

**IASB POLICY REFERENCE MANUAL
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Administrative Procedure - Criminal History Records Check of Contractor Employees

Actor	Action
Firm contracting with the District, referred to herein as "contractor"	<p>Prohibits any of the contractor's employees from having direct, daily contact with one or more students if the employee was found guilty of any offense in 105 ILCS 5/10-21.9 or 5/21B-80.</p> <p>Requires each employee who will have direct, daily contact with student(s) to cooperate during the District's fingerprint-based criminal history records check on him or her. 105 ILCS 5/10-21.9(f).</p> <p>Reimburses the District for the cost of the fingerprint-based criminal history records check that the District obtains on each employee of a contractor who will have direct, daily contact with student(s).</p>
Superintendent or designee	<p>Requires that the following paragraph be included in each contract with any firm whenever any employee of the firm will have direct, daily contact with one or more students.</p> <p style="padding-left: 40px;">The contractor shall not send to any school building or school property any employee or agent who has been convicted of a crime listed in 105 ILCS 5/10-21.9 and/or 5/21B-80, as amended from time to time, or who is listed in the Illinois Sex Offender Registry or the Illinois Murderer and Violent Offender Against Youth Registry. The contractor shall make every employee who will have direct, daily contact with one or more students available to the District for the purpose of submitting to a fingerprint-based criminal history records check. The check shall occur before any employee or agent is sent to any school building or school property. The contractor will reimburse the District for the cost of each check. The District must also provide a copy of the report to the individual employee of the contractor, but is not authorized to release it to the contractor. Additionally, at least quarterly, the contractor shall check if any of its employees or agents having direct, daily contact with one or more students is listed on the Illinois Sex Offender Registry or the Illinois Murderer and Violent Offender Against Youth Registry.</p> <p>Completes the required forms to request a fingerprint-based criminal history record check on each contractor's employee who will have direct, daily contact with one or more students. 105 ILCS 5/10-21.9(f). See 5:30-AP2, <i>Investigations</i>. Screens the individual's name and address against the: (1) Illinois Sex</p>

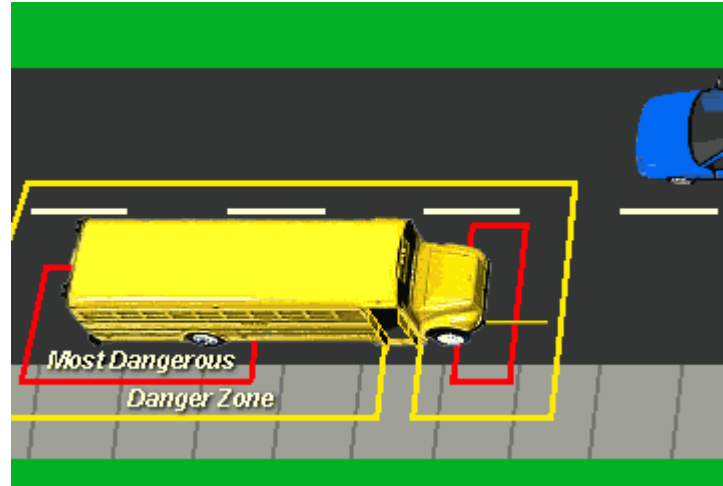
Actor	Action
	<p>Offender Registry, www.isp.state.il.us/sor/, and (2) the Violent Offender Against Youth Registry maintained by the Ill. State Police, www.isp.state.il.us/cmvo/.</p> <p>Whenever a contractor sends an employee who will have direct, daily contact with a student(s) to the District for the first time, ASKS the contractor:</p> <ol style="list-style-type: none"> 1. Will this employee be assigned to more than one school district? IF YES, may request the applicable Regional Superintendent to be responsible for obtaining a fingerprint-based criminal history records check and checking the Statewide Sex Offender Database for each such employee. The Regional Superintendent is required to promptly report to the District any information concerning the employee’s record of conviction and identification as a sex offender. 105 ILCS 5/10-21.9(f). 2. Has another Illinois school district already conducted a fingerprint-based criminal history records check on the employee within the last year? IF YES, may request a copy of it for that contractor’s employee from the school district where the contractor’s employee worked or works. The District may rely on a check done by another district within the last year. 105 ILCS 5/10-21.9(h). <p>NOTE: State law does not define “within the last year.”</p> <p>Upon a request from any school, school district, community college district, or private school for a copy of a fingerprint-based criminal history records check for an employee of a contractor, FIRST determines if the District conducted the check within the last year. IF YES, provides a copy of it to the requesting entity. 105 ILCS 5/10-21.9(h).</p> <p>NOTE: An immunity provision, contained in 20 ILCS 2635/7(A)(3), makes the District not liable to an individual for its reasonable actions taken in reliance on the individual’s criminal history records information (CHRI) report. The District will lose the immunity if it was notified by the individual or by the ISP that the CHRI report is inaccurate or incomplete.</p>

Cross reference and resource:

1. ISBE’s non-regulatory guidance document, Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel, at: www.isbe.net/pdf/guidance_chr.pdf.
2. **Criminal History Records Check** in 5:30-AP2, *Investigations*.

Operational Services

Administrative Procedure - School Bus Safety Rules 1



The Building Principal shall distribute the following rules to all students. Those students not qualifying for school bus transportation to and from school should receive a copy because they may from time-to-time be transported to school activities by school bus.

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
- 5-6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
- 6-7. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.

The footnotes should be removed before the material is used.

1 105 ILCS 5/10-20.14 requires each district's parent-teacher advisory committee, in cooperation with school bus personnel, to establish and maintain bus safety rules. The parent-teacher advisory committee's guidelines should be appropriate to the district, e.g., they should include instructions on seat belt use when buses are so equipped.

- ~~7-8.~~ Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
- ~~8-9.~~ Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
- ~~9-10.~~ If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
- ~~10-11.~~ Never run back to the bus, even if you dropped or forgot something.

Additional resources follow:

[National Highway Traffic Safety Administration - Traffic Safety Toolkit](http://www.nhtsa.gov/parents/parents-bus.html)
www.nhtsa.gov/parents/parents-bus.html

[National Safety Council - School Bus Safety Rules](http://www.nsc.org/news_resources/Resources/Documents/School_Bus_Safety_Rules.pdf)
www.nsc.org/news_resources/Resources/Documents/School_Bus_Safety_Rules.pdf

[Illinois State Police - School Bus Safety](http://www.isp.state.il.us/docs/5-542.pdf)
www.isp.state.il.us/docs/5-542.pdf

[ISBE - School Bus Safety What Parents Should Know](http://www.isbe.net/funding/pdf/bus_safety_parents.pdf)
www.isbe.net/funding/pdf/bus_safety_parents.pdf

[ISBE - Instructions To School Bus Riders \(pg. 102\)](http://www.isbe.net/funding/pdf/bus_safety_teach_guide.pdf)
www.isbe.net/funding/pdf/bus_safety_teach_guide.pdf

[ILSOS - Parent information flyer, games etc.](http://www.cyberdriveillinois.com/departments/drivers/traffic_safety/school_bus_safety/home.html)
www.cyberdriveillinois.com/departments/drivers/traffic_safety/school_bus_safety/home.html

Operational Services

Exhibit - Emergency Medical Information for Students Having Special Needs or Medical Conditions Who Ride School Buses

The purpose of this form is to give school bus drivers and/or emergency medical technicians information about children who have special needs or medical conditions. One copy of this form is kept in the nurse's office, and another copy is kept on the student's school bus in a secure location for bus drivers and emergency medical technicians. If the emergency care of the student requires medication, the parent/guardian must file a *School Medical Authorization Form* with the school nurse.

To be completed by the student's parent/guardian:

_____ Student's Name (<i>Please print</i>)		_____ Birth Date
_____ Parent/Guardian's Name	_____ Home Phone	_____ Cell Phone
_____ School	_____ Grade	_____ Teacher
_____ Physician's Name	_____ Physician's Phone	_____ School Nurse's Phone

My child's special needs are: (*list behavioral or communication challenges and required responses*)

My child requires medication for: (*describe conditions and circumstances*)

Medication and Where Kept	Dosage	Directions

Parent/Guardian Signature

Date

Operational Services

Administrative Procedure - Environmental Quality of Buildings and Grounds

Hazardous and/or Infectious Materials

~~A The Buildings and Grounds Supervisor is responsible for the District's compliance with State and federal law concerning toxic, hazardous, and/or infectious material is any substance, or mixture of substances, that constitutes a fire, explosive, reactive, or health hazard. The following are examples of such materials: ¹ This includes requirements in the federal Occupational Safety and Health Administration (OSHA) Hazard Communication Standards (29 C.F.R. §1910.1200), adopted by the State Toxic Substances Disclosure to Employees Act (820 ILCS 255/), otherwise inoperative). See information on OSHA's website at www.osha.gov/dsg/hazcom/index.html.~~

- ~~• Any item contained in the definition of "toxic substance".~~
- ~~• An item or surface that has the presence of, or may reasonably be anticipated to have the presence of, blood or other bodily fluids~~
- ~~• Non-building related asbestos materials~~
- ~~• Lead and lead compounds (included in school supplies, i.e., art supplies, ceramic glazes)~~
- ~~• Compressed gases (natural gas); and explosive (hydrogen), poisonous (chlorine), or toxic gases (exhaust gases, such as, carbon monoxide)~~
- ~~• Solvents (gasoline, turpentine, mineral spirits, alcohol, carbon tetrachloride)~~
- ~~• Liquids, compounds, solids or other hazardous chemicals that might be toxic, poisonous, or cause serious bodily injury~~
- ~~• Materials required to be labeled by the Department of Agriculture or the EPA (pesticides, algacide, rodenticide, bactericides)~~
- ~~• Regulated underground storage tank hazardous materials (including diesel fuel, regular and unleaded gasoline, oil (both new and used), and propylene glycol)~~

~~The Buildings and Grounds Supervisor is responsible for compliance with State and federal law, including the Toxic Substances Disclosure to Employees Act (820 ILCS 255/), and shall:~~

- ~~1. Maintain a perpetual inventory of hazardous materials.~~
- ~~2. Make available inventory lists to the appropriate police, fire, and emergency service agencies.~~
- ~~3. Compile Material Safety Data Sheets (MSDS) for each toxic substance used, produced, or stored to which an employee may be exposed, and distribute them as appropriate. Update the data sheets when necessary.~~
- ~~4. Submit to the Director of the Illinois Department of Labor, as required, an alphabetized list of substances, compounds, or mixtures for which the District has acquired a MSDS.~~
- ~~5. Make available MSDS to all persons requesting the.~~
- ~~6. Store hazardous or toxic materials in compliance with local, State, and federal law. Storage containers must be labeled with the chemical name and appropriate warning hazards and~~

The footnotes should be removed before the material is used.

~~¹ Alternatively, these duties may be given to another staff member, in which case that staff member's title should replace "Buildings and Grounds Supervisor" throughout this procedure.~~

~~stored in a location that limits the risk presented by the materials. Containers must be stored in a limited access area.~~

~~7. Transport hazardous materials in a manner that poses the least possible risk to persons and the environment and that is in compliance with local, State, and federal law.~~

~~8. Classify hazardous materials as current inventory, waste, excess, or surplus. Dispose of hazardous materials in accordance with local, State, and federal law.~~

~~Post information regarding employee rights under the Act on employee bulletin boards throughout the District.~~

~~9. Provide an education and in-service training program with respect to all toxic substances to which employees are routinely exposed in the course of employment.~~

Pesticide Application on School Grounds 2

The Buildings and Grounds Supervisor is responsible for compliance with the Lawn Care Products Application and Notice Act (415 ILCS 65/3) and shall:

1. Provide an annual schedule of pesticide application to the supervisor of each District building.
2. In coordination with the supervisor of each District building (including each Building Principal), notify employees and students and their parents/guardians in each building. The notification must:
 - a. Be provided at least 4 business days before a pesticide application on school grounds.
 - b. Be written or by telephone. If written, the notice may be included in newsletters, calendars, or other correspondence currently being published.
 - c. Identify the intended date of the application.
 - d. Provide the name and telephone contact number for the Buildings and Grounds Supervisor or other school personnel responsible for the pesticide program.

An exception to this notification is permitted if there is an imminent threat to health or property, in which case the Lawn Care Products Application and Notice Act shall control. If such a situation arises, the Building and Grounds Supervisor must sign a statement describing the circumstances that gave rise to the health threat and ensure that written or telephonic notice is provided as soon as practicable.

