

## Operational Services

### Administrative Procedure - Insufficient Fund Checks

The following will occur whenever any individual writes a check to the District that is not honored upon presentation to the respective bank or other depository institution for any reason:

1. The Superintendent or designee will contact the individual by telephone as soon as the check is returned to the District. The individual will be asked to pay the returned check and the \$25 returned check fee. **Note:** Some banks have return check fees over \$25, but 810 ILCS 5/3-806 continues to state \$25. Consult with the Board Attorney about increasing the returned check fee amount.
2. If the amount due is not paid after initial contact, the Superintendent or designee will send a letter by certified mail, return receipt requested, demanding payment within 30 days of mailing the letter, and shall include notice of liability for the costs and expenses. A written demand is necessary to become eligible for any costs and expenses in excess of the amount of the \$25.00 collection fee. 810 ILCS 5/3-806.
3. If the amount due is not paid within 30 days of mailing the demand letter, the Superintendent or designee may contact the Board Attorney to discuss further collection action.

## Operational Services

### Exhibit - Cover Page Documenting the Process to Seek Offset from the Illinois Office of the Comptroller (IOC)

*This cover page documents the steps the District must take before recovering a delinquent debt through an offset (deduction) of a future payment the State makes to an individual responsible for the delinquent debt. An Intergovernmental Agreement (IGA) between the IOC and the District must be in place before the District may seek an offset to satisfy a delinquent debt. Consult the Board Attorney for assistance in implementing a District-wide delinquent debt recovery program that will satisfy the requirements necessary to enter into an IGA with the IOC, e.g., the Superintendent should ensure that the District uses a uniform process to seek offset from the IOC. After completing a step, the responsible staff person must record the date, initial the step, and put all material into the claim folder.*

#### **Confidential Inter-Office Information**

##### Definitions

*Business Office* means the District department that provides the District’s fiscal and business management.

*Change in status* means, without limitation, payments received other than through a successful offset, the filing of a bankruptcy petition, the death of the debtor, or the expiration of the ability for the debt to remain subject to an offset, as provided for in the Intergovernmental Agreement (IGA).

*Claim* means the demand for payment of a delinquent debt.

*Claim folder* means the folder containing material for an individual claim; it includes this cover page, the documentation of the Building Principal or designee’s notifications of debt and request(s) for payment, the Notice of Claim, relevant supporting information, and any material or explanation received from the Debtor.

*Debtor* means the person or entity responsible for satisfying a delinquent debt.

*IOC* means Illinois Office of the Comptroller.

*Notice of Claim* means Exhibit 4:45-E2, *Notice of Claim and Intent to Seek Debt Recovery; Challenge; and Response to Challenge.*

*Offset* means a deduction of the amount of a debt owed to the District from a future payment that the State makes to an individual or entity that is responsible to satisfy the debt.

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DebtorContact information

**When the District enters the IOC Program through an IGA, and the District decides a Claim will be referred to the IOC, the following steps will be documented:**

Step	Date	Initials
Building Principal sent written documentation referring a claim for further recovery proceedings. This documentation is placed in the claim folder.		
Superintendent or designee inspected the Building Principal’s written documentation above (including 105 ILCS 123/, requirements if the debt		

Step	Date	Initials
involves school lunch accounts) and agrees that the claim should be referred for recovery through the IOC. <b>Note:</b> Consult the Board Attorney. Treating claims differently, i.e., referring some and not others, may trigger the Constitution's Equal Protection Clause.		
District sent the Notice of Claim; certified mail, return receipt requested. For unpaid meal charges, District staff have followed procedures to prevent meal charges from accumulating and made reasonable efforts to collect all funds due to the District on a regular basis before the end of the school year (105 ILCS 123/). <b>Note:</b> While certified mail is not required, it is a best practice to send regular and certified, first-class mail.		
Receipt showing certified delivery of the Notice of Claim on _____.		
Receipt of the Debtor's challenge to the claim. <i>If no challenge is received by the deadline in the Notice of Claim, send the claim folder to the Superintendent's office for review and continued processing.</i>		
Receipt of Debtor's written explanation and/or any documentation.		
Arrangements made for informal proceeding with Debtor; scheduled for _____. <input type="checkbox"/> Telephone or <input type="checkbox"/> In-person		
Informal proceeding held with Debtor. <input type="checkbox"/> Telephone or <input type="checkbox"/> In-person Attendees: _____ _____		
<p><b>Decision of the Business Office</b></p> <p>Business office <i>[name]</i> _____, found that the claim should be considered: <input type="checkbox"/> Satisfied or <input type="checkbox"/> Enforceable for the following reason(s) (<i>check boxes below that apply</i>):</p> <p><input type="checkbox"/> Debtor asserted waiver of student fees as a challenge to paying the claim.</p> <p><input type="checkbox"/> 4:140-E1, <i>Application for Fee Waiver</i> or 4:140-E2, <i>Application for Fee Waiver Based on Federal Free Meals Program</i> was provided to Debtor and documented in the claim folder.</p> <p><input type="checkbox"/> 4:140-E3, <i>Response to Application for Fee Waiver, Appeal, and Response to Appeal</i> is placed in folder.</p> <p><input type="checkbox"/> Debtor asserted application for meal benefits as a challenge to paying the claim.</p> <p><input type="checkbox"/> 4:130-E, <i>Free and Reduced-Price Food Services; Meal Charge Notifications</i> was provided to Debtor and is documented and placed in the claim folder.</p> <p><input type="checkbox"/> Documentation of the student's eligibility for free and reduced-price food services is documented and placed in the claim folder.</p> <p><input type="checkbox"/> Debtor fee waiver request or application for meal benefits request was:</p> <p><input type="checkbox"/> Granted or <input type="checkbox"/> Denied.</p> <p>If denied, did Debtor appeal the denial? <input type="checkbox"/> Yes or <input type="checkbox"/> No. <b>Note:</b> Fee waivers</p>		

Step	Date	Initials
and/or eligibility for free and reduced-price food services satisfy a claim.		
Business office <i>[name]</i> _____, forwarded the claim folder to the Superintendent's office.		
If the Business office found that the claim is satisfied, the Superintendent or designee notified the Debtor that the claim is considered satisfied. He or she closed this claim folder and checked the " <b>claim is satisfied</b> " box above.		
<p><b>Review by Superintendent or designee</b></p> <p>If the Business office found the debt to be enforceable, the Superintendent or designee independently reviewed the claim and made the following finding:</p> <p><input type="checkbox"/> <b>Satisfied.</b> Debtor sent a notification on _____.</p> <p><input type="checkbox"/> <b>Enforceable.</b> Debtor notified on _____ that the claim must be paid by _____ to avoid further collection efforts.</p>		
<p><b>Certification of Past Due Debt to the IOC</b></p> <p>The Superintendent or designee certifies the debt as required in the terms of the IGA between District and the IOC.</p>		
<p><b>Offset Processing with the IOC</b></p> <p>The Superintendent or designee updates a Debtor's records as required by the terms of the IGA between the District and the IOC and/or 105 ILCS 123/.</p>		

**Operational Services**

**Exhibit - Notice of Claim and Intent to Seek Debt Recovery; Challenge; and Response to Challenge**

*Print on district letterhead or on form with district name and address.*

The information in this Notice of Claim is confidential; disclosure is limited to staff members who have a business need to be informed.

