

To: Dr. Charles Johns  
Board of Education  
From: Brad Swanson  
Date: January 9, 2023  
Re: Policies and Procedures

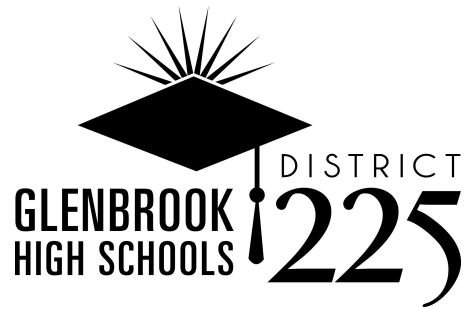
**Background:**

The district has established a Policy and Procedures Review Process that leads to revisions of current or adoptions of new policies and procedures. Much of this work involves the Superintendent Policy Committee, which consists of two Board Members, the Superintendent, the Associate Superintendent, and the Executive Director of Human Resources. In addition, the Assistant Superintendent for Administrative Services facilitates it.

The review process is supported by two primary resources - ongoing discussions with legal counsel and the use of the Policy Reference Education Subscription Service (PRESS) as provided by the Illinois Association of School Boards (IASB). The district's legal counsel is directly involved with reviewing recommended revisions and creating new policies. In addition, PRESS provides ongoing guidance on policy and procedure subjects, suggested language, and state and federal law updates. District policies and procedures are identified for review based on legal counsel or PRESS recommendations, present district circumstances or discussions, or a three-year timeline.

The review process consists of but is not limited to, the following steps.

1. Superintendent identifies the prioritization of policies and procedures to be reviewed.
2. The Policy Committee and legal counsel conduct an initial read and review.
3. District stakeholders are identified to participate as an ad hoc committee as needed and conduct an initial read and review.
4. Suggested revisions are offered on working documents.
5. Legal educational sessions and additional reviews are conducted as needed.
6. Updates and reviews are facilitated with the leadership of the GEA, GESSA, and GESPA as appropriate.



7. Updates and reviews are facilitated with standing administrative committees or teams such as building Instructional Leadership Teams, the Building Administrative Teams, Instructional and Operational Councils, and Cabinet.
8. Feedback from all stakeholder reviews is communicated to the Policy Committee.
9. Review cycles and discussions are repeated as necessary to establish a comprehensive process that provides voice and understanding for all relevant stakeholders, association leadership, administration, and the Policy Committee.
10. The Policy Committee recommends revised policies and procedures to the Board of Education for a First Read.
11. Additional discussions or reviews may occur based on board member or community feedback.
12. The Policy Committee recommends revised policies and procedures to the Board of Education for a Second Read and Approval.

**Recommendation:**

As the Superintendent's Policy Committee recommended, please review and discuss the following revisions to the given Board of Education policies and procedures. Please note the summary description and revision highlights underneath each policy or procedure.

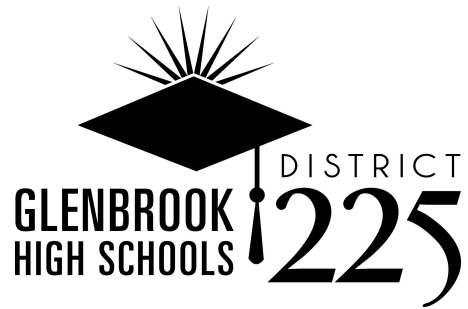
If desired, these policy and procedure revisions will be recommended for Board of Education approval at the meeting on January 23, 2023.

**5070 Policy - Student Transportation Between Home and School**

Revised Policy - This policy was recently revised on July 25, 2022. However, the suggested additional reference to the state regulation in paragraph A1 will allow for the 7140 Policy - Transportation for Special Education Students to be sunsetted.

**7140 Policy - Transportation for Special Education Students**

Sunset Policy - As stated above, the addition of a reference to a state regulation in 5070 Policy - Student Transportation Between Home and School allows for the 7140 Policy - Transportation for Special Education Students to be sunsetted.



### **6230 Policy - Substitute Teachers**

Revised Policy - This policy has one revision in Section C. The Administration is recommending a change to the start date for a long-term substitute from 30 days to 10 days. This will improve the process of securing long-term substitutes and is consistent with market practice.

### **6500 Policy - Employee Ethics and Conduct**

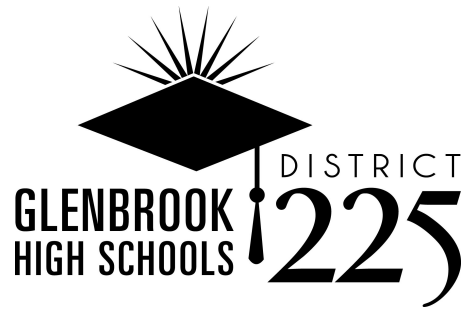
New Policy - This new policy places the district in compliance with the newly passed Faith's Law (P.A. 102-0676). Faith's Law expands the criminal definition of grooming beyond electronic communications to include written communications and acts committed in person or by conduct through a third party. The law also makes it clear that mandated reporters must report suspected grooming to DCFS under the Abused and Neglected Child Reporting Act. In addition to expanding the criminal definition of grooming, Faith's Law includes several new requirements for schools and educators intended to prevent sexual abuse and misconduct in schools. Faith's Law adds a completely new section to the Illinois School Code (105 ILCS 5/22-85.5) pertaining to sexual misconduct in schools.

### **6500 Procedures - Employee Ethics and Conduct**

New Procedures - These new procedures offer the guidelines of practice for the above-stated policy.

### **6550 Policy - Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors**

New Policy - This new policy places the district in compliance with Erin's Law (P.A. 097-1147), which requires public schools to provide child sexual abuse prevention education for children in pre-kindergarten through twelfth grades, teach all school personnel about child sexual abuse, and inform parents and guardians about the warning signs of child sexual abuse and provide assistance, referral or resource information to support sexually abused children and their families.



**6600 Policy - Mandated Compliance Training**

New Policy - This new policy places the district in compliance regarding the staff development programs required by the 6550 Policy - Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors as well as other local, state, and federal mandates.

**8480 Policy - Bullying**

Revised Policy - This policy has been revised to focus solely on Bullying as well as include expanded definitions and practices as mandated by the school code. 8480 Policy - Bullying is required to be reviewed locally every two years and then submitted to the Illinois State Board of Education for external review.

**9030 Policy - Ethics Act - Prohibited Political Activities and Gift Ban**

Revised Policy - This policy has been revised to focus specifically on prohibited political activities and gift bans. This clarifies a distinction from 6500 Policy - Employee Ethics and Conduct which addresses separate employee ethical behaviors and conduct.

## Student Transportation Between Home and School

### Section A - Introduction

It is the policy of the Board of Education that tax monies shall not be expended for student transportation between the students' homes and the school except for:

1. The transportation of students requiring special transportation in accordance with their IEP as required by Illinois regulation (23 Ill. Admin. Code § 226.750(b));
2. Students qualifying for the student financial assistance program in accordance with Board Policy 8230; and
3. Subsidies for bus passes approved by the Board of Education.

### Section B - Authorized Transportation Providers

The Board of Education shall designate the authorized bus company or companies that shall be permitted to transport students between students' homes and the school.

### Section C - Student Conduct

Rules and regulations concerning student conduct on buses shall be instituted and enforced by the authorized bus company or companies and shall be consistent with Board of Education policies dealing with student conduct on school premises. Failure of the authorized transportation providers to enforce such disciplinary standards may result in the provider's loss of its authorization to access school premises. The assistant principal / dean of students is authorized to cooperate with officials of the authorized transportation providers in matters of serious student misconduct.

Approved: January 22, 1973  
Revised: November 24, 1986  
Revised: July 25, 2022  
Revised: TBD

## **Substitute Teachers**

### Section A - Introduction

The Board of Education recognizes the necessity of providing substitute teachers when teachers are unable to perform their responsibilities due to other professional activities or absence from school. The Board also recognizes the importance of maintaining the instructional program through a well-planned and coordinated substitute teacher program.

### Section B - Substitute Qualifications

All substitute teachers shall hold a valid teaching license or substitute license or short-term substitute license from the Illinois State Board of Education, and possess such other qualifications as the superintendent or designee shall prescribe.

### Section C - Types of Substitutes

There are three types of substitute teachers: daily, internal, and long-term.

A Daily Substitute is eligible to fulfill available daily or other short-term teaching assignments for which they are qualified.

An Internal Substitute is a contracted teacher or educational support personnel employee assigned by an administrator to fill a short-term teaching assignment for which such teacher or employee is qualified.

A Long-Term Substitute is assigned to fill the place of a particular contracted teacher for a continuous period of not less than ~~ten~~ **thirty (30)** work days.

### Section D - Employment of Substitutes

The Human Resources department shall be responsible for the employment of all substitute teachers and shall maintain a list of persons qualified to be substitute teachers in the school district.

Upon identification of a new substitute teacher, the superintendent or designee shall include the recommendation to hire the individual on the appropriate personnel report for consideration by the Board of Education. No substitute teacher can begin work until:

1. All required background checks have been completed;
2. The individual has been approved by the Board of Education; and
3. They have successfully completed all required training and attended an orientation session.

In extraordinary circumstances the superintendent has authority to allow a substitute to begin to work before Board of Education approval, subject to Board ratification.

All Daily Substitute are employed on a temporary basis, and are only eligible for compensation identified in Section E of this policy.

All Daily Substitutes will be released from employment on an annual basis at the conclusion of the school year. Daily Substitutes may reapply for employment through the Human Resources department through the process designated by the superintendent or designee.

Section E - Substitute Compensation

Compensation rates for substitute teachers shall be submitted by the assistant superintendent for business services prior to the start of each fiscal year and approved by the Board annually.

A Daily Substitute shall be compensated on a per-block basis based on the appropriate compensation rate established by the Board.

An Internal Substitute shall be compensated on a per-block basis based on the appropriate compensation rate established by the Board or an applicable collective bargaining agreement.

A Long-Term Substitute shall be compensated based on a per-diem basis based on the current rate for a teacher in the BA-o, Step 1 placement on the teacher salary schedule, as amended from time to time.

No other benefits will be provided at district expense.

Approved: June 18, 1973  
Revised: September 25, 2000  
Revised: November 8, 2010  
Revised: July 25, 2022  
Revised: TBD

## Employee Ethics and Conduct

### Section A - Introduction

All District employees are expected to maintain high standards in their school relationships, to demonstrate integrity and honesty, to be considerate and cooperative, and to maintain professional and appropriate relationships with students, parents, staff members, and others. Any employee who sexually harasses a student, willfully or negligently fails to report an instance of suspected child abuse or neglect as required by the Abused and Neglected Child Reporting Act (325 ILCS 5/), engages in grooming as defined in 720 ILCS 5/11-25, engages in grooming behaviors as defined below, violates boundaries for appropriate school employee-student conduct, or otherwise violates an employee conduct standard will be subject to discipline up to and including dismissal.

In addition, the *Code of Ethics for Illinois Educators*, adopted by the Illinois State Board of Education, is incorporated by reference into this policy and shall be adhered to by all educators as defined in the applicable administrative regulations.

The Superintendent or designee shall identify appropriate employee conduct standards and provide them to all District employees. Standards related to school employee-student conduct shall, at a minimum:

1. Incorporate the prohibitions noted in paragraph 1 of this policy;
2. Define grooming behaviors to include, at a minimum, *sexual misconduct*. *Sexual misconduct* is (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of these prohibited behaviors include, but are not limited to:
  - a. A sexual or romantic invitation;
  - b. Dating or soliciting a date;
  - c. Engaging in sexualized or romantic dialog;
  - d. Making sexually suggestive comments that are directed toward or with a student;
  - e. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature; and
  - f. A sexual, indecent, romantic, or erotic contact with the student
3. Identify expectations for employees to maintain professional relationships with students, including expectations for employee-student boundaries based upon students' ages, grade levels, and developmental levels. Such expectations shall establish guidelines for specific areas, including but not limited to:
  - a. Transporting a student;
  - b. Taking or possessing a photo or video of a student; and



- c. Meeting with a student or contacting a student outside the employee's professional role.
4. Reference employee reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/), Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), and the Elementary and Secondary Education Act (20 U.S.C. § 7926).
5. Outline how employees can report prohibited behaviors and/or boundary violations pursuant to Board policies 2070 Policy - Uniform Grievance Procedure, 6700 Policy - Abused and Neglected Child Reporting, and 2080 Policy - Title IX Sexual Harassment Grievance Procedure.
6. Reference required employee training related to educator ethics, child abuse, grooming behaviors, and boundary violations as required by law and policies 2080 Policy - Title IX Sexual Harassment Grievance Procedure, 6550 Policy - Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors, 6600 Policy - Staff Development Program, and 6700 Policy - Abused and Neglected Child Reporting.

Section B - Code of Ethics for Illinois Educators (23 Ill.Admin.Code Part 22)

1. Responsibility to Students: The Illinois educator is committed to creating, promoting, and implementing a learning environment that is accessible to each student, enables students to achieve the highest academic potential, and maximizes their ability to succeed in academic and employment settings as a responsible member of society. Illinois educators:
  - a. Embody the Standards for the School Support Personnel Endorsements (23 Ill.Admin.Code Part 23), the Illinois Professional Teaching Standards (23 Ill.Admin.Code Parts 24 and 130), and Standards for Administrative Endorsements (23 Ill.Admin.Code Part 29), as applicable to the educator, in the learning environment;
  - b. Respect the inherent dignity and worth of each student by assuring that the learning environment is characterized by respect and equal opportunity for each student, regardless of race, color, national origin, sex, sexual orientation, disability, religion, language or socio-economic status;
  - c. Maintain a professional relationship with students at all times;
  - d. Provide a curriculum based on high expectations for each student that addresses individual differences through the design, implementation, and adaptation of effective instruction; and
  - e. Foster in each student the development of attributes that will enhance skills and knowledge necessary to be a contributing member of society.
2. Responsibility to Self: Illinois educators are committed to establishing high professional standards for their practice and striving to meet these standards through their performance. Illinois educators:
  - a. Assume responsibility and accountability for their performance and continually strive to demonstrate proficiency and understanding of current trends in both content knowledge

- and professional practice;
- b. Develop and implement personal and professional goals with attention to professional standards through a process of self-assessment and professional development;
  - c. Represent their professional credentials and qualifications accurately; and
  - d. Demonstrate a high level of professional judgment.
3. **Responsibility to Colleagues and the Profession:** The Illinois educator is committed to collaborating with school and district colleagues and other professionals in the interest of student learning. Illinois educators:
- a. Collaborate with colleagues in their respective schools and districts to meet local and State educational standards;
  - b. Work together to create a respectful, professional, and supportive school climate that allows all educators to maintain their individual professional integrity;
  - c. Seek out and engage in activities that contribute to the ongoing development of the profession;
  - d. Promote participation in educational decision-making processes;
  - e. Encourage promising candidates to enter the education profession; and
  - f. Support the preparation, induction, mentoring, and professional development of educators.
4. **Responsibility to Parents, Families and Communities:** The Illinois educator will collaborate, build trust, and respect confidentiality with parents, families, and communities to create effective instruction and learning environments for each student. Illinois educators:
- a. Aspire to understand and respect the values and traditions of the diversity represented in the community and in their learning environments;
  - b. Encourage and advocate for fair and equal educational opportunities for each student;
  - c. Develop and maintain professional relationships with parents, families, and communities;
  - d. Promote collaboration and support student learning through regular and meaningful communication with parents, families, and communities; and
  - e. Cooperate with community agencies that provide resources and services to enhance the learning environment.

5. Responsibility to ISBE: Illinois educators are committed to compliance with the School Code (105 ILCS 5/) and its implementing regulations, and to State and federal laws and regulations relevant to their profession. Illinois educators:
  - a. Provide accurate communication to ISBE concerning all educator licensure matters;
  - b. Maintain appropriate educator licensure for employment; and
  - c. Comply with State and federal laws and regulations.

All amendments to the Code of Ethics adopted in 23 Ill.Admin.Code Part 22 following the adoption of this policy are incorporated herein by reference.

Adopted:           Date TBD

## Employee Ethics and Conduct

### Section A

Professional and ethical behavior is expected of all District staff members. The standards listed below serve as a notice of expected conduct. The standards are intended to protect the health, safety, and general welfare of students and employees, ensure the community a degree of accountability within the District and define misconduct justifying disciplinary action, up to and including dismissal. The listed standards are not a complete list of expectations, and depending on the factual context, an employee may be disciplined for conduct that is not specifically listed. The conduct standards apply to all District employees to the extent they do not conflict with an applicable collective bargaining agreement; in the event of a conflict, the conflicting provision is severable, and the applicable bargaining agreement will control, except where the standard or policy is required by law, in which case the legal requirement shall control. In addition, each educator must comply with 6500 Policy - Employee Ethics and Conduct, and *Code of Ethics for Illinois Educators*, adopted by the IL. State Board of Education (ISBE) (23 Ill.Admin.Code Part 22).

All school employees shall:

1. Exhibit positive examples of preparedness, punctuality, attendance, self-control, language, and appearance.
2. Exemplify honesty and integrity. Violations of this standard include, but are not limited to, falsifying, misrepresenting, omitting, or erroneously reporting the professional qualifications of oneself or another individual or information submitted in connection with job duties or during the course of an official inquiry/investigation.
3. Maintain professional, appropriate relationships and boundaries with all students, both inside and outside the school, and attend all in-service trainings on educator ethics, teacher-student conduct, and school employee-student conduct for all personnel (105 ILCS 5/10-22.39), as well as all required trainings on child abuse, grooming behaviors, and boundary violations (325 ILCS 5/4(j), 105 ILCS 5/10-23.12, and 5/10-23.13 (*Erin's Law*)). Violations of this standard include, but are not limited to:
  - a. Committing any act of child abuse or cruelty to children;
  - b. Willfully or negligently failing to report an instance of suspected child abuse or neglect as required by the Abused and Neglected Child Reporting Act (325 ILCS 5/);
  - c. Engaging in harassing behavior;
  - d. Willfully or negligently failing to report an instance of suspected sexual harassment as required by Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.);
  - e. Providing a recommendation of employment for another employee, a contractor, or an agent that the employee knows, or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law, as prohibited by the Elementary and Secondary Education Act (20 U.S.C. § 7926);

- f. Engaging in grooming as defined in 720 ILCS 5/11-25, and engaging in grooming behaviors, including sexual misconduct as defined in 6500 Policy - Employee Ethics and Conduct;
    - g. Furnishing tobacco, alcohol, cannabis, or any other illegal/unauthorized substance, including e-cigarettes or vaping devices, to any student or allowing a student under his or her supervision to use tobacco, alcohol, cannabis (including medical cannabis unless the student is authorized to be administered a medical cannabis-infused product by the school employee pursuant to *Ashley's Law*), e-cigarettes or vaping devices, or any other illegal/unauthorized substance;
    - h. Violating expectations and guidelines for employee-student boundaries set forth in these procedures.
  4. Maintain a safe and healthy environment, free from being impaired by and/or under the influence of prohibited substances to ensure high-quality performance for the District and its students. Violations of this standard include, but are not limited to, engaging in any of the prohibited activities listed in the District's drug- and alcohol-free workplace policy. Examples include using or being impaired by or under the influence of illegal drugs; abusing, misusing, and/or being impaired by or under the influence of alcohol, drugs, and/or other lawful products when performing work for the District when impairment is detectable regardless of when and/or where the use occurred; and/or using or being impaired or under the influence of or possessing medical cannabis in a school bus or on school grounds.
  5. Maintain a safe and healthy environment, free from harassment, intimidation, bullying, hazing, and violence, and free from bias and discrimination. Violations of this standard include, but are not limited to:
    - a. Unless specifically permitted by the Firearm Concealed Carry Act, carrying a firearm on or into any District controlled building, real property, or parking area, or any transportation vehicle paid for in whole or in part with public funds;
    - b. Willfully or negligently failing to immediately report suspected cases of child abuse or neglect or of gender harassment;
    - c. Knowingly failing to report hazing to supervising educational authorities or, in the event of death or great bodily harm, to law enforcement; and
    - d. Failing to appropriately respond to a witnessed or reported incident of student-on-student bullying, harassment, hazing, or teen dating violence.
  6. Comply with the Professional Testing Practices for Educators, prepared and published by ISBE for educators who administer any standardized test. This document contains numerous examples of actions that violate test security; actions that must not be part of test preparation; actions that must not occur during test administration; and actions that must be avoided when reporting test results.

7. Honor the public trust when entrusted with public funds and property by acting with a high level of honesty, accuracy, and responsibility. Violations of this standard include but are not limited to:
  - a. Misusing public or school-related funds;
  - b. failing to account for funds collected from students or parents/guardians;
  - c. Submitting fraudulent requests for reimbursement of expenses or for pay;
  - d. Co-mingling District or school funds with personal funds or checking accounts; and
  - e. Using school property without the approval of the supervising school official.
8. Maintain integrity with students, colleagues, parents/guardians, community members, and businesses when accepting gifts and favors or concerning business dealings. Violations of this standard include, but are not limited to, soliciting students or parents/guardians to purchase supplies or services from the employee or to participate in activities that financially benefit the employee without fully disclosing the interest.
9. Respect the confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements. Violations of this standard include, but are not limited to:
  - a. Disclosing confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results, unless disclosure is required or permitted by law; and
  - b. Disclosing confidential information restricted by State or federal law.
10. Demonstrate conduct that follows generally recognized professional standards and attend all in-service trainings on educator ethics, teacher-student conduct, and school employee-student conduct for all personnel (105 ILCS 5/10-22.39). Unethical conduct is any conduct that impairs the employee's ability to function professionally in his or her employment position or a pattern of behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.
11. Comply with all State and federal laws and rules regulating public schools and Board policies.

Conviction of any employment-disqualifying criminal offense listed in 105 ILCS 5/10-21.9 or 5/21B-80 will result in dismissal.

#### Section B - Expectations and Guidelines for Employee-Student Boundaries

All District employees must maintain professional employee-student boundaries and relationships with students. This includes meeting expectations and following guidelines established by the District for employee-student boundaries. These expectations and guidelines apply to all professional, educational support, and contracted District employees.

The District understands that employees may have pre-existing relationships with families of students outside school. These expectations and guidelines do not apply to employee-student relationships based

on pre-existing relationships, including nuclear or extended families. These expectations and guidelines are not intended to prohibit such interactions, provided that an awareness of employee-student boundaries is maintained at all times. This document is not exhaustive, and an employee may be disciplined for boundary violations that are not specifically listed.

#### Employee-Student Boundaries

The relationship between students and school employees is inherently imbalanced, because school employees are in a unique position of trust, care, authority, and influence in relation to students. District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student's health, safety, or general welfare. Employee-student boundaries are categorized into four areas that are not mutually exclusive:

1. **Emotional Boundaries** – both the employee's own emotional state and self-regulation, as well as students' emotional states and developmental abilities to self-regulate.
2. **Relationship/Power Boundaries** – recognizing, as noted above, that the employee-student relationship is unequal and employees must safeguard against misusing positions of power.
3. **Communication Boundaries** – how and what employees communicate to students, including communication that is verbal, nonverbal, in-person, or via electronic means.
4. **Physical Boundaries** – physical contact between employees and students.

While some employee-student boundaries are clear and easy to recognize, there are some unclear, grey areas that employees must plan for and respond to with sound judgment. This means recognizing the potential negative consequences for students and/or employees engaging in certain behaviors with students or allowing inappropriate conduct to continue. Employees may use *time, place, and circumstances* as a guiding principle by asking themselves:

- Is this the appropriate *time* for my planned action?
- Have I chosen the appropriate *place* for the planned action?
- Are these appropriate *circumstances* for me to take my planned action?
- How will my planned action be reasonably perceived by the student's parents/guardians? By my supervisors? By the community?

To avoid behavior or conduct which may lead to a breach of employee-student boundaries, employees should also recognize their own unique vulnerabilities. Examples of vulnerabilities that employees may experience include, but are not limited to:

1. Employees who regard students as peers;
2. Employees who too closely identify with students and their issues;
3. Employees who experience adult relationship issues;

4. Employees who are immature or have an underdeveloped moral compass;
5. Employees who feel a need for attention;
6. Employees who abuse alcohol or other substances; and
7. Employees who lack personal crisis management skills.

Employees experiencing difficulties in their personal lives may be particularly susceptible to engaging in at-risk behavior or conduct with students. Employees must be alert to such risks and ensure they maintain professional boundaries at all times.

Guidelines for Specific Boundary Areas

Boundary Area	Inappropriate	Appropriate
Emotional	Favoring certain students by inviting them to your classroom at non-instructional times to “hang out.” Favoring certain students by giving them special privileges. Engaging in peer-like behavior with students. Discussing personal issues with students.	Inviting students who need additional instructional support to your classroom for such additional support. Conducting one-on-one student conferences in a classroom with the door open.



<p>Relationship/Power</p>	<p>Meeting with a student off-campus without parent/guardian knowledge and/or permission.          Dating, or requesting or participating in a private meeting with, a student (in person or virtually) outside your professional role.          Transporting a student in a school or private vehicle without administrative authorization.          Giving gifts, money, or treats to individual students.          Sending students on personal errands.          Intervening in serious student problems instead of referring the student to an appropriately trained professional.          A sexual or romantic invitation toward or from a student.          Taking and using photos/videos of students for non-educational purposes.</p>	<p>Meeting with a student off-campus with parent/guardian knowledge and/or permission, e.g., when providing pre-arranged tutoring or coaching services.          Transporting a student in a school or private vehicle with administrative authorization.          Taking and using photos/videos of students for educational purposes, with student and parent/guardian consent, while abiding by student records laws, policies, and procedures.</p>
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<p>Communication</p>	<p>Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting.          Inviting students to your home.          Adding students on personal social networking sites as contacts when unrelated to a legitimate educational purpose.          Privately messaging students by any means.          Maintaining intense eye contact.          Making comments about a student's physical attributes, including excessively flattering comments.          Engaging in sexualized or romantic dialog.          Making sexually suggestive comments directed toward or with a student.          Disclosing confidential or typically private information, such as discussing personal romantic relationships.          Self-disclosure of a sexual, romantic, or erotic nature.</p>	<p>Limiting communication to what is necessary for educational and/or extracurricular activities.          Using District-approved methods for communicating with students.</p>
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<p>Physical</p>	<p>Full frontal hugs. Invading personal space. Massages, shoulder rubs, neck rubs, etc. Lingering touches or squeezes. Tickling. Having a student on your lap. Physical exposure of a sexual, romantic, or erotic nature. Sexual, indecent, romantic, or erotic contact with a student. Assisting a young student or a student with special needs with a toileting issue without obtaining parent/guardian permission.</p>	<p>Occasionally patting a student on the back, shoulder, or arm. A hug in a public setting with other adults present. Momentary physical contact with limited force designed to prevent a student from completing an act that would result in potential physical harm to the student or another person or damage to property; or to remove a disruptive student who is unwilling to leave the area voluntarily. Assisting a young student or a student with special needs with a toileting issue when parent/guardian permission has been granted.</p>
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Adopted:            Date TBD

## **Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors**

### Section A - Introduction

Child sexual abuse and grooming behaviors harm students, their parents/guardians, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn. The Board has a responsibility and obligation to increase awareness and knowledge of:

1. issues regarding child sexual abuse,
2. likely warning signs that a child may be a victim of sexual abuse;
3. grooming behaviors related to child sexual abuse and grooming;
4. how to report child sexual abuse;
5. appropriate relationships between District employees and students based upon State law; and
6. how to prevent child sexual abuse.

### Section B - Awareness and Prevention of Sexual Abuse and Grooming Behaviors Program

To address the Board's obligation to increase awareness and knowledge of these issues, help prevent sexual abuse of children, and define prohibited grooming behaviors, the Superintendent or designee shall implement an Awareness and Prevention of Sexual Abuse and Grooming Behaviors Program. The Program will include, among other things:

1. An age-appropriate and evidence-informed health and safety education curriculum that includes methods for how to report child sexual abuse and grooming behaviors to authorities.
2. District counseling options, assistance, and intervention for students who are victims of or affected by sexual abuse.
3. Identification of community-based children's advocacy centers and sexual assault crisis centers and how to access those serving the District.
4. Training for District employees about child sexual abuse and grooming behaviors by January 31 of each school year with materials that include:
  - a. A definition of prohibited grooming behaviors and boundary violations pursuant to policy 6500 - Employee Ethics and Conduct; and
  - b. Evidence-informed content on preventing, recognizing, reporting, and responding to child sexual abuse, grooming behaviors, and boundary violations pursuant to policies 2070, Uniform Grievance; 2080 Policy - Title IX Sexual Harassment Grievance Procedure; 6700 Policy - Abused and Neglected Child Reporting; 6600 Policy - Staff Development Program; and 6500 - Employee Ethics and Conduct; and
  - c. How to report child sexual abuse, grooming behaviors, and/or boundary violations pursuant to policies 2070, Uniform Grievance; 2080 Policy - Title IX Sexual Harassment

Grievance Proceduree; 6700 Policy - Abused and Neglected Child Reporting.

5. Provision of information to parents/guardians in student handbooks about the warning signs of child sexual abuse, grooming behaviors, and boundary violations with evidence-informed educational information that also includes:
  - a. Assistance, referral, or resource information, including how to recognize grooming behaviors, appropriate relationships between District employees and students based upon policy 6500 - Employee Ethics and Conduct, and how to prevent child sexual abuse from happening;
  - b. Methods for how to report child sexual abuse, grooming behaviors, and/or boundary violations to authorities; and
  - c. Available counseling and resources for children who are affected by sexual abuse, including both emotional and educational support for students affected by sexual abuse, so that the student can continue to succeed in school.

Approved:      TBD

## **Mandated Compliance Training**

### Section A - Introduction

The Superintendent or designee shall implement a program designed to maintain compliance with state-mandated staff training requirements.

### Section B - Staff Training Topics

The program shall include the Abused and Neglected Child Reporting Act (ANCRA), School Code, and awareness and prevention of child sexual abuse and grooming behaviors (*Erin's Law*) training as follows (see Board Policy 6550 and Board Policy 6700):

1. Within three months of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every three years.
2. By January 31, 2023, and every year after, all school personnel must complete evidence-informed training on preventing, reporting, and responding to child sexual abuse, grooming behaviors, and boundary violations.

The program shall provide, at a minimum, at least once every two years, the in-service training of licensed school personnel and administrators on current best practices regarding the identification and treatment of attention deficit disorder and attention deficit hyperactivity disorder, the application of non-aversive behavioral interventions in the school environment, and the use of psychotropic or psychostimulant medication for school-age children.

The program shall provide, at a minimum, once every two years, the in-service training of all District staff on educator ethics, teacher-student conduct, and school employee-student conduct.

The Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board Policy 8335.

The program shall include additional trainings as required by federal, state, or local laws.

Approved:      Date TBD  
5:100

Section A

It is the policy of the Board of Education of District #225 to pay for transportation for special education students under the terms and conditions set forth below:

- 1) the student's program, as recommended by the District 225 IEP Team, is located in a school other than the one the student would normally attend; or
- 2) the nature of the student's disability is such that special transportation is required, or
- 3) the nature of the student's special program is such that special transportation is required.

Section B

Transportation time for special education students attending a day school shall not exceed two hours round trip per day, unless a longer transportation time is approved in writing by the Illinois State Board of Education.

Section C

Special education students approved to attend a residential school shall be provided one round trip to and from the residential school per year. Parents of students who attend residential programs shall be provided transportation per the student's IEP.

Section D

All requests for transportation for special education students shall require the prior written approval of the director of special education. All arrangements shall be made through the district business office and reimbursement for approved expenses shall conform with the parameters established by the school Board.

Approved: August 22, 1977

Revised: June 8, 1987

Revised: May 29, 2001

## ~~Hazing and Bullying~~

### Section A - Introduction

It is the policy of the Board of Education to foster an environment that maximizes student learning ~~and employee performance~~, and a climate of civility among students and employees of the district. The Board recognizes that there are certain behaviors and types of conduct that, if tolerated, would have a significant negative impact upon the learning environment ~~and to complete effective teaching and learning~~. These behaviors, characterized as ~~as hazing or bullying~~, will not be tolerated. Bullying ~~of students is and hazing are~~ contrary to state law and the policy of this district.

### Section B - Scope

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, ~~opinion or opinion or viewpoint~~, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited**. Bullying as described herein shall be prohibited in the following situations:

### ~~Section B - Jurisdiction ¶~~

~~The provisions of this policy shall be in force:~~

1. In any physical area used for District-sponsored or related activities, whether or not such area is on school or District property (including but not limited to, school buildings and lands, and District offices), or at any school-sponsored or related activities, performances, extracurricular and athletic events, and school-sponsored travel at other venues;
2. On ~~means of~~ school-supplied or -sanctioned transportation to or from any of the above subsection 1;
3. At activities or events at other locations, if the administration determines that the incident bears a nexus ~~(i.e. impact or connection)~~ to the school or school safety, or the educational environment; and
4. Through the transmission of information from any electronic device regardless of ownership or where it is accessed if the bullying causes a substantial disruption to the educational process or the orderly operation of a school. This ~~subsection paragraph applies only when a school administrator or staff member receives a report that bullying or hazing through this means has occurred; it~~ does not require ~~school administrators or~~ staff members to monitor any nonschool-related activity, function, or program.

In addition to the above jurisdiction, the administration is authorized to establish a Code of Conduct that imposes progressive loss of privileges by reason of any conduct by a student in violation of this policy wherever the conduct ~~or event~~ occurs. Students who participate in extracurricular activities such as interscholastic athletics, drama, fine arts and other competitions or who participate in clubs and activities



are representatives of our schools, and as such are expected to conform their behavior to this policy as a condition to continued enjoyment of these privileges.

This policy is consistent with subsection (a-5) of 105 ILCS 5/27-23.7 of the School Code. Bullying is contrary to State law and the policy of the school district and is consistent with subsection (a-5). Nothing in this Section B is intended to infringe upon any right to exercise free expression, or the free exercise of religion, or religiously-based views protected under the First Amendment to the United States Constitution or under Section 3 of Article I of the Illinois Constitution.

### Section C - Definitions

1. Bullying: Any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be reasonably predicted to have the effect of one or more of the following:
  - a. Placing the student ~~or students~~ in reasonable fear of harm to the student or student's ~~person or~~ property;
  - b. Causing a substantially detrimental effect on the student's ~~or students'~~ physical or mental health;
  - c. Substantially interfering with the student's ~~or students'~~ academic performance; or,
  - d. Substantially interfering with the student's ~~or students'~~ ability to participate in or benefit from the services, activities, or privileges provided by a school.
  - e. ~~Examples include one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation (which does not include denial or disagreement, civilly stated) for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.~~

Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

2. Cyberbullying: Bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photo-optical system, including without limitation electronic mail, internet communications, instant messages, or facsimile communications.

Cyberbullying includes, among other things, the assumption of the identity of another person as the author of posted content or messages if such assumptions creates any of the effects described in the definition of bullying in Section C. Cyberbullying also includes the distribution or the posting of material on an electronic medium that may be received/ accessed by one or more persons if the distribution or posting creates any of the effects described in the definition of bullying.

3. ~~Hazing: Any form of initiation and/or rite of passage, whereby the perpetrator(s) applies physical, psychological, emotional, and/or mental threats or actions against another. The intent or impact of such behavior is degradation, humiliation, harassment, harm, or intimidation.~~

Section D – Violations

Any single act of ~~hazing or~~ bullying will be considered a Category II infraction in accordance with Policy 8410: Disciplinary Action Relative to Student Misconduct. Violations will be subject to the procedures of Policy 8410 and may include suspension, expulsion, and/or referral to law enforcement authorities. Staff member violations will be subject to the procedures of Policy 6440 and may include appropriate personnel action, and/or referral to law enforcement authorities.

Section E - Prevention and Response Plan

1. Reporting

- a. Students, parents and staff are encouraged to immediately report **incidents of alleged bullying or hazing**. A report may be made orally or in writing. Reports can be made to the Complaint Manager (as specified below) or any staff member. Anonymous reports are also accepted. Both schools utilize anonymous reporting systems.
- b. **Reports/Complaints** will be kept confidential to the extent possible given the need to investigate. Students or staff who make good faith **reports/complaints** will not be disciplined.
- c. The Superintendent shall insert into this policy the names, **email** addresses, and telephone numbers of the District’s current Complaint Managers **and shall have discretion to appoint such Complaint Managers**. At least one of these individuals will be female, and at least one will be male. **Complaint Managers shall be responsible for receiving reports of bullying and investigating such reports, as designated by the Superintendent and in accordance with the procedures set forth herein.**

GBN	Lauren Bonner	Associate Principal	lbonner@glenbrook225.org	847-509-2404
GBN	Ed Solis	Associate Principal	esolis@glenbrook225.org	847-509-2402
GBS	Lara Cummings	Assistant Principal	lcummings@glenbrook225.org	847-486-4550
GBS	Casey Wright	Associate Principal	cwright@glenbrook225.org	847-486-4402
GBOC	Jennifer Pearson	Director of Sp Ed	jpearson@glenbrook225.org	847-486-4708
GBOC	Doug Strong	GBOC IS	dstrong@glenbrook225.org	847-486-5751
GBA	Angelica Romano	Executive Director of HR	aromano@glenbrook225.org	847-486-4720

GBA	Brad Swanson	Asst. Sup. for Admin. Services	bswanson@glenbrook225.org	847-486-4704
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2. Response

- a. Consistent with federal and State laws and rules governing student privacy rights, ~~includes procedures for promptly informing parents or guardians of all students involved in an alleged incident of bullying shall be promptly informed of the incident and the alleged involvement of their student.~~ As appropriate, the potential availability of social work services, social-emotional skill building, counseling, school psychological services, other interventions, and restorative measures shall be shared with the parent/guardian.
- b. "Restorative measures" means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that
  - c. are adapted to the particular needs of the school and community,
  - d. contribute to maintaining school safety,
  - e. protect the integrity of a positive and productive learning climate,
  - f. teach students the personal and interpersonal skills they will need to be successful in school and society,
  - g. serve to build and restore relationships among students, families, schools, and communities,
  - h. reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and
  - i. increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Illinois Human Rights Act.

Procedures for promptly investigating and addressing reports of alleged bullying, include the following:

- 1. Make all reasonable efforts to complete the investigation within ten (10) school days after the date the report of the incident of alleged bullying was received and take into consideration additional relevant information received during the investigation about the ~~alleged reported~~ incident of bullying;
- 2. Involve appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process;
- 3. Notify the principal or his/her designee of the report of the incident of alleged bullying as soon as possible after the report is received; and
- 4. Remain consistent with Federal and State laws and rules governing student privacy rights and providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal or his/her designee to discuss the investigation and findings.
- 5. Interventions and restorative measures that can be taken to address bullying, may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
- 6. Reprisal or retaliation (which does not include denial or disagreement, civilly stated) against any person who reports an act of alleged bullying is prohibited. An act of reprisal or retaliation will be treated as: (1) bullying for purposes of determining any consequences or other appropriate

remedial actions; or (2) misconduct that can result in suspension or expulsion for a student, ~~or result in discipline up to and including termination for an employee.~~

7. A student/staff member will not be punished for reporting alleged bullying or supplying information in good faith, even if the District’s investigation concludes that no bullying occurred. However, knowingly or recklessly making a false accusation or knowingly or recklessly providing false information will be treated as: (1) bullying for purposes of determining any consequences or other appropriate remedial actions; or (2) misconduct that can result in suspension or expulsion for a student.

Section F - Evaluation

No less often than every two years, the Superintendent (or designee) shall implement ~~An annual~~ policy evaluation process to assess the outcomes and effectiveness of this policy that includes, but is not limited to, factors such as:

1. The frequency of victimization;
2. Student, staff, and family observations of bullying at a school;
3. Identification of areas of a school where bullying occurs;
4. The types of bullying that are common or occurring; and
5. Bystander intervention or participation.

As appropriate, ~~the evaluation process may use relevant information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission includes one of the following:~~

1. An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
2. If no revisions are deemed necessary, either a copy of board minutes or a signed statement from the board indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
3. A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

The Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District’s website. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

~~¶ Information about this evaluation process will be available to school administrators, school board members, school personnel, parents, guardians, and students. ¶~~

This policy shall be provided on the school district’s website and included in the student handbook. It shall be distributed annually to parents, guardians, students, and school personnel, including new employees when hired.

Adopted: April 11, 2005  
 Revised: December 9, 2019  
 Revised: TBD

## Ethics Act - Prohibited Political Activities and Gift Ban ~~Gifts to Staff and Board Members~~

### Section A

In accordance with the State Officials and Employees Ethics Act, it is the policy of ~~Glenbrook Northfield Township High School~~ the District #225 to adhere to the legal requirements set forth below regulating the ethical conduct, political activities, and the solicitation and acceptance of gifts by school ~~officers~~ officials and employees.

The Superintendent is authorized to establish rules and regulations to implement this policy.

### Section B

Definitions. Any term not defined herein is to be given the definition as set forth in the State Officials and Employee Ethics Act, 5 ILCS 530/1-5.

1. "Campaign for elective office" means any activity in furtherance of an effort to influence the selection, nomination, election, or appointment of any individual to any federal, State, or local public office or office in a political organization, or the selection, nomination, or election of Presidential or vice-presidential electors, but does not include activities: (1) relating to the support or opposition of any executive, legislative, or administrative action; (2) relating to collective bargaining; or (3) that are otherwise in furtherance of the person's official duties.
2. "Compensated time" means any time worked by or credited to an employee that counts toward any minimum work time requirement imposed as a condition of his or her employment, but for purposes of this Policy, does not include any designated holidays, vacation periods, personal time, compensatory time off, or any period when the employee is on leave of absence. With respect to employees or officers whose hours are not fixed, "compensated time" includes any period of time when the officer or employee is executing his or her employment or official duties, regardless of location.
3. "Employee" means any person employed (except for independent contractors) in this District, whether on a full-time or part-time basis or pursuant to a contract, whose duties are subject to the direction and control of the District with regard to the material details of how the work is to be performed. Employees include both certificated and non-certificated personnel, but do not include independent contractors.
4. "Employer" means the District's Board of Education of ~~Glenbrook Northfield Township High School District #225~~.
5. "Gift" means any gratuity, discount, entertainment, hospitality, loan, forbearance, or other tangible or intangible item having monetary value, including, but not limited to, cash, food and drink, and honoraria for speaking engagements related to or attributable to employment by the District or the official position of an officer or employee.
6. "Officer" means a person who holds, by election or appointment, an office created by statute, regardless of whether the officer is compensated for service in his or her official capacity. The term "officer" includes Board of Education members.
7. "Political activity" means any activity in support of or in connection with any campaign for elective office or any political organization, but does not include activities (1) relating to the support or opposition of any executive, legislative, or administrative action; (2) relating to collective bargaining; or (3) that are otherwise in furtherance of the person's official duties.

8. “Political organization” means a party, committee, association, fund, or other organization that is required to file a statement of organization with the State Board of Elections or a county clerk under Section 9-3 of the Election Code (10 ILCS 5/9-3), but only with regard to those activities that require such filing.
9. “Prohibited political activity” means the activities and the conditions set forth in Section C below.
10. “Prohibited source” means any person or entity who:
  - a. is seeking official action by an officer, an employee, or the officer or another employee directing that employee;
  - b. does business or seeks to do business with the officer, an employee, or the officer or another employee directing that employee;
  - c. conducts activities regulated by the officer, an employee, or the officer or another employee directing that employee;
  - d. has interests that may be substantially affected by the performance or nonperformance of the official duties of the officer or employee;
  - e. is registered or required to be registered with the Secretary of State under the Lobbyist Registration Act, except that an entity does not become a prohibited source merely because a registered lobbyist is one of its members or serves on its board of directors; or
  - f. is an agent or business affiliate of, a spouse of, or an immediate family member living with a prohibited source.

### Section C

#### Prohibited Political Activities

No officer or employee shall intentionally perform any prohibited political activity (see as defined below) during any compensated time (see B.2 above). No officer or employee shall intentionally use any property or resources of the District in connection with any prohibited political activity.

At no time shall any officer or employee intentionally require or solicit any other officer or employee to perform any prohibited political activity as part of that officer’s or employee’s duties, as a condition of employment or otherwise, or during any compensated time off (such as holidays, vacation, or personal leave).

No officer or employee shall be required at any time to participate in any prohibited political activity in consideration for that officer or employee being awarded additional compensation or any benefit, whether in the form of a salary adjustment, bonus, compensatory time off, continued employment or otherwise, nor shall any officer or employee be awarded additional compensation or any benefit in consideration for his or her participation in any prohibited political activity.

Nothing in this Policy prohibits activities that are otherwise appropriate for an officer or employee to engage in as part of his or her official duties or activities that are undertaken by an officer or employee on a voluntary basis that are not prohibited by this Policy.

For purposes of this Policy, “prohibited political activity” means:

1. Preparing for, organizing, or participating in any political meeting, political rally, political demonstration, or other political event.

2. Soliciting contributions, including but not limited to the purchase of, selling, distributing, or receiving payment for tickets for any political fundraiser, political meeting, or other political event.
3. Soliciting, planning the solicitation of, or preparing any document or report regarding anything of value intended as a campaign contribution.
4. Planning, conducting, or participating in a public opinion poll in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
5. Surveying or gathering information from potential or actual voters in an election to determine probable vote outcome in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
6. Assisting at the polls on Election Day on behalf of any political organization or candidate for elective office or for or against any referendum question.
7. Soliciting votes on behalf of a candidate for elective office or a political organization or for or against any referendum question or helping in an effort to get voters to the polls.
8. Initiating for circulation, preparing, circulating, reviewing, or filing any petition on behalf of a candidate for elective office or for or against any referendum question.
9. Making contributions on behalf of any candidate for elective office in that capacity or in connection with a campaign for elective office.
10. Preparing or reviewing responses to candidate questionnaires in connection with a campaign for elective office or on behalf of a political organization for political purposes.
11. Distributing, preparing for distribution, or mailing campaign literature, campaign signs, or other campaign material on behalf of any candidate for elective office or for or against any referendum question.
12. Campaigning for any elective office or for or against any referendum question.
13. Managing or working on a campaign for elective office or for or against any referendum question.
14. Serving as a delegate, alternate, or proxy to a political party convention.
15. Participating in any recount or challenge to the outcome of any election. Nothing contained herein shall restrict any employee from engaging in any political activity during the employee's personal time, provided that the employee shall not receive any benefit as set forth herein.

#### Section D

##### Gift Ban; Exceptions

1. Except as authorized under this Policy, no officer or employee, and no spouse of or immediate family member living with any officer or employee (collectively referred to herein as "recipients"), shall intentionally solicit or accept any gift from any prohibited source, as defined in B.5 and B.10 above, or which is otherwise prohibited by law or policy. No prohibited source shall intentionally offer or make a gift that violates this gift ban provision.
2. The following are exceptions to the ban on gifts:
  - a. Opportunities, benefits, and services that are available on the same conditions as for the general public;
  - b. Anything for which the employee, officer, or his or her spouse or immediate family member pays the fair market value;
  - c. Any (1) contribution that is lawfully made under the Election Code or (2) activities associated with a fundraising event in support of a political organization or candidate;

- d. Educational materials and missions;
  - e. Travel expenses for a meeting to discuss school district business;
  - f. A gift from a relative, meaning those people related to the individual as father, mother, son, daughter, brother, sister, uncle, aunt, great aunt, great uncle, first cousin, nephew, niece, husband, wife, grandfather, grandmother, grandson, granddaughter, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, and including the father, mother, grandfather, or grandmother of the individual's spouse and the individual's fiancé or fiancée;
  - g. Anything provided by an individual on the basis of a personal friendship, unless the recipient has reason to believe that, under the circumstances, the gift was provided because of the official position or employment of the recipient or his or her spouse or immediate family member and not because of a personal friendship. In determining whether a gift is provided on the basis of personal friendship, the recipient shall consider the circumstances under which the gift was offered, such as:
    - i. the history of the relationship between the individual giving the gift and the recipient of the gift, including any previous exchange of gifts between those individuals; and
    - ii. whether to the actual knowledge of the recipient the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift; and
    - iii. whether to the actual knowledge of the recipient the individual who gave the gift also at the same time gave the same or similar gifts to other officers or employees, or their spouses or immediate family members.
3. Food or refreshments not exceeding \$75 per person in value on a single calendar day; provided that the food or refreshments are (1) consumed on the premises from which they were purchased or prepared or (2) catered. "Catered" means food or refreshments that are purchased ready to consume which are delivered by any means;
  4. Food, refreshments, lodging, transportation, and other benefits resulting from outside business or employment activities (or outside activities that are not connected to the official duties of the officer or employee), of the officer or employee or his or her spouse if the benefits have not been offered or enhanced because of the official position or employment of the officer or employee, and are customarily provided to others in similar circumstances;
  5. Intra-governmental and inter-governmental gifts. "Intra-governmental gift" means any gift given to an officer or employee from another officer or employee, and "inter-governmental gift" means any gift given to an employee or an officer by an officer or employee of another governmental entity;
  6. Bequests, inheritances, and other transfers at death;
  7. Any item or items from any one prohibited source during any calendar year having a cumulative total value of less than \$100. Each of the gift ban exceptions listed in this Section IV.B is mutually exclusive and independent of every other.

An officer or employee, his or her spouse, or an immediate family member living with the officer or employee, does not violate this Policy if the recipient promptly takes reasonable action to return a gift from a prohibited source to its source or gives the gift or an amount equal to its value to an appropriate charity that is exempt from income taxation under Section 501 (c)(3) of the Internal Revenue Code, as amended.



Section D

Inquiries, Complaints, and Penalties

1. Anyone who believes that an individual covered by this Policy has violated its prohibitions may submit a written report detailing the incident to the Superintendent. If the Superintendent **or an officer** is the subject of the complaint, the report may be submitted to the Board of Education.
2. Upon receipt of a complaint, the Superintendent, or the Board of Education if the complaint is against the Superintendent **or an officer**, will implement any appropriate discipline consistent with existing board policy if the complaint involves an employee, or refer the matter to the state's attorney if the complaint involves a non-employee.

Approved: May 21, 1973 (Item #4805)  
Revised: January 14, 1985 (Item #8642); October 12, 1999  
Reviewed: April 8, 2002  
Revised: September 13, 2004  
Revised: June 22, 2015  
Revised: TBD