Pesticide Application in School Buildings and Structures 3

The Buildings and Grounds Supervisor is responsible for compliance with the requirements in the Structural Pest Control Act (225 ILCS 235/) and shall:

~~The footnotes should be removed before the material is used.~~

~~2 Notice to parents/guardians of students is required before pesticides are applied on school grounds (see the Lawn Care Products Application and Notice Act, 415 ILCS 65/3). Notice to employees, while not required, is included in this procedure because notice to employees is mandated by the Structural Pest Control Act, 225 ILCS 235/10.3. Item #1 is not legally required. Items #2a-d are required. The district may alternatively maintain a registry of parents/guardians requesting written notification of pesticide application and notify only those people in the registry. Be sure the notice provision is consistent with board policy.~~

~~3 Item #1 is not legally required. The *registry* identified in item #2a is required by the Structural Pest Control Act, 225 ILCS 235/10.3. However, for ease of compliance, the procedure automatically puts all employees and parents/guardians in the registry. Change #2a as follows if the superintendent prefers to limit the registry to only those who expressed interest in being notified: "Maintain a registry of all employees and parents/guardians who have requested to receive notice before pesticides are applied to school property." The notice described in item #2b, i-iv, is mandatory. Be sure the notice provision is consistent with board policy.~~

1. Provide an annual schedule of pesticide application to the supervisor of each District building.
2. In coordination with the supervisor of each District building (including each Building Principal):
 - a. Maintain a registry of all employees and parents/guardians of students.
 - b. Notify those employees and parents/guardians of students before pesticides are applied in or on each building. The notification must:
 - i. Be provided at least 2 business days before a pesticide application in or on school buildings.
 - ii. Be written. The notice may be included in newsletters, bulletins, calendars, or other correspondence currently being published.
 - iii. Identify the intended date of the application.
 - iv. Provide the name and telephone contact number for the Buildings and Grounds Supervisor or other school personnel responsible for the pesticide program.

An exception to this notification is permitted if there is an imminent threat to health or property, in which case the Structural Pest Control Act shall control. If such a situation arises, the Building and Grounds Supervisor must sign a statement describing the circumstances that gave rise to the health threat and ensure that written notice is provided as soon as practicable.

The Buildings and Grounds Supervisor is responsible for the District's integrated pest management program and the District's compliance with the Structural Pest Control Act (225 ILCS 235/).

- Applicable if the Superintendent determines that an integrated pest management program is economically feasible:*

The Buildings and Grounds Supervisor or designee shall: (1) develop and implement a program incorporating the Department of Public Health guidelines; (2) notify the Department, on forms provided by the Department, that a program is being implemented; (3) repeat the notification every 5 years after the initial notification; and (4) keep copies of all notifications and all written integrated pest management program plans.

- Applicable if the Superintendent determines that adopting an integrated pest management program is not economically feasible because such adoption would result in an increase in pest control costs:*

The Buildings and Grounds Supervisor or designee shall: (1) notify the Department, on forms provided by the Department, that the development and implementation of an integrated pest management program is not economically feasible; (2) include in the notification the projected pest control costs for the term of the pest control program and projected costs for implementing a program for that same time period; (3) repeat this notification every 5 years after the initial notification until a program is developed and implemented; and (4) attend a training course, approved by the Department, on integrated pest management and repeat attendance every 5 years thereafter until a program is developed and implemented in the District's schools.

The Buildings and Grounds Supervisor or designee shall maintain copies of all notifications that are required by the Structural Pest Control Act and provide the Building Principal(s) or designee(s) sufficient information to allow him/her/them to inform all parents/guardians and school employees at least once each school year that the District has met its notification requirements.

Training and Necessary Equipment

Each Building Principal and noncertificated staff supervisor shall ensure that all staff members under his or her supervision receive training on the safe handling and use of hazardous materials as required by 105 ILCS 5/10-20.17a. Emergency response and evacuation plans must be a part of the training.

Before an employee is given an assignment where contact with blood or bodily fluids or other hazardous material is likely, the employee must be provided the necessary training, including training in the universal precautions and other infection control measures to prevent the transmission of communicable diseases and/or to reduce potential health hazards as required by 23 Ill.Admin.Code §1.330. The appropriate supervisor shall maintain an attendance record of an employee's participation in the training.

Substitute Non-Hazardous Materials

District staff shall comply with State law governing toxic art supplies in schools, 105 ILCS 135/. This includes substituting non-hazardous material for hazardous substances whenever possible and ~~minimize~~ ~~minimizing~~ the quantity of hazardous substances stored in school facilities. No art or craft material containing a toxic substance shall be ordered or purchased for use through grade 6; material containing toxic substances may be used in grades 7 through 12 only if properly labeled according to State law.

Infectious Materials

The Buildings and Grounds Supervisor shall prepare and distribute to all employees an Occupational Exposure Control Plan to eliminate or minimize occupational exposure to potentially infectious materials. ⁴ The Plan shall comply with the Bloodborne Pathogens Standards adopted by State and federal regulatory agencies and an updated copy given to the Superintendent annually. The Plan shall address the following issues:

1. Exposure determination. Positions that do not subject the employee to occupational exposure are ~~generally~~ exempt from the Plan and the Standards ~~generally~~.
2. Implementation schedule specifying how and when risks are to be reduced. The Standards are very specific on risks reduction, e.g., Universal Precautions must be followed; engineering and work practice controls are specified (hand washing, restricted food areas); personal protection equipment must be provided; housekeeping requirements are specified (regulated waste disposal and laundry); vaccination requirements (all employees who have occupational exposure must be offered, at employer expense, the hepatitis B vaccine and vaccination series); communication of hazards to employees through labeling and training; and recordkeeping.
3. Process for ensuring that all medical evaluations and procedures, including the hepatitis B vaccine and vaccination series and post-exposure evaluation and follow-up, are available as required by law.

The footnotes should be removed before the material is used.

⁴ The federal regulatory agency administering the Occupational Safety and Health Act (OSHA) issued Bloodborne Pathogens Standards (29 C.F.R. Part 1910.1030) that were adopted by the Illinois Department of Labor (56 Ill.Admin.Code §350.300). The Standards were developed to reduce the risk of occupational exposure to bloodborne pathogens. According to the Standards, "occupational exposure" means reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties. The Standards require employers to institute a written Exposure Control Plan containing the elements in the sample procedures.

4. Procedures for evaluating an exposure incident.

Emergency Response Plan

The Building Principal shall ensure that proper procedures for the cleanup of potentially hazardous material spills are followed including the following:

1. A building custodian is responsible for the actual cleanup,
2. Personal protective equipment, chemical neutralization kits, and absorbent material are available in each building at all times, and
3. Spill residue is placed in containers designated for such purpose and disposed of in compliance with local, State, and federal law.

Evacuation

The Building Principal shall ensure compliance with the School Safety Drill Act, 105 ILCS 128/. This includes, among other things, ensuring that evacuation rules are posted in each room and discussed with each class using the room during the first days of the school year. The evacuation rules indicate the primary and alternate exits and the evacuation area to which students should proceed upon leaving the building.

The Building Principal shall conduct evacuation drills according to School Board policy 4:170, *Safety*, and administrative procedure 4:170-API, *Comprehensive Safety and ~~Crisis-Program~~ Security Plan*.

LEGAL REF: 29 C.F.R. ~~Part~~ §1910.1030, Occupational Exposure to Bloodborne Pathogens, adopted by the Ill. Department of Labor; at 56 Ill.Admin.Code §350.300.
29 C.F.R. §1910.1200, Occupational Safety and Health Administration Hazard Communication Standards, adopted by 820 ILCS 255/1.5, Toxic Substances Disclosure to Employees Act.
105 ILCS 5/10-20.17a, Hazardous Materials Training; 5/10-20.46, Compliance with Chemical Safety Acts; 135/, Toxic Art Supplies in School Act; and 140/, Green Cleaning School Act.
225 ILCS 235/, Structural Pest Control Act.
415 ILCS 65/, Lawn Care Products Application and Notice Act.
~~820 ILCS 255/, Toxic Substances Disclosure to Employees Act.~~
23 Ill.Admin.Code §1.330, Hazardous Toxic Materials Training.
~~56 Ill.Admin.Code Part 205, Toxic Substances Disclosure to Employees.~~

Operational Services

Administrative Procedure - Comprehensive Safety and Security Plan ¹

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- A. Safety- and Security-Related Administrative Procedures and Forms
- B. Definitions
- C. District Safety Coordinator and Safety Team; Responsibilities
- D. Safety Team Meetings
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- F. School Safety Drill Plan
- G. School Emergency Operations Plan (School EOP)
- H. Material to be Included in Each School EOP
- I. Managing Communications During and About an Emergency or Crisis
- J. Required Notices
- K. Resources

Attachment - School Emergency Operations Plan Format

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 Conditions Who Ride School Buses*
- 4:160-AP *Environmental Quality of Buildings and Grounds*
- 4:170-AP1, E1 *Accident or Injury Form*
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- 4:170-AP2, E2 *Letter to Parents/Guardians Regarding Educational Programs About the Dangers of Underage Drinking*
- 4:170-AP2, E3 *Letter to Parents/Guardians About Disruptive Social Media Apps; Dangers*
- 4:170-AP4 *National Terrorism Advisory System*
- 4:170-AP5 *Unsafe School Choice Option*

¹ This procedure follows the recommendations in “Guide for Developing High-Quality School Emergency Operations Plans,” produced by a collaboration of federal agencies in 2013, at rems.ed.gov/docs/REMS_K-12_Guide_508.pdf. The *Guide* informs schools what they *need* to do, not *what* to do. 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.

- 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-AP7 *Targeted School Violence Prevention Program*
- 4:170-AP7, E1 *Threat Assessment Decision Tree*
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- 4:170-AP8 *Movable Soccer Goal Safety*
- 4:175-AP1 *Criminal Offender Notification Laws; Screening*
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- 4:180-AP1 *School Action Steps for Pandemic Influenza*
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- 6:235-E4 *Keeping Yourself and Your Kids Safe On Social Networks*
- 6:235-E5 *Children's Online Privacy Protection Act*
- 7:280-AP *Managing Students with Communicable or Infectious Disease*
- 7:290-AP *Adolescent Suicide and Crisis Intervention*

B. Definitions

EOP is an Emergency Operations Plan (formerly *site-based safety plan*). Each school or facility has an EOP.

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 school's EOP. Each school or facility has a Safety Team.

SRO means school resource officer.

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 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 **School Emergency Operations Plan** (school EOP) with the

following objectives as explained in FEMA's *Guide to Developing High-Quality School Emergency Operations Plans (2013)*, at [rems.ed.gov/docs/REMS_K-12_Guide_508.pdf](https://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.
- **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 school EOP.
- **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 school EOP
 5. Status of the safety and security communication system
 6. Status of training programs
 7. Status of programs to build awareness of, and enthusiasm for, the school's EOP (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 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 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 review took place. See ISBE's website for an annual review checklist and report at www.isbe.net/safety/guide.htm.

F. School Safety Drill Plan

The School Safety Drill Act (105 ILCS 128/, amended by P.A. 98-48) 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 form for documenting the completion of minimum drill requirements may be used (see www.isbe.state.il.us/safety/pdf/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 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 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 drill.** This drill addresses a school shooting incident and prepares school personnel for situations calling for the involvement of law enforcement when conditions inside a school building are safer than outside of a school building, and it is necessary to protect building occupants from potential dangers in a school building. Law enforcement drills may involve reverse evacuation or the lockdown of a school building. Evacuation or reverse evacuation incidents include a shooting incident. A law enforcement drill may be conducted on days and times when students are not present in the school building. A law enforcement drill must meet each of the following criteria:
 - During each calendar year, the appropriate law enforcement agency contacts the Building Principal to request participation in the law enforcement drill. The Building Principal and the law enforcement agency shall set, by mutual agreement, a date for the drill.
 - The 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 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 drill was conducted. The law enforcement agency shall also notify the school of any deficiencies noted during the drill.

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 HR 98-153).

G. School Emergency Operations Plan (School EOP)

Each Safety Team shall develop, implement, and maintain a school EOP using the process below, as explained in FEMA's *Guide to Developing High-Quality School Emergency Operations Plans (2013)*, at [rems.ed.gov/docs/REMS_K-12_Guide_508.pdf](https://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 EOP.
5. Share the EOP with stakeholders and train them. This includes, without limitation, having the EOP accessible in a digital format.

Each school EOP shall be in the format suggested by and explained in FEMA's *Guide to Developing High-Quality School Emergency Operations Plans (2013)*, at rems.ed.gov/docs/REMS_K-12_Guide_508.pdf. See the **Attachment** to this procedure.

H. Material to be Included in Each School EOP

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

1. Building evacuation protocol. The 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), and (d) keep all staff informed of the evacuation plans.
2. Documents concerning safety drills. The Principal shall schedule, execute, and document safety drills as per the School Safety Drill Act (105 ILCS 128/) and this procedure.
3. Maps and layouts, including (a) campus map, (b) building floor plan, (c) location of first aid kits, AEDs, and fire extinguishers, 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.
4. A protocol to secure a list of people present in the building at any time.
5. Tornado response plan, including a map showing tornado wall locations (105 ILCS 128/25).
6. The safety equipment's maintenance schedule and the person(s) responsible.
7. An emergency early dismissal protocol.
8. A plan for inviting warnings or tips, e.g., a hotline or website for individuals to make anonymous tips.
9. A protocol for student supervision in the event of an emergency or crisis.
10. A safety patrol plan (105 ILCS 5/10-22.28).
11. Bicycle use rules.
12. Roadway and parking rules.
13. Procedures on student illness and injuries at school and school events (23 Ill.Admin.Code §1.530(c)).
14. 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 4:110-AP3, *School Bus Safety Rules*.

15. Safety and security related administrative material. See section A, above.
16. 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 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 or around 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.
2. 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 an attack on any staff member or is subject to an attack. 105 ILCS 5/10-21.7.

