759, eff. 7-1-27) and any implementing State administrative rules shall supersede this procedure in the event of a conflict.

The Building Principal shall keep the Superintendent or designee informed of when drills are scheduled and/or accomplished. ISBE's fillable *School Drill Documentation* form for documenting the completion of minimum drill requirements may be used (see www.isbe.net/Documents/91-02_school_drill_documentation.pdf).

Each academic year, each school building that houses students must conduct a minimum of:

1. **Three school evacuation drills.** These drills prepare students and personnel for situations that occur when conditions outside of a school building are safer than inside a school building. Evacuation may be necessary depending on the circumstances. They may include a fire, suspicious item or person, or incident involving a hazardous material, including but not limited to a chemical, incendiary, explosive, and bomb threat.

   One of the three school evacuation drills requires the participation of the appropriate local fire department, unless waived as provided below. A date is selected according to the following timeline:

   - No later than **September 1** of each year, the local fire department or fire district must contact the Building Principal in order to make arrangements.
   - No later than **September 14** of each year, the Building Principal or designee and the local fire department or fire district may agree to waive the provisions concerning participation by the local fire department in a school evacuation drill.
   - No later than **September 15** of each year, each Building Principal or designee must contact the responding local fire official and propose to the local fire official four dates within the month of October, during at least two different weeks of October, on which to hold the drill. The fire official may choose any of the four available dates, and if he or she does so, the drill occurs on that date.
   - Alternatively, the Building Principal or designee and the local fire official may, by mutual agreement, set any other date for the drill, including a date outside of the month of October.
   - If the fire official does not select one of the four offered dates in October or set another date by mutual agreement, the school does not need to include the local fire service in one of its mandatory school evacuation drills.

   After a drill in which the local fire service participated, the Building Principal should request certification from the local fire service that the school evacuation drill was conducted. Additional school evacuation drills for fire incidents may involve the participation of the appropriate local fire department. In addition, schools may conduct

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additional school evacuation drills to account for other evacuation incidents, including without limitation, suspicious items or bomb threats.

2. **One school bus evacuation drill.** This drill prepares students and school personnel for situations that occur when conditions outside of the bus are safer than inside the bus. Evacuation may be necessary, depending on the circumstances, in the event of a fire, suspicious items, and incidents involving hazardous materials. Schools may conduct additional bus evacuation drills.

   In addition, instruction on safe bus riding practices should be provided for all students. See administrative procedure 4:110-AP3, *School Bus Safety Rules*.

3. **One severe weather and shelter-in-place drill.** This drill prepares students for situations involving severe weather emergencies or the release of external gas or chemicals. Severe weather and shelter-in-place drills must address and prepare students and school personnel for possible tornado incidents. Other drills shall be based on the needs and environment of particular communities, including severe weather (such as tornadoes, wind shears, lightning, and earthquakes), incidents involving hazardous materials, and incidents involving weapons of mass destruction.

4. **One law enforcement lockdown drill.**[4] This drill addresses a school shooting incident and evaluates the preparedness of school personnel and students for situations calling for the involvement of law enforcement when there is an active threat or an active shooter within a school building. A law enforcement lockdown drill must occur no later than 90 days after the first day of each school year. This drill must be conducted: (a) according to the District's emergency operations and crisis response plan(s), (b) on days and times when students are normally present in the school building, and (c) with the participation of all school personnel and students present at school at the time of the drill, except for those exempted at the discretion of administrators or school support personnel. The appropriate local law enforcement agency must observe administration of the drill.

   Schools must notify parents/guardians in advance of any lockdown drill that involves student participation, and must allow parents/guardians to exempt their child from participating for any reason. The District may, at its discretion, exempt a student from participating in a lockdown drill. 105 ILCS 128/20(c)(4). When deciding whether to exempt a student, the District must include the student's individualized education program team or 504 plan team, if any, in the decision. 105 ILCS 128/20(c)(4), amended by P.A. 103-197. For students who do not participate in the lockdown drill, districts must provide alternative safety education and instruction related to an active threat or active shooter event. For students who do participate in the lockdown drill, districts must allow them to ask questions related to it. See exhibit 4:170-AP2, E5, *Notice to Parent/Guardian of Lockdown Drill; Opt-out*. In addition, a law enforcement lockdown drill must meet each of the following criteria:

   - During each calendar year, the appropriate local law enforcement agency contacts the Building Principal to request participation in the law enforcement lockdown drill. The Building Principal and the local law enforcement agency shall set, by mutual agreement, a date for the drill.

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[4] 105 ILCS 128/20(c). While 105 ILCS 128/20(c) uses both *lockdown drill* and *walk-through lockdown drill*, the terms are synonymous. For brevity, this material uses the term *lockdown drill*.

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- The lockdown drill involves the onsite participation of the local law enforcement agency, provided that an agreeable date can be reached between the Building Principal and the local law enforcement agency. If the parties cannot reach an agreeable date, the school shall hold the drill without participation from the local law enforcement agency.
- After a drill in which local law enforcement participated, the Building Principal should request a certification from local law enforcement that the law enforcement lockdown drill was conducted. The local law enforcement agency shall also notify the school of any deficiencies noted during the drill.
- The lockdown drill cannot include any simulations that mimic an actual school shooting incident or active shooter event. Law enforcement may only run an active shooter simulation, including simulated gun-fire drills, on school days when students are not present.
- All lockdown drills must be announced in advance to all school personnel and students prior to the commencement of the drill.
- Lockdown drill content must be age- and developmentally-appropriate, and must include trauma-informed approaches to address the concerns and well-being of school personnel.
- Lockdown drills must include and involve school personnel, including school-based mental health professionals.

The District Safety Coordinator, in cooperation with the Building Principal, shall encourage local law enforcement agencies to establish a school walk-through program. This program encourages local law enforcement officials to walk through school properties during their patrols with the goal of increasing security (school districts are encouraged, but not mandated, to do this by House Resolution 153 (98th General Assembly, 2013)).

The District must provide all substitute personnel with (1) training on school evacuation drills and law enforcement lockdown drills, and (2) support that includes, at a minimum, the information packet given to employees with District-approved materials outlining evacuation and lockdown procedures. 105 ILCS 128/22, added by P.A. 104-198~~, eff. 1-1-26~~. When available, training shall be provided in person. Id.