**Section 1 - Notice of Claim and Intent to Seek Payment of a Delinquent Debt.** *The District completes this section and sends the entire Notice of Claim to the person or entity that is the subject of the claim.*

To: \_\_\_\_\_  
Name Address

Our records show that you owe the School District \$ \_\_\_\_\_ for: *[Describe the reason for the debt and date(s) incurred]* \_\_\_\_\_

**After attempts at the school-building level to notify you of this debt and obtain payment and/or after reasonable efforts to notify you of your unpaid school lunch fees, your debt has been referred to the District’s Business Office. This debt is past due and legally enforceable.** Unless this debt is paid on or before \_\_\_\_\_, the District will seek collection to the fullest extent of the law. That means that you may see a decrease in a future payment(s) that the State makes to you by the amount of the debt that you owe the District, plus a recovery fee until your debt is paid.

You may challenge this claim any time before \_\_\_\_\_ by completing Section 2 below and returning this *Notice of Claim* to the Superintendent’s office. If you challenge the debt, you will be invited to an informal proceeding in which the District Business Office will describe the claim and you can explain why you believe the claim is invalid and/or the amount is wrong. A decision finding the debt enforceable will be automatically reviewed by me or my designee (who is not a subordinate of the individual making the enforceability finding).

\_\_\_\_\_  
Superintendent Date

**Section 2 - Challenge.** *The individual or entity who wants to challenge the claim must complete this section and return the entire Notice of Claim to the Superintendent’s office.*

**I am challenging the claim.** *Please check all that apply.*

- I am submitting with this Notice of Claim a written explanation of why I believe the claim is invalid or the amount is wrong.
- I would like to explain why I believe the claim is invalid or the amount is wrong during an informal proceeding by telephone or at a meeting in the District office.
- I am requesting a copy of this Challenge to my Notice of Claim.

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Individual or entity challenging the claim

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Date

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Contact Number

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**Section 3 - Findings.** *The Business Office completes this section and forwards the entire Notice of Claim to the Superintendent's office along with relevant supporting information and any material or explanation received from the individual or entity challenging the claim.*

The Business Office finds that this debt should be considered:  **Satisfied.**  
 **Enforceable.**

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Business Office

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Date

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**Section 4 - Review of Findings and Response to Challenge.** *The Superintendent or designee who reviewed the findings completes this section and sends a copy of the Notice of Claim to the person or entity who challenged the claim.*

- This debt is satisfied.**
- Your challenge is denied.** You must pay the debt by \_\_\_\_\_ to avoid further collection efforts.

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Superintendent

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Date

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**Section 5 - Certification of Past Due Debt to the Ill. Office of the Comptroller (IOC).** *The Superintendent or designee who reviewed the findings completes the process of certifying to the IOC Local Debt Recovery Program that the District has provided the Debtor with the due process necessary to begin the IOC Offset process pursuant to an existing Intergovernmental Agreement with the IOC and/or the requirements of 105 ILCS 123/.*

## Operational Services

### Administrative Procedure - Controls for the Use of District Credit and Procurement Cards

This procedure implements, and is subject to, Board policy 4:55, *Use of Credit and Procurement Cards*. The business office shall oversee the following controls:

**Issue District credit and/or procurement cards to only authorized individuals.**

1. Require prior authorization from the Superintendent or designee before issuing a card to any individual. Review and ensure compliance with Board policy 2:125, *Board Member Compensation; Expenses*, before issuing Board members a card.
2. Have cardholders sign 4:55-E, *Cardholder's Statement Affirming Familiarity with Requirements for Using District Credit and/or Procurement Cards*.
3. Instruct cardholders:
  - a. In the proper use of cards, and;
  - b. How to document purchases, including the need to: (a) present an itemized receipt in addition to a credit or procurement card receipt for each item, (b) indicate the date, purpose, and nature of the charge on the receipt, and (c) identify the names of individuals for whom expenditures were incurred on the receipt.

**Monitor that credit and/or procurement cards are being used for appropriate purchases.**

1. Prohibit the use of District credit or procurement cards for personal expenses. Two problems prevent personal use pending later reimbursement – there is no guarantee of reimbursement and the practice is a *de facto* loan available only to certain employees.
2. Do not use cards that allow cash advances or cash back from purchases.
3. Establish reasonable credit limits for each purchase, transaction, and/or the balance total on each card. Reduce the limits on existing cards if necessary. Require prior authorization for purchases above these limits.
4. When a card is used for *emergency purposes*, require that the user clearly document the emergency situation that justified the need.
5. Block certain types of vendors or purchases using Merchant Category Codes – these categorize businesses by the products or services they provide. Request that the card issuer prohibit charges from dry cleaners, health or beauty spas, liquor stores, race tracks, casinos, houses of worship, physicians, and other merchant categories the District will never use.
6. Perform scheduled and random analyses of individual cardholders. This includes examining the continued need for the card and the nature of purchases being made.
7. Perform scheduled and random analyses to determine whether Board policy is being followed.

**Safeguard District credit and procurement cards.**

1. Keep all cards in a secure location.
2. Issue cards only for the time period that they are needed.
3. Issue cards in the names of specific individuals or departments, e.g., athletics, transportation, high school, elementary conferences and/or training, etc., to help maintain accountability.
4. Prohibit a card's use by anyone other than the individual to whom a card is issued.
5. Develop and follow procedures to cancel cards when lost or stolen and when individuals leave employment.
6. Cancel existing cards that are not needed or accounted for.
7. Review and update master credit card lists annually.

