

Administrator Handbook



SKY LANGUAGE
PASSION • QUALITY • INTEGRITY

2023 - 2024

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Purpose of the Administrator Handbook

The purpose of this handbook is to address important issues, policies, procedures and resources at SKY Language School. This handbook is designed strictly for the well-being of the school community. It is the responsibility of all administrators and staff to become familiar with the policies presented in this handbook. Every effort has been made to provide current and accurate information in this publication; however, the administration reserves the right to alter, amend, or abolish its rules, regulations, or policies at any time. For the most accurate and up-to-date information; please consult www.sky.edu or any of the key personnel listed in this Administrator Handbook.

Part 1: Mission and Key ESL Administrators

Mission Statement

The mission of the SKY Language School is to provide high-quality language instruction to help students improve their English language abilities for academic success, career advancement, and everyday social/practical purposes. This is accomplished through educational activities which actively develop listening, speaking, and writing skills

Key Administrators

President - Celline Kim
Executive Director - Lily Yuying Ren
Director - Henry Shin (Queens)
Director - Jung Hwy Hwang (NJ)
Academic Director & Curriculum Coordinator - Lydia Li Zhen (Queens)
Student Advisor - Yeun Ae Kim (Queens)
Student Advisor - Jongho Park (NJ)
Staff Administrator - Shelly Liying Quan (Queens)

Part 2: Administrative Duties and Responsibilities

SKY Language School's intensive English program (IEP) is designed to deliver high-quality classes that help non-native English speakers develop the literacy and language skills necessary to participate effectively in English-speaking institutions and workplaces. The program actively develops reading, writing, grammar, listening, speaking, and cultural proficiency across 7 unique levels of the IEP.

ESL students come to our program with a wide range of educational and cultural backgrounds. They may have specific or generalized goals and widely varying levels of English language proficiency.

Leadership in adult English as a Second Language (ESL) education is evolving to meet changing demands, so the roles of administrative leaders are also constantly expanding.

Administrative Goals and Responsibilities

The following are performance goals of effective instructional leaders. Administrators are expected to:

- Focus on quality and student achievement by spending time in the classroom to observe teachers and help improve instructional methods and practice.
- Challenge staff members to examine traditional assumptions about teaching; administrators should seek to provide professional development opportunities.
- Establish support networks whereby staff and faculty can share information, address problems, and work together on all aspects of planning, development, and implementation.
- Develop regular, collaborative, professional learning experiences to improve teaching and learning in the institution and beyond.

Administrators are responsible for:

- Providing overall leadership for the program and its faculty, such as conducting meetings with faculty to discuss programmatic and departmental issues and ensuring the flow of critical information between the students and the faculty.
- Management of the program and faculty, such as certifying and maintaining documentation related to faculty credentials,

assigning courses, in concert with the President, to achieve workload balance and to ensure adequate coverage for course offerings, and conducting faculty searches. Program planning and evaluation activities may include the following, the coordination of all elements in the assessment of student learning outcomes; oversight of periodic program review and oversight of program accreditation.

Student Recruiting

When choosing the right school, students cited the importance of school atmosphere, word of mouth recommendations, and website. Therefore, it is imperative that administrators prioritize student needs to feel welcome, safe and comfortable. Administrators should:

- Introduce the student to the school's website and resources.
- Provide a comprehensive student orientation program.
- Be welcoming, professional, and helpful.
- Maintain up-to-date and accurate student files.
- Issue student transcripts.
- Prepare student report cards.
- Advise students to make sure that their needs are being met both inside and outside the classroom.
- Assist with career development and professional advising.
- Develop and maintain resources that promote retention.
- Provide excellent student services, such as academic advising, social and cultural events, and student ID card registration.

Administrative Positions and Job Descriptions

President

The President oversees operations of SKY Language School. The President communicates regularly with the Executive Director and Director of ESL to address areas of growth for planning, development, and resources. The President performs an annual evaluation for the Executive Director, who is responsible for overseeing operations of the IEP. The President oversees the institution's finances and reviews performance with quarterly bank statement reviews and annual tax returns. The President serves as the Principal Designated Student Officer (PDSO) and has the authority to add or remove other Designated Student Officers (DSOs) as needed. The President is the authorizing body and signing official for grants and contracts, and is responsible for maintaining relationships with stakeholders, as well as compliance with local, state, and federal agencies.

