



**Recommendations of the  
Illinois Terrorism Task Force  
School Safety Working Group**

**Presented to the Office of the Governor April 5, 2018**

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April 5, 2018

The Honorable Bruce Rauner  
Governor  
State of Illinois

Dear Governor Rauner,

On behalf of the members of the Illinois Terrorism Task Force's School Safety Working Group, I submit for your review and consideration 13 initial recommendations designed to help make Illinois schools even safer. In light of the tragic shootings at Stoneman Douglas High School in Parkland, Florida, as well as other threats and acts of school violence, the working group has initially focused narrowly on the active shooter threat.

The School Safety Working Group is composed of local law enforcement professionals, Illinois State Police, the Office of the State Fire Marshal, representatives of campus emergency management, campus police, the school resource officers association and representatives of statewide school associations. Brief bios of the members of the School Safety Working Group are included at the end of this report. There is no single answer to achieving school safety, and no individual has all of the answers, but the bios illustrate the experience and subject-matter expertise that has gone into this report.

The working group did not address the highly politicized issue of gun control, choosing instead to direct its efforts at coming up with practical recommendations that might prove effective and helpful for school officials. No recommendation was included until it had achieved a clear consensus among law enforcement professionals and school officials. These initial recommendations were arrived at over the course of several hours of meetings during the past 30 days. The group will continue to meet to discuss other school safety related issues as well as the possible implementation of these recommendations.

Thank you for your leadership regarding the critical issue of school safety. I also want to express my thanks to the members of the School Safety Working Group, not only for the many hours they have devoted to this effort, but especially for the professional and productive ways in which they shared their opinions and expertise and worked toward practical recommendations.

Respectfully,

A handwritten signature in black ink, appearing to read "Mike Chamness". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Mike Chamness  
Chair  
Illinois Terrorism Task Force

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# ITTF School Safety Working Group Recommendations

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# ITTF SCHOOL SAFETY WORKING GROUP RECOMMENDATIONS

## BEHAVIORAL THREAT ASSESSMENT

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### **Recommendation #1 – Behavioral Threat Assessment Teams**

That all school districts consider as a best practice the formation of Behavioral Threat Assessment Teams that include mental health professionals, law enforcement professionals and other disciplines as necessary that have been trained in behavioral threat assessment (free statewide training is available through the Illinois School and Campus Safety Program administered by Western Illinois University).

Also, the formation of regional Behavioral Threat Assessment Teams to serve as resources for schools that do not have their own teams. The regional teams would include mental health professionals, law enforcement professionals and other disciplines as necessary that have been trained in behavioral threat assessment.

The purpose of these teams would be to provide assistance to schools that do not have complete resources for a Behavioral Threat Assessment Team of its own. The teams would respond only at the request of the local school district.

The goal of the behavioral threat assessment process would be to work with local school officials to help identify behaviors, intervene and provide help to students before they turn to violence. In situations where a threat of violence has been made or is imminent, school officials should immediately contact local law enforcement for assistance in determining if the threat is credible and/or police intervention.

*\*All sharing of information must be done in accordance with Family Educational Rights and Privacy Act (FERPA)/Illinois School Student Records Act (ISSRA).*

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### **Recommendation #2 – Behavioral Threat Assessment School Policy**

As a best practice, have schools incorporate information into their student handbook explaining that students and parents are urged to participate in behavioral threat assessment and intervention programs if the Behavioral Threat Assessment Team believes that intervention is necessary to prevent a student from harming themselves or others. Below is sample policy language some school districts are having parents and students sign:

*The (INSERT NAME OF DISTRICT) School District is committed to developing and maintaining safe and secure working environments for all students and staff. A proactive approach to high risk and threat-related behavior of students is critical for the provision of safe and secure learning, teaching and working environments. It is important for all parties to engage in the School Behavioral Threat Assessment process. However, if for some reason there is a reluctance to participate in the process by the threat maker(s) or parent/guardian(s), the threat assessment process will continue in order to ensure a safe and caring learning environment for all.*

### Recommendation #3 – Information Sharing Between Schools and Law Enforcement

As a best practice, school districts and local law enforcement agencies are encouraged to enter into a Memorandum of Understanding (MOU) or other agreement to share pertinent information to ensure law enforcement is aware of “clear and present danger” threats and school officials are aware of law enforcement information that is necessary to protect the health and safety of the student in question or other individuals.

“Clear and present danger” is defined, in part, in (430 ILCS 65/Section 1.1) Firearm Owners Identification Card Act as a person who “*demonstrates threatening physical or verbal behavior, such as violent, suicidal, or assaultive threats, actions, or other behavior, as determined by a physician, clinical psychologist, qualified examiner, school administrator, or law enforcement official.*”

*\*All sharing of information must be done in accordance with Family Educational Rights and Privacy Act (FERPA)/Illinois School Student Records Act (ISSRA).*

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### Recommendation #4 – Information Sharing Between Schools

#### Part A

Research<sup>1</sup> indicates a transition to a new school may create anxiety among students and pose greater school safety risks. Illinois school code requires that a school district forward a transferring student’s school records to the transferee school district (105 ILCS 5/2-3.13a(a)) and utilize the ISBE Student Transfer Form\*. Whereas this form only states whether the student’s medical records are up-to-date and whether or not the student is “in good standing,” certain information about the student may be missing that would provide opportunities to assist in the adjustment period and promote student success.

As a best practice, the receiving school district is encouraged to, upon receiving notice of an incoming student enrolled in its district, make contact with the transferring district to:

1. Ensure the transferring district provided all student record documents to the receiving district, consistent with the Illinois School Student Records Act (ISSRA) and its implementing regulations. This includes student discipline records.
2. Inquire about any potential behavioral threat concerns about the student for which the receiving district may be able to proactively provide support. These concerns may include direct knowledge of the transferring student in regards to social and emotional issues that rose to the level of engagement of an official screener or risk assessment performed by the district. Depending on the specific situation, legal limitations (i.e., FERPA) may exist on what student information is permissible to share.

Note: *All districts are mandated to report to Illinois State Police any situation in which a “clear and present danger” to self and others is suspected. **For immediate police action, school administrators should contact local law enforcement or call 911.***

\*ISBE Student Transfer Form may be found at [https://www.isbe.net/documents/33-78\\_student\\_transfer.pdf](https://www.isbe.net/documents/33-78_student_transfer.pdf)

<sup>1</sup> Humphrey, N. & Ainscow, M. (2006). *Eur J Psychol Educ* 21, 319. doi:10.1007/BF03173419

## Part B

Currently all school districts are mandated to report to Illinois State Police any situation in which a clear and present danger to self and/or others is suspected. It is recommended that a statutory amendment be made to the *Firearm Concealed Carry Act*, specifically, the sections referred to as the School Administrator Reporting of Mental Health Clear and Present Danger Determinations Law (430 ILCS 66/100-110), to also require that this information be shared with transferee school districts. Sharing of student records between districts is allowed under ISSRA (Illinois Student School Records Act) 105 ILCS 10/6(a)(6) if an exception is "specifically required by State or federal law."

Below is the language from 430 ILCS 66/100-110 in its proposed, revised form (red, underlined italics indicate added language).

(430 ILCS 66/105)

Sec. 105. Duty of school administrator. It is the duty of the principal of a public elementary or secondary school, or his or her designee, and the chief administrative officer of a private elementary or secondary school or a public or private community college, college, or university, or his or her designee, to report to the Department of State Police when a student is determined to pose a clear and present danger to himself, herself, or to others, within 24 hours of the determination as provided in Section 6-103.3 of the Mental Health and Developmental Disabilities Code. *If applicable, the school administrator shall also report such a concern to a transferee school district if the student has been placed or is in process of being placed outside the district during the time the concern is raised.* "Clear and present danger" has the meaning as provided in paragraph (2) of the definition of "clear and present danger" in Section 1.1 of the Firearm Owners Identification Card Act.

(Source: P.A. 98-63, eff. 7-9-13.)

*\*All sharing of information must be done in accordance with Family Educational Rights and Privacy Act (FERPA)/Illinois School Student Records Act (ISSRA).*



### **Recommendation #5 – Student Reporting of Threats**

Recognizing that in almost every case involving a mass school shooting there was someone, usually a fellow student, who had some advance warning or reason to believe that violence was a possibility, a program be developed to encourage students to report information regarding potential threats.

In order to effectively market the program to teenagers, create a focus group or groups of Illinois high school students to determine a) why they are reluctant to inform school officials or law enforcement about possible threats, b) what could be done to encourage student participation, and c) the most effective way(s) for students to be able to report threats.

Over the past six years, the Chicago Public School (CPS) system has moved toward a more restorative approach with students. CPS has a program in which they attempt to provide every student with a trusted adult, someone the student can go to with concerns without fear of retaliation. The CPS Office of School Safety and Security (OSSS) has moved toward a proactive mindset where security staff are trained to no longer just focus on enforcement, but rather shift to support students and identify situations before they turn into serious incidents.

By using school-wide strategies such as restorative practices, de-escalation and relationship building, CPS has seen a 76 percent reduction in misconducts that resulted in out-of-school suspensions and a 50 percent reduction in misconducts that resulted in the school having to contact Chicago Police.

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### **Recommendation #6 – Student School Safety Tip Line**

Research a centralized digital anonymous tip line for school threats. A state-level digital line would be more cost effective than each school district or county setting up its own line and also would be more efficient in terms of the capabilities to monitor the tips. Research user-friendly methods of reporting tips and the most efficient ways to monitor the tips and disseminate information to local law enforcement.

## HARDENING OF FACILITIES

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### Recommendation #7 – Priority List for Hardening of School Facilities

#### TARGET HARDENING RECOMMENDATIONS

The School Safety Working Group recommends the list below as options for consideration when hardening school facilities. The list is organized in layers, beginning with the more basic measures. It is generally recommended to implement the lower layer measures before the upper layers are implemented. However, each facility will have different circumstances, and decisions should ultimately be based on judgment and an effective cost/benefit analysis. All recommendations marked with an (\*) are policy and/or procedural. The policy/procedural recommendations are generally low to no cost to implement and have a strong impact on overall safety and security. In developing a physical security plan, designing redundancy and overlapping features is a recommended best practice.

#### First Layer:

**All exterior doors** – effective, properly functioning locks; no propping policy\*, no tailgating policy\*, door assignment policy\*, service areas (i.e. docks, kitchens, etc.

**All exterior windows** – intact glazing and frame, functioning locks, window lock policy\*

**Main door** – video/audio intercom, remote buzzer door strike

**Signage** – all exterior doors (inside and out) and windows identified with room number. Other signage: no trespassing, all visitors to main entrance, this area under surveillance, etc.

**Enhance natural surveillance** – clear vegetation and obstructions; identify nuisance areas; identify hostile surveillance areas, washrooms, parking lots; reporting suspicious indications policy\*; adjust programming\*; etc.

**Visitor control** – formal visitor policy\*, IDs and proper ID (all adults) policy\*, proper challenge policy\*, empower employees to make emergency notifications

**Cell phone policy\*** – students and staff

**Parking control** – policy\* for staff, visitors and parent drop off/pickup

#### Second Layer:

**Secure vestibule** – harden the vestibule area, as well as the approach to the vestibule, including the doors and glazing

**Interior door locks** – uniform, interior door locking system that is compliant with applicable codes, install peephole viewers, interior door lock policy\*

**Public address system** – effective, full coverage public address system

**Two-way radios** – all staff, including recess monitors and PE teachers. Consider public safety access to the system

**Text/SMS based notifications** – Reverse 911, text message group, etc.

### Third Layer

**Exterior access control** – fencing, gates, etc. that secure the perimeter and channel visitors

**Enhanced public address** – two-way intercom stations in each classroom, as well as strategic locations throughout the building interior and appropriate exterior (blue light). For multi-facility locations, an enterprise PA system (IP or other). Ability to alert active threat.

**Expanded two-way radio capacity** – expanded issuance, Bi-Directional Amplification (BDA) system, repeater system, ability to communicate with first responders, etc.

**CCTV** – strategic camera placement (based on professional guidance), IP camera system, capability of first responders to remotely access system, monitoring policy\*, retention policy\*

**Lighting** – effective lighting at entrances, nuisance areas, and gathering points. LED-based fixtures provide best light and cost savings.

### Fourth Layer

**Blast/impact resistant material** – glazing film, door frames, etc.

**Security personnel** – school resource officer (SRO), security officer, etc.

**Access control system** – Door control system with integrated intrusion detection, door status notification, etc. Convergence with CCTV and other systems

### Fifth Layer

**Magnetometer Screening** – establish an effective metal detector screening program\* and implement screening.

**Note:** The options selected and implemented should reflect the specific security profile needs of the facility. Generally, a lower grade level school facility should concentrate on hardening the exterior access to prevent active threat intruders from entering. Higher grade level school facilities should concentrate on dealing with internal threats (e.g., a student who brings a gun into the school). In these cases, having active intervention options, such as a school resource officer, can be more effective.

### **Recommendation #8 – Regional Site Assessment Teams**

As a best practice, local law enforcement, fire service and emergency management agencies collaborate to provide site security assessment teams to serve as resources for their local schools. Also, that the Illinois School and Campus Safety Program at Western Illinois University develop a site assessment training program for local first responders and school officials.

The ITTF/State of Illinois should also create regional school security site assessment teams composed of law enforcement, fire service, and emergency management professionals to be a resource for schools that lack the resources to complete their own site security assessments. The site assessment team members would be required to complete the site assessment training program.

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### **Recommendation #9 – Amending School Facilities Sales Tax Law to Expand Use**

That the County School Facility Sales Tax law be amended to allow use of the funds for physical security enhancements and to pay for School Resource Officers and/or School Security Officers if the school boards in the county choose to include that use in a referendum. Also, for those 49 counties that already have the school facilities sales tax, allow for an expanded use referendum if the school boards choose to put that question before voters.

The working group also recommends that the Illinois State Board of Education (ISBE) and the Regional Offices of Education (ROEs) provide a list to school officials of approved security measures for which health/life safety tax levy funds can be used.

## RESPONSE PROTOCOLS IN SCHOOLS

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### **Recommendation #10 – Core Principles of Quality Active Violence Response Program**

As a best practice, the Working Group recommends that schools adopt and implement a Quality Active Violence Response Program that incorporates, at a minimum, the following concepts:

- ❖ **Development of high quality emergency plans**
  - Resources include U.S. Department of Education Guidelines and county, city or state emergency management agencies.
  - Plans should be developed collaboratively with school officials, local law enforcement, fire service, emergency management and other disciplines as necessary.
- ❖ **Survival mindset / mental preparation**
- ❖ **Recognizing student potential violence behavioral cues / reporting mechanisms**
  - The Illinois Campus Safety Program at Western Illinois University offers several training programs, including programs regarding Behavioral Threat Assessment.
- ❖ **Common characteristics of an active violence situation**
- ❖ **Enhanced Run/Hide/Fight option-based response model**
  - Run/Hide/Fight is not a linear list of options. Options must continually be reassessed during an active shooter situation.
  - Teachers and staff need to be given skills training regarding the Run option, the Hide option and the Fight option and then be empowered to make the best decision they can to protect their students at any given moment during an active shooter situation.
- ❖ **Legal environment overview**
  - Statutory requirements such as the state’s requirement for schools to conduct four emergency drills per year, including an active shooter drill.
  - The right to defend oneself or others
  - Tort Immunity Act
- ❖ **Policy considerations**
- ❖ **Trauma management concepts**
- ❖ **Conduct of scenario-based practice drills**

It is recommended that all school staff members participate in the training program at least once per academic year and that all students receive, at a minimum, skills training in specific

response options (e.g., Run/Hide/Fight). Generally, initial training should be held at the earliest possible point in the academic year.

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### **Recommendation #11 – Active Shooter Drills in Schools**

The School Safety Working Group endorses Senate Bill 3593, proposed legislation requiring teacher and student participation in an active shooter drill with local law enforcement within the first 90 days of the beginning of a new school year. As a best practice, the working group also recommends that schools consider holding more than one active shooter drill per year involving participation by law enforcement, teachers and students.

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### **Recommendation #12 – Fire Alarm Protocols**

Direct the Office of the State Fire Marshal (OSFM), in collaboration with *local* fire service, law enforcement, and school officials (including the applicable Regional Office of Education (ROE) and Intermediate Service Center (ISC)) to review current emergency egress protocols in each school's emergency and crisis response plan as required by Section 25 of the Illinois School Safety Drill Act (105 ILCS 128/25) and the Joint Rules of the Office of the State Fire Marshal and the Illinois State Board of Education: School Emergency and Crisis Response Plans (29 Ill. Code 1500). Adopt the opinions and recommendations expressed by the OSFM in its March 14, 2018, email memorandum to the Illinois fire service captioned "Life Safety and Security Options Related to Fire Alarm Activation in Illinois Public and Private Schools" which, subject to the presence of an approved fire sprinkler system, includes the opinion that a fire alarm three minute evacuation delay is sufficient to allow for: 1) the investigation of possible smoke/fire within a school; 2) an investigation to determine an acceptable means of egress; and 3) identification of suspicious subjects or signs of targeted violence.

Text of OSFM e-mail memorandum:

*From: Office of the State Fire Marshal (OSFM)*

*Date: March 14, 2018*

*Subject: **Life Safety and Security Options Related to Fire Alarm Activation in Illinois Public and Private Schools***

*Use of building fire protection and fire safety systems as an accessory to targeted violence events, whether it be in a school or other occupancy, has previously been identified as an issue that schools and first responders in Illinois need to address. In some hostile or active shooter events activation of the building's fire alarm system has been used as a means to move occupants into the corridor or an interior open area or out of the building. Even with this history OSFM discourages any deactivation, tampering, or modification of fire alarm systems and associated supervised life-safety and egress systems, except as permitted by the codes used by public and private schools in Illinois. Further we recommend strict compliance with any required references to NFPA 72, National Fire Alarm Code. OSFM strongly recommends that law enforcement be dispatched along with fire department to fire alarms or reports of fire at public and private schools.*

*The purpose of this memorandum is to provide uniform guidance for occupants within a school building. Many tools are available to schools to develop a cooperative relationship between life safety and security in a school building. The following topics discuss options available to school facilities.*

### **Annual Required Crisis Planning Pursuant to 105 ILCS 128/25**

*Because the response time and capabilities of local first responders can vary greatly, approval for delayed evacuation or other approaches to intruder security should be made on a case-by-case basis dependent upon the specific fire protection and construction features of local school buildings. For this reason, the OSFM strongly encourages school districts, as part of the required annual Crisis Planning process, to work with their local first responders in developing response to activated fire alarm systems. Additionally, there needs to be cross-training and cooperation between law enforcement, EMS, fire department personnel, and school staff (including substitute teachers). It is also recommended that the assigned Regional Office of Education (ROE) or Intermediate Service Center (ISC) approve any plans.*

### **Fire Drills**

*Fire drills should be conducted as recommended by the School Safety Drill Act with frequency thresholds maintained. Special accommodations may be allowed where concerns exist for malicious activation of fire alarms. We recommend scheduling fire drills and sharing the schedule in advance with staff and authorized persons. Employing sufficient personnel to monitor the drill, similarly to other outdoor events as part of normal school operation, is also recommended.*

### **Delayed Evacuation**

*In coordination with local first responders and the ROE or ISC, and as a part of the required annual Crisis Planning, school districts may choose to use a delayed egress approach taking into consideration the guidelines listed below:*

- 1. Fire alarm will sound as normal.*
- 2. Evacuation is delayed up to an amount agreed upon by the stakeholders. OSFM feels a three-minute delay is sufficient to allow for investigation for smoke and/or fire as well investigation of means of egress on the interior and exterior for signs of suspicious subjects or signs of targeted violence.*
- 3. School staff should be assigned and well-trained in proper investigative processes, whether searching for smoke or fire, or suspicious circumstances (persons, objects, or packages). Staff can be assigned to check the fire alarm control panel or annunciator panel to determine location of activated device and radio to a custodian or another staff member to investigate, while other staff members or school security can investigate for suspicious circumstances.*
- 4. Some form of communication with the rest of the school population should be available to initiate evacuation or announce the all-clear and no evacuation is required. This system must be heard throughout the school building. Therefore, the school should have a functional communications system including radios and PA systems.*

5. *Teachers and students remain in their classrooms until instructed otherwise, using locking hardware that is code compliant, see accompanying document related to locking here:  
<https://www2.illinois.gov/sites/sfm/SFMDocuments/Documents/LockingClassroomDoors.pdf>*
6. *A direct connect to the local fire department and law enforcement should be provided so at minimum, during the delayed investigation time, fire and law enforcement are responding to the school building.*
7. *If it is determined that a security risk exists, the school should follow the protocol it has developed in its Crisis Planning document.*

### ***Options for Eliminating Pull Stations in School Buildings***

*The International Fire Code (2015), Section 907.2.3 for public schools and NFPA 101, Life Safety Code (2000), Section 15.3.4.2.3 for private schools permit the removal of pull stations (except for one pull station at a central location) from educational occupancies under certain circumstances. As long as compliance with Section 907.2.3 (public schools) and Section 15.3.4.2.3 (private schools) is provided, it may be beneficial to remove pull stations from the school building. It should be noted, they must be removed and not just disconnected.*

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### **Recommendation #13 – Trauma Management Training for Schools**

As a best practice, the Working Group recommends that schools adopt and implement a trauma management program with training for school officials, staff, teachers and students (where appropriate). This training may consist of, at a minimum, basic programs, such as the “Stop the Bleed” program (<https://www.bleedingcontrol.org/>) to control massive hemorrhage, and may include more advanced training such as American Red Cross/American Heart association CPR/AED/First Aid, Emergency Medical Technician (EMT) or Emergency Medical Responder (EMR) certification, where resources permit.

Schools should consult with, and take advantage of, free or low-cost training programs offered through local hospitals, fire protection districts, and other organizations, such as the Illinois Medical Emergency Response Team (IMERT).



## SCHOOL SAFETY WORKING GROUP MEMBERS

### BIOGRAPHIES

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#### Eric Arnold – Co-chair

Eric C. Arnold is the Program Manager for the Illinois Law Enforcement Training and Standards Board (ILETSB) Executive Institute at Western Illinois University in Macomb, Illinois.

Eric manages the Illinois School and Campus Safety Program through the Illinois Terrorism Task Force. The Illinois School and Campus Safety Program provides awareness and preparedness training to enhance organizational capacity to plan for, respond to, and recover from an emergency or disaster. Additionally, Eric serves on both the Law Enforcement Mutual Aid Committee and Emergency Management Committee of the ITTF.

Eric is a 20-year veteran of several law enforcement agencies including the Bradley University Police Department, Tazewell County Probation Department and IPPC Technologies Inc. and the ILETSB Executive Institute. Eric has a bachelor's degree in Administration of Justice from Southern Illinois University at Carbondale.

#### Inspector John Mack – Co-Chair

Illinois State Police Inspector John Mack is a 29-year veteran of law enforcement at the local, county and state levels. Currently assigned as the Acting Chief of the Office of Research and Development, he holds a bachelor's degree from the University of Miami and a Juris Doctorate degree with honors from the Chicago-Kent/IIT College of Law. He is licensed to practice law in Illinois and Florida. He is also a graduate of Northwestern University Traffic Institute's School of Police Staff and Command. Mack is a state certified law enforcement instructor with over 20 years of training experience. He teaches primarily in the areas of firearms, use of force and active shooter, dignitary protection for law enforcement, protective intelligence and threat management, tactical surveillance, investigations, physical security, and legal concept related topics.

#### Dr. Roger Alvey

Dr. Roger Alvey is the superintendent of Illini Bluffs School District #327, in Glasford, Illinois. His educational career began in 1992 as a high school science teacher and coach. He taught at two different districts for a total of six years prior to becoming a middle school principal at age 28. Dr. Alvey has served as a superintendent for 17 years in three different districts. Dr. Alvey currently serves on the Board of Directors for the Illinois Association of School Administrators (IASA) and is Director for the Central Illinois Valley (CIV) Region of the IASA. Dr. Alvey previously served as President of the CIV region, as well as Treasurer. He has served in leadership positions and on committees in both the Illinois Principals Association and the Illinois Elementary School Association. Dr. Alvey has been proactive in leading school safety efforts in the Central Illinois Region, serving as the pilot district for unannounced active shooter drills as well as pioneering efforts to implement situational awareness drills in conjunction with the Peoria County Sheriff's Office. He also serves as a member of the

Mapleton Community Advisory Panel (CAP), focusing on guidelines for environmental, health, safety and security best management practices.

Jeff Aranowski

Jeff Aranowski is the Executive Director for Safe and Healthy Climate at the State Board of Education. In that role, he oversees school health, nutrition, mental health, discipline, homeless, social and emotional learning initiatives and wrap around service programs. Jeff further oversees the administration of the State Board of Education's rulemaking, mandate waiver process, public school recognition and regional office of education relations.

Alix Armstead

Alix Armstead is Deputy Director of the Office of the State Fire Marshal (July 2016 to present). His work history consists of the following: Deputy General Counsel, Office of the State Fire Marshal (October 2011 to July 2016); Attorney at Law, Law Office of Alix E. Armstead, (October 2004 to October 2011); Attorney Advisor, Professional Responsibility Advisory Office, Washington, D.C. (October 2003 to October 2004); Assistant United States Attorney, United States Attorney's Office, Southern District of Illinois (January 2000 – October 2004); Counsel for the Administrator, Illinois Attorney Registration and Disciplinary Commission (June 1994 to January 2000); Assistant Attorney General, Office of the Illinois Attorney General (November 1991 to June 1994); Special Agent, Federal Bureau of Investigation, Miami, Florida (September 1986 to December 1989); Lance Corporal, United States Marine Corps (1976 to 1980).

Derek Carle

Derek Carle is currently a Program Manager (Homeland Security/Emergency Management) for the Illinois Law Enforcement Training and Standards Board-Executive Institute. He is a retired Lieutenant of the Macomb Police Department (25 years) and member of the Illinois Incident Management Team since 2008, currently serving as Incident Commander/Co-Chair.

Dr. Seth Chapman

Dr. Seth Chapman is the Assistant Superintendent of Business Services/CFO for St. Charles School Unit District 303 in Kane County. He has 11 years of administration experience in school district settings, previously working for districts in Lake and Cook counties. His dissertation topic for his doctorate degree is titled, "A Retrospective Study on Rampage School Shootings: Considerations for School-Based Threat Assessment Teams." Seth was recently nominated to the IASBO Board of Directors and will serve a three-year term starting on July 1, 2018. He has three children ages 3, 6, and 8.

Dr. Brent Clark

Brent Clark serves as the Executive Director of the Illinois Association of School Administrators (IASA) and has held that position for the past 12 years. Previously he served as a district school superintendent for nine years and prior to that served as a teacher and principal for five years. He holds a bachelor's degree in Chemistry and a master's degree and doctorate in Education Administration.

### Chief Joe Drought

Chief Joe Drought is a veteran law enforcement officer of 36 years. He started his career in the U.S. Army Military Police Corps in 1981, serving a total of seven and a half years on active duty with two overseas assignments, as well as one and a half years in the U.S. Army Reserves. His assignments included patrolman, investigator, patrol supervisor, squad leader, intelligence section sergeant, security advisor, and patrol/explosive detector dog handler. He enforced military law in South Korea, Germany, and the United States.

Upon leaving active duty, Chief Drought served as a deputy sheriff, detective, SWAT team member, and patrol/narcotics detector dog handler for over three years. Chief Drought was then hired as a police officer with the Rock Valley College Police Department in Rockford, Illinois, where he was appointed as chief of police in 1996. He has been the chief of the Rock Valley College Police Department for the past 21 years. During this time, he and his staff have developed numerous training programs for law enforcement and the community at large. The most recent and most active programs include the Practical Response to Active Shooter and Stop the Bleed classes.

Chief Drought is or has been a certified instructor on numerous topics, including firearms, non-lethal weapons, defensive tactics, anti-terrorism, Rapid Response to Active Shooter, and self-defense. He recently completed the instructor certifications in the DHS courses Incident Response to Terrorist Bombings and Prevention of and Response to Suicide Bombing Incidents.

### Deputy Kip Heinle

Deputy Kip D. Heinle has over 22 years of law enforcement experience and has been a School Resource Officer (SRO) for the past 12 years at Triad High School, Troy, Illinois. Kip has been a board member with the Illinois School Resource Officers Association for the past eight years, including President, 2014-2016. Kip is a certified Active Shooter Instructor and has provided training for churches, schools, financial institutions, government offices and medical facilities, to name a few. Kip has a vested interest in school safety because he has three school-age kids, including two who will be at Triad High School next year. Kip is excited to be given this opportunity to help provide safer schools for all students and families in Illinois.

### Eric Hodges

Eric Hodges is the Emergency Manager at Illinois State University, where he has served in this position since 2013. He is a 22-year member of the McLean County Emergency Management Agency, where he serves as a Chief. Eric is also a member of the Illinois Incident Management Team, where he serves as a Logistics Section Chief. As a member of the IMT, Eric responded to Hurricane Katrina in 2005 and Superstorm Sandy in 2012. Eric earned a master's degree in Emergency and Disaster Management and holds certifications as a Certified Emergency Manager, an Illinois Professional Emergency Manager and as a Master Exercise Practitioner.

### Mia Ray Langheim

Mia Ray Langheim was hired to create and manage the School Safety Information Program shortly after Sandy Hook in March 2013 by the State of Illinois' Fusion Center. This is the only program of its kind in the country that is able to share intelligence information that was previously unavailable to anyone outside of first responders with administrators and those who need to know in schools and campuses. The School Safety Information Sharing Program's goal is to share information from local, state, and federal agencies about current threats and trends that could affect students, staff, faculty, and facilities with those assisting in safety in educational facilities. Mia is constantly working on bridging the communication gap and improving education to those in public safety and education to help all involved improve safety decisions. Mia's background includes over 15 years of experience in research and large data management, 10 years teaching at the college level, and five years of managing the School Safety and Information Sharing Program.

### Deputy Chief Edward Mohn

Deputy Chief Edward Mohn, Vice President of the Illinois Tactical Officers Association (ITOA), a Tactical Commander for NIPAS-EST and ILEAS WMD-SRT, is statewide coordinator and lead instructor for the ITOA's Active Threat Training Initiative for 18+ years. He has helped K-12 schools, churches, hospitals, colleges, corporations and daycare centers develop active threat response protocols, target hardening strategies and threat assessment protocols. His wife is a school psychologist, his sister is an assistant superintendent for special education, and his step-father and grandmother are retired teachers.

### Colonel Mark Peyton

Mark Peyton is Colonel of the Division of Operations for the Illinois State Police. In this role, he's responsible for the supervision of Troopers and Special Agents in the field. He's been in law enforcement for approximately 24 years, 20 years with the Illinois State Police - a majority of which has been in violent crime and drug enforcement investigative units. Almost all of his family members are teachers or involved in school administration.

### Fire Marshal Matt Perez

Matt Perez is the Illinois State Fire Marshal and member of ITTF since 2015. He served on the Aurora Fire Department for 28 years, progressing from firefighter to paramedic, arson investigator, company officer, shift Battalion Chief, Training Director and finally to Assistant Chief/Fire Marshal. Prior to that, he served as a deputy for the Kane County Sheriff Office for three years.

### Lieutenant Jon Quast

Jon Quast is a 23-year veteran of the Peoria County Sheriff's Office. His current primary assignment is the third shift supervisor for patrol. Additional duties include managing the liaison and safety efforts with 37 schools in regard to active assailant education and preparedness, Master Firearms Instructor with the Sheriff's Office and MTU-7, ALERRTS, ALICE and RTF instructor. He is a past member of the Peoria, Tazewell and Woodford County Central Illinois Emergency Response Team.

### Lieutenant Steve Roegge

Lieutenant Steve Roegge is a 30-year veteran of the Peoria Police Department. He is married to wife, Kim, and his daughter, Kylie, is a freshman at Arizona State University in Tempe, Arizona. While an officer and Sergeant, he worked in the patrol division, vice and narcotics, K9 and was a member of the Special Response Team. He was promoted to the rank Lieutenant in June of 2008. Lieutenant Roegge is currently in charge of the Neighborhood Service Unit. He coordinates the Active Shooter/Assailant training for the City of Peoria. This includes all schools (over 40 public and private), businesses and hospitals within the city that request assistance in the training and education of Active Shooter/All Hazard response. Lieutenant Roegge is also currently assisting the Diocese of Peoria in updating training and doing site safety surveys for approximately 42 schools in the diocese. Prior to his current duties, he was a commander of the Special Response Team (SWAT) and the Special Operations Unit. He is a member of the State of Illinois Incident Management Team (ILEAS) in the Operations Section. Lieutenant Roegge has been a member of the Heart of Illinois Critical Incident Stress Debriefing Team that covers 17 counties in central Illinois to assist first responders after emergency events for over 15 years.

### Ben Schwarm, Deputy Executive Director

Ben Schwarm's expertise is in the policy and legislative arenas, in which he has led the Illinois Association of School Boards for over 25 years. He also established and coordinated the association's first two School Safety and Security Seminars during the last two annual conferences. Ben was one of the architects of the Illinois Safety Drill Act legislation for schools and currently is a member of the Illinois Terrorism Task Force, the Illinois School Security and Standards Task Force, and the Springfield Citizen Police Oversight Commission. He previously served on the Governor's Task Force on Volunteerism and Youth, the Attorney General's Youth at Risk Commission, and the legislature's Eradicate Domestic Violence Task Force.

### Jeff Vose, Regional Superintendent

Jeff holds a Bachelor of Arts degree in Political Science and Communication from the University of Illinois-Champaign, Teacher Certification in Special Education from Southern Illinois University-Edwardsville, and Master of Arts in Educational Administration from the University of Illinois-Springfield.

Jeff has been in the field of education for 25 years. He was a special education teacher in Champaign School District, Alton School District and Springfield School District. He was an Administrator in the Springfield School District at Jefferson Middle School, Division Administrator of Educational Programs at the Illinois Department of Natural Resources, and Adjunct Professor for the Educational Leadership Program at University of Illinois-Springfield.

He has been at the Sangamon-Menard Regional Office of Education for 13 years—as a grant coordinator, assistant regional superintendent, and was elected in November 2010 as the Regional Superintendent of Schools for Sangamon and Menard counties. He was elected to a two-year term as president of Illinois Association of Regional Superintendents of Schools (IARSS) from 2015 to 2017.

He is currently a member of the ITTF and past Chairman of the Illinois School Security and Standards Task Force.

Dr. Steve Webb

Dr. Steve Webb is Superintendent of Goreville Community Unit School District #1 in Goreville, Illinois. As a school administrator for the past 25 years, Dr. Webb has ascended to many leadership positions in Illinois including Past-President of the Illinois Association of School Administrators, where he served for eight years as an IASA Board Member; Past-President of the Association of Illinois Rural and Small Schools, where he continues to serve as a member of the board; and the National Beta Club Board of Directors, where he served as Chairman of the Illinois State Beta Club Board of Directors. Most recently, he was elected to represent Illinois on the American Association of School Administrators Governing Board. Dr. Webb has been recognized by the National School Public Relations Association Illinois Chapter with a "Distinguished Service Award of Excellence," named "Superintendent of Distinction" by the Illinois Association of School Administrators, and was recognized as a "Leader Among Us" by the Southern Business Journal. In addition to his K-12 duties, he is also a certified Law Enforcement Officer, founder of Safe School Systems, LLC - a consultant group that helps schools conduct threat assessments and improve safety and security, Board Member for Southern Trust Community Bank, and Associate Professor in Educational Administration at Southern Illinois University, Eastern Illinois University, and McKendree University. He resides in Tunnel Hill, Illinois, with his wife Angie and his four children Nate, Alison, Braden, and Kanon.

Cara Wiley

Cara Wiley is Director of Regulatory Support and Wellness at the Illinois State Board of Education (ISBE). Prior to her current role, she served as a Principal Consultant at ISBE in the Division of College and Career Readiness as well as Office of the General Counsel. For 10 years, she taught middle school and high school social science and language arts courses at New Athens District #60.