**Monitor credit and/or procurement card statements.**

1. Review statements and watch for suspicious activity, such as, unusual destinations or items, purchases from a vendor whose reputation has not been verified, or purchases that would have been less expensive if another available payment method had been used.
2. Have billing statements broken down by individual user.
3. Have a reconciliation process and timetable. This includes:
  - a. Reconciling credit card statements to itemized receipts and invoices;
  - b. Examining the documentation supporting purchases to ensure charges are authorized and reasonable;
  - c. Delegating approval, verification, and payment of bills to different individuals; and
  - d. Requiring someone other than the cardholder or an individual supervised by the cardholder to review and approve transactions.
4. In exceptional circumstances when the Superintendent approved a charge that would otherwise be disallowed, maintain a record documenting the Superintendent’s approval as well as all other pertinent information about the charge.
5. Review all uses of a card via telephone, fax, and the Internet to be sure they were approved by the Superintendent or designee.
6. Establish a way of recouping inappropriate charges.
7. Do not use automatic payment deductions to pay credit or procurement card bills.
8. Pay bills on time to avoid paying fees and late charges.
9. Appropriately follow up on any discrepancies.
10. Verify that the items purchased were actually received.
11. Account for any financial or material reward or rebate offered by the company or institution issuing the District credit or procurement card and verify that it was used for the District’s benefit.

The following District employees will be issued District credit and/or procurement cards.<sup>1</sup> Other District employees may use a District credit and/or procurement card after receiving specific authorization from the Superintendent.

<b>Employment Position</b>	<b>Authorized Use and Other Limitations</b>
Superintendent	Actual and necessary expenses incurred in the performance of the Superintendent’s duties. Expenses related to professional development.
Transportation, Maintenance, and/or Building and Grounds Directors	Expenses for maintaining and fueling District vehicles.
Assistant Superintendents	Actual and necessary expenses incurred in the performance of the job duties. Expenses related to professional development.
Building Principals	Purchases of materials and supplies for his or her building that must be made quickly and/or are too small to process through the regular procedure.

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

<sup>1</sup> This optional table must be customized to align with the district’s practices.



<b>Employment Position</b>	<b>Authorized Use and Other Limitations</b>
	Expenses from student activity funds for educational, recreational, or cultural purposes. Expenses related to professional development.
Athletic Directors	Actual and necessary expenses incurred in the performance of the job duties.

## Operational Services

### Administrative Procedure - School Bus Post-Accident Checklist<sup>1</sup>

#### Driver Post-Accident Procedures

1. Immediately after an accident:
  - Activate the hazard lights
  - Place the transmission in neutral and set the parking brake (manual) or place in park (automatic)
  - Turn off the ignition and remove the key
  - Locate and place the warning devices
2. The first consideration is whether it is safer to evacuate the students or to have them remain on the bus. 23 Ill.Admin.Code §1.510(l)(1).
3. Check for injuries, using the passenger list (if available) to indicate injuries. Immediately notify the pre-designated emergency and police services, and administer first aid. As soon as possible, notify the District or transportation office.
4. Don't leave students unattended and/or unsupervised. However, if you must leave to attend to the vehicle or warning devices, leave a responsible student in charge.
5. Check for conditions that could cause fires, including a ruptured fuel tank, leaking or broken fuel lines; and/or hot tire, etc. *Do not touch a suspected hot tire.* Place your hand near it to see if heat is radiating off of it.
6. When notifying the District or transportation office, give the following information:
  - Seriousness of the accident
  - Location and time of accident
  - Bus number and route number
  - School
  - Number of students on board
  - Extent of any injuries
  - Condition of vehicle
  - Weather/road conditions
  - Any other pertinent information
7. Stay with the children until help arrives. Do not release any student, even to parents, unless instructed to do so by police or the District or transportation office. Parents/guardians are not allowed on the bus.
8. Stay vigilant for the continued safety of everyone at the scene and:  
**Never** attempt to direct traffic.

The footnotes should be removed before the material is used.

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<sup>1</sup> This checklist aligns with accident procedures in the *Illinois Professional School Bus Driver Training Curriculum* (last revised 2015), available at: [www.isbe.net/Documents/busdriver\\_trainmanual.pdf](http://www.isbe.net/Documents/busdriver_trainmanual.pdf). Modifications to this procedure may be needed to reflect local circumstances, e.g., regarding the identification of a “responsible student” in item #4 under Driver Post-Accident Procedures. State law uses the term *crash* instead of *accident* to clarify that not all crashes are accidental. 625 ILCS 5/, amended by P.A. 102-982; however, federal regulations governing drug and alcohol testing of school bus drivers continue to use the term *accident*. See sample administrative procedure 5:285-AP, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*.

**Never** move the vehicle before the police arrive, unless absolutely necessary to avoid a traffic hazard.

**Never** discuss liability or fault, or sign anything until someone from the District or transportation office arrives. Do not discuss details of the accident with the media.

**Never** move an injured person unless the person's life is in jeopardy.

9. Cooperate with law enforcement. Provide concise and clear answers and details. Give your name, address, driver's license and bus driver permit numbers.
10. If your vehicle strikes an animal, continue until it is safe to stop, keeping in mind that the sight of an injured animal could upset the children on the bus. Park the vehicle and radio or call the District or transportation office with the information. The office will notify the proper authorities.
11. The District or transportation office, when notifying the school, may suggest that personnel follow up with students to minimize trauma or emotional after-effects.

#### Information Gathering

While at the accident scene the driver and/or transportation supervisor shall:

1. Obtain the name, address, date of birth, and seating position of every passenger on the bus.
2. If possible, obtain the names, addresses, driver's license numbers and phone numbers of any witnesses.
3. Regarding other vehicles involved in the accident, obtain the:
  - Other drivers' names
  - Other drivers' license numbers
  - Other drivers' addresses and phone numbers
  - Make, model, year, and license plate numbers of other involved vehicles
  - Other drivers' insurance carrier information
  - Name, address, and phone numbers of passengers in other involved vehicles

#### District or Transportation Office Responsibilities

1. Confirm that police and emergency services as appropriate were notified. An ambulance need not be called to the accident scene unless there are obvious injuries or complaints.
2. Send a transportation supervisor to the accident scene to assist the bus driver.
3. Arrange for the parents/guardians of children on the bus to be contacted.
4. Arrange alternate transportation for the children.
5. Contact the District's insurance carrier as soon as possible and follow its instructions.
6. Help the bus driver complete accident report forms, including insurance forms. Complete the Ill. State Board of Education's *School Bus Accident Report*, [www.isbe.net/Documents/50-26\\_school\\_bus\\_accident.pdf](http://www.isbe.net/Documents/50-26_school_bus_accident.pdf) and forward to the Regional Superintendent immediately after any accident.
7. Obtain any accident reports completed by third parties, including police reports.

#### Post-Accident Alcohol and Drug Testing

1. This section's provisions are required by 49 C.F.R. §382.303. For drug and alcohol testing requirements, see Board policy 5:285, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*; and administrative procedure 5:285-AP, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*.
2. School bus drivers shall be provided the necessary post-accident alcohol and drug testing information, procedures, and instructions before operating a bus.
3. As soon as practicable after an accident involving a school bus, the driver shall be tested for alcohol and controlled substances if:
  - a. The accident involved the loss of human life;
  - b. The driver receives a citation for a moving traffic violation arising from the accident; or

- c. A law enforcement officer directs that such a test be given. 625 ILCS 5/6-516.
4. If a required alcohol test is **not** administered:
  - a. Within two hours, the District must prepare and maintain a file or record stating why the test was not properly administered.
  - b. Within eight hours, the District shall cease attempts to administer an alcohol test and shall prepare the same record.
5. If a required controlled substance test is **not** administered within 32 hours, the District shall cease attempts to administer the test, and shall prepare and maintain a file or record stating why the test was not properly administered.
6. No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until undergoing a post-accident alcohol test.

Vehicle Inspection

Following an accident, each damaged bus component must be inspected before the bus is returned to service. 625 ILCS 5/13-109.

**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 students 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)*

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

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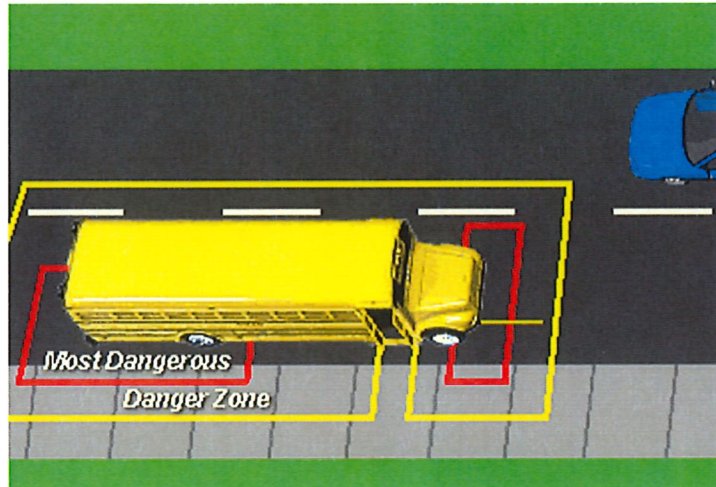
Medication and Where Kept	Dosage	Directions

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Parent/Guardian Signature	Date
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## Operational Services

### Administrative Procedure - School Bus Safety Rules <sup>1</sup>



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. Be aware of moving traffic and pay attention to your surroundings.
2. 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.
3. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
4. 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.
5. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
6. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, computers, smart phones, smart watches, and other electronic devices must be silenced on the bus unless a student uses headphones.
7. 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.
8. 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.
9. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.

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

<sup>1</sup> 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.

10. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take at least five giant steps (10 feet) 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.
11. 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, even after the driver's signal.
12. Never run back to the bus, even if you dropped or forgot something.

Additional resources follow:

National Highway Traffic Safety Administration - **School Bus Safety**

[https://one.nhtsa.gov/people/injury/buses/getting\\_to\\_school/schoolbus2.html](https://one.nhtsa.gov/people/injury/buses/getting_to_school/schoolbus2.html)

U.S. Department of Transportation - **School Bus Safety Campaign Material**

[www.trafficsafetymarketing.gov/get-materials/school-bus-safety/evergreen-campaign-material](http://www.trafficsafetymarketing.gov/get-materials/school-bus-safety/evergreen-campaign-material)

National Safety Council - **Tips for a Safe Ride**

[www.nsc.org/home-safety/tools-resources/seasonal-safety/back-to-school/bus](http://www.nsc.org/home-safety/tools-resources/seasonal-safety/back-to-school/bus)

Ill. State Police - **School Bus Safety**

<https://isp.illinois.gov/StaticFiles/docs/TrafficResources/5-542.pdf>

Ill. State Board of Education - **School Bus Safety What Parents Should Know**

[www.isbe.net/Documents/bus\\_safety\\_parents.pdf](http://www.isbe.net/Documents/bus_safety_parents.pdf)

Ill. State Board of Education - **Instructions To School Bus Riders**

[www.isbe.net/Documents/bus\\_ride\\_instruct.pdf](http://www.isbe.net/Documents/bus_ride_instruct.pdf)

## Operational Services

### Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors <sup>1</sup>

Child sexual abuse and grooming behaviors harm students, their parents/guardians, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn. The Board has a responsibility and obligation to increase awareness and knowledge of:<sup>2</sup> (1) issues regarding child sexual abuse, (2) likely warning signs that a child may be a victim of sexual abuse, (3) grooming behaviors related to child sexual abuse and grooming, (4) how to report child sexual abuse, (5) appropriate relationships between District employees and students based upon State law, and (6) how to prevent child sexual abuse.

To address the Board's obligation to increase awareness and knowledge of these issues, prevent sexual abuse of children,<sup>3</sup> and define prohibited grooming behaviors,<sup>4</sup> the Superintendent or designee shall implement an Awareness and Prevention of Sexual Abuse and Grooming Behaviors Program. The Program will:

1. Educate students with:

The footnotes should be removed before the material is used.

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<sup>1</sup> Required by *Erin's Law*, 105 ILCS 5/10-23.13, amended by P.A. 102-610. Also infused into this policy are concepts from *Faith's Law*, 105 ILCS 5/22-85.5, added by P.A. 102-676, which provides helpful guidance for districts to implement *Erin's Law* due to its vagueness. See f/ns 1 and 15 in sample policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, for further information regarding *Faith's Law*.

Three additional statutes address a district's responsibility to provide age-appropriate sexual abuse and assault awareness and prevention education programs:

1. 105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act (requires districts to establish a Comprehensive Health Education Program that includes age-appropriate sexual abuse and assault awareness and prevention education in grades pre-K through 12) (see sample policy 6:60, *Curriculum Content*, and administrative procedure 6:60-AP1, *Comprehensive Health Education Program*);
2. 105 ILCS 5/27-9.1a(b), added by P.A. 102-552 (requires comprehensive personal health and safety and comprehensive sexual health education a/k/a National Sex Education Standards (NSES) to: (a) be age and developmentally appropriate, medically accurate, complete, culturally appropriate, inclusive, and trauma informed, (b) replicate evidence-based or evidence-informed programs or substantially incorporate elements of evidence-based programs or evidence-informed programs or characteristics of effective programs, (c) provide information about local resources where students can obtain additional information and confidential services related to sexual violence (including sexual abuse and assault), and (d) provide information about State laws related to mandated reporting of child abuse and neglect, and school policies addressing the prevention of and response to sexual violence) (see sample policy 6:60, *Curriculum Content*, and administrative procedure 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*); and
3. 105 ILCS 5/27-13.2 (addresses (a) written objections to sexual abuse prevention instruction and notice provisions (minimum five days) for students in grades K through 8, and (b) distribution by the Ill. State Board of Education (ISBE) and Ill. Dept. of Children and Family Services (DCFS) of information for districts to provide to their communities about this instruction) (see sample policy 6:60, *Curriculum Content*, and administrative procedure exhibit 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs*).

<sup>2</sup> 105 ILCS 5/10-23.13, amended by P.A. 102-610, at (b)(1).

<sup>3</sup> Id. at (b).

<sup>4</sup> Id. at (b).



- a. An age-appropriate and evidence-informed health and safety education<sup>5</sup> curriculum that includes methods for how to report child sexual abuse and grooming behaviors to authorities,<sup>6</sup> through policy 6:60, *Curriculum Content*; <sup>7</sup>
  - b. Information in policy 7:250, *Student Support Services*, about: (i) District counseling options, assistance, and intervention for students who are victims of or affected by sexual abuse,<sup>8</sup> and (ii) community-based Children’s Advocacy Centers and sexual assault crisis centers and how to access those serving the District. <sup>9</sup>
2. Train District employees about child sexual abuse and grooming behaviors by January 31 of each school year with materials that include: <sup>10</sup>
    - a. A definition of prohibited grooming behaviors and employee-student boundary violations pursuant to policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*;
    - b. Evidence-informed<sup>11</sup> content on preventing, recognizing, reporting, and responding to child sexual abuse, grooming behaviors, and employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 5:90, *Abused and Neglected Child Reporting*; 5:100, *Staff Development Program*; and 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; and
    - c. How to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.
  3. Provide information to parents/guardians in student handbooks about the warning signs<sup>12</sup> of child sexual abuse, grooming behaviors, and employee-student boundary violations with evidence-informed educational information that also includes: <sup>13</sup>

The footnotes should be removed before the material is used.

<sup>5</sup> *Id.* at (b)(1).

<sup>6</sup> *Id.* at (b)(4).

<sup>7</sup> 105 ILCS 5/10-23.13(b). See policy 6:60, *Curriculum Content*, and administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, for information on school board choices related to health and safety education, including sex education.

<sup>8</sup> *Id.* at (b)(2) and (3).

<sup>9</sup> *Id.* at (b)(5). See policy 5:90, *Abused and Neglected Child Reporting*, and administrative procedure 5:90-AP1, *Coordination with Children’s Advocacy Center*, for more information on Children’s Advocacy Centers.

<sup>10</sup> Citations for each letter:

- a. 105 ILCS 5/10-23.13(b).
- b. *Id.* at (b), (b)(1.5), and (c).
- c. *Id.* at (b) and (b)(1.5).

<sup>11</sup> Two Illinois laws address “evidence-informed.” *Evidence-informed* per *Erin’s Law* means modalities that were created utilizing components of evidence-based treatments or curriculums. 105 ILCS 5/10-23.13(a), added by P.A. 102-610. Contrast with NSES at 105 ILCS 5/27-9.1a(a), added by P.A. 102-552, which defines an *evidence-informed program* as “a program that uses the best available research and practice knowledge to guide program design and implementation.”

<sup>12</sup> 105 ILCS 5/10-23.13(b) and (b)(1); warning signs and *likely* warning signs are mentioned twice in the law. This policy uses likely in the purpose introduction. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with PRESS material, Online Model Student Handbook (MSH), at: [www.ilprincipals.org/resources/model-student-handbook](http://www.ilprincipals.org/resources/model-student-handbook).

- d. Assistance, referral, or resource information, including how to recognize grooming behaviors,<sup>14</sup> appropriate relationships between District employees and students based upon policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*,<sup>15</sup> and how to prevent child sexual abuse from happening;
  - e. Methods for how to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations to authorities; and
  - f. Available counseling and resources for children who are affected by sexual abuse, including both emotional and educational support for students affected by sexual abuse, so that the student can continue to succeed in school pursuant to policy 7:250, *Student Support Services*.
4. Provide parents/guardians of students in any of grades K through 8 with not less than five days' written notice before commencing any class or course providing instruction in recognizing and avoiding sexual abuse, as well as the opportunity to object in writing.<sup>16</sup>

LEGAL REF.: 105 ILCS 5/10-23.13, 5/22-85.5, 5/27-9.1a, and 5/27-13.2.  
 105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.  
 325 ILCS 5/, Abused and Neglected Child Reporting Act.  
 720 ILCS 5/11-25, Criminal Code of 2012.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 7:20 (Harassment of Students Prohibited), 7:250 (Student Support Services)

The footnotes should be removed before the material is used.

<sup>13</sup> This information is listed in 7:190-E2, *Student Handbook Checklist*. Citations for each letter:

105 ILCS 5/10-23.13(b) and (b)(1).

Id. at (b)(4) and (5).

Id. at (b).

<sup>14</sup> Providing information to parents/guardians about how to recognize grooming behaviors is not in *Erin's Law*; it only addresses informing parents/guardians about the methods for increasing their awareness and knowledge of grooming behaviors. 105 ILCS 5/10-23.13(b)(1). This policy requires the district to provide information to parents/guardians about how to recognize grooming behaviors to: (1) effect the purpose of *Erin's Law*, (2) align with the intent of the statutes cited in f/n 1, above (educating all students to recognize and avoid sexual abuse and assault), and (3) align with the notification requirements in 105 ILCS 5/27-13.2 (parents/guardians of K-8 students prior to commencing instruction in recognizing and avoiding sexual abuse (see f/n 15, below)).

<sup>15</sup> 105 ILCS 5/22-85.5(e), added by P.A. 102-676, requires the employee code of professional conduct policy be included in any staff, student or parent/guardian handbook provided by the district. See sample policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, and 7:190-E2, *Student Handbook Checklist*.

<sup>16</sup> Required by 105 ILCS 5/27-13.2. See 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs*. Delete for high school districts.

## Operational Services

### Exhibit - Letter to Parents/Guardians Regarding Student Safety<sup>1</sup>

*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' academic, social, behavioral, and emotional safety and will help students cope with an emergency or disaster and its aftermath. The following outlines our emergency and disaster response plans.

#### School Emergency Operations and Crisis Response Plan (SEOCR)

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

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.
3. Response - the capabilities needed to stabilize an incident, save lives, establish a safe and secure environment, and facilitate the transition to recovery.
4. Recovery - the capabilities needed to restore the learning environment.

These phases are covered in each SEOCR. In addition, the District has a District Safety Coordinator and each school has a Safety Team. State law requires the District to annually review its plans.

#### Communications to Stakeholders

The District will share emergency information via its website, information hotline, the media, text message, and/or telephone contact.

#### Emergency Responses

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 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 \_\_\_\_\_ 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.

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

<sup>1</sup> 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.

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 Safety Coordinator as well as the Building Principal. These instructions will be widely disseminated.

Providing false information or engaging in 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.

Web Address: \_\_\_\_\_

Information Hotline Number: \_\_\_\_\_

Sincerely,

Superintendent

## Operational Services

### Exhibit - Letter to Parents/Guardians Regarding the Dangers of Underage Drinking

*On District letterhead*

Date

Re: Underage Drinking

Dear Parents/Guardians:

A child's well-being 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 a child's health, behavior, and school performance regardless of when and where consumption takes place. It can also lead to an increase in risky behavior.

According to the Centers for Disease Control and Prevention (CDC), 1 in 10 teens in high school drinks and drives. Teen drivers are three times more likely than experienced drivers to be in a fatal crash, and drinking any alcohol greatly increases this risk for teens. The CDC and the National Institutes of Health 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 students 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.

#### Driving While Under the Influence (DUI)

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 three months to two years. 625 ILCS 5/11-501.1(c).

Driving while under the influence of alcohol is a Class A misdemeanor punishable by a fine and jail for up to 364 days. 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.

#### Consumption of Alcohol by a Minor

Consumption of alcohol by a minor is a Class A misdemeanor. Minors convicted of alcohol possession in a public space face up to 364 days in jail and a \$2,500 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 three months, even if the person was not driving, and even if he or she gets court supervision (a non-conviction sentence). 235 ILCS 5/6-20(f) 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 Parents/Guardians

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 of not less than \$500 and jail for up to 364 days. 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 one to three years in prison and up to a \$25,000 fine. 235 ILCS 5/6-16(a-1).

### Civil Liability for Parents/Guardians

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. 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 other adult giving the minor alcohol. 235 ILCS 5/6-21.

### 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](https://pubs.niaaa.nih.gov/publications/MakeADiff_HTML/makediff.htm)  
[www.responsibility.org/prevent-underage-drinking](http://www.responsibility.org/prevent-underage-drinking)  
<https://www.stopalcoholabuse.gov/>

Sincerely,

Superintendent

## Operational Services

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

*On District letterhead*

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 know 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:

- *Anonymous hyperlocal* social media apps, e.g., *YikYak*, *Jodel*, and *Gas*, present safety and security concerns for our students. Anonymous hyperlocal apps use GPS on cell phones to target groups in specific areas and allow people to interact anonymously.
- *Temporary* social media apps, e.g., *ask.fm*, *Snapchat*, and *Whisper* 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 your child how to report his or her concerns:

1. Tell your child to take a screen shot (if possible) or video (when screenshot 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.common sense media.org](http://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.

[www.consumer.ftc.gov/topics/protecting-kids-online](http://www.consumer.ftc.gov/topics/protecting-kids-online), contains resources for adults seeking to help children make safe and responsible online choices.

Sincerely,

Building Principal

## Operational Services

### Exhibit - Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting

*On District letterhead*

Date

Re: Preventing and Reducing Incidences of Sexting

Dear Parents/Guardians:

Sexting is generally defined as sending, sharing, viewing, receiving, or possessing *indecent visual depictions* of oneself or another person using a cell phone. A student will be disciplined for sexting at school.

Discussing sexting and its legal and social consequences with your children may prevent and reduce incidences of it at school and elsewhere. A recent survey revealed that about 15 percent of teens have sent sext messages. It can cause enormous emotional pain for the students involved, often with legal implications. The following talking points from the American Academy of Pediatrics may help start the discussion:

- Talk to your children, even if the issue hasn't directly impacted your community. Ask "have you heard of sexting?" "Tell me what you think it is." Learn what your child's understanding is and add an age-appropriate explanation. For more information about starting age-appropriate discussions, see *Sexting: How to Talk With Kids About the Risks – from the American Academy of Pediatrics* at: [www.healthychildren.org/English/family-life/Media/Pages/the-new-problem-of-sexting.aspx](http://www.healthychildren.org/English/family-life/Media/Pages/the-new-problem-of-sexting.aspx).
- Make sure children of all ages understand that the District's student behavior policy prohibits sexting, and that it is further punishable in Illinois through the Juvenile Court Act and the Criminal Code of 2012.
- Collect cell phones at gatherings of tweens and teens. Experts have noted that peer pressure can play a major role in sexting, with attendance at parties being a major contributing factor.
- Monitor the media for stories about sexting that illustrate the consequences for both senders and receivers of these images. Ask "Have you seen this story?" "What did you think about it?" "What would you do if you were this child?"
- Rehearse ways your child can respond if asked to participate in sexting.

For more information on sexting, how to talk to your children about it, and how to say no to sexting, please see the following links:

*Talking About Sexting*, Common Sense Media, at: [www.common sense media.org/blog/talking-about-sexting](http://www.common sense media.org/blog/talking-about-sexting)

*Say No to "Sexting" (Grades 7-12)*, Planet Nutshell, at: <https://planetnutshell.com/portfolio/say-no-to-sexting-grades-7-12/>

*Teen girls 'bombarded and confused' by sexting requests: study*, Medical Xpress, at: <https://medicalxpress.com/news/2017-12-teen-girls-bombarded-sexting.html>

Sincerely,



Superintendent

## Operational Services

### Exhibit - Letter to Parents/Guardians About Safe Firearm Storage

*Optional. This letter is adapted from a template developed by the U.S. Dept. of Education Readiness and Emergency Management for Schools Technical Assistance Center, available at: <https://rems.ed.gov/docs/Safe-Firearm-Storage>.*

*On District letterhead*

Date

Re: Safe Firearm Storage

Dear Parents/Guardians:

All students and members of our school community deserve to feel safe, welcomed, and included. It is on all of us to work together to prevent firearm violence and to avoid the harm and tragedy that shootings of any kind can cause in the spaces in which we live, learn, work, and play.

Safe firearm storage is one of many preventative actions that you can take to keep our school community and school buildings and grounds safe. When firearms are stored safely, it can help prevent them from getting into the hands of children and teens who may use them to, intentionally or unintentionally, harm themselves or others. Safe storage can go a long way in preventing lives from being lost or permanently altered. If you have firearms in your home or if your child spends time in a space where firearms are present, there are important steps that can be taken to keep firearms secured and out of reach of unintended users.

#### Firearm-Related Injuries and Deaths: A Problem We Must Solve Together

Firearm-related injuries and deaths are a public health crisis that communities across the nation face every day:

- Since 2018, there have been more than 100 school shooting incidents per year in our country and those numbers have steadily increased.
- Approximately three-quarters of perpetrators in school-based active shooter situations acquired their firearm from the home of a parent/guardian or close relative. This illustrates the connection between your role as parents/guardians and the District's role in keeping students safe while at school.
- However, this issue goes beyond school-based active shooter situations and includes a variety of firearm injury types, including interpersonal violence, suicide, and unintentional fatal and nonfatal firearm injuries.
- More than four million children live in a household with at least one unlocked and loaded firearm. Studies have found that households with both locked firearms and locked ammunition have significantly lower risks of self-inflicted firearm injuries and even lower risks of unintentional firearm injuries among children and teens compared to households that did not safely store firearms.

#### Safe Firearm Storage: Actions to Take to Keep Our Communities Safe

Safe firearm storage can help prevent and minimize the risk of firearm-related deaths and injuries. Everyone, both firearm owners and non-owners, has a role to play in building awareness of safe, responsible firearm storage. Below are simple, highly effective practices that can help to reduce

firearm-related incidents in our community and help protect our children. In addition to these practices, it is important to also engage children and teens in conversations about the dangers associated with using firearms and what to do and not do in the event they access a firearm, to prevent fatal or non-fatal injuries.

- **Safely Store Firearms:** Store firearms - always unloaded - in a tamper-proof locked cabinet, box, safe, firearm vault, or storage case that children or other unauthorized adults cannot access.
- **Safely Store Ammunition:** Store ammunition in a separate, tamper-proof locked cabinet, safe, firearm vault, or storage case that children or other unauthorized adults cannot access.
- **Secure Firearms:** Use trigger locks or cable locks to prevent a firearm from firing.
  - Trigger locks use a mechanism that clamps down around the trigger or trigger housing to prevent it from being pressed. Note: trigger locks should not be installed on loaded firearms.
  - Cable locks use a cable that is threaded through the barrel or action of a firearm to prevent it from firing.

For more information about safe firearm storage, please see the following links:

Safe Storage Fact Sheet, U.S. Dept. of Justice, at: [www.ojp.gov/sites/g/files/xyckuh241/files/media/document/safe\\_storage\\_fact\\_sheet.pdf](http://www.ojp.gov/sites/g/files/xyckuh241/files/media/document/safe_storage_fact_sheet.pdf)

Secure Gun Storage Resources, Be SMART, at: <https://besmartforkids.org/secure-gun-storage/resources/>

Securing Your Firearm, Project Child Safe, at: <https://projectchildsafe.org/securing-your-firearm/>

We can all work together to promote awareness about how we can protect our children and our school community by safely storing firearms. Thank you for being a partner in these efforts, and for helping reduce firearm-related injury and deaths in our community.

Sincerely,

Superintendent

### Operational Services

#### **Administrative Procedure - Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED**

The following operations implement School Board policy 4:170, *Safety*, requiring a plan for responding to medical emergencies at a physical fitness facility. These operations shall be completed consistent with the Physical Fitness Facility Medical Emergency Procedures Act, 210 ILCS 74/, and the Ill. Dept. of Public Health (IDPH) Rules, Title 77, Part 527, Physical Fitness Medical Emergency Preparedness Code. Any definitions of terms found in this Act and IDPH implementing rules are used as the definitions of those terms in this procedure. 77 Ill.Admin.Code Part 527.

Actor	Action								
Superintendent or designee	<p>Appoints a staff member to coordinate the operations in this Procedure who will be known as the <i>Plan Coordinator</i>.<sup>1</sup></p> <p>Plan Coordinator:</p> <p>_____</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Name</td> <td style="width: 50%; border: none;">Position</td> </tr> </table> <p>Files this plan with the IDPH, Division of EMS &amp; Highway Safety, 422 S. 5th St. - 3rd Floor, Springfield, IL 62701. Files an updated plan with the IDPH after a change in the facility that affects the ability to comply with a medical emergency, such as the facility was closed for more than 45 days. 77 Ill.Admin.Code §527.400(a) and (c).</p> <p>Dates plan submitted:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">_____</td> <td style="width: 50%; border: none;">_____</td> </tr> <tr> <td style="width: 50%; border: none;">_____</td> <td style="width: 50%; border: none;">_____</td> </tr> <tr> <td style="width: 50%; border: none;">_____</td> <td style="width: 50%; border: none;">_____</td> </tr> </table> <p>Decides, with input from the Plan Coordinator, the schedule for purchasing and maintenance of AEDs. See 210 ILCS 74/50 for compliance date schedule(s).</p> <p style="padding-left: 40px;">If the AED becomes inoperable, the district must replace or repair it within 10 days. Persons using the facility must be notified if an operable AED is not on the premises. The AED shall be mobile and accessible at all times when the AED is operable. 77 Ill.Admin.Code §527.600.</p> <p>Designates each Building Principal as the individual who must be notified in the event of a medical emergency.<sup>2</sup> 77 Ill.Admin.Code §527.400(a).</p>	Name	Position	_____	_____	_____	_____	_____	_____
Name	Position								
_____	_____								
_____	_____								
_____	_____								

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

<sup>1</sup> According to sample administrative procedure 4:170-AP1, *Comprehensive Safety and Security Plan*, the Superintendent appoints a *District Safety Coordinator*. If a district uses 4:170-AP1, consider giving that person the responsibilities of the *Plan Coordinator* and substituting *District Safety Coordinator* for *Plan Coordinator* throughout this procedure.

Actor	Action																
	<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>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> </table> <p>Follows the requirements of 77 Ill.Admin.Code §525.500 upon receiving a completed report that an AED was used. Cooperates to provide information that may be necessary for non-transport vehicle (defined at 77 Ill.Admin.Code §515.825) in compliance with 77 Ill.Admin.Code §515.350 (requires documentation of all medical care provided and a report to the EMS System within 24 hours for the EMS System to review) and provides information to IDPH upon request.</p>	Building	Office Contact	_____	_____	_____	_____	_____	_____								
Building	Office Contact																
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Plan Coordinator	<p><b>Responsibilities Concerning Emergency Responders</b></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>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> </table> <p><b>Responsibilities Concerning AED Users</b></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>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> </table> <p><b>Responsibilities Concerning AED Registration</b></p> <p>Coordinates with local emergency medical services systems. 77 Ill.Admin.Code §527.500.</p>	Facility	Emergency Response Providers	_____	_____	_____	_____	_____	_____	Facility	Trained AED Users	_____	_____	_____	_____	_____	_____
Facility	Emergency Response Providers																
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The footnotes should be removed before the material is used.

<sup>2</sup> 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>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) and 77 Ill.Admin.Code §527.500.</p> <p>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 (77 Ill.Admin.Code §515.350). 77 Ill.Admin.Code §525.500.</p> <p><b>Responsibilities Concerning Location of AED and Other First Aid Equipment</b></p> <p><b>Indoor Facility</b> - 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><b>Outdoor Facility</b> - 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. 210 ILCS 74/15(b-10) and 77 Ill.Admin.Code §527.600(c).</p> <table data-bbox="553 940 1414 1098"> <thead> <tr> <th data-bbox="553 940 1029 974">Facility</th> <th data-bbox="1029 940 1414 974">First Aid &amp; AED Location</th> </tr> </thead> <tbody> <tr> <td data-bbox="553 1003 1029 1024">_____</td> <td data-bbox="1029 1003 1414 1024">_____</td> </tr> <tr> <td data-bbox="553 1045 1029 1066">_____</td> <td data-bbox="1029 1045 1414 1066">_____</td> </tr> <tr> <td data-bbox="553 1087 1029 1108">_____</td> <td data-bbox="1029 1087 1414 1108">_____</td> </tr> </tbody> </table> <p>Keeps a copy of the AED’s manual with the AED. 77 Ill.Admin.Code §527.700(b).</p> <p><b>Responsibilities Concerning Notification and Posting</b></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><b>Responsibilities Concerning Training</b></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) and (b-5).</p> <p><b>Responsibilities Concerning Instructions for Responding to Medical Emergencies</b></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>	Facility	First Aid & AED Location	_____	_____	_____	_____	_____	_____
Facility	First Aid & AED Location								
_____	_____								
_____	_____								
_____	_____								

Actor	Action
	<p><b>Responsibilities Concerning Maintenance and Testing of AEDs</b></p> <p>Ensures that all AEDs are maintained and tested according to manufacturer’s guidelines. 77 Ill.Admin.Code §527.700(a) and 210 ILCS 74/15(c).</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>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. 77 Ill.Admin.Code §527.400(a).</p> <p>Calls 911 for medical emergencies and whenever an AED is used. 77 Ill.Admin.Code §527.400(b).</p> <p>Informs 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"> <li>1. Immediately notify the building’s emergency responder(s) whose contact information is posted in the facility. Under life and death circumstances call 911 without delay.</li> <li>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.</li> </ol>

Actor	Action
	<ol style="list-style-type: none"> <li>3. Immediately inform the Building Principal or designee of the emergency.</li> <li>4. The emergency responder will take charge of the emergency. This person will apply first aid, CPR, and/or the AED, as appropriate.</li> <li>5. If necessary, the emergency responder instructs someone to call 911, 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.</li> <li>6. When paramedics arrive and assume care of the victim, the emergency responder or other staff person notifies the victim's parent/guardian or other emergency contact.</li> <li>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.</li> <li>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.</li> </ol>



## **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 Ill. High School Association to post a hands-only cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED) 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/CPRTraining.aspx](http://www.ihsa.org/Resources/SportsMedicine/CPRTraining.aspx).

**Operational Services**

**Administrative Procedure - Movable Soccer Goal Safety** <sup>1</sup>

Actor	Action
Superintendent	Requires all Building Principals to: <ol style="list-style-type: none"> <li>1. Identify any movable soccer goal that the District owns or controls and is on school grounds; and</li> <li>2. Ensure that supervisors comply with the Movable Soccer Goal Safety Act a/k/a <i>Zach's Law</i>. 430 ILCS 145/.</li> </ol>
Building Principal	Reviews the Ill. Dept. of Public Health’s assistance materials found at <a href="https://dph.illinois.gov/topics-services/prevention-wellness/injury-violence-prevention/soccer-goal-safety">https://dph.illinois.gov/topics-services/prevention-wellness/injury-violence-prevention/soccer-goal-safety</a> . Identifies any movable soccer goals on school grounds, or that the school owns or controls. Implements the Movable Soccer Goal Safety Act (430 ILCS 145/) by, among other things, instructing staff members to properly secure or anchor a movable soccer goal when installing, setting up, maintaining, or moving one.

The footnotes should be removed before the material is used.

<sup>1</sup> This procedure is needed only by a school district that owns or controls a movable soccer goal. The Movable Soccer Goal Safety Act a/k/a *Zach's Law*, 430 ILCS 145/. 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 13 of sample policy 4:170, *Safety*.

## **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 Ill. State Police (ISP) website. The ISP website contains the following:

Illinois Sex Offender Registry, <https://isp.illinois.gov/Sor/Disclaimer>

Illinois Murderer and Violent Offender Against Youth Registry,  
<https://isp.illinois.gov/MVOAY/Disclaimer>

Frequently Asked Questions Concerning Sex Offenders, <https://isp.illinois.gov/Sor/FAQs>