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I certify that this document is true and correct in content and policy.

APPROVALS AND CERTIFICATIONS

- Registered with the Illinois State Board of Education for Secondary Education
- Registered with the Internal Revenue Service as an Approved Continuing Education Provider
- The State of Tennessee as a Continuing Legal Education Provider
- The State of Illinois Department of Financial Regulation As A Continuing Professional Education Provider
- The Illinois Board of Education as a Professional Development Provider

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The Mission Statement

Our goal is to use our educational backgrounds and experiences to provide a quality educational service to those who are motivated to learn!

THE SCHOOL PROFILE

A.S.B Educational Institute is a not-for-profit private school organized and incorporated in the State of Illinois. The school has been is registered with the Illinois State Board of Education since April 6, 2016.

We offer a profile in education designed to:

- Encourage students to be creative in a free style learning environment
- Help students graduate to higher levels of education
- Promote skill attainment
- Provide continuing education for the adult learner and other professionals

It is the goal of the institution to:

- equip students aspiring to meet high school graduation requirements
- become business professionals
- encourage students to pursue continuing education

Our objective is to provide the academic tools for skill development while continuing to strengthen and motivate our students.

Our curriculum incorporates the required standards for high school graduation.

The school does not discriminate on the basis of race, religion, age, sex, and ethnicity or national origin. Please refer to the school administrative policy manual and staff handbook with regard to discriminatory policies.

Classes are scheduled to accommodate students who want to receive on line instruction. These classes are offered in conjunction with the curriculum offered by traditional high schools, colleges, and universities. The classroom environment is equipped with the information technology and the material to provide students with instruction. Students also have the opportunity to become more independent thinkers and to attain their realistic goals.

Our approach to on line learning provides our instructors the opportunity to reach more students and to make teaching a more effective process. Our instructors are skilled in certain academic areas that allow them to provide instruction using personalized teaching techniques.

STUDENT SUPPORT SERVICES

Student support services such as counseling, social work, academic tutoring, chronic absenteeism, and/or family related issues will be provided. Each student requiring these services will be evaluated when the school staff has determined that these services are needed.

ACADEMIC CALENDER

The school's administrators are available and may be contacted by phone Monday–Friday, 7:00 a.m. - 7:00 p.m. and on Saturdays 10:00 a.m. - 2:00 p.m. Students may contact an administrator on line 24 hours/7 days a week.

Classes are offered on line during the entire year. We have an open enrollment policy, with the exception of school closures. An applicant may register for any class during calendar year.

Secondary education students are required to attend classes five hours a day, five days a week for 176 days. This equates to 880 hours of instruction on an annual basis.

ENROLLMENT AGREEMENT

STUDENT INFORMATION

NAME OF STUDENT (Last, First, Middle)		TELEPHONE	
ADDRESS (Street, City, State, Zip Code)		CELL PHONE	
		E-MAIL	
DATE OF ADMISSION (mm/dd/yyyy)		PROGRAM/COURSE NAME	
PROGRAM START DATE (mm/dd/yyyy)	PROGRAM END DATE (mm/dd/yyyy)	Attendance Day or Evening	NUMBER OF WEEKS
CLOCK HOURS	DAYS OF ATTENDANCE: Monday Tuesday Wednesday Thursday Friday Saturday		

PROGRAM MATERIALS AND FEES VARY BY PROGRAM OR COURSE

Methods of Tuition Payment

An applicant who has registered for a course or program and has been accepted by the school may use the following methods of payment:

- (1) 100% of the total balance due or (2) 50% of the total balance at the beginning of class and the remaining balance due in two weeks.

Tuition and Fees:

The tuition is \$ 400 per month or \$3,600 per calendar year.

NOTICE TO PARENT AND/OR STUDENT:

1. Do not sign this agreement before you have read it or if it contains any blank spaces.
2. This agreement is a legally binding instrument. Both sides of the contract are binding only when the agreement is accepted, signed, and dated by the authorized official of the school or the admissions officer. Read both sides before signing.
3. You are entitled to an exact copy of the agreement and any disclosure pages you sign.
4. This agreement and the school catalog constitute the entire agreement between the student and the school.
5. Any changes in this agreement must be made in writing and shall not be binding on either the student or the school unless such changes have been approved in writing by the authorized official of the school and by the student or the student's parent or guardian. All terms that have conditions of the agreement are not subject to amendment or modification by oral agreement.
6. Every assignee of this agreement takes it subject to all claims and defenses of the student or his successors in interest arising under this agreement.
7. I understand that should I withdraw from a program or course prior to the completion of said program or course the tuition will be prorated according to a percentage of completion or days or attendance.

STUDENT'S RIGHT TO CANCEL:

The student has the right to cancel the initial enrollment agreement until midnight of the fifth business day after the student has been admitted. Administrative fees will be applied. Cancellation should be submitted to the authorized official of the school in writing.

REFUND AND TUITION REFUND SCHEDULE INFORMATION

1. Schools shall provide a refund in the amount of at least the when a student gives written notice of cancellation following:

a. When notice of cancellation is given before midnight of the fifth business day after the date of enrollment but prior to the first day of class, all application registration fees, tuition, and any other charges shall be refunded to the student;

b. When notice of cancellation is given after midnight of the fifth business day following acceptance but prior to the close of business on the student's first day of class attendance, the school may retain no more than the application registration fee which may not exceed \$150 or 50% of the cost of tuition, whichever is less;

c. When notice of cancellation is given after the student's completion of the first day of class attendance, but prior to the student's completion of 5% of the course of instruction, the school may retain the application registration fee, an amount not to exceed 10% of the tuition and other instructional charges or \$300, whichever is less, and, subject to the limitations of paragraph 12 of this Section, the cost of any books or materials which have been provided by the school.

d. When a student has completed in excess of 5% of the course of instruction the school may retain the application registration fee but shall refund a part of the tuition and other instructional charges in accordance with whichever of the following applies:

1. Applicants not accepted by the school shall receive a refund of all tuition and fees paid within 30 calendar days after the determination of non acceptance is made.

2. Application registration fees shall be chargeable at initial enrollment and shall not exceed \$150 or 50% of the cost of tuition, whichever is less.

3. Deposits or down payments shall become part of the tuition.

4. The school shall mail a written acknowledgement of a student's cancellation or written withdrawal to the student within 15 calendar days of the postmark date of notification. Such written acknowledgement is not necessary if a refund has been mailed to the student within the 15 calendar days.

5. Students shall receive 100% of the class tuition if the class (es) is cancelled.

PROGRAM CONTENT AND COURSE DESCRIPTIONS

Secondary Education Graduation Requirements and Course Descriptions

Mathematics -3 Credit Hours Needed for Graduation

Algebra I

This course is the foundation for high school mathematics courses. It is the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, evaluating and solving equations and inequalities, and graphing linear and quadratic functions and relations. Live video demonstrations.

Algebra II

(Prerequisite: Algebra I) This course extends the topics first seen in Algebra I and provides advanced skills in algebraic operations.

Trigonometry

This course is an advanced math course that teaches trigonometry functions, identities, and equations with practical application. The course is expanded to include analytic geometry, complex numbers, and exponential and logarithmic functions and equations.

Geometry

(Prerequisite: Algebra I) This course develops a structured mathematical system employing both deductive and inductive reasoning. It includes plane, spatial, coordinate, and transformational geometry. Algebraic methods are used to solve problems involving geometric principles. Live video demonstrations.

English- 4 Credit Hours Needed for Graduation

English I Grammar and Writing

English I Grammar and Writing English/Composition (freshmen and sophomores) courses are designed for freshmen and/or sophomores and build upon previous writing skills. These courses seek to develop the writing processes and practices necessary for producing successful high school compositions. Students typically learn to write persuasive, critical, and creative multi-paragraph essays and compositions. While emphasizing composition, these courses may also incorporate some literature study to expose students to exemplary illustrations of various forms of writing

English II Composition

English/Composition (freshmen and sophomores) courses are designed for freshmen and/or sophomores and build upon previous writing skills. These courses seek to develop the writing processes and practices necessary for producing successful high school compositions. Students typically learn to write persuasive, critical, and creative multi-paragraph essays and compositions. While emphasizing composition, these courses may also incorporate some literature study to expose students to exemplary illustrations of various forms of writing.

English III Literature, Reading and Writing Comprehension

Research/Technical Writing classes prepare students to write research papers and/or technical reports. These classes emphasize researching (primary and secondary sources), organizing (material, thoughts, and arguments), and writing in a persuasive or technical style.

English IV Various Styles of Writing

English/Composition (juniors and seniors) courses are designed for juniors and/or seniors and build upon previous writing skills. Reinforcing the logic and critical-thinking skills that accompany good writing, these courses—which emphasize word choice, usage, and writing mechanics—provide continued and advanced instruction in writing for a variety of purposes and audiences. English/Composition (juniors and seniors) courses may emphasize college or business preparation; literature study may be offered as an additional component in which students analyze examples of several genres

Social Science- 4 Credit Hours Needed for Graduation-

Civics and American Government

American Government is a full year study of the structures, processes and issues of national, state and local government. The course gives emphasis to the responsibilities and rights of citizenship, the skills necessary for critical thinking, and the knowledge appropriate for wise decision making.

Economics for Consumers-

Economics will prepare students to function within society as fiscally adapted and responsible individuals. Includes application in: solving economic policy problems, economics and math, recognizing misleading consumer economic statistics, identifying key concepts in advertising and a persuasive essay on economic policy

U.S. History

Students are expected to identify and review significant events, persons, and movements in the early development of the nation. Students passing this class will receive credit for the Public Law 195 "Constitution Exam". Includes access to the Library of Congress, The Eyes on the Prize series, actual war footage and veteran testimonies, footage from the 911 crises and other historical events.

World History

This course emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras including a very detailed survey of world religions. Page 10 Includes video support and series on key topics.

Natural Science- 3 Credit Hours Needed for Graduation

Biology

This course is a laboratory course acceptable for college entry and provides a broad overview of biological systems from simple to complex life forms through inquiry-based laboratory investigations. This program promotes scientific thinking through problem solving, a process that encourages curiosity and careful inquiry. This class includes multimedia support.

Chemistry Lab

This course is a laboratory course acceptable for college entry and examines the composition of various substances and the changes they can go through. The periodic table and simple compounds are covered as well as the basics of Chemistry. This is a complete up-to-date course. .

Environmental Science Lab

This laboratory course acceptable for college entry. In the class, students will be able to apply knowledge from the basic sciences and mathematics to these very interdisciplinary practical global problems. The main focus will be to attempt to understand how the biosphere changes naturally and how human activities are altering it. An online simulator is used for LAB work.

World Language- 2 Credit Hours Needed for Graduation

Spanish I

This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations using a fully online multimedia approach.

Spanish II

This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations using a fully online multimedia approach.

Fine Arts- 2 Credit Hours Needed for Graduation

Music

A survey of various American contributions to the world's musical culture, with an emphasis on understanding musical terminology and developing the ability to listen intelligently. No previous musical experience is required. Musical examples will include 19th century classical compositions and subsequent gospel, blues, jazz and popular music, presented within a general overview of American culture of the time.

Art Design

This courses contains a framework that insures that all students receive a rigorous study of the arts. It also involves the integration of the arts into any curriculum. The course Includes: Art Production, Art History and Art Criticism

Physical Education- 2 Credit Hours Needed for Graduation

Health Education I

Explores current concepts of practical and applied nutrition; studies food selection, current myths and misconceptions, the relationship of nutrients to optimal health, obesity and weight control, and more. Resources: Video - Farmer's Market, National Nutritional Guidelines, Scholarly Journals, Case Study Files, and Meal Planning Options.

Health Education II

This comprehensive course: examines the historical philosophies of physical education, investigates drugs and its impact on society through the multimedia series, "Foundation for a Drug Free World"; includes video lectures on obesity and the diet revolution; HIV and AIDS; investigates the correlation between academics and health and more

Driver's Education

This course teaches students rules and safety involved in becoming responsible drivers, particularly in the State of Illinois. It includes current issues and consequences of unsafe driving and organizations developed to help alleviate unsafe driving. Levels of licenses are explained and 50 hours of road practice are included as a qualifying element to obtain a graduated license.

Electives- 3 Credits are required.

Business Mathematics

This course is designed to help students develop competencies in mathematics for business and personal use. Students will begin with a basic math review and use these skills in real-life problem solving. The course focuses on awareness of consumer-related issues and strives to help students become "more informed" consumers.

Personal Finance

This course teaches students how to make good financial decisions in the global economy. It prepares students in living comfortable lives for themselves and their families using reasonable, economy-based calculations to manage finances.

Business Communications

Criminal Justice

This course familiarizes the student with our criminal justice system and its policies, issues, and challenges. The course also creates an awareness of what an individual faces upon re-entry into the community after incarceration.

Career Education-College and Career Readiness: 2 Credits Recommended

Introduction to Computers

Introduction to Computers provides short history of the computer, and lessons on: Circuits and Switches, Digital Information, Microprocessors, Microsoft Office Programs, and Internet Cyber functions.

Career Planning

Career Planning teaches students how to prepare and plan for successful careers. Skills are developed which provide tools to evaluate, explore, and make good decisions to launch an appropriate career.

Vocational Education and Career Studies

These courses were designed to:

- Encourage students to be creative in a free style learning environment
- Help students graduate to higher levels of education
- Promote skill attainment
- Provide continuing education for the adult learner and other professionals

It is the goal of the institution to:

- equip students aspiring to meet industry standards for working in the business environments.
- become business professionals
- encourage students in to pursue continuing education

Our objective is to provide the academic tools for skill development while continuing to strengthen and motivate our students.

Business Law Clerical Program

This program prepares students to work in the clerical fields as law clerks, record clerks, and courtroom clerks. The salary for these professions varies according to work experience.

The business law clerical program consists of four courses;

- **Law for Businesses**- This course focuses on business contracts and agreements, transfers of title, negotiable instruments, promissory notes, and other business documents.
- **Personal Law** –This course focuses on laws that affect our interactions and involvement with personal contractual obligations.
- **Consumer Law**- This course focuses on consumer and debt protection laws.
- **Business Communications**-This course provides instruction on effective communication. It addresses communication with diversity and appropriate grammatical skills. The course encompasses all types of writing, communication, and technology skills needed to successfully function in the workplace.

General Business Program

Business clerks or assistants are in high demand in every profession; accounting firms, law firms, corporate accounting departments, state departments of revenue, investment firms, banks, medical facilities and in private practice. The salary varies according to experience and education. The general business program consists of four courses:

- **Business Communications**-This course teaches students effective communication. It addresses communication with diversity and appropriate grammatical skills. The course encompasses all types of writing, communication, and technology skills needed to successfully function in the workplace.
- **Business Mathematics**-This course is designed to help students develop competencies in mathematics for business and personal use. Students will begin with a basic math review and use these skills in real-life problem solving. The course focuses on awareness of consumer-related issues and strives to help students become "more informed" consumers.
- **Personal Finance**-This course teaches students how to make good financial decisions in the global economy. It prepares students in living comfortable lives for themselves and their families using reasonable, economy-based calculations to manage finances.
- **Computer Office Programs**- This course covers programs in Excel, PowerPoint, Outlook, and Word.

Financial Accounting/Clerical Program

Financial accounting clerks are employed in small and large accounting firms, law firm, corporate accounting departments, state departments of revenue, investment firms, banks, and in private practice. The salary for these professions varies according to work experience.

The financial accounting clerical study program consists of four courses:

Financial Accounting- This course focuses on the balancing of debits and credits, preparation of financial spreadsheets, and preparation of financial statements

Business Mathematics- This course is designed to help students develop competencies in mathematics for business and personal use. Students will begin with a basic math review and use these skills in real-life problem solving. The course focuses on awareness of consumer-related issues and strives to help students become "more informed" consumers.

Business and Personal Finance- This course teaches students how to make good financial decisions in the global economy. It prepares students in living comfortable lives for themselves and their families using reasonable, economy-based calculations to manage finances.

Payroll- This course teaches students how to process payroll. It covers gross earnings, gross pay for various compensation methods, payroll deductions, and employee's earnings record and payroll register.

Once a student completes the requirements for any of the vocational and career programs and attains a 75% completion on the examinations, a certificate of completion will be awarded.

Continuing and Professional Education

The Enrolled Agent Review Program- This is a professional credential

Our review course is one of the very few on line review courses designed to prepare students to become tax practitioner and tax professionals.

This review course has been designed to incorporate three areas of taxation. The material has is updated to reflect each tax year. Changes have been made to the content of the material, per the IRS specifications and for the Prometric Testing beginning May 1, 2018.

According to the Internal Revenue Service [Circular 230, 10.6\(g\)](#) Enrolled Agents and Enrolled Retirement Plan Agents must qualify for the renewal of enrollment. In order to qualify for renewal of enrollment, an individual enrolled to practice before the Internal Revenue Service must certify on the application for renewal form prescribed by the Director of Practice that he or she has satisfied the requirement for continuing professional education. *Requirements for enrollment cycle.* A minimum of 72 hours of continuing education credit must be completed during each enrollment cycle. A minimum of 16 hours of continuing education credit, including 2 hours of ethics or professional conduct, must be completed during each enrollment year of an enrollment cycle.

The following lasses are incorporated into the Enrolled Agent Review Study Program:

- **Individual Taxation-** Tax preparation and tax law for individual returns
- **Business Taxation-** Tax preparation and tax law of small to large corporations, and other business entities
- **Representation, Practice and Procedures-** Representing clients before the Internal Revenue Service using ethical practices and procedures per IRS circular 2.30.
- **Business Mathematics-** This course is designed to help students develop competencies in mathematics for business and personal use. Students will begin with a basic math review and use these skills in real-life problem solving. The course focuses on awareness of consumer-related issues and strives to help students become "more informed" consumers.

Continuing Education of Enrolled Agents and Enrolled Retirement Agents

An individual who receives initial enrollment during an enrollment cycle must complete **2 hours** of qualifying continuing education credit for each month enrolled during the enrollment cycle. Enrollment for any part of a month is considered enrollment for the entire month, beginning immediately, the IRS will begin allowing continuing education credit for each of the three parts of the Enrolled Agent Special Enrolled (SEE) test preparation programs. Students may now earn up to five hours of federal tax continuing education credit for preparation of the EA Test for each Parts 1 and 2, and two credit hours of ethics for Part 3. The maximum amount for SEE preparation programs is 12 credit hours.

Continuing Legal Education

We offer classes in compliance and approved by the Tennessee Commission of Legal Education. These courses are designed for Practicing Attorneys who want to take on demand courses and receiving continuing legal education credits. The Rule for Mandatory Continuing Legal Education, Rule 21 of the Supreme Court of Tennessee General Credit: Credit applicable only to the general CLE requirement EP Credit: Credit applicable only to the Ethics & Professionalism requirement Dual Credit: Credit applicable to either the general or EP requirements. These regulations express the standard procedures of the Tennessee Commission on Continuing Legal Education and Specialization.

The following courses are offered:

Each Course is 1 Credit (CLE) Hours

- Representing Clients Before the IRS
- Ethics- Practice and Procedures
- Data Thefts and Protecting Client Information
- The Retirement Plan Series
- How to Apply for Tax Exempt Status
- Tangible Property Regulations
- Health Insurance Premium Tax Credit
- Tips vs. Service Charges
- Payment Alternatives When You Owe the IRS
- Small Business Healthcare Tax Credits
- Avoiding the Biggest Tax Mistakes
- Data Thefts and Protecting Client Information
- Tax Information for International Businesses
- How to Address Client Issues

Professional Development

Accountax School of Business is a not-for-profit educational institution organized in the State of Illinois. We have been in operation since 2002 and offer a variety of services to students and to teachers. We are an Illinois State Board of Education Professional Development Provider.

Professional development is the strategy schools and school districts use to ensure that educators continue to strengthen their practice throughout their career. The most effective professional development engages teams of teachers, school administrators, principals, business officials, school boards, parents and school personnel to focus on the needs of their students. This must be a collaborative effort. Professional development courses must be designed to learn and problem solve together in order to ensure all students achieve success.

Professional Development Professional development (PD) is defined as activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of children. Programs are required to have a written PD plan for all staff members, including teachers, paraprofessionals, and parent coordinators, in order to support continuous quality improvement and professional growth. The following points are necessary to complete the plan:

- Determine the professional needs and interests of each staff member within the program. This information may be obtained through an annual staff survey, program monitoring, or a staff member's individual evaluation.
- Develop an annual written plan that addresses each staff member's professional needs and interests. PD opportunities may include, but are not limited to: district or agency in-service/training, outside consultants, book studies, webinars, coaching, professional learning communities, classroom observations, or graduate courses.
- Plans should be created collaboratively with staff member and administrator in order to reflect both professional interests and professional needs.

The Following on line Presentations are Offered for Professional Development. We Continually Add Presentations to this List.

- Protecting Our Children- Understanding and Preventing Abuse and Neglect in Early Childhood. There are eleven segments for this course. One or all segments may be taken.
- Teaching On line-What components are Needed to Become An Effective Presenter
- eBook Education- Making the Grade with Educational Technology

ADMISSION POLICIES

An applicant may register for any secondary education course using the enrollment and the registration form.

Class Sizes

The on line classrooms provide for the capacity to accommodate an unlimited number of students enrolled in each class. The classrooms incorporate the study material, including quizzes. Students are required to attend classes for secondary education graduation requirements 5 hours a day for 5 days per week. Students may attend Monday- Friday or on alternating Saturdays.

Enrollment Criteria and The Enrollment Process

The curriculum was designed to incorporate secondary education requirement for graduation. It is the parent's responsibility to acquire and to provide all pertinent identifying information to the school. If applicable, unofficial copies of transcripts will be accepted.

The enrollment process incorporates the following procedures:

1. An on line enrollment and registration form has been provided.
2. A school parent/student handbook has been provided.

ADMINISTRATION REQUIRMENTS, POLICIES AND PROCEDURES

The Attendance and Monitoring Process

An attendance form has been provided for on line submission. All students should submit an attendance form, at each entry into the classroom. Attendance is crucial to the successful completion of any program. Therefore, students who do not attend at least 75% of the class sessions will first be given put an academic warning that may result in being completely dropped from any program.

Our instructors monitor the progress of the on line students by the submission of the examinations, quizzes, and the attendance form. These forms are received and reviewed by each instructor, once these forms are submitted.

Program Activities

All students who enroll in our courses or programs will have an opportunity to:

- ▯ Take part in classroom discussions
- ▯ Take examinations and quizzes
- ▯ Participate in Lecture and Discussion Oriented Sessions
- ▯ View on online Presentations
- ▯ Receive Tutoring When Requested.

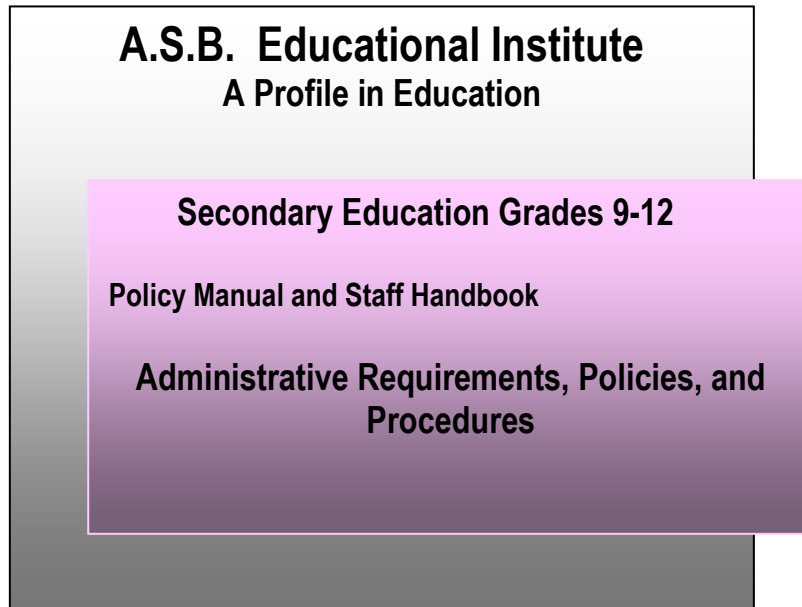
Textbooks

Secondary students will be required to purchase a textbook for each course.

All students are encouraged to attend class sessions, read the assigned chapters, and submit quizzes and examinations on a weekly basis.

Grade Distribution for Assignments, Quizzes, and Examinations

- A 90-100 points
- B 80-89 points
- C 70-79 points
- D 60-69 points



A Division of
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I certify that this document is true and correct in content and policy.

APPROVALS AND CERTIFICATIONS

- Registered with the Illinois State Board of Education for Secondary Education

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The Mission Statement

Our goal is to use our educational backgrounds and experiences to provide a quality educational service to those who are motivated to learn!

A.S.B. Educational Institute

I-ANTI-BULLYING POLICY and Form for Reporting Bullying and Retaliation

ANTI-BULLYING POLICY Purpose

The Illinois General Assembly has found that a safe and civil school environment is necessary for students to learn and achieve and that bullying cause physical, psychological, and emotional harm to students and interferes with their ability to learn and participate in school activities. Bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, sexual harassment, and violence.

It is the goal of the school is to create a learning environment in all its school environments where students are protected from bullying so they feel safe and supported in their efforts to succeed academically and develop emotionally into responsible, caring individuals. The Board asks every student, with the support of his/her parent(s), guardian(s) and the adults at school, to commit to the following principles, which will apply to everyone on school property and at school-related activities: • I will not bully others. • I will try to help anyone I suspect is being bullied. • I will work to include students who are left out. • If someone is being bullied, I will tell an adult at school and an adult at home.

Scope Bullying is contrary to Illinois law and this Policy is consistent with the Illinois School Code. This Policy protects students against bullying and harassment on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic.

The school recognizes the particular vulnerability of students with actual or perceived disabilities and those who identify as or are perceived to be lesbian, gay, bisexual or transgender. Nothing in this Policy is intended to infringe upon any expression protected by the First Amendment to the United States Constitution or Section 3 of Article I of the Illinois Constitution.

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This Policy is based on the engagement of a range of school stakeholders, including students and parents/guardians. The school or its designee will re-evaluate this Policy

every two (2) years based on an assessment of its outcomes and effectiveness, including, but not limited to, factors such as the frequency of victimization; student, staff and family observations of safety at school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation.

The information developed will be made available on the District's website. Bullying is prohibited: (1) during any school-sponsored or school-sanctioned program or activity; (2) in school, on school property, on school buses or other Board-provided transportation, and at designated locations for students to wait for buses and other Board-provided transportation ("bus stops"); (3) through the transmission of information from a computer or computer network, or other electronic school equipment; (4) when communicated through any electronic technology or personal electronic device while on school property, on school buses or other Board-provided transportation, at bus stops, and at school sponsored or school-sanctioned events or activities; (5) when it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity or on school-provided transportation; (6) when it is a Student Code of Conduct ("SCC") Group 5 or 6 behavior that occurs off campus but most seriously disrupts any student's education. 23 Definitions "Bullying" means any severe or pervasive (repeated over time) physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects: (1) placing the student in reasonable fear of harm to the student's person or property; (2) causing a substantially detrimental effect on the student's physical or mental health; (3) substantially interfering with the student's academic performance; or (4) substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school. 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.

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Bullying behaviors may also qualify as other inappropriate behaviors. When deciding whether inappropriate behavior constitutes bullying, administrators should consider the student's intent, the frequency or recurrence of the inappropriate behavior, and whether

there are power imbalances between the students involved. While bullying is often characterized by repeated acts, sometimes a single incident constitutes bullying depending on the student's intent and power imbalances.

"Cyber bullying" means using information and communication technologies to bully. This definition includes cyber bullying by means of technology that is not owned, leased, or used by the school district when an administrator or teacher receives a report that bullying through this means has occurred. This Policy does not require a district or school to staff or monitor any non- school-related activity, function, or program. "Retaliation" means any form of intimidation, reprisal including but not limited to the submission of knowingly false bullying allegations, or harassment directed against a student who reports bullying, provides information during an investigation, or witnesses or has reliable information about bullying. Retaliation is prohibited and will result in the imposition of appropriate interventions/consequences according to this Policy. "Peer Conflict" means disagreements and oppositional interactions that are situational, immediate and developmentally appropriate.

When school employees are aware of peer conflict, they are expected to guide students in developing new skills in social competency, learning personal boundaries and peaceably resolving conflict, and to model appropriate social interactions. These interventions are designed to prevent Peer Conflict from escalating to Bullying. "Restorative Measures" means a continuum of school-based alternatives to exclusionary discipline that are adapted to the particular needs of the school and community, contribute to maintaining school safety, protect the integrity of a positive and productive learning climate, teach students the personal and interpersonal skills they will need to be successful in school and society, serve to build and restore relationships among students, families, schools, and communities, and reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs.

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Intervening to Address Bullying Responsibilities of our Employees and Contractors All our employees and contractors, including security officers, lunchroom staff and bus drivers, who witness incidents of bullying or school violence or who possess reliable information that would lead a reasonable person to suspect that a person is a target of bullying, must:

(1) intervene immediately in a manner that is appropriate to the context and ensures the safety of all people involved; 24 (2) report the incident of bullying or retaliation to the Principal/Designee as soon as practicable, but within 24 hours, on the Bullying Complaint Form (Attachment A); and (3) cooperate fully in any investigation of the incident and in implementing any safety plan established by the Principal/Designee. Responsibilities of Students, Parents and Guardians No student who witnesses bullying may stand by or participate in the bullying, but must notify an adult at school and an adult at home as quickly as practicable. Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the Principal/Designee as quickly as practicable. Reports can be made to any employee or contractor in person, by completing Attachment A and submitting it to the Administrative Office, by calling 708-720-4547, or by emailing mmurphy@accountax.us. Anonymous reports will be accepted by the school.

No disciplinary action will be taken on the sole basis of an anonymous report. Investigation (1) The school shall select a designee, knowledgeable about bullying prevention and intervention, to perform the investigation. (2) Investigation of a bullying incident shall be initiated within five school days of receipt of a report and completed within 10 school days, unless the school grants in writing an additional 5-day extension due to extenuating circumstances. The Principal/ Designee shall document the extension in the investigation report and shall notify the parties involved. (3) The investigation shall include: a. Identifying the perpetrator(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it. b. Conducting an individual interview in a private setting with the alleged perpetrator and target. The alleged perpetrator and target should never be interviewed together or in public. Individual interviews shall also be conducted in private with student and adult bystanders. c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education was affected. d. Assessing the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan that will restore a sense of safety for the target and other students who have been impacted.

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When appropriate, preparing a Misconduct Report identifying his/her recommendation for individual consequences. e. Comprehensively documenting the details of the investigation.

(4) When the investigation is complete, the school administrator shall ensure the investigation report is attached to an Incident Report. Notification On the same day the investigation is initiated, the school administrator shall report to the parent/legal guardian of

all involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document these notifications in an Incident report. When the investigation is complete, the school shall notify the parents/legal guardians of all students involved of the outcome of the investigation. Parents/legal guardians of the students who are parties to the investigation may request a personal conference with the Principal/Designee to discuss the investigation, the findings of the investigation, the actions taken to address the reported incident of bullying, and any resources available in or outside the school to help the students address the underlying reasons for the bullying (see "Referrals" section below). If the investigation results in the imposition of consequences, the school administrator may advise the parent/legal guardian of students other than the perpetrator that the Student Code of Conduct was followed. S/he may not advise them of the specific consequence imposed, as that would violate the confidentiality of school-record information required by law. When communicating incidents of bullying to the target's parent/guardian, the school administrator should consider whether the student may want to keep certain information confidential. For example, if a student 25 is bullied after coming out as gay, the Principal/Designee shall not disclose the student's sexual orientation to the parent/guardian without the student's permission, unless there is a legitimate, school related reason for doing so. If the target is a student with a disability, the school shall convene the IEP Team to determine whether additional or different special education or related services are needed to address the student's individual needs and revise the IEP accordingly. For example, if the student's disability affects social skill development or makes the student vulnerable to bullying, the Principal/Designee shall ask the student's IEP Team to consider whether the IEP should include provisions to develop the student's skills and proficiencies to avoid and respond to bullying.

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If the student who engaged in bullying behavior is a student with a disability, the school shall convene the IEP Team to determine if additional supports and services are needed to address the inappropriate behavior and consider examining the environment in which the bullying occurred to determine if changes to the environment are warranted. For example, the IEP Team should consider a behavior intervention plan for the student or review a current behavior intervention plan and revise if necessary. The school administrator shall

comply with the Procedural Safeguards for Discipline of Students with Disabilities/Impairments when considering interventions and consequences for students with disabilities. Assigning Interventions and/or Consequences Many Peer Conflicts can be resolved immediately and do not require reporting or creation of a Misconduct or Incident Report. If, however, a conflict is ongoing and meets the definition of bullying, the investigation procedures in this Policy must be followed. Schools must respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Appropriate responses and consequences are outlined in the Student Code of Conduct. Schools should avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity.

When an investigation determines that bullying occurred, the school administrator shall explain the consequences in a non-hostile manner, and shall impose any consequence immediately and consistently. The school administrator shall keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include: -The perpetrator is no longer bullying and is interacting civilly with the target. -The target reports feeling safe and is interacting civilly with the perpetrator. -School staff notice an increase in positive behavior and social-emotional competency in the perpetrator and/or the target. -School staff notice a more positive climate in the areas where bullying incidents were high. What Not To Do: -Solicit an apology from the perpetrator to the target, use peace circles, victim/offender conferences, or any form of mediation that puts the perpetrator and target in contact with one another in an immediate attempt to resolve the bullying. Restorative measures may be helpful to repair relationships between the perpetrator and target, but only if used after other interventions have balanced the power differential between the perpetrator and target.

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Dismiss bullying as typical student behavior or assume it is not serious. Referrals Interventions with bullies should not focus on feelings, but changing thinking. The Principal/Designee may refer students who bully to positive-behavior small-group interventions (for anger management, trauma or social skills), social work, counseling or school psychological services within the school, if necessary to reinforce the behavioral expectation they violated and increase their social-emotional competency. 26 The targets of bullying need protection from bullies, but may also need support and help in changing

their own behavior. The Principal/Designee shall ask a school mental health professional to refer these students to individual or group therapy where they can openly express their feelings about their bullying experience, social-skills training and/or groups where they can practice assertiveness and coping mechanisms, or social work, counseling or school psychological services available within the school. For more information, see Guidelines for Effective Discipline.

Appeal any party who is not satisfied with the outcome of the investigation may appeal to a school administrator or officer (telephone: 708/708-720-4547), within 15 calendar days of notification of the Principal's decision. The administrator or officer shall render a final determination in accordance with the timeline and procedures set out in the anti-bullying appeal guidelines established by the school.

When it is determined that an employee or contractor was aware that bullying was taking place but failed to report it, the employee/contractor will be considered to have violated this Policy. The Principal shall consider employee discipline for such violations, making reference to any applicable collective bargaining agreement. Remedies for offending contractors should be imposed according to their Board contracts. Notice and Dissemination of Requirements Principals shall follow the requirements established by the Office of Social & Emotional Learning for posting this Anti-Bullying Policy on the school's website, in the school building as well as disseminating and presenting this Policy to school staff as part of pre-school-year professional development.

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Training and Professional Development Staff Professional development will be offered to build the skills of all employee contractors and volunteers to implement this Policy.

The content of such professional development shall include, but not be limited to:
(1) Developmentally appropriate strategies to prevent incidents of bullying and to intervene immediately and effectively to stop them; (2) Information about the complex interaction and power differential that can take place between and among a perpetrator, target, and witness to the bullying; (3) Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk, and any

specific interventions that may be particularly effective for addressing bias-based bullying; and (4) Information about Internet safety issues as they relate to cyber bullying. Student Internet Safety Education In accordance with the Board's Internet Safety Policy), the school shall incorporate into the school curriculum a component on Internet safety to be taught at least once each school year to all students.

The Administrator of Teaching and Learning or designee, shall determine the scope and duration of this unit of instruction and topics covered. At a minimum, the unit of instruction shall address: (a) safety on the Internet; (b) appropriate behavior while online, on social networking Web sites, and in chat rooms; and (c) cyber bullying awareness and response. The age appropriate unit of instruction may be incorporated into the current courses of study regularly taught. Schools shall satisfy the documentation requirements established by the Chief Officer of Teaching and Learning or designee to ensure compliance with this curricular requirement.

Form for Reporting Bullying and Retaliation

The reporter may remain anonymous, but no discipline will be imposed based solely upon an anonymous report. Please submit this report to the principal or any school staff member.

Victim or Target Information School: _____ Name(s) and grade(s) of Victim/Target:

_____ Reporting Information (*Optional for students/parents/guardians) Name &
Title of Person Reporting:

_____ Relationship to
Victim/Target: _____

Phone: _____ Email Address: _____

_____ Incident Information Name(s)
of student(s) accused of engaging in bullying behaviors OR description (if
name(s) unknown):

_____ Location of incident:

_____ Date
and time of incident:

_____ Approximate
dates, times, and frequency of prior

incident(s): _____ Describe what
happened and who was present in as much detail as possible (*Required Information):

_____ Date
of submission: _____

28 PROCEDURAL SAFEGUARDS FOR
DISCIPLINE OF STUDENTS W

II. RECORD REQUIREMENT AND RETENTION

The school is required to maintain students according involving the following;

- All school personnel are informed that they are required to report incidents of child abuse or child neglect.
- All school personnel hired on or after July 1, 1986, will be required to sign the mandated reporter statement required by the Department of Children and Family

Services acknowledging this obligation. **Please see the “ Acknowledgement of Mandated Reporter Status”.**

- The school has a written system/procedure in place that flags records requests for any current or former student reported as a missing person by the Illinois State Police. **See “Flagging record of missing child- Procedure”,**
- The school shall maintain certified copies of birth certificates for each student enrolled. Parents or guardians must provide and submit documentation within 30 days of enrolling the students.
- Certified copies of transfer students’ records must be requested within 14 days of enrollment; the school sends unofficial records of students transferring to other schools within 10 days of request.
- The child school administer shall immediately notify a local law enforcement agency, parents, or guardians of any suspicions that a student possess firearms during school hours.
- The child school administrator shall immediately notify the municipal police department of the office of the county sheriff of any suspicions or incidents involving drug use during school hours.
- The chief school administrators shall immediately notify the law enforce official of written complaints from school personnel concerning instances of battery committed against school personnel.
- The school administrator shall notify the Illinois State Police of any cyber bullying consistent with the school’s “Anti Bullying Policy”
- The school administrators shall notify the Illinois State Police within 3 days of an incident involving any student’s possession of weapons or drugs, through the School Incident Reporting System (SIRS).

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Flagging record of missing child- Procedure

Upon notification by the commissioner of education of a child's disappearance, the school in which the child is currently or was previously enrolled shall flag the record of the child so that when a copy of or information regarding the child's record is requested, the school shall be alerted that the record is that of a missing child.

The school shall immediately report to local law enforcement or the Illinois State Police any request concerning flagged records or any knowledge as to the whereabouts of any missing child.

(2) Upon notification by the school of any missing child who has been recovered, the school shall remove the flag from the child's record.

(3) Upon enrollment of a student for the first time in any elementary or secondary school, the school shall notify in writing the person enrolling the student that within thirty (30) days the person shall provide either:

(a) A certified copy of the student's birth certificate; or

(b) Other reliable proof of the student's identity and age, and an affidavit of the inability to produce a copy of the birth certificate.

(4) Upon the failure of a person enrolling the student to comply with this section, the school shall notify the person in writing that unless he complies within ten (10) days the case shall be referred to the Illinois State Police or local law enforcement officials for investigation. If compliance is not obtained within the ten (10) day period, the school shall so refer the case.

(5) Within fourteen (14) days after enrolling a transfer student, the secondary school shall request directly from the student's previous school a certified copy of the student's record.

Any school receiving a request of a student's record which has been flagged as the record of a missing child shall not forward the student's record but shall instead notify local law enforcement or the Illinois State Police.

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III. ANTI –DISCRIMINATION POLICIES

The school complies with applicable federal and state laws prohibiting discrimination, including, but not limited to;

- Title IX of the Education Amendments of 1972 (20 USC 1681 et seq.)
- The Individuals with Disabilities Education Improvement Act (20 USC 1400 et seq.)

- The Age Discrimination in Employment Act of 1967 (29 USC 621 et seq.)
- Title VI of the Civil rights Act of 1964 (42 USC 2000d et seq.)
- Title VII of the Civil Rights Act of 1964 (42 USC 2000d et seq.)
- The Americans with Disabilities Act of 1990 (42 USC 12101 et seq.)
- The Illinois School Code (105 ILCS 5)
- Relevant case law including Plyler v. Doe, 457 U.S. 202,102 C.St. 2382 (982)

The school shall maintain a Comprehensive Non-Discrimination, Title IX and Sexual Harassment Policy.

PURPOSE: The school recognizes that the goal of eliminating all forms of discrimination, sexual harassment and retaliation in the workplace and attendance centers, as these terms are defined in Section III of this policy, will create a better work and learning environment for Board employees and students. This policy establishes procedures for the reporting, investigation and resolution of complaints of sexual harassment, discrimination and retaliation occurring within the school environment as well as any of its administrative offices. This policy also establishes procedures to investigate claims of discrimination based on gender pursuant to Title IX of the Education Amendments of 1972. Requests for accommodations for disabilities are not covered under this policy, rather are handled under the Board’s Americans with Disabilities Act and 504 Policy.

REPORTING

Individuals may make an oral or written complaint of discrimination, sexual harassment, or retaliation if they:

- ☐ believe they are the subject of discrimination, sexual harassment, or retaliation;
- ☐ have knowledge of discriminatory or sexual harassment conduct, or retaliation; or

[] believe that they have been retaliated against for making a good faith complaint or report of sexual harassment, discrimination, or for participating or aiding in an investigation of such complaints.

To report suspected acts of sexual harassment, discrimination or retaliation or to request general information regarding this policy, contact the school administrative office at 5726 Stony Island Ave Chicago IL 60637 (708) 720-4547

Specific reporting procedures are found in Section IV herein. The school administrative office shall Investigator shall investigate allegations of sexual harassment, allegations of discrimination and allegations of retaliation as later described in this policy.

GENERAL PROVISIONS

Work and Learning Environment:

It is the policy of the school to maintain a work and learning environment in which all individuals are treated with dignity and respect. Each employee and student shall enjoy the right to work and learn in an environment that is free of discrimination, sexual harassment or retaliation. No person shall be required to endure discrimination, sexual harassment or retaliation as a condition of employment or in pursuit of academic endeavors.

Discrimination, sexual harassment and retaliation, as these terms are defined in Section III of this policy, will not be tolerated regardless of whether it takes place in the Board's administrative offices, its attendance centers, during work-related assignments outside of administrative offices or attendance centers, during school-related/work-related extracurricular functions or during work-related social functions.

B. Covered Individuals: No employee, student, contractor, consultant, vendor, or volunteer (collectively referred to as "covered individuals") shall engage in any conduct that discriminates, sexually harasses or retaliates, as these terms are defined in Section III of this policy, against another while employed, working for, attending school or participating in district functions.

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C. Scope: This policy covers all phases of employment, and academic status, including, but not limited to recruitment, hiring, evaluations, upgrading, rates of pay, the selection for training, promotions, demotions, transfers, layoffs, employment non-renewals, termination, benefits, discipline, educational testing, and expulsions. This policy also covers allegations by persons seeking or receiving Board services as described herein.

D. Limitations: Nothing in this policy is intended nor shall be construed to create a private right of action against the school administrators or any of its employees. Furthermore, no

part of this policy shall be construed to create contractual or other rights or expectations. Nothing herein is intended to affect the right of any person to file a charge or complaint of discrimination, retaliation or sexual harassment with any agency with jurisdiction over such charge or complaint.

III. CONDUCT PROHIBITED

1.Discrimination:Definition - As used in this policy, discrimination means intentional discriminatory or harassing treatment on the basis of any classifications protected by the Constitution of the United States, the Constitution of the State of Illinois and applicable federal, state or local laws or ordinances, including but not limited to discrimination on the basis of race, color, sex, gender identity/expression, age, religion, disability, national origin

or sexual orientation. Pregnancy discrimination is a form of sex discrimination prohibited by law, including the Pregnancy Discrimination Act.

2. Conduct Prohibited – Discrimination is prohibited when making employment-related decisions, including but not limited to recruitment, hiring, evaluations, upgrading, rates of pay, selection for training, promotions, demotions, transfers, layoffs, employment non-renewals, termination, benefits and discipline. Education-related programs and activities, including but not limited to admissions, financial aid, academic programs and extracurricular activities, will be administered without regard to the student's or applicant's race, color, national origin, sex, gender identity/expression, sexual orientation, age, religion or disability. Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex, but not involving conduct of a sexual nature, may constitute a form of sex discrimination. Such acts, if based on other legally protected categories such as race, religion, and national origin, may constitute a form of harassment. The discrimination described above in paragraph 1 may in some circumstances be prohibited in the maintenance of facially neutral policies, practices, or requirements that have a disproportionate and negative effect on employment or academic opportunities of the protected classifications identified in paragraph 1.

3. Reporting - The procedures for reporting claims of discrimination, harassment or retaliation are set out in Section IV of this policy.

B. Sexual Harassment:

1. Definition - As used in this policy, sexual harassment means any un-welcomed sexual advance or request for sexual favors or conduct of a sexual nature, including offensive remarks about a covered individual's sex:

- (i) when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or participation in an education program or activity or receipt of Board services;
- (ii) when submission to or rejection of such conduct by an individual is used as the basis of any employment, educational or service decision affecting the individual; or
- (iii) when such conduct has the purpose or effect of substantially interfering with the work performance of an employee, a student's ability to participate in or benefit from an education program or activity or creating an intimidating, hostile or offensive work or learning environment.

2. **Conduct Prohibited** - Covered individuals shall not sexually harass another while employed, working for, attending or participating in district endeavors. There is a broad range of conduct which can, in certain circumstances, be considered a violation of this policy. This may include, but is not limited to sexually suggestive or offensive remarks; sexually suggestive pictures; sexually suggestive gesturing; verbal harassment or abuse of a sexual nature; harassing, abusive or sexually suggestive or offensive messages sent by e-mail or other electronic medium; subtle or direct propositions for sexual favors, and touching, patting, or pinching. Sexual harassment may be directed against a particular person or persons, or a group, whether of the opposite sex or the same sex. The Complainant need not be the person directly harassed.

3. **Reporting** - The procedures for reporting claims of sexual harassment are set out in Section IV of this policy.

C. Non-Fraternization: No employee shall engage in or maintain a romantic relationship with another employee that they manage, supervise or may control or influence the supervision, evaluation or compensation of the other. Employees who become involved in such a relationship must communicate this fact to their principal or department head. The principal or department head will confer with the school Administrator to evaluate and determine an appropriate resolution in compliance with this policy. One or both employees may have to seek other employment, as the school is under no obligation to reassign one or both employees. Romantic relationships between school employees where there is no supervisory affiliation are not prohibited by this policy. Conflicts of interest involving a school employee and their spouse, domestic partner or relative(s) are addressed in the school's Ethics Policy.

D. Conduct with Students: Romantic or sexual conduct between school employees, contractors, consultants, vendors or volunteers and students is strictly prohibited. For purposes of this policy, such conduct includes but is not limited to, physical contact of a sexual nature or use of sexually suggestive, offensive or inappropriate remarks. Any person with knowledge of an improper relationship between a student and a school employee, contractor, consultant, vendor or volunteer must immediately report the conduct to the Law Department. In such instances, employees shall also complete the mandatory reporting requirements identified for suspected child abuse/neglect by school personnel set out in the school's Policy on Reporting Child Abuse and Neglect.

E. Retaliation: Retaliation against any person for having made a complaint or report of discrimination or sexual harassment, whether made internally, or externally with a federal, state, or local agency; or participating or aiding in an investigation of discrimination or sexual harassment, whether internal, or external with a federal, state, or local agency, is strictly prohibited. Any person who believes that he or she has been subjected to retaliation should report the retaliatory conduct to the school Administrative office. Acts of retaliation shall subject the offending employee to discipline up to and including dismissal.

IV. REPORTING PROCEDURES Timely Reporting: Complaints of discrimination, sexual harassment, retaliation or other violations of this policy shall be made within 90 calendar days of the discrimination, sexual harassment or retaliation complained of. The 90 calendar day reporting requirement shall be strictly applied, except when the school Administrator officer determines, in his/her discretion that extraordinary circumstances exist and authorizes a waiver of the 90 day reporting requirement.

A. Nothing in this policy prevents anyone from reporting an instance of discrimination, sexual harassment, retaliation or non-compliance with this policy of which they have witnessed or have knowledge.

B. Complaints by Students:

1.General - A student, or a parent/guardian on the student's behalf, may make a complaint of discrimination, sexual harassment or retaliation to the school administrative office. If the student alleges that an employee, contractor or vendor has discriminated against, retaliated against or sexually harassed him or her, the Administrative office shall thoroughly investigate the matter.

If a student, or a parent/guardian on behalf of a student complains to the school administrator office that another student has discriminated against, retaliated against or sexually harassed him or her, the school administrative office shall investigate the matter and, if the complaint is substantiated, commence appropriate disciplinary action against the offending student in accordance with the Student Code of Conduct.

If a student, parent or guardian making the complaint to the school, feels the intervention or consequence rendered by the school is insufficient to address the discrimination, sexual harassment or retaliation, he or she may appeal the matter within 15 calendar days to the school administrative office. The administrative office shall render a final determination in accordance with the timeline and procedures set out in the Guidelines to this policy.

The school administrative office shall also ensure that the affected students are afforded their rights provided for under Title IX of the Education Amendments of 1972.

2.Disability Discrimination Complaints By Students - Notwithstanding the procedures cited above, a student, or a parent/guardian on the student's behalf, making a complaint of disability discrimination by another student or by an employee, contractor or vendor, shall report their complaint in accordance with the Combined Americans With Disabilities Act and 504 Policy (the "504 Policy")(See Section IV.C.1.).

Under the 504 Policy, student complaints of disability discrimination should be submitted to: a) the principal or 504/ADA Coordinator of the student's assigned school or the school conducting the program or activity being complained about; or b) the central office department head of the applicable office conducting the program or activity being complained about; or c) the Office of Diverse Learner, Supports and Services, Department of Procedural Safeguards and Parental Supports. Principals, 504/ADA Coordinators and department heads must send all written complaints of this nature to the Department of Procedural Safeguards and Parental Supports within 3 days of receiving the complaint.

No complaint based on disability status may be denied on the basis of being submitted to the incorrect District office. In such a case, the recipient must promptly refer the action to the Department of Procedural Safeguards and Parental Supports, and any submission deadlines will be extended to compensate for time lost due to the error in submission.

C. Complaints by Employees, Contractors, Consultants, Vendors and Volunteers:

For employees, contractors, consultants, vendors and volunteers complaints of discrimination, sexual harassment or retaliation shall be made to of the following persons:

1. School administrators
2. School staff, or
3. Instructors.

Any school administrator, school staff member, or instructor receiving an oral or written complaint alleging discrimination, sexual harassment or retaliation by an employee, contractor, consultant, vendor, volunteer shall handle the complaint in accordance with Sections IV. E. and F. below.

D. Complaints by Members of the Public: Any member of the public who is aware of a violation of this policy or believes that he or she has been subjected to discrimination, sexual harassment or retaliation by a school employee, contractor, consultant, vendor or volunteer may submit a complaint to any of the following persons:

1. The school administrative office

Any school administrator in charge or department head receiving an oral or written complaint alleging discrimination, sexual harassment or retaliation by an employee, contractor, consultant, vendor, volunteer shall handle the complaint in accordance with Sections IV. E. and F. below.

E. Supervisor Handling, Confirmation and Reporting: Any school administrator in charge receiving an oral or written complaint alleging discrimination, sexual harassment or retaliation by an employee, contractor, consultant, vendor, volunteer must refer it to the administrative office for handling within three (3) business days 5 following receipt or knowledge of the allegations. If the allegation from the Complainant is in writing, that document must be submitted to the school's administrative office. If the complaint is oral, the party receiving the complaint must summarize the allegation in writing and submit it to the school's administrative office.

The school will review the written allegation in a manner that ensures the integrity and confidentiality of the contents. For example, if the school administrator reviews the allegations/summary via facsimile, email or U.S. Mail, they should mark the findings, "Confidential," This information should not be sent to the parties involved, or any other third parties. The school administrator shall not disclose the allegations/summary to either party or to any third party unless required by law.

F. School/Department's Involvement: No school-based or department-based investigation or discipline may be initiated or imposed regarding allegations of discrimination, sexual harassment or retaliation by an employee, contractor, consultant, vendor, volunteer until the school's administrative office has investigated the matter and made a determination. If the school administrative officer unsubstantiates a claim, nothing in this policy prevents:

1. the school from disciplining an employee for an act(s) of misconduct under the relevant District discipline policy, guideline and/or collective bargaining agreement, referenced in Section VI B herein, other than for those acts covering discrimination, harassment or retaliation; or
2. the school from relinquishing a volunteer's authorization to serve; or
3. the school from subjecting a contractor, consultant or vendor to remedies of law or remedies pursuant to their contract.

G. Reporting Incidents of Possession of Firearm

1. Shall immediately notify a local law enforcement agency of firearm incidents at the school.
2. Shall immediately notify parents or guardians of students in possession of firearms on school grounds.
3. Shall notify the municipal police department or the office of the county sheriff of verified incidents involving drugs occurring within the school environment. Shall notify the Illinois State Police of such incidents through the School Incident Reporting System (SIRS).
5. Shall notify local law enforcement officials of written complaints from school personnel concerning instances of battery committed against school personal.
6. Shall notify the Illinois State Police within 3 days of each incident through the School Incident Reporting System (SIRS).

Administrative Responses to Complaints

A. Information and Advice: Covered individuals and members of the public may contact the school administrative office to seek advice, information or counseling on matters related to discrimination, sexual harassment and retaliation, and options available under this policy.

B. Complaint:

1. Signed Complaint - When the school's administrative office receives a complaint, either directly from the complainant or indirectly from the individuals authorized in Section IV to receive complaints, the school will request that the complainant sign a complaint. All complaints of discrimination, sexual harassment or retaliation, even if unsigned or oral, will be promptly and fully investigated.

2. Unsigned Complaint or No Complainant - The school's administrative office will take appropriate actions regarding allegations of discrimination, sexual harassment, retaliation or other violations of this policy even if there is no signed complaint. The school's administrative office may investigate allegations of discrimination, sexual harassment, retaliation or other violations of this policy even if a complainant chooses not to pursue the matter. The school's administrative office may initiate investigations where there is no complaint.

3. Investigation - After receipt of a complaint, the school's administrative office will commence an investigation within fifteen calendar days. During the initial conversation with the complainant, the school will inform the complainant that if the complaint is sustained and the school seeks to discipline the alleged offender, the complainant may be called to testify at subsequent disciplinary or other court proceedings. The school administrative office will attempt to interview the complainant and obtain from the complainant the identity of witnesses and any other evidence the complainant chooses to submit in support of their allegations.

The school administrative office will attempt to interview relevant witnesses and review relevant documents. The investigation generally will conclude in no later than five school months unless either the complainant or the alleged offender(s) are on a leave of absence at any point during the investigation. During the investigation, where appropriate the school will take interim steps such as reducing, and in some cases, eliminating the potential for direct contact between the complainant and alleged offender. At the conclusion of the investigation, the school will prepare and issue a summary report containing a synopsis of the evidence and findings. Both the complainant and the alleged offender will receive notification of the investigation outcome and determination. The school maintains a record keeping system for all complaints, investigations, findings and action(s) taken. The school will ensure employees and students are afforded their rights provided for under Title IX of the Education Amendments of 1972.

4. *Disciplinary Determination* - In cases where the school substantiates the allegations, the school will submit an investigation report to complainant and to the offender for disciplinary action.

5. *Amended and Additional Complaints* - Nothing herein prevents a Complainant from amending a complaint to include new allegations, or from submitting multiple complaints on unrelated incidents.

VI. VIOLATIONS AND DISCIPLINE

Violations: It is a violation of this policy for:

1. Any covered individuals to engage in discrimination, sexual harassment or retaliation, as defined in Section III herein;
2. Any principal, administrator in charge, assistant principal or department head, including network chiefs, to fail to abide by the reporting and other obligations identified in this policy;
3. Any principal, administrator in charge, assistant principal or department head, including network chiefs, to intentionally ignore sexually harassing conduct, discriminatory conduct or retaliation, as defined in Section III herein, by a covered individual that occurs in their presence, by failing to report that conduct. Discipline may be imposed in instances where a principal, administrator in charge, assistant principal or department head, including network chiefs, ignores such conduct even when the alleged victim does not complain about the observed conduct;
4. Any administrator or employee to fail to fulfill their duties and responsibilities as described in this policy;
5. Any school employee to intentionally ignore sexually harassing conduct or discriminatory conduct, as defined in Section III herein, by any other employee, contractor, consultant, vendor or volunteer towards a student that occurs in their presence, by failing to report that conduct. Discipline may be imposed in this instance regardless of whether or not the student complains about the conduct; and
6. Any covered individual to bring allegations in bad faith, and which the school administrator finds to be false.

B. Discipline:

1. Employees who violate this policy are subject to disciplinary action in accordance with the discipline requirements and procedures contained in one of the four documents listed below, which documents may be amended from time to time. The following four documents identify discipline requirements and procedures based on an employee's position classification:

- a. Employee Discipline and Due Process Policy for Union Employees (except CTU);
- b. Chicago Teachers Union Contract;
- c. Non-Union Employee Discipline Guidelines; or
- d. Principal and Assistant Principal Employment Guidelines.

2. Students who violate this policy are subject to disciplinary action pursuant to the Student Code of Conduct.

3. Contractors, consultants or vendors who violate this policy are subject to remedies of law or remedies pursuant to their contract.

4. Volunteers who violate this policy are subject to the relinquishment of their authorization to serve as a volunteer.

VII. NOTICE

Upon adoption of this policy, all new employees shall receive information on this policy at the date of hire. Each school shall maintain copies of this policy in its Main Office and annually the Principal shall advise each employee (full or part-time), student, contractor, consultant and volunteer who attends/works for/provides services to their school about this policy. Network Chiefs and Department Heads shall maintain a copy of this policy in their offices and annually shall advise each employee or consultant/contractor they supervise about this policy.

A poster informing covered individuals regarding prohibited discrimination, sexual harassment and retaliation will be posted in a prominent location at all schools, Network offices and in each Central Office department site. This policy will be distributed to all Board members, employees, and vendors active as of the date this policy is adopted, and posted on the Board of Education's website.

VII. PUBLICATIONS

Beginning September 1, 2016, the following statement will be used in any and all new publications directed to students, parents, employees or applicants: "It is the policy of the Board to prohibit discrimination on the basis of any classifications protected by the Constitution of the United States, the Constitution of the State of Illinois and applicable federal, state or local laws or ordinances, including but not limited to discrimination on the basis of race, color, sex, gender identity/expression, age, religion, disability, national origin or sexual orientation."

The following paragraph will also be included in publications directed to parents and students: "Inquiries concerning the application of Title IX of the Education Amendments of 1972 and related regulations concerning sex discrimination should be referred to the CPS Equal Opportunity Compliance Office."

For purposes of this section, publication refers to handbooks, catalogs, manuals, applications and other similar published materials.

VIII. EDUCATION, TRAINING AND PREVENTION

The school will conduct training or arrange for training to be provided on this policy and related legal developments on an as needed basis.

PERSONNEL

Record Requirements

- The school will conduct criminal background checks of all personnel hired by the school.
- A fingerprint-based criminal history record check will be conducted for each certified and non-certified employee hired.
- The school required each new employee to provide evidence of freedom from communicable diseases.

Monitoring and Performance

- The school will monitor each employee who provides instruction, assist the providers of instruction, or has other instructional responsibilities (e.g., teacher aides, administrators).⁹⁹
- The school shall conduct a formal evaluation of all personnel every two years in terms of proficiency and competency.

Teacher License and Other Requirement

- The school requires all individuals assigned to a full time teaching or administrative position to possess and to provide proof of the attainment of a bachelor's degree at minimum or to be in the process of completing these degree requirements.
- The school requires all teaching and administrative staff to participate in professional development activities or to acquire continuing professional education, depending on your position.
- All instructors and administrative staff will be required to practice within the scope of the relevant license.

Health and Safety

- All safety facilities occupied by the school, if any, will comply with the applicable local building code and fire safety requirements.

Student Health Records

- The school requires students to document health examinations performed within one year prior to entering the ninth grade, and irrespective of grade, immediately prior to or upon entrance into any school.
- The school requires students to present proof of having received immunizations against preventable communicable diseases as the Department of Public Health shall require by rules and regulations.
- The school shall report to the State Board of Education by November 15, in the manner the Board shall prescribe, information on students who and have not received required immunizations and health examination.
- The school shall report to the State Board of Education by June 30, in the manner the Board shall prescribe, information on students who have and have not received dental examinations and required eye examinations.
- Students will be excluded from the school by October 15 if the requirements for health examination and immunizations have not been met.

PROGRAM OUTCOME ASSESMENT

FISCAL YEAR _____ - _____
PROGRAM

NUMBER

PERCENT

1. Number of students enrolled in programs.
2. Number of students not completing course of instruction.
3. Percentage of non-completers compared to total enrollment.
4. Number and percentage of graduates requesting placement assistance by school.
5. Number and percentage of graduates obtaining employment as a result of placement assistance by the school.

6. Number and percentage of graduates obtaining employment in the field who did not use the school's placement assistance.

7. Average starting salary for all graduates employed.

8. Number of students re-enrolling in other programs.

Complaints against this school may be registered with the State Board of Education at the addresses listed below:

A.S.B. Educational Institute
A division of Accountax School of Business, Incorporated
Marlene Parham Murphy, President and Curriculum Director
Mario Roshell Parham, Vice President and Program Coordinator
5726 Stony Island Ave
Chicago, IL60637
Phone (708) 720- 4547 Fax (731) 518-4046;email: mmurphy@accountax.us

I acknowledge that I have received a copy of the School Handbook. I have read this agreement and have received a copy.

Signature of Student _____ Date _____

Signature of Parent (if student is a minor) _____ Date _____

Signature of School Official _____ Date _____