Upon receiving a report on any of the above, the Building Principal or designee shall immediately notify local law enforcement. See 3:60-E, *Reporting Requirements for Building Principals Concerning School Safety and Security*. In addition, he or she must notify the Superintendent and, within 1 to 3 days of the incident's occurrence, one or both of them must notify the Ill. State Police (ISP). Notification to the ISP may be accomplished using ISBE's web-based School Incident Reporting System (SIRS) to report incidents electronically. SIRS is available at

www.isbe.state.il.us/research/htmls/sch_incident.htm or by going to ISBE's home page and accessing the District's Web Application Security (IWAS) account.

K. Resources

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center;
Guides for Developing Emergency Operations Plans rems.ed.gov/EOPGuides.aspx

Guide for Developing High-Quality School Emergency Operations Plans: At a Glance
rems.ed.gov/K12GuideForDevelHQSchool.aspx

Guide for Developing High-Quality School Emergency Operations Plans
rems.ed.gov/docs/REMS_K-12_Guide_508.pdf

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center
rems.ed.gov/toolbox.aspx

ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training Institute www.alicetraining.com/
SBE/OSFM All Hazard Preparedness Guide for Illinois Schools www.isbe.net/safety/guide.htm

Illinois Emergency Management Agency (IEMA) www.illinois.gov/ready/

Schools/Campus - Resources www.illinois.gov/ready/plan/Pages/schools-resources.aspx#violence

School Safety Information Sharing Program (SSISP) www.illinois.gov/ready/plan/Pages/schools-sharing.aspx

Illinois Law Enforcement Alarm System (ILEAS) www.ileas.org/main/ileas-supports-school-safety-information-sharing-program

Illinois Terrorism Task Force iema.illinois.gov/iema/itf/publications/IMT_brochure.pdf

National Association of School Psychologists (NASP) - Recommendations for
Comprehensive School Safety Policies www.nasponline.org/communications/press-release/NASP_School_Safety_Recommendations_January%202013.pdf

LEAD & MANAGE MY SCHOOL - Emergency Planning Office of Safe and Healthy Students
www2.ed.gov/admins/lead/safety/emergencyplan/index.html

U.S. Secret Service (USSS) Active Shooter Related Research Prior Knowledge of Potential
School-Based Violence: Information Students Learn May Prevent a Targeted Attack
www.secretservice.gov/ntac/bystander_study.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.threatplan.org/default.htm

School Crisis Guide - Help and Healing in a Time of Crisis, published by NEA Health
Information Network crisisguide.neahin.org/crisisguide/images/SchoolCrisisGuide.pdf

Attachment

School Emergency Operations Plan Format

Basic Plan

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

Functional Annexes

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

- | | |
|-------------------------------|------------------------------------|
| 1. Communications | 6. Reunification |
| 2. Evacuation | 7. Continuity of Operations (COOP) |
| 3. Shelter-in-Place | 8. Security |
| 4. Lockdown | 9. Recovery |
| 5. Accounting for All Persons | 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 | 5. Mass Casualty Incident |
| 2. Earthquake | 6. Active Shooter |
| 3. Tornado | 7. Pandemic or Disease Outbreak |
| 4. Hazardous Materials Incident | |

Operational Services

Exhibit - Emergency Medical Information for Students Having Special Needs or Medical Conditions Who Ride School Buses

Deleted

Number ~~4:170-AP1, E3~~ is deleted.

**Topic was moved to a new number, 4:110-E,
*Exhibit - Emergency Medical Information for
Students Having Special Needs or Medical
Conditions Who Ride School Buses.***

Operational Services

Exhibit - Letter to Parents Regarding Student Safety

Deleted

Number ~~4:170-AP1, E4~~ is deleted.

**Topic was moved to number, 4:170-AP2, E1,
*Exhibit - Letter to Parents/Guardians
Regarding Student Safety.***

Operational Services

Exhibit - Letter to Parents/Guardians Regarding Educational Programs About the Dangers of Underage Drinking

Deleted

Number ~~4:170-AP1, E5~~ is deleted.

Topic was moved to a new number, 4:170-AP2, E2, *Exhibit - Letter to Parents/Guardians Regarding Educational Programs About the Dangers of Underage Drinking.*

Operational Services

Administrative Procedure – Criminal Offender Notification Laws **Administrative Procedure - Routine Communications Concerning Safety and Security**

Number 4:170-AP2 was assigned a new topic, Administrative Procedure - Routine Communications Concerning Safety and Security.

Topic from 4:170-AP2 was moved to a new number, 4:175-AP1, Administrative Procedure – Criminal Offender Notification Laws; Screening.

Operational Services

Administrative Procedure - Routine Communications Concerning Safety and Security ¹

This procedure's purpose is to identify and organize the District's routine communications to stakeholders regarding safety and security. These routine communications are an integral part of the District's coordinated communication system. Communications to stakeholders that do not concern safety or security are organized with their respective topics.

Form, Memo, or Letter	Explanation
<p>4:15-E1 - <i>Letter to Employees Regarding Protecting the Privacy of Social Security Numbers</i></p> <p>4:15-E2 - <i>Statement of Purpose for Collecting Social Security Numbers</i></p> <p>4:15-E3 - <i>Statement for Employee Manual or District Website Concerning the District's Purpose for Collecting Social Security Numbers</i></p>	<p>Board policy makes the Superintendent responsible for ensuring that the District complies with the Identity Protection Act, 5 ILCS 179/. The letter informs staff members about their obligation to protect the privacy of social security numbers. 4:15-E2 and 4:15-E3 fulfill the requirement in the Identity and Protection Act to provide a statement of the purposes for which the District is collecting and using social security numbers.</p>
<p>4:110-E - <i>Emergency Medical Information for Students Having Special Needs or Medical Conditions Who Ride School Buses</i></p>	<p>The parent/guardian of a student with special needs or medical conditions completes this form to provide information to bus drivers and emergency medical technicians. One copy is kept at the school and another copy on the student's school bus in a secure location. 105 ILCS 5/10-20.35 encourages, but does not require, this communication.</p>
<p>4:170-AP1, E1 - <i>Accident or Injury Form</i></p>	<p>This form documents an accident or injury. It provides useful information for examining and evaluating risks. Many insurance companies require completion of their own forms.</p>
<p>4:170-AP1, E2 - <i>Memo to Staff Members Regarding Contacts by Media About a Crisis</i></p>	<p>This memo is intended to encourage staff members to refer questions from the media to the District spokesperson to avoid disseminating incomplete or inaccurate information, or unintentionally violating student privacy rights.</p>
<p>4:170-AP2, E1 - <i>Letter to Parents/Guardians Regarding Student Safety</i></p>	<p>This letter is intended to gain the support and cooperation of parents/guardians concerning the District's safety and security plan. It should align with 4:170-AP1,</p>

The footnotes should be removed before the material is used.

¹ The topic assigned to this code number was changed in May 2014 and the previous topic was placed in 4:175-AP1, *Criminal Offender Notification Laws; Screening.*

Form, Memo, or Letter	Explanation
	<i>Comprehensive Safety and Security Plan.</i>
4:170-AP2, E2 - <i>Letter to Parents/Guardians Regarding Educational Programs About the Dangers of Underage Drinking</i>	This letter informs parents/guardians about: (1) the dangers of underage drinking, (2) the prohibition on serving alcohol to minors, and (3) the punishment for violating these laws. House Resolution 98-162 encourages, but does not require, this communication.
4:170-AP2, E3- <i>Letter to Parents/Guardians About Disruptive Social Media Apps; Dangers</i>	This letter informs parents/guardians about social media apps that can be harmful and disruptive. It describes <i>hyperlocal</i> social media apps, e.g., YikYak, that use GPS on cell phones to target groups in specific areas and <i>temporary</i> social media apps that offer a false sense of anonymity or a false belief that content <i>disappears</i> after a certain set time limit, e.g., <i>ask.fm</i> and <i>Snapchat</i> .
4:170-AP6, E1 - <i>School Staff AED Notification Letter</i>	This letter informs staff members of AED locations and instructions for responding to medical emergencies, as required by 77 Ill.Admin.Code §527.800(b).
4:170-AP6, E2 - <i>Notification to Staff and Parents/Guardians of CPR and AED Video</i>	This notification informs parents/guardians and staff of the training video on hands-only cardiopulmonary resuscitation and automated external defibrillators available on the Ill. High School Association's website. Required by 105 ILCS 25/1.10, added by P.A. 98-305.
4:175-AP1, E1 - <i>Informing Parents/Guardians About Offender Community Notification Laws</i>	This notification informs parents/guardians that information about sex offenders and violent offenders against youth is available on the Ill. State Police's website. It is provided during school registration or parent-teacher conferences, as required by 730 ILCS 152/.
6:235-AP1 - <i>Acceptable Use Electronic Networks</i> 6:235-AP1, E1 - <i>Student Authorization for Electronic Network Access</i> 6:235-AP1, E2 - <i>Staff Authorization for Electronic Network Access</i> 6:235-E3 - <i>Online Privacy Statement</i>	Internet safety is promoted by wide distribution of the District's rules and guidelines.
6:235-E4 - <i>Keeping Yourself and Your Kids Safe on Social Networks</i>	Many parents/guardians are unaware that the Children's Online Privacy Protection Act gives them control over the types of information that websites can collect from their children. This document's purpose is to provide information to parents/guardians about this Act.
6:250-E - <i>Resource Person and Volunteer Information Form and Waiver of Liability</i>	Board policy makes the Superintendent responsible for establishing procedures for securing and screening resource persons and volunteers. This form is completed by an individual who wants to be a resource person and/or

Form, Memo, or Letter	Explanation
	volunteer in a school.
7:180-AP1, E2 - <i>Be a Hero by Reporting Bullying and School Violence</i>	The District's anti-bullying program seeks to stop bullying and school violence. This exhibit's purpose is to encourage reporting by both witnesses and victims.
7:180-AP1, E3 - <i>Memo to Staff Regarding Bullying and School Violence</i>	The District's anti-bullying program seeks to stop bullying and school violence. This exhibit informs staff members about the District's anti-bullying program and its expectations of staff members.
7:180-AP1, E4 - <i>Memo to Parents/Guardians Regarding Bullying and School Violence</i>	The District's anti-bullying program seeks to stop bullying and school violence. This exhibit informs parents/guardians of the District's anti-bullying program and encourages them to help the District identify students who are being bullied.
7:180-AP1, E5 - <i>Report Form for Bullying and School Violence</i>	The District's anti-bullying program seeks to stop bullying and school violence. This form is completed by the bullying target, witness, or other person and submitted to the Building Principal's office. Its purpose is to expedite bullying reports.
7:185-E - <i>Memo to Parents/Guardians Regarding Teen Dating Violence</i>	This memo informs students and their parents/guardians about the Board's policy prohibiting teen dating violence. Required by 105 ILCS 110/3.10(b)(5).
7:190-AP6, E1 - <i>Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting</i>	Informing parents/guardians about sexting may help gain their support and cooperation to end sexting and its resulting disruption to the educational environment.
7:270-E - <i>School Medication Authorization Form</i>	This form offers a systematic process for parents/guardians to provide notice and instructions to the school nurse or other staff member regarding medications, asthma inhalers, and/or epinephrine auto-injectors.
7:280-E3 - <i>Preventing Staphylococcal Infections for Schools</i>	This exhibit contains information for students and their parents/guardians and staff members concerning preventing staphylococcal infections in schools.
7:300-E1 - <i>Agreement to Participate</i>	This exhibit documents that a student athlete and his or her parent/guardian were informed about the risks inherent in sports and received IHSA's: (1) information about performance enhancing substances testing program, and (2) Concussion Information Sheet. It also asks the parent/guardian for emergency contacts.
7:300-E2 - <i>Certificate of Physical Fitness for Participation in Athletics</i>	This certificate provides documentation that the parent/guardian believes that his or her student athlete is in good health and capable of participating in the sport or activity. The parent/guardian also provides a short medical history and current medications for the student athlete.

Form, Memo, or Letter	Explanation
<i>7:300-E3 - Authorization for Medical Treatment</i>	Parents/guardians sign this form to authorize medical treatment of their child who is a student athlete.
<i>8:30-E1 - Letter to Parent Regarding Visits to School by Child Sex Offenders</i>	This exhibit informs parents/guardians that State law restricts when a child sex offender may be on school property. It provides instructions to any parent/guardian who is a child sex offender.
<i>8:30-E2 - Child Sex Offender's Request for Permission to Visit School Property</i>	A child sex offender uses this exhibit to request permission to visit school property. He or she must provide the reason(s) for seeking permission to visit school property.

Operational Services

Exhibit - Letter to Parents/Guardians About Disruptive Social Media Apps; Dangers

On District letterhead or via the District's electronic communications management system

Date

Re: Disruptive Social Media Apps; Dangers

Dear Parents/Guardians:

Staying on top of social media trends is important for parents/guardians. The District wants you to be aware that the following social media apps have the potential to disrupt the school environment by becoming a platform for bullying, unlawful behaviors, and other dangers.

- *Hyperlocal* social media apps, e.g., *YikYak*, present safety and security concerns for our students. Hyperlocal apps use GPS on cell phones to target groups in specific areas.
- *Temporary* social media apps, e.g., *ask.fm*, *Snapchat*, *Burn Note*, *Whisper*, and *Secret*, often present a false belief of anonymity. Temporary apps allow people to send messages and images that self-destruct after a set window of time.

Children need to understand that their online choices are important. Content never truly goes away and no one online is anonymous. Law enforcement agencies have the ability to pinpoint users and content creators, and they do investigate crimes involving the Internet and social media app usage.

The District encourages you to review the resources below and talk with your children. Let's partner together to help children understand how their digital footprints affect their and others' futures. As you discuss this topic with your child, please remind him or her how to report his or her concerns:

1. Tell your child to take a screen shot (if possible) or video (when screen shot not possible), of the content and show you or another trusted adult. Always encourage open conversations about what is happening online. When age-appropriate, discuss that possession and forwarding of sexted images violates federal and state child pornography laws.
2. Use the reporting mechanisms within the social media apps.
3. When a situation begins to disrupt your child's education, report it to your child's school.

Resources about Social Media Apps and Protecting Your Child Online

www.ParentingTodaysKids.com, educates parents/guardians to help them close the technology gap that may exist between themselves and their children.

www.common sense media.org/, discusses apps, movies, and more! Type in the app you want to learn more about, and this website will summarize it for you.

cell-phone-parental-control-software-review.toptenreviews.com/learning-center.html, reviews recent electronic device monitoring software (current as of May 2014).

Sincerely,

Building Principal

Operational Services

~~Exhibit - Informing Parents About Offender Community Notification Laws~~ Exhibit - Letter to Parents/Guardians Regarding Student Safety

Number 4:170-AP2, E1 was assigned a new topic, Exhibit - Letter to Parents/Guardians Regarding Student Safety.

Topic from 4:170-AP2, E1, was moved to a new number, 4:175-AP1, E1, *Exhibit - Informing Parents About Offender Community Notification Laws.*

Operational Services

Exhibit - Letter to Parents/~~Guardians~~ Regarding Student Safety 1

On District letterhead

Date

Re: Student Safety

Dear Parents/Guardians:

Student safety is our District’s top priority. Our District has developed a Comprehensive Safety and Security Plan. In addition to physical safety, the District is concerned with students’ emotional well-being and will help students cope with an emergency or disaster and its aftermath. The following outlines our emergency and disaster response plans.

Safety Plans

School Emergency Operations Plan (EOP)

The District has plans for all four phases of emergency and disaster management:

- ~~1. Preparedness—planning for an emergency or disaster event;~~
- ~~2. Response—planned response to an emergency or disaster event;~~
- ~~3. Recovery—the process of returning to normal operations; and~~
- ~~4. Mitigation—steps taken to minimize the effects of an emergency or disaster.~~

- 1. Prevention - the capabilities needed to avoid, deter, or stop an incident.
- 2. Preparation - the capabilities needed to: (a) protect students, teachers, staff, visitors, networks, and property against threats or hazards, and (b) mitigate the likelihood of an incident or to reduce the impact of one.
- ~~1.3.~~ Response - the capabilities needed to stabilize an incident, save lives, establish a safe and secure environment, and facilitate the transition to recovery.
- ~~2.4.~~ Recovery - the capabilities needed to restore the learning environment. These phases are covered in each ~~school’s site-based safety plan.~~ school Emergency Operations Plan. In addition, the District has a District Safety Program Coordinator and each school has a Crisis Management Safety Team. State law requires the District to annually review its plans.

Communications to Stakeholders

The District will ~~disseminate~~ share emergency information via its website, information hotline, ~~through~~ the media, and ~~by/or~~ telephone contact.

Emergency Responses

The footnotes should be removed before the material is used.

1. The topic assigned to this code number was changed in May 2014 and placed in 4:175-AP1, E1, Informing Parents/Guardians About Offender Notification Laws.

This sample letter contains some issues on which parents/guardians are deeply concerned. The purpose of this sample letter is to trigger ideas for a similar letter designed to meet a specific district’s circumstances.

Emergency responses will depend on the circumstances and may include lockdown or evacuation. During a lockdown, no one may enter or leave the building until it is safe to do so. For evacuation purposes, each school has at least one off-campus site where students and staff assemble to be accounted for and temporarily housed.

In the unlikely event an emergency response is needed at your child's school, staff members will be ~~totally engaged~~ busy supervising students. We will attempt to provide information through the District's information hotline, _____, and/or website _____.

If students are evacuated, students at _____ School will go to _____. You may pick -up your child at this location after notifying the school official in charge. Additional instructions will be given in the event of an evacuation, including alternative methods to return your child home.

Cooperation and Assistance Request

During any emergency or potential disaster and for the safety of all students and staff, please follow the instructions of the ~~District's~~ District Safety ~~Program~~ Coordinator as well as the Building Principal. These instructions will be widely disseminated.

Defamatory or disruptive behavior will only lessen our response effectiveness.

If you have any questions, please feel free to contact the District office or your child's Principal. In the meantime, thank you for your cooperation and support.

Website Address: _____

Information Hotline Number: _____

Sincerely,

Superintendent

Operational Services

Exhibit - Letter to Parents/Guardians Regarding Educational Programs About the Dangers of Underage Drinking

On District letterhead

Date

Re: Underage Drinking

Dear Parent(s)/Guardian(s):

~~Your~~ A child’s wellbeing in and out of school is important to us. One area of concern for parents/guardians and educators across the country is underage drinking. Alcohol use can cause destructive behavior that has consequences for ~~your~~ a child’s health, behavior, and school performance regardless of when and where consumption takes place. It can also lead to increases in risky behavior.

According to the National Institute of Health (NIH), in cases of alcohol-involved drivers, the rate of fatal crashes for drivers between 16 and 20 years old is more than twice that for drivers older than 20. The NIH and the Centers for Disease Control and Prevention indicate that regular alcohol consumption by minors also corresponds to increased rates of suicide, sexual assault, high-risk sex, fighting, crime, and alcohol dependence. No one fully understands the lifetime consequences of alcohol consumption on the developing brain, but studies have shown weakened memory, and worsening of school performance due to increased truancy and learning impairments.

It is illegal for any person under 21 years of age to acquire, possess, or consume alcoholic beverages. District policies prohibit alcohol use by students. District policies also prohibit ~~your child~~ children from (a) alcohol use, possession, distribution, purchase, or sale at school or school functions, and (b) attending school or school functions under the influence of alcohol. Below is a listing of some relevant Illinois laws that apply to underage drinking.

Zero Tolerance

Any person under the age of 21 who has consumed alcohol and operated or been in actual physical control of a motor vehicle may be requested to submit to tests to determine alcohol content. If that person refuses the test or has an alcohol concentration greater than .00, his or her driver’s license will be suspended for 3 months to one year (625 ILCS 5/11-501.1(c)).

Consumption of Alcohol by Minor

Consumption of alcohol by a minor is a Class C misdemeanor. Minors convicted of alcohol possession in a public space face up to six months in jail and a \$500 fine, plus court costs and court-ordered evaluations and counseling. If a person under the age of 21 pleads guilty to, or is found guilty of, consuming alcohol while under the age of 21, he or she will lose his or her driving privileges for at least 3 months, even if the person was not driving, and even if he or she gets court supervision (a non-conviction sentence) (235 ILCS 5/10-1(e) and 625 ILCS 5/6-206(a)(43)).

Fake Identification

Conviction for using a fake ID to obtain alcohol is a Class A misdemeanor. Punishment carries a fine of not less than \$500 and requires at least 25 hours of community service. It may also affect driving privileges. If possible, any community service must be performed for an alcohol abuse prevention program (235 ILCS 5/6-16(a)(i) and 625 ILCS 5/6-206(a).

Criminal Liability for Parent(s)/Guardian(s)

Any parent/guardian or other adult who furnishes alcohol to a minor, or who allows his or her residence to be used for the unlawful possession or consumption of alcohol by minors, may be charged with a Class A misdemeanor punishable by a fine and/or jail for up to 1 year. Where a violation directly or indirectly results in great bodily harm or death to any person, the crime is a class 4 felony, punishable by 1 to 3 years in prison and up to a \$25,000 fine (235 ILCS 5/6-16(a-1).

Civil Liability for Parent(s)/Guardian(s)

Any parent/guardian or other adult who provides alcohol (such as at a home party) may be liable in a civil action for monetary damages totaling up to \$100,000. The action may be sought by someone who suffers personal injury, loss of support, or property loss through the actions of an intoxicated minor whose intoxication resulted from a parent/guardian or another adult giving the minor alcohol (235 ILCS 5/6-21).

Driving Under the Influence (DUI)

Driving while under the influence of alcohol is a Class A misdemeanor punishable by fine and/or jail for up to one year. By driving a motor vehicle anywhere in Illinois, a person gives *implied consent* to a test to determine the alcoholic/drug content of his/her blood. If a person refuses to submit to the test, his/her license will automatically be suspended (625 ILCS 5/11-501).

Illegal Transportation of Open Liquor

It is unlawful for any person to transport, carry, possess, or have any alcoholic liquor within the passenger area of any motor vehicle except in the original container and with the seal unbroken (625 ILCS 5/11-502).

In conclusion, our District encourages you to [talk with your child and](#) partner with the school community to prevent underage drinking by our students. For more information on underage drinking and how to talk to your child about it, please see the following links:

pubs.niaaa.nih.gov/publications/MakeADiff_HTML/makediff.htm

www.centurycouncil.org/underage-drinking/parents

www.samhsa.gov/underagedrinking/

Sincerely,

Superintendent

Operational Services

Administrative Procedure - School Bus Safety Rules

**Number 4:170-AP3 was changed to 4:110-AP3;
the title remains the same.**

**Number 4:170-AP3 will be listed as OPEN on
the Section 4 Table of Contents.**

Operational Services

Administrative Procedure - Unsafe School Choice Option

Beginning in 2002, NCLB required states to implement an unsafe school choice option (20 U.S.C. §7912). Illinois complied by adopting two statutes: (1) 105 ILCS 5/2-3.134 requires ISBE to maintain data and publish a list of *persistently dangerous schools*, and (2) 105 ILCS 5/10-21.3a requires each school board to adopt a policy governing the transfer of students within the district from a *persistently dangerous school* to another public school in the district. Board policy 4:170, *Safety*, fulfills this requirement with its section on *Unsafe School Choice Option*. This administrative procedure implements the policy. It incorporates the guidance given by the U.S. Department of Education, *Unsafe School Choice Option, Non-Regulatory Guidance*, www2.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf, 7-23-02, www.ed.gov/policy/elsec/guid/unsafeschoolchoice.doc.

Unsafe School Choice Option for Students in Persistently Dangerous Schools

Actor	Action
ISBE	Identifies each Illinois school that is a <i>persistently dangerous school</i> as defined in 105 ILCS 5/10-21.3a (attached). As of June 2009 <u>May 2014</u> , ISBE has not identified a <i>persistently dangerous school</i> .
Building Principal or designee	Within 10 calendar days of identification, or longer time if necessary, notifies by U.S. mail, the parents/guardians of students attending a <i>persistently dangerous school</i> , of that school's status as <i>persistently dangerous</i> .
Superintendent	Keeps the Board informed as appropriate. Determines which, if any, schools will receive students assigned to a <i>persistently dangerous school</i> . To the extent possible, the recipient school should be making adequate yearly progress and not identified as being in school improvement, corrective action, or restructuring. The recipient school may be a public charter school. If a recipient school is not available in the District, the Superintendent will explore other appropriate options, e.g., intergovernmental agreements with another district to accept transfer students. The needs and preferences of affected students and parents/guardians will be considered. Develops and implements a corrective action plan.
Building Principal or designee	Within 20 calendar days of identification, or longer time if necessary, informs parents/guardians of the following: 1. The status of the corrective action plan; and 2. The identities of any available school or public charter school into which students may transfer.

Actor	Action
Parents/guardians	As soon as possible after being informed of the unsafe school choice option, confers with the Building Principal concerning whether to exercise the transfer option.
Building Principal or designee	Executes any requested transfers as soon as possible. Transfers will be in effect at least while the original school is identified as <i>persistently dangerous</i> . When determining the transfer length, the Principal considers the student's educational needs as well as other factors affecting the student's ability to succeed if returned to the transferring school.
Superintendent or designee	Upon corrective action plan's completion, requests that ISBE remove the school from the list of <i>persistently dangerous schools</i> .

Unsafe School Choice Option for Any Student Who Is a Victim of a Violent Criminal Offense Occurring on School Grounds During Regular School Hours or During a School-Sponsored Event

Actor	Action
Building Principal or designee	Notifies the Superintendent that a student was a victim of a violent crime, as defined by 725 ILCS 120/3 (attached), occurring on school grounds during regular school hours or during a school-sponsored event.
Superintendent	<p>As soon as possible, determines which, if any, schools are available recipients for a student who was a victim of a violent crime while in school or on school grounds.</p> <p>To the extent possible, the recipient school should be making adequate yearly progress and has not been identified as being in school improvement, corrective action, or restructuring. The recipient school may be a public charter school.</p> <p>If a recipient school is not available in the District, the Superintendent will explore other appropriate options, e.g., an agreement with a neighboring district to accept the student.</p> <p>The needs and preferences of the affected student and his or her parents/guardians shall be considered.</p> <p>Keeps the Board informed as appropriate.</p>
Building Principal or designee	As soon as possible, notifies the student's parents/guardians that the student may transfer to another school, provided another school is available.
Parents/guardians	As soon as possible after being informed of the unsafe school choice option, confers with the Building Principal concerning whether to exercise the transfer option.
Building Principal or designee	Executes any requested transfer as soon as possible. When determining the transfer length, considers the student's educational needs as well as other factors affecting the student's ability to succeed if returned to the transferring school.

Definitions for “Persistently Dangerous School”
105 ILCS 5/10-21.3a

§10-21.3a(b). In order to be considered a persistently dangerous school, the school must meet all of the following criteria for 2 consecutive years:

1. Have greater than 3% of the students enrolled in the school expelled for violence-related conduct;
2. Have one or more students expelled for bringing a firearm to school as defined in 18 U.S.C. 921;
3. Have at least 3% of students enrolled in the school exercise the individual option to transfer schools pursuant to subsection (c) of this section. [105 ILCS 5/10-21.3a(c), see the second section of this procedure]

Definitions for “Crime Victim” and “Violent Crime”
725 ILCS 120/3 (current as of ~~September 1, 2003~~ May 2014)

§ 3. The terms used in this Act, unless the context clearly requires otherwise, shall have the following meanings:

(a) "**Crime victim**" means (1) a person physically injured in this State as a result of a violent crime perpetrated or attempted against that person or (2) a person who suffers injury to or loss of property as a result of a violent crime perpetrated or attempted against that person or (3) a single representative who may be the spouse, parent, child or sibling of a person killed as a result of a violent crime perpetrated against the person killed or the spouse, parent, child or sibling of any person granted rights under this Act who is physically or mentally incapable of exercising such rights, except where the spouse, parent, child or sibling is also the defendant or prisoner or (4) any person against whom a violent crime has been committed or (5) any person who has suffered personal injury as a result of a violation of Section 11-501 of the Illinois Vehicle Code, or of a similar provision of a local ordinance, or of Section 9-3 of the Criminal Code of 1961 or the Criminal Code of 2012, as amended; [.]

(c) "**Violent Crime**" means any felony in which force or threat of force was used against the victim, or any offense involving sexual exploitation, sexual conduct or sexual penetration, domestic battery, violation of an order of protection, stalking, or any misdemeanor which results in death or great bodily harm to the victim or any violation of Section 9-3 of the Criminal Code of 1961 or the Criminal Code of 2012, or Section 11-501 of the Illinois Vehicle Code, or a similar provision of a local ordinance, if the violation resulted in personal injury or death, and includes any action committed by a juvenile that would be a violent crime if committed by an adult. For the purposes of this paragraph, "personal injury" shall include any Type A injury as indicated on the traffic accident report completed by a law enforcement officer that requires immediate professional attention in either a doctor's office or medical facility. A Type A injury shall include severely bleeding wounds, distorted extremities, and injuries that require the injured party to be carried from the scene; [.]

Actor	Action																
	<p>Designates each Building Principal as the individual who must be notified in the event of a medical emergency. ² 77 Ill.Admin.Code §527.400(a).</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center; width: 50%;">Building</td> <td style="text-align: center; width: 50%;">Office Contact</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> </table> <p>Follows the requirements of 77 Ill.Admin.Code §525.500 upon receiving a completed report that an AED was used.</p>	Building	Office Contact	_____	_____	_____	_____	_____	_____								
Building	Office Contact																
_____	_____																
_____	_____																
_____	_____																
Plan Coordinator	<p>Responsibilities Concerning Emergency Responders</p> <p>With the Building Principal, identifies all staff members who, through their education or training, are appropriate emergency responders for specific facilities. If possible, train all emergency responders in CPR and AED use.</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center; width: 50%;">Facility</td> <td style="text-align: center; width: 50%;">Emergency Response Providers</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> </table> <p>Responsibilities Concerning AED Users</p> <p>Determines the appropriate number of trained AED users and anticipated rescuers or users needed for each facility equipped with an AED. Each facility with an AED must have at least one trained AED user on staff during staffed business hours (210 ILCS 74/15 and 77 Ill.Admin.Code §527.600) and take reasonable measures to ensure that anticipated rescuers or users are trained pursuant to 410 ILCS 4/15 and 77 Ill.Admin.Code §527.800.</p> <p>Working with the Building Principal, identifies trained AED users and requests that other appropriate staff members and anticipated rescuers or users become trained.</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center; width: 50%;">Facility</td> <td style="text-align: center; width: 50%;">Trained AED Users</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> </table> <p>Responsibilities Concerning AED Registration</p> <p>Coordinates with local emergency medical services systems. 77 Ill.Admin.Code §527.500.</p> <p>Notifies an agent of the local emergency communications or vehicle dispatch center of the existence, location, and type of the automated external defibrillator (410 ILCS 4/20(b); 77 Ill.Admin.Code §527.500).</p> <p>Cooperates and provides any information requested by the local emergency</p>	Facility	Emergency Response Providers	_____	_____	_____	_____	_____	_____	Facility	Trained AED Users	_____	_____	_____	_____	_____	_____
Facility	Emergency Response Providers																
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Facility	Trained AED Users																
_____	_____																
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_____	_____																

The footnotes should be removed before the material is used.

² The IDPH Rules only require that an *office contact* for a specific facility be designated to receive notification of a medical emergency; the Rules do not assign any responsibilities to this individual. Someone other than the building principal could be named.

Actor	Action						
	<p>communications or vehicle dispatch, so they can complete the Data Collection and Submission report about the use of the AED (77 Ill.Admin.Code § 515.350). 77 Ill.Admin.Code §525.500.</p> <p>Responsibilities Concerning Location of AED and Other First Aid Equipment</p> <p>Indoor Facility - Decides, with input from the Building Principal or designee, where to place the AED and other first aid equipment so that their location will be conspicuous, easily accessible, and convenient; the AED must be mobile and accessible at all times. 77 Ill.Admin.Code §527.600.</p> <p>Outdoor Facility -- Ensures that the AED is placed within 300 feet of the outdoor facility in an open building with unimpeded access that has marked directions to the location of the AED at its entrances. 77 Ill.Admin.Code §527.600 (c). 3</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; border-bottom: 1px solid black;">Facility</td> <td style="width: 50%; text-align: center; border-bottom: 1px solid black;">First Aid & AED Location</td> </tr> <tr> <td style="border-bottom: 1px solid black;"> </td> <td style="border-bottom: 1px solid black;"> </td> </tr> <tr> <td style="border-bottom: 1px solid black;"> </td> <td style="border-bottom: 1px solid black;"> </td> </tr> </table> <p>Keeps a copy of the AED’s manual with the AED. 77 Ill.Admin.Code §527.700(b).</p> <p>Responsibilities Concerning Notification and Posting</p> <p>Along with the Building Principal, notifies all staff members of the location of any AEDs as well as the instructions for responding to medical emergencies. 77 Ill.Admin.Code §527.800(b).</p> <p>Responsibilities Concerning Training</p> <p>Coordinates, with input from the Building Principal, the training of: (1) all staff members who regularly supervise students in physical fitness facilities in the use of CPR and, if appropriate, AEDs, and (2) any non-employee coaches, instructors or other similarly situated anticipated rescuers or users. 77 Ill.Admin.Code §527.800 and 210 ILCS 74/15(b-5) and (b-10).</p> <p>Responsibilities Concerning Instructions for Responding to Medical Emergencies</p> <p>Along with the Building Principal, notifies all facility staff of the location of any AEDs and the <i>Step-by-Step Emergency Response Plan</i> described below. 77 Ill.Admin.Code §527.800(b).</p> <p>Coordinates, along with the Building Principal, the posting of the <i>Step-by-Step Emergency Response Plan</i> described below. 77 Ill.Admin.Code §527.800(b).</p> <p>Responsibilities Concerning Maintenance and Testing of AEDs</p>	Facility	First Aid & AED Location				
Facility	First Aid & AED Location						

~~The footnotes should be removed before the material is used.~~

3 210 ILCS 74/15. AED legislation and rules have been amended several times in as many years. Rule-making by administrative agencies always lags behind legislation.

Actor	Action
	<p>Ensures that all AEDs are maintained and tested according to manufacturer's guidelines. 77 Ill.Admin.Code §527.700(a).</p> <p>Keeps a copy of the maintenance and testing manual at the facility and keeps a copy of the manual with each AED. 77 Ill.Admin.Code §527.700(b).</p>
Building Principal	<p>In a conspicuous place in the physical fitness facility, posts: (1) the list of all staff members who are emergency responders, and (2) the <i>Step-by-Step Emergency Response Plan</i> described below. 77 Ill.Admin.Code §527.400(a).</p> <p>Posts a notice at the facility's main entrance stating that an AED is located on the premises.</p> <p>Receives notice in the event of a medical emergency. 77 Ill.Admin.Code §527.400(a).</p>
School Nurse(s)	<p>Along with the Plan Coordinator, helps staff members understand the instructions for responding to medical emergencies.</p> <p style="padding-left: 40px;">These instructions must provide that the AED should be operated only by trained AED users, unless the circumstances do not allow time to be spent waiting for a trained AED user to arrive. 77 Ill.Admin.Code §527.800(c).</p>
Trained AED User(s) and/or Other Emergency Responder(s)	<p>According to their training, uses appropriate emergency responses upon the occurrence of any sudden, serious, and unexpected sickness or injury that would lead a reasonable person, possessing an average knowledge of medicine and health, to believe that the sick or injured person required urgent or unscheduled medical care. 77 Ill.Admin.Code §527.400(a).</p> <p>According to their training, uses the AED to help restore a normal heart rhythm. when a person's heart is not beating properly. 77 Ill.Admin.Code §527.400(a).</p> <p>Calls 9-1-1 for medical emergencies and whenever an AED is used. 77 Ill.Admin.Code §527.400(b).</p> <p>Notifies the Building Principal whenever the AED or other emergency response is used. 77 Ill.Admin.Code §527.400(b).</p> <p>Whenever an AED is used, cooperates and provides any information requested by the local emergency communications or vehicle dispatch, so they can complete a Data Collection and Submission report about the use of the AED (77 Ill.Admin.Code §515.350). 77 Ill.Admin.Code §525.500.</p>
All Facility Staff Members and Users	<p>Follow the <i>Step-by-Step Emergency Response Plan</i> described below:</p> <ol style="list-style-type: none"> 1. Immediately notify the building's emergency responder(s) whose contact information is posted in the facility. Under life and death circumstances call 9-1-1 without delay. 2. Bring the first aid equipment and AED to the emergency scene. The AED should be operated only by trained AED users for the intended purpose of the AED, unless the circumstances do not allow time for a trained AED user to arrive. 3. Immediately inform the Building Principal or designee of the emergency. 4. The emergency responder will take charge of the emergency. This

Actor	Action
	<p>person will apply first aid, CPR, and/or the AED, as appropriate.</p> <ol style="list-style-type: none"> 5. If necessary, the emergency responder instructs someone to call 9-1-1, providing the location in the building and which entrance to use. This person should make sure someone is sent to open the door for paramedics and guide them to the scene. 6. When paramedics arrive and assume care of the victim, the emergency responder or other staff person notifies the victim's parent/guardian or relative. 7. If an AED was used, the person using it cooperates and provides any information requested by the local emergency communications or vehicle dispatch, so they can complete the Data Collection and Submission report about the use of the AED. If appropriate, a supervising staff member completes an accident report. 8. If an adult refuses treatment, the emergency responder documents the refusal and, if possible, asks the adult to sign a statement stating that he or she refused treatment.

Operational Services

Exhibit - Notification to Staff and Parents/Guardians of CPR and AED Video

On District letterhead, website, in student handbook, newsletters, bulletins, and/or calendars

Date:

To: Parents/Guardians and Staff

Re: CPR and AED Video

State law requires the Illinois High School Association to post a hands-only cardiopulmonary resuscitation and automated external defibrillators training video on its website. The law also requires the District to notify staff members and parents/guardians about the video. You are encouraged to view the video, which will take less than 15 minutes of your time, at:

www.ihsa.org/Resources/SportsMedicine/CPRTTraining.aspx.

Operational Services

Administrative Procedure - Targeted School Violence Prevention Program

Threat assessment procedures work best when incorporated into an overall Targeted School Violence Prevention Program (Program) strategically developed and collectively implemented by local school officials, District staff, student body members, and the community. ¹ Under a properly implemented Program, schools can respond to student behavior that raises safety concerns. This administrative procedure contains four sections as follows:

1. Glossary of Terms
2. Targeted School Violence Plan
3. Preparedness for a Targeted School Violence Crisis, Response, and Recovery
4. Threat Assessment (Three Phases):
 - Phase One: Identification
 - Phase Two: Investigation
 - Phase Three: Response

Glossary of Terms

Threat - An expression of intent to harm someone that may be spoken, written, or communicated in some other way.

Targeted School Violence - Includes school shootings and other school-based attacks where the school was deliberately selected as the location for the attack and was not simply a random site of opportunity.

Targeted School Violence Prevention Program (Program) - The overall process used to create a District and school environment that is conducive to learning by identifying, managing, and preventing threats and acts of Targeted School Violence.

The footnotes should be removed before the material is used.

¹ Hanks, J. (2004). School Violence: From Discipline to Due Process. *Section of State and Local Government Law, American Bar Association*, p. 145, citing *U.S. Secret Service & U.S. Department of Education, Threat Assessment In School: A Guide to Managing Threatening Situations and To Creating Safe School Climates* (Washington, D.C., May 2002), p. 5-6. Several resources to assist with the collective implementation of a targeted school violence prevention program are available. They include but are not limited to:

1. *School Violence: Prevention*, developed by the Centers for Disease Control (CDC). Its materials state that “[n]o one factor in isolation causes school violence, so stopping school violence involves using multiple prevention strategies that address the many individual, relationship, community, and societal factors that influence the likelihood of violence. Prevention efforts should ultimately reduce risk factors and promote protective factors at these multiple levels of influence.” See www.cdc.gov/violenceprevention/youthviolence/schoolviolence/prevention.html.
2. *Youth and School Violence Prevention*, developed by the Safe Schools/Healthy Students (SS/HS) Initiative, created through collaboration between the U.S. Depts. of Health and Human Services, Education, and Justice. See www.sshs.samhsa.gov/initiative/about.aspx.
3. *School Connectedness: Strategies for Increasing Protective Factors Among Youth*, developed by the CDC. See www.cdc.gov/healthyyouth/adolescenthealth/pdf/connectedness.pdf, www.cdc.gov/healthyyouth/protective/pdf/connectedness.pdf and www.cdc.gov/healthyyouth/protective/connectedness.htm.

Targeted School Violence Prevention Plan (TSVP Plan) - The strategic procedures used to integrate a Targeted School Violence Prevention Program into a District’s existing policies and procedures.

School Violence Prevention Team (SVP Team) - A District level team that the Superintendent creates to develop a Targeted School Violence Prevention Plan and oversee the District’s Targeted School Violence Prevention Program and anti-bullying program. The SVP team utilizes the expertise of its members to ensure that the District develops school violence prevention plans that comply with applicable civil rights and other federal and State laws.

Threat Assessment - A rational approach to prevent school violence through evaluating students that demonstrate potentially dangerous behavior. Developed by the U.S. Secret Service and adapted for use in school settings, it aims to first assess the seriousness of the threat and then the appropriate response to resolve it and ultimately prevent an act of Targeted School Violence.

Threat Assessment Team - A building-level team that performs a threat assessment when activated by the Building Principal.

It may include the Building Principal, Assistant Building Principal, School Resource Officer, School Psychologist, and School Counselor or Social Worker.

Targeted School Violence Prevention Plan

Following are the strategic procedures to integrate a Targeted School Violence Prevention Program into the District’s existing policies and procedures.

Actor	Action
Superintendent	Select a School Violence Prevention Team (SVP Team) from throughout the community to include: Building Principals (Building Principals are mandatory for successful implementation of a TSVP Plan). District Safety Team Program Coordinator (see 4:170-API, <i>Comprehensive Safety and Crisis Program Security Plan, Part A, C, District Safety Team Coordinator and Safety Team; Responsibilities</i>) ² Teachers Law enforcement representatives Board attorney ³ District psychologist(s) Mental health workers and/or social service agencies Faith leaders Community members Students Chair and convene SVP Team meetings for <u>the</u> purpose of completing <u>a</u> District-level TSVP Plan.

The footnotes should be removed before the material is used.

² Federal agencies are moving toward renaming *Comprehensive Safety and Crisis Program* to *Incident Command System (ICS)*. ~~See~~ Replace *Comprehensive Safety and Crisis Program* with the a term that the district prefers.

³ Consult the board attorney about creating methods for exchange of information in a manner that complies with applicable State and federal laws. See f/n 4 below.

Actor	Action
	<p>Determine 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 and School Violence</i> for resources and more discussion).</p> <p>Inform School Board of the SVP Team’s progress and needs by adding information item to Board’s agendas as needed.</p>
SVP Team	<p>Develop processes to identify, assess, and manage threatening communications and situations.</p> <p>Identify policies and procedures which <u>that</u> 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> 3:40, <i>Superintendent</i> 3:60, <i>Administrative Responsibility of the Building Principal</i> 4:170, <i>Safety</i> 5:100, <i>Staff Development Program</i> 5:130, <i>Responsibilities Concerning Internal Information</i> 5:230, <i>Maintaining Student Discipline</i> 6:65, <i>Student Social and Emotional Development</i> 6:120, <i>Education of Children with Disabilities</i> 6:235, <i>Access to Electronic Networks</i> 7:20, <i>Harassment of Students Prohibited</i> 7:130, <i>Student Rights and Responsibilities</i> 7:140, <i>Search and Seizure</i> 7:150, <i>Agency and Police Interviews</i> 7:170, <i>Vandalism</i> 7:180, <i>Preventing Bullying, Intimidation, and Harassment</i> 7:190, <i>Student Discipline</i> 7:200, <i>Suspension Procedures</i> 7:210, <i>Expulsion Procedures</i> 7:230, <i>Misconduct by Students with Disabilities</i> 7:250, <i>Student Support Services</i> 7:340, <i>Student Records</i> 4

The footnotes should be removed before the material is used.

⁴ Guidance about the application of State (Illinois School Student Records Act, 105 ILCS 10/) and federal (Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g) laws concerning student privacy issues in the context of preventing targeted school violence is a crucial element to implementing a successful TSVP Plan because school officials may need to share confidential information. Note that information kept by law enforcement professionals working in a school is not considered a *school student record* (105 ILCS 10/2). School officials will also need guidance regarding the release of confidential information given by a student to a therapist (e.g., school counselor or psychologist) as those issues are governed by the Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/.

Actor	Action
	<p>8:10, <i>Connection with the Community</i> 8:95, <i>Parental Involvement</i> 8:100, <i>Relations with Other Organizations and Agencies</i></p> <p>Recommend, through the Superintendent, all policy changes to the School Board for consideration. See policy 2:240, <i>Board Policy Development</i>.</p> <p>Appoint Building Principals or designees as a “point of contact” to encourage and accept reports of threats.</p>
Building Principal	<p>Establishes and leads building-level Threat Assessment Teams consisting of available personnel such as the Assistant Principal, School Counselor/School Psychologist, and School Law Enforcement/Resource Officer. (The building-level team composition can be adapted to meet the staffing patterns for different schools and may include other disciplines.)⁵</p> <p>Ensures 4:170-AP1, <i>Administrative Procedure - Comprehensive Safety and Crisis Program, Security Plan, Part C, Site-Based Safety Plan, G, School Emergency Operations Plan (EOP)</i>, is available throughout schools (do not limit to office); distributes to and discusses with local law enforcement; regularly reviews plan with the building staff.</p> <p>Publicizes and educates staff, parents/guardians, students, and community members: (1) to report students and situations of concern to any school administrators or other authorities (i.e., local law enforcement), and (2) how school officials will address these concerns. This can be accomplished by distributing 4:170-AP7, E3, Targeted School Violence Prevention and Threat Assessment Education Program and 7:180-AP1, E2, Be a Hero by Reporting Bullying and School Violence, and discussing what Threat</p>

A good resource for use during FERPA discussions comes from the State of Illinois Campus Security Task Force Report to the Governor, Appendix C, Part II, pp. 227-233. (2008); the document is online at: www.ibhe.state.il.us/campusafety/materials/cstfreport.pdf. A multi-disciplinary task force comprised of Illinois’ top leaders in education, mental health, public safety, and law enforcement created the report in response to the Northern Ill. University tragedy in February 2008. While the document addresses many issues pertaining to higher education campus security, it contains helpful information for school officials regarding student privacy and other prevention of targeted school violence management issues.

⁵ Threat assessment requires careful consideration of the threat’s environmental context. Building level teams make it easier to assess threats as part of the regular school routine and also increase the likelihood that threats are reported. Cornell, D., Sheras, P. (2006). *Guidelines for Responding to Student Threats of Violence*, p. 13. See also f/n 3 above.

Actor	Action
	<p>Assessment Teams are and what they do when they learn of threats and/or school violence.⁶</p> <p>Assess the feasibility of forming an anonymous tip line and organizing its management.</p> <p>When a tip or concern is raised, proceed with Threat Assessment - Phase One: Identification of Threat procedures.</p> <p>Provide follow-up acknowledgements to those who provide information, e.g., “we appreciate your bringing this situation to our attention” or “we have carefully considered the information you shared with us.”</p>
School Board	<p>Monitor 4:170, <i>Safety</i>, and make changes recommended by the SVP Team. See policy 2:240, <i>Board Policy Development</i>.</p> <p>Provide both the SVP and Threat Assessment Teams with appropriate resources. This 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. ⁷</p>
Superintendent/Building Principal	<p>Ensures the student disciplinary policies referred to in student handbooks notify students that threatening behavior could subject a student to disciplinary consequences. See 7:180, <i>Preventing Bullying, Intimidation, and Harassment</i> and 7:190, <i>Student Discipline</i>.</p> <p>Ensures that staff responds to students who provide them with information about a threatening or disturbing situation.</p>

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

This portion follows 4:170-AP1, *Comprehensive Safety and ~~Crisis-Program Security Plan~~* and suggests additional steps specific to preparing for a Targeted School Violence crisis that school officials may want to incorporate in the District’s existing Safety and Crisis ~~Program Plan~~.

The footnotes should be removed before the material is used.

⁶ Creating a school climate in which students believe the school staff wants to hear from them about threats or possible attacks is critical to ensuring that students come forward. Students should be encouraged to come forward regardless of the amount of information they have, and school staff should convey to the students that their reports will be taken seriously. It is also important to 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, at: www.secretservice.gov/ntac/bystander_study.pdf.

For more school climate discussions, see also *Guide for Developing High-Quality School Emergency Operations Plans*, discussed and cited about in f/n 2, and 7:180-AP1, *Prevention, Identification, Investigation, and Response to Bullying and School Violence*, 7:180-AP1, E1, *Resource Guide for Bullying and School Violence Prevention*, 7:180-AP1, E3 *Memo to Staff Regarding Bullying and School Violence*, and 7:180-AP1, E5, *Report Form for Bullying and School Violence*.

⁷ See *Prior Knowledge of Potential School-Based Violence: Information students learn may prevent a targeted attack*, United States Secret Service and United States Dept. of Education, p. 10, at: www.secretservice.gov/ntac/bystander_study.pdf.

Actor	Action
Superintendent, Building Principal, and SVP Team	Examines 4:170-AP1, <i>Comprehensive Safety and Crisis Program Security Plan</i> procedures and recommend any changes to existing procedures to Superintendent or District Safety Team Program Coordinator.
District Safety Team Program Coordinator	<p>Meet with SVP Team to foster an understanding of what additional items the District’s Safety Team might add to its procedures to accomplish a response and recovery.</p> <p>Add an agenda item to the 4:170-AP1, <i>Comprehensive Safety and Crisis Program, Part A. Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities.</i> Safety Team meetings specific to Targeted School Violence; consider 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 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 <u>and</u> the immediate response to it.</p> <p>Consider designating a trained public relations and communication manager to inform parents 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:</p> <p>4:170-AP1, <i>Comprehensive Safety and Crisis Program, Part I Site Based Safety Security Plan, Part G, School Emergency Operations Plan (EOP)</i> reflects each individual building’s needs.</p> <p>4:170-AP1, <i>Comprehensive Safety and Crisis Program Security Plan, Part D F, School Safety Drill Program Plan,</i> supports a TSVP Plan, specifically consider whether to add a law enforcement drill if the school does not already participate.</p> <p>4:170-AP1, <i>Comprehensive Safety and Crisis Program, Part Security Plan, Parts G and H,</i> reflects the District’s and each building’s needs, especially the section on “Weapons and Explosives on Campus.” It also ensures that multiple copies of these plans exist, and it directs 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, ensures:</p> <p>4:170-AP1, <i>Comprehensive Safety and Crisis Program Security Plan, Parts I, J, and K,</i> reflects District needs and that the Board Attorney is aware of the plans.</p>

Actor	Action
	Recommend to the <u>District</u> Safety Team <u>Program</u> Coordinator any other additional crisis recovery items that the safety team deems necessary.

Threat Assessment 8

The procedures of this section rely heavily upon Building Principals to lead Threat Assessment Teams through the use of 4:170-AP7, E1, E2, and E3 to identify, assess, and manage threatening behavior.

Phase One: Identification of Threat

Actor	Action
Anyone	Identifies student or situation to applicable Building Principal.
Building Principal (alone or with Threat Assessment Team)	<p>Assesses the question: “How much time do we have?” If time is critical, proceeds directly to the crisis management procedures outlined in 4:170-AP1, <i>Comprehensive Safety and Crisis-Program Security Plan</i> (this procedure outlines when to involve law enforcement).</p> <p>Notifies the Superintendent.</p> <p>If 4:170-AP1, <i>Comprehensive Safety and Crisis-Program Security Plan</i> is not immediately necessary, uses 4:170-AP7, E1, <i>Threat Assessment Decision Tree</i>, and follows steps to evaluate the threat (generally, a Building Principal can quickly resolve the first three steps without engaging the full Threat Assessment Team in a comprehensive threat assessment).</p> <p>Step 1: Evaluate threat.</p> <p>Using 4:170-AP7, E2, <i>Threat Assessment Documentation and Response</i>, thoroughly and promptly collects information and evaluates threat by:</p> <ol style="list-style-type: none"> 1. Interviewing student with a standard set of questions and documenting the facts;

The footnotes should be removed before the material is used.

8 The Threat Assessment procedures, modeled after a research-based manual, *Guidelines for Responding to Student Threats of Violence* (Guidelines) explain how to form individual school teams to assess and resolve student threats of violence. The Guidelines, based upon a joint U.S. Secret Service and Department of Education report in 2002 (Fein et al., 2002) provide detailed instruction for school administrators, psychologists, counselors, and law enforcement officers in a seven-step threat assessment and intervention process. The approach helps school personnel understand why a student made a threat and how to address the underlying cause of the threat. Cornell, D., Sheras, P. (2006). *Guidelines for Responding to Student Threats of Violence*. More information is available online at: youthviolence.edschool.virginia.edu/guidelinesmanual80305.html.

The First Amendment does not protect threats when the speech: (1) is a “true threat” (see Watts v. United States, 394 U.S. 705, 708 (1969) that held expressions such as obscenity, defamation, and fighting words have slight social value and do not justify First Amendment protection); or (2) justifies a reasonable suspicion by school officials that it may disrupt the school environment (see Tinker v. Des Moines Indp. Cmty. Sch. Dist., 393 U.S. 503, 512-13 (1969)).

Off-campus threats, including cyber threats, also require a close and thorough examination of the circumstances. See, 6:235-AP2, *Web Publishing Guidelines* f/n 10 and 7:190, *Student Discipline* f/ns 18 & 19.

Actor	Action
	<p>2. Notifying the student’s parent(s)/guardian(s) (use 7:190-E1, <i>Aggressive Behavior Reporting Letter and Form</i>, when appropriate);</p> <p>3. Notifying the parent(s)/guardian(s) of the target(s); and</p> <p>4. Assessing the need for confidentiality of the information gathered from students and other witnesses during the threat assessment investigation and response phases.</p> <p>Step 2: Decide whether threat is clearly transient or substantive.</p> <p>Considers the context of how the threat was made and categorizes the level of risk as transient or substantive. The most important distinction between transient and substantive threats is that substantive threats require protective action to prevent the threat from being carried out. Serious discipline violations do not always constitute substantive threats.</p> <p>Transient threats proceed to Step 3: Respond to transient threat.</p> <p>Substantive threats skip Step 3 and proceeding directly to Step 4: Assess whether the substantive threat is serious or very serious, below using Threat Assessment - Phase Two: Investigation.</p> <p>Step 3: Respond to transient threat.</p> <p>When the threat is transient, the full threat assessment team does not need to perform a comprehensive threat assessment; determines appropriate management and discipline considerations and responds accordingly. When a transient threat is sparked by an argument or conflict, may involve other Threat Assessment Team members to determine the appropriate management and discipline considerations to resolve the problem.</p> <p>See policies 7:190, <i>Student Discipline</i>; 7:180, <i>Preventing Bullying, Intimidation, and Harassment</i>; and/or 6:120, <i>Education of Children with Disabilities</i>.</p>

Phase Two: Investigation

Actor	Action
Building Principal and Threat Assessment Team	<p>Step 4: Assess substantive threat as serious or very serious.</p> <p>Keep Superintendent informed.</p> <p>Assess whether the threat is <i>serious</i> or <i>very serious</i> by examining the intended severity of the threatened injury/action. Consult with notes on 4:170-AP7, E2, <i>Threat Assessment Documentation and Response</i>.</p> <p><i>Serious threats</i> (generally threats to physically harm) proceed to Step 5.</p> <p><i>Very serious threats</i> (generally threats involving the use of a weapon, murder, sexually sexual assault, or severely injure severe</p>

Actor	Action
	<p><u>injury to</u> others) skip Step 5, proceeding directly to Step 6 below in Threat Assessment - Phase Three: Response, Local Law Enforcement.</p> <p>Manage the student of concern; consider contacting the Board Attorney; and ensure discreteness of situation. See, 7:130, <i>Student Rights and Responsibilities</i>; 7:140, <i>Student Search and Seizure</i>; 7:180, <i>Preventing Bullying Intimidation and Harassment</i>; 7:250 <i>Student Support Services</i>; and 7:250-AP2 <i>Protocol for Responding to Students with Social Emotional, or Mental Health Problems</i>.</p> <p>Step 5: Respond to serious substantive threat.</p> <p>Notify and protect all potential target(s) and notify their parents/guardians- <u>parent(s)/guardian(s)</u>. Use 4:170-AP7, E2, <i>Threat Assessment Documentation and Response</i>, to ensure that protective action reflects the circumstances of the threat.</p> <p>Caution the student about the consequences of carrying out the threat and keep student’s parent(s)/guardian(s) informed.</p> <p>Determine the appropriate management and discipline considerations to resolve the problem. See 6:120, <i>Education of Children with Disabilities</i>; 7:190, <i>Student Discipline</i>; 7:200, <i>Suspension Procedures</i>; and 7:210, <i>Expulsion Procedures</i>.</p>

Phase Three: Response

Actor	Action
<p>Building Principal and Threat Assessment Team in conjunction with Local Law Enforcement Investigators</p>	<p>Step 6: Respond to Very Serious Threat</p> <p>Determine whether to conduct safety evaluation, psychological assessment, or law enforcement investigation.</p> <p>Consider suspension to ensure immediate protection of all potential targets and notify their parents/guardians- <u>parent(s)/guardian(s)</u>. Use 4:170-AP7, E2, <i>Threat Assessment Documentation and Response</i>, to ensure that protective action reflects the circumstances of the threat.</p> <p>Refer student(s) for mental health evaluation; manage the student(s); contact Board attorney; and ensure discreteness of situation. 7:200, <i>Suspension Procedures</i>; 7:250, <i>Student Support Services</i>; and 7:250-AP2, <i>Protocol for Responding to Students with Social, Emotional, or Mental Health Problems</i>.</p> <p>Refer matter to the school resource officer and/or local law enforcement to investigate and engage other resources within the community.</p>
<p>School Resource Officer and/or Local Law Enforcement</p>	<p>Issue findings and recommendations of investigation to Threat Assessment Team.</p>

Actor	Action
<p>Building Threat Assessment Team</p>	<p>Determines <u>Determine</u> appropriate management and discipline; recommend suspension or expulsion based upon the findings and recommendations of local law enforcement. See: 7:200, <i>Suspension Procedures</i>; 7:210, <i>Expulsion Procedures</i>; 7:250, <i>Student Support Services</i>; and 7:250-AP2, <i>Protocol for Responding to Students with Social, Emotional, or Mental Health Problems</i>.</p> <p>Step 7: Implement a written safety plan.</p> <p>If student returns to school, integrate findings and recommendations of investigation to create a written safety plan that responds to the incident through management and protection of potential target(s) while addressing student(s)' <u>students'</u> educational needs. The plan should, among other things:</p> <ul style="list-style-type: none"> • Describe conditions the student must meet to return and stay in school; • Implement procedures to monitor the student if he or she returns to the school; • Include feedback from the student(s)' parent(s)/guardian(s) (when appropriate); and • Include other items as deemed appropriate by the Threat Assessment Team. <p>See 6:120, <i>Education of Children with Disabilities</i>; 7:250, <i>Student Support Services</i>; and 7:250-AP2, <i>Protocol for Responding to Students with Social, Emotional or Mental Health Problems</i>.</p>

Operational Services

Administrative Procedure - Movable Soccer Goal Safety 1

Actor	Action
Superintendent	<p>Designate <u>Requires</u> all Building Principals to:</p> <ol style="list-style-type: none"> <u>1.</u> Identify any movable soccer goals within their buildings' goal that is on school grounds, and <u>2.</u> Ensure that supervisors comply with the Movable Soccer Goal Safety Act (430 ILCS 145/ <u> </u> added by P.A. 97-234).
Building Principal	<p>Identify <u>Reviews</u> the <u>Ill. Department of Public Health's assistance materials found at www.idph.state.il.us/soccer_goal_safety/index.htm</u>.</p> <p><u>Identifies</u> any movable soccer goals <u>on school grounds, or</u> that the school owns <u>and or</u> controls.</p> <p>The Movable Soccer Goal Safety Act, (430 ILCS 145/, added by P.A. 97-234) requires the Ill. Dept. of Public Health to provide technical assistance materials no later than June 30, 2012.</p> <p>Implement <u>Implements</u> the Movable Soccer Goal Safety Act (430 ILCS 145/ <u> </u> added by P.A. 97-234) <u>by requiring that by, among other things, instructing staff members to properly secure or anchor a movable soccer goal when installing, setting up, maintaining, or moving one. goals be properly anchored.</u></p> <p>See, January 1995 U.S. Consumer Product Safety Commission document, Washington CPSC Document #326 Guidelines for Movable Soccer Goal Safety www.epsc.gov/epsepub/pubs/326.html.</p>

The footnotes should be removed before the material is used.

1 This procedure is needed only by a school district that owns or controls a movable soccer goal. The Movable Soccer Goal Safety Act, 420 ILCS 145/. Added by P.A. 97-234, this law requires organizations that own or control a movable soccer goal to create a soccer goal safety and education policy that outlines how the organization will specifically address the safety issues associated with movable soccer goals. See f/n 8 of policy 4:170, *Safety*.

RENUMBERED & RENAMED

March 2013 May 2014

4:170-AP2 4:175-API

Operational Services

Administrative Procedure - Criminal Offender Notification Laws; Screening

Laws Protecting Students on School Grounds

The following list describes laws 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). See School Board policies 4:175, *Convicted Child Sex Offender; Criminal Background Check and/or Screen; Notifications* 4:170, *Safety*; 8:30, *Visitors to and Conduct on School Property*; and administrative procedure 8:30-AP, *Definition of Child Sex Offender*.
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/~~101 et seq.~~, and (b) Murderer and Violent Offender Against Youth Community Notification Law, 730 ILCS 154/75-105, ~~amended by P.A. 97-154~~. These laws are hereafter referred to as “offender notification laws.” See also policy: 175, *Convicted Child Sex Offender; Criminal Background Check and/or Screen; Notifications* 4:170, *Safety*.
3. The School Code (105 ILCS 5/10-21.9) ~~amended by P.A. 97-607~~ lists criminal offenses that disqualify an individual from District employment if the individual was convicted. It requires any person hired by the District to submit to a fingerprint-based criminal history records check through (a) the Illinois State Police (ISP) for an individual’s *Criminal History Records Information* (CHRI) and (b) the FBI’s national crime information databases. The law also requires a school district to check two Illinois offender databases for each applicant, which are (a) the Statewide Sex Offender Registry, www.isp.state.il.us/sor/ and (b) the Statewide Murderer and Violent Offender Against Youth Registry, www.isp.state.il.us/cmvo/. 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 ISBE’s non-regulatory guidance document, *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, at: www.isbe.net/pdf/guidance_chr.pdf.
4. **Note:** A District may also check the National Sex Offender Public Registry, www.nsopr.gov; however, the same information will likely appear in the information furnished by the FBI.
5. 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. See Board policy 4:170, *Safety* See administrative procedures 4:60-AP3, *Criminal History Records Check of Contractor Employees*, and 5:30-AP2, *Investigations*.
6. Conviction of an offense listed in 105 ILCS 5/10-21.9 ~~amended by P.A. 97-607~~, results in the automatic revocation of the individual’s certificate (105 ILCS 5/21B-80). ~~21-23a, repealed by P.A. 97-607 and moved to 105 ILCS 5/21B-80~~.
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

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of the registration form to the Building Principal and any guidance 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. See Board policy [4:175, Convicted Child Sex Offender; Criminal Background Check and/or Screen; Notifications.](#) [4:170, Safety](#)

Receipt of ~~the~~ Information from Law Enforcement ¹

The Superintendent or designee shall notify the local law enforcement official or county sheriff that he or she is the District's official contact person for purposes of the offender notification laws. ² The Superintendent and/or Building Principal may at any time request information from law enforcement officials regarding sex offenders or violent offenders against youth.

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,³ or as authorized by the Superintendent. Requests for information should be referred to the local law enforcement officials or State Police.

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

A rewritten version of this topic is contained in the final section of this policy. Material concerning contractors' employees who have direct, daily contact with one or more students was moved to 4:60-AP3, Administrative Procedure - *Criminal History Records Check of Contractor Employees.*

Informing Staff Members and Parents/Guardians About the Law ⁴

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, www.isp.state.il.us/sor/, and the Statewide Murderer and Violent Offender Against Youth

~~The footnotes should be removed before the material is used.~~

¹ The law is silent with regard to what, if anything, districts do with the information. It does, however, provide that "any person who provides, or fails to provide, information relevant to the procedures set forth in this Law shall not be liable in any civil or criminal action," (730 ILCS 152/130).

² 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.

³ The list of child sex offenders may be a *public record* subject to disclosure under the Illinois Freedom of Information Act (5 ILCS 140/1 et seq.). Consult the district counsel when a request is made using this Act.

⁴ 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 152/101 et seq. 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.

Registry, www.isp.state.il.us/cmvo/. Information may also be included in the Student Handbook. See the Sex Offender Community Notification Law, 730 ILCS 152/, ~~101 et seq.~~, and exhibit 4:~~170-AP2~~ 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 Events ~~5~~

1. For employees and student teachers, the Superintendent or Building Principal(s):
 - a. Completes the required forms to request the fingerprint-based criminal history records check; see 5:30-AP2, *Investigations*.
 - b. Screens the individual's name and address against the: (1) Illinois Sex Offender Registry, www.isp.state.il.us/sor/, and (2) the Violent Offender Against Youth Registry maintained by the State Police, www.isp.state.il.us/cmvo/. 105 ILCS 5/10-21.9.
 - c. Reviews 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) CANTS system. 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 form at [www.state.il.us/dcf/docs/CFS_689_Authorization_for_Background_Check_for_Programs_NOT_Licensed_by_DCFS_\(Fillable\).pdf](http://www.state.il.us/dcf/docs/CFS_689_Authorization_for_Background_Check_for_Programs_NOT_Licensed_by_DCFS_(Fillable).pdf). If an indicated report is found, contact the Board Attorney for guidance.
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. The cost of this check will be reimbursed by the student seeking the experience.
 - b. Performs the responsibilities listed in 1. b. & c., above.
3. For volunteers, see 6:250-AP, *Securing and Screening Resource Persons and Volunteers*. The Superintendent or Building Principal(s):
 - a. May require the same fingerprint-based criminal history records check required of student teachers.
 - b. Performs the responsibilities listed in 1. b. & c., above.
4. For contractors' employees, see 4:60-AP3, *Criminal History Records Check of Contractor Employees*; 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

~~The footnotes should be removed before the material is used.~~

~~5 The law is silent with regard to screening volunteers and individuals in the proximity of a school.~~

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.

CROSS REF.: 4:175 (Convicted Child Sex Offender: 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.: ~~4:170-AP2~~ 4:60-AP3 (Criminal History Records Check of Contractor Employees), 4:175-API1, E1 (Informing Parents/Guardians About Offender Community Notification Laws), 5:30-AP2 (Investigations), 6:250-AP (Securing and Screening Resource Persons and Volunteers), 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)

Operational Services

Exhibit - Informing Parents/~~Guardians~~ About Offender Community Notification Laws

On District letterhead, website, and/or in student handbook

Date:

To: Parents/Guardians

Re: Offender Community Notification Laws

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Illinois State Police's website. The Illinois State Police website contains the following:

Illinois Sex Offender Registry, www.isp.state.il.us/sor/

Illinois Murderer and Violent Offender Against Youth Registry, www.isp.state.il.us/cmvo/

Frequently Asked Questions Concerning Sex Offenders, www.isp.state.il.us/sor/faq.cfm

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Students

Administrative Procedure - Student Discipline Guidelines 1

The intent of these guidelines is to enhance school climate, improve school discipline practices, and ensure that students are disciplined without discrimination on the basis of race, color, national origin, gender, disability, or other protected status.

Recordkeeping

1. Develop and implement a District-wide uniform discipline referral form that documents each of the following:
 - Student name
 - Identity of staff member making referral
 - Date and time of incident
 - Location of incident
 - Description of incident
 - Description of interventions attempted prior to incident
 - Description of the incident's effect on other students and/or the learning environment
 - Parent/guardian contact made (when, how, and by whom)
2. Maintain each of the following data related to student discipline referrals:
 - Race of the student referred for discipline
 - Gender of the student referred for discipline
 - Disability status of the student referred for discipline
 - Basis for the referral
 - Identity of the staff member making referral
 - Race of the teacher making referral
 - Basis for imposing or not imposing discipline
 - Description of discipline imposed, if any, and the rationale for its selection
 - Whether the referral was made to the school resources officer (SRO) or law enforcement
 - Basis for making the referral to the SRO or law enforcement (if applicable)
 - Whether there were any criminal charges filed as a result of the student's misconduct
 - If the student received an exclusionary consequence (out-of-school suspension or expulsion) for his/her misconduct, whether the student was offered any academic or behavior support services

Periodic Review and Self-Monitoring

Review the following on a periodic basis and at least annually:

¹ This guidance aligns with the 1-8-2014 *Dear Colleague Letter* issued jointly by the Dept. of Education and Dept. of Justice, and their comprehensive School Climate and School Discipline Guidance Package (a weblink is provided in the Resources section of this procedure). See also:

Christian County Public Schools, Case No. 03-11-5002 (decision letter issued 2.28.14).

Christina School District, Case No. 03-10-5001 (decision letter issued 12.14.13).

Oakland Unified School District, Case No. 09-12-5001 (decision letter issued 9.27.12).

Independent School District #761, Case No. 05-10-1148 (decision letter issued 5.4.11).

1. Discipline-related District policies and procedures

a. Such policies may include:

- 7:20, Harassment of Students Prohibited*
- 7:70, Attendance and Truancy*
- 7:130, Student Rights and Responsibilities*
- 7:140, Search and Seizure*
- 7:150, Agency and Police Interviews*
- 7:160, Student Appearance*
- 7:165, School Uniforms*
- 7:170, Vandalism*
- 7:180, Preventing Bullying, Intimidation, and Harassment*
- 7:185, Teen Dating Violence Prohibited*
- 7:190, Student Discipline*
- 7:200, Suspension Procedures*
- 7:210, Expulsion Procedures*
- 7:220, Bus Conduct*
- 7:230, Misconduct by Students With Disabilities*
- 7:240, Conduct Code For Participants in Extracurricular Activities*
- 7:250, Student Support Services*
- 7:310, Restrictions on Publications*

b. This review should:

- Include input from all members of the school community (administrators, staff, students, parents/guardians, volunteers and community members). Such input may be obtained through school climate surveys, school forums, and the District's parent-teacher advisory committee (established per 105 ILCS 5/10-20.14).
- Ensure policies and procedures (e.g., an individual school's conduct code) have clear definitions of prohibited student conduct, especially those entailing the subjective exercise of discretion.
- Attempt to incorporate alternative disciplinary measures into Board policies and procedures.
- Implement a system of Positive Behavioral Interventions and Support (PBIS) or, if PBIS has been implemented, analyze and monitor its effectiveness and ways to improve it.

2. Discipline data

a. Data review should analyze each of the following:

- Number of referrals by teacher/staff member.
- Race/gender/disability status of referred students by teacher/staff member.
- Overall percentage of student disciplinary referrals by race, gender, and disability status versus the overall percentage of said student groups in the school and District.
- Overall percentage of student disciplinary referrals for a specific offense (i.e. tardy, dress code violation) by race, gender, and disability status versus the overall percentage of said student groups in the school and District.
- Overall percentage of student disciplinary referrals resulting in an exclusionary consequence by race, gender, and disability status versus the overall percentage of said student groups in the school and District.

- Overall percentage of student disciplinary referrals resulting in a referral to law enforcement by race, gender, and disability status versus the overall percentage of said student groups in the school and District.
 - Comparison of discipline imposed for the same or similar offense for students of different races, gender, and disability statuses.
- b. If there are any *red flags* resulting from the data analysis, the discipline committee should meet to determine if there are comparably effective alternative practices or policies that would meet the school's stated educational goal with less of a burden or adverse impact on the disproportionately affected group.

Training

1. Annually train all District staff and school-based law enforcement on each of the following:
 - a. The District's discipline-related policies and procedures, including which behaviors fall into categories of misconduct defined therein so that there is consistency in application.
 - b. How to apply school discipline policies, procedures, and practices in a fair and equitable manner so as not to disproportionately impact students of color, students of a particular gender, students with disabilities, or at-risk students.
 - c. Effective classroom management strategies, recognizing that the removal of students from the classroom is to be used as a last resort.
 - d. How to engage students and support positive behavior, including through any PBIS program implemented in the District.
 - e. Classroom management techniques and resources available to staff who are having difficulty with classroom management.
 - f. The role that school-based law enforcement is expected to play in the discipline process, including when it is or is not appropriate to refer a student to school-based law enforcement.
2. Annually train students on each of the following:
 - a. The District's discipline-related policies and procedures, including which behaviors fall into categories of misconduct defined therein.
 - b. Any discipline-related procedures and conduct code applicable to the particular school in the District.
 - c. Behavior expectations.
 - d. Resources and support services available to students.

Notice

Annually notify students and parents/guardians of discipline-related District policies and procedures.

1. Use varied communication methods, such as student handbooks, District or school websites, posters, classroom instruction, assemblies, etc.
2. Ensure such notice is provided in an age-appropriate, easily understood manner.

Resource

Dear Colleague letter, issued by the Civil Rights Division of the U.S. Dept. of Justice and the Office for Civil Rights of the U.S. Dept. of Education at:

www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.pdf.

Students

Administrative Procedure - Measures to Control the Spread of Head Lice at School

Actor	Action
School Nurse	<p>Involves parent organization in the development and implementation of programs regarding prevention and treatment.</p> <p>Provides information regarding control to staff, students, and parents.</p> <p>Provides information material and/or in-service to school personnel on:</p> <ol style="list-style-type: none"> 1. Confidentiality requirements 2. Identification 3. Preventing transmission in classrooms 4. Precautions against self-contamination and cross-contamination, e.g., <ol style="list-style-type: none"> a. Carpets should be vacuumed frequently b. Cloth-covered stuffed animals, sleeping mats, pillows, sofas, and other stuffed furniture should be discouraged 5. Treatment and resources for treatment 6. Readmission requirements 7. Respect for sensitivity of students and parents/guardians regarding this condition
Parent/Guardian	<p>Assists in preventing and managing head lice outbreaks by regularly checking their children's hair and providing immediate treatment if lice are detected.</p> <ul style="list-style-type: none"> • Check your child's hair and scalp regularly for eggs; they look like tiny white or grayish grains stuck to the hair. <u>Head lice like clean heads, too.</u> • Do not allow your child to use other children's combs, brushes, hats, etc. • If you find your child does have head lice, please inform the school so other children in the class can be checked and you decide to keep him or her out of school, please follow the school's student absence procedures. • Call<u>Follow</u> your physician<u>family's chosen protocol</u> for a medicated shampoo. <u>Follow the instructions for treatment of</u> the entire family. <u>Both over-the-counter and prescription medications are available for treatment of lice.</u> • <u>Hats, combs, brushes, and bed linens should be cleaned thoroughly. After the medicated shampoo, you can loosen the eggs with scalp rinses of vinegar, and then slide the eggs off the hair shaft with tweezers, a special fine tooth comb, or your fingernails.</u> • <u>Review information from the Center for Disease Control (CDC) about Prevention and Control at:</u> <u>www.cdc.gov/parasites/lice/head/prevent.html and Treatment FAQ at www.cdc.gov/parasites/lice/head/gen_info/faqs_treat.html.</u>
Staff	<p>To prevent the spread of head lice infestations, reports<u>report</u> all suspected cases of head lice to the school nurse or designee as soon as possible.</p>

Actor	Action
School Nurse	<p>Inspects the head of any student reasonably suspected of having head lice as soon as possible.</p> <p>Checks the siblings of any student with head lice and notifies other schools where siblings attend.</p> <p>Checks any of the student's contacts for the presence of lice.</p> <p>Provides the student's parent(s)/guardian(s) with information regarding head lice treatment.</p> <p>If more than one student is affected in any class, examinesdetermines whether to examine all students in the class and/or provides information about head lice to all parents/guardians of students in the class.</p>
Building Principal	<p>If eggs (nits) or lice are found, excludesdetermines whether to exclude the student from attendance and-or limit the student's head to head contact in the school building (especially in lower grades). Contact the Board Attorney before beginning the process to exclude any student.</p> <p>Informs the parent(s)/guardian(s) about recommended treatment procedures and sources of further information.</p>
Staff	Maintains the privacy of students identified as having head lice and excluded from attendance.
Parents/Guardians	Return an excluded student Brings a note to school by bringing a note verifying treatment.
School Nurse	<p>Examines any excluded student and verifies to the Building Principal that all eggs (nits) and lice are gone so that the student may return.</p> <p>Note: Delete this row and/or the reinspectionre-inspection (nit-free) requirement, if the administration determines the requirement is (a) unnecessary to successfully manage head lice and/or (b) results in unnecessary absences. The. Many nit-free requirements may unnecessarily exclude students from school. School nurses should discuss the following pros and cons of No Nit Policies with their Building Principals and/or Superintendents:</p> <p>Pros: A nit-free requirement simply eliminates any subjective call for school personnel as to whether the nit is dead or alive. The National Pediculosis Association also recommends the <i>No Nit Policy</i> as the public health standard intended to keep children lice free, nit free, and in school. See, www.headlice.org/downloads/nonitpolicy.htm.</p> <p>Cons: <u>The National Association of School Nurses takes the position that the management of head lice should not disrupt the educational process. No disease is associated with head lice, and in-school transmission is considered to be rare. Further, when transmission occurs, it is generally found among younger-age children with increased head-to-head contact: www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/smid/824/ArticleID/40/Default.aspx.</u></p>

Actor	Action
Building Principal	Notifies parent(s)/guardian(s) whose excluded student has not returned to school within 5 days of the following: School attendance laws Action that may be taken if absence continues Resources for treatment information