



Illinois State Board of Education

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State Superintendent of Education

January 1, 2016

TO: The Honorable Bruce Rauner, Governor
The Honorable John Cullerton, Senate President
The Honorable Christine Radogno, Senate Republican Leader
The Honorable Michael J. Madigan, Speaker of the House
The Honorable Jim Durkin, House Republican Leader

FROM: Tony Smith, Ph.D.
State Superintendent of Education

SUBJECT: Report of the School Security and Standards Task Force

Pursuant to its obligations under Public Act 98-0695, as amended by Public Act 99-0065, the School Security and Standards Task Force submits this report to the Governor and the General Assembly.

If you have questions or comments, please contact Stephanie Donovan, General Counsel, at (217) 782-8535.

cc: Tim Mapes, Clerk of the House
Tim Anderson, Secretary of the Senate
Legislative Research Unit
State Government Report Center

SCHOOL SECURITY AND STANDARDS TASK FORCE



Report to the Illinois Governor and the General Assembly January 1, 2016

ACKNOWLEDGEMENTS

The membership of the School Security and Standards Task Force would like to extend a special note of gratitude to the hosts of the three public hearings held in furtherance of the work of the Task Force:

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We would also like to acknowledge and thank the following individuals for making presentations to the Task Force to help shape discussion and deliberations:

Trooper Mark Beagles, Illinois State Police

Ms. Jadine Chou, Chief of Security for Chicago Public Schools

Dr. Colleen Cicchetti, Pediatric Psychologist at Lurie Children's Hospital and Assistant Professor in Psychiatry and Behavioral Sciences at Northwestern University Feinberg School of Medicine

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EXECUTIVE SUMMARY

Public Act 98-0695, as amended by Public Act 99-0065, seeks to strengthen the safety and security of Illinois schools by charging the School Security and Standards Task Force (the “Task Force”) with developing legislative recommendations and drafting model plans and policies for use by schools. At the outset of the Task Force’s deliberations, discussion took place with respect to the utility of recommending additional legislative requirements or to provide best practices and resources to districts.

On December 15, 2015, the Task Force voted unanimously to adopt the following guiding principle in conducting its present and future work:

With the exception of the statutory recommendations contained herein, (see Legislative Recommendations in Section IV) between now and its dissolution, in addition to its statutory obligations, the Task Force shall strictly devote its work to expanding the provision of technical assistance, resources, and training to empower districts and communities to provide for the safety and security of the students and staff they serve.

The Task Force members wanted to be cognizant of unfunded mandates, varying resource levels of school districts throughout the state, and local control. Our goal was to identify best practices that would not be overly prescriptive in method so that school districts could incorporate existing programs/efforts that meet student safety goals and they could proceed with the Task Force's recommendations as their budgets allow. In such a way, the bulk of the Task Force’s work, deliberation, and recommendations will be through outreach to the field and its report due to the Illinois State Board of Education on or before July 1, 2016.

Ultimately, the Task Force votes to recommend the following legislative measures to the Illinois General Assembly and the Governor:

- 1. The Illinois School Security and Standards Task Force should be extended for an additional year in its current form.**
- 2. In order to provide better evaluation of real time staff training, the School Safety Drill Act should be amended to require one of the existing annual drills to be unscheduled and random.**

That said, the Task Force also recommends a series of best practices that schools and school districts may choose, at their option, to incorporate as they see fit (see Section IV). This listing of best practices does not constitute legislative recommendations of the Task Force. Rather, the list is being provided in this document as a way to help educate and inform legislators of the issues facing school districts and potential actions that districts may choose to adopt to address such issues.

As noted in Section II of this document, the Task Force must, on or before July 1, 2016, submit a report to the State Board of Education on specific recommendations for model security plan policies for schools to access and use as a guideline. The best practices identified in this document may form part of the report submitted to the State Board of Education.

I. FRAMING THE ISSUE

Schools and school districts are the heart of healthy communities. It is critical that all Illinois students are provided with safe, secure, and nurturing learning environments so that they can reach their full potential. To this end, on September 16, 2015, the Illinois State Board of Education adopted a goal that every public school in Illinois will offer a safe and healthy learning environment for all students.

There are many factors that impact school security, including a school's physical plant; the training received by school personnel and responders; the communications between school personnel, responders, students, parents, and community members; and the efforts of school personnel, responders, and community members to build trusting relationships between students and teachers to foster healthy school climates and prevent incidents from occurring.

School security in Illinois exceeds that of many other states. Illinois passed the Children's Mental Health Act in 2003, becoming the first state to develop learning standards for social and emotional learning. These competencies promote behavioral health, which increases safety and security in school; improve students' engagement and readiness to learn; and boost academic performance. Illinois' School Safety Drill Act, signed into law on August 16, 2005, requires schools and first responders to work together so that they are prepared in the event of an emergency. See Section III and Appendix J of this document for additional details on statutory provisions.

On December 14, 2012, 20 children and six adults were killed in an active shooter incident at Sandy Hook Elementary School in Newtown, Connecticut. A month later, Governor Pat Quinn convened a group of more than 50 representatives from the fields of education, public safety, mental health, and law enforcement to develop short- and long-term actions to further safeguard schools in Illinois. The School Security and Standards Task Force was borne of this workgroup. This past August, Task Force members accepted their charge of studying the security of schools in Illinois and making recommendations "to provide a safer learning environment for the children of this State."

The nation's schools are safer than they have ever been. Though active shooter events and isolated incidents of extreme violence may get more media attention, other types of violence and victimization happen more frequently and rates of these incidents are decreasing. The *Indicators of School Crime and Safety: 2014* report, a joint publication of the Bureau of Justice Statistics and the National Center for Education Statistics, from U.S. Department of Justice Office, Office of Justice Programs, shows that between 2005 and 2011, the percentage of students who reported being bullied wavered from 28 to 32 percent; however, in 2013 this percentage dropped to 22 percent of students reporting having been bullied at school. Reports of theft, violent victimization, and serious violent victimization at school have declined. Fewer students have access to loaded guns and fewer students report that they have carried weapons on school property. Students' perceptions of personal safety at school have also improved. In 1995, 12

percent of students across the country reported being afraid of attack or harm at school, compared with only 3 percent in 2013.

Still, we do continue to face challenges. Research from Texas State University and the Federal Bureau of Investigation in the U.S. Department of Justice indicates that between 2000 and 2010 there were 27 active shooter incidents in the nation's schools (*A Study of Active Shooter Incidents in the United States Between 2000 and 2013*). Emergency planning is an under-utilized asset and violence prevention is underemphasized. Though the Task Force was borne out of reaction to Sandy Hook, schools should utilize emergency planning and crisis response for all hazards that may be faced.

Illinois' schools reflect the diversity of communities across the state. There are school districts with one school building and school districts with hundreds of schools. Some schools and school districts are located in municipalities or multiple municipalities that have fully staffed professional, full-time police departments, and fire departments. Other schools are located in towns that may be served by one full-time police officer and a volunteer fire department. Every school district has its own needs, ideas, and vision when it comes to the safety of the students it serves. We need to continue to think critically about how we can keep schools safe, prevent violence, and build school climates where all students can succeed. Students who feel engaged and supported in school will excel in healthy communities and continue to move Illinois forward.

II. PUBLIC ACTS 98-0695 AND 99-0065 AND THE DUTIES OF THE TASK FORCE

Signed into law and effective on July 3, 2014, Public Act 98-0695 created the School Security and Standards Task Force (“Task Force”) within the State Board of Education. Membership on the Task Force includes individuals from the education, security, architectural, and law enforcement sectors, as well as parents and legislators (see Appendix C). Members were tasked with gathering information concerning security in schools as it presently exists. The Task Force was asked to:

- A. Receive reports and testimony from individuals, school district superintendents, principals, teachers, security experts, architects, engineers, and the law enforcement community;
- B. Create minimum standards for securing schools;
- C. Give consideration to securing the physical structures, security staffing recommendations, communications, security equipment, alarms, video and audio monitoring, school policies, egress and ingress, security plans, emergency exits and escape, and any other areas of security that the Task Force deems appropriate for securing schools;
- D. Create a model security plan policy;
- E. Suggest possible funding recommendations for schools to access for use in implementing enhanced security measures;
- F. On or before January 1, 2015, submit a report to the General Assembly and the Governor on specific recommendations for changes to the current law or other legislative measures; and
- G. On or before July 1, 2015, submit a report to the State Board of Education on specific recommendations for model security plan policies for schools to access and use as a guideline. This report is exempt from inspection and copying under Section 7 of the Freedom of Information Act.

The Task Force's recommendations may include proposals for specific statutory changes and methods to foster cooperation among state agencies and between this state and local government. The Task Force was to be abolished on July 1, 2015.

Subsequently, on July 16, 2015, Public Act 99-0065 extended the timelines for the Task Force’s reports to the General Assembly/Governor and the State Board of Education to January 1, 2016, and July 1, 2016, respectively. Further, the activity of the Task Force was extended through July 1, 2016.

III. CURRENT STATUTORY AND REGULATORY LANDSCAPE

The School Safety Drill Act and its implementing regulations form the statutory and regulatory basis for the work of the Task Force. However, other statutes and rules have a direct impact on school safety and, as such, are given attention below. Please note that not all provisions addressing school safety in any facet can be addressed in detail in this section. Therefore, a non-enumerative list of statutory non-curricular health and safety provisions is summarized in Appendix J.

School Safety Drill Act 105 ILCS 128

Signed into law on August 16, 2005, via Public Act 094-0600 [105 ILCS 128, as further amended by Public Acts 98-0048, 98-0661, 98-0663, and 99-0078], the purpose of the School Safety Drill Act is to “establish minimum requirements and standards for schools to follow when conducting school safety drills and reviewing school emergency and crisis response plans and to encourage schools and first responders to work together for the safety of children. Communities and schools may exceed these requirements and standards” [105 ILCS 128/10].

Required Drills. During each academic year, each school is required to conduct a number of specific types of drills, some with the participation of local first responders. Pursuant to Section 20 of the School Safety Drill Act [105 ILCS 128/20], each school must conduct the following during each academic year:

- A. Three (3) evacuation fire evacuation drills, one of which must include participation by a local fire department or district. Note that schools may conduct additional evacuation drills to address other topics such as suspicious items, bombs threats, and the like;
- B. One (1) bus evacuation drill. With respect to public schools and nonpublic schools that receive public funds, curriculum in kindergarten through grade 12 shall account for the bus evacuation drill and include instruction on safe bus riding practices;
- C. One (1) law enforcement drill to address a shooting incident. The law enforcement drill must include participation by local law enforcement;
- D. One (1) severe weather and shelter-in-place drill to address tornado incidents. Note that schools may conduct additional severe weather and shelter-in-place drills to address other severe weather incidents and hazardous materials threats.

Annual Review. Each school district shall conduct an annual review of each of its schools’ emergency response plans, procedures, and protocols. The school district shall invite each of the following individuals/entities to participate in the annual review:

- A. Each building principal;

- B. Representatives from education-related organizations or associations deemed appropriate by the school district;
- C. Representatives from all local first responders (fire department/district, law enforcement agency, emergency medical services, any other first responder organization that has requested to participate);
- D. Any other individual or entity deemed appropriate by the school district.

Upon completion of the annual review, the school district shall submit a one-page report to the applicable regional superintendent of schools that indicates that the review took place; the parties that participated in the review; a statement that an effective review of plans has taken place; a statement that the district will implement such plans, protocols, procedures, and programs during the academic year; and authorization of the school board or designee.

Nonpublic schools shall hold an annual review that encompasses the measures identified in (B), (C), and (D) above and file an annual report with the Office of the State Fire Marshal.

Joint Rules of the Office of the State Fire Marshal and the Illinois State Board of Education
29 Ill Admin. Code 1500

Promulgated on August 18, 2006, joint rules of the Office of the State Fire Marshal and the Illinois State Board of Education establish “requirements for the annual review and updating of the protocols and procedures in each school's emergency and crisis response plan that is required by Section 25 of the School Safety Drill Act [105 ILCS 128/25], including the review of each school's compliance with the school safety drill requirements established in Section 15 of the Act” [29 Ill Admin. Code 1500.10]. The joint rules require specific topics and deliberation for each annual review required in the School Safety Drill Act, including concepts of operation and training and preparedness. The joint rules further define objectives of the drills required by the School Safety Drill Act, including notification and response, movement to safe areas, communication with first responders, and accounting for all occupants (see Appendix G).

Health/Life Safety Statutory Provisions
Various References

The Illinois School Code provides for the effective oversight of school construction and facility management/safety through a variety of laws. Topics of such laws include, but are not limited to School Building Code [105 ILCS 5/2-3.12], Building Plans and Specifications [105 ILCS 5/3-14.20], Inspection of Schools [105 ILCS 5/3-14.21], Condemnation of Schools [105 ILCS 5/3-14.22], and Sprinkler Systems [105 ILCS 5/22-23]. See Appendix H.

Health/Life Safety Code for Public Schools
23 Ill Admin. Code Part 180

The Health/Life Safety Code for Public Schools is the set of regulations that oversees facility, construction, and design specifications of public schools in Illinois. These regulations apply to

all public schools and districts in Illinois except the City of Chicago Public Schools District 299 and its schools. The Health/Life Safety Code for Public Schools defines minimum requirements for the qualification of plan reviewers and inspectors, construction activities, facility inspections, and violation procedures. For brevity in this section, the Health/Life Safety Code has been included as Appendix I in this report.

IV. RECOMMENDATIONS OF THE TASK FORCE

For purposes of this report, the recommendations of the Task Force have been divided into A) Legislative Recommendations for the consideration of the General Assembly and Governor; and B) Best Practice Recommendations for the consideration of schools and school districts.

A. Legislative Recommendations

The Task Force recommends the following legislative measures to the General Assembly and Governor:

- 1. The Illinois School Security and Standards Task Force should be extended for an additional year in its current form.**

Rationale: Under current law [P.A. 99-0065, 105 ILCS 5/2-3.160 (e)], the Task Force is abolished on July 2, 2015. However, school safety issues are often fluid and subject to change with the emergence of new technologies, local/state/world developments, and variances in available resources. Extending the life and work of the Task Force will allow for a more complete review of new and changing issues and provide districts with updated information, resources, and technical assistance.

- 2. In order to provide better evaluation of real time staff training, the School Safety Drill Act should be amended to require one of the existing annual drills to be unscheduled and random.**

Rationale: Pursuant to the School Safety Drill Act [105 ILCS 128], each school must conduct a minimum of six annual drills: three (3) fire evacuation drills, one (1) bus evacuation drill, one (1) law enforcement drill, and one (1) severe weather and shelter-in-place drill (see Section III for specific requirements). In order for administrators, first responders, and emergency managers to effectively gauge the readiness of both staff and students, it would be of benefit to ensure that at least one of the required annual drills, at the district's option, is unscheduled and not made privy to staff in advance.

B. Potential Best Practice Recommendations for Schools and School Districts to Consider

The Task Force will continue to study and vet various practices and programs for possible recommendations to schools and school districts that they can consider at their discretion, including the following. A full list of recommendations and best practices will be contained in the final Task Force report to the State Board of Education.

1. Creation and Training of a Districtwide (or, for Nonpublic Schools, a Schoolwide) Threat Team, Including a Local Law Enforcement Representative. The emergency exceptions to Federal Educational Rights Privacy Act (FERPA) and the Illinois School Student Records Act (ISSRA) allow K-12 districts, like higher education, to disclose student information to law enforcement for health and safety emergencies. Generally, schools must have written

permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA and ISSRA allow schools to disclose those records, without consent, to appropriate officials in cases of health and safety emergencies [see 34 CFR § 99.31, 105 ILCS 10/6 (a) (7), and 23 Ill Admin. Code 375.60].

2. Adoption of Federal Emergency Management Agency (FEMA) 428 and Crime Prevention Through Environmental Design (CPTED) as Reference Publications for School Security Designs. School districts, consultants, and district architects of record should review the document and determine what requirements the school or school district prefers to implement.
3. Adoption of Action Procedures. In consultation with local law enforcement, schools and school districts may consider adopting procedures for students and staff to follow in the event of an intruder and/or breach of facility security. Such procedures may include “Run, Hide, Fight”; Alert, Lockdown, Inform, Counter, Evacuate (“A.L.I.C.E.”); or any other procedure/program deemed appropriate for the needs of students and staff as determined by the school or school district in consultation with local law enforcement. It is recommended that any such procedure/program:
 - A. Be easily understood and applicable to both faculty and students;
 - B. Help empower faculty and students to make life-saving choices and to take control of a situation until local law enforcement arrives; and
 - C. Builds a “delay” mechanism that provides local law enforcement additional time to respond and react.
4. Notification/Communication Program. Schools and school districts may consider engaging all staff and students in self-responsibility and have an active and ongoing discussion program set up that encourages students and staff to “come forward” should they be privy to an actual or perceived threat. This is a “trust-building” concept that will, if used properly, eventually lead to the finding of disturbed students/faculty that may be planning some type of incident – before the incident actually happens. The Department of Homeland Security’s “See Something, Say Something™” program is currently active in this state and across the country in many schools, colleges, and universities. It may be discussed at the superintendent level as part of training, coordination, and discussion.
5. Training as a Preventative Measure. Regular and consistent scheduled training with first responders is encouraged, including but not limited to one (1) table-top exercise per school year and one (1) full-scale exercise every three (3) years. The full-scale exercise should address the district’s or nonpublic school’s full emergency operations plan. Faculty should continue with in-house exercises as currently planned.
6. Intelligence and Connection to Law Enforcement. It is recommended that schools and school districts hold regular meetings with law enforcement agencies, faculty, and staff to bridge

communication issues. Having a school resource officer (SRO) is beneficial, but unfortunately, some areas of the state cannot afford this measure. Schools and school districts may consider “Adopt a School” programs whereby a deputy who lives close to, or regularly patrols, an area where a school is located, stops in periodically, meets with staff, and walks through the school. Because some smaller towns do not have 24-hour police protection, the Sheriff’s Department can be the first agency to respond to an incident. This concept allows the deputies to become more familiar with the school floor plan, faculty, and students. As this begins to progress, students may become more at ease with the deputy, easing the apprehension of providing information that may lead to proactive intervention. This concept also provides for a staggered schedule of when the deputy may or may not be in the school, which inhibits strategic planning for a would-be intruder.

As part of its future work, the Task Force will study the various components of safety and security of actual school buildings, facilities, and grounds. Several deliberations took place with respect to facility construction and design and those deliberations will be more fully vetted and discussed in the coming months.

V. IN SUMMARY.....

The safety and well-being of our students are of the utmost importance to every teacher, administrator, law enforcement official, and emergency manager. Empowering schools and school districts with the tools to make security decisions in the best interest of students is critical to ensuring the physical and emotional safety of students and staff. Moving forward, the Task Force will work with districts, emergency managers, law enforcement, and other parties to ensure that meaningful resources are available for review by local administrators. Further, the Task Force looks forward to its next report, due to the State Board of Education on or before July 1, 2016, which will make broader policy and planning recommendations with respect to emergency plans and procedures.

Questions or comments with respect to this document, the Task Force, or its members may be sent to:

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Additional information on the Task Force and its work, including meeting agendas, minutes, and work product can be found online at <http://www.isbe.net/SSSTF/default.htm>.

APPENDICES

Appendix A: Public Act 98-0695

Appendix B: Public Act 99-0065

Appendix C: Roster of Task Force Members

Appendix D: Meeting Agendas and Minutes

Appendix E: Public Hearing Dates and Notice

Appendix F: School Safety Drill Act

Appendix G: Joint Rules of the Office of the State Fire Marshal and Illinois State Board of Education

Appendix H: Health/Life Safety Statutory References

Appendix I: Health/Life Safety Code for Public Schools

Appendix J: Other Non-Curricular Health and Safety Statutory Requirements Applicable to Public Schools

APPENDIX A: PUBLIC ACT 98-0695

AN ACT concerning education.

**Be it enacted by the People of the State of Illinois,
represented in the General Assembly:**

Section 5. The Freedom of Information Act is amended by changing Section 7 as follows:

(5 ILCS 140/7) (from Ch. 116, par. 207)

Sec. 7. Exemptions.

(1) When a request is made to inspect or copy a public record that contains information that is exempt from disclosure under this Section, but also contains information that is not exempt from disclosure, the public body may elect to redact the information that is exempt. The public body shall make the remaining information available for inspection and copying. Subject to this requirement, the following shall be exempt from inspection and copying:

(a) Information specifically prohibited from disclosure by federal or State law or rules and regulations implementing federal or State law.

(b) Private information, unless disclosure is required by another provision of this Act, a State or federal law or a court order.

(b-5) Files, documents, and other data or databases maintained by one or more law enforcement agencies and

specifically designed to provide information to one or more law enforcement agencies regarding the physical or mental status of one or more individual subjects.

(c) Personal information contained within public records, the disclosure of which would constitute a clearly unwarranted invasion of personal privacy, unless the disclosure is consented to in writing by the individual subjects of the information. "Unwarranted invasion of personal privacy" means the disclosure of information that is highly personal or objectionable to a reasonable person and in which the subject's right to privacy outweighs any legitimate public interest in obtaining the information. The disclosure of information that bears on the public duties of public employees and officials shall not be considered an invasion of personal privacy.

(d) Records in the possession of any public body created in the course of administrative enforcement proceedings, and any law enforcement or correctional agency for law enforcement purposes, but only to the extent that disclosure would:

(i) interfere with pending or actually and reasonably contemplated law enforcement proceedings conducted by any law enforcement or correctional agency that is the recipient of the request;

(ii) interfere with active administrative enforcement proceedings conducted by the public body

that is the recipient of the request;

(iii) create a substantial likelihood that a person will be deprived of a fair trial or an impartial hearing;

(iv) unavoidably disclose the identity of a confidential source, confidential information furnished only by the confidential source, or persons who file complaints with or provide information to administrative, investigative, law enforcement, or penal agencies; except that the identities of witnesses to traffic accidents, traffic accident reports, and rescue reports shall be provided by agencies of local government, except when disclosure would interfere with an active criminal investigation conducted by the agency that is the recipient of the request;

(v) disclose unique or specialized investigative techniques other than those generally used and known or disclose internal documents of correctional agencies related to detection, observation or investigation of incidents of crime or misconduct, and disclosure would result in demonstrable harm to the agency or public body that is the recipient of the request;

(vi) endanger the life or physical safety of law enforcement personnel or any other person; or

(vii) obstruct an ongoing criminal investigation

by the agency that is the recipient of the request.

(d-5) A law enforcement record created for law enforcement purposes and contained in a shared electronic record management system if the law enforcement agency that is the recipient of the request did not create the record, did not participate in or have a role in any of the events which are the subject of the record, and only has access to the record through the shared electronic record management system.

(e) Records that relate to or affect the security of correctional institutions and detention facilities.

(e-5) Records requested by persons committed to the Department of Corrections if those materials are available in the library of the correctional facility where the inmate is confined.

(e-6) Records requested by persons committed to the Department of Corrections if those materials include records from staff members' personnel files, staff rosters, or other staffing assignment information.

(e-7) Records requested by persons committed to the Department of Corrections if those materials are available through an administrative request to the Department of Corrections.

(f) Preliminary drafts, notes, recommendations, memoranda and other records in which opinions are expressed, or policies or actions are formulated, except

that a specific record or relevant portion of a record shall not be exempt when the record is publicly cited and identified by the head of the public body. The exemption provided in this paragraph (f) extends to all those records of officers and agencies of the General Assembly that pertain to the preparation of legislative documents.

(g) Trade secrets and commercial or financial information obtained from a person or business where the trade secrets or commercial or financial information are furnished under a claim that they are proprietary, privileged or confidential, and that disclosure of the trade secrets or commercial or financial information would cause competitive harm to the person or business, and only insofar as the claim directly applies to the records requested.

The information included under this exemption includes all trade secrets and commercial or financial information obtained by a public body, including a public pension fund, from a private equity fund or a privately held company within the investment portfolio of a private equity fund as a result of either investing or evaluating a potential investment of public funds in a private equity fund. The exemption contained in this item does not apply to the aggregate financial performance information of a private equity fund, nor to the identity of the fund's managers or general partners. The exemption contained in this item does

not apply to the identity of a privately held company within the investment portfolio of a private equity fund, unless the disclosure of the identity of a privately held company may cause competitive harm.

Nothing contained in this paragraph (g) shall be construed to prevent a person or business from consenting to disclosure.

(h) Proposals and bids for any contract, grant, or agreement, including information which if it were disclosed would frustrate procurement or give an advantage to any person proposing to enter into a contractor agreement with the body, until an award or final selection is made. Information prepared by or for the body in preparation of a bid solicitation shall be exempt until an award or final selection is made.

(i) Valuable formulae, computer geographic systems, designs, drawings and research data obtained or produced by any public body when disclosure could reasonably be expected to produce private gain or public loss. The exemption for "computer geographic systems" provided in this paragraph (i) does not extend to requests made by news media as defined in Section 2 of this Act when the requested information is not otherwise exempt and the only purpose of the request is to access and disseminate information regarding the health, safety, welfare, or legal rights of the general public.

(j) The following information pertaining to educational matters:

(i) test questions, scoring keys and other examination data used to administer an academic examination;

(ii) information received by a primary or secondary school, college, or university under its procedures for the evaluation of faculty members by their academic peers;

(iii) information concerning a school or university's adjudication of student disciplinary cases, but only to the extent that disclosure would unavoidably reveal the identity of the student; and

(iv) course materials or research materials used by faculty members.

(k) Architects' plans, engineers' technical submissions, and other construction related technical documents for projects not constructed or developed in whole or in part with public funds and the same for projects constructed or developed with public funds, including but not limited to power generating and distribution stations and other transmission and distribution facilities, water treatment facilities, airport facilities, sport stadiums, convention centers, and all government owned, operated, or occupied buildings, but only to the extent that disclosure would compromise

security.

(l) Minutes of meetings of public bodies closed to the public as provided in the Open Meetings Act until the public body makes the minutes available to the public under Section 2.06 of the Open Meetings Act.

(m) Communications between a public body and an attorney or auditor representing the public body that would not be subject to discovery in litigation, and materials prepared or compiled by or for a public body in anticipation of a criminal, civil or administrative proceeding upon the request of an attorney advising the public body, and materials prepared or compiled with respect to internal audits of public bodies.

(n) Records relating to a public body's adjudication of employee grievances or disciplinary cases; however, this exemption shall not extend to the final outcome of cases in which discipline is imposed.

(o) Administrative or technical information associated with automated data processing operations, including but not limited to software, operating protocols, computer program abstracts, file layouts, source listings, object modules, load modules, user guides, documentation pertaining to all logical and physical design of computerized systems, employee manuals, and any other information that, if disclosed, would jeopardize the security of the system or its data or the security of

materials exempt under this Section.

(p) Records relating to collective negotiating matters between public bodies and their employees or representatives, except that any final contract or agreement shall be subject to inspection and copying.

(q) Test questions, scoring keys, and other examination data used to determine the qualifications of an applicant for a license or employment.

(r) The records, documents, and information relating to real estate purchase negotiations until those negotiations have been completed or otherwise terminated. With regard to a parcel involved in a pending or actually and reasonably contemplated eminent domain proceeding under the Eminent Domain Act, records, documents and information relating to that parcel shall be exempt except as may be allowed under discovery rules adopted by the Illinois Supreme Court. The records, documents and information relating to a real estate sale shall be exempt until a sale is consummated.

(s) Any and all proprietary information and records related to the operation of an intergovernmental risk management association or self-insurance pool or jointly self-administered health and accident cooperative or pool. Insurance or self insurance (including any intergovernmental risk management association or self insurance pool) claims, loss or risk management

information, records, data, advice or communications.

(t) Information contained in or related to examination, operating, or condition reports prepared by, on behalf of, or for the use of a public body responsible for the regulation or supervision of financial institutions or insurance companies, unless disclosure is otherwise required by State law.

(u) Information that would disclose or might lead to the disclosure of secret or confidential information, codes, algorithms, programs, or private keys intended to be used to create electronic or digital signatures under the Electronic Commerce Security Act.

(v) Vulnerability assessments, security measures, and response policies or plans that are designed to identify, prevent, or respond to potential attacks upon a community's population or systems, facilities, or installations, the destruction or contamination of which would constitute a clear and present danger to the health or safety of the community, but only to the extent that disclosure could reasonably be expected to jeopardize the effectiveness of the measures or the safety of the personnel who implement them or the public. Information exempt under this item may include such things as details pertaining to the mobilization or deployment of personnel or equipment, to the operation of communication systems or protocols, or to tactical operations.

(w) (Blank).

(x) Maps and other records regarding the location or security of generation, transmission, distribution, storage, gathering, treatment, or switching facilities owned by a utility, by a power generator, or by the Illinois Power Agency.

(y) Information contained in or related to proposals, bids, or negotiations related to electric power procurement under Section 1-75 of the Illinois Power Agency Act and Section 16-111.5 of the Public Utilities Act that is determined to be confidential and proprietary by the Illinois Power Agency or by the Illinois Commerce Commission.

(z) Information about students exempted from disclosure under Sections 10-20.38 or 34-18.29 of the School Code, and information about undergraduate students enrolled at an institution of higher education exempted from disclosure under Section 25 of the Illinois Credit Card Marketing Act of 2009.

(aa) Information the disclosure of which is exempted under the Viatical Settlements Act of 2009.

(bb) Records and information provided to a mortality review team and records maintained by a mortality review team appointed under the Department of Juvenile Justice Mortality Review Team Act.

(cc) Information regarding interments, entombments, or

inurnments of human remains that are submitted to the Cemetery Oversight Database under the Cemetery Care Act or the Cemetery Oversight Act, whichever is applicable.

(dd) Correspondence and records (i) that may not be disclosed under Section 11-9 of the Public Aid Code or (ii) that pertain to appeals under Section 11-8 of the Public Aid Code.

(ee) The names, addresses, or other personal information of persons who are minors and are also participants and registrants in programs of park districts, forest preserve districts, conservation districts, recreation agencies, and special recreation associations.

(ff) The names, addresses, or other personal information of participants and registrants in programs of park districts, forest preserve districts, conservation districts, recreation agencies, and special recreation associations where such programs are targeted primarily to minors.

(gg) Confidential information described in Section 1-100 of the Illinois Independent Tax Tribunal Act of 2012.

(hh) The report submitted to the State Board of Education by the School Security and Standards Task Force under item (8) of subsection (d) of Section 2-3.160 ~~2-3.157~~ of the School Code and any information contained in that report.

(1.5) Any information exempt from disclosure under the Judicial Privacy Act shall be redacted from public records prior to disclosure under this Act.

(2) A public record that is not in the possession of a public body but is in the possession of a party with whom the agency has contracted to perform a governmental function on behalf of the public body, and that directly relates to the governmental function and is not otherwise exempt under this Act, shall be considered a public record of the public body, for purposes of this Act.

(3) This Section does not authorize withholding of information or limit the availability of records to the public, except as stated in this Section or otherwise provided in this Act.

(Source: P.A. 97-333, eff. 8-12-11; 97-385, eff. 8-15-11; 97-452, eff. 8-19-11; 97-783, eff. 7-13-12; 97-813, eff. 7-13-12; 97-847, eff. 9-22-12; 97-1065, eff. 8-24-12; 97-1129, eff. 8-28-12; 98-463, eff. 8-16-13; 98-578, eff. 8-27-13.)

Section 10. The School Code is amended by adding Section 2-3.160 as follows:

(105 ILCS 5/2-3.160 new)

(Section scheduled to be repealed on July 1, 2015)

Sec. 2-3.160. School Security and Standards Task Force.

(a) The School Security and Standards Task Force is created

within the State Board of Education to study the security of schools in this State, make recommendations, and draft minimum standards for use by schools to make them more secure and to provide a safer learning environment for the children of this State. The Task Force shall consist of all of the following members:

(1) One member of the public who is a parent and one member of the Senate, appointed by the President of the Senate.

(2) One member of the public who is a parent and one member of the Senate, appointed by the Minority Leader of the Senate.

(3) One member of the public who is a parent and one member of the House of Representatives, appointed by the Speaker of the House of Representatives.

(4) One member of the public who is a parent and one member of the House of Representatives, appointed by the Minority Leader of the House of Representatives.

(5) A representative from the State Board of Education, appointed by the Chairperson of the State Board of Education.

(6) A representative from the Department of State Police, appointed by the Director of State Police.

(7) A representative from an association representing Illinois sheriffs, appointed by the Governor.

(8) A representative from an association representing

Illinois chiefs of police, appointed by the Governor.

(9) A representative from an association representing Illinois firefighters, appointed by the Governor.

(10) A representative from an association representing Illinois regional superintendents of schools, appointed by the Governor.

(11) A representative from an association representing Illinois principals, appointed by the Governor.

(12) A representative from an association representing Illinois school boards, appointed by the Governor.

(13) A representative from the security consulting profession, appointed by the Governor.

(14) An architect or engineer who specializes in security issues, appointed by the Governor.

Members of the Task Force appointed by the Governor must be individuals who have knowledge, experience, and expertise in the field of security or who have worked within the school system. The appointment of members by the Governor must reflect the geographic diversity of this State.

Members of the Task Force shall serve without compensation and shall not be reimbursed for their expenses.

(b) The Task Force shall meet initially at the call of the State Superintendent of Education. At this initial meeting, the Task Force shall elect a member as presiding officer of the Task Force by a majority vote of the membership of the Task Force. Thereafter, the Task Force shall meet at the call of the

presiding officer.

(c) The State Board of Education shall provide administrative and other support to the Task Force.

(d) The Task Force shall make recommendations for minimum standards for security for the schools in this State. In making those recommendations, the Task Force shall do all of the following:

(1) Gather information concerning security in schools as it presently exists.

(2) Receive reports and testimony from individuals, school district superintendents, principals, teachers, security experts, architects, engineers, and the law enforcement community.

(3) Create minimum standards for securing schools.

(4) Give consideration to securing the physical structures, security staffing recommendations, communications, security equipment, alarms, video and audio monitoring, school policies, egress and ingress, security plans, emergency exits and escape, and any other areas of security that the Task Force deems appropriate for securing schools.

(5) Create a model security plan policy.

(6) Suggest possible funding recommendations for schools to access for use in implementing enhanced security measures.

(7) On or before January 1, 2015, submit a report to

the General Assembly and the Governor on specific recommendations for changes to the current law or other legislative measures.

(8) On or before January 1, 2015, submit a report to the State Board of Education on specific recommendations for model security plan policies for schools to access and use as a guideline. This report is exempt from inspection and copying under Section 7 of the Freedom of Information Act.

The Task Force's recommendations may include proposals for specific statutory changes and methods to foster cooperation among State agencies and between this State and local government.

(e) The Task Force is abolished and this Section is repealed on July 1, 2015.

Section 99. Effective date. This Act takes effect upon becoming law.

APPENDIX B: PUBLIC ACT 99-0065

AN ACT concerning education.

**Be it enacted by the People of the State of Illinois,
represented in the General Assembly:**

Section 5. The School Code is amended by changing Section 2-3.160 as added by Public Act 98-695 and by renumbering and changing Section 2-3.160 as added by Public Act 98-705 as follows:

(105 ILCS 5/2-3.160)

(Section scheduled to be repealed on July 1, 2015)

Sec. 2-3.160. School Security and Standards Task Force.

(a) The School Security and Standards Task Force is created within the State Board of Education to study the security of schools in this State, make recommendations, and draft minimum standards for use by schools to make them more secure and to provide a safer learning environment for the children of this State. The Task Force shall consist of all of the following members:

(1) One member of the public who is a parent and one member of the Senate, appointed by the President of the Senate.

(2) One member of the public who is a parent and one member of the Senate, appointed by the Minority Leader of the Senate.

(3) One member of the public who is a parent and one member of the House of Representatives, appointed by the Speaker of the House of Representatives.

(4) One member of the public who is a parent and one member of the House of Representatives, appointed by the Minority Leader of the House of Representatives.

(5) A representative from the State Board of Education, appointed by the Chairperson of the State Board of Education.

(6) A representative from the Department of State Police, appointed by the Director of State Police.

(7) A representative from an association representing Illinois sheriffs, appointed by the Governor.

(8) A representative from an association representing Illinois chiefs of police, appointed by the Governor.

(9) A representative from an association representing Illinois firefighters, appointed by the Governor.

(10) A representative from an association representing Illinois regional superintendents of schools, appointed by the Governor.

(11) A representative from an association representing Illinois principals, appointed by the Governor.

(12) A representative from an association representing Illinois school boards, appointed by the Governor.

(13) A representative from the security consulting profession, appointed by the Governor.

(14) An architect or engineer who specializes in security issues, appointed by the Governor.

Members of the Task Force appointed by the Governor must be individuals who have knowledge, experience, and expertise in the field of security or who have worked within the school system. The appointment of members by the Governor must reflect the geographic diversity of this State.

Members of the Task Force shall serve without compensation and shall not be reimbursed for their expenses.

(b) The Task Force shall meet initially at the call of the State Superintendent of Education. At this initial meeting, the Task Force shall elect a member as presiding officer of the Task Force by a majority vote of the membership of the Task Force. Thereafter, the Task Force shall meet at the call of the presiding officer.

(c) The State Board of Education shall provide administrative and other support to the Task Force.

(d) The Task Force shall make recommendations for minimum standards for security for the schools in this State. In making those recommendations, the Task Force shall do all of the following:

(1) Gather information concerning security in schools as it presently exists.

(2) Receive reports and testimony from individuals, school district superintendents, principals, teachers, security experts, architects, engineers, and the law

enforcement community.

(3) Create minimum standards for securing schools.

(4) Give consideration to securing the physical structures, security staffing recommendations, communications, security equipment, alarms, video and audio monitoring, school policies, egress and ingress, security plans, emergency exits and escape, and any other areas of security that the Task Force deems appropriate for securing schools.

(5) Create a model security plan policy.

(6) Suggest possible funding recommendations for schools to access for use in implementing enhanced security measures.

(7) On or before January 1, 2016 ~~2015~~, submit a report to the General Assembly and the Governor on specific recommendations for changes to the current law or other legislative measures.

(8) On or before July 1, 2016 ~~January 1, 2015~~, submit a report to the State Board of Education on specific recommendations for model security plan policies for schools to access and use as a guideline. This report is exempt from inspection and copying under Section 7 of the Freedom of Information Act.

The Task Force's recommendations may include proposals for specific statutory changes and methods to foster cooperation among State agencies and between this State and local

government.

(e) The Task Force is abolished and this Section is repealed on July 2, 2016 ~~1, 2015~~.

(Source: P.A. 98-695, eff. 7-3-14.)

(105 ILCS 5/2-3.161)

Sec. 2-3.161 ~~2-3.160~~. Definition of dyslexia in rules; reading instruction advisory group.

(a) The State Board of Education shall adopt rules that incorporate an international definition of dyslexia into Part 226 of Title 23 of the Illinois Administrative Code.

(b) Subject to specific State appropriation or the availability of private donations, the State Board of Education shall establish an advisory group to develop a training module or training modules to provide education and professional development to teachers, school administrators, and other education professionals regarding multi-sensory, systematic, and sequential instruction in reading. This advisory group shall complete its work before December 15 ~~July 31~~, 2015 and is abolished on December 15 ~~July 31~~, 2015.

(Source: P.A. 98-705, eff. 7-14-14; revised 10-14-14.)

Section 99. Effective date. This Act takes effect upon becoming law.

APPENDIX C: ROSTER OF TASK FORCE MEMBERS



School Security and Standards Task Force

Appointment Roster

<p>The Honorable Neil Anderson State Senator, 36th District</p> <p>Appointed by the Senate Minority Leader</p>	<p>Jeffrey Aranowski Representative of the Illinois State Board of Education</p> <p>Appointed by the Chairman of the Illinois State Board of Education</p>
<p>Robert Bernat, MD, JD Parent</p> <p>Appointed by the Senate President</p>	<p>The Honorable Tom Cullerton State Senator, 23rd District</p> <p>Appointed by the Senate President</p>
<p>The Honorable Tom Demmer State Representative, 90th District</p> <p>Appointed by the House Minority Leader</p>	<p>Laura Frisch Parent</p> <p>Appointed by the Speaker of the House</p>
<p>William Patrick Hartshorn Representative from an association representing Illinois sheriffs</p> <p>Appointed by the Governor</p>	<p>David Henebry Architect or engineer who specializes in security issues</p> <p>Appointed by the Governor</p>
<p>Catherine McCrory Parent</p> <p>Appointed by the House Minority Leader</p>	<p>Patrick O'Connor Representative from an association representing Illinois chiefs of police</p> <p>Appointed by the Governor</p>
<p>Roger Schnitzler Representative from an association representing Illinois principals</p> <p>Appointed by the Governor</p>	<p>Ben Schwarm Representative from an association representing Illinois school boards</p> <p>Appointed by the Governor</p>
<p>The Honorable Carol Sente State Representative, 59th District</p> <p>Appointed by the Speaker of the House</p>	<p>John Simonton Parent</p> <p>Appointed by the Senate Minority Leader</p>
<p>Dave Tomlinson Representative from an association representing firefighters</p> <p>Appointed by the Governor</p>	<p>The Honorable Jeff Vose Representative from an association representing Illinois regional superintendents of schools</p> <p>Appointed by the Governor</p>
<p>Steven Wilder Representative from the security consulting profession</p> <p>Appointed by the Governor</p>	<p>Col. Tad Williams Representative from the Department of State Police</p> <p>Appointed by the Director of State Police</p>

APPENDIX D: MEETING AGENDAS AND MINUTES

School Security and Standards Task Force

Meeting Agenda

August 24, 2015

9:00 a.m.

James R. Thompson Center
100 West Randolph Street
ISBE V-Tel Room, 14th Floor
Chicago, Illinois 60601



Alzina Building
100 North First Street
V-Tel Room, 3rd Floor
Springfield, Illinois 62777

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- I. Roll Call
 - II. Opening Remarks and Introduction of Task Force Members
 - III. Task Force Procedural Issues
 - A. Open Meetings Act Requirements
 - B. Ethics Requirements
 - IV. Review and Adoption of Rules of Procedure
 - V. Selection of Task Force Chairperson and Vice Chairperson
 - VI. Review and Discussion of Public Acts 98-0695 and 99-0065 and the Task Force's Charge
 - VII. Determine Scope of Work and Establish Goals & Timelines
 - VIII. Discussion and Establishment of Subcommittees
 - IX. Public Comment
 - X. General Discussion on Other Topics by Task Force Members
 - XI. Adjourn

Task Force members wishing to participate via phone may use the following:

Telephone Number: 1-888-494-4032
Access Code: 3 6 3 3 7 5 2 7 0 9

**School Security and Standards Task Force
Meeting Summary**

Springfield - Illinois State Board of Education
Alzina Building
100 North First Street
Videoconference Room, 3rd Floor
Springfield, Illinois

Chicago - Illinois State Board of Education
James R. Thompson Center
100 West Randolph
Videoconference Room, 14th Floor
Chicago, Illinois

Monday, August 24, 2015
9:00 a.m. – 10:30 a.m.

Amanda Elliott called the meeting to order shortly after 9:00 a.m. on August 24, 2015. A quorum was present.

Members Present

Robert Bernat
Laura Frisch
William Hartshorn
David Henebry
Roger Schnitzler
Ben Schwarm
Dave Tomlinson
Jeff Vose
Steven Wilder
Tad Williams

Members on the Phone

Jeff Aranowski
Tom Cullerton (Sen.)
Catherine McCrory
Patrick O'Connor
Carol Sente (Rep.)

Members Absent

Neil Anderson (Sen.)
Tom Demmer (Rep.)
John Simonton

Members of the Public

Sheila Sims, Legislative Aide for Senator Neil Anderson (phone)
Lyle Wind, ROE 51's Health/Life Safety Consultant

Illinois State Board of Education (ISBE) Staff

Amanda Elliott
Hannah Rosenthal

Opening Remarks and Introduction of Task Force Members

Amanda Elliott welcomed the task force members and led introductions. In Springfield: Ben Schwarm introduced himself as the Deputy Director for the Illinois Association of School Boards. Jeff Vose introduced himself as the Sangamon County Regional Superintendent of Schools. David Henebry introduced himself as a certified education facility planner and architect, involved in school design for over 20 years. Tad Williams introduced himself as Lieutenant Colonel in the Division of Operations with the Illinois State Police; it is his 27th year in law enforcement. Pat Hartshorn introduced himself as the Sheriff in Vermillion County, who has been in law enforcement for 43 years and been an elected sheriff for 25 years. Dave Tomlinson introduced himself as a firefighter in Champaign who has been in the fire service for 30 years and was on the Champaign School Board for eight years, four of which he was Board President. Robert Bernat introduced himself as a physician and attorney, published in the Wall Street Journal and the Hill on the topic of school security and founder of the non-profit Safer Schools First. In Chicago: Steven Wilder introduced himself as President of Sorenson, Wilder & Associates based in Bourbonnais and a retired fire chief in Bradley, IL who spent 25 years as a field instructor with the Illinois Fire Service Institute. Laura Frisch introduced herself as a parent for 15 years and a teacher for 25 years, who has worked with children from preschool age through high school. Roger Schnitzler introduced himself as the Principal of Manteno High School who has been with Manteno for 25 years and who worked with Steve Wilder 12 years ago to develop a crisis plan for the district. On the phone: Jeff Aranowski introduced himself as the Division Supervisor for Public School Recognition within the Illinois State Board of Education and ISBE's liaison to the Illinois Emergency Management Agency. Representative Carol Sente introduced herself as one of the sponsors of the bill; she serves on the Education, Curriculum and Policy Committee and owned an architectural firm that designed public buildings (including schools). Senator Tom Cullerton introduced himself as one of chief co-sponsors of the Senate bill. Pat O'Connor introduced himself as the past President of the Illinois Association of Chiefs of Police and the current President of Illinois Campus Chiefs; he is a threat assessment trainer and a FEMA active shooter and campus preparedness instructor.

Task Force Procedural Issues

Amanda Elliott instructed Task Force members to adopt rules and procedures for the Task Force. She asked members to complete Open Meetings Act (OMA) and Ethics Training as soon as possible, as both are required by law. Jeff Aranowski explained that because Task Force meetings have to comply with OMA, it is fitting to have rules of procedure.

Review and Adoption of Rules of Procedure

Motion: Moved by [REDACTED] and seconded by Robert Bernat and David Henebry. Voice vote. **Motion carried.**

Selection of Task Force Chairperson and Vice-Chairperson

Motion to consider Jeff Vose for Chairperson: Moved by Jeff Aranowski and seconded by Ben Schwarm. Voice vote. **Motion carried.**

Motion to consider Patrick O'Connor for Vice-Chairperson: Moved by Rep. Carol Sente and seconded by [REDACTED] (Robert Bernat?). Voice vote. **Motion carried.**

Review and Discussion of Public Acts 98-0695 and 99-0065 and the Task Force's Charge

Chairperson Vose reviewed the purpose of the Task Force. He suggested the Task Force start by looking at what is currently being done in schools, what is working and what is not working. He clarified that the Task Force is focused strictly on K-12. Chairperson Vose noted that it was recently required that first responders had to be present during certain drills. Lyle Wind explained that in some situations in smaller districts, because of voluntary fire departments and part time police officers, it is difficult for first responders to get into meetings. He said he worked with sheriff in Sangamon County to make sure the sheriff was available to participate. He said that it is important to increase the number of first responders in meetings with school districts because they bring a different set of eyes to the situation. Ben Schwarm noted that all of the groups present at the Task Force meeting were involved in the original School Safety Drill Act. He said that it is important to have the statewide perspective because the state is very diverse. There are smaller communities so there cannot be a cookie-cutter approach. In a suburban area there are professional fire departments and professional police and even outreach branches of those who can go out into the community but there are also towns without a fire department. These towns do not have the same resources or time. Ben Schwarm continued, explaining that having the emergency responders in the building, at the drill or at the meeting can be difficult because school districts do not want them in schools on certain days (e.g., during school assessments). School districts cannot compel emergency responders to come. He noted that it could be mandated that first responders have to come to district meetings but if the meetings are held and first responders do not come, the school district is penalized. He emphasized the need for school district's due diligence in reaching out to first responders and having a system to schedule meetings in specific time frames. He noted, though, that in the end it is out of the district's control if first responders show up. Chairperson Vose responded that no data was currently being collected about law enforcement participation in drills but the Task Force could do a survey. Mr. Wind said that the form he uses does not track if the fire department or law enforcement were present for a drill, but looks to see if they were invited. Chairperson Vose clarified that ISBE has a guidance document for crisis management plans. ROEs will assist a district if asked, but schools typically take the guidance document and tailor their own management plan to the needs of the district. There are no set criteria; they just use the ISBE document as guidance. As a regional superintendent, Chairperson Vose said that he just checks to see if districts have drills. He clarified that Cook County has a process different from the rest of the state. Chairperson Vose mentioned that Mr. Wind has been sending blueprints of buildings to the state police but he did not know how consistently that was done. At the local level, Chairperson Vose said he has a monthly municipality chiefs meeting, and they accomplished getting electronic blueprints of all the buildings and eliminated architectural plans. He noted that he could see this as a possible recommendation.

Lyle Wind said that it is important that the electronic plans are current and kept updated with the local first responders. Governor Blagojevich mandated that plans be sent to state police but Mr. Wind was not sure where they went from there. Because it was a massive endeavor, Mr. Wind did not know if it was effective locally. Mr. Wind said he encourages his districts to send updates electronically to local first responders because they are the ones that are going to be there first and what they do initially is critical. First responders need to work with districts to confirm the first actions that are going to take place. Mr. Wind noted that districts in some suburban areas have intricate plans but he thinks it is costly to get them and revise them every year. Still, he believes that every school district can provide plans to their first responders because every school district has a 10-year survey and they can tweak and provide that to their first responders without greater cost. Pat O'Connor said that in the suburban Cook County area, they suggest that schools send the plans directly to local first responders. He believes that the state police will

say that sending everything electronically to them may be great in rural areas, but the updates may not realistically be used by state police because they are not going to be the first responders. In most situations, the loss of life takes place between 3 and 10 minutes. He said the superintendent or the building principal should check off that the current plans have been forwarded to local first responders.

Representative Sente expressed that some people on the task force have a deeper understanding than others. She asked, because of the way the information is presented and the amount of knowledge that various people have, if someone could summarize the differences throughout the state or follow up with her after the meeting. She asked if there is anything written about what exists today. Chairperson Vose responded that there is a crisis management plan guide on the ISBE website. He asked that this be sent out for the next meeting. He said there is a safety drill sign off sheet on all the different drills a school district has to conduct annually. In response to these requests, Amanda Elliott recommended that ISBE staff put together a more comprehensive, user-friendly 1-2 page fact sheet on current requirements, and also share the documents on the website.

Roger Schnitzler said that when the ROE comes to visit a school for their yearly life safety visit, the school is asked for drill sheets and for an annual crisis meeting with first responders. He believes that outside of this, there is variation between suburban school districts and small rural school districts. Mr. Schnitzler noted that he sends his crisis plan to other districts almost every year because there are school districts that are just developing their crisis plans. He explained that he and Steve Wilder began working on a crisis plan 12 years ago because they were part of a group in Kankakee County that was given federal dollars to actually develop and implement the plans. Mr. Schnitzler noted that administrators in suburban districts have time to work on these plans, but in many cases, outside of these districts, crisis plans do not exist. He said that in Manteno they complete three fire drills and two bus drills, but he explained that drills vary. Mr. Schnitzler used to notify his teachers when they were going to have a drill so that the teachers included the drills in their plans; however, he realized that a drill is not a drill if everyone knows when it is to occur and what to expect. Steven Wilder agreed that this was a glorified test of the fire alarms. First responders told Mr. Schnitzler to change his routine and he now holds drills at varying unexpected times. Mr. Schnitzler concluded that he does not doubt that schools are doing drills, but how drills are executed varies across Illinois.

Mr. Henebry explained that life safety reference plans have to be submitted to the ROE by all school districts, but they vary in quality. He noted that if a plan is on file, first responders have to have access to the plan within a minute of a call. He believes that there is no substitute for walking first responders through schools, and he does so when he commissions a new building. He also tries to post life safety plans throughout schools so that they are available. Mr. Henebry recalled witnessing a shooter in a school in Peoria District 150. Police responded and secured the school perimeter but they could not go into the school because communication coming out of the school was a challenge and they did not know what they were walking into. He said that luckily the shooter decided to leave the building and the students pointed at him as he exited, helping police identify him. Mr. Henebry emphasized that the whole situation lasted 7 minutes. He thought that the securing of the building was impressive but noted that if plans are going to be accessible to police, they need to get to police quickly and need to be legible. Robert Bernat responded that the situation Mr. Henebry described was exactly what happened at Columbine in 1999. The police officers were excellent at securing the perimeter, but they did not penetrate. Dr. Bernat asked ISBE staff to email Task Force members links to the federal model comprehensive guides for schools, institutions of higher education and houses of worship. He said it is helpful to know what the federal government is

thinking. Jeff Aranowski added that Illinois was awarded a very small grant of \$1.09 million to assist districts in drafting, maintaining or actually increasing the effectiveness of their emergency operation plan. He explained that some of the training will be rolled out. He said that ISBE is entering into an intergovernmental agreement with the Illinois Emergency Management Agency to conduct training for school districts, regional superintendents and building principals, as well as to develop a clearing house, a school safety center unique to Illinois (a website of best practices and training materials). Mr. Aranowski explained that the federal guidelines show that best practices are out there but he emphasized that the Task Force will be an intrinsic part of the planning process for the grant. The Homeland Security FEMA report was also mentioned.

Dr. Bernat was asked to give his presentation and Mr. Henebry offered to share his presentation as well. Dave Tomlinson said that as the task force moves forward, it is important to remember the smaller districts, which are not growth districts or money districts. In these districts, there will likely be a single PDF layout, not a blueprint. Mr. Tomlinson said that in general, fire departments do not use blueprints at all; they use a PDF file they can look at quickly. Small districts do not even use a PDF file. He noted that the Task Force should keep in mind that fire departments have tier two reporting that they do on chemicals but that after the reports are sent they just sit in an office in a fire or police department.

Chairperson Vose added that the Task Force should also keep consistency in mind. He explained that in Chatham School District, a suburban school district in Sangamon County, Mr. Wind established that first responders are the local police, followed by county and state police, and then maybe the city of Springfield. Chairperson Vose emphasized the consistency of drills, as every school seems to do it differently. He believes that drills should not be staged. He asked the Task Force if they should look into how drills are exercised. Mr. Schnitzler replied that they should define what a drill is.

██████████ acknowledged the debates over unannounced lockdowns and having police officers come through a building with semiautomatic weapons. Mr. Henebry agreed that the issue of school safety and security is emotionally charged, especially after Sandy Hook. He said that when he counted up all of the incidents over the past 20 years, there was three one-thousandths of a percent chance that a person was going to be affected by a school shooting and that a person is more likely to get hit by lightning or by a tornado. He believes that there are ways to mitigate the amount of damage that is done and create a safer environment. Mr. Schnitzler said that there are many different opinions as to how to run lockdown drills. He said he was an elementary principal for years and would not want police coming in for a drill, but now that he is a high school principal, he could see the opposite process take place. He added that there are also discrepancies in the expectations for lockdown drills. He thinks it is key that schools develop relationships with their first responders and understand how their first responders operate, to avoid the sort of situation that happened in Peoria.

Pat O'Connor said that in training chiefs and threat assessment teams, they recognize that some districts complete drills just based on convenience. He emphasized that if schools do not have unscheduled drills, the drills are not real; when districts schedule drills for convenience, it does not serve students and staff. He also said that he does not know why any police department would hold back in perimeter base in response to an active shooter because it is not recommended in the state or nationally. He said that local police departments are taught that entry teams need to get into schools right away.

Dr. Bernat replied to Mr. Henebry's earlier statement, agreeing that schools are still the safest places for kids. Dr. Bernat said, though, that the federal government uses different numbers than the numbers Mr. Henebry used. The federal government bases their statistics on the 2013 Texas State University study in which there were 84 active shooter events between 2000 and 2010 and 34 percent of them involved schools, which averaged nearly 3 school shootings a year. Dr. Bernat said that we do not hear about all school shootings but the Department of Education tracks them. He added that New York Times expanded the study to 2014 (which included Sandy Hook) and there has been acceleration.

Tad Williams returned to the issue of school blueprints. He said that the state police do not collect blueprints. He said that they collect floorplans, which are put into PDF. Each district commander has a PIO or SEO and it is their responsibility to keep the floorplans up to date. He said that the floorplans are put in an icon that is in every vehicle so police officers can click on it and bring up the floorplans for a given district. He agreed that the local sheriffs and deputies are going to get to a school before the state police but he thinks there should be a clearing house where the floorplans are somewhere statewide so that in the case that something happens, the local departments have backup.

Mr. Williams said that some school districts do not want police officers coming into schools with rifles but he believes that they need to get over this concern because that is how police officers are going to respond. He said he cannot speak for Peoria but he can guarantee that law enforcement has evolved. If there is a school shooting, the officers are going to go into a school whether or not they have a floorplan. Mr. Williams emphasized that the only way to make it more efficient and better is for school superintendents and school districts to stop being afraid of calling law enforcement in to practice scenarios. He said that law enforcement need to be involved and the drills cannot be planned with students and teachers. He believes that kids need to understand that they are going to see law enforcement. He recommended that to break students in, schools should be inviting law enforcement and firefighters to visit schools so that students are not as scared when the schools practice a scenario. He said that law enforcement and school districts need to work together. Laura Frisch expressed concern as a parent and as a teacher. Regarding police officers bringing rifles into schools, he said that schools do not have fires in a fire drill or tornadoes in a tornado drill. She explained that schools have drills so that kids are safe and so that school personnel understand what would happen. She said that law enforcement have come into the schools that she has worked in; for example, in her preschool class last year, she had the commander of the police department come in and talk to the kids. He showed them the gun that he wears and his badge so they understood what a police officer in a classroom looks like, but he did not need to bring in his rifle or riot gear. Mrs. Frisch emphasized that the Task Force at a certain point needs to think about children's psychological wellbeing when they talk about the types of drills and how we handle drills; having a full-blown force of police officers coming in during a drill is really scary for kids, even if it is a drill. The possibility of having a real shooter in a school is scary, but there is a certain point that schools do not make kids feel like they are actually in a fire or a tornado. Mr. Schwarm added that the Illinois Association of School Boards has opposed pieces of legislation that would require full-blown enactments for that very reason.

Chairperson Vose said the Task Force could hear one more comment before they discussed how they would proceed. Dr. Bernat agreed with both Mrs. Frisch and Mr. Williams. He said that in Highland Park they are starting with table top exercises, but they will be moving to what they do in Vernon Hills, where they bring police officers into schools when kids are not in school (on weekends) to familiarize police officers with the school and get their heartrates up. The officers rarely throw on their body armor or take

their ARs out of the trunk. Dr. Bernat said the officers do this because it is the practice that they think they need. They do not need to expose the kids to it; they need to expose officers to it. They use actors. Dr. Bernat thinks this is something the task force should consider.

Determine Scope of Work and Establish Goals & Timelines

Amanda Elliott suggested the Task Force look ahead and plan what materials members will need for the next meeting and their scope of work. She said that the statute requires the Task Force to submit a report to the General Assembly and Governor on or before January 1, 2016. She proposed the Task Force meet at least 4 times before the end of the year. Mrs. Elliott explained that given internal ISBE deadlines for putting reports together and submitting them, the Task Force needs to look to have a draft to review and approve by the beginning of December. She said that the Task Force should schedule a meeting in the next 3 weeks and that ISBE staff will send out a date. She added that Chicago and Springfield work well for logistical purposes. She said that ISBE staff will work with the Chairperson and Vice-Chairperson to develop the agenda and that ISBE staff will put together a 1-2 page fact sheet about current drill requirements and safety plan meeting requirements. She said that Dr. Bernat and Mr. Henebry can present, 30 minutes each, at the next meeting depending on what the agenda looks like. She said that it would also make sense to complete a small survey of other states (looking, for example, for a clearing house of floorplans) to see how similar states to Illinois balance children's psychological wellbeing and safety. Mrs. Elliott added that, as Representative Sente would recall, in the committee hearing for the Task Force there was discussion on making sure the information does not fall into wrong hands. The Task Force will want to make sure that the information is secure and that only law enforcement and school personnel have access to it, as members would not want possible intruders to have access. Mr. Schwarm said that the Illinois Association of School Boards passed a bill this spring that was just signed into law that said that a school board can complete its security audit in closed session. He said that there is also a FOIA exemption.

Mrs. Elliott encouraged the Task Force to think about what it wants to include in its report. Dr. Bernat mentioned that on October 22, David Esquith from the U.S. Department of Education who leads the federal task force (FEMA, FBI, Homeland Security, etc.) will be in Illinois. Mr. Esquith volunteered to talk to the Task Force about the federal model comprehensive guides and any other topics of interest. Mr. Schwarm said that the Task Force may also want to look at the policies for school boards and school districts written by the Illinois Association of School Boards (IASB). At least $\frac{3}{4}$ school districts in the state use IASB's policies, which are very comprehensive and updated them monthly. In its security policy, IASB not only says what is required by law but also links to information on the ISBE website and information from FEMA and Homeland Security. School boards and districts are using or can use this. Mr. Schwarm added that the Task Force should ask what the districts are actually doing with the material and if they are implementing anything. He said he could develop a list of materials IASB is giving to schools. Mrs. Elliott reminded the Task Force that many members are security personnel, but the Task Force needs to keep in mind that some items discussed may already be required of school districts and districts have a lot on their plates. She said the Task Force wants to ensure school safety but also wants to find a balance and not add too many mandates or requirements. She suggested that the Task Force examine what districts are already doing and what can be improved without adding a lot to their plates. Mr. Tomlinson said that regarding educational curricular issues, the Risk Watch Curriculum through the Safe Kids Coalition, National Safe Kids, has already been approved by ISBE as far as the Illinois Learning Standards. He said it touches on the age appropriate issues that Task Force members discussed, but allows firefighters and police officers and poison control to come into schools.

Discussion and Establishment of Subcommittees

Chairperson Vose asked if the Task Force wanted to establish any subcommittees for what was discussed at the meeting and what the roles and topics of the subcommittees would be. Dr. Bernat recommended that the Task Force have a subcommittee that is a liaison to task forces of other states. He said that he knows other task forces exist because he went to a meeting in Washington, D.C. He said that Virginia and Texas are far ahead of other states. He volunteered to chair the liaison subcommittee. Mr. Williams, Representative Sente and Mr. Henebry also joined the liaison subcommittee. Oklahoma and Massachusetts were mentioned as other states to investigate. Chairperson Vose asked how the Task Force would like to report out and how the subcommittee should proceed. Dr. Bernat questioned what other states would be able to share with the Task Force and advised that the subcommittee do research before reaching out to other states. He said that David Esquith may help connect the Task Force with the task forces of other states. Several members of the Task Force said they also sit on the Illinois Terrorism Task Force.

Representative Sente asked the Task Force if they should orchestrate a subcommittee to write the report, as it would be difficult for 18 people to write it together. Mrs. Elliott explained that ISBE staff members typically take a first stab at a report together and then share it with the larger group for comment. Mr. Schwarm suggested that the Task Force wait until its next meeting to see if other subcommittees will be needed, as other issues would likely pop up later. Chairperson Vose expressed an interest in compiling best practices for crisis management plans and training. He suggested looking at what is done most efficiently and effectively within a suburban, rural or urban district. Mr. Schwarm said that IEMA has talked about best practices and told the Task Force that he would check with IEMA to make sure they are not duplicating efforts. He believed they were working on developing criteria for schools that were not punitive but which would potentially result in a school being labeled a “star safety school.” Chairperson Vose recalled a grant that districts could apply for but [REDACTED] responded that it was open last year and the money is now gone. The grant was only for hardware purchases; it would pay for an alarm system for doors and windows. Chairperson Vose asked if there was another grant that recruited schools to help develop their plans.

[REDACTED] expressed concern with the Task Force’s 4 month timeline, as Oklahoma spent a year on its task force. Chairperson Vose responded that this was a decision made by statute and Mrs. Elliott agreed that the deadline was dictated to the Task Force. Representative Sente expressed concern about the date of the Task Force’s next meeting. Legislators do not know when they will return to Springfield each week but it is often Tuesday through Thursday with a week’s notice, so Mondays or Fridays will be better days for them to meet until the budget is complete. She said both the Senate and the House are usually not in session. Mrs. Elliott replied that ISBE staff will check to see if the videoconference rooms were available.

Chairperson Vose reiterated that the subcommittee would try to get information from other task forces. Mrs. Elliott advised that the task force’s final reports are likely posted on their websites. She asked Task Force members to work with Hannah Rosenthal before reaching out to make sure that ISBE is managing the work of the task force. Chairperson Vose reiterated that Dr. Bernat’s and Mr. Henebry’s presentations would happen at the next meeting and that Task Force members should also collect current documents on what districts are required to do. He said that Task Force members also expressed interest in talking more about drill discrepancies and inconsistencies. Mr. Tomlinson added that he attended a lockdown drill where authorities were supposed to be present. The officers assigned to be at the drill had a live call and they have to prioritize a live call over a scheduled drill. Mr. Tomlinson said that he went to another

lockdown drill where school teachers and staff did not understand what they were supposed to be doing. He noted that this drill was important because the district and officers learned where their weaknesses were.

Dr. Bernat said that the federal government has changed its view about lockdowns; students and teachers are now taught to "run, hide, fight" instead of sheltering in place. It is a priority to get students out of the building, through windows or other openings. Mr. Schnitzler replied that there are different opinions on what schools should do, so working with local first responders is key. He explained that there are theories that if students are directed to run, a sharp shooter could be waiting for people to exit the building. He emphasized that if first responders tell students and school personnel to sit still, they should sit still. Dr. Bernat agreed that there are new issues to consider that did not exist years ago and he emphasized that the International Association of Chiefs of Police has promoted the "run, hide, fight" model.

Mr. Wind returned to discussion of the Drill Act, saying that he believes it is successful as written. He said it would be beneficial to have overriding parameters as to what components make a good drill. He explained that schools continue with what they have always done and do not think about the components of a drill. He said he thinks there is a glossary of terms which may be helpful for the Task Force.

Chairperson Vose said that the Task Force needed to focus on the schedule moving forward. Mrs. Elliott said that ISBE staff will work on dates in the next couple of days, and send out an agenda and materials to be reviewed as soon as possible. Mr. Schnitzler asked that ISBE staff also send out contact information for the Task Force members.

Cathy McCrory asked if subcommittees should be based on location so people can communicate better or if subcommittees will be formed of members from all over the state. Mrs. Elliott replied that it is important to have a diversity of backgrounds on each subcommittee, so diversity will trump proximity of members.

Dr. Bernat said that he views school security as triad: mental health (the most difficult), slowing down an intruder and getting first responders to the school faster. He said that the mental health piece includes a See Something, Say Something program, which he thinks may be "extremely problematic." He said the Task Force should think about including a piece not to address the problem but to say that the problem needs to be addressed, and get the right people involved to help with that leg of the triad. He emphasized that from a preventive point, the mental health leg of the triad is the only time that schools and law enforcement are on the offensive. Dr. Bernat added that the school shooters Task Force members are most familiar with have all had severe psychiatric issues. Mr. Henebry said that it is important to keep a weapon from even getting into a school, as once a weapon is in a school, there is an potential that someone is going to die no matter how well school personnel and law enforcement respond. He said he read material from Homeland Security that said that there is a mentally ill population that is a ticking time bomb. He added that the "Lanzas twenty years ago" were medicated or institutionalized but today they are not. Chairperson Vose explained that at a regional level alternative education is provided for smaller school districts, which urban and larger suburban districts can manage. He noted that in Manard, the ROE has partnered with Lincoln Prairie Hospital to begin working with students when they start to see incidents or have concerns about mental illness. Dr. Bernat said the See Something, Say Something program is similar, but the problem is that no one knows what to put in such a program. He said that if schools tell students, on an age appropriate basis, to tell a trusted adult about kids who wear black, about kids who consider themselves goth, or about kids who play violent video games, there would be so many false positives, but you have to

start somewhere. Chairperson Vose said he has monthly school superintendent meetings and there is a great need for assistance in regards to mental illness, so this is something the Task Force needs to look at. Mr. Wilder agreed with Mr. Henebry about keeping shooters out of the school to begin with. He hopes the Task Force will address features of physical security in school buildings. He said that schools go in diametrically opposite directions with regard to physical security. Some schools remain incredibly vulnerable from a physical plant perspective so many of these buildings. Mr. Wilder said he hopes the Task Force will address this issue. Mr. Schwarm agreed with Mr. Wilder and said that all school districts want their buildings to be safer, but it will come down to a money issue. It is more difficult to fit old buildings with security technology than it is to fit new buildings. Dr. Bernat agreed that one size does not fit all. Mr. Wilder said the Task Force should find compromising minimum standards because many vendors try to sell districts more products than they actually need. Dr. Bernat added that security involves training in addition to the physical plant. Mr. Wilder agreed and said he uses an approach called P2T2 for the four elements of security: People, Programs, Training and Technology. He said that so often schools just want to throw money at technology. Dr. Bernat concurred, noting that a school's secretary often runs the security vestibule at the front door. If the secretary does not have the training, a school could have the best technology system in the world but its security will fail.

Chairperson Vose concluded that the Task Force is working on a date and has a healthy agenda, including the presentations. Mrs. Elliott said that ISBE staff will work to establish all the dates between before December and will see if October 22 is a possibility. Mrs. Frisch said that September 14 is Rosh Hashanah. Mrs. Elliott said she would reach out to Representative Sente to find different dates. Chairperson Vose asked if there would be a cost for David Esquith to meet with the Task Force and Dr. Bernat said there would not be, as Mr. Esquith will be in Chicago for other purposes and volunteered because he knows about the Task Force. Mrs. Elliot reminded the Task Force that it is important that everything is circulated through the Chairperson and ISBE staff so that there are no conflicting agenda items.

Adjourn

Mrs. Elliott asked if there was a motion to adjourn.

Motion: Moved by Chairperson Vose and seconded by [REDACTED]. Voice vote. **Motion carried.**

School Security and Standards Task Force

Meeting Agenda

September 10, 2015

1:00 p.m.

James R. Thompson Center
100 West Randolph Street
Videoconference Room, 14th Floor
Chicago, Illinois 60601



Alzina Building
100 North First Street
Videoconference Room, 3rd Floor
Springfield, Illinois 62777

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- I. Call to Order and Welcome
 - II. Roll Call
 - III. Approval of Minutes from August 24, 2015 Task Force Meeting
 - IV. Review of School Safety Provisions
 - V. Member Presentation: Dr. Robert Bernat
 - VI. Member Presentation: Mr. David Henebry
 - VII. Jadine Chou, Chief of Security for Chicago Public Schools
 - XIII. Public Hearings/Testimony Logistics and Scheduling
 - IX. Public Comment
 - X. New Business and Open Discussion
 - XI. Adjourn

Task Force members wishing to participate via phone may use the following:

Telephone Number: 1-888-494-4032
Access Code: 3 6 3 3 7 5 2 7 0 9

**School Security and Standards Task Force
Meeting Summary**

Springfield - Illinois State Board of Education
Alzina Building
100 North First Street
Videoconference Room, 3rd Floor
Springfield, Illinois

Chicago - Illinois State Board of Education
James R. Thompson Center
100 West Randolph
Videoconference Room, 14th Floor
Chicago, Illinois

Thursday, September 10, 2015
1:00 p.m.

Chairman Vose called the meeting to order at 1:04pm.

Members Present

Jeff Aranowski
Robert Bernat
Laura Frisch
David Henebry
Cathy McCrory
Jeff Vose (Chairman)
Steven Wilder
Tad Williams

Members on the Phone

Neil Anderson (Sen.)
Pat O'Connor (Vice-Chair)
Carol Sente (Rep.)
Roger Schnitzler
John Simonton
Dave Tomlinson

Members Absent

Tom Cullerton (Sen.)
Tom Demmer (Rep.)
Pat Hartshorn
Ben Schwarm

Members of the Public

Jadine Chou, Chief School Safety & Security Officer for Chicago Public Schools
Nick Giannini, Chief of Staff for Senator Tom Cullerton
Antonio Ruiz, Deputy Chief Strategic Safety Initiatives for Chicago Public Schools
Deanna Sullivan, Director of Governmental Relations for Illinois Association of School Boards
Lyle Wind, ROE 51's Health/Life Safety Consultant

Illinois State Board of Education (ISBE) Staff

Amanda Elliott
Hannah Rosenthal

Approval of Minutes from August 24, 2015 Task Force Meeting

Motion for approval of the minutes: Moved by David Henebry and seconded by Pat O'Connor. Voice vote. **Motion carried.**

Review of School Safety Provisions

Jeff Aranowski gave an overview of the current statutory requirements for school safety drills. He reviewed the four categories of required drills: evacuation drills, bus evacuation drills, law enforcement drills to address a shooting incident and severe weather drills. He said that it may be helpful for the Task Force to discuss districts' best practices and what is not working. Pat O'Connor said that farther south in Illinois he sees less local law enforcement involvement in drills, as drills often require overtime for small agencies. Mr. Aranowski added that this is not a criticism of law enforcement or educational systems. He recognizes that resources are thin. Mr. O'Connor said that law enforcement cooperation requires planning in advance. Mr. Aranowski said that the statute requires that a school give 30 days' notice to those involved in the annual review of its crisis response plan. The sign-off of the plan is provided to the regional superintendent. The State Board accepts reports from regional superintendents to ensure that they are in compliance.

Member Presentation: Dr. Robert Bernat

Robert Bernat introduced his presentation on "The School Security Triad: A Methodology of Organization" and explained how he became interested in school security. He has written articles for *The Wall Street Journal* and *The Hill* and he founded the non-profit Safer Schools First. Dr. Bernat said that according to a 2013 Texas State University study and a 2002 joint Department of Education (ED) and Secret Service report entitled "The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States," law enforcement ends active shooter incidents in schools only 27% of the time. Between those 2000 and 2010, there were 84 active shooter incidents. Thirty-four percent involved schools, which means nearly 2.85 incidents in schools per year. Dr. Bernat gave examples of incidents in Georgia, New Mexico and California since 2013.

Dr. Bernat said that control is a key element in an armed assault. When challenged by armed security and law enforcement, a perpetrator's feeling of control is threatened. Many active shooters take their own lives. He explained that between 2000 and 2010, pistols were used 60% of the time, long guns (including assault rifles) were used 27% of the time and shotguns were used 9% of the time. Dr. Bernat reviewed the chain of events in Sandy Hook and noted that it was not the failure to plan, but the failure of the plan. He shared the results of the Illinois School District 112 Task Force on School Security on which he also serves. The District 112 task force consists of police and fire chiefs, school resource officers (SROs), parents, school district administrators, teachers and security advisors. Recommendations from District 112's task force included: security vestibules; schoolwide intercoms; distinctive alarms that cannot be confused with fire alarms; uniform visitor and volunteer admissions policies; training and software; wireless alarm notification systems including blue boxes; and under-desk alarms. District 112 is serving as a beta test for blue boxes. The District's task force also recommended a review, in conjunction with the fire department, of possible use of 3M ballistic window film, as well as training of all staff regarding admissions vetting policies, vestibule procedures and plan details. Additionally, the District's task force suggested a review of the new federal "Run, Hide, Fight" recommendations; table top and live exercises with volunteer actors, police officers and fire department paramedics (with police using body armor and weapons without students in the school); and a review of

classroom emergency kits to include water, energy bars, pressure dressings, plastic buckets and shower curtains. Dr. Bernat said that districts need a compendium of best practices concerning hardware, software, architecture, construction, and training. School districts should be required to form their own task forces to make decisions and the State should provide these task forces with detailed information.

Dr. Bernat spoke about the first leg of triad, which is intercepting an event before harm is done. He differentiated between politically motivated and nonpolitically motivated perpetrators. Dr. Bernat referred to the politically motivated attack on a school in the Russian Federation on Sept. 1, 2004. In the case of political attacks, districts need to rely on CIA and FBI intelligence and local SWAT teams, as there is little local law enforcement can do to intercept these attacks. In nonpolitical attacks, perpetrators are often driven by sense of paranoia and seek retribution. Dr. Bernat recounted what happened at Columbine and Newtown and the signs that the perpetrators displayed. He asked how the State can go on the offensive and noted that Illinois cannot remake a broken national mental health system. He said the State should focus on better intelligence, a key portion of which is a "See Something, Say Something" program. He cited a recent incident in Minnesota as evidence that "See Something, Say Something" works. Acting "weird" is not a sufficiently rigorous criterion to use to assess a potential threat and guides such as black clothing and violent video games would lead to many false positives. Dr. Bernat said that the Task Force should enlist the help of child psychologists to help craft guides to give students, parents, teachers, and communities the tools to help find potential threats. The Task Force will need to plow new ground for the first leg of the triad. Dr. Bernat ended his presentation by saying that Illinois needs to stay informed of new developments.

Mr. Aranowski said that a team at Western Illinois University is doing behavioral threat assessment trainings for school administrators. He suggested that Task Force members take a look at their curriculum and see if they want to promote it or suggest recommendations. He said that there is a lot the Task Force can do that will not cost districts money. Dr. Bernat agreed that training is cost effective. He said that schools need to have very clear policies and school secretaries need to be empowered to enforce the policies. Cathy McCrory asked if public schools in Illinois are given any funding to bring them up to speed on current regulations. Mr. Aranowski said that there are federal grants but they are small and competitive. There are Health/ Life Safety funds for structural issues and grants from the federal government to state education agencies to provide training, but there is no money specifically designed for districts to use. Mr. Henebry said that Life Safety Bonding can be accessed for security expenditures. Laura Frisch asked at what point resources become a mandate, as far as educating teachers, administrators and staff. Chairman Vose said that all school administrators are required to do an administrative academy annually and teachers are required to get professional development credits every year. The Task Force should consider these avenues.

Member Presentation: Mr. David Henebry

Mr. Henebry introduced his presentation on murder/ suicide school attacks. He said that there is never going to be a fool proof solution; the solutions will aim to reduce the odds of an attack, contain a situation until authorities arrive, and improve survivability during an incident. Mr. Henebry discussed the chain of events in the shootings at Sandy Hook and Columbine. He said that the Federal Emergency Management Agency (FEMA) report shows that most schools have limited or archaic technology. Schools need at least one layer of redundancy to eliminate single-point vulnerabilities and maintain communication systems, power/life safety systems and security systems in case shooters become more sophisticated. Mr. Henebry referenced Crime Prevention Through Environmental Design (CPTED) standards, which are built on three strategies:

- Territoriality – well-defined boundaries and placement
- Natural Surveillance – good visibility (no blind entrances or mazes) to maximize eyes on the street and facility
- Access Control – placement of entrances and exits that makes it easier to access, manage and defend schools

Mr. Henebry said that most schools use cameras but they are band aid solutions for direct observation. He spoke about the hardware used for access control, including bullet proof glass and sniffer technology. He advocated for allowing law enforcement to use schools for training during the summer to test their response times and acquaint themselves with the buildings. He said that whether or not schools arm staff members is a difficult decision. Mr. Henebry noted that financial resources – and how schools choose to use them – are important to consider. One school district laid off its two SROs and invested in the arts and the school's scores improved.

Mr. Henebry encouraged the Task Force to think about mental health. He said that FEMA and Homeland Security reports all come back to behavioral or emotional issues. According to the Oklahoma Department of Mental Health and Substance Abuse Services, one in five young people have one or more mental, emotional or behavioral disorders at any given time. He emphasized that much of youth exposure to violence occurs at school or on the way to school. Exposure to violence is associated with children's development of various mental health problems. A reciprocal relationship exists between academic achievement and mental health outcomes. Bullied students do not pay attention in class if they are thinking about how to get home from school safely.

Mr. Henebry concluded his presentation with physical plant recommendations and a sample school design. He discussed schools with ID scans for students and all visitors, vestibules with locked doors, monitors in SRO offices, classrooms with direct access to the outdoors, and schools organized in villages so that parts of a school can be completely locked down. Steven Wilder noted that audible detection recognizes the sound of gunfire based on frequency and decibel level and activates systems. Mr. Henebry explained that sniffer technology scans for gun powder residue; shots do not need to be fired.

Jadine Chou, Chief of Security for Chicago Public Schools

Jadine Chou outlined Chicago Public Schools' (CPS) approach to school safety and security. She said that if a school is fortified too much, it will feel like a prison. CPS believes that schools should take a more positive approach by setting the bar high. CPS is the third largest district in the country with 640 schools and approximately 400,000 students. Twelve people manage the security of all schools in the District. There are 1,100 security officers (one in every school) and armed SROs in 75 high schools. CPS also has crisis, climate and flex teams. If there is a traumatic incident, the crisis team offers grief counseling, and if they see a threat on Facebook, they complete a homicidal ideation threat assessment. The climate and flex teams calm students down. CPS has a 24/7 Student Safety Center which keeps everyone in the district informed. If there is a shooting near a school, the school will go on lockdown. CPS' Safe Passage program employs close to 1,300 community members to keep watch along safe routes. CPS has not had a serious incident since 2011 and the district has seen a 26% reduction in crime along those routes.

Ms. Chou said that CPS takes a holistic approach to safety and believes that safety is much more than law enforcement. The District emphasizes prevention and intervention. If CPS can keep students in school and help them succeed, students will be less likely to join gangs or become isolated. Ms. Chou explained the impact of school suspension policies. CPS is committed to eliminating the school-to-prison

pipeline. Forty-nine percent of students who enter high school with three suspensions on their record eventually drop out altogether and most students who get suspended will be suspended at least one more time. CPS understands the diversity of students it serves. Suspensions are seen most among students of color. Ms. Chou noted that CPS had a record first day attendance rate this year of 94.8%. In the past, CPS security officers were very enforcement-focused, but they now focus on proactive and supportive approaches. CPS security officers have training in conflict resolution and trauma-informed care. They are trained to look for signs of mental health concerns and to make appropriate referrals. CPS also recently revamped its student code of conduct. The District is moving toward more classroom management and restorative practices. Ms. Chou highlighted CPS' intervention strategies. They have 5-8 interventions a month on average. The CPS team monitors social media pages (only public sources), goes to the homes of students, catches guns, hospitalizes students, and gets them the help they need. Resources include youth programming, mentoring, and grief counseling. Ms. Chou shared CPS' results from last year: out of school suspensions were down 60%, referrals to arrests were down 40%, and referrals to expulsions were down 69%. She emphasized that safety is a self-fulfilling prophecy.

Ms. Chou identified CPS' phases of emergency management planning: prevention, preparedness, response and recovery. She said that half the battle is having access control and proper visitor procedures. CPS works hard to establish a climate that encourages students and staff to report issues. CPS has a hotline for people to call and every threat is taken seriously. CPS does threat assessments in conjunction with the Chicago Police Department (CPD). All staff members are trained on how to look for suspicious or erratic behavior. CPS has security cameras in 70% of its schools, which are tied to the city's 911 cameras.

Regarding preparedness, CPS follows Evacuation, Lockdown, Shelter-In-Place, All Clear (ELSA) protocol. Every school has its own emergency plan that is stored in the Facility Incident Management System (FIMS), a database the District shares with its first responder partners (Chicago Police Department and Chicago Fire Department). Staff and students are trained regularly and the District has a new training webinar with Chicago's Chief of Police and Fire Commissioner. CPS does not endorse "Run, Hide, Fight." In an active shooter situation, teachers would lock classroom doors, and students would go into hiding mode with the lights off and wait for police. Ms. Chou said that there is always a CPD officer within a minute of a school. In rural districts where first responders have a five minute response time, schools would need a different plan. Every CPS school has a pre-defined emergency management team, including an incident commander, internal information officer, and safety officer. CPS has 100% compliance with safety drills every year. CPS also has a dedicated team of safety professionals solely responsible for emergency plans. Every school has a custom plan that is updated every year, which supports ownership at the local level. Finally, CPS has a close partnership with first responders. They have a conference call every morning and CPS Safety Operations is co-located with the Emergency Management Center.