5. **One cardiac response drill.** This drill allows staff to practice the steps established in the District's cardiac emergency response plan. The drill may be done in partnership with local emergency medical services, and it may be conducted without student participation. 105 ILCS 128/60(c), added by P.A. 104-759, eff. 7-1-27.

G. School Emergency Operations and Crisis Response Plan (SEOCRP)

Each Safety Team shall develop, implement, and maintain a SEOCRP using the process below, as explained in FEMA's *Guide for Developing High-Quality School Emergency Operations Plans (2013),* at: www.ed.gov/media/document/rems-guide-developing-high-quality-emergency-operations-plans-k-12-schools-2013-113150.pdf~~www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf~~:

1. Develop a schedule and invite the participation of first responders.
2. Identify threats and hazards, assess risks, and prioritize threats and hazards.
3. Determine goals and objectives.
4. Develop, review, evaluate, and maintain the SEOCRP.

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5. Share the SEOCRP with stakeholders and train them. This includes, without limitation, having the SEOCRP accessible in a digital format.

Each SEOCRP shall include a plan for local law enforcement to rapidly enter a school building in an emergency. 105 ILCS 128/55, added by P.A. 103-194 and renumbered by P.A. 103-605.

Each SEOCRP shall be in the format suggested by and explained in FEMA's *Guide for Developing High-Quality School Emergency Operations Plans (2013)*, at www.fema.gov/sites/default/files/2020-07/guide-developing-school-emergency-operations-plans.pdf~~www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf~~. See also *The Role of Districts in Developing High-Quality School Emergency Operations Plans: A Companion to the School Guide (2019)*, at: www.ed.gov/media/document/rems-role-of-districts-developing-high-quality-school-emergency-operations-plans-2019-113293.pdf~~https://rems.ed.gov/docs/District_Guide_508C.pdf~~; and the **Attachment** to this procedure.

H. Material to be Included in Each SEOCRP

Each school Safety Team annually gathers and/or renews the following material for inclusion in the SEOCRP:

1. District-level Targeted School Violence Prevention Plan. See Board policy 4:190, *Targeted School Violence Prevention Program*, and administrative procedure 4:190-AP1, *Targeted School Violence Prevention Program*.
2. Building-level Threat Assessment Team procedures. See administrative procedure 4:190-AP2, *Threat Assessment Team (TAT)*.
3. Building evacuation protocol. The Building Principal or designee shall: (a) keep a comprehensive evacuation map - describing main and alternate routes - in the main office, (b) post signs containing main and alternate evacuation routes for each occupied area in a conspicuous place, preferably near the exit, (c) prepare evacuation plans for outdoor areas (playgrounds and stadiums), (d) keep all staff informed of the evacuation plans, including substitute personnel by providing them the information packet that full-time staff receive, and (e) prominently display maps indicating all school exits in every classroom (105 ILCS 128/22, added by P.A. 104-198~~, eff. 1-1-26~~).
4. Documents concerning safety drills. The Building Principal shall schedule, execute, and document safety drills as per the School Safety Drill Act (105 ILCS 128/, amended by P.A.s 103-104, 103-197, 103-780, 104-198, ~~eff. 1-1-26,~~ and 104-344~~, eff. 1-1-26~~) and this procedure.
5. Maps and layouts, including: (a) campus map, (b) building floor plan, (c) location of first aid kits, automated external defibrillators (AEDs), fire extinguishers, and any trauma kits (105 ILCS 5/10-20.85, added by P.A. 103-128), and (d) map or plan describing the areas to be used in the event of an emergency or crisis for triage, emergency helicopter landing, media center, non-victim students, and parents/guardians. The Safety Team or Principal shall annually give a copy of these to first responders.
6. A protocol to secure a list of people present in the building at any time.
7. Tornado response plan, including a map showing tornado wall locations.
8. Carbon monoxide alarm or detector activation plans, protocols, and procedures (105 ILCS 5/10-20.57 and 430 ILCS 135/).

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9. The safety equipment's maintenance schedule and the person(s) responsible.
10. An emergency early dismissal protocol.
11. A plan for inviting warnings or tips, e.g., a hotline or website for individuals to make anonymous tips.
12. A protocol for student supervision in the event of an emergency or crisis.
13. A safety patrol plan (105 ILCS 5/10-22.28).
14. Bicycle use rules.
15. Roadway and parking rules.
16. Emergency procedures to be followed in cases of injury to or sudden illness of students and/or staff at school and school events (23 Ill.Admin.Code §1.530(c)).
17. A cardiac emergency response plan in accordance with guidelines set forth by the American Heart Association or Project ADAM or other nationally recognized, evidence-based standard that addresses the appropriate response to incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency (105 ILCS 128/60, added by P.A. 103-608 and amended by P.A.s 104-391 and 104-759, eff. 7-1-27. The plan must include:
    a. Procedures to follow during a cardiac emergency on school premises;
    b. A list of every AED that is present, which shall be ~~and~~ clearly marked, maintained as recommended by the manufacturer, and ~~or~~ easily accessible at school athletic venues and events and at school~~, and the maintenance schedule for the AEDs~~; and
    c. ~~The provision of information on~~Education on the symptoms and warning signs of sudden cardiac arrest, hands-only cardiopulmonary resuscitation, and the use of AEDs ~~for~~to teachers, administrators, coaches, assistant coaches, and other school staff as identified by administrators, in accordance with 105 ILCS 5/22-115. Id.

    See the American Heart Association's cardiac emergency response plan template and implementation materials~~,~~ at www.heart.org/CERP. See Project ADAM's school resources and templates at www.projectadam.com/Heart-safe-schools.
18. A plan for giving students instructions on safe school bus riding practices, including the operation and use of emergency doors and windows (as a means of escape), seat belts, and fire extinguisher (105 ILCS 128/20(b)). The District's parent-teacher advisory committee, in cooperation with school bus personnel, establishes and maintains bus safety rules (105 ILCS 5/10-20.14). See administrative procedure 4:110-AP3, *School Bus Safety Rules*.
19. Safety~~-~~ and security~~-~~-related administrative material. See section A, above.
20. The location of any door security locking means and the use of the locking and unlocking means from within and outside the room(s) (105 ILCS 5/10-20.72).
21. By July 1, 2027, procedures for each school to address the release or explosion of hazardous substances. Procedures shall be based on guidance developed by the Ill. Emergency Management Agency and Office of Homeland Security in consultation with ISBE. 105 ILCS 128/65, added by P.A. 104-344~~, eff. 1-1-26~~.

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~~21.~~22. Procedures to address student use of wireless communication devices, such as cell phones, in the event of an emergency. [5]

~~22.~~23. Other documents identified by the Safety Team.

I. Managing Communications During and About an Emergency or Crisis

The District Safety Coordinator, with assistance from the Safety Team, is responsible for compiling information and preparing communications concerning an emergency or crisis. The District Safety Coordinator serves as the spokesperson during a crisis or emergency. All District communications should come from this source to ensure accuracy, creditability, and compliance with laws granting confidentiality to student records.

The spokesperson shall follow best practices for spokespersons during an emergency or crisis and receive training on public relations. The Board Attorney serves as a resource to the spokesperson. The objective is:

- To provide the maximum amount of verified information to staff members, students' family members, and the media as quickly as possible,
- While simultaneously respecting student privacy and complying with laws granting confidentiality to student records (Ill. School Student Records Act, 105 ILCS 10/; Family Educational Rights and Privacy Act, 20 U.S.C. §1232g). See administrative procedure 7:340-AP1, *School Student Records*.

All staff members are requested to refrain from spreading information about an emergency or crisis unless the information is from the District Safety Coordinator. All inquiries should be directed to the spokesperson.

Everyone in the school community can positively affect an emergency or crisis situation by:

1. Avoiding speculation as to the cause.
2. Avoiding allocation of blame.
3. Helping school and law enforcement officials gather the facts.
4. Sticking to the facts during discussions.
5. Deferring all media requests to the spokesperson.
6. Comforting and supporting each other.

J. Required Notices

A school staff member shall immediately notify the Building Principal when he or she:

1. Observes any person in possession of a firearm on school grounds, becomes aware of any person in possession of a firearm on school grounds, or becomes aware of any threat of gun violence on school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision. 105 ILCS 5/10-27.1A(a), amended by P.A. 104-174.

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[5] 105 ILCS 5/10-20.88(d), added by P.A. 104-657. Delete if not authorized by the district's board policy 7:195, *Wireless Communication Devices*. Districts should confer with local law enforcement regarding students' use of cell phones during and after emergency events to maximize safety. The National Association of School Resource Officers has cautioned schools against permitting student cell phone use during an emergency, see www.nasro.org/news/2025/10/27/news-releases/students-safer-without-cell-phones-during-school-emergencies/.

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2. Observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident. 105 ILCS 5/10-27.1B.

3. Observes a battery committed against any staff member or is subject to a battery. 105 ILCS 5/10-21.7.

Upon receiving a report of No. 1, above, the Building Principal or designee shall immediately notify local law enforcement. 105 ILCS 5/10-27.1A(b), amended by P.A. 104-174, 5/10-27.1B, and 5/10-21.7. If the report of No. 1, above, pertains to a threat of firearm violence made by a student, the Building Principal or designee must attempt to notify the student's parent/guardian **as soon as possible** and must further attempt to contact the parent/guardian to ensure that the student does not have access to a firearm. 105 ILCS 5/10-27.1A(b), amended by P.A. 104-174.

In addition, upon receiving a report on any of the above Nos. 1-3, the Building Principal or designee must notify the Superintendent or designee and any involved student's parent/guardian.[6] See the **Required Notices** subhead of Board policy 7:190, *Student Behavior*, and exhibit 3:60-E, *Event Reporting and Notice Requirements for Building Principals Concerning School Safety and Security*.

Upon receiving a report of any of the above Nos. 1-3, the Superintendent or designee shall immediately notify local law enforcement. 105 ILCS 5/10-27.1A(c), amended by P.A.s 103-34, 103-609 (first to pass both houses) and 103-780 (second to pass both houses and controlling); 105 ILCS 5/10-27.1B, amended by P.A.s 103-609 (first to pass both houses) and 103-780 (second to pass both houses and controlling); and 105 ILCS 5/10-21.7. The Superintendent or designee will also report these incidents to ISBE through its web-based School Incident Reporting System (SIRS) as they occur during the year but no later than July 31 for the preceding school year. Id.[7] SIRS is available at https://apps.isbe.net/sirs/webreports.aspx ~~www.isbe.net/Pages/School-Incident-Reporting-System.aspx~~or by going to ISBE's home page and accessing the District's Web Application Security (IWAS) account. Reporting on SIRS does not satisfy the requirement to report incidents to local law enforcement authorities.

K. Resources

~~Guide for Developing High-Quality School Emergency Operations Plans: At a Glance~~ Exercises: An Effective Way to Practice and Validate Emergency Operations Plans www.ed.gov/media/document/rems-emergency-exercises-fact-sheet-508c-2022-113227.pdf

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[6] The building principal must notify the student's parent/guardian when the alleged offense is firearm possession by a student or a threat of firearm violence by a student. 105 ILCS 5/10-27.1A(b), amended by P.A. 104-174. The **Required Notices** subhead of sample policy 7:190, *Student Behavior*, and section **J. Required Notices** of this sample administrative procedure expand this notification duty to include drug-related incidents and battery of a staff member. See f/n ~~59~~ 60 in sample policy 7:190, *Student Behavior* and f/n 1, above. If your board has not expanded this notification duty in policy 7:190, *Student Behavior*, amend the second sentence as follows:

> In addition, upon receiving a report on any of the above Nos. 1-3, the Building Principal or designee must notify the Superintendent or designee and, if a student is reportedly in possession of a firearm, also any involved student's parent/guardian.

[7] 105 ILCS 5/10-27.1 requires reporting through SIRS no later than August 1, while 105 ILCS 5/10-27.1A and 5/10-27.1B both require reporting through SIRS no later than July 31. 105 ILCS 5/10-27.1; 105 ILCS 5/10-27.1A and 5/10-27.1B, both amended by P.A.s 103-609 (first to pass both houses) and 103-780 (second to pass both houses and controlling). Since reporting no later than July 31 meets all three reporting requirements, this sample administrative procedure states that all reporting will occur no later than July 31.