Executive Director

The Executive Director oversees all day-to-day operations of the institution. The Executive Director leads the execution of all steps necessary to implement the school's plans for development and compliance. The Executive Director also coordinates the evaluation elements of the program with the Director of ESL to ensure that the school fosters a learning environment that is nurturing and promotes academic excellence. Achieving excellence requires collaboration with the members of the administrative and faculty body, with an emphasis on the student's needs. The Executive Director is responsible for coordinating site visits and serves as the primary point of contact with the institution's national accrediting body.

Director of ESL

The Director of ESL works closely with the Curriculum Coordinator and plays an active role in curriculum development, implementation, evaluation, instructional strategy, classroom management, student assessment practices, and research on assessment and achievement in language training. The Director is responsible for:

- Establishing and promoting high standards and expectations for students and staff for academic performance and responsibility for behavior.
- Working cooperatively and collectively with other staff to ensure that instructional programs and services are coordinated in the school and are administered uniformly and equitably.
- Ensuring coordination of services and articulation by communicating frequently with staff on a regular basis.

- Clarifying school policies, regulations, programs, and procedures about which students may have questions.
- Evaluating the program consistently and regularly.
- Assisting in the recruitment, screening, hiring, training and assigning of faculty members.
- Encouraging the development, publication, and use of new instructional materials.
- Monitoring instructional areas to ensure that the facilities support instruction and are attractive, organized, functional, healthy, clean, and safe, with proper attention to the visual, acoustic, and thermal environments.
- Keeping staff informed about the instructional program and services and seeking ideas for the improvement of instruction.
- Directing student recruitment and enrollment.
- Course scheduling and classroom assignments.
- Developing cultural excursion opportunities.
- Assisting students with registration and payment.
- Enforcing all school policies and regulations at the school-level.

Student Advisor

The Student Advisor is responsible for assisting with all elements of student recruiting and academic advising. The Student Advisor helps the Directors in oversight of policy enforcement, administrative task performance, student services delivery, and crisis intervention. The Student Advisor is responsible for:

- Overseeing academic advising for students each semester.
- Providing office hours and resources to students and faculty.
- Assisting students with the admission process.
- Explaining admissions, registration, and enrollment procedures to all new and continuing students.
- Assisting new and continuing students with course scheduling.
- Collecting student grades from teachers and report cards.
- Evaluating student grades in order to assess their abilities.
- Offering advice to develop an academic plan that satisfies academic requirements.
- Discussing academic performance with students.
- Tracking the academic progress of each student with respect to the course that they were assigned.
- Ensuring that student files are up-to-date and accurate.
- Creating marketing and promotional materials for the program.
- Ordering books and supplies for teachers.

Curriculum Coordinator

Under the direction of the Executive Director, the Curriculum Coordinator will continually enhance the student experience by assisting in all phases of academic instruction or faculty management. The Curriculum Coordinator will supervise faculty in the delivery of the IEP's curriculum, and is responsible for:

- Organizing and maintaining a sequential program within the department that is consistent with the school's mission, objectives, and methods.
- Developing activities and strategies for improvement in the areas of instruction and student performance.
- Modeling, demonstrating, and coaching faculty throughout the instructional process.
- Assisting faculty in determining, developing, and securing materials that adequately support instruction within the IEP.
- Ensuring that the curriculum undergoes continuous development, review, and evaluation.
- Executing prescribed initiatives for curricular development and revision as necessary.
- Working with the Executive Director to develop a set of internally consistent assessment practices and implementing methods of reviewing these tools.
- Performing research on English as a second language acquisition and ensuring that appropriate parties are aware of standards.
- Assisting with faculty training, retention, and classroom observation to continually improve quality of instruction.
- Assisting with the implementation of professional development.