Ms. Chou noted the differences across Illinois. She said that suburban districts in Chicago are becoming a lot more urbanized. CPS has not had a school shooting since 1992, though there were three shootings in 1992. High school students in CPS have to go through metal detectors. Dr. Bernat asked why all of the school shootings have taken place outside of urban areas. Ms. Chou explained how CPS works actively and proactively. CPS has partnered with the University of Chicago to measure the effectiveness of the District's strategies. Ms. Chou recommends that other districts use strategies such as social media monitoring and a threat assessment process. The demographic of active shooters as 18 to 24 year-old white males is not always the case. CPS has a very close relationship with the Department of Children

and Family Services, the Department of Human Services, and mental health services at Lurie Children's Hospital. Ms. Chou said CPS strongly believes this is a mental health problem.

Chairman Vose explained that in more rural areas, the individual who manages security could be the head custodian or the buildings and grounds person. He asked if CPS holds ongoing training with building administrators and staff. Ms. Chou said CPS holds training for the deans in charge of discipline and SROs. She receives many requests for ad hoc training. CPS offers trainings on de-escalation and threat assessment, but the district requires CPD to give an all-clear when there are threats. CPS uses Crisis Prevention Institute (CPI) curriculum as a basis for its trainings. The District gives webinars and Ms. Chou travels to speak with other districts. Mr. Aranowski said his takeaway was the importance of a comprehensive, supportive school community. He asked Ms. Chou if the District offers customized training for frontline staff, principals and teachers. Ms. Chou said that a lot of schools do not have the luxury of having security officers at the front desk and that the CPS team gives customized trainings based on what a school needs. Ms. Frisch asked if CPS' budget changed when the district added these pieces. Ms. Chou said that the budget has decreased 20% since she started. CPS' cut 25% of its SROs. CPS' budget is \$100 million including the Safe Passage program (\$18 million) and all security officers.

Lyle Wind noted the importance of relationships and trust between the adults and students in a school. Communication within the school and between school personnel and first responders is also critical. Schools must be proactive. Mr. Henebry asked about individual student records. He said that in Peoria, some students move through several schools within one year. Every time students move, the new school has to learn about them so their individual learning plans move with them. Ms. Chou said there is a lot of movement in CPS, but many families want to keep their kids in the same school. Ms. Frisch noted that teachers get files on their students but social workers cannot give their files to teachers. As a teacher, most of the issues she has had are with parents. Ms. Chou said that her office in CPS works closely with the Office of Social and Emotional Learning. Regarding the transfer of records and privacy issues, Mr. Aranowski said that there are restrictions through the Family Educational Rights and Privacy Act (FERPA) and the Illinois School Student Records Act (ISSRA). Mr. Aranowski reminded the Task Force that one of its charges is thinking about how the law needs to or does not need to be changed. Ms. Chou said that when she speaks with other states, Illinois is actually progressive when it comes to school security. The fact that Illinois requires safety drills is positive. She encouraged Task Force members to be cautious about "Run, Hide, Fight."

Public Hearings/Testimony Logistics and Scheduling

Chairman Vose proposed that the Task Force hold three public hearings across the State – in Northern, Central and Southern Illinois. He recommended working with Regional Offices of Education and Intermediate Service Centers. Mr. Aranowski agreed that part of the charge of the Task Force is to hear testimony. He said that getting out into the community adds legitimacy. Chairman Vose suggested a press release to publicize the public hearings. Deanna Sullivan from the Illinois Association of School Boards (IASB) could communicate the information to school boards. Amanda Elliott said that for the next meeting the Task Force needs to get dates out for the public hearings.

New Business and Open Discussion

Chairman Vose confirmed that David Esquith of the U.S. Department of Education will be coming to Task Force's October 22 meeting. Chairman Vose asked if the Liaison Subcommittee members could compile the information they have gathered to share with the rest of the Task Force. Hannah Rosenthal will post

the materials on the Task Force website. Chairman Vose emphasized that the Task Force needs to be transparent. The Liaison Subcommittee has four members, so a majority of a quorum is two or more. Mr. Aranowski added that the Task Force's enabling legislation exempts the model security plan (which will be submitted to the Board) from the Freedom of Information Act (FOIA), but all of the deliberations to get there are subject to the Open Meetings Act. He reminded Task Force members that as an advisory body, they can schedule phone calls and do not have to physically meet.

Mr. Wilder noted that some states have accreditation programs for school security administrators. Chairman Vose added that other states have mandated, computerized training for districts. Mr. O'Connor explained that some of what the Task Force is looking at already exists in higher education. He is a Threat Assessment Trainer and has facilitated trainings for 9 years. Mr. O'Connor said that the Task Force can find cheap, practical training goals that already exist in the State that they can move into K-12. It will be cost-efficient for small and large districts because the models already exist.

Dr. Bernat said that the work of the Task Force needs to be a continuing process so that the Task Force's recommendations are not out of date by the time people read them. Chairman Vose suggested that the Task Force be brought under Illinois Terrorism Task Force umbrella. Tad Williams warned that there may be too much competition and recommended that it stand alone. Mr. Aranowski noted that Illinois was awarded a very small grant to help K-12 develop high quality emergency operations plans. ISBE is doing this through an intergovernmental agreement with Illinois Emergency Management Agency (IEMA). Mr. Aranowski wants the work of the Task Force to inform the grant. One of the main purposes of the grant is to ensure that there is sustainability past the grant period. There may be resources available to have the grant fund part of a more permanent group outside of ISBE. Mr. Williams noted that there are bodies besides IEMA that could be the fiduciary for these grants. Amanda Elliott reminded the Task Force to keep in mind that their recommendations will be nonbinding.

Looking forward to the Task Force's October 22 meeting, Chairman Vose said that the Liaison Subcommittee should give an update. Mr. O'Connor and Mr. Wilder will see what data they can gather on the accreditation process. Chairman Vose reminded Task Force members to focus on what they want to report out to the General Assembly. Representative Sente asked if her peers wanted to reach out to local superintendents in their areas and see if they have any feedback on what should be changed. She meets with her local superintendents regularly. Representative Sente also proposed the creation of a physical plant best practices subcommittee. Chairman Vose asked if Task Force members should fill out a Google Doc or a survey so that members' main concerns would be compiled. Mr. O'Connor suggested that by highlighting five or six recommendations, the Task Force will be able to narrow its purpose and put together the report.

Adjourn

The meeting was adjourned at 4:00 p.m.

School Security and Standards Task Force

Meeting Agenda
(Revised 10/21/15)

October 22, 2015
9:00 a.m.

James R. Thompson Center
100 West Randolph Street
Videoconference Room, 14th Floor
Chicago, Illinois 60601



Alzina Building
100 North First Street
Videoconference Room, 3rd Floor
Springfield, Illinois 62777

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- I. Call to Order and Welcome
 - II. Roll Call
 - III. Approval of Minutes from September 10, 2015 Task Force Meeting
 - IV. Mr. David Esquith, Director of the Office of Safe and Healthy Students in the U.S. Department of Education
 - V. Dr. Peter Langman, Psychologist with Langman Psychological Associates, LLC and author of *School Shooters: Understanding High School, College, and Adult Perpetrators* and *Why Kids Kill: Inside the Minds of School Shooters*
 - VI. Subcommittee Assignments
 - VII. Public Hearings/Testimony Logistics and Scheduling
 - VIII. Public Comment
 - IX. New Business and Open Discussion
 - X. Adjourn

Task Force members wishing to participate via phone may use the following:

Telephone Number: 1-888-494-4032
Access Code: 3 6 3 3 7 5 2 7 0 9

**School Security and Standards Task Force
Meeting Summary**

Springfield - Illinois State Board of Education
Alzina Building
100 North First Street
Videoconference Room, 3rd Floor
Springfield, Illinois

Chicago - Illinois State Board of Education
James R. Thompson Center
100 West Randolph
Videoconference Room, 14th Floor
Chicago, Illinois

Thursday, October 22, 2015
9:00 a.m.

Chairman Vose called the meeting to order at 9:04 a.m.

Members Present

Jeff Aranowski
Robert Bernat
Laura Frisch
David Henebry
Catherine McCrory
Roger Schnitzler
Ben Schwarm
Dave Tomlinson
Jeff Vose
Steven Wilder

Members on the Phone

Pat Hartshorn
Pat O'Connor
Carol Sente, Rep.
John Simonton

Members Absent

Neil Anderson, Sen.
Tom Cullerton, Sen.
Tom Demmer, Rep.
Tad Williams

Illinois State Board of Education (ISBE) Staff

Katherine Galloway
Hannah Rosenthal

Members of the Public

David Esquith

Nick Giannini, Chief of Staff for Tom Cullerton
Chris Goodsnyder
Ted Kanellakas
Dr. Peter Langman
Gary Salgers

Approval of Minutes from September 10, 2015 Task Force Meeting

Motion for approval of the minutes: Moved by Ben Schwarm and seconded by Pat O'Connor. Voice vote.
Motion carried.

Mr. David Esquith, Director of the Office of Safe and Healthy Students in the U.S. Department of Education

Jeff Aranowski introduced David Esquith. Mr. Aranowski said that last year Illinois was awarded a grant from the U.S. Department of Education (ED) for emergency management. As a result, the Illinois State Board of Education (ISBE) is entering into an intergovernmental agreement with the Illinois Emergency Management Agency (IEMA). Mr. Esquith is the federal program lead and Illinois has received great support from his office. Mr. Aranowski said that Mr. Esquith will speak about what is happening nationally and Mr. Aranowski will interject with Illinois-specific information on the grant. Mr. Aranowski said that the ISBE and IEMA are creating the Illinois School Safety Center which will serve as a data clearinghouse for best practices and real time answers to questions, and will also provide regional trainings. Regional superintendents and district administrators in Illinois will be able to take the information back to their constituents.

Mr. Esquith thanked the Task Force for the opportunity to speak. He said he hopes to give Task Force members insight as to what ED is doing, as well as some of the emerging issues and concerns that the Department has about how states and school districts are addressing emergency planning and school safety. He added that he hopes Task Force members come away from his presentation recognizing that schools are safer now than they have ever been. ED has data from its indicators of school crime and safety which suggest that schools continue to be safe havens in communities across the country. Mr. Esquith said he would talk about thinking slow, rationally and statistically. The Department is finding that in emergency planning at the school and school district level, people are in a panic and are not thinking rationally and statistically about the real threats and hazards that they face. Mr. Esquith acknowledged that while schools are safer than they have ever been, there are still significant challenges. He said that emergency planning is an asset underutilized by school districts and schools. There is a great deal more that can be done with emergency operations plans that will allow schools to address some of their biggest social issues, threats and hazards in a systematic and thoughtful way. Right now schools are approaching safety inefficiently. They should use their emergency operations plans as the centerpiece of their planning so that it is done more thoroughly.

Mr. Esquith said that the data in his presentation come from a report that ED puts out annually with the Department of Justice's (DOJ) Office of Justice Programs called "Indicators of School Crime and Safety." The percentage of students who reported being afraid of attack or harm in school decreased from 12 percent in

1995 to 3 percent in 2013. Mr. Esquith said that this idea of kids feeling safe at school is very important to school climate and academic achievement. Students who are afraid or are concerned that they may be attacked or harmed could not be in a worse position to try to learn. Mr. Aranowski said that this statistic is interesting considering the supposed increase of things like bullying. Illinois administers a school climate survey every other year. Mr. Esquith noted that in school safety and emergency planning there is a difference between the perception and reality of what the threats and hazards are. The percentage of students who reported ever being threatened or injured with a weapon on school property has decreased over the last decade from 9 percent in 2003 to 7 percent in 2013. Between 1993 and 2013, the total reports of students carrying weapons once in the past 30 days in schools has declined from 12 percent to 5 percent. The percentage of 12 to 18 year olds reporting access to loaded guns without adult permission has decreased from 7 percent to 4 percent. Nonfatal student and teacher victimization is down from 11.4 percent to 1.8 percent.

Mr. Esquith concluded that there is significantly less victimization going on in schools than there was over a decade ago. Bullying had been hovering at between 28 and 32 percent from 2005 to 2011, but it dropped down to 22 percent in 2013. Mr. Esquith said that the Department thinks that some of this decrease is due to improved school climate. When schools try to approach issues such as bullying, substance abuse and teen dating violence on a case by case basis, they are not able to change much. It is an important lesson in terms of school safety and school climate to deal with issues broadly at the base and try to move the needle on a number of issues at one time. This efficiency applies to emergency planning as well. Laura Frisch asked if the decrease includes the fact that in earlier years of the study, the children did not realize that they were culpable for what they did via text or online. She is curious if texting and cyberbullying - and students understanding that they were culpable for this behavior - had any effect. Mr. Esquith replied that cyberbullying was down to about 7 percent in 2013 and it has since been stuck at 9 percent. He said that the statistics on bullying and cyberbullying are separate. Mr. Aranowski explained that Illinois had an anti-bullying task force five years ago composed of teachers, students, and lawmakers. The recommendation of the task force was that schools will not solve bullying by going after bullying. They need to create a climate within schools that is conducive to learning and peer-to-peer relationships. Mr. Aranowski said that the takeaway was comprehensive school transformation. If schools create this positive climate they will see a decrease in bullying and an increase in academic achievement. Mr. Esquith added that schools have wasted a lot of money buying and running anti-bullying programs with assemblies and speakers. These programs have no evidence behind them and have very little impact. ED encourages schools to invest in people as opposed to programs and technology. School shootings have been prevented when students have reported shooters to adults, and students are willing to do so when a level of trust has been built between staff and students. Schools have finite budgets and they have to prioritize where they are going to put their dollars to get the maximum use out of them and keep students safe. Mr. Esquith said that his two daughters are in elementary school and the last thing they need is an armed guard standing at the door of their elementary school. If the school could bring on one new staff person, he would want the school to bring on a reading specialist or a social worker. Mr. Esquith added that the rate of nonfatal victimization against students 12 to 18 years old significantly decreased between 1992 and 2013.

Mr. Esquith gave Task Force members a math problem. A ball and a bat together cost a \$1.10. The bat costs \$1 more than the ball. He asked Task Force members how much the ball costs. The answer that he receives

90 percent of the time within the first 10 seconds of asking this question is 10 cents, but the correct answer is 5 cents. Mr. Esquith said that there is a book called "Thinking, Fast and Slow." The premise of the book is that when people think quickly, it is a matter of reflex and habituation and when they think slowly, they think statistically. Mr. Esquith explained that this idea of thinking fast and slow can be applied to looking at school safety data. He encouraged those working to improve school safety to be analytic and systematic in terms of identifying the real threats in schools, and considering how best to prevent, respond to and recover from them. He said that too often those working to improve school safety think fast and respond emotionally instead of using a statistical narrative.

Mr. Esquith showed Task Force members a chart from the Federal Bureau of Investigation's (FBI) 2013 report of active shooter incidents. He explained that active shooter incidents are not the same thing as school shootings. An active shooter incident is an incident when someone goes into an environment intending to kill everyone. Most active shooter incidents are suicides. The FBI concluded that there was a significant increase in the number of active shooter incidents. Their data caused a lot anxiety and stress and encouraged more people to direct their attention to active shooter incidents. ED did its own analysis of active shooter incidents in schools and found that there was one more active shooter incident in schools between 2000 and 2006 than between 2007 and 2013. Mr. Esquith said that the number of active shooter incidents in schools is not consistent with the FBI graph. He does not aim to diminish the impact of any active shooter incident in a school. He has visited Newtown five times since the tragedy and knows that there will be a cloud over the community for a generation. Still, he noted that an individual is 6 to 10 times more likely to be struck by lightning than to have an active shooter incident at her child's school. Mr. Aranowski asked if there is any evidence to suggest that there are an increasing number of fatalities in these active shooter situations. Mr. Esquith said that he is not sure that the difference in impact of an active shooter incident can be distinguished by the number of people that are killed. Active shooter incidents are tragic and their impact on the community is horrific. At the same time they are extremely rare. Mr. Esquith said that a challenge in school safety and security is identifying the proportional response that should be made after active shooter incidents in comparison with everything else that can happen in a school, recognizing how infrequent active shooter incidents are and how large their impact is. He said that active shooter incident drills are dominating emergency planning in many schools. Schools are not thinking slowly about school safety and as a result may be wasting precious time and resources and scaring students. Active shooter drills in schools provoke a secondary trauma for elementary school students as schools are conveying a message to students that they are not safe. Mr. Esquith asked how schools can hold drills or exercises without bringing in SWAT teams.

Mr. Esquith said that there have been a total of 111 school shootings since Newtown. He distinguished a school shooting from an active shooter incident. A school shooting can be everything from a gun going off accidentally in a school to someone getting into a fight with another person at school to a person coming to school intending to kill someone. School shootings are generally interpersonal deaths. Accidental shootings are not included in these data. Mr. Esquith said that one of the trends that he is seeing in school district is the arming of teachers. ED opposes this vehemently. Since the beginning of the school year this year, four guns that teachers have brought to schools have gone off accidentally. He said that insurance companies are thinking slow on this and pulling their coverage of school districts that are arming teachers or raising their premiums through the ceiling. He said that this indicates that a person is much more likely to incur a

serious injury from a gun going off accidentally than actually having an active shooter incident at their school.

Chris Goodsnyder of Safer Schools First said that his niece was at Sandy Hook and she had a close friend who did not survive. She is still coping with the after effects of losing a friend and what she witnessed that day. Mr. Goodsnyder asked if training schools and first responders on how to handle an active shooter situation increases survivability in the event of an incident or if regardless of the amount of training they receive, schools and first responders cannot outmaneuver an active shooter. He asked if there are any studies that focus on the effectiveness of training in terms of helping staff and students survive. Mr. Esquith said he is not familiar with any studies. School districts that have done exercises and are prepared generally say that the training was helpful. There are so few of these incidents that it is difficult to take away any in-depth analysis of how effective the training was and what would have happened had schools and first responders not been trained. Mr. Esquith said that there needs to be training for active shooter incidents, but it is just one of the threats and hazards that schools need to prepare for. He advised that schools be thoughtful about training and exercises to make sure they are appropriate for who they are training. Training teachers is different from training second and third graders so the messages that these groups receive may differ. Mr. Esquith noted that schools can train through tabletop exercises.

Cathy McCrory said that when shootings happen she has conversations with her kids. She asked if there is a way to educate parents about how to have these conversations with their kids and make their kids feel safe. Are any jurisdictions going beyond the schools and reaching out to parents? Mr. Esquith explained that if schools are doing their emergency operations planning correctly, parents will be involved. Parents should be part of the core planning team that will talk about what information needs to be provided to students, parents, and visitors in the school. Laura Frisch explained the lockdown drill that her school hosted the same day that a school in Washington had a lockdown drill. None of the teachers in her school spoke about a shooter or a person with a gun. Her school talks more about tornados and fires because these are things that kids can understand. Mr. Esquith commended Ms. Frisch's school for thinking slow. Ms. Frisch said that schools can prepare their students every day by teaching them to listen and to walk in a line.

Mr. Aranowski said that schools are in a position where they are checking boxes without thinking about if their efforts are making the school safer. State and federal regulations put administrators and schools in a position where they are reactionary, rather than giving administrators and schools the flexibility to do what they need to do and approach school safety from a more reasonable perspective. Robert Bernat agreed that if students are scared by the drills, schools have not accomplished anything. He explained, though, that police need drills as they have very few instances to tactically encounter what they would in an active shooter situation. Dr. Bernat said that what a lot of communities have and what others are working toward is, on days when school is not in session, letting police use schools for drills. Looking at a diagram of a school is very different from walking through or running through a school. Mr. Esquith agreed that it is important for first responders to be familiar with a school. They should not go into a school for the first time during an emergency. Fire and rescue departments also need to be familiarized with schools. Roger Schnitzler said that what schools are told they are supposed to do is different from what Ms. Frisch's principal is doing and what he is doing. Mr. Schnitzler explained that the law is specific but he thinks it goes

overboard. Schools are supposed to have an active shooter during a drill but at his school they just go into lockdown. Ms. McCrory concurred with Mr. Esquith that all first responders need to participate. In the town she lives in, police have never include the fire department or paramedics in their meetings. Pat O'Connor said that the Illinois Campus Law Enforcement Administrators Association is training police chiefs in the State to do a comprehensive plan with their fire departments. Fire chiefs in Illinois are trained to stand down and not enter a building until it is secure. Mr. O'Connor said he does not believe that schools should use active shooter drills and he does not recommend that any of his chiefs in the State do live drills with students in classrooms. "Shelter" or "lockdown" drills should be the terms used. Bringing law enforcement into a school when students are present creates trauma and should never be done. Staff should be trained separately with the police department. Mr. Esquith said that school districts start paying attention when there are lawsuits. Parents are suing because their children are traumatized and teachers unions are suing because someone burst into a staff meeting with a gun drawn to replicate a real incident.

Mr. Esquith said that middle school is where bullying peaks. The best way to keep violence down in schools and the best prevention against active shooters is to establish trust between students and adults. Mr. Esquith added that a significant number of teachers are still victimized in schools every year. In 2011-12, 10 percent of public school teachers reported being threatened with injury by students from their school. In 2011-12, 6 percent of public school teachers reported being physically attacked by a student from their school in the past 12 months. Mr. Schnitzler said that in elementary schools, teachers are afraid of their students' parents, not the students. Mr. Esquith explained gangs are a significant issue in rural, suburban and urban areas. There is a heroin epidemic in the country as well as widespread abuse of prescription drugs. Mr. Esquith said that one of the issues that school administrators face is what incidents they report to the police. There is a lot of discretion that schools and administrators have in terms of what happens in a school and whether they report it to the police. That has ramifications for students. Twenty-five percent of middle schoolers experienced bullying last year and only half of them reported it to an adult. This suggests that students have tried reporting incidents to adults before and nothing happened, or that the consequences of reporting are worse than the bullying itself. When police are brought onto a school campus and a student is jailed, the student's life changes significantly. ED has data that show that more absences for a student mean a higher likelihood of ending up in prison. More encounters with police also mean a higher likelihood of ending up in prison. There are a significant number of school districts in rural, urban and suburban areas that are dealing with young girls being lured into prostitution by gangs. Mr. Esquith said that gang involvement, drug and alcohol abuse, and human trafficking can be addressed in a school's emergency operations plan. Schools tend stovepipe these issues with school committees but they can use their emergency operations plans to figure out how prevent, respond to and recover from these issues.

Mr. Esquith said he has been doing a lot of work recently on countering violent extremism and the radicalization of students in schools. He advised schools to build this into their emergency operations plans through their threat assessment processes. ED puts out a guide with DOJ, the Federal Emergency Management Agency (FEMA), Homeland Security, the FBI and the U.S. Department of Health and Human Services (HHS) that lays out a six step process for developing a school emergency operations plan. ED also has training and technical assistance that it provides to school districts and states. Mr. Esquith said that the grant Mr. Aranowski is leading is a grant ED made to states to promote building state capacity as well as to

help school districts develop their emergency operations plans. Most school emergency operations plans are not comprehensive. Usually someone at the school district level develops a template and gives it to the assistant principal of a school to check boxes. There is little planning and minimal training. ED and the other agencies recommend that schools develop a core planning team made up of teachers, administrators, parents, students and community partners. A school's core planning team should then conduct threat assessments, site assessments, and school climate assessments, determining the school's vulnerabilities and the probability that something will happen. After identifying the threats and hazards that a school may face, the school should develop goals and objectives for how to prevent, respond to and recover from these threats and hazards. Most schools just have response plans and do not include prevention. A school's plan should be shared with the community. Mr. Esquith said that if his children's school had \$20,000, he would not put it into bulletproof glass. When first responders, administrators, parents, and teachers are involved, schools make much better decisions about where to spend their money, rather than quick emotional decisions.

Dr. Bernat asked Mr. Esquith if he would advocate that each school district form its own local task force to examine these things and determine what's appropriate for them. Mr. Esquith replied that this should happen at the schoolhouse level. Every school is different and has different vulnerabilities. There are things that will make schools safer that do not cost anything. Every kid knows where the incidents occur in a school building. ED recommends that core planning teams at the high school level involve high school students. Mr. Esquith added that building trust should be part of emergency operations planning. With kids on the core planning team at the high school level, they will talk about vulnerabilities and school climate. Ms. McCrory asked if middle school is the formative period psychologically for future school shooters? Mr. Esquith explained that it is important to move away from the idea of the school shooter's mentality. There are so few incidents that there is no profile. Mr. Esquith does not think it is productive to try to make associations with students in middle school and who becomes a shooter. Schools are better off putting their time and attention into building trust with middle schoolers than trying to do behavioral profiles of middle schoolers who may become shooters. Mr. Esquith congratulated Task Force members for their work and encouraged them to continue working to improve the school system. He said that it is important for policymakers to keep these issues on the table and to hear from a diverse group of stakeholders. Without this kind of feedback and input, it is easy for people to start thinking slow.

Dr. Peter Langman, Psychologist with Langman Psychological Associates, LLC and author of *School Shooters: Understanding High School, College, and Adult Perpetrators* and *Why Kids Kill: Inside the Minds of School Shooters*

Peter Langman introduced himself as a psychologist who got into the work of school safety and security in the wake of Columbine. He was working in a psychiatric hospital with children and adolescents and a string of potential school shooters started coming through the hospital. His job was to evaluate them for the potential risk of actually carrying out mass murder. Since then, he has written two books on the topic and he maintains a website Schoolshooters.info. Dr. Langman explained that his focus is what is going on in the minds and lives of the perpetrators. He currently has 95 perpetrators on his website with close to 350 documents relating to school shooters, school safety, threat assessment, and violence prevention. He tries to understand the perpetrators' behaviors, warning signs, and what kind of events pushed them to

violence. He looks into the rejections and failures that have made them feel rage, as well as depressed or suicidal. Dr. Langman said that if schools can identify youth at risk and if they know the warning signs, school shootings can be stopped. He emphasized the importance of early intervention through threat assessment. Schools all over the nation are well trained in emergency response but many schools are not doing the early intervention threat assessment piece to recognize warning signs, evaluate threats and intervene when appropriate. Emergency response is vitally important, but the first pass should be training faculty, staff and students in threat assessment.

Mr. Goodsnyder commented that there seems to be a false causation where people attribute shootings to psychiatric problems. From his perspective, having Asperger's, for example, may make a person a recluse or alienated from his schoolmates and vulnerable to being bullied. He asked Dr. Langman if it is the actual disorder that many school shooters are suffering from that is somehow predictive of violence as opposed the disorder making them vulnerable to being ostracized. Dr. Langman said there is no direct line between a psychiatric diagnosis and acts of violence. The diagnosis may have secondary effects such as causing alienation. He said there is a fine balance to maintain between mental illness and acts of violence. For example, schizophrenics are no more likely to be violent than the average population. When you look at the population of school shooters, many of them, especially as they get older, are schizophrenic but many of them are not. Dr. Langman emphasized that it is not the schizophrenia that causes the violence: it is a combination of what is going on psychologically and what is going on in their lives. The diagnosis is not predictive of violence but there may be mental health issues that could be caught a lot earlier and help prevent people from becoming violent.

Dr. Bernat asked Dr. Langman if he thinks a community in general should be sensitized to potential warning signs. Dr. Langman said he calls perpetrators average adults when they are 19 years old or older and have no apparent or recent connection to the school they attack. It can be very difficult for a school to prevent attacks by people who have no relationship with the school because the school does not even know they exist. Dr. Langman said that on his website, users can search for shooters by the kinds of the schools they attack, and whether or not they were secondary school perpetrators, college perpetrators or average adult perpetrators. Mr. O'Connor said that in higher ed, Illinois has been successful in its threat assessment processes in terms of prevention or engagement of people who may be suffering from isolation or mental health issues. He said that K-12 has not moved to threat assessment in the way higher ed has. In K-12, schools are dealing with parental mental health issues as well as student, faculty and staff mental health issues. Mr. O'Connor asked Dr. Langman if he thinks there is a strong need for threat assessment at the K-12 level. Dr. Langman said it would be helpful at the middle and high school levels, but students in elementary school are not carrying out attacks. Mr. Schwarm asked Dr. Langman about the ways to intervene and prevent attacks. When should school district personnel say they have identified a student as a possible threat, and then what? Dr. Langman said it depends on when the student is identified as a threat. If a student is caught early, he recommends counseling or evaluation for mental health issues. This becomes a matter of resources (if a school has counselor or psychologist on staff). If the issue is more serious and if the student is on edge of suicide or homicide, then he recommends hospitalization and treatment. If the student has accumulated guns or bombs, then it becomes a legal issue. Dr. Langman said that law enforcement can do what schools cannot do, including searching the home, looking at computers, etc. Secondary school shooters often come from really dysfunctional families. There may be physical abuse

in the home, parental alcoholism, or sexual abuse, so child protective services may need to get involved. Mr. Schwarm asked Dr. Langman at what point school personnel should go to the student's parents and say their child may be a threat to the school. If school personnel are not licensed psychologists, how do they make that determination? Dr. Langman said that schools should have trained threat assessment teams made up of administrators, faculty members and counseling staff. Before schools refer students to services, they need to investigate the threats. Mr. Schwarm asked if schools can do anything before there is actual proof of a threat. Dr. Langman explained that a student would have to do something to come to the attention of school personnel. It may be comments to a friend or something he writes in a paper to a teacher and not a violent threat. Dr. Bernat reiterated that building trust will help a school interdict a potential incident. If a student is aware of something, he will feel comfortable speaking with an adult. Dr. Bernat asked Dr. Langman how, on an age appropriate basis, schools should acquaint people with warning signs, particularly younger students. Dr. Langman suggested that schools present the material at an assembly or in smaller groups. He said schools should educate around what to look for by using examples of shootings where students knew something and did or did not come forward. Dr. Langman emphasized the importance of distinguishing snitching or tattletaling from reporting a safety concern. Schools should encourage students to report their friends, too. Dr. Bernat said that he would not know how to share this message with younger students without scaring them.

Ms. McCrory asked how teachers are trained if they are being asked to get involved in threat assessment. Do teachers take classes in social work or psychology to help them recognize these threats? Dr. Langman responded that most teachers are not being trained, which is why he emphasizes the importance of training for professionals in mental health, law enforcement and education that teach common warning signs. He presents training participants with actual student writings and asks them how they would respond if they were handed a given piece of writing. David Henebry reiterated that mental health does not always indicate who is going to perpetrate a violent attack but he wonders if there is a way to identify the percentage of the population that is inclined to perpetrate. Dr. Langman said he looks at school shooters in terms of three categories: psychopathic personalities, psychotic shooters who are often schizophrenic, and traumatized shooters. He noted the concept of leakage - sharing violent intentions - which shows up in comments to peers, assignments students hand in, and on social media. Schools and law enforcement should be looking for leakage.

Dave Tomlinson asked how Task Force members can translate all of the information they have received into actionable recommendations for policymakers and educators to actually make schools safer. Dr. Langman said that there is no one thing that is going to take care of the problem but there are many things that can be done, some at the governmental level in terms of funding for child protective services, mental health services, and more counselors in schools. There is also training schools in threat assessment and the physical security piece. Dr. Langman noted that there is a lot of work being done in architecture for safety, such as how schools are built and what kind of locks they have on the doors. There are multiple angles to minimize risk. Mr. Aranowski noted that the Task Force may not need to recommend additional legislation but could instead recommend flexibility for districts to meet the needs of their communities. Task Force members could focus on best practices, professional development and increased state support. Chairman Vose said that at the elementary level, his school had a behavioral threat assessment team composed of the school psychologist, social worker and assistant principals. The team met every Friday to evaluate

where students were. He asked Dr. Langman if the schools he works with have threat assessment teams. Dr. Langman said that he thinks that a weekly meeting among key school personnel is an excellent system but he does not think most schools have it. Some schools in Pennsylvania have a student assistance program where they track kids who are struggling and get them the help they need. Oftentimes school personnel with different information do not communicate.

Subcommittee Assignments

Chairman Vose reminded Task Force members of the survey that the Liaison Subcommittee sent out asking each individual about the three areas where they would like to see improvement, their areas of expertise, and the components they recommend need to be in a model security plan. Chairman Vose asked Hannah Rosenthal to share the results of the subcommittee survey. Hannah sent out an email on October 15 with subcommittee assignments and chairs. The four subcommittees are physical plant, training, communication, prevention. Chairman Vose said that the subcommittees should review the reports of the seven states, identify best practices and form recommendations. They need to work through Ms. Rosenthal to schedule meetings and post agendas, and designate someone to take minutes at every meeting. Chairman Vose emphasized that Task Force members need to move quickly so that they have a draft by December to submit to the General Assembly on or before January 1. Mr. Aranowski reminded Task Force members that if they need to convene additional full group meetings, they can also hold strict teleconferences. Chairman Vose said he thinks the Task Force may need at least three more meetings. He thinks that there are good things currently in law but the Task Force may need to fine-tune. If the Subcommittee chairs get their groups together the Task Force will be on the right track. Mr. Schwarm said he likes Mr. Esquith's approach of focusing on the school and what the school can do. The Task Force does not have to have legislative recommendations. Mr. Schwarm said that Illinois' Safety Drill Act is really good, which he did not realize until he looked at the reports of the other states. The other states seem to be trying to get to where Illinois already is. Mr. Schwarm added that the Illinois Association of School Boards (IASB) writes policies for school districts and right now about 70 percent of all school districts in the State use the policy service. IASB's school board policies regarding school safety include having safety teams in the district and by school building, and involving parents, community members and first responders. He will give Ms. Rosenthal a sample policy to send out for Task Force members to look at as they begin their subcommittee work.

Bernat reminded the Task Force that the North Shore School District 112 school security task force can serve as a model. There are 12 schools in District 112. He asked Ms. Rosenthal to resend the reports from District 112 to Task Force members. Ms. McCrory asked for clarification on what "communications" means in the context of the Communications Subcommittee. Should the Subcommittee be looking at how schools are communicating with parents, first and second responders, or internally with students and staff? Ms. Frisch asked if the Subcommittee should think about how the Task Force communicates with the public. Dr. Bernat said he thinks about it in two ways: the message that is being communicated and how it is being communicated to students, parents, etc. He said the Communications Subcommittee should also consider what systems work to communicate something if there is an issue and how schools communicate with first responders to reduce response times. Dr. Bernat reminded Task Force members about the blue boxes used by District 112 to reduce response times. Ms. McCrory confirmed that the Communications Subcommittee

will study both mode and message. Mr. Aranowski said that there is a communications appendix in the federal guidance developed by ED. He encouraged the subcommittees to use the federal document as a blueprint. Chairman Vose asked Task Force members to let him know if they are uncomfortable with their subcommittee assignments. The Liaison Subcommittee tried to match people with their areas of expertise. Mr. Esquith referred Task Force members to ED's Readiness and Emergency Management for Schools Technical Assistance Center website (Rems.ed.gov) with model practices and training guides that school districts across the country are using. Chairman Vose asked Ms. Rosenthal to send the website link and federal guidance out to the Task Force again. Mr. O'Connor reminded Task Force members that they should plan for the lowest common denominator in putting financial pressures on some of the smaller districts. If the bar is too high, the districts will not achieve what they need to achieve. Dr. Bernat again shared his recommendation that local task forces be mandated. He reiterated that school security changes over time so some semblance of the Task Force should continue on as an advisory body. Mr. Schwarm noted that the Illinois Terrorism Task Force has an ongoing subcommittee on school safety. Mr. O'Connor said he thinks it would be easy for the Task Force to recommend that there are working groups at the local level.

Public Hearings/Testimony Logistics and Scheduling

Chairman Vose shared his plan to host one public hearing in Springfield, one in Lombard, and one at John Logan College in Marion. Chairman Vose, Mr. Aranowski and Ms. Rosenthal will work together to set up dates.

New Business and Open Discussion

Chairman Vose said that Tad Williams is going to bring Mark Beagles to speak with the Task Force about collecting floorplans. Chairman Vose also found a group called Navigate that can hold floorplans and pictures of buildings online. Dr. Bernat said he would like to know more about the capabilities of police when it comes to prevention. Police will follow up on social media if they are given leads but they are not trolling social media sites. John Simonton said that Aaron Kustermann with the Illinois State Police is an excellent resource. Chairman Vose said he would like to have a full meeting scheduled for early in the third week of November. Dr. Bernat reminded Task Force members that he circulated the rough draft of his prevention document. Representative Sente said that usually when committees are writing a report, a committee member starts thinking about what will be included in the report. She asked if the Task Force is ready to do this. The topics for a table of contents may come from the subcommittees. Chairman Vose said that Task Force members should discuss this after the subcommittees meet.

Adjourn

Motion to adjourn: Moved by Ben Schwarm and seconded by Steve Wilder. Voice vote. **Motion carried.** The meeting was adjourned at 11:31 a.m.

School Security and Standards Task Force

Meeting Agenda

November 17, 2015

1:00 p.m.

James R. Thompson Center
100 West Randolph Street
Videoconference Room, 14th Floor
Chicago, Illinois 60601



Alzina Building
100 North First Street
Videoconference Room, 3rd Floor
Springfield, Illinois 62777

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- I. Call to Order and Welcome
 - II. Roll Call
 - III. Approval of Minutes from October 22, 2015 Task Force Meeting
 - IV. Public Hearings Debrief
 - V. Subcommittee Updates
 - VI. Recommendations for Legislative Action
 - VII. Public Comment
 - VIII. Open Discussion and Next Steps
 - IX. Dr. Colleen Cicchetti, Pediatric Psychologist at Lurie Children's Hospital and Assistant Professor in Psychiatry and Behavioral Sciences at Northwestern University Feinberg School of Medicine
 - X. Adjourn

Task Force members wishing to participate via phone may use the following:

Telephone Number: 1-888-494-4032
Access Code: 3 6 3 3 7 5 2 7 0 9

School Security and Standards Task Force

Meeting Agenda

December 15, 2015

1:00 p.m.

James R. Thompson Center
100 West Randolph Street
Videoconference Room, 14th Floor
Chicago, Illinois 60601



Alzina Building
100 North First Street
Videoconference Room, 3rd Floor
Springfield, Illinois 62777

-
- I. Call to Order and Welcome
 - II. Roll Call
 - III. Approval of Minutes from November 17, 2015 Task Force Meeting
 - IV. Debrief of Carterville Public Hearing
 - V. Discussion of "See, Hear and Speak Up" Memorandum
 - VI. Discussion and Approval of Recommendations for Legislative Action
 - VII. Discussion and Approval of ISBE Staff Putting Together Report to the General Assembly and the Governor
 - VIII. Public Comment
 - IX. Open Discussion and Next Steps
 - X. Adjourn

Task Force members wishing to participate via phone may use the following:

Telephone Number: 1-888-494-4032
Access Code: 3 6 3 3 7 5 2 7 0 9

APPENDIX E: PUBLIC HEARING DATES AND NOTICES

For Immediate Release

Nov. 4, 2015

School Security and Standards Task Force holding public hearings across state

Public feedback will help guide the task force's recommendations for minimum school security standards

SPRINGFIELD – The School Security and Standards Task Force is asking community members to share their input on school safety issues during a series of public hearings to help guide its recommendations to the General Assembly, the governor, and the Illinois State Board of Education (ISBE).

Public Act 98-695 created the task force within ISBE to research school security in the state and to draft minimum standards for schools to use to provide a safer learning environment for the children of Illinois. Per law, the task force must “receive reports and testimony from individuals, school district superintendents, principals, teachers, security experts, architects, engineers, and the law enforcement community” as part of its work.

Public Act 99-65 extended the task force's deadline to Jan. 1, 2016, to submit recommendations for changes to the current law to the General Assembly and the governor. The task force must submit recommendations for model security plan policies to ISBE on or before July 1, 2016.

For more information about the task force, visit www.isbe.net/SSSTF/default.htm.

The public hearings will take place at the following times and locations:

- **Nov. 10, 6 p.m., Lisle** – Universal Technical Institute, 2611 Corporate West Drive
- **Nov. 12, 6 p.m., Springfield** – Illinois Association of School Boards Office, 2921 Baker Drive
- **Dec. 2, 6 p.m., Carterville** – John A. Logan College, Building H, Room 127

Those who are unable to attend the hearings may send their thoughts and recommendations to schoolsafety@isbe.net.

APPENDIX F: SCHOOL SAFETY DRILL ACT

School Safety Drill Act

(105 ILCS 128/1)

Sec. 1. Short title. This Act may be cited as the School Safety Drill Act.

(Source: P.A. 94-600, eff. 8-16-05.)

(105 ILCS 128/5)

Sec. 5. Definitions. In this Act:

"First responder" means and includes all fire departments and districts, law enforcement agencies and officials, emergency medical responders, and emergency management officials involved in the execution and documentation of the drills administered under this Act.

"School" means a public or private facility that offers elementary or secondary education to students under the age of 21. As used in this definition, "public facility" means a facility operated by the State or by a unit of local government. As used in this definition, "private facility" means any non-profit, non-home-based, non-public elementary or secondary school that is in compliance with Title VI of the Civil Rights Act of 1964 and attendance at which satisfies the requirements of Section 26-1 of the School Code. While more than one school may be housed in a facility, for purposes of this Act, the facility shall be considered a school. When a school has more than one location, for purposes of this Act, each different location shall be considered its own school.

"School safety drill" means a pre-planned exercise conducted by a school in accordance with the drills and requirements set forth in this Act.

(Source: P.A. 94-600, eff. 8-16-05.)

(105 ILCS 128/10)

Sec. 10. Purpose. The purpose of this Act is to establish minimum requirements and standards for schools to follow when conducting school safety drills and reviewing school emergency and crisis response plans and to encourage schools and first responders to work together for the safety of children. Communities and schools may exceed these requirements and standards.

(Source: P.A. 94-600, eff. 8-16-05.)

(105 ILCS 128/15)

Sec. 15. Types of drills. Under this Act, the following school safety drills shall be instituted by all schools in this State:

(1) School evacuation drills, which shall address and prepare students and school personnel for situations that occur when conditions outside of a school building are safer than inside a school building. Evacuation incidents are based on the needs of particular communities and may include without limitation the following:

- (A) fire;
- (B) suspicious items or persons;
- (C) incidents involving hazardous materials, including, but not limited to, chemical, incendiary, and explosives; and

(D) bomb threats.

(2) Bus evacuation drills, which shall address and prepare students and school personnel for situations that occur when conditions outside of a bus are safer than inside the bus. Evacuation incidents are based on the needs of particular communities and may include without limitation the following:

(A) fire;

(B) suspicious items; and

(C) incidents involving hazardous materials, including, but not limited to, chemical, incendiary, and explosives.

(3) Law enforcement drills, which shall address and prepare 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 situations that call for the reverse-evacuation or the lock-down of a school building. Evacuation or reverse-evacuation incidents shall include a shooting incident.

(4) Severe weather and shelter-in-place drills, which shall address and prepare students for situations involving severe weather emergencies or the release of external gas or chemicals. Severe weather and shelter-in-place incidents shall be based on the needs and environment of particular communities and may include without limitation the following:

(A) severe weather, including, but not limited to, shear winds, lightning, and earthquakes;

(B) incidents involving hazardous materials, including, but not limited to, chemical, incendiary, and explosives; and

(C) incidents involving weapons of mass destruction, including, but not limited to, biological, chemical, and nuclear weapons.

(Source: P.A. 98-48, eff. 7-1-13.)

(105 ILCS 128/20)

Sec. 20. Number of drills; incidents covered; local authority participation.

(a) During each academic year, schools must conduct a minimum of 3 school evacuation drills to address and prepare students and school personnel for fire incidents. These drills must meet all of the following criteria:

(1) One of the 3 school evacuation drills shall require the participation of the appropriate local fire department or district.

(A) Each local fire department or fire district must contact the appropriate school administrator or his or her designee no later than September 1 of each year in order to arrange for the participation of the department or district in the school evacuation drill.

(B) Each school administrator or his or her designee must contact the responding local fire official no later than September 15 of each year and

propose to the local fire official 4 dates within the month of October, during at least 2 different weeks of October, on which the drill shall occur. The fire official may choose any of the 4 available dates, and if he or she does so, the drill shall occur on that date.

(C) The school administrator or his or her designee and the local fire official may also, by mutual agreement, set any other date for the drill, including a date outside of the month of October.

(D) If the fire official does not select one of the 4 offered dates in October or set another date by mutual agreement, the requirement that the school include the local fire service in one of its mandatory school evacuation drills shall be waived. Schools, however, shall continue to be strongly encouraged to include the fire service in a school evacuation drill at a mutually agreed-upon time.

(E) Upon the participation of the local fire service, the appropriate local fire official shall certify that the school evacuation drill was conducted.

(F) When scheduling the school evacuation drill, the school administrator or his or her designee and the local fire department or fire district may, by mutual agreement on or before September 14, choose to waive the provisions of subparagraphs (B), (C), and (D) of this paragraph (1).

Additional school evacuation drills for fire incidents may involve the participation of the appropriate local fire department or district.

(2) Schools may conduct additional school evacuation drills to account for other evacuation incidents, including without limitation suspicious items or bomb threats.

(3) All drills shall be conducted at each school building that houses school children.

(b) During each academic year, schools must conduct a minimum of one bus evacuation drill. This drill shall be accounted for in the curriculum in all public schools and in all other educational institutions in this State that are supported or maintained, in whole or in part, by public funds and that provide instruction in any of the grades kindergarten through 12. This curriculum shall include instruction in safe bus riding practices for all students. Schools may conduct additional bus evacuation drills. All drills shall be conducted at each school building that houses school children.

(c) During each academic year, schools must conduct a law enforcement drill to address a school shooting incident. Such drills must be conducted according to the school district's or private school's emergency and crisis response plans, protocols, and procedures, with the participation of the appropriate law enforcement agency. Law enforcement drills may be conducted on days and times when students are not present in the school building. All drills must be conducted at each school building that houses school children.

(1) A law enforcement drill must meet all of the

following criteria:

(A) During each calendar year, the appropriate local law enforcement agency shall contact the appropriate school administrator to request to participate in a law enforcement drill. The school administrator and local law enforcement agency shall set, by mutual agreement, a date for the drill.

(A-5) The drill shall require the on-site participation of the local law enforcement agency. If a mutually agreeable date cannot be reached between the school administrator and the appropriate local law enforcement agency, then the school shall still hold the drill without participation from the agency.

(B) Upon the participation of a local law enforcement agency in a law enforcement drill, the appropriate local law enforcement official shall certify that the law enforcement drill was conducted and notify the school in a timely manner of any deficiencies noted during the drill.

(2) Schools may conduct additional law enforcement drills at their discretion.

(3) (Blank).

(d) During each academic year, schools must conduct a minimum of one severe weather and shelter-in-place drill to address and prepare students and school personnel for possible tornado incidents and may conduct additional severe weather and shelter-in-place drills to account for other incidents, including without limitation earthquakes or hazardous materials. All drills shall be conducted at each school building that houses school children.

(Source: P.A. 98-48, eff. 7-1-13.)

(105 ILCS 128/25)

Sec. 25. Annual review.

(a) Each public school district, through its school board or the board's designee, shall conduct a minimum of one annual meeting at which it will review each school building's emergency and crisis response plans, protocols, and procedures and each building's compliance with the school safety drill programs. The purpose of this annual review shall be to review and update the emergency and crisis response plans, protocols, and procedures and the school safety drill programs of the district and each of its school buildings. This review must be at no cost to the school district. In updating a school building's emergency and crisis response plans, consideration may be given to making the emergency and crisis response plans available to first responders, administrators, and teachers for implementation and utilization through the use of electronic applications on electronic devices, including, but not limited to, smartphones, tablets, and laptop computers.

(b) Each school board or the board's designee is required to participate in the annual review and to invite each of the following parties to the annual review and provide each party with a minimum of 30 days' notice before the date of the annual review:

(1) The principal of each school within the school district or his or her official designee.

(2) Representatives from any other education-related organization or association deemed appropriate by the school district.

(3) Representatives from all local first responder organizations to participate, advise, and consult in the review process, including, but not limited to:

(A) the appropriate local fire department or district;

(B) the appropriate local law enforcement agency;

(C) the appropriate local emergency medical services agency if the agency is a separate, local first responder unit; and

(D) any other member of the first responder or emergency management community that has contacted the district superintendent or his or her designee during the past year to request involvement in a school's emergency planning or drill process.

(4) The school board or its designee may also choose to invite to the annual review any other persons whom it believes will aid in the review process, including, but not limited to, any members of any other education-related organization or the first responder or emergency management community.

(c) Upon the conclusion of the annual review, the school board or the board's designee shall sign a one page report, which may be in either a check-off format or a narrative format, that does the following:

(1) summarizes the review's recommended changes to the existing school safety plans and drill plans;

(2) lists the parties that participated in the annual review, and includes the annual review's attendance record;

(3) certifies that an effective review of the emergency and crisis response plans, protocols, and procedures and the school safety drill programs of the district and each of its school buildings has occurred;

(4) states that the school district will implement those plans, protocols, procedures, and programs, during the academic year; and

(5) includes the authorization of the school board or the board's designee.

(d) The school board or its designee shall send a copy of the report to each party that participates in the annual review process and to the appropriate regional superintendent of schools. If any of the participating parties have comments on the certification document, those parties shall submit their comments in writing to the appropriate regional superintendent. The regional superintendent shall maintain a record of these comments. The certification document may be in a check-off format or narrative format, at the discretion of the district superintendent.

(e) The review must occur at least once during the fiscal year, at a specific time chosen at the school district superintendent's discretion.

(f) A private school shall conduct a minimum of one annual meeting at which the school must review each school building's

emergency and crisis response plans, protocols, and procedures and each building's compliance with the school safety drill programs of the school. The purpose of this annual review shall be to review and update the emergency and crisis response plans, protocols, and procedures and the school safety drill programs of the school. This review must be at no cost to the private school.

The private school shall invite representatives from all local first responder organizations to participate, advise, and consult in the review process, including, but not limited to, the following:

- (1) the appropriate local fire department or fire protection district;
- (2) the appropriate local law enforcement agency;
- (3) the appropriate local emergency medical services agency if the agency is a separate, local first responder unit; and
- (4) any other member of the first responder or emergency management community that has contacted the school's chief administrative officer or his or her designee during the past year to request involvement in the school's emergency planning or drill process.

(Source: P.A. 98-661, eff. 1-1-15; 98-663, eff. 6-23-14; 99-78, eff. 7-20-15.)

(105 ILCS 128/30)

Sec. 30. Reporting; duties of the State Fire Marshal, regional superintendents, and the State Board of Education.

(a) The Office of the State Fire Marshal shall accept, directly, one-page annual review compliance reports from private schools. The Office of the State Fire Marshal shall create a mechanism for the reporting and filing of these reports and give notice to the private schools as to how this reporting shall be made. The Office of the State Fire Marshal shall make these records available directly to the State Board of Education.

(b) Each regional superintendent of schools shall provide an annual school safety review compliance report to the State Board of Education as a part of its regular annual report to the State Board, which shall set forth those school districts that have successfully completed their annual review and those school districts that have failed to complete their annual review. These reports shall be delivered to the State Board of Education on or before October 1 of each year.

(c) The State Board of Education shall file and maintain records of the annual school safety review compliance reports received from each of the regional superintendents of schools. The State Board shall be responsible for ensuring access to the records by the Office of the State Fire Marshal and other State agencies. The State Board shall provide an annual report to the Office of the Governor and the Office of the State Fire Marshal concerning the compliance of school districts with the annual school safety review requirement.

(Source: P.A. 94-600, eff. 8-16-05.)

(105 ILCS 128/35)

Sec. 35. Reporting and recording mechanism for fires. The

Office of the State Fire Marshal, in conjunction with the State Board of Education, shall create a reporting and recording mechanism concerning fires that occur in schools located in this State. The recording system shall be based in the Office of the State Fire Marshal.
(Source: P.A. 94-600, eff. 8-16-05.)

(105 ILCS 128/40)

Sec. 40. Common rules. The State Board of Education and the Office of the State Fire Marshal shall cooperate together and coordinate with all appropriate education, first responder, and emergency management officials to (i) develop and implement one common set of rules to be administered under this Act and (ii) develop clear and definitive guidelines to school districts, private schools, and first responders as to how to develop school emergency and crisis response plans, how to develop school emergency and crisis response plans, how to exercise and drill based on such plans, and how to incorporate lessons learned from these exercises and drills into school emergency and crisis response plans.
(Source: P.A. 94-600, eff. 8-16-05.)

(105 ILCS 128/910)

Sec. 910. The School Code is amended by repealing Sections 2-3.129, 10-20.22, 10-20.23, 10-20.32, 27-26, and 34-18.19.
(Source: P.A. 94-600, eff. 8-16-05.)

(105 ILCS 128/915)

Sec. 915. The Fire Drill Act is repealed.
(Source: P.A. 94-600, eff. 8-16-05.)

(105 ILCS 128/990)

Sec. 990. (Amendatory provisions; text omitted).
(Source: P.A. 94-600, eff. 8-16-05; text omitted.)

(105 ILCS 128/999)

(This Act was approved by the Governor on August 16, 2005, so the actual effective date of this Act is August 16, 2005)

Sec. 999. Effective date. This Act takes effect June 1, 2005.
(Source: P.A. 94-600, eff. 8-16-05.)

APPENDIX G: JOINT RULES OF THE OFFICE OF THE STATE FIRE
MARSHAL AND THE ILLINOIS STATE BOARD OF EDUCATION

TITLE 29: EMERGENCY SERVICES, DISASTERS, AND CIVIL DEFENSE
CHAPTER II: STATE BOARD OF EDUCATION

PART 1500

JOINT RULES OF THE OFFICE OF THE STATE FIRE MARSHAL AND THE ILLINOIS
STATE BOARD OF EDUCATION: SCHOOL EMERGENCY AND CRISIS RESPONSE
PLANS

Section

- 1500.10 Purpose
- 1500.20 Annual Review of Emergency and Crisis Response Plans
- 1500.30 Objectives of Drills

AUTHORITY: Implementing the School Safety Drill Act [105 ILCS 128] and authorized by Section 40 of the Act [105 ILCS 128/40].

SOURCE: Adopted at 30 Ill. Reg. 14355, effective August 18, 2006.

Section 1500.10 Purpose

This Part establishes the requirements for the annual review and updating of the protocols and procedures in each school's emergency and crisis response plan that is required by Section 25 of the School Safety Drill Act [105 ILCS 128/25], including the review of each school's compliance with the school safety drill requirements established in Section 15 of the Act [105 ILCS 128/15].

Section 1500.20 Annual Review of Emergency and Crisis Response Plans

Each annual review shall be conducted by the participants identified in Section 25 of the Act and shall encompass the components of the plan enumerated in this Section. The report submitted pursuant to Section 25 of the Act shall indicate whether each component listed in this Section is present and up to date and shall describe the revisions, if any, that are needed in each. If any component is deemed inapplicable by the review participants, the report shall include the rationale for this determination.

- a) Concept of Operations
 - 1) The definition and assignment of roles and responsibilities for direction and control, with specific reference to the chain of command, designated back-up for each role, and other critical functions (whether by reliance on the Incident Command System **outlined in** “National Incident Management System” of March 1, 2004, published by the U.S. Department of Homeland Security and posted at http://www.fema.gov/pdf/nims/nims_doc_full.pdf. or by implementation of other strategies and methods having the same goals), including:
 - A) responsibilities of individuals who discover an emergency or crisis;
 - B) responsibilities of the leader/commander and other members of the emergency team;
 - C) responsibilities of monitors who will ensure the proper execution of the planned response;
 - D) responsibility for communicating with first responders, building occupants, families, representatives of the media, and other members of the community;
 - E) responsibility for maintaining emergency-related records.
 - 2) The description of the responses planned (i.e., what should happen, when, and at whose direction) to address various emergencies or crises that are known to occur in or affect schools, including at least:
 - A) severe weather;
 - B) fire;

-
- C) bomb threats or the discovery of suspicious items;
 - D) structural failure;
 - E) the failure of utilities or loss of utility service;
 - F) bus accidents;
 - G) the release of hazardous materials, both indoors and outdoors;
 - H) the presence of an intruder, use of a weapon, or taking of a hostage;
 - I) public health or medical emergencies;
 - J) earthquakes; and
 - K) nuclear power plant accidents (if located within 25 miles of such a plant).
- 3) The inventory of resources that are available when responding to emergencies, including:
- A) emergency contact lists;
 - B) methods for accounting for the whereabouts and status of all children and the process established for releasing students into the care of their parents and others;
 - C) response guidance material and the method of providing it to students and staff, including support personnel such as bus drivers, secretaries, and custodians;
 - D) emergency supplies and equipment (such as first aid kits, food, water, emergency lighting, fuel, battery-operated radio, and walkie-talkies), maintained for students and staff to use during an emergency or crisis.
- b) Training and Preparedness
- 1) The description of actions taken (i.e., the training provided and the materials used) to ensure that all administrators, staff, and students understand the warning signals and know what to do in an emergency,

including but not limited to the objectives of the types of school safety drills conducted in conformance with Sections 15 and 20 of the Act.

- 2) Information that exists about the school, such as hazard analyses, area maps, site plans, safety reference plans (see 23 Ill. Adm. Code 180.120), community agreements, etc.
- 3) Records and results of the required school safety drills and any optional drills conducted.

Section 1500.30 Objectives of Drills

Each drill conducted pursuant to the Act shall be designed to fulfill the objectives discussed in this Section.

a) **Notification and Response**

To ensure that all students, staff members, first responders, and visitors, both inside and outside the school building, are alerted to the fact that an emergency exists; receive adequate instructions on how to proceed, including supplemental instructions from first responders; and respond appropriately to the directions given. (Each drill is to test whether the notification system and those operating it are prepared to provide emergency notification and appropriate direction to everyone on the property, based on the emergency conditions that exist, and whether those present respond accordingly.)

b) **Movement to Safe Areas**

- 1) When evacuation is called for, to ensure that evacuation of the building and adjacent areas is complete; that alternate exit routes are used if primary routes are obstructed; and that individuals with physical impairments reach safe areas. (Each drill is to test whether and how quickly a building's occupants vacate it in an orderly and safe manner, regardless of any obstructions encountered, and whether staff is prepared to provide assistance effectively to those who are unable to evacuate on their own.)
- 2) When sheltering in place is called for, to ensure that all the building's occupants reach designated safe areas in a reasonable amount of time. (Each drill is to test whether students are prepared to respond without hesitation to instructions.)

c) **Communication with First Responders**

To ensure that the system for communicating with responding agencies provides timely and complete information about the nature, scope, and current status of the emergency situation and about the status of all the building's occupants, whether evacuated or sheltering in place. (Each drill is to test the ability of students and staff to provide necessary information to first responders in an emergency of the type to which the drill applies.)

d) **Accounting for All Occupants**

To ensure that designated areas for assembling are appropriate to the type of incident to which the drill applies; that they are used by all students, staff, and visitors; and that the controls in place permit accounting for all the building's occupants. (Each drill is to test the preparedness of students and staff to remain in the areas where they have been directed to assemble; the confidence with which the building's occupants can be accounted for; and the reliability of determining whether any search or rescue activity is necessary.)

APPENDIX H: HEALTH/LIFE SAFETY STATUTORY REFERENCES

School Building Code

(105 ILCS 5/2-3.12) (from Ch. 122, par. 2-3.12)

Sec. 2-3.12. School building code.

(a) To prepare for school boards with the advice of the Department of Public Health, the Capital Development Board, and the State Fire Marshal a school building code that will conserve the health and safety and general welfare of the pupils and school personnel and others who use public school facilities.

(b) Within 2 years after September 23, 1983, and every 10 years thereafter, or at such other times as the State Board of Education deems necessary or the regional superintendent so orders, each school board subject to the provisions of this Section shall again survey its school buildings and effectuate any recommendations in accordance with the procedures set forth herein.

(1) An architect or engineer licensed in the State of Illinois is required to conduct the surveys under the provisions of this Section and shall make a report of the findings of the survey titled "safety survey report" to the school board.

(2) The school board shall approve the safety survey report, including any recommendations to effectuate compliance with the code, and submit it to the Regional Superintendent.

(3) The Regional Superintendent shall render a decision regarding approval or denial and submit the safety survey report to the State Superintendent of Education.

(4) The State Superintendent of Education shall approve or deny the report including recommendations to effectuate compliance with the code and, if approved, issue a certificate of approval.

(5) Upon receipt of the certificate of approval, the Regional Superintendent shall issue an order to effect any approved recommendations included in the report. The report shall meet all of the following requirements:

(A) Items in the report shall be prioritized.

(B) Urgent items shall be considered as those items related to life safety problems that present an immediate hazard to the safety of students.

(C) Required items shall be considered as those items that are necessary for a safe environment but present less of an immediate hazard to the safety of students.

(D) Urgent and required items shall reference a specific rule in the code authorized by this Section that is currently being violated or will be violated within the next 12 months if the violation is not remedied.

(6) The school board of each district so surveyed and receiving a report of needed recommendations to be made to maintain standards of safety and health of the pupils enrolled shall effectuate the correction of urgent items as soon as achievable to ensure the safety of the students, but in no case more than one year after the date

of the State Superintendent of Education's approval of the recommendation.

(7) Required items shall be corrected in a timely manner, but in no case more than 5 years from the date of the State Superintendent of Education's approval of the recommendation.

(8) Once each year the school board shall submit a report of progress on completion of any recommendations to effectuate compliance with the code.

(c) As soon as practicable, but not later than 2 years after January 1, 1993, the State Board of Education shall combine the document known as "Efficient and Adequate Standards for the Construction of Schools" with the document known as "Building Specifications for Health and Safety in Public Schools" together with any modifications or additions that may be deemed necessary. The combined document shall be known as the "Health/Life Safety Code for Public Schools" and shall be the governing code for all facilities that house public school students or are otherwise used for public school purposes, whether such facilities are permanent or temporary and whether they are owned, leased, rented, or otherwise used by the district. Facilities owned by a school district but that are not used to house public school students or are not used for public school purposes shall be governed by separate provisions within the code authorized by this Section.

(d) The 10 year survey cycle specified in this Section shall continue to apply based upon the standards contained in the "Health/Life Safety Code for Public Schools", which shall specify building standards for buildings that are constructed prior to January 1, 1993 and for buildings that are constructed after that date.

(e) The "Health/Life Safety Code for Public Schools" shall be the governing code for public schools; however, the provisions of this Section shall not preclude inspection of school premises and buildings pursuant to Section 9 of the Fire Investigation Act, provided that the provisions of the "Health/Life Safety Code for Public Schools", or such predecessor document authorized by this Section as may be applicable are used, and provided that those inspections are coordinated with the Regional Superintendent having jurisdiction over the public school facility.

(e-5) After the effective date of this amendatory Act of the 98th General Assembly, all new school building construction governed by the "Health/Life Safety Code for Public Schools" must include in its design and construction a storm shelter that meets the minimum requirements of the ICC/NSSA Standard for the Design and Construction of Storm Shelters (ICC-500), published jointly by the International Code Council and the National Storm Shelter Association. Nothing in this subsection (e-5) precludes the design engineers, architects, or school district from applying a higher life safety standard than the ICC-500 for storm shelters.

(f) Nothing in this Section shall be construed to prohibit the State Fire Marshal or a qualified fire official to whom the State Fire Marshal has delegated his or her authority from conducting a fire safety check in a public school.

(g) The Regional Superintendent shall address any violations that are not corrected in a timely manner pursuant to subsection (b) of Section 3-14.21 of this Code.

(h) Any agency having jurisdiction beyond the scope of the applicable document authorized by this Section may issue a lawful order to a school board to effectuate recommendations, and the school board receiving the order shall certify to the Regional Superintendent and the State Superintendent of Education when it has complied with the order.

(i) The State Board of Education is authorized to adopt any rules that are necessary relating to the administration and enforcement of the provisions of this Section.

(j) The code authorized by this Section shall apply only to those school districts having a population of less than 500,000 inhabitants.

(k) In this Section, a "qualified fire official" means an individual that meets the requirements of rules adopted by the State Fire Marshal in cooperation with the State Board of Education to administer this Section. These rules shall be based on recommendations made by the task force established under Section 2-3.137 (now repealed) of this Code.

(Source: P.A. 98-883, eff. 1-1-15; 99-30, eff. 7-10-15.)

Building Plans and Specifications

(105 ILCS 5/3-14.20) (from Ch. 122, par. 3-14.20)

Sec. 3-14.20. Building plans and specifications. To inspect the building plans and specifications, including but not limited to plans and specifications for the heating, ventilating, lighting, seating, water supply, toilets and safety against fire of public school rooms and buildings submitted to him by school boards, and to approve all those which comply substantially with the building code authorized in Section 2-3.12.

If a municipality or, in the case of an unincorporated area, a county or, if applicable, a fire protection district wishes to be notified of plans and specifications received by a regional office of education for any future construction or alteration of a public school facility located within that entity's jurisdiction, then the entity must register this wish with the regional superintendent of schools. Within 10 days after the regional superintendent of schools receives the plans and specifications from a school board and prior to the bidding process, he or she shall notify, in writing, the registered municipality and, if applicable, the registered fire protection district where the school that is being constructed or altered lies that plans and specifications have been received. In the case of an unincorporated area, the registered county shall be notified. If the municipality, fire protection district, or county requests a review of the plans and specifications, then the school board shall submit a copy of the plans and specifications. The municipality and, if applicable, the fire protection district or the county may comment in writing on the plans and specifications based on the building code authorized in Section 2-3.12, referencing the specific code where a discrepancy has been identified, and respond back to the regional superintendent of schools within 15 days after a copy of the plans and specifications have been received or, if needed for plan review, such additional time as agreed to by the regional superintendent of schools. This review must be at no cost to the school district.

If such plans and specifications are not approved or denied approval by the regional superintendent of schools within 3 months after the date on which they are submitted to him or her, the school board may submit such plans and specifications directly to the State Superintendent of Education for approval or denial.

(Source: P.A. 94-225, eff. 7-14-05.)

Inspection of Schools

(105 ILCS 5/3-14.21) (from Ch. 122, par. 3-14.21)

Sec. 3-14.21. Inspection of schools.

(a) The regional superintendent shall inspect and survey all public schools under his or her supervision and notify the board of education, or the trustees of schools in a district with trustees, in writing before July 30, whether or not the several schools in their district have been kept as required by law, using forms provided by the State Board of Education which are based on the Health/Life Safety Code for Public Schools adopted under Section 2-3.12. The regional superintendent shall report his or her findings to the State Board of Education on forms provided by the State Board of Education.

(b) If the regional superintendent determines that a school board has failed in a timely manner to correct urgent items identified in a previous life-safety report completed under Section 2-3.12 or as otherwise previously ordered by the regional superintendent, the regional superintendent shall order the school board to adopt and submit to the regional superintendent a plan for the immediate correction of the building violations. This plan shall be adopted following a public hearing that is conducted by the school board on the violations and the plan and that is preceded by at least 7 days' prior notice of the hearing published in a newspaper of general circulation within the school district. If the regional superintendent determines in the next annual inspection that the plan has not been completed and that the violations have not been corrected, the regional superintendent shall submit a report to the State Board of Education with a recommendation that the State Board withhold from payments of general State aid due to the district an amount necessary to correct the outstanding violations. The State Board, upon notice to the school board and to the regional superintendent, shall consider the report at a meeting of the State Board, and may order that a sufficient amount of general State aid be withheld from payments due to the district to correct the violations. This amount shall be paid to the regional superintendent who shall contract on behalf of the school board for the correction of the outstanding violations.

(c) The Office of the State Fire Marshal or a qualified fire official, as defined in Section 2-3.12 of this Code, to whom the State Fire Marshal has delegated his or her authority shall conduct an annual fire safety inspection of each school building in this State. The State Fire Marshal or the fire official shall coordinate its inspections with the regional superintendent. The inspection shall be based on the fire safety code authorized in Section 2-3.12 of this Code. Any violations shall be reported in writing to the regional superintendent and shall reference the specific code sections where a discrepancy has been identified within 15 days after the inspection has been conducted. The regional superintendent shall address those violations that are not corrected in a timely manner pursuant to subsection (b) of this Section. The inspection must be at no cost to the school district.

(d) If a municipality or, in the case of an unincorporated area, a county or, if applicable, a fire protection district wishes to perform new construction inspections under the jurisdiction of a regional superintendent, then the entity must register this wish with the regional superintendent. These inspections must be based on the building code authorized in Section 2-3.12 of this Code. The inspections must be at no cost to the school district. (Source: P.A. 96-734, eff. 8-25-09.)

Condemnation of Schools

(105 ILCS 5/3-14.22) (from Ch. 122, par. 3-14.22)

Sec. 3-14.22. Condemnation of school buildings. To request the Department of Public Health, the State Fire Marshal or the State Superintendent of Education to inspect public school buildings and temporary school facilities which appear to him to be unsafe, insanitary or unfit for occupancy. These officials shall inspect such buildings and temporary school facilities and if, in their opinion, such buildings or temporary facilities are unsafe, insanitary or unfit for occupancy, shall state in writing in what particular they are unsafe, insanitary or unfit for occupancy. Upon the receipt of such statement the regional superintendent shall condemn the building or temporary facility and notify the school board thereof in writing and the reasons for such condemnation. He shall also notify, in writing, the board of school trustees that the school or temporary facility so condemned is not kept as required by law.

The provisions of this Section shall not preclude inspection of school premises and buildings pursuant to Section 9 of the Fire Investigation Act, although not requested as hereinabove provided.

(Source: P.A. 87-984.)

Sprinkler Systems

(105 ILCS 5/22-23) (from Ch. 122, par. 22-23)

Sec. 22-23. Sprinkler systems.

(a) The provisions of this Section apply to the school board, board of education, board of school directors, board of school inspectors or other governing body of each school district in this State, including special charter districts and districts organized under Article 34.

(b) As used in this Section, the term "school construction" means (1) the construction of a new school building, or addition to an existing building, within any period of 30 months, having 7,200 or more square feet, and (2) any alteration, as defined in 71 Illinois Administrative Code, Section 400.210, within any period of 30 months, affecting one or more areas of a school building which cumulatively are equal to 50% or more of the square footage of the school building.

(c) New areas or uses of buildings not required to be sprinklered under this Section shall be protected with the installation of an automatic fire detection system.

(d) Notwithstanding any other provisions of this Act, no school construction shall be commenced in any school district on or after the effective date of this amendatory Act of 1991 unless sprinkler systems are required by, and are installed in accordance with approved plans and specifications in the school building, addition or project areas which constitute school construction as defined in subsection (b). Plans and specifications shall comply with rules and regulations established by the State Board of Education, and such rules and regulations shall be consistent so far as practicable with nationally recognized standards such as those established by the National Fire Protection Association.

(Source: P.A. 90-566, eff. 1-2-98.)

APPENDIX I: HEALTH/LIFE SAFETY CODE FOR PUBLIC SCHOOLS

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER d: CONSTRUCTION AND BUILDING MAINTENANCE

PART 180
HEALTH/LIFE SAFETY CODE FOR PUBLIC SCHOOLS

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Section

- 180.500 Request for Authorization
- 180.510 Initiation of Work (Repealed)
- 180.520 Accounting for Fire Prevention and Safety Funds (Repealed)
- 180.530 Emergencies
- 180.540 Cost Estimates

AUTHORITY: Implementing and authorized by Sections 2-3.12, 2-3.25, 2-3.137, and 17-2.11 of the School Code [105 ILCS 5/2-3.12, 2-3.25, 2-3.137, and 17-2.11].

SOURCE: Adopted at 19 Ill. Reg. 5004, effective March 24, 1995; amended at 22 Ill. Reg. 12514, effective July 6, 1998; amended at 29 Ill. Reg. 15904, effective October 3, 2005; amended at 31 Ill. Reg. 14296, effective September 25, 2007; amended at 32 Ill. Reg. 13351, effective July 25, 2008; amended at 33 Ill. Reg. 15265, effective October 20, 2009; amended at 34 Ill. Reg. 9515, effective June 24, 2010.

SUBPART A: GENERAL PROVISIONS

Section 180.10 Purpose and Scope

- a) The purpose of this Part is to establish minimum standards for public school facilities which will protect the health, safety, and general welfare of the pupils, school personnel, and others who use them.
- b) The requirements set forth in this Part shall apply to all Illinois public school districts except those governed by Article 34 of the School Code. The facilities of districts governed by Article 34 are subject to the requirements of Section 180.250 of this Part (see Section 22-23 of the School Code [105 ILCS 5/22-23]) and in all other respects shall comply with local building codes.

(Source: Amended at 29 Ill Reg. 15904, effective October 3, 2005)

Section 180.20 Severability

If any provision of this Part or application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this Part which can be given effect without the invalid provision or application, and to this end the provisions of this Part are declared to be severable.

Section 180.30 Definitions

"Annual Inspection" means the inspection conducted annually under the authority of a regional superintendent, as required by Section 3-14.21 of the School Code [105 ILCS 5/3-14.21].

"Approved Inspection Agency" (also commonly referred to as "Nationally Recognized Testing Laboratory") means any of the following:

American Gas Association Laboratories

Central Experiment Station, Bureau of Mines, U.S. Department of the Interior

Engineering Experiment Station, Ohio State University

Factory Mutual Laboratories (Factory Mutual Engineering Division)

Forest Products Laboratory, U.S. Department of Agriculture

National Bureau of Standards, U.S. Department of Commerce

Southwest Research Institute

Underwriters' Laboratories, Inc.

Underwriters' Laboratories of Canada

"Architect" means an architect licensed to practice in Illinois under the Illinois Architecture Practice Act of 1989 [225 ILCS 305] and the administrative rules of the Department of Professional Regulation which implement that Act (68 Ill. Adm. Code 1150).

"Called Inspection" means a routine visit by a design professional or a qualified inspector to a construction site, as may be required by the codes referred to in Section 180.60 of this Part, to check for compliance with applicable codes during a specific phase of construction and to ensure that the permit holder does not deviate from the approved plans and specifications.

"Called Inspection Record" means a form, used during a called inspection to capture information regarding compliance and noncompliance, that is prepared by a design professional or a qualified inspector and accompanied by a copy of that individual's proper identification.

"Change in Use" means any change in how an existing facility is operated, or the purpose for which it is used, that requires greater structural strength, changes in provisions for ingress or egress, or changes in the electrical system, plumbing system, heating, ventilating, and air conditioning system, fire protection system, or other system required by this Part.

"Construction Documents" means the written and pictorial documents prepared or assembled by a design professional to describe the design, location, and physical characteristics of a project involving construction or other like activities subject to the requirements of this Part. Such documents include plans, specifications, inspection reports, test reports, maps, educational specifications, enrollment projections, maintenance logs, safety reference plans, and other, similar, descriptive documents.

"Plans" are drawings. They show what a building, system, or component looks like or will look like at a particular stage of construction.

"Specifications" are instructions. They identify materials to be used, methods to be employed, quality of workmanship required, equipment to be installed, details and calculations to be considered, and the relationships among design components.

"Decennial Inspection" means the inspection of all buildings in a school district conducted at least every 10 years as required by Section 2-3.12 of the School Code, which shall be conducted by a design professional and shall result in a safety survey report as defined in this Section.

"Design Professional" means either an architect or an engineer as defined in this Section.

"Engineer" means an engineer licensed to practice in Illinois under the Illinois Professional Engineering Practice Act of 1989 [225 ILCS 325] and the applicable administrative rules of the Department of Financial and Professional Regulation (68 Ill. Adm. Code 1380).

"Facility" means land, buildings, structures and improvements other than buildings, and permanent, fixed equipment attached to or incorporated in any building owned or used for school purposes by a school district subject to this Part. This definition excludes facilities owned by a school district but not used for public school purposes, which shall be subject to local building codes.

"Vehicular Facility" means a vehicular structure that is mounted on a chassis and wheels, subject to transportation from place to place along normally traveled streets, roads, and highways, and subject to occupancy and use virtually immediately upon arrival at its destination.

"Like Activity" means any work involving or similar to construction that is performed with respect to any facility of a school district subject to the requirements of this Part, including but not limited to reconstruction, substantial alteration, repair, remodeling, renovation, or change in use. Repairs that qualify as minor repairs shall not be considered "like activities" subject to the requirements of this Part.

"Minor Repairs" are any repairs to an individual building or structure that are not subject to the bidding requirements of Section 10-20.21 of the School Code, with the following exceptions:

Cutting away of any wall, partition, or portion thereof;

Cutting or removal of a structural beam or load-bearing support;

Removal of or change in a required means of egress;

Rearrangement of parts affecting exit requirements;

Addition to, alteration of, replacement, or relocation of any standpipe, drain leader, or gas, soil, waste, water supply, sewer drainage, vent or similar piping; electrical wiring; or mechanical or other required building system.

"Permanent, Fixed Equipment" means furniture and equipment affixed to the wall of a building or otherwise attached so that it is not readily portable or movable. Examples include wall-mounted cafeteria tables, automated external defibrillators, basketball backboards, fume hoods, and built-in lockers.

"Plan Review Record" means a written record of the evaluation of construction documents that is used to determine compliance with the codes that apply to a particular project, completed by a design professional or a qualified plan reviewer and accompanied by a copy of that individual's proper identification.

"Plan Review Statement" means a written statement made by a design professional and accompanied by a copy of that individual's proper identification, indicating that construction documents have been reviewed based upon any of the

codes identified in Section 180.60(b) of this Part that are applicable to the project and have been determined to be in compliance with the relevant requirements.

“Proper Identification” means, as applicable to the function performed:

a credential issued by the State Board of Education (ISBE) identifying the types of plan reviews or inspections an individual is qualified to perform under this Part; or

evidence of licensure as a design professional; or

evidence of compliance with the requirements of Section 180.300(a)(1) of this Part.

“Qualified Inspector” means an individual approved by ISBE under Section 180.120 of this Part to conduct inspections of school facilities.

“Building Code Inspector” means an individual qualified to conduct inspections required by the building code identified in Section 180.60(a) of this Part.

“Electrical Code Inspector” means an individual qualified to conduct inspections required by the electrical code identified in Appendix K to the International Building Code (Section 180.60(a) of this Part).

“Energy Conservation Code Inspector” means an individual qualified to conduct inspections required by the energy conservation code identified in Section 180.60(a)(1) of this Part.

“Fire Code Inspector” means an individual qualified to conduct inspections required by the fire code identified in Section 180.60(a)(3) of this Part.

“Mechanical Code Inspector” means an individual qualified to conduct inspections required by the mechanical code identified in Section 180.60(a)(5) of this Part.

“Qualified Plan Reviewer” means an individual approved by ISBE under Section 180.110 of this Part to conduct plan reviews and to submit one or more plan review records for codes referenced in Section 180.60 of this Part.

“Building Code Plan Reviewer” means an individual qualified to conduct plan reviews and to submit plan review records of construction documents

for projects involving the building code identified in Section 180.60(a) of this Part.

“Electrical Code Plan Reviewer” means an individual qualified to conduct plan reviews and to submit plan review records of construction documents for projects involving the electrical code identified in Appendix K to the International Building Code.

“Energy Conservation Code Plan Reviewer” means an individual qualified to conduct plan reviews and submit plan review records of construction documents for projects involving the energy conservation code identified in Section 180.60(a)(1) of this Part.

“Fire Code Plan Reviewer” means an individual qualified to conduct plan reviews and submit plan review records of construction documents for projects involving the fire code identified in Section 180.60(a)(3) of this Part.

“Mechanical Code Plan Reviewer” means an individual qualified to conduct plan reviews and submit plan review records of construction documents for projects involving the mechanical code identified in Section 180.60(a)(5) of this Part.

"Safety Survey Report" means a report prepared by a licensed design professional and ensuing from a decennial inspection required pursuant to Section 180.310 of this Part or another inspection conducted by a licensed design professional.

"School Building" or "School" means a building occupied in whole or in part by public school students or intended for occupancy by such students.

“Structural Engineer” means an engineer licensed to practice in Illinois under the Structural Engineering Licensing Act of 1989 [225 ILCS 340] and the applicable administrative rules of the Department of Financial and Professional Regulation (68 Ill. Adm. Code 1480).

"The School Code" means the School Code [105 ILCS 5].

"Variance" means an alternative to a code requirement that is judged to provide equal or superior performance or protection compared to the code requirement, and is approved by the State Superintendent.

"Waiver" means an exemption from a code requirement that is approved pursuant to Section 2-3.25g of the School Code [105 ILCS 5/2-3.25g] and the State Board's rules at 23 Ill. Adm. Code 1.100.

(Source: Amended at 31 Ill. Reg. 14296, effective September 25, 2007)

Section 180.40 Responsibilities of Local School Board

- a) Each local school board shall maintain and operate every facility under its jurisdiction in full and continuous compliance with the requirements of this Part and shall visit and inspect the several schools for this purpose as the interests of the district may require.
- b) Each local school board shall comply with the recordkeeping requirements set forth in Subpart B of this Part.
- c) Each school board shall secure approval for any construction or like activity subject to the requirements of this Part and shall follow the procedures set forth herein.
- d) Prior to constructing or conducting like activity, purchasing, leasing, or renewing a lease for any building or temporary facility, a local school board shall submit to the regional superintendent for approval the construction documents and/or safety reference plans for it. No facility shall be occupied before the regional superintendent has issued a certificate of occupancy.

Section 180.50 Responsibilities of Regional Superintendent

- a) The regional superintendent shall enforce the provisions of this Part and shall act on any question relative to the installation, alteration, repair, maintenance or operation of facilities owned, operated, or used by school districts within or subject to his or her jurisdiction.
- b) The regional superintendent shall receive applications and issue permits for the occupancy, construction, substantial alteration, repair, remodeling, renovation, demolition, movement, or change in use of facilities owned, operated, or used by school districts as required by this Part, including applications for authority to raise or use fire prevention and safety funds.
- c) The regional superintendent shall issue all necessary notices and orders to ensure compliance with this Part.
- d) The regional superintendent shall ensure completion of all inspections required by Sections 3-14.20, 3-14.21 and 3-14.22 of the School Code. All reports of such inspections and any test results shall be in writing. The regional superintendent is authorized, if he or she deems necessary, to engage expert opinion.
- e) Whenever inspections are necessary by any other department or agency, the regional superintendent shall make reasonable effort to arrange for the coordination of such inspections so as to minimize the number of visits by inspectors, and to confer with the other responsible departments or agencies for the purpose of eliminating conflicting orders before any are issued.
- f) The regional superintendent shall keep official records of applications received, permits and certificates issued, reports of inspections, and notices and orders issued. Such records shall be retained as long as the facilities to which they relate remain in existence.
- g) The regional superintendent shall report annually to the State Board of Education on or before October 1, summarizing all of the transactions relating to the administration and enforcement of this Part for the fiscal year ended on the preceding June 30. This report shall be prepared on forms supplied by the State Board of Education.
- h) The regional superintendent and his or her designees shall carry proper identification when inspecting structures or premises in the performance of duties required by this Part.

- i) The regional superintendent and his or her designees are authorized to enter the structure or premises of any facility owned, operated or used by a school district in order to conduct the inspections necessary to ensure compliance with this Part. Prior to entering a space not otherwise open to the public, the regional superintendent shall make a reasonable effort to locate a responsible party, present proper identification, and request entry.

(Source: Amended at 31 Ill. Reg. 14296, effective September 25, 2007)

Section 180.60 Applicability

- a) Except as provided in subsection (b) of this Section, every facility other than a vehicular facility shall conform to the standards identified in this subsection (a) and published by the International Code Council, Inc., 4051 W. Flossmoor Road, Country Club Hills, Illinois 60478-5795, unless a variance or waiver is obtained pursuant to Section 180.70 of this Part or use of a temporary facility is authorized pursuant to Section 180.230 of this Part. No later amendments to or editions of these standards are incorporated by this Section. The effective date called for in Section 3410.2 of the International Building Code (IBC) shall be the effective date shown for this Section 180.60. Except for the “minimum conditions” presented in the International Property Maintenance Code and the International Fire Code, the IBC permits a facility constructed prior to its effective date to be maintained in compliance with the building code that previously applied to the facility, and provides separate provisions governing the alteration, repair, change of occupancy, replacement of component parts or systems, and enlargement of an existing facility. (IBC, Section 102.6; Chapter 34, and the International Existing Building Code)
 - 1) Through December 31, 2009, the applicable standards shall be the 2006 International Building Code and its subcodes as follows:
 - A) the 2006 International Energy Conservation Code (IECC);
 - B) the 2006 International Existing Building Code (IEBC);
 - C) the 2006 International Fire Code (IFC), excluding Chapter 4;
 - D) the 2006 International Fuel Gas Code (IFGC);
 - E) the 2006 International Mechanical Code (IMC); and
 - F) the 2006 International Property Maintenance Code (IPMC).
 - 2) With respect to any project for which the design contract is executed on or after January 1, 2010, the applicable standards shall be the 2009 International Building Code and its subcodes, as follows:
 - A) the 2009 International Energy Conservation Code (IECC);
 - B) the 2009 International Existing Building Code (IEBC);

- C) the 2009 International Fire Code (IFC), excluding Chapter 4;
 - D) the 2009 International Fuel Gas Code (IFGC);
 - E) the 2009 International Mechanical Code (IMC); and
 - F) the 2009 International Property Maintenance Code (IPMC).
- b) The applicability of the codes listed in subsection (a) of this Section shall be limited as set forth in this subsection (b).
- 1) The provisions of 29 Ill. Adm. Code 1500 (Joint Rules of the Office of the State Fire Marshal and the Illinois State Board of Education: School Emergency and Crisis Response Plans) shall apply instead of Chapter 4 of the International Fire Code.
 - 2) The administrative provisions of this Part shall apply instead of the administrative provisions contained in Sections 101.4.4, 103-108, 110-113, and 115 of Chapter 1 of the International Building Code.
 - 3) The Illinois Accessibility Code (71 Ill. Adm. Code 400) shall apply instead of the accessibility provisions set forth in Chapter 11 of the International Building Code.
 - 4) The requirements set forth in the Illinois Plumbing Code (77 Ill. Adm. Code 890) shall apply instead of those expressed in Section 101.4.4 of Chapter 1 and incorporated in Chapter 35 of the International Building Code.
 - 5) The requirements set forth in the Illinois State Fire Marshal's rules titled Boiler and Pressure Vessel Safety (41 Ill. Adm. Code 120) shall apply instead of those expressed in the Boiler and Pressure Vessel Safety Code (ASME 98) published by the American Society of Mechanical Engineers and incorporated in Chapter 35 of the International Building Code.

(Source: Amended at 33 Ill. Reg. 15265, effective October 20, 2009)

Section 180.70 Variances and Waivers

- a) When a requirement or standard set forth in any code incorporated by Section 180.60 cannot be satisfied, a school board may apply for a waiver of that requirement or standard pursuant to Section 2-3.25g of the School Code and the State Board's rules at 23 Ill. Adm. Code 1.100.
- b) Except as limited by subsection (b)(3) of this Section, when a requirement or standard set forth in any code incorporated herein can be satisfied by an alternative means, a school board (or the district superintendent, if such authority is delegated by the school board) may apply for a variance as defined in Section 180.30 of this Part.
 - 1) The affected facility must have been surveyed by a licensed design professional.
 - 2) The architect or engineer conducting the survey shall certify and document in what particular respects the proposed alternative provides performance or protection equal or superior to that provided by the code requirement(s) from which a variance is sought.
 - 3) The requirements relative to sprinkler systems set forth in Section 180.250 of this Part may not be varied pursuant to this subsection (b). Waivers or modifications of those requirements may only be requested pursuant to Section 2-3.25g of the School Code and the State Board's rules at 23 Ill. Adm. Code 1.100.
- c) Procedure for Obtaining Variances
 - 1) An authorized representative of the board of education shall complete and submit an application for approval of a variance to the State Superintendent through the regional superintendent.
 - 2) An application shall:
 - A) Describe the variance or variances being sought;
 - B) Identify the board of education seeking the variance, the basis upon which it is seeking the variance, and the facility for which each variance is being sought;
 - C) Attest that the variance is being submitted pursuant to authority granted by the board of education;

- D) Indicate the date upon which the board of education adopted a resolution to seek the variance;
 - E) Indicate the specific rule from which each variance is sought;
 - F) Include, by attachment, the statements, supporting documents, and certification of the architect or engineer who surveyed the facility; and
 - G) Be signed by an authorized representative of the board.
- 3) Upon receipt of an application for approval of a variance or variances, the regional superintendent shall record the identifying information, the date of submission, and the subject rule or rules in his or her records and forward the application, his or her recommendation regarding each variance's approval, and supporting materials to the State Superintendent.
 - 4) Upon receipt of the application for approval of a variance or variances, the State Superintendent may appoint a technical review panel which will review the application and supporting materials, recommend approval or denial of each variance, and recommend any special conditions under which approval should be granted.
 - 5) For each requested variance, the State Superintendent shall issue either a letter indicating approval, the date, and any special conditions, or a letter of denial. He or she shall return the application, supporting materials, and letter of approval or denial to the regional superintendent for processing and forwarding to the board of education.
 - 6) Upon receipt of the State Superintendent's decision, the regional superintendent shall amend his or her records to reflect the conditions and particulars of approval, if approved; or proceed with enforcement of the code if disapproved; and forward the documents to the district originating the application for implementation.
- d) Variances shall be subject to review and revocation:
- 1) In conjunction with any substantial repair, alteration, new construction, or change in use that may affect the conditions upon which the variance was granted;

- 2) If material facts upon which the variance was based change or are found to be false or erroneous;
- 3) In the course of review and approval of the next decennial survey conducted in accordance with Subpart D of this Part; or
- 4) When a code is amended to incorporate the substance of a variance.

(Source: Amended at 29 Ill Reg. 15904, effective October 3, 2005)

Section 180.80 Vehicular Facilities

A vehicular facility may be used, provided that:

- a) It is licensed and/or titled as required by applicable provisions of the Motor Vehicle Code and rules promulgated by the Secretary of State or the Department of Transportation; and
- b) The regional superintendent has inspected the vehicular facility and found that it does not pose a serious threat to the life or safety of its occupants; and
- c) It has received a certificate of occupancy from the regional superintendent.

(Source: Amended at 22 Ill Reg. 12514, effective July 6, 1998)

SUBPART B: REQUIRED QUALIFICATIONS

Section 180.100 Approval Procedure

The provisions of subsection (a) of this Section notwithstanding, a design professional may perform any of the roles discussed in Sections 180.110 and 180.120 of this Part without securing the specific approvals discussed in those Sections.

- a) Each individual seeking approval for any of the roles discussed in Sections 180.110 and 180.120 of this Part shall submit to the State Superintendent of Education:
 - 1) an application for the specific approvals sought, completed on a form prescribed by the State Superintendent;
 - 2) for each approval sought, a copy of a recent 1" x 1" color photograph of the applicant (head and shoulders only), with the applicant's name printed on the back;
 - 3) an application fee of \$25 for one approval or \$50 for two or more approvals; and
 - 4) the relevant additional information called for in Section 180.110 or 180.120 of this Part, as applicable.
- b) Validity and Renewal of Approval
 - 1) When an individual has received approval based upon successful completion of the most recent version of the relevant examination, the approval shall be valid for the period that ends one year after the next version of that examination is made available, or for a period of three years, whichever ends later. In order to renew the approval at that time, the individual shall present evidence of either successful completion of the updated examination or current, relevant certification by the International Code Council.
 - 2) When an individual has received approval based upon current, relevant certification by the International Code Council, the approval shall be valid for the same period as the Council's certification. In order to renew the approval at the end of that time, the individual shall present evidence of either renewed certification by the Council or successful completion of the then-current version of the relevant examination.

- 3) Subsequent renewals of approval shall be available as stated in subsections (b)(1) and (2) of this Section.
- c) Renewal of approval shall be accomplished by means of the procedure stated in subsection (a) of this Section, except that an individual who relied on training or experience or on a bachelor's degree to fulfill a portion of the requirements for original approval, as specified in the applicable provision of Section 180.110 or 180.120 of this Part, shall not be required to resubmit the evidence of meeting that requirement.
 - d) Denial and Revocation of Approval
 - 1) The State Superintendent of Education shall deny or revoke the approval of any individual whose payment for an application fee is returned for insufficient funds or who is determined to have:
 - A) falsified information on his or her application;
 - B) submitted fraudulent documentation to a regional superintendent, a building owner, a licensed design professional, or a contractor;
 - C) performed duties outside the areas for which approval has been given;
 - D) performed duties under this Part in a manner hazardous to school personnel or students, or otherwise behaved in a manner unsuitable to a school environment; or
 - E) permitted the use or duplication of his or her proper identification by another person.
 - 2) The State Superintendent shall provide written notification to any individual who is denied approval or whose approval is revoked, stating the basis for the action taken.
 - 3) An individual who believes that his or her approval has been unduly denied or revoked shall submit a written request for a review no later than 10 days after receipt of the Superintendent's notification. Grounds for a review shall be limited to incorrectness of the specific basis given for the Superintendent's action.

- 4) The State Superintendent shall consider the information presented in the individual's response and render a final administrative decision.

(Source: Old Section repealed at 29 Ill. Reg. 15904, effective October 3, 2005; new Section adopted at 31 Ill. Reg. 14294, effective September 25, 2007)

Section 180.110 Specific Requirements for Plan Reviewers

- a) Each individual seeking approval to serve as a qualified building code plan reviewer shall submit to the State Superintendent of Education:
 - 1) evidence of successful completion of the most recent version of the Commercial Building Code Plans Examiner examination (International Code Council, Inc., 4051 W. Flossmoor Road, Country Club Hills, Illinois 60478-5795), or evidence of current certification by the Council as a Combination Plans Examiner, a Building Code Official, or a Master Code Professional; and
 - 2) written certification of at least 4,000 hours of training or experience involving plan reviews, inspection, design, construction, or maintenance of commercial buildings for compliance with applicable commercial building codes, or evidence of licensure as a design professional or a structural engineer, or evidence that the individual holds:
 - A) a bachelor's degree in architecture, engineering, or construction with at least 1,000 hours of training or experience in one of those fields or project management, or
 - B) a bachelor's degree in a field other than architecture, engineering, or construction with at least 2,000 hours of training or experience in architecture, engineering, construction, or project management.
- b) Each individual seeking approval to serve as a qualified electrical code plan reviewer shall submit to the State Superintendent of Education:
 - 1) evidence of successful completion of the most recent version of the Commercial Electrical Code Plans Examiner examination (International Code Council, Inc., 4051 W. Flossmoor Road, Country Club Hills, Illinois 60478-5795), or evidence of current certification by the Council as an Electrical Code Official, Combination Plans Examiner, or Master Code Professional; and
 - 2) written certification of at least 4,000 hours of training or experience involving plan reviews, inspection, design, construction, or maintenance of commercial buildings for compliance with applicable electrical codes, or evidence of successful completion of an electrical apprenticeship program registered by the U.S. Department of Labor or by a State Apprenticeship Program pursuant to 29 CFR 29 (Labor Standards for the

Regulation of Apprenticeship Programs), or evidence of licensure as a design professional or a structural engineer, or evidence that the individual holds a bachelor's degree as specified in subsection (a)(2) of this Section.

- c) Each individual seeking approval to serve as a qualified energy conservation plan reviewer shall submit to the State Superintendent of Education:
 - 1) evidence of successful completion of the most recent version of the Commercial Energy Conservation Code Plans Examiner examination (International Code Council, Inc., 4051 W. Flossmoor Road, Country Club Hills, Illinois 60478-5795); and
 - 2) written certification of at least 4,000 hours of training or experience involving plan reviews, inspection, design, construction, or maintenance of commercial buildings for compliance with applicable energy conservation codes, or evidence of licensure as a design professional or a structural engineer, or evidence that the individual holds a bachelor's degree as specified in subsection (a)(2) of this Section.
- d) Each individual seeking approval to serve as a qualified fire code plan reviewer shall submit to the State Superintendent of Education:
 - 1) evidence of successful completion of the most recent version of the Fire Code Plans Examiner examination (International Code Council, Inc., 4051 W. Flossmoor Road, Country Club Hills, Illinois 60478-5795) or evidence of current certification:
 - A) by the Council as a Fire Code Official or a Master Code Professional; or
 - B) by the Office of the State Fire Marshal as a Fire Inspector II/Plan Examiner; or
 - C) by the National Fire Protection Association as a Certified Fire Plan Examiner; and
 - 2) written certification of at least 4,000 hours of training or experience involving plan reviews, inspection, design, construction, or maintenance of commercial buildings for compliance with applicable fire codes, or evidence of licensure as a design professional or a structural engineer, or evidence that the individual holds a bachelor's degree as specified in subsection (a)(2) of this Section.

- e) Each individual seeking approval to serve as a qualified mechanical code plan reviewer shall submit to the State Superintendent of Education:
- 1) evidence of successful completion of the most recent version of the Mechanical Code Plans Examiner examination (International Code Council, Inc., 4051 W. Flossmoor Road, Country Club Hills, Illinois 60478-5795) or evidence of current certification by the Council as a Mechanical Code Official, a Combination Plans Examiner, or a Master Code Professional; and
 - 2) written certification of at least 4,000 hours of training or experience involving plan reviews, inspection, design, construction, or maintenance of commercial buildings for compliance with applicable mechanical codes, or evidence of licensure as a design professional or a structural engineer, or evidence that the individual holds a bachelor's degree as specified in subsection (a)(2) of this Section.

(Source: Old Section repealed at 29 Ill Reg. 15904, effective October 3, 2005; new Section adopted at 31 Ill. Reg. 14296, effective September 25, 2007)

Section 180.120 Specific Requirements for Inspectors

- a) Each individual seeking approval to serve as a qualified building code inspector shall submit to the State Superintendent of Education:
 - 1) evidence of successful completion of the most recent version of the Commercial Building Inspector examination (International Code Council, Inc., 4051 W. Flossmoor Road, Country Club Hills, Illinois 60478-5795), or evidence of current certification by the Council as a Building Inspector, Commercial Combination Inspector, Combination Inspector, Building Code Official, or Master Code Professional; and
 - 2) one of the items of evidence called for in Section 180.110(a)(2) of this Part.
- b) Each individual seeking approval to serve as a qualified electrical code inspector shall submit to the State Superintendent of Education:
 - 1) evidence of successful completion of the most recent version of the Commercial Electrical Inspector examination (International Code Council, Inc., 4051 W. Flossmoor Road, Country Club Hills, Illinois 60478-5795), or evidence of current certification by the Council as an Electrical Inspector, Commercial Combination Inspector, Combination Inspector, Building Code Official, Electrical Code Official, or Master Code Professional; and
 - 2) one of the items of evidence called for in Section 180.110(b)(2) of this Part.
- c) Each individual seeking approval to serve as a qualified energy conservation code inspector shall submit to the State Superintendent of Education:
 - 1) evidence of successful completion of the most recent version of the Commercial Energy Inspector examination (International Code Council, Inc., 4051 W. Flossmoor Road, Country Club Hills, Illinois 60478-5795); and
 - 2) one of the items of evidence called for in Section 180.110(c)(2) of this Part.
- d) Each individual seeking approval to serve as a qualified fire code inspector shall submit to the State Superintendent of Education:

- 1) evidence of successful completion of the most recent version of the Fire Code Building Inspector examination (International Code Council, Inc., 4051 W. Flossmoor Road, Country Club Hills, Illinois 60478-5795) or evidence of current certification:
 - A) by the Council as a Fire Code Official or a Master Code Professional; or
 - B) by the Office of the State Fire Marshal as a Fire Prevention Officer; or
 - C) by the National Fire Protection Association as a Fire Inspector I or II; and
 - 2) one of the items of evidence called for in Section 180.110(d)(2) of this Part.
- e) Each individual seeking approval to serve as a qualified mechanical code inspector shall submit to the State Superintendent of Education:
- 1) evidence of successful completion of the most recent version of the Commercial Mechanical Code Inspector examination (International Code Council, Inc., 4051 W. Flossmoor Road, Country Club Hills, Illinois 60478-5795), or evidence of current certification by the Council as a Mechanical Code Official, a Commercial Combination Inspector, or a Master Code Professional; and
 - 2) one of the items of evidence called for in Section 180.110(e)(2) of this Part.

(Source: Amended at 31 Ill. Reg. 14296, effective September 25, 2006)

SUBPART C: CONSTRUCTION AND LIKE ACTIVITIES

Section 180.200 Application for Building Permit

No construction or other, like activity as defined in Section 180.30 of this Part shall begin until a building permit has been obtained pursuant to the following provisions.

- a) The school board shall file an Application for a Building Permit ("application") with the regional superintendent having jurisdiction over the board of education in question, on a form prescribed by the regional superintendent. If the board is not the owner, the board shall attach an affidavit from the owner indicating the owner's consent for the proposed work.
- b) The completed application shall be accompanied by two copies of all relevant construction documents.
 - 1) Plans and specifications submitted as part of an application shall be prepared by or under the supervision of an architect or engineer. They shall bear the stamp of, and the following certification signed by, the responsible architect or engineer:

“I hereby certify that these plans and specifications were prepared under my supervision and to the best of my knowledge comply with (here insert the code or codes, including the edition, upon which the plans and specifications were drawn), as well as the applicable requirements of 23 Ill. Adm. Code 180.

These plans and specifications consist of the following:

(here list the plates or sheets constituting the plans & specifications)

(Seal) by _____
(Architect/Engineer Signature)

(Date Signed) (Lic. # and Exp. Date)”

- 2) Whenever reference is made in plans or specifications to this Part or the codes incorporated by Section 180.60, such reference shall identify the specific edition, section and subsection(s) applicable to the subject in question.

- c) Upon receipt of an application, the regional superintendent shall record the date of submission by the school board and assign a unique identification number to said application. This identification number shall be used on all building permits issued pursuant to the application.
- d) The regional superintendent shall not issue a building permit until he or she has reviewed:
 - 1) signed and dated Plan Review Statements for the International Property Maintenance Code, the Illinois Accessibility Code, the Illinois Boiler and Pressure Vessel Safety Code, and the Illinois Plumbing Code, as applicable to the project;
 - 2) signed and dated Plan Review Records for the International Building Code, the International Energy Conservation Code, the International Fire Code, the International Mechanical Code and the International Fuel Gas Code, as applicable to the project;
 - 3) signed and dated Plan Review Records for any required sprinkler systems, or fire flow tests and preliminary hydraulic calculations showing estimated fire flow availability and indicating whether a pump will be needed, provided that a Sprinkler Plan Review Record shall be submitted before construction or other, like activity begins; and
 - 4) if the proposed work involves the installation of a closed, prefabricated mechanical system (e.g., a window air conditioner or heating, ventilating, air conditioning (HVAC) unit), an evaluation report on that system from an approved inspection agency and verified that the report supports the use of the mechanical system in question as proposed.

(Source: Amended at 31 Ill. Reg. 14296, effective September 25, 2007)

Section 180.210 Issuance of Building Permit

The regional superintendent, after having determined that the plans and specifications submitted comply with all applicable requirements, shall approve such plans and specifications in writing. He or she shall record such approval and the date thereof on each of the copies submitted and shall issue the building permit(s) needed for the work approved.

- a) The building permit shall be construed as an authorization to proceed with the work approved. It shall not be construed as relieving the applicant and/or architect or engineer, contractor, or subcontractor of responsibility for compliance with the requirements of this Part.
- b) Any deviation from the approved plans and specifications must be approved, in writing, by the regional superintendent.
- c) A permit shall become invalid if the work authorized thereby is not begun within 6 months of the date of issuance.

Section 180.220 Inspections During and Upon Completion of Construction

- a) During and upon completion of construction or any like activity, the regional superintendent shall ensure that called inspections required by the codes applicable to the project are conducted by individuals who are qualified in accordance with Section 180.120 of this Part.
- b) The regional superintendent shall not issue a certificate of occupancy until he or she has reviewed Called Inspection Records for the International Building Code, the International Energy Conservation Code, the International Fire Code, the International Fuel Gas Code, and the International Mechanical Code, as applicable to the project, showing a qualified inspector's signed authorization to proceed after each phase of construction.
- c) Upon completion of construction or any like activity, and before issuance of a certificate of occupancy, the regional superintendent or designee shall make an inspection or cause such an inspection to be made. Any violations of the approved construction documents and building permits shall be noted, and the holder of the permit shall be notified of the discrepancies. No certificate of occupancy shall be issued until such discrepancies have been remedied.

(Source: Amended at 31 Ill. Reg. 14296, effective September 25, 2007)

Section 180.225 Application for Certificate of Occupancy

A school board wishing to occupy a facility subject to this Part shall make application to the regional superintendent, on a form prescribed by the regional superintendent. A board may request either a general certificate of occupancy, a certificate of partial occupancy, a certificate of occupancy for a temporary facility, or a certificate of occupancy for a vehicular facility, as applicable (see Section 180.230 of this Part). The regional superintendent shall respond to a request for a certificate of occupancy within 20 calendar days after his or her receipt of such a request.

(Source: Added at 22 Ill Reg. 12514, effective July 6, 1998)

Section 180.230 Certificate of Occupancy

A certificate of occupancy shall be obtained prior to any occupancy of a facility, including a vehicular facility.

a) General Certificate of Occupancy

When the work covered by a building permit is complete or a facility complies with the requirements of this Part, and upon presentation of accurate safety reference plans for the facility certified by an architect or engineer to be in compliance with this Part (see Section 180.120 of this Part), the regional superintendent shall issue a general certificate of occupancy.

b) Certificate of Partial Occupancy

When requested to do so, a regional superintendent shall issue a certificate of partial occupancy before completion of the entire work covered by a permit, provided that his or her inspection indicates that some area(s) can be occupied safely prior to full completion.

c) Certificate of Occupancy for a Temporary Facility

When requested to do so, a regional superintendent shall issue a one-year certificate of occupancy for a temporary facility, allowing use of a facility that does not comply with all the requirements of this Part, provided that all the following requirements are met.

- 1) Use of the facility is necessary to meet a temporary need of the school district, as verified by the regional superintendent.
- 2) The school board presents a plan either for replacement of the temporary facility with a facility meeting the requirements of this Part or for the elimination of the temporary need upon which the request is based. The school board's plan includes positive action to accomplish this end within a specified period of time, during which the certificate may be annually renewed.
- 3) The facility has been surveyed by a licensed design professional, whose report is attached identifying the respects in which the facility fails to comply with the requirements of this Part and certifying that such noncompliance does not jeopardize the general health and safety of the students and others who occupy the facility.

- 4) If the facility is a premanufactured unit such as a mobile home, trailer unit, or other, similar structure, the application shall include evidence that all of the following conditions exist:
- A) The facility has received the seal of approval issued by the Illinois Department of Public Health pursuant to the Manufactured Housing and Mobile Home Safety Act [430 ILCS 115];
 - B) The facility is anchored as specified in the Illinois Mobile Home Tiedown Act [210 ILCS 120];
 - C) The facility is separated from other buildings by the distance required pursuant to the standards referenced in Section 180.60 of this Part; and
 - D) The facility is connected to the fire alarm system and intercom or telephone system of a nearby school building, if such a system is present.

d) Certificate of Occupancy for a Vehicular Facility

When requested to do so, a regional superintendent shall issue a certificate of occupancy for a vehicular facility, provided that the facility meets the requirements of Section 180.80(a) and (b) of this Part.

(Source: Amended at 29 Ill Reg. 15904, effective October 3, 2005)

Section 180.240 Demolition or Movement of Buildings or Other Structures

Demolition or movement of a building or other structure shall require a permit.

- a) Before a building or other structure is demolished or removed, the school district superintendent shall notify all utilities having service connections within the structure, such as water, electric, gas, sewer, telephone, and television connections. No permit to demolish or remove a building or other structure shall be issued until a release is obtained from each affected utility.
- b) If temporary removal of buildings or other structures on adjoining lots is necessitated by and approved as part of proposed work (e.g., temporary removal of a fence to accommodate construction machinery), the regional superintendent shall verify that written notice has been given by the applicant to the owners of such buildings or other structures before he or she grants a permit for their removal.
- c) Whenever a building or other structure is demolished or removed, the premises shall be maintained free from hazardous conditions. For example, grades shall be restored, debris shall be removed, and necessary retaining walls and fences shall be erected.
- d) Buildings or other structures subject to this Part which have been condemned or closed by a regional superintendent shall be subject to local ordinances with respect to demolition or removal.

Section 180.250 Sprinkler Systems

This Section sets forth the requirements and standards for sprinkler systems installed in school buildings pursuant to the provisions of Section 22-23 of the School Code. *The requirements set forth in this Section shall apply to the school board, board of education, board of school directors, board of school inspectors, or other governing body of each school district in this State, including special charter districts and districts organized under Article 34.* (Section 22-23 of the School Code)

a) Applicability

- 1) In determining whether there will be “*construction of a new school building, or addition to an existing building, within any period of 30 months, having 7,200 or more square feet*”, and in determining whether school construction affects “*one or more areas of a school building that cumulatively are equal to 50% or more of the square footage of the school building*” (Section 22-23 of the School Code), each separate “fire area” as defined in the building code incorporated by Section 180.60 of this Part shall be considered as a separate building.
- 2) "School construction" means any of the activities enumerated in Section 22-23 of the School Code, when the affected building is occupied in whole or part by public school students or is intended for occupancy by such students.

b) Standards for Sprinkler Systems

Sprinkler systems shall conform to the requirements set forth in the International Building Code (see Section 180.60).

(Source: Amended at 31 Ill. Reg. 14296, effective September 25, 2007)

Section 180.260 Sprinkler System Requirements and Applicability (Repealed)

(Source: Repealed at 29 Ill Reg. 15904, effective October 3, 2005)

Section 180.270 Standards for Sprinkler Systems (Repealed)

(Source: Repealed at 29 Ill Reg. 15904, effective October 3, 2005)

Section 180.280 Standards for Sprinkler System Plans and Specifications (Repealed)

(Source: Repealed at 29 Ill Reg. 15904, effective October 3, 2005)

SUBPART D: INSPECTIONS

Section 180.300 Annual Building and Fire Safety Inspections

a) Regional Superintendent's Annual Building Inspection

The requirements of this subsection (a) shall apply not only to school buildings but also to all other facilities owned or used for school purposes by a school district subject to this Part.

- 1) Each regional superintendent who conducts annual building inspections and each designee of a regional superintendent who conducts annual building inspections shall complete a course on this topic conducted by the Illinois Association of Regional Superintendents of Schools. Only employees of regional offices of education and individuals employed on contract by regional offices shall serve as designees of regional superintendents for this purpose.
- 2) The regional superintendent or designee shall visit each facility and shall issue any necessary notices of violations within 10 calendar days and specify the corrective actions to be taken, as provided in Section 180.400(b) of this Part.
- 3) Following each inspection, the regional superintendent shall prepare for the local board of education a written report of the results within the time allotted under Section 3-14.21 of the School Code on a form supplied by the State Superintendent of Education. The report shall also be submitted to the State Superintendent, in writing or by such electronic means as the State Superintendent may authorize.
- 4) Each school board shall have a certificate of occupancy for each of its facilities and maintain these certificates in the district's administrative office.

b) Annual Fire Safety Inspections

An annual fire safety inspection of each school building shall be conducted and coordinated with the inspection of the responsible regional superintendent of schools in accordance with the requirements of Section 3-14.21(c) of the School Code.

(Source: Amended at 31 Ill. Reg. 14296, effective September 25, 2007)

Section 180.310 Decennial Inspections

Each school board subject to this Part shall have its school buildings surveyed in conformance with Section 2-3.12 of the School Code. *No less often than every ten years, each school board subject to this Part shall have its school buildings surveyed by a licensed design professional in conformance with the provisions of Section 2-3.12 of the School Code.*

- a) In the course of his or her on-site inspections, the architect or engineer shall check the accuracy of the safety reference plans, verify the information shown on the facility inventory records, and make such corrections as are necessary.
- b) The design professional conducting the survey shall prepare a safety survey report conforming to the requirements of Section 2-3.12 of the School Code and including the materials specified in Section 180.320 of this Part.

(Source: Amended at 29 Ill Reg. 15904, effective October 3, 2005)

Section 180.320 Safety Survey Report

The safety survey report shall include for each facility either:

- a) a Certificate of Compliance, if the survey revealed no violations of applicable requirements; or
- b) a violation and recommendation schedule on a form provided by the State Board of Education.

(Source: Amended at 29 Ill Reg. 15904, effective October 3, 2005)

Section 180.330 Safety Reference Plans

Safety reference plans are the drawings of a facility, updated after each construction project to include the applicable items required under this Section. These plans shall be updated to reflect all additions, alterations, and other changes to these facilities that affect the arrangement, use, rated capacity, student capacity, or other information required to be shown. They shall serve as a means of indicating the safety-related conditions of a facility, as an aid in developing emergency exit plans, and in other circumstances where reference to overall layouts is necessary.

- a) Each local school board shall maintain up-to-date safety reference plans for all facilities owned or used by the district for any school purpose. However, replacement of lost or destroyed safety reference plans will not be required if the regional superintendent determines that their replacement would be overly expensive or burdensome. Each set of safety reference plans shall include:
 - 1) A site plan meeting the requirements of subsection (e) of this Section;
 - 2) Schematic floor plans as described in subsection (f) of this Section;
 - 3) An attic plan meeting the requirements of subsection (h) of this Section, if required pursuant to subsection (g) of this Section; and
 - 4) Any additional drawings and/or schedules that may be necessary to effectively describe the nature and operational characteristics of the facility in question.
- b) Safety reference plans shall be drawn to scale, using a medium suitable for reproduction and revision. Each safety reference plan and revision shall be titled, dated, signed, and certified by the architect or engineer responsible for its preparation.
- c) Two complete sets of safety reference plans shall be provided for each facility, one to be kept by the board of education in a safe place and one to be kept on the site to which it applies.
- d) Whenever safety reference plans are completed or updated, they shall be submitted to the regional superintendent for review and approval.
- e) Each site plan shall be drawn to a scale sufficient to show the required information clearly and legibly, and shall include a legend. The site plan shall include the location and identification of:

- 1) Highways, boulevards, avenues, or streets bordering the site;
 - 2) Each building or other structure on the site;
 - 3) Each building located on adjacent property less than 75 feet away from a school building;
 - 4) Public fire hydrants and municipal fire alarm boxes adjacent to or on the site;
 - 5) Utility supply services (water, gas, electricity, etc.) leading into the site and into each building or other structure, their size, and the location of shut-offs for each service;
 - 6) Primary walkways, fire lanes, and bus loading and unloading zones;
 - 7) Play areas and automobile parking areas, and the surfacing material of each;
 - 8) Landscaping or other materials or areas on the site that might impede ingress or egress;
 - 9) Fences and gates, and their respective heights;
 - 10) Elevation with respect to sea level and location with respect to floodways and floodplains; and
 - 11) Unusual terrain.
- f) Each schematic floor plan shall be drawn for one floor of a building, to a scale sufficient to show the required information clearly and legibly, and shall include a legend. Each floor plan shall include the following information.
- 1) The identification of each fire area shown on the plan, and a statement establishing the height in stories, construction type, protection classification, and plan classification of each fire area.
 - 2) The elevation of each floor level with respect to the floor level of the lowest street floor. The street-floor plan shall show the difference in elevation between its floor level and the grade level outside at each point of ingress-egress from the building to a point 12 feet from the building line.

- 3) The location of all existing or proposed partitions and walls, the identification of those partitions and walls required to have a fire resistance rating, and the rating that is required.
 - 4) The identification of each room and space as to its occupancy and use.
 - 5) The designation of the rated population capacity and student enrollment capacity for each floor and each occupied room or space on that floor.
 - 6) The identification of the areas protected or proposed to be protected by a sprinkler or fire detection system.
 - 7) The location, arrangement, and width of each stairway, ramp, fire-resistive passageway, fire escape, and slide escape that serves as a required means of exit, and of each corridor, passageway, primary egress aisle, or balcony that provides the required path of travel to each of these exits.
 - 8) The location, direction of swing, width, type, and, where required, fire rating of each door located in the path of travel to a required exit or serving as part of a required exit.
 - 9) The locations of vertical openings and the existing or proposed protection for them.
 - 10) The existing or proposed locations of fire alarm boxes, fire alarm horns and lights, exit lights, emergency lighting, and fire alarm control panel.
 - 11) The location of primary air distributing or recirculating fans and designation of the areas served by each one.
 - 12) The location and identification of fuel burning equipment (both permanent and moveable).
 - 13) On the basement plan, or lowest street floor plan if no basement exists, the location and height of service tunnels and under-floor crawl spaces along with the existing or proposed method of separating these tunnels and spaces from adjacent occupied spaces.
- g) A plan shall be included for each attic that:
- 1) Is used, or can be used, for storage purposes; or

- 2) Is of combustible construction and used as an open-plenum chamber; or
 - 3) Has an average clear height from the top of the ceiling below to the underside of the roof joists or slab (if no joists exist) of more than 42 inches.
- h) Each attic plan shall show:
- 1) The construction of the roof and ceiling;
 - 2) The slope of the roof and other details as necessary to illustrate the size and arrangement of the attic;
 - 3) Access doors, ducts, and other openings into the attic and existing or proposed protection for these openings;
 - 4) Existing or proposed fire-stopping for subdividing attics; and
 - 5) The existing or proposed automatic protection (sprinkler or fire detection) and the area to be protected.

(Source: Amended at 31 Ill. Reg. 14296, effective September 25, 2007)

Section 180.340 Local Board Action and Approval of Safety Survey Reports

- a) The board of education shall complete an application for approval of the safety survey report on a form supplied by the State Superintendent of Education and, if the board determines that fire prevention and safety financing will be required, a Statement of Facts and Assurance and a Summary of Financing, both on forms provided by the State Superintendent.
- b) The board of education shall submit the application for approval to the regional superintendent of schools, along with a copy of the report and schematic floor plans for areas where violations were noted and work was recommended.
- c) If the regional superintendent finds that the Safety Survey Report and relevant floor plans are complete and correct, he or she shall approve the report; if the regional superintendent finds that the report and floor plans are incomplete or contain errors, he or she shall so notify the board of education in writing. If the district fails to correct the errors or omissions, the regional superintendent shall disapprove the report. In either case, the regional superintendent shall forward the report and any floor plans to the State Superintendent for approval or disapproval.
- d) If the State Superintendent finds that the safety survey report is incomplete or contains errors, he or she shall so notify the board of education in writing. If the district fails to correct the errors or omissions, the State Superintendent shall disapprove the report and return the material to the regional superintendent for return to the board of education.
- e) The State Superintendent shall approve or disapprove the report within 90 days after its submission by the regional superintendent. If he or she approves the report, he or she shall issue a Certificate of Approval.
- f) Upon receipt of the State Superintendent's certificate, the regional superintendent shall issue such orders as are necessary to effect any recommendations contained in the safety survey report.
- g) **Submission of Other Survey Reports**
 - 1) If, after having received approval of a safety survey report from the State Superintendent and before submission of the next required safety survey report, a board of education is ordered to have a complete or partial resurvey of its facilities conducted pursuant to Section 180.400 of this Part, it shall submit an updated report reflecting the results of said resurvey.

- 2) The report shall be submitted to the regional superintendent and the State Superintendent for approval or disapproval in the same manner as for a safety survey report resulting from a decennial inspection.

(Source: Amended at 31 Ill. Reg. 14296, effective September 25, 2007)

SUBPART E: ADDRESSING VIOLATIONS

Section 180.400 Violations

If a regional superintendent determines that any facility may not comply with the provisions of this Part, the regional superintendent shall inspect or order inspection of the facility and correction of any violations identified.

- a) The regional superintendent may require a school board to have a facility surveyed by a licensed design professional if, in the judgment of the regional superintendent, such a survey is necessary to determine compliance with applicable provisions of this Part. (Section 2-3.12 of the School Code.)
- b) The regional superintendent shall serve a notice of violation or order on the school district superintendent, identifying the violation and ordering it corrected or discontinued within a specified period of time which shall in no case exceed the timelines set forth in Section 2-3.12 of the School Code.
 - 1) Within 15 calendar days after receipt of a notice of violation, or before expiration of the time allotted by the regional superintendent, whichever occurs sooner, a school district superintendent may appeal to the State Superintendent by submitting a written statement identifying the requirement in question and explaining why it is inapplicable or has been incorrectly applied. The district superintendent shall also submit a copy of such an appeal to the regional superintendent.
 - 2) The State Superintendent shall rule on any such appeal and shall transmit his or her decision in writing to the affected school district superintendent within 15 calendar days after receiving the appeal. The State Superintendent shall also transmit a copy of his or her ruling to the regional superintendent.
 - 3) If the State Superintendent's ruling supports the notice of violation, the regional superintendent shall proceed with enforcement of the requirement(s) in question. If the State Superintendent rules that no violation is present, the regional superintendent shall notify the district that the notice of violation is rescinded.
- c) When, in the opinion of the regional superintendent, there is imminent danger due to one or more violations, the regional superintendent shall cause the necessary work to be done to render the facility in question temporarily safe, whether or not the procedure called for in subsection (b) above has been initiated.

Section 180.410 Unsafe Conditions

- a) Whenever the regional superintendent shall find, in any facility, dangerous or hazardous conditions or materials, the regional superintendent shall have the authority to order such dangerous conditions or materials to be removed or remedied, whether or not a violation of any specific provision of this Part is involved. Such conditions may include, but are not limited to, the following.
- 1) Conditions liable to cause or contribute to the spread of fire.
 - 2) Conditions which interfere with the efficiency or operation of any fire protection equipment and system.
 - 3) Obstructions to or on fire escapes, stairs, passageways, doors or windows, which are liable to interfere with the egress of occupants or the operation of the fire department in case of fire.
 - 4) Accumulations of dust or waste material in air-conditioning or ventilating systems or grease in kitchen or other exhaust ducts.
 - 5) Accumulations of grease on kitchen cooking equipment, or oil, grease or dirt upon, under or around any mechanical equipment.
 - 6) Accumulations of rubbish, wastepaper, boxes, shavings or other combustible materials, or excessive storage of any combustible material.
 - 7) Hazardous conditions arising from defective or improperly utilized or installed electrical wiring, equipment or appliances.
 - 8) Hazardous conditions arising from defective or improperly installed equipment for handling or using combustible, explosive or otherwise hazardous materials.
 - 9) Dangerous or unlawful amounts of combustible, explosive or otherwise hazardous materials.
 - 10) Any equipment, materials, processes or operations which are in violation of the provisions and intent of this Part.
- b) The regional superintendent shall have the authority to place out of service immediately any unsafe device or equipment regulated by this Part. Unsafe equipment may include, but is not limited to, any boiler, heating equipment, elevator, moving stairway, electrical wiring or device, flammable liquid

containers or other equipment on the premises or within the facility which is in such disrepair or condition that such equipment is a hazard to life, health, property or safety.

- c) Any device or equipment placed out of service by the regional superintendent shall be plainly marked with a sign or tag, which shall not be tampered with, defaced or removed except by the regional superintendent.
- d) Equipment deemed unsafe and placed out of service by the regional superintendent shall not be operated after the date of the regional superintendent's order until the required repairs or changes have been made and the equipment has been approved.

Section 180.420 Temporary Closing and Condemnation

- a) If, in the opinion of the regional superintendent, a facility or part of a facility poses an imminent threat to the health or safety of its occupants, the regional superintendent shall temporarily close that facility or part of the facility pending determination of the extent of the hazard and order it evacuated immediately.
 - 1) The regional superintendent shall cause to be posted at each entrance to the affected facility a notice reading as follows: "This Facility is Unsafe and its Occupancy has been Prohibited by the Regional Superintendent."
 - 2) Notice of the closing shall also be served on the school district superintendent.
 - 3) No person shall enter a facility so closed, except for the purpose of inspecting, repairing, or demolishing it.
- b) The regional superintendent shall request that the facility or part of the facility be inspected by appropriate personnel from either the Department of Public Health, the State Fire Marshal, or the State Board of Education, depending upon the circumstances. The officials shall inspect the facility or part of the facility in question; state, in writing, whether the facility is unsafe, unsanitary, or unfit for occupancy; and indicate the reasons for their conclusions. (Section 3-14.22 of the School Code.) The report of the inspection required shall be submitted to the regional superintendent as soon as possible.
- c) Upon receipt of this report, the regional superintendent shall:
 - 1) Lift the closing order, if the report indicates that the facility is not unsafe, unsanitary, or unfit for occupancy; or
 - 2) Issue a condemnation order, if the report indicates this to be warranted, and include the listing of particulars contained in the report required pursuant to subsection (b) of this Section.

(Source: Amended at 29 Ill Reg. 15904, effective October 3, 2005)

SUBPART F: FIRE PREVENTION AND SAFETY FINANCING

Section 180.500 Request for Authorization

- a) A school board desiring to use fire prevention and safety funds shall submit to the regional superintendent, using a format prescribed by the State Board of Education, a Request for Authorization ("request"). The request shall consist of a Statement of Facts and Assurances and a Summary of Financing Requirements and shall be accompanied by the following documents, prepared and certified by a licensed design professional:
 - 1) a Schedule of Violations, including a brief description of each violation and the recommended correction; and
 - 2) a Schedule of Recommended Work Items and Estimated Costs.
- b) Fire prevention and safety financing shall only be approved if:
 - 1) the district has levied at its maximum authorized rate for its operations and maintenance fund for the most recent year for which tax rates are available; and
 - 2) the district does not have sufficient unrestricted funds in its operations and maintenance fund (Section 17-2 of the School Code [105 ILCS 5/17-2]), its school facility occupation tax fund (Section 10-20.43 of the School Code [105 ILCS 5/10-20.43]), and/or its fire prevention and safety fund (Section 17-2.11 of the School Code [105 ILCS 5/17-2.11]) to pay for the necessary work.
- c) If the regional superintendent finds that the request is complete and approvable, he or she shall so certify and forward the request with such certification to the State Superintendent of Education. If the regional superintendent disapproves the request, he or she shall so certify and return the request with such certification to the local board. *The regional superintendent shall approve or disapprove each request within three months after its submission by a local board.*
- d) A board of education whose request is not acted upon within three months may submit the request to the State Superintendent for review.
- e) Except under emergency circumstances as provided for in Section 180.530 of this Part, *a regional superintendent shall not grant approval to use fire prevention and safety funds for any work which has already been initiated, without the prior*

express authorization of the State Superintendent. (Section 17-2.11 of the School Code [105 ILCS 5/17-2.11])

- f) If the State Superintendent finds that a request is complete and approvable, he or she shall so certify and return the approved request with such certification to the regional superintendent.
- g) Upon receipt of an approved request from the State Superintendent, the regional superintendent shall issue an order to implement the request and forward the request and the order to the originating school board.

(Source: Amended at 34 Ill Reg. 9515, effective June 24, 2010)

Section 180.510 Initiation of Work (Repealed)

(Source: Repealed at 29 Ill Reg. 15904, effective October 3, 2005)

Section 180.520 Accounting for Fire Prevention and Safety Funds (Repealed)

(Source: Repealed at 29 Ill Reg. 15904, effective October 3, 2005)

Section 180.530 Emergencies

For purposes of this Section, *an emergency is a situation that presents an imminent and continuing threat to the health and safety of students or other occupants of a facility, requires complete or partial evacuation of a building or part of a building, or consumes one or more of the 5 emergency days built into the adopted calendar of the school or schools or would otherwise be expected to cause such school or schools to fall short of the minimum school calendar requirements.* [105 ILCS 5/17-2.11]

- a) If the estimated cost of the emergency is less than the amount stated in clause (xi) of Section 10-20.21(a) of the School Code [105 ILCS 5/10-20.21(a)], the school district may begin the work before receiving authorization from the State Board of Education in accordance with the procedures set forth in Section 17-2.11 of the School Code and Section 180.500 of this Part.
- b) If it is determined that fire prevention and safety financing will be required to address an emergency whose projected cost exceeds the amount specified in clause (xi) of Section 10-20.21(a) of the School Code, the district superintendent or other authorized person shall notify the regional superintendent and the State Superintendent of Education or designee of the nature of the emergency and the steps to be taken. The regional superintendent and the State Superintendent or designee shall give preliminary authorization to proceed and provide any special instructions that may be pertinent. Formal confirmation of this authorization is required and shall be pursued as outlined in subsections (b)(1) through (4).
 - 1) The board of education, either at a regular meeting or at a special meeting called for that purpose, shall adopt a resolution declaring:
 - A) The existence of an emergency;
 - B) Whether funds needed to address the emergency are available;
 - C) Whether the work must be bid or the board desires to exempt itself from the bidding requirements on the basis of the emergency determined in accordance with clause (xiv) of Section 10-20.21(a) of the School Code;
 - D) What interim measures are contemplated to sustain operations;
 - E) The number of members of the board and the numbers voting in favor of and against the motion to adopt the resolution.

- 2) Two copies of the board's resolution shall be dated and signed by the president and secretary of the board and the district superintendent and submitted in person, by fax, or by mail as soon as possible to the regional superintendent and State Board.
- 3) No later than 30 calendar days after receipt of the resolution, the regional superintendent shall review the facts, call for any additional information if necessary, and, when satisfied that the situation constitutes an emergency, notify the State Superintendent or designee of his or her approval of the request.
- 4) No later than 10 business days after receiving notification of approval from the regional superintendent, the State Superintendent or designee shall prepare a Certificate of Authorization for Emergency Procedures. The Certificate of Authorization for Emergency Procedures shall authorize the district to initiate work to be financed with fire prevention and safety funds or funds loaned to the Fire Prevention and Safety Fund prior to the formal approval of such work through the normal process. However, said Certificate may be granted only on the conditions that:
 - A) Proper application for use of fire prevention and safety funds (see Section 180.500) will be initiated and prosecuted in a timely manner by the district;
 - B) The work undertaken shall in all respects conform to the requirements of this Part and such other standards as may be applicable to the situation; and
 - C) Final approval of the use of fire prevention and safety funds will be predicated on the finding that the facts enunciated in the board resolution are or were substantially true.

(Source: Amended at 34 Ill Reg. 9515, effective June 24, 2010)

Section 180.540 Cost Estimates

- a) Administration and implementation of this Subpart require that many costs be estimated and certified as a prerequisite to approval of proposed work or determination of the applicability of particular rules. The following standards and procedures are to be used where certification of cost estimates is required.
- b) All cost estimates shall be based upon published price guides such as those compiled by R. S. Means Company, Inc., Frank Walker Company, and McGraw-Hill Cost Information Systems.
 - 1) The source of the cost figures shall be specifically identified by title, publisher, and period of effectiveness.
 - 2) The cost factors to be used shall be the mean or median costs published for such construction nationally.
 - 3) These raw cost estimates shall be adjusted by applying the appropriate inflation factors, size adjustment factors, and regional cost adjustment factors.
 - 4) The estimate shall be based upon the work to be performed as described in the violation and recommendation schedule.
 - 5) The estimate shall specify the unit or units of measure, the quantity of such units necessary, and the unit cost installed.
 - 6) A total of estimated costs must be provided, along with a general breakdown.
 - 7) The resulting figure shall be referred to as the Adjusted Gross Estimated Cost.
- c) Estimates of the replacement cost of a school shall be based upon the cost of constructing a new building of equal size, serving like grades, and for the same programmatic purposes as the facility to be replaced. The procedure is as follows.
 - 1) Determine the type of school to be built based upon its classification as derived from the school's enrollment reported to the State Board as of the last school day in September of the immediately preceding school year.
 - 2) Determine the size of the school to be built, based upon the square footage of the school to be replaced.

- 3) Multiply the square footage of the school to be built by the appropriate square-foot cost factor.
 - A) The published cost factor for elementary schools shall be used for preschools, kindergartens, and elementary schools.
 - B) The published cost factor for junior high/middle schools shall be used for schools housing various combinations of grades 5 through 9.
 - C) The published cost factor for high schools shall be used for schools housing combinations of grades 9 through 12.
 - 4) The resulting figure shall be referred to as the Adjusted Gross Estimated Replacement Cost of the school.
- d) For purposes of estimating costs related to energy conservation measures, the procedures outlined in "ASTM Standards on Building Economics, Fifth Edition," published by the American Society for Testing and Materials (2004; 1916 Race Street, Philadelphia, Pennsylvania 19103-1187), shall be used. No later amendments to or editions of these standards are incorporated by this rule.
- 1) In addition, the sources of heating degree days, cooling degree days, and energy consumption data, and the basis for determining the efficiency of existing systems and equipment and their useful lifetimes shall be noted.
 - 2) Where Fire Prevention and Safety Funds are to be used to finance all or part of energy conservation measures, the payback period calculations must show that payback can be achieved over the useful lifetime of the proposed measure or 20 years, whichever is less.

(Source: Amended at 33 Ill Reg. 15265, effective October 20, 2009)

APPENDIX J: OTHER NON-CURRICULAR HEALTH AND SAFETY
STATUTORY REQUIREMENTS APPLICABLE TO PUBLIC SCHOOLS

Other Non-Curricular Health and Safety Statutory Requirements Applicable to Public Schools*

School Code Requirements	Citation
School building code; Health/Life Safety Code for Public Schools (for charter schools located outside the City of Chicago)	105 ILCS 5/2-3.12 23 Ill. Admin. Code 180.10 <i>et seq.</i>
School records; transferring students	105 ILCS 5/2-3.13a
Missing child program	105 ILCS 5/2-3.73
Requirements for the Use of Isolated Time Out and Physical Restraint	105 ILCS 5/2-3.130; 10-20.33; 34-18.20 23 Ill. Admin. Code 1.285
School wellness policies; taskforce	105 ILCS 5/2-3.139
Food allergy guidelines	105 ILCS 5/2-3.149(b)
Youth suicide awareness and prevention	105 ILCS 5/2-3.163
School bus driver permits; Transportation; Training of School Bus Driver Instructors (for charter schools that provide busing)	105 ILCS 5/3-14.23 23 Ill. Admin. Code 1.510; 1.515
Tobacco prohibition	105 ILCS 5/10-20.5b; 34-18.11
Medications policy	105 ILCS 5/10-20.14b
Hazardous materials training	105 ILCS 5/10-20.17a
Psychotropic or psychostimulant medication; disciplinary action	105 ILCS 5/10-20.36; 34-18.25
Radon testing	105 ILCS 5/10-20.48
Compliance with Chemical Safety Acts	105 ILCS 5/10-20.49; 34-18.40
Attacks on school personnel	105 ILCS 5/10-21.7
Criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Murderer and Violent Offender Against Youth Database	105 ILCS 5/10-21.9; 34-18.5
Electronic paging devices on school property	105 ILCS 5/10-21.10; 34-18.9
Infectious disease policies and rules	105 ILCS 5/10-21.11; 34-18.13
Orders of protection	106 ILCS 5/10-22.3c; 34-18.6a
Instruction for pregnant pupils; Home and Hospital Instruction	105 ILCS 5/10-22.6a 23 Ill. Admin. Code 1.520
Administering medication	105 ILCS 5/10-22.21b
In-service training programs; adolescent and teen mental illness and suicide detection and interventions; AIDS training	105 ILCS 5/10-22.39; 34-18.7; 34-18.8
Firearms in schools; Reporting firearms in schools	105 ILCS 5/10-27.1A; 34-8.05
Reporting drug-related incidents in schools	105 ILCS 5/10-27.1B
Supervision—Personnel—Police control (for playgrounds, recreation grounds and athletic fields)	105 ILCS 5/16-8
Insurance on athletes	105 ILCS 5/22-15
Sprinkler systems	105 ILCS 5/22-23 23 Ill. Admin. Code 180.250
Self-administration and self-carry of asthma medication and epinephrine auto-injectors; administration of undesignated epinephrine auto-injectors	105 ILCS 5/22-30
Student athletes; concussions and head injuries	105 ILCS 5/22-80
Maintenance of discipline; principals shall report incidents of intimidation	105 ILCS 5/24-24; 34-84a; 34-84a.1

*This chart is non-enumerative. Public schools must comply with all federal statutory and regulatory requirements applicable to public schools (e.g., the Occupational Safety and Health Act and its implementing regulations), as well as any provision of Illinois law and implementing regulations.

Other Non-Curricular Health and Safety Statutory Requirements Applicable to Public Schools*

School Code Requirements (cont'd)	Citation
Health examinations and immunizations; Health Services	105 ILCS 5/27-8.1 23 Ill. Admin. Code 1.530 Various provisions within Title 77 of the Illinois Administrative Code (Public Health), as applicable to schools and school districts
Bullying prevention	105 ILCS 5/27-23.7
Transportation to and from specified interscholastic or school sponsored activities	105 ILCS 5/29-6.3
Non-School Code Requirements	Citation
CPR training video	105 ILCS 25/1.10
Asbestos Abatement Act	105 ILCS 105/1 <i>et seq.</i> *
Policy on teen dating violence	105 ILCS 110/3.10
Eye Protection in School Act	105 ILCS 115/1 23 Ill. Admin. Code 1.420(s)
Farm Fresh Schools Program Act	105 ILCS 124/1 <i>et seq.</i>
School Breakfast and Lunch Program Act	105 ILCS 125/0.01 <i>et seq.</i>
Childhood Hunger Relief Act	105 ILCS 126/1 <i>et seq.</i>
School Reporting of Drug Violations Act	105 ILCS 127/1 <i>et seq.</i>
School Safety Drill Act	105 ILCS 128/1 <i>et seq.</i> 29 Ill. Admin. Code 1500.10 <i>et seq.</i>
School Health Center Act (for charter schools with school health centers)	105 ILCS 129/1 <i>et seq.</i>
Toxic Art Supplies in Schools Act	105 ILCS 135/1 <i>et seq.</i>
Green Cleaning Schools Act	105 ILCS 140/1 <i>et seq.</i> 23 Ill. Admin. Code 2800.10 <i>et seq.</i>
Care of Students with Diabetes Act	105 ILCS 145/1 <i>et seq.</i>
Physical Fitness Facility Medical Emergency Preparedness Act Automated External Defibrillator Act Physical Fitness Medical Emergency Preparedness Code	210 ILCS 74/1 <i>et seq.</i> 410 ILCS 4/1 <i>et seq.</i> 77 Ill. Admin. Code 527.100 <i>et seq.</i>
Swimming Facility Act	210 ILCS 125/1 <i>et seq.</i>
Structural Pest Control Act	225 ILCS 235/1 <i>et seq.</i>
Abused and Neglected Child Reporting Act	325 ILCS 5/1 <i>et seq.</i>
Mental Health and Developmental Disabilities Code (clear and present danger; notice)	405 ILCS 5/6-103.3
Consent of Minors to Medical Procedures Act	410 ILCS 210/0.01 <i>et seq.</i>
Communicable Disease Prevention Act	410 ILCS 315/0.01 <i>et seq.</i>
Lawn Care Products Application and Notice Act	415 ILCS 65/1 <i>et seq.</i>
Firearm Concealed Carry Act (School Administrator Reporting of Mental Health Clear and Present Danger Determination Law)	430 ILCS 65/1.1; 65/8.1; 66/100 through 66/110 20 Ill. Admin. Code 1231.App. A
Movable Soccer Goal Safety Act	430 ILCS 145/1 <i>et seq.</i>
Non-School Code Requirements (cont'd)	Citation
Illinois Vehicle Code; Driver Education Personnel Requirements	625 ILCS 5/1-100 <i>et seq.</i> 23 Ill. Admin. Code 252.40
Toxic Substances Disclosure to Employees Act; Toxic Materials Training	820 ILCS 255/1 <i>et seq.</i> 23 Ill. Admin. Code 1.330
Chicago local building, fire and health codes (as applicable to public schools; only for charter schools located within the City of Chicago)	Various
Public Health Regulations (as applicable to public schools)	Various provisions within Title 77 of the Illinois Administrative Code

*Citations marked “*et seq.*” in the “Non-School Code Requirements” section of this list may regulate actors other than schools and school personnel but have application to public schools.