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Guide for Developing High-Quality School Emergency Operations Plans www.ed.gov/media/document/rems-guide-developing-high-quality-emergency-operations-plans-k-12-schools-2013-113150.pdf~~www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf~~

The Role of Districts in Developing High-Quality School Emergency Operations Plans: A Companion to the School Guide www.ed.gov/media/document/rems-role-of-districts-developing-high-quality-school-emergency-operations-plans-2019-113293.pdf~~https://rems.ed.gov/docs/District_Guide_508C.pdf~~

Critical Incident Response Preparedness Toolkit: Assessing Capacity to Respond to Active Assailant Events https://portal.cops.usdoj.gov/resourcecenter/content.ashx/cops-r1181-pub.pdf ~~Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center Tool Box www.rems.ed.gov/toolbox.aspx~~

ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training Institute www.alicetraining.com

ISBE/OSFM All Hazard Preparedness Guide for Illinois Schools www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx

Illinois Emergency Management Agency (IEMA) https://iemaohs.illinois.gov/

Illinois School and Campus Safety Resource Center http://ilschoolsafety.org/

Schools/Campus – Resources, including School Safety Information Sharing https://ready.illinois.gov/plan/schools.html

Safe2Help Illinois, designed to offer students a safe, confidential way in which to share information that might help prevent suicides, bullying, school violence, or other threats to school safety, www.safe2helpil.com/

Illinois Terrorism Task Force (ITTF) https://ready.illinois.gov/hazards/terrorism.html

National Association of School Psychologists (NASP) - Recommendations for Comprehensive School Safety and Crisis Policies www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis

U.S. Secret Service (USSS) National Threat Assessment Center (NTAC) www.secretservice.gov/protection/ntac

Improving School Safety Through Bystander Reporting: A Toolkit for Strengthening K-12 Reporting Programs, developed by the USSS NTAC and the Cybersecurity and Infrastructure Security Agency (CISA) www.secretservice.gov/sites/default/files/reports/2023-05/cisa-usss-k-12-bystander-reporting-toolkit-508_final_0.pdf

Bomb Threat Response Planning Tool, developed by the U.S. Dept. of Justice's Bureau of Alcohol, Tobacco, Firearms and Explosives and the U.S. Dept. of Education's Office of Safe and Drug Free Schools www.ojp.gov/ncjrs/virtual-library/abstracts/bomb-threat-response-interactive-planning-tool-schools-cd-rom

School Crisis Guide – Help and Healing in a Time of Crisis, published by NEA Health Information Network www.nea.org/resource-library/neas-school-crisis-guide

The NASSP Principal Recovery Network Guide to Recovery, developed by the National Association of Secondary School Principals www.nassp.org/wp-content/uploads/2022/08/PRN-Guide-FINAL.pdf

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American Heart Association – Cardiac Emergency Response Plans (CERP) & Training www.heart.org/CERP

Project ADAM – Heart Safe Schools www.projectadam.com/Heart-safe-schools

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Attachment A

School Emergency Operations and Crisis Response Plan Format

Basic Plan

1. Introductory Material
1.1 Promulgation Document and Signatures
1.2 Approval and Implementation
1.3 Record of Changes
1.4 Record of Distribution
1.5 Table of Contents
2. Purpose, Scope, Situation Overview, and Assumptions
2.1 Purpose
2.2 Scope
2.3 Situation Overview
2.4 Planning Assumptions
3. Concept of Operations
4. Organization and Assignment of Responsibilities
5. Direction, Control, and Coordination
6. Information Collection, Analysis, and Dissemination
7. Training and Exercises
8. Administration, Finance, and Logistics
9. Plan Development and Maintenance
10. Authorities and References

Functional Annexes

Note: This is not a complete list, but it is recommended that all SEOCRPs include at least the following functional annexes:

1. Communications
2. Evacuation
3. Shelter-in-Place
4. Lockdown
5. Accounting for All Persons
6. Reunification
7. Continuity of Operations (COOP)
8. Security
9. Recovery
10. Health and Medical

Threat- or Hazard-Specific Annexes

Note: This is not a complete list. Each school's annexes will vary based on its hazard analysis.

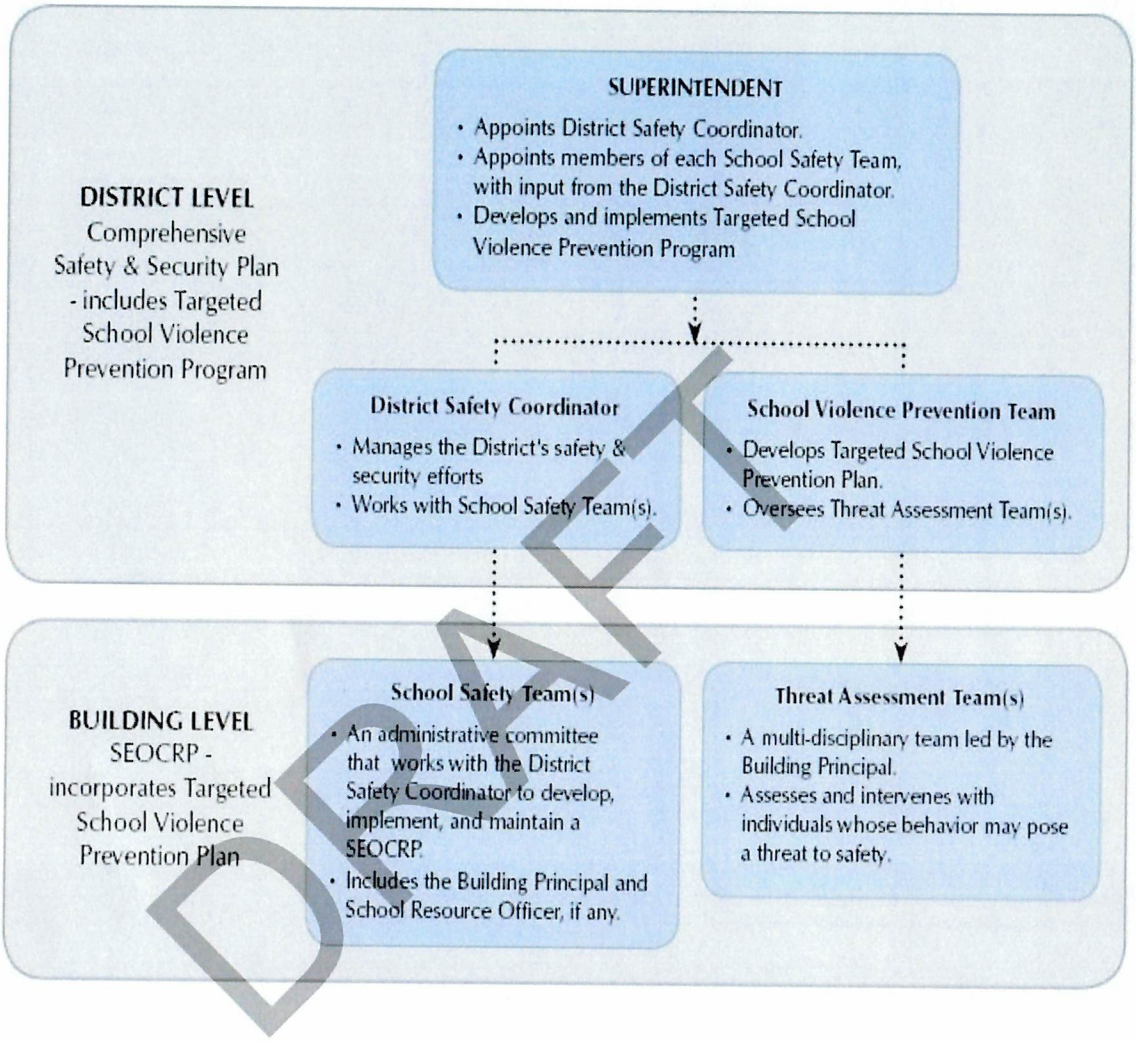
1. Hurricane or Severe Storm
2. Earthquake
3. Tornado
4. Hazardous Materials Incident
5. Mass Casualty Incident
6. Active Shooter
7. Pandemic or Disease Outbreak

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Attachment B

Alignment of Comprehensive Safety and Security Plan with Targeted School Violence Prevention Program



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General Personnel

Administrative Procedure - Sexual Misconduct Related Employment History Review (EHR)

Prior to hiring an applicant for a position involving *direct contact with children or students*, a sexual misconduct related employment history review (EHR) must be initiated, but the District may permit the individual to be hired and begin employment pending its outcome.[1] This applies to all permanent and temporary employment positions within a school, including substitute employees and employees of contractors. An EHR is not required for volunteers.

Glossary of Terms

Contractor - A firm holding a contract with any school including, but not limited to, food service workers, school bus drivers, and other transportation employees who have direct contact with children or students. 105 ILCS 5/22-94(b)~~, added by P.A. 102-702, eff. 7-1-23~~.

Direct contact with children or students - The possibility of care, supervision, guidance, or control of children or students or routine interaction with children or students. 105 ILCS 5/22-94(b)~~, added by P.A. 102-702, eff. 7-1-23~~.

Initiate an EHR - The District initiates an EHR when it submits an *Authorization for Release of Sexual Misconduct-Related Information and Current/Former Employer Response* form(s) to every current and previous employer identified by the applicant on said form(s).

School - A public or nonpublic elementary or secondary school. 105 ILCS 5/22-94(b)~~, added by P.A. 102-702, eff. 7-1-23~~.

Sexual misconduct - Any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee with direct contact with a student, that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include but are not limited to: 1) a sexual or romantic invitation, 2) dating or soliciting a date, 3) engaging in sexualized or romantic dialog, 4) making sexually suggestive comments that are directed toward or with a student, 5) self-disclosure or physical exposure of a sexual, romantic, or erotic nature, 6) a sexual, indecent, romantic, or erotic contact with the student. 105 ILCS 5/22-94(b)~~, added by P.A. 102-702, eff. 7-1-23~~; 105 ILCS 5/22-85.5(c)~~, added by P.A. 102-676~~.

Substitute Employees

For substitute employees, the EHR is required only prior to the initial hiring of a substitute employee or placement on a school's or district's approved substitute list. A substitute employee seeking to be added to another school's or district's substitute list must undergo another EHR. An EHR conducted upon initial hiring by a contractor or conducted by any other entity that ~~furnishes~~ provides substitute

Commented [MB1]: **Note to Subscribers:** This language change is intended to better align with the statute.

The footnotes should be removed before the material is used.

[1] 105 ILCS 5/22-94(c)(4), ~~added by P.A. 102-702~~amended by P.A. 104-831, eff. 1-1-27, ~~eff. 7-1-23,~~ requires schools or contractors to *initiate* a sexual misconduct related employment history review (EHR) prior to hiring an applicant; it does not require them to wait to receive EHR results. While hiring an applicant after initiating an EHR may be necessary in some circumstances (e.g., to fill an urgent staffing need), waiting for EHR results before hiring an applicant may be prudent in other circumstances. Consult the board attorney for further guidance. See 4:60-AP4, *Sexual Misconduct Related Employment History Review (EHR) of Contractor Employees*, at f/n 1, for a discussion of this issue as it applies to contractors.

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staffing services, e.g., a regional office of education or intermediate service center, satisfies the EHR requirement for all schools using that contractor's/entity's services. 105 ILCS 5/22-94(i)~~, added by P.A. 102-702~~amended by P.A. 104-831, eff. ~~7-1-23~~1-1-27.

Employees of Contractors

For employees of contractors, the EHR is performed either at the time of initial hiring or prior to the employee's assignment to perform work for a school involving direct contact with children or students. 105 ILCS 5/22-94(j)(1)~~, added by P.A. 102-702, eff. 7-1-23~~. Contractors must maintain records documenting EHRs for all such employees and, upon the District's request, provide the District with access to the records. 105 ILCS 5/22-94(j)(2)~~, added by P.A. 102-702, eff. 7-1-23~~. See Board policy 4:60, *Purchases and Contracts*, administrative procedure 4:60-AP1, *Purchases*, and administrative procedure 4:60-AP4, *Sexual Misconduct Related Employment History Review (EHR) of Contractor Employees*, for employment history review requirements for employees of contractors who have direct contact with children or students.

Employment History Review for Direct Hires

Actor	Action
Board President	When the applicant is a superintendent candidate, ensures that either the resigning Superintendent, Human Resources Administrator, or designee initiates the EHR.
Superintendent, Human Resources Administrator, or designee	After a conditional hiring offer has been extended to an applicant for a temporary, permanent, or substitute position involving direct contact with children or students,[2] initiates the EHR and provides the applicant with: 1. A *Sexual Misconduct Disclosure* form, using the Ill. State Board of Education (ISBE) *Sexual Misconduct Disclosure Template for Applicant* at www.isbe.net/Documents/Temp1-ISBE-Sexual-Misconduct-Disclosure-Form-Applicant.pdf. [3] 2. Copies of the *Authorization for Release of Sexual Misconduct-Related Information and Current/Former Employer Response* form, using the ISBE *Authorization for Release of Sexual Misconduct-Related Information and Current/Former Employer Response Template* at www.isbe.net/Documents/Temp2-Auth-Release-Sexual-Misconduct-Related-Info.pdf, for the applicant to complete for each current/former employer, 3. Instructions to complete and return all forms within [*insert number*] calendar days after receipt, and

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[2] Optional. 105 ILCS 5/22-94~~, added by P.A. 102-702, eff. 7-1-23,~~ does not specify when an applicant must undergo an EHR. To reduce administrative work, this sample procedure provides that an EHR will only occur once an applicant for a position involving direct contact with children or students reaches a particular stage in the hiring process. Alternatively, a district may choose to conduct an EHR for all applicants who reach a particular stage in the hiring process, even if the position does not involve direct contact with children or students, in case the position's job duties change to involve direct contact with children or students. If the district wishes to conduct EHRs for all applicants who reach a particular stage in the hiring process, delete ~~for a temporary, permanent, or substitute position involving direct contact with children or students~~.

[3] Districts must use Ill. State Board of Education templates to develop their EHR forms. 105 ILCS 5/22-94(c), ~~added by P.A. 102-702~~amended by P.A. 104-831, eff. 1-1-27~~, eff. 7-1-23~~. Districts may incorporate the templates into existing forms and/or add to the templates' requirements, but they cannot alter the templates' contents.

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Actor	Action
	4. Notice that the District cannot hire an applicant who does not provide the information required by the forms (105 ILCS 5/22-94(f)~~, added by P.A. 102-702, eff. 7-1-23~~). [4]
Applicant	Completes the *Sexual Misconduct Disclosure* form and *Authorization for Release of Sexual Misconduct-Related Information and Current/Former Employer Response* form(s) and returns them to the Superintendent, Human Resources Administrator and/or designee. 105 ILCS 5/22-94(c)(3), ~~added by P.A. 102-702~~amended by P.A. 104-831, eff. 1-1-27~~, eff. 7-1-23~~.
Superintendent, Human Resources Administrator, or designee	Reviews the applicant's completed *Sexual Misconduct Disclosure* form and *Authorization for Release of Sexual Misconduct-Related Information and Current/Former Employer Response* form(s). Maintains copies of these forms in the personnel file. See Board policy 5:150, *Personnel Records*, and administrative procedure 5:150-AP, *Personnel Records*. Provides, to all employers identified by the applicant in Section 3 of the *Authorization for Release of Sexual Misconduct-Related Information and Current/Former Employer Response* form: 1. A copy of the *Authorization for Release of Sexual Misconduct-Related Information and Current/Former Employer Response* form (105 ILCS 5/22-94(c)(4)~~, added by P.A. 102-702~~amended by P.A. 104-831, eff. 1-1-27~~, eff. 7-1-23~~); and 2. Instructions to complete the form and return it to the Superintendent, Human Resources Administrator, or designee within 20 calendar days (105 ILCS 5/22-94(e)~~, added by P.A. 102-702, eff. 7-1-23~~) after receipt. For applicants licensed by ISBE, verifies the applicant's reported previous employers with previous employers in ISBE's Educator Licensure Information System (ELIS) to ensure accuracy. 105 ILCS 5/22-94(c)(5)~~, added by P.A. 102-702, eff. 7-1-23~~. Reviews all responses received from the applicant's employers and uses information in the responses to evaluate the applicant's fitness to be hired or for continued employment. 105 ILCS 5/22-94(e), ~~added by P.A. 102-702~~amended by P.A. 104-831, eff. 1-1-27~~, eff. 7-1-23~~. May report information in the responses, as appropriate, to ISBE, a state licensing agency, a law enforcement agency, a child protective services agency, another school or contractor, or a prospective employer. Id. **Note:** An employer, school, school administrator, or contractor who provides information or records about a current or former employee or applicant is immune from criminal and civil liability for the disclosure of

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[4] This restriction only applies to applicants for temporary, permanent, or substitute positions involving direct contact with children or students. A district may choose to extend this restriction to all applicants.

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Actor	Action
	the information or records, unless the information or records provided were knowingly false. Id. Maintains the *Sexual Misconduct Disclosure* form and all responses received from the current/former employers in the personnel file. See Board policy 5:150, *Personnel Records*, and administrative procedure 5:150-AP, *Personnel Records*.

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General Personnel

Administrative Procedure - Coordination with Children's Advocacy Center [1]

Children's Advocacy Centers (CACs) are child-focused, trauma-informed, facility-based programs that provide a multi-disciplinary, comprehensive response to child abuse. Illinois CACs are organized and operate under the Children's Advocacy Center Act. 55 ILCS 80/, amended by P.A. 104-832, eff. 1-1-27. CACs are accredited based on standards set by the National Children's Alliance. 55 ILCS 80/2.5. See www.nationalchildrensalliance.org/.

If the District is located within a county that is served by an accredited CAC, it must coordinate with the CAC to implement the **Alleged Incidents of Sexual Abuse; Investigations** subhead of Board policy 5:90, *Abused and Neglected Child Reporting*. 105 ILCS 5/22-85. For a map of accredited CACs, and to identify a CAC that may serve the District, see www.childrensadvocacycentersofillinois.org/about/map. Use this procedure to coordinate with the District's local CAC.

Glossary of Terms

Alleged incident of sexual abuse – An incident of sexual abuse of a child (as defined in the Ill. Criminal Code of 2012, 720 ILCS 5/11-1.50) that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred either: on school grounds during a school activity, outside of school grounds, or not during a school activity. 105 ILCS 5/22-85(b). [2]

Alleged victim – A student who is alleged to be the victim of an alleged incident of sexual abuse.

Appropriate law enforcement agency – A law enforcement agency whose employees have been involved, in some capacity, with an investigation of a particular alleged incident of sexual abuse. 105 ILCS 5/22-85(b).

Child advocate – May be a school social worker, a school or equally-qualified psychologist, or a person in a position the Ill. State Board of Education (ISBE) has identified as an appropriate advocate for a student during a school's investigation into an alleged incident of sexual abuse. 105 ILCS 5/22-85(i).

Forensic interview – An interview between a trained forensic interviewer, as defined by National Children's Alliance standards, and a child in which the interviewer obtains information from children in an unbiased and fact finding manner that is developmentally appropriate and culturally sensitive to support accurate and fair decision making by the multidisciplinary team in the criminal justice and child protection systems. 55 ILCS 80/2.5.

School personnel – School employees, vendors, and volunteers.

Sexual Abuse and Sexual Assault – See Ill. Criminal Code of 2012 definitions at:

720 ILCS 5/11-9.1A. Permitting sexual abuse of a child.

The footnotes should be removed before the material is used.

[1] This procedure cites the minimum requirements of State law. Modify this procedure based upon the District's specific implementation needs and any additional needs of the CAC that serves the District.

[2] See the f/n 15 analysis in sample policy 5:90, *Abused and Neglected Child Reporting*. To provide boards with clarity, this procedure uses the definition of *sexual abuse* from the Ill. Criminal Code of 2012.

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720 ILCS 5/11-1.20. Criminal sexual assault.
720 ILCS 5/11-1.30. Aggravated criminal sexual assault.
720 ILCS 5/11-1.40. Predatory criminal sexual assault of a child.
720 ILCS 5/11-1.50. Criminal sexual abuse.
720 ILCS 5/11-1.60. Aggravated criminal sexual abuse.

Coordination with CAC

Actor	Action
~~ISBE~~	~~Identifies persons in positions who may be appropriate child advocates for students during a school's investigation into an alleged incident of sexual abuse. 105 ILCS 5/22-85(c). As of the publication of **PRESS** Issue 121 (March 2026), ISBE has not identified any persons.~~
Superintendent or designee	Establishes a CAC Communication Committee (Committee) to operate as a Superintendent committee. See administrative procedure 2:150-AP, *Superintendent Committees.* Consider including: • District Nondiscrimination Coordinator[3] (see Board policies 2:260, *Uniform Grievance Procedure*; and 2:265, *Title IX Grievance Procedure*) • District Safety Coordinator (see administrative procedure 4:170-AP1, *Comprehensive Safety and Security Plan,* **Part C, District Safety Coordinator and Safety Team; Responsibilities**) • District-level administrators • Building Principals (Building Principals are mandatory for successful implementation of the **Alleged Incidents of Sexual Abuse; Investigations** subhead of Board policy 5:90, *Abused and Neglected Child Reporting*) • School personnel • Employees from the accredited CAC that serves the District Chairs and convenes Committee meetings for the purpose of implementing the **Alleged Incidents of Sexual Abuse; Investigations** subhead of Board policy 5:90, *Abused and Neglected Child Reporting.* **Note:** To achieve the minimum requirement of State law that the District coordinate with its local CAC, this procedure establishes an administrative committee. Establishing a committee provides a best practice for aligning with governance principles and examining implementation issues specific to each individual school district and the CACs that serve each district. While smaller school districts, e.g., one-building districts, may be able to implement a program through one meeting, larger school districts will likely require the uniform coordination this Committee provides.

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[3] Throughout this procedure, "Nondiscrimination Coordinator" may be replaced with Title IX Coordinator or designee, Complaint Manager, School Resource Officer, or the title of any other school personnel leading the school's investigation into the alleged incident of sexual abuse.

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Actor	Action
	Informs the School Board of the Committee's progress and needs by adding information items to the Board's agendas as needed. Ensures that at least every two years, school personnel are trained to understand, provide information and referrals to, and address issues pertaining to students who are parents, expectant parents, or victims of domestic or sexual violence. **Note:** 105 ILCS 5/10-22.39(b-25), added by P.A. 103-542 and amended by P.A. 104-391, requires this training to be conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting students and must include training concerning each of the following: 1. Communicating with and listening to student victims of domestic or sexual violence and expectant and parenting students. 2. Connecting student victims of domestic or sexual violence and expectant and parenting students to appropriate in-school services and other agencies, programs, and services as needed. 3. Implementing the school district's policies, procedures, and protocols with regard to such students, including confidentiality. At a minimum, school personnel must be trained to understand, provide information and referrals, and address issues pertaining to such students. 4. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-provided transportation as outlined in 105 ILCS 5/27-240.
School Personnel	Upon suspecting or receiving knowledge of an alleged incident of sexual abuse, shall perform each of the following (105 ILCS 5/22-85(c)): 1. Immediately report to the Ill. Dept. of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873 (within Illinois); 1-217-524-2606 (outside Illinois); or 1-800-358-5117 (TTY). 2. Prepare an internal written report documenting your report to DCFS. The written report shall include, if known, each of the following: a. The name and address of the child, his or her parents/guardians, or other persons having custody; b. The child's age; c. The child's condition, including any evidence of previous injuries or disabilities; ~~and~~ d. Any other information that the reporter believes may be helpful to DCFS for its investigation. 3. Promptly notify the Superintendent or Building Principal that a report to DCFS has been made~~.~~; and ~~3.~~4. Participate in the CAC's multidisciplinary investigation when the CAC deems such participation appropriate (55 ILCS 80/4(c)(1)(viii), amended by P.A. 104-832, eff. 1-1-27).

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Actor	Action
Superintendent or Building Principal	Immediately coordinates any necessary notifications to the student's parents/guardians with DCFS, the applicable school resource officer (SRO), and/or local law enforcement which includes the local State's Attorney's Office. [4] Notifies the District's Nondiscrimination Coordinator of the reported alleged incident of sexual abuse.
DCFS and/or Appropriate Law Enforcement Agency	Determines whether to accept a reported alleged incident of sexual abuse for investigation. If a reported alleged incident is accepted, refers the matter to the CAC serving the District. 105 ILCS 5/22-85(d). **Note:** If neither DCFS nor law enforcement investigate the alleged incident of sexual abuse, the District can move forward with its own investigation without CAC involvement.
CAC	Coordinates the investigation of the alleged incident of sexual abuse in accordance with its existing multidisciplinary team protocol and National Children's Alliance accreditation standards. 105 ILCS 5/22-85(e)(1). Facilitates communication between the DCFS/law enforcement multidisciplinary team investigating the alleged incident of sexual abuse and the District's Nondiscrimination Coordinator.[5] At a minimum: 1. Ensures that all applicable parties have each other's contact information; and 2. Shares the CAC's protocol regarding the process of approving the viewing of a forensic interview by appropriate school personnel or Board members, and a contact person for questions regarding the protocol. 105 ILCS 5/22-85(e)(2).
Nondiscrimination Coordinator	Upon being notified of the reported alleged incident of sexual abuse by the Superintendent or Building Principal, shall: Open and conduct the District's investigation into the alleged incident of sexual abuse in accordance with Board policy 7:20, *Harassment of Students Prohibited*. Schedule regular follow-up calls to the CAC to inquire whether DCFS/law enforcement has opened an investigation into the alleged incident of sexual abuse. **If DCFS/law enforcement investigation is not opened, stops using this procedure and continues the District's investigation in accordance with Board policy 7:20, *Harassment of Students Prohibited*.**

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[4] This sentence implements optional language from sample policy 5:90, *Abused and Neglected Child Reporting*, and should be deleted if the board's adopted policy does not contain it.

[5] ~~Throughout this procedure "Nondiscrimination Coordinator" may be replaced with Title IX Coordinator or designee, Complaint Manager, School Resource Officer, or the title of any other school personnel leading the school's investigation into the alleged incident of sexual abuse.~~

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Actor	Action
	If DCFS/law enforcement investigation is opened, continues with the following steps. Notes the date DCFS/law enforcement opened its investigation and sets a reminder for 15 calendar days after it. **Note:** This time period is important because the CAC has 15 calendar days to conduct a forensic interview of the alleged victim. During this time, the District cannot interview the alleged victim regarding the alleged incident. While the child abuse and/or criminal investigations related to the alleged incident of sexual abuse are being conducted by DCFS/law enforcement, the Nondiscrimination Coordinator: 1. Continues the District's investigation, which may include interviewing the alleged witnesses and/or the alleged perpetrator. 2. May request information from the alleged victim or his or her parent/guardian to ensure his or her safety and well-being at school during the investigations. 105 ILCS 5/22-85(f). 3. Refrains from interviewing the alleged victim until after the CAC completes its forensic interview. 105 ILCS 5/22-85(f). [6] 4. Upon request, must inform DCFS/law enforcement investigators of any evidence it has gathered, to the extent permitted by federal or State law. 105 ILCS 5/22-85(f). **Note:** Evidence gathered by the Nondiscrimination Coordinator during the District's investigation may be confidential under the Ill. School Student Records Act (105 ILCS 10/) and the Family Rights and Educational Privacy Act (20 U.S.C. §1232g). **Consult the Board Attorney regarding what disclosures, if any, are allowed in response to a request from DCFS and/or law enforcement and conditions that must be met prior to disclosure.** Schedule regular follow-up calls with the CAC to inquire about the status of the forensic interview of the alleged victim.
CAC	Informs the Nondiscrimination Coordinator that: 1. The forensic interview of the alleged victim is complete, and the electronic recording of the forensic interview may be viewed; or 2. The CAC has determined a forensic interview will not be conducted. 105 ILCS 5/22-85(g), (h).

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[6] The purpose of waiting to interview and coordinating with CACs is to minimize trauma of an alleged victim by preventing multiple interviews of him/her regarding the alleged incident of sexual abuse. When a DCFS/law enforcement investigation is pending, then the CAC's forensic interview serves as the interview that other entities, e.g., school districts, may use by viewing or listening to it for their investigations. If a DCFS/law enforcement investigation is pending but the CAC does not conduct a forensic interview, then the school may conduct its own interview of the alleged victim after following the procedures outlined in this procedure.

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Actor	Action
Nondiscrimination Coordinator	If the electronic recording of the forensic interview of the alleged victim is available for viewing: 1. Verifies the CAC has obtained informed consent from an alleged victim over the age of 13 or the alleged victim's parent/guardian for appropriate school personnel or Board members to view the forensic interview (105 ILCS 5/22-85(h)); and **Note:** Each CAC may have its own consent form. Contact your local CAC to confirm that it will obtain written consent from the alleged victim over the age of 13 or the alleged victim's parent/guardian (if under the age of 13). 2. Views the electronic recording of the forensic interview. If the CAC has not performed a forensic interview of the alleged victim within 15 calendar days after DCFS/law enforcement opens an investigation, notifies the CAC that the District intends to interview the alleged victim.
CAC	After receiving notification that the District intends to interview the alleged victim, has 10 additional calendar days to conduct a forensic interview. 105 ILCS 5/22-85(g).
Nondiscrimination Coordinator	If the CAC does not conduct a forensic interview of the alleged victim within the 10 additional calendar days, proceeds with the District's interview of the alleged victim. Id. If the alleged victim is under 18 years old, makes a child advocate available to the alleged victim and allows the child advocate to be present during the interview. A child advocate may be a school social worker, a school or equally qualified psychologist, or a person in a position that ISBE has identified as an appropriate advocate for a student during a school's investigation into an alleged incident of sexual abuse. 105 ILCS 5/22-85(i). Schedules regular follow-up calls to DCFS/law enforcement to inquire if the investigation of an incident has been suspended and/or is complete, including the outcome of the investigation. 105 ILCS 5/22-85(j), (k).

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