Staff Administrator

The Staff Administrator serves as the school's BPSS Agent and reports to the supervision of the Director of ESL. The Staff Administrator has specific responsibilities as it pertains to student service, recruitment, enrollment, policies, administrative tasks, and crisis intervention:

- Answering and directing phone calls in a courteous manner.
- Welcoming visitors in a warm and friendly manner, and answering any questions visitors have.
- Maintaining the reception area and all common areas in a clean and tidy manner at all times.
- Operating and restoring standard office equipment on a regular basis, including the fax machine, xerox machine, and computers.
- Keeping detailed and accurate records of visitor requests and compiling a list of calls received throughout the day.
- Receiving mail, deliveries, and packages.
- Sorting and distributing all incoming mail and prioritizing requests as needed.
- Taking inventory of supplies and restocking as needed.
- Maintaining the general office filing and billing system.

Notification of Change in Administrative Duties or Responsibilities

Step 1: The employee will be informed in writing of any permanent and/or temporary changes in duties and responsibilities, including when job responsibilities are affected by staffing levels.

Step 2: The employee's current job description will be reviewed with the Director and the employee will be asked for their input on any additional duties required, or conversely, for tasks that the employee would no longer be responsible for. Formal job descriptions will be revised as needed in the Administrator Handbook.

Step 3: The employee will be instructed that they are responsible for providing any updates to their resume, employment history, and record of professional development should they need to be revised.

Part 3: Professional Development Policies

The purpose of this policy is to provide employees with professional development opportunities that increase their skills and enhance their contributions to the organization. The performance of an employee is vital to the success of our organization. Providing professional development to our employees is an investment in their careers and the school's future. Full-time regular employees are eligible for reimbursement for education costs that are approved by the organization. It is the employee's responsibility to seek out the courses and other training mediums that will enhance their career development and are in line with the organization's mission.

All regular full-time employees are eligible to apply for professional development reimbursement. Professional development can be obtained through attendance at seminars, educational courses and degree programs that once acquired will assist the employee in performing his or her essential job functions and increase the employee's contribution to the organization. Other professional development expenses that are reimbursable under this policy are membership fees to professional organizations, registration fees for meetings, conferences, workshops and seminars, fees and subscriptions for scholarly journals, books, and computer based software or resources.

Employees must request prior express permission from the Executive Director if they seek to represent the school at any external event and/or receive reimbursement for professional activities and resources. The request will be considered based on the applicable program(s) of study, job relevance, cost, time commitment, and benefit. It is expected that all employees participate in at least 10 hours of faculty development per year.

Part 4: Performance Evaluation Policies

Administrative members take part in an annual performance review consisting of a formal evaluation which will be an assessment of the individual job tasks listed in Part 2 of this handbook.

The goal of the administrator evaluation process is to support the continuous growth and development of each administrator by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, evaluators should conduct both formative and summative evaluations of school administrators. Administrators contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the school. This evaluation provides a basis for leadership improvement through productive administrator performance appraisal and professional growth, and seeks to promote collaboration between the school administrators and evaluator(s), and encourage self-growth, leadership effectiveness, and improvement of overall job performance. The evaluation process strives to empower administrators to make meaningful contributions toward advancing the mission.

Criteria and Procedures for Performance Evaluation

The evaluation system provides for specific and reasonable plans for improvement of administrator performance. We believe that evaluations should provide opportunities for administrators to improve their performance, be a collaborative endeavor between the evaluator and the person being evaluated, facilitate open communication in an atmosphere of mutual trust and respect, and help staff develop skills of self-reflection and self-assessment which fosters life-long learning. Additionally, it provides for termination of administrators for inadequate job performance. Administrator evaluations are conducted systematically. Administrators are informed about the evaluation process during onboarding and regular administrative meetings.

Copies of the Administrator Handbook are distributed to the administrators upon employment. A review of the involved components is conducted and staff receive a detailed explanation on the steps for performance evaluation, including a copy of all forms to be used. If a team member is underperforming, a meeting is scheduled to discuss a plan for areas of improvement. A copy of the plan is placed in the administrator’s file. Follow-up throughout the next semester is performed by the Executive Director or Director of ESL. Failure to improve may result in one-semester probation or non-renewal.

Part 5: Academic Policies

Course of Study

| IEP Level | Speaking | Listening | Reading | Writing |
|----------------|----------|-----------|---------|---------|
| Basic 1 | S 101 | L 101 | R 101 | W 101 |
| Basic 2 | S 201 | L 201 | R 201 | W 201 |
| Intermediate 1 | S 301 | S 301 | S 301 | S 301 |
| Intermediate 2 | S 401 | S 401 | S 401 | S 401 |
| Advanced 1 | S 501 | S 501 | S 501 | S 501 |
| Advanced 2 | S 601 | S 601 | S 601 | S 601 |
| TOEFL | S 701 | S 701 | S 701 | S 701 |

Student Placement Exam

Initial student placement is determined by the ESL Placement Test provided by **Pearson Education**, which is this institution’s core text series. Placement occurs prior to the start of the semester. Faculty will assess students during the first week of classes to ensure correct placement. There are very few instances where a student needs to be replaced, therefore the test is deemed to be valid and reliable.

Advancement

Advancement to the next level of the IEP is based on a passing final grade of C- or higher and the student’s achievement of SLOs recorded throughout the semester. The final grade is calculated as follows: 40% final exam, 40% midterm exam, 10% quizzes, and 10% assignments.

Academic Evaluation Scale

| | | | | | | | | | |
|----|--------|----|-------|----|-------|----|-------|---|------------|
| A+ | 97-100 | B+ | 87-89 | C+ | 77-79 | D+ | 67-69 | F | Under 60 |
| A | 93-96 | B | 83-86 | C | 73-76 | D | 63-66 | I | Incomplete |
| A- | 90-92 | B- | 80-82 | C- | 70-72 | D- | 60-62 | | |

Completion

Completion of the IEP is determined by passing the Advanced 2 level or any level that satisfies the student’s needs. Students come to the school with different needs and goals; some are for practical, others for social, and still others are for academic purposes or professional development. SKY Language School focuses on the individual and believes in student centered learning.

IEP Courses, Goals, and Purposes

ESL Basic 1 (ESL 101)

The primary goal of the course is to promote English language competency for personal purposes, applying learned and rehearsed English to real-life situations. The emphasis is on literacy and communication skills that result in the student functioning in school and society as rapidly as possible. This course is designed around the competency-based model of instruction. The content covered in this course focuses on understanding through the areas of fundamental listening, speaking, reading, writing, language function, language form, and cultural literacy. After this level of instruction, students can organize and produce learned and rehearsed spoken language fluently in routine and familiar situation with familiar audience; can listen and understand simple phrases and sentences in highly structured settings with frequent opportunity for repetition; read common sight words, and understand sentence level reading; can independently accomplish simple and structured reading activities in a range of comfortable and familiar settings; can write simple sentences using familiar words and phrases to describe familiar objects, events, and experiences; using simple punctuation, and can demonstrate some control of basic grammar and spelling. A high level of support is provided. For English language learners, ease and confidence in using English may be low, even in familiar contexts.

↳ **ESL Basic 1 Level SLOs:** Students will be able to organize and produce learned and rehearsed spoken language fluently in routine and familiar situations with a familiar audience. Students will be able to listen and understand simple phrases and sentences in highly structured settings with frequent opportunity for repetitions. Students will also be able to introduce themselves and others, read common sight words, understand sentence level reading and dependently accomplish simple and structured reading activities in a range of comfortable and familiar settings. Additionally, students will write simple sentences using familiar words and phrases to describe familiar objects, events, and experiences; use simple punctuation, and demonstrate some control of basic grammar and spelling. Students will also be able to demonstrate the ability to count, tell time, recognize days of the week, months of the year, and dates.

ESL Basic 2 Level (ESL 201)

The goal of the course is to promote English language competency for personal purposes, applying learned and rehearsed English to real-life situations. The emphasis is on communication skills that result in the student functioning in school and society as rapidly as possible. This course is designed around the competency-based model of instruction. The content covered in this course will focus on understanding through the areas of fundamental listening, speaking, reading, writing, language function, language form, and cultural literacy. After this course, students can speak short utterances in familiar settings with familiar audiences and ask simple questions related to survival needs and simple social interchanges; can listen for structured and well-defined purposes related to maintaining personal conversations, acquiