

Operational Services

Administrative Procedure - Criminal Offender Notification Laws; Screening

Laws Protecting Students on School Grounds

The following list describes laws and resources protecting students on school grounds from individuals convicted of serious crimes:

1. A child sex offender is prohibited from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present unless specifically permitted by statute. 720 ILCS 5/11-9.3(a), (b). See Board policies 4:175, *Convicted Child Sex Offender; Screening; Notifications*; and 8:30, *Visitors to and Conduct on School Property*.
2. Law enforcement must notify schools of offenders who reside or are employed in the county. See: (a) Sex Offender Community Notification Law, 730 ILCS 152/, and (b) Murderer and Violent Offender Against Youth Community Notification Law, 730 ILCS 154/75-154/105. These laws are hereafter referred to as “offender notification laws.” See also Board policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*.
The School Code (105 ILCS 5/10-21.9, 5/21B-5 and 5/21B-80) lists criminal offenses that disqualify an individual from District employment if the individual was convicted. 105 ILCS 5/10-21.9 requires any person hired by the District to submit to a fingerprint-based criminal history records check through the Ill. State Police (ISP) for an individual’s *Criminal History Records Information* (CHRI), and the Federal Bureau of Investigation (FBI) national crime information databases. The law also requires a school district to initially check¹ the Statewide Sex Offender Registry, <https://isp.illinois.gov/Sor/Disclaimer>, and the Statewide Murderer and Violent Offender Against Youth Registry, <https://isp.illinois.gov/MVOAY/Disclaimer>, for each applicant being considered for hire and, if hired, repeatedly checked at least once every five years that an individual remains employed by the District. Obtaining the results of the fingerprint-based criminal history records check and review of the database registries is a *complete criminal history records check* as required by the School Code. See Board policy 5:30, *Hiring Process and Criteria*; administrative procedure 5:30-AP2, *Investigations*; and Ill. State Board of Education (ISBE) non-regulatory guidance, *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, at: www.isbe.net/Documents/guidance_chr.pdf.
3. The National Sex Offender Public Website, www.nsopw.gov/; however, if performing a check here note that the same information will likely appear in the information furnished by the FBI.
4. The provisions in the School Code described above also apply to employees of persons or firms holding contracts with a school district who have direct, daily contact with students. 105 ILCS 5/10-21.9(f). See administrative procedures 4:60-AP3, *Criminal History Records Check of Contractor Employees*; and 5:30-AP2, *Investigations*.
5. Being charged with attempting to commit, conspiring to commit, soliciting, or committing any offense listed in 105 ILCS 5/21B-80(b-5) results in the automatic suspension of the individual’s

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¹ 105 ILCS 5/10-21.9(a-5) and (a-6). **Note:** the statute uses the term *applicant* even though a person who “remains employed by the school district” is commonly referred to as an employee.

license or denial of the individual's license application until the individual's criminal charges are adjudicated through a court of competent jurisdiction. If the individual is acquitted, his or her license or application shall be immediately reinstated.²

6. Conviction of an offense listed in 105 ILCS 5/21B-80(c) results in the automatic suspension of the individual's license or denial of the individual's license application, whichever is applicable. When the conviction becomes final, the license will be revoked. Conviction of an offense listed in 105 ILCS 5/21B-80(b), results in the automatic suspension of the individual's license or denial of the individual's license application, whichever is applicable, until seven (7) years following the end of the sentence for the criminal offense.³
7. The offender notification laws require law enforcement to ascertain whether a juvenile sex offender or violent offender against youth is enrolled in a school and, if so, to provide a copy of the registration form to the Building Principal and any school counselor designated by him or her. This registration form must be kept separately from any and all school records maintained on behalf of the juvenile sex offender. 730 ILCS 152/121(b). See Board policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*.
8. When a criminal sexual offense is committed, or alleged to have been committed, by a District employee or contractor, law enforcement shall immediately transmit a copy of the criminal history record information relating to the investigation of the offense/alleged offense to the Superintendent. This transmission occurs either (725 ILCS 191/15):
 - a. Upon the Superintendent's request⁴ to a law enforcement agency; or
 - b. If the law enforcement agency knows the offender/alleged offender is employed by the District (either as an employee or contractor), automatically.The copy of the CHRI that is provided must exclude the identity of the adult victim, and if the Superintendent is otherwise aware of the adult victim, he or she must keep that person's identity confidential.

Receipt of Information from and Collaboration with Law Enforcement⁵

Offender Notification Laws: The Superintendent and Building Principal(s) shall notify the local law enforcement official, including the relevant lawyers in the county State's Attorney's Office and/or county sheriff, that he or she is the District's official contact person for purposes of the offender notification laws.⁶ The Superintendent and/or Building Principal may at any time request information from law enforcement officials regarding sex offenders or violent offenders against youth.

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² 105 ILCS 5/21B-80(b-5).

³ 105 ILCS 21B-80(b), (c); 105 ILCS 5/21B-15(a).

⁴ The law is silent as to how a superintendent can make this request. Contacting the county State's Attorney's Office(s) and/or local law enforcement agencies that the district has established relationships with through a reciprocal reporting agreement are the suggested request methods. See sample administrative procedure 7:190-AP3, *Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students*. The law also does not address to whom criminal history records information may be transmitted if the superintendent is the offender/alleged offender. **Contact the board attorney for further guidance.**

⁵ The law is silent with regard to what, if anything, districts do with the information (except for records provided to a school district by a state's attorney's office under the Juvenile Court Act at 705 ILCS 405/5-901(8)). It does, however, provide that "any person who provides or fails to provide information relevant to the procedures set forth in this [Sex Offender Community Notification] Law shall not be liable in any civil or criminal action." 730 ILCS 152/130.

⁶ Naming a contact person will facilitate communication and cooperation with local law enforcement agencies. Any school official may be used as the contact person and the superintendent may wish to have a contact person from each building.

The Superintendent will provide Building Principals and other supervisors with a copy of all lists received from law enforcement officials containing the names and addresses of sex offenders and violent offenders against youth.

The Building Principal or designee shall provide the lists to staff members in his or her building on a need-to-know basis, but in any event:

- A teacher will be told if one of his or her students, or a student's parent/guardian, is on a list.
- The school counselor, nurse, social worker, or other school service personnel will be told if a student or the parent/guardian of a student for whom he or she provides services is on a list.

No person receiving a list shall provide it to any other person, except as provided in these procedures, State law,⁷ or as authorized by the Superintendent. Requests for information should be referred to the local law enforcement officials or State Police.

Licensed Teacher Felony Conviction Notification Laws: On behalf of the Board, the Superintendent, or if the licensed teacher is the Superintendent, the Board President, shall notify the State Superintendent of Education promptly and in writing of the name of a licensed teacher who was convicted of a felony, along with the conviction and the name and location of the court where the conviction occurred.⁸

On behalf of the Board, the Superintendent, or if the teacher is the Superintendent, the Board President, shall notify the Teachers' Retirement System (TRS) of the State of Ill. Board of Trustees promptly and in writing when the District learns that a teacher as defined in the Ill. Pension Code was convicted of a felony, along with the name and location of the court where the conviction occurred, and the case number assigned by that court to the conviction.⁹

Juvenile Delinquency Adjudication Notifications: The Superintendent or designee shall contact the Juvenile Division(s) of the county State's Attorney Office(s) having jurisdiction over the District's school(s) to discuss how the State's Attorney(s) shall inform the Superintendent or designee of any students adjudicated as delinquent minors for offenses that would be felonies and/or certain weapons offenses under the Criminal Code of 2012. 705 ILCS 405/5-901(8). The Superintendent and/or designee(s) shall ensure the dissemination of such information is limited to the Building Principal and any school counselor designated by the Building Principal. Id.

Informing Staff Members and Parents/Guardians About the Law¹⁰

Building Principals or their designees shall inform parents/guardians about the availability of information concerning sex offenders during school registration and, if feasible, during parent-teacher conferences. Information should be distributed about the Statewide Sex Offender Registry, <https://isp.illinois.gov/Sor/Disclaimer>, and the Statewide Murderer and Violent Offender Against Youth Registry, <https://isp.illinois.gov/MVOAY/Disclaimer>. Information may also be included in the

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⁷ The list of child sex offenders may be a *public record* subject to disclosure under the Ill. Freedom of Information Act (FOIA). 5 ILCS 140/. Consult the board attorney when a FOIA request is made.

⁸ 105 ILCS 5/21B-85(a).

⁹ Id. at 5/21B-85(b).

¹⁰ State law requires a principal or teacher to notify the parents/guardians during school registration or parent-teacher conferences that information about sex offenders is available to the public as provided in the Sex Offender Community Notification Law. 730 ILCS 152/120(g). While State law allows the notification to be made during registration or parent-teacher conferences, the sample procedure makes a notification mandatory just during registration to be sure that all parents/guardians are informed.

Student Handbook. See the Sex Offender Community Notification Law, 730 ILCS 152/, and exhibit 4:175-AP1, E1, *Informing Parents/Guardians About Offender Community Notification Laws*.

Requests for additional information shall be referred to local law enforcement officials.

Screening Individuals Who Are Likely to Have Contact with Students at School or School Events¹¹

The law is silent with regard to *screening* volunteers and individuals in the proximity of a school. *Screening* is not the same as the School Code's requirement to perform a *fingerprint-based criminal history records check* through (a) the ISP for an individual's CHRI, and (b) the FBI's national crime information databases. 105 ILCS 5/10-21.9.

Screening involves checking an individual's name and address against the: (1) Statewide Sex Offender Registry, <https://isp.illinois.gov/Sor/Disclaimer>, and (2) the Statewide Murderer and Violent Offender Against Youth Registry maintained by the ISP, <https://isp.illinois.gov/MVOAY/Disclaimer>. 105 ILCS 5/10-21.9(a-5), (a-6).

There are five categories listed below of individuals with the potential to have contact with students at school or at school events.

1. For employees and student teachers, the Superintendent or Building Principal(s) perform the following tasks:
 - a. Complete the required forms to request the *fingerprint-based criminal history records check*; see administrative procedure 5:30-AP2, *Investigations*. 105 ILCS 5/10-21.9(a).
 - b. Screen the individual's name and address against the: (1) Statewide Sex Offender Registry, <https://isp.illinois.gov/Sor/Disclaimer>, and (2) the Statewide Murderer and Violent Offender Against Youth Registry maintained by the State Police, <https://isp.illinois.gov/MVOAY/Disclaimer>. 105 ILCS 5/10-21.9(a-5), (a-6). This screening must be done for applicants being considered for hire and, if hired, repeatedly at least once every five years that an individual remains employed by the District.¹²
 - c. Review the lists of sex offenders and violent offenders against youth as the lists are received from law enforcement. If a match is found, the Superintendent immediately contacts the local police officials to confirm or disprove the match. The Superintendent immediately notifies the Board if a match is confirmed. The Board President will contact the Board Attorney and the Board will take the appropriate action to comply with State law that may include terminating the individual's employment.
 - d. May request the individual to authorize a clearance of his or her name through the Ill. Dept. of Children and Family Services (DCFS) Child Abuse and Neglect Tracking System, a/k/a CANTS. This check documents that the person does not have an indicated report or record on DCFS' registry of child abuse and/or neglect. 325 ILCS 5/11.1(a)(11) and (c). Clearances must be requested using the DCFS Background Check Portal at <https://dcfs.illinois.gov/for-providers/background-checks-for-licensed-and-unlicensed-providers/background-check-portal-for-licensed-providers.html>.

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¹¹ The law is silent with regard to screening volunteers and individuals in the proximity of a school. *Screening* is not the same as the School Code's requirement to perform a *fingerprint-based criminal history records check* through (a) the ISP for an individual's *Criminal History Records Information* (CHRI), and (b) the FBI's national crime information databases. 105 ILCS 5/10-21.9.

¹² See f/n 1.

If an indicated report by DCFS or by a child welfare agency of another jurisdiction is found, the Board must consider the individual's status as a condition of employment.¹³ Contact the Board Attorney for guidance.

- e. Notify the State Superintendent of Education in writing¹⁴ within ten business¹⁵ days when a fingerprint-based criminal history records check returns a *pending* criminal charge against a license holder for an offense set forth in 105 ILCS 5/21B-80.
 - f. Notify the State Superintendent of Education in writing within 15 business days when a fingerprint-based criminal history records check returns a *conviction* of a crime set forth in 105 ILCS 5/21B-80 or when publicly available Illinois offender databases checks find a registration.¹⁶
2. For students doing field or clinical experience other than student teaching, the Superintendent or Building Principal(s):
 - a. May require the same fingerprint-based criminal history records check required of student teachers.¹⁷ The cost of this check will be reimbursed by the student seeking the experience.¹⁸
 - b. Performs the responsibilities listed in 1. b. & c., above.
 3. For volunteers, see administrative procedure 6:250-AP, *Resource Persons and/or School Volunteers; Screening*. The Superintendent or Building Principal(s):
 - a. May require the same fingerprint-based criminal history records check required of student teachers.¹⁹
 - b. Performs the responsibilities listed in 1. b. & c., above.
 4. For contractors' employees, see administrative procedures 4:60-AP3, *Criminal History Records Check of Contractor Employees*; and 5:30-AP2, *Investigations*.
 5. For individuals in the proximity of a school or bus stop, the Building Principal(s) review(s) the lists of sex offenders and violent offenders against youth as they are received from law enforcement. The Building Principal or designee shall: (a) notify staff members according to the section of this procedure on **Receipt of the Information from Law Enforcement**, and (b) attempt to alter school bus stops and the route students travel to and from school in order to avoid contact with an individual on such a list.

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¹³ 105 ILCS 5/10-21.9(c) and (g).

¹⁴ 105 ILCS 5/10-21.9(e) requires written notice for *convictions*. While notice for *pending* criminal charges is not required to be "in writing," for ease of use, consistency in administration, alignment with the requirement to provide written notice for *convictions*, and best practices this sample text states the State Superintendent will also be notified of *pending* criminal charges in writing. Consult the board attorney for further guidance.

¹⁵ 105 ILCS 5/10-21.9(e). The statute does not state whether the notice requirement is *calendar* days or *business* days. Support for it being *business* days is found later in 105 ILCS 5/10-21.9(e), which requires that notice for *convictions* be provided within 15 business days.

¹⁶ *Id.*

¹⁷ For districts with boards that require students participating in any field or clinical experience to undergo the same fingerprint-based criminal history records check required of student teachers in 105 ILCS 5/10-21.9(g), delete "~~May require~~" and replace with "Performs". See f/n 3 in sample policy 5:260, *Student Teachers*.

¹⁸ Optional. Delete if your district pays for the fingerprint-based criminal history records check for student teachers.

¹⁹ For districts with boards that require volunteers to undergo the same fingerprint-based criminal history records check required of student teachers in 105 ILCS 5/10-21.9(g), delete "~~May require~~" and replace with "Performs".

- CROSS REF.: 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:60 (Administrative Responsibility of the Building Principal), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:30 (Hiring Process and Criteria), 6:250 (Community Resource Persons and Volunteers), 8:30 (Visitors to and Conduct on School Property)
- ADMIN. PROC.: 4:60-AP3 (Criminal History Records Check of Contractor Employees), 4:175-API, E1 (Informing Parents/Guardians About Offender Community Notification Laws), 5:30-AP2 (Investigations), 6:250-AP (Resource Persons and/or School Volunteers; Screening), 6:250-E (Resource Person and Volunteer Information Form and Waiver of Liability), 8:30-AP (Definition of Child Sex Offender), 8:30-E1 (Letter to Parent Regarding Visits to School by Child Sex Offenders), 8:30-E2 (Child Sex Offender's Request for Permission to Visit School Property)

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Operational Services

Administrative Procedure - Targeted School Violence Prevention Program

Use this procedure to establish a Targeted School Violence Prevention Program (Program). It defines terms important to the Program, outlines actions for specific staff members to execute, and is adapted from the premier best practice model as of this publication: *Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines*, Fifth Edition (July 2023), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services, at: www.dejs.virginia.gov/sites/dejs.virginia.gov/files/k-12-threat-assessment-management-mppg-mpd.pdf www.dejs.virginia.gov/sites/dejs.virginia.gov/files/k-12-threat-assessment-management-mppg-dec2022-mpd.pdf.

This administrative procedure contains three sections as follows:

1. Glossary of Terms
2. Establishment and Function of Targeted School Violence Prevention Plan
3. Preparedness for a Targeted School Violence Crisis, Response, and Recovery

Glossary of Terms

Aberrant Behavior – Behavior that is atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior involves actions, statements, communications, or responses that are unusual for the person or situation; actions that could lead to violence toward self or others; or actions that are reasonably perceived as threatening or causing concern for the well-being of the person. These can include (but are not limited to):

- Unusual withdrawal or isolation of subjects from peers and family members;
- Sullen or depressed behavior from an otherwise friendly and positive person;
- Atypical or out-of-context outbursts of verbal or physical aggression;
- Increased levels of agitation, frustration, or anger;
- Confrontational, accusatory, or blaming behavior;
- An atypical interest in or fascination with weapons or acts of violence; and/or
- Fixation on violence as a means of addressing a grievance.

District Environment – Broadly characterized as the District's learning and working environment; it includes the physical environment of school buildings and grounds, all services and programs provided by the District, and the overall school climate.

Pose a Threat – To pose a threat means an individual has, or is in the process of obtaining, the intent and capability to cause harm to self or others through planning and preparation.

Protective Factors – Characteristics or resources that make it less likely that an individual will engage in violence.

Risk Factors – Characteristics that make it more likely that an individual may engage in violence. Risk factors are usually stable over time.

School Climate – A part of the District environment, school climate is the quality and character of school life. School climate is based on patterns of students', parents'/guardians', and school personnel's

experience of school life; it also reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.¹

Targeted School Violence – Includes school shootings and other school-based attacks where a school or a member of the school community was deliberately selected as the target of the attack and was not simply a random target of opportunity.

Targeted School Violence Prevention Plan (TSVP Plan) – For purposes of policy 4:190, *Targeted School Violence Prevention Program*, and this procedure, a District-wide plan that is incorporated into each School Emergency Operations and Crisis Response Plan (SEOCRCP) in 4:170-AP1, *Comprehensive Safety and Security Plan*. A TSVP Plan is collectively implemented by local school officials, District staff, students, families, and the community with the goal of preventing and identifying threats and targeted school violence. Under a properly implemented TSVP Plan, schools can respond to individuals/situations that raise safety concerns.

Threat – A concerning communication or behavior that indicates that an individual may pose a danger to the safety of school staff or students through acts of violence or other behavior that could cause harm to self or others. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means; it is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party, and regardless of whether the target of the threat is aware of the threat. For more information on types of threats, see the subheads **Glossary of Terms** and **Assessing and Classifying Threats** in 4:190-AP2, *Threat Assessment Team (TAT)*.

Threat Assessment – A systematic, fact-based process emphasizing an appraisal of observed (or reasonably observable) behaviors to identify potentially disruptive, dangerous, or violent situations, to assess them, and to manage/address them.

Threat Assessment Team (TAT) – A multidisciplinary Building-level team lead by the Building Principal to perform specific threat assessments. For information about TAT members, the function of TATs, and their procedures, see 4:190-AP2, *Threat Assessment Team (TAT)*.

Warning Signs – Characteristics or behaviors that are associated with a current or escalating risk of violence. These tend to be dynamic, acute, and often associated with new stresses, events, losses, or failures.

Establishment and Function of Targeted School Violence Prevention Plan

Following are the strategic procedures to integrate a TSVP Plan into the District’s existing policies and procedures.

Actor	Action
Superintendent	Selects School Violence Prevention Team (SVP Team) members from throughout the community to include: Building Principals (Building Principals are mandatory for successful implementation of a TSVP Plan).

The footnotes should be removed before the material is used.

¹ Definition adapted from the National School Climate Center. See www.schoolclimate.org/about/our-approach/what-is-school-climate.

Actor	Action
	<p>District Safety Coordinator (see 4:170-AP1, <i>Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities</i>)</p> <p>Teachers</p> <p>Law enforcement representatives</p> <p>Board Attorney ²</p> <p>District psychologist(s), social worker(s), and/or counselor(s)</p> <p>Other mental health workers and/or social service agencies</p> <p>Faith leaders</p> <p>Community members</p> <p>Students</p> <p>Chairs and convenes SVP Team meetings for the purpose of developing a TSVP Plan.</p> <p>Determines whether to recommend that the Board assess the District's conditions for development and learning (see 7:180-AP1, <i>Prevention, Identification, Investigation, and Response to Bullying</i>, for resources and more discussion).</p> <p>Inform the Board of the SVP Team's progress, needs, and recommendations by adding information items to the Board's agendas as needed. ³</p> <p>Prior to the start of each school year, files 4:190-AP2, <i>Threat Assessment Team (TAT)</i>, and a list identifying the members of all TATs with: (1) a local law enforcement agency, and (2) the Regional Office of Education or Intermediate Service Center, as applicable. 105 ILCS 128/45(b), amended by P.A.s 102-791 and 103-175. Informs the Board that this filing was completed.</p>
SVP Team	<p>Meets when called by the Superintendent for the purpose of: (1) developing a TSVP Plan, and (2) creating, implementing, and monitoring TATs.</p>

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² Consult the board attorney about creating methods for exchanging information in a manner that complies with applicable State and federal laws. See f/n 4 below.

³ See sample policy 2:240, *Board Policy Development*. Resources may include providing resources to and access for staff to professional development opportunities. These opportunities should train staff to properly respond to students who provide them with information about a threat or school safety concern. See *Prior Knowledge of Potential School-Based Violence: Information students learn may prevent a targeted attack*, U.S. Secret Service and U.S. Dept. of Education, p. 10, at: https://rems.ed.gov/docs/ED_BystanderStudy.pdf.

Actor	Action
SVP Team, cont'd	<p>For more information about the function of TATs, see 4:190-AP2, <i>Threat Assessment Team (TAT)</i>. See Recommendation #1 from the <i>Recommendations of the Illinois Terrorism Task Force School Safety Working Group</i>, encouraging districts to establish TATs, at: www.iasb.com/IASB/media/School-Safety/ITTFSchoolSafetyRecommendations.pdf.</p> <p>Ensures that the District's TSVP Plan complies with applicable civil rights statutes and other State and federal laws.</p> <p>Ensures that all District staff are annually trained⁴ and understand the TSVP Plan, the role of the SVP Team, and the role a TAT.</p> <p>Ensures that procedures are maintained for effective information sharing between the District and local law enforcement agencies and community services agencies, including defining the threshold for law enforcement intervention.</p> <p>Regularly assesses the effectiveness of the TSVP Plan throughout the District, including the establishment of resources for central reporting mechanisms at the District-wide and school-building level.</p> <p>Identifies Board policies and procedures or equivalent topics that possibly affect a TSVP Plan, including but not limited to:</p> <ul style="list-style-type: none"> 1:20, <i>District Organization, Operations, and Cooperative Agreements</i> 2:150, <i>Committees</i> 2:240, <i>Board Policy Development</i> 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i> 3:40, <i>Superintendent</i> 3:60, <i>Administrative Responsibility of the Building Principal</i> 4:165, <i>Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors</i> 4:170, <i>Safety</i> 4:190, <i>Targeted School Violence Prevention Program</i>

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⁴ Annual training is not required. Amend the training requirement to reflect local conditions and/or the law at the time of implementation.

Actor	Action
	<p>8:10, <i>Connection with the Community</i></p> <p>8:95, <i>Parental Involvement</i></p> <p>8:100, <i>Relations with Other Organizations and Agencies</i></p> <p>Recommends, through the Superintendent, proposed policy changes to the Board for consideration. See Board policy 2:240, <i>Board Policy Development</i>.</p> <p>Recommends and procures resources for stakeholder training.</p>
Building Principal	<p>Ensures 4:170-AP1, <i>Comprehensive Safety and Security Plan, Part G, School Emergency Operations and Crisis Response Plan (SEOCR)</i>, is:</p> <ul style="list-style-type: none"> Available throughout schools (do not limit to office); Distributed to and discussed with local law enforcement; and Regularly reviewed with building staff. <p>Notifies and educates all staff, volunteers, and contractors of their duty to immediately report to the Building Principal or designee any expression of intent to harm another person, concerning communication, or concerning behavior that suggests an individual may intend to commit an act of violence.</p> <p>Notifies and educates staff, parents/guardians, students, and community members: (1) to report individuals and situations of concern to any school administrators or other authorities, i.e., local law enforcement, or the Safe2Help Illinois helpline (www.safe2helpil.com/)⁶, and (2) how school officials will address these concerns.</p> <p>Distributes Board policy 4:190, <i>Targeted School Violence Prevention Program</i>; 4:190-AP2, E6, <i>Targeted School Violence Prevention and Threat Assessment Education</i>; and 7:180-AP1, E2, <i>Be a Hero by Reporting Bullying</i>; and discusses what TATs</p>

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An additional resource that may be helpful is *School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA)*, from the Privacy Technical Assistance Center of the U.S. Department of Education (2019), at: <https://studentprivacy.ed.gov/resources/school-resource-officers-school-law-enforcement-units-and-ferpa>. Disclosure of confidential student records to threat assessment team members is addressed on p. 12-14.

⁶ Research published by the American Academy of Pediatrics finds that firearm anonymous reporting systems in schools save lives. See French et al., *Firearm-Related Tips in a Statewide School Anonymous Reporting System*, Pediatrics, Volume 153, Issue 2 (published February 2024). Safe2Help Illinois is a confidential tipline that encourages, but does not require, reporters to provide their name and contact information. See www.safe2helpil.com/about-us/school-faq/.

Actor	Action
	<p>are and what they do when they learn of threats and/or school violence.⁷</p> <p>Assesses the feasibility of forming a local anonymous tip line and organizing its management. Any locally operated school violence helpline must work in conjunction with Safe2Help Illinois as needed. 5 ILCS 860/10(d), added by P.A. 102-752.</p> <p>When a tip or concern is raised, ensures TATs are trained to engage in their work. See 4:190-AP2, <i>Threat Assessment Team (TAT)</i>.</p>
All District staff, volunteers, and contractors	<p>Read 4:190-AP2, E6, <i>Targeted School Violence Prevention and Threat Assessment Education</i>.</p> <p>Immediately report to the Building Principal or designee any expression of intent to harm another person, concerning communication, or concerning behavior that suggests an individual may intend to commit an act of targeted violence.</p> <p>Upon belief that an individual/situation poses a clear and immediate threat of serious violence that requires containment, notify school security and/or law enforcement in accordance with the SEOCR. See 4:170-AP1, <i>Comprehensive Safety and Security Plan</i>.</p>
School Board	<p>Monitors 4:190, <i>Targeted School Violence Prevention Program</i>, and considers adopting changes recommended by the SVP Team. See Board policy 2:240, <i>Board Policy Development</i>.</p> <p>Ensures that prior to the start of each school year, the Superintendent files 4:190-AP2, <i>Threat Assessment Team (TAT)</i>, and a list identifying the members of all TATs with: (1) a local law enforcement agency, and (2) the Regional Office of Education or Intermediate Service Center. 105 ILCS 128/45(b), amended by P.A.s 102-791 and 103-175.</p>

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⁷ Creating a school climate in which students believe the school staff wants to hear from them about threats is critical to ensuring that students come forward. Encourage students to come forward regardless of the amount of information they have, and convey to students that their reports are taken seriously. Also communicate to students that their reports may stay anonymous. If students do not feel that they will be treated with respect and listened to in a non-judgmental manner, or that the information will not be protected, they will not come forward and the school will lose an opportunity to intervene in a possible attack, as well as to assist a troubled student. See *Prior Knowledge of Potential School-Based Violence: Information students learn may prevent a targeted attack*, U.S. Secret Service and U.S. Dept. of Education (May 2008), at: rems.ed.gov/docs/DOE-BystanderStudy.pdf <https://rems.ed.gov/docs/ED-BystanderStudy.pdf>.

For more school climate discussions, see *Guide for Developing High-Quality School Emergency Operations Plans*, U.S. Depts. of Education, Health and Human Services, Homeland Security, Justice, Federal Bureau of Investigation, and Federal Emergency Management Agency (June 2013): rems.ed.gov/docs/REMS-K-12-Guide-508.pdf <https://rems.ed.gov/docs/REMS-K-12-Guide-508.pdf>; and *sample administrative procedures and related exhibits* 7:180-AP1, *Prevention, Identification, Investigation, and Response to Bullying*, 7:180-AP1, E1, *Resource Guide for Bullying Prevention*, 7:180-AP1, E3, *Memo to Staff Regarding Bullying*, and 7:180-AP1, E5, *Report Form for Bullying*.

Actor	Action
	Provides both the SVP Team and TATs with appropriate resources, which may include providing resources and access for staff professional development opportunities. These opportunities should train staff to properly respond to individuals who provide them with information about a threat or school safety concern. ⁸
Superintendent/Building Principal	<p>Ensures the student behavior policies referred to in student handbooks notify students that threatening behavior could subject a student to disciplinary consequences. See Board policies 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>, 7:20, <i>Harassment of Students Prohibited</i>, 7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i>, and 7:190, <i>Student Behavior</i>.</p> <p>Ensures that staff responds to students who provide them with information about a threatening or concerning individual/situation.</p>

Preparedness for a Targeted School Violence Crisis, Response, and Recovery

Following is an extension of 4:170-AP1, *Comprehensive Safety and Security Plan*. It outlines additional tasks for the Superintendent, District Safety Coordinator, and Building Principal(s) preparing for a targeted school violence crisis that school officials can incorporate into training related to each existing SEOCRPs.

Actor	Action
Superintendent, Building Principal, and SVP Team	Examine 4:170-AP1, <i>Comprehensive Safety and Security Plan</i> , and recommend any changes to existing procedures to the Superintendent or District Safety Coordinator.
District Safety Coordinator	<p>Meets with SVP Team to foster an understanding of what additional items each 4:170-AP1 Safety Team (see 4:170-AP1, <i>Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities</i>) might add to its procedures to accomplish a response and recovery.</p> <p>Adds an agenda item to the 4:170-AP1 Safety Team meetings specific to Targeted School Violence; considers inviting the Board Attorney and local law enforcement and emergency responders to this meeting.</p> <p>Note: During a crisis, legal counsel will be a crucial part of crisis response and management (but not necessarily public relations and communication) because school officials must make split-second decisions, often with legal consequences to the District. Local law</p>

The footnotes should be removed before the material is used.

⁸ See *Prior Knowledge of Potential School-Based Violence: Information students learn may prevent a targeted attack*, p. 10, at: rems.ed.gov/docs/DOE_BystanderStudy.pdfhttps://rems.ed.gov/docs/ED_BystanderStudy.pdf.

Actor	Action
	<p>enforcement’s familiarity with the identity of the District’s legal counsel <i>before</i> a crisis occurs will assist with a faster connection between legal counsel and the school officials involved in the early stages of a Targeted School Violence Crisis and the immediate response to it.</p> <p>Considers designating a trained public relations and communication manager to inform parents/guardians and the community during a crisis and to keep pace with social media information.</p>
Superintendent and Building Principal(s)	<p>For crisis preparedness and response, ensure that:</p> <p>4:170-AP1, <i>Comprehensive Safety and Security Plan, Part G, School Emergency Operations and Crisis Response Plan (SEOCR)</i>, reflects each individual building’s needs.</p> <p>4:170-AP1, <i>Comprehensive Safety and Security Plan, Part F, School Safety Drill Plan</i>, supports a TSVP Plan.</p> <p>4:170-AP1, <i>Comprehensive Safety and Security Plan, Parts G and H</i>, reflects each building’s needs. Also ensure that multiple copies of these plans exist, and direct that appropriate persons have access to the plans, e.g., local law enforcement authorities, etc. One copy in the Building Principal’s office is insufficient.</p> <p>For crisis recovery, ensure that 4:170-AP1, <i>Comprehensive Safety and Security Plan, Parts I, J, and K</i>, reflects District needs and that the Board Attorney is aware of the plans.</p> <p>Recommend to the District Safety Coordinator any other additional crisis recovery items that the 4:170-AP1 Safety Team deems necessary.</p>

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Operational Services

Administrative Procedure - Threat Assessment Team (TAT) ¹

This procedure implements Threat Assessment Teams (TATs). TAT members are professional educators, mental health professionals, law enforcement professionals, and professionals from other disciplines as necessary who are trained in behavioral threat assessment. 105 ILCS 128/45(a).

TATs function at the Building level, taking direction from the District-level School Violence Prevention Team. They identify, inquire, assess, and manage a range of threats that may be posed to the school community. Threats may be posed from a broad range of individuals affecting the District environment, including: ²

- Students: current and former (and potentially prospective)
- Employees: current and former (and potentially prospective)
- Parents/guardians or other family members of students
- Persons who are (or have been) in relationships with staff or students
- Contractors, vendors, or other visitors
- Persons unaffiliated with the District

Customize this procedure to each TAT's building-specific needs, and use it in conjunction with administrative procedure 4:190-AP1, *Targeted School Violence Prevention Program*, and exhibits 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*; and 4:190-AP2, E5, *Threat Assessment Case Management Strategies*. This procedure contains five sections as follows:

1. Glossary of Terms
2. TAT Formation, Development, and Responsibilities
3. Assessing and Classifying Threats
4. Responding to and Managing Threats
5. Reporting Threats to Outside Agencies

Glossary of Terms

Pose a Threat – To pose a threat means an individual has, or is in the process of obtaining, the intent and capability to cause harm to self or others through planning and preparation.

Protective Factors – Characteristics or resources that make it less likely that an individual will engage in violence.

The footnotes should be removed before the material is used.

¹ Required by 105 ILCS 128/45, amended by P.A.s ~~402-791~~, 103-175, ~~and 103-780~~, and 104-407. School districts had to implement a threat assessment procedure by 12-21-19 and establish a threat assessment team by 2-19-20. *Id.*

Adapted from *Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines*, Fifth Edition (July 2023), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services, at: www.dcs.virginia.gov/sites/dcs.virginia.gov/files/k-12_threat_assessment_management_mppg_mpd.pdf.

² See *Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines*, p. 2.

Risk Factors – Characteristics that make it more likely that an individual may engage in violence. Risk factors are usually stable over time.

Subject of Concern (Subject) – An individual who has been identified to pose a threat of violence or serious harm to self/others.

Target – An individual who is the intended target of the threat posed by the subject of concern.

Threat – A concerning communication or behavior that indicates that an individual may pose a danger to the safety of school staff or students through acts of violence or other behavior that could cause harm to self or others. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means; it is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party, and regardless of whether the target of the threat is aware of the threat.

Threat Assessment – A systemic, fact-based process emphasizing an appraisal of observed (or reasonably observable) behaviors to identify potentially disruptive, dangerous, or violent situations, to assess them, and to manage/address them.

Threat Assessment Team (TAT) – A multidisciplinary Building-level team led by the Building Principal to perform specific threat assessments that must include at least one law enforcement official as well as cross-disciplinary representatives of the District who are most directly familiar with the mental and behavioral health needs of students and staff. Such cross-disciplinary representatives may include the following individuals employed by the District or a special education cooperative that serves the District and who are available to serve: an administrator, a teacher, a school counselor, a school psychologist, and a school social worker.³

TAT Triage Team – Consists of at least two members of the TAT designated by the Building Principal to triage reported cases of concerning, aberrant, or threatening behavior and/or communication. Considers the nature and level of concern of cases to determine if existing resources and mechanisms are sufficient to address concerns, or whether the full TAT should further assess and manage the situation, and initiates any crisis responses as appropriate.

Types of Threats –

Routine/No Known Concern: Subject/situation does not indicate a threat of violence or harm to self or others, or need for assistance or intervention. No impact on others, environmental factors, or precipitants that need TAT intervention. Close the case.

Low Level: Subject/situation does not indicate a threat of violence or harm to self or others; would or may benefit from intervention or assistance with concerns. Target, environmental/systemic, or precipitating events may be present at low levels. May involve some ongoing assessment management with passive monitoring and/or periodic active monitoring, and referrals as appropriate. Close the case if no team interventions or monitoring are indicated.

Moderate Level: Subject/situation does not pose a threat of serious violence or harm though risk cannot be ruled-out. Subject may be developing the capability for harm and is engaging in aberrant or concerning behaviors that indicate a need for assistance/intervention. Targets/others are likely

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³ 105 ILCS 128/45(a), amended by P.A. 103-780. Districts that are unable to establish a threat assessment team with school district staff and resources may use a regional behavioral threat assessment and intervention team that includes mental health professionals, a representative from the Ill. Law Enforcement Alarm System, a safety education officer from the Ill. State Police, and local law enforcement representatives. Id.

concerned and impacted. Environmental/systemic or precipitating factors may be present. Consider law enforcement/security notification as appropriate. Requires ongoing assessment and management plan, active monitoring, and referrals as appropriate.

High Level: Subject/situation poses, or is rapidly developing the capability for, a threat of serious violence or harm to self or others; or is in urgent need of hospitalization or treatment. Targets/others are impacted. Typically involves environmental/systemic factors and consideration for precipitating events. Requires immediate notification of school administration and law enforcement, subject containment, target protection and safety plan, activation of crisis response protocols as appropriate, ongoing assessment and management plan, active monitoring, and referrals as appropriate.

Imminent: Subject/situation poses an imminent threat of serious violence or harm to self/others and has or may reasonably have significant impact on others. Requires immediate law enforcement and school administration notification, subject containment, target protection and safety planning, implementation of crisis response and notification protocols, ongoing assessment and management plan, and active monitoring.

Warning Signs – Characteristics or behaviors that are associated with a current or escalating risk of violence. These tend to be dynamic, acute, and often associated with new stresses, events, losses, or failures.

TAT Formation, Development, and Responsibilities

Following are tasks to integrate TATs into the District's Targeted School Violence Prevention Plan.

Actor	Action
Superintendent or designee	<p>Ensures TATs are trained in threat assessment by a threat assessment expert.⁴ Free statewide training is available through the Ill. School and Campus Safety Program, at: https://ready.illinois.gov/plan/schools.html.</p> <p>Prior to the start of each school year, files this procedure and a list identifying the members of all TATs with: (1) a local law enforcement agency, and (2) the Regional Office of Education or Intermediate Service Center, as applicable. 105 ILCS 128/45(b), amended by P.A.s-102-791 and 103-175. Informs the Board that this filing was completed.</p>

The footnotes should be removed before the material is used.

⁴ Many threat assessment publications outline that the best practice is for the entire TAT, as a team, to attend in-person threat assessment training by a threat assessment expert.

Building Principal	<p>Leads TAT.</p> <p>Selects TAT members, including at least one law enforcement official as well as cross-disciplinary representatives of the District who are most directly familiar with the mental and behavioral health needs of students and staff. Such cross-disciplinary representatives may include the following individuals employed by the District or a special education cooperative that serves the District and who are available to serve:</p> <ul style="list-style-type: none"> An administrator; A teacher; A school counselor; A school psychologist; A school social worker; and Other District employees and/or community resource persons (as members or consultants as determined by the TAT). <p>When resources allow, selects designated back-up for each core TAT member, from the same or similar areas of expertise, to fulfill their duties in the event of their absence or inability.</p> <p>Designates a TAT Triage Team.</p> <p>Ensures that any reporting mechanisms used by the school community are kept up to date, work consistently, and are checked on a regular and timely basis.</p> <p>Establishes an intake and triage process for reports regarding concerning, aberrant, or threatening behavior and/or communication.</p> <p>When a report is received, activates the TAT and uses this administrative procedure 4:190-AP2, <i>Threat Assessment Team (TAT)</i>.</p>
TAT	<p>Receives education and seeks training resources, including but not limited to exhibits 4:190-AP2, E1, <i>Principles of Threat Assessment</i>; 4:190-AP2, E2, <i>Threat Assessment Documentation</i>; 4:190-AP2, E3, <i>Threat Assessment Key Areas and Questions; Examples</i>; 4:190-AP2, E4, <i>Responding to Types of Threats</i>; and 4:190-AP2, E5, <i>Threat Assessment Case Management Strategies</i>.</p> <p>Receives initial and periodic refresher threat assessment training by a threat assessment expert.</p> <p>Commits to work collaboratively with each other, with other school staff, and (as appropriate) with community resources to support the purposes of the TAT and the safety of the school, its students, and its staff.</p> <p>Actively, lawfully, and ethically communicates with each other, District administrators, and other school staff who have a need to know</p>

	<p>particular information to support the safety of the school, its students, and its staff.</p> <p>Trains staff, students, parents/guardians, and other members of the school community to recognize and report possible threats by conducting presentations, broadly disseminating relevant information, and ensuring access to consultation from the TAT.</p> <p>Identifies and trains members of the school community who can take reports of possible threats.</p> <p>Effectively implements Board policy 4:190, <i>Targeted School Violence Prevention Program</i>.</p>
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Assessing and Classifying Threats

When a threat is reported, the Building Principal and TAT assess and classify the threat using the criteria and process outlined below.

Actor	Action
Building Principal and/or TAT Triage Team	<p>When a potential threat report is received, initiates the following intake and triage process.</p> <p><u>Intake</u></p> <p>Obtains basic information about the potential threat, including but not limited to:</p> <p>Initial Report of Concern: Date/time reported, date/time reviewed, person receiving report.</p> <p>Reporting Party: Name, affiliation, contact information, relationship to subject of concern.</p> <p>Incident/Nature of Concern: Date/time occurred, location, nature of threat/concern, weapons involved/threatened, details about concerns, and any relevant background information.</p> <p>Subject of Concern: Name, affiliation, contact information, relationship to reporting party or target(s).</p> <p>Identified/Identifiable Target(s): Name, affiliation, contact information, relationship to report party or subject.</p> <p>Determines if an imminent threat exists. An imminent threat is indicated by such factors as:</p> <ol style="list-style-type: none"> 1. Subject intends imminent and/or serious harm to self/others; or 2. Subject lacks inhibitions for using violence. <p>If an imminent threat exists, initiates School Emergency Operations and Crisis Response Plan (SEOCR) and notifies law enforcement in accordance with administrative procedure 4:170-AP1, <i>Comprehensive Safety and Security Plan, Part G, School Emergency Operations and Crisis Response Plan (SEOCR)</i>.</p>

Actor	Action
Building Principal and/or TAT Triage Team	<p>If no imminent threat exists, or once an imminent threat is contained, proceeds to triage.</p> <p><u>Triage</u></p> <p>Triages threat to determine if the full TAT must be involved. Triage may include, as necessary and appropriate:</p> <p>Reviewing the reported concerning, aberrant, or threatening behavior and/or communication.</p> <p>Reviewing school and other records for any prior history or interventions with the individual(s) involved.</p> <p>Conducting timely and thorough interviews of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication. The purpose of the interviews is to gain a holistic understanding of the situation, determine the nature and level of the concerns, identify areas where more information may be needed, and inform appropriate strategies or interventions to address any concerns identified.</p> <p>Determines if the full TAT must be involved.</p> <p>To determine that the full TAT does not need to be involved, all TAT Triage Team members must concur that there is no identifiable threat/concern, or that there is a low level of concern regarding issues that are being adequately addressed.</p> <p>If the full TAT must be involved, convenes it as soon as possible.</p> <p>Documents intake and triage using exhibit 4:190-AP2, E2, <i>Threat Assessment Documentation</i>.</p>

Actor	Action
TAT	<p>Conducts a comprehensive and holistic assessment of the threat using the STEP framework set forth in exhibit 4:190-AP2, E1, <i>Principles of Threat Assessment</i>. See exhibit 4:190-AP2, E3, <i>Threat Assessment Key Areas and Questions; Examples</i>, for key questions to ask the person(s) who reported the threat, the threat recipient(s)/target(s), other witnesses, and the subject to assess the threat.</p> <p>Once the assessment is complete, classifies the threat as one of the following: Routine/No Known Concern, Low Level, Moderate Level, High Level, or Imminent.</p> <p>Documents the threat assessment and classification using exhibit 4:190-AP2, E2, <i>Threat Assessment Documentation</i>, and ensures that TAT documentation follows the acronym FORT: ⁵</p> <p>F Fair – sought to understand situations and give individuals an opportunity to be heard and understood;</p> <p>O Objective – sought information based on facts and observations of the case and not speculation or bias;</p> <p>R Reasonable – engaged in responses that were effective and proportionate to the situation; and</p> <p>T Timely – quickly and responsively addressed reports of threatening behavior.</p>
Building Principal	<p>Where the TAT classifies the threat as a Moderate, High, or Imminent level of concern and the threat requires further intervention to prevent violence or serious harm, notifies:</p> <ol style="list-style-type: none"> 1. The parent(s)/guardian(s) of any student who is the target/recipient of a threat; and 2. The parent(s)/guardian(s) of any student who engaged in threatening behaviors.

Responding to and Managing Threats

Actor	Action
TAT	<p>Identifies appropriate responses to the threat based upon its level. See exhibit 4:190-AP2, E4, <i>Responding to Types of Threats</i>, for examples of responses to each threat level.</p> <p>Develops, implements, and monitors an individualized, fact-based case management plan to intervene with, address, and reduce the threat by:</p>

The footnotes should be removed before the material is used.

⁵ Source: © G. Deisinger (1996).

Actor	Action
	<p>Designating a TAT member as case manager to monitor the status of the subject and to notify the TAT of any change in status, response to interventions/referrals, or additional information that would be cause for reassessment and/or changes in interventions strategies;</p> <p>Assisting the subject, and any impacted staff or students, in accessing appropriate school and community-based resources for support and/or further intervention;</p> <p>Appointing one or more TAT members to engage directly with the subject to prevent the subject from becoming isolated; and</p> <p>Using the least intrusive interventions and strategies that are sufficient, fair, and reasonable to address the concerns identified. See exhibit 4:190-AP2, E5, <i>Threat Assessment Case Management Strategies</i>, for interventions and strategies, including those that are subject-based, target-based, and environmental/systems-based.</p> <p>Documents this process and any case updates using exhibit 4:190-AP2, E2, <i>Threat Assessment Documentation</i>.</p> <p>Submits updates to the Building Principal regularly, e.g., at least every 30 days, until the case is resolved and the subject no longer poses a threat to the school, its students, or its staff.</p> <p>Maintains documentation in accordance with Board policy, State records laws, and administrative procedures.</p>

Reporting Threats to Outside Agencies

The following is the process to notify the Local Law Enforcement Agency (LLEA) and/or the Ill. State Police (ISP) about certain types of threats. See also administrative procedure 4:170-AP1, *Comprehensive Safety and Security Plan, Part J, Required Notices*.

Actor	Action
Superintendent or designee	<p>Immediately notifies the LLEA upon receiving a report from any school personnel regarding a verified incident involving:</p> <p>Batteries committed against teachers, teacher personnel, administrative personnel, or educational support personnel. 105 ILCS 5/10-21.7, amended by P.A. 102-894.</p> <p>A firearm in a school or on school-owned or leased property. 105 ILCS 5/10-27.1A(c), amended by P.A.s 103-34, 103-609, and 103-780.</p> <p>Drugs in a school or on school-owned or leased property, including any conveyance owned, leased, or used by the school for the transport of students or school personnel. 105 ILCS 5/10-27.1B(b), amended by P.A.s 103-609 and 103-780; 105 ILCS 127/).</p>

Actor	Action
	<p>Reports all of the above 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.⁶ 105 ILCS 5/10-27.1A, 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.</p>
Building Principal	<p>Reports to the LLEA threats to the safety and welfare of students and teachers by illegal use of drugs and alcohol, by illegal use or possession of weapons, or by illegal gang activity. 105 ILCS 5/10-21.4a.</p> <p>Reports other threats to the LLEA as necessary and appropriate.</p> <p>Immediately notifies the LLEA upon receiving a report <u>of a threat of gun violence on school grounds or of a that any person has been observed in possession of a firearm on school grounds possessing a firearm</u> (other than a law enforcement official engaged in the conduct of his or her official duties). <u>105 ILCS 5/10-27.1A, amended by P.A. 104-174.</u></p> <p><u>If the report 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.</u></p> <p>If the person found to be in possession of a firearm on school grounds is a student, the Building Principal or designee shall also immediately notify the student's parent/guardian. 105 ILCS 5/10-21.71A(b).</p> <p>Reports directly to the ISP within 24 hours of a determination that a student or other person poses a clear and present danger to himself, herself, or others. 430 ILCS 66/105 and 405 ILCS 5/6-103.3, <u>amended by P.A. 104-270</u>; 20 Ill.Admin.Code §1230.120(b). <u>The Building Principal must also notify the Superintendent or designee whenever he or she makes a clear and present danger report to ISP.</u>⁷ See exhibit 3:60-E, <i>Event Reporting and Notice Requirements for Building Principals Concerning School Safety and Security</i>, for further information.</p>

The footnotes should be removed before the material is used.

⁶ See f/n 6 in sample administrative procedure 4:170-AP1, *Comprehensive Safety and Security Plan*.

⁷ Optional and suggested here as a best practice. This aligns with sample exhibit 3:60-E, *Event Reporting and Notice Requirements for Building Principals Concerning School Safety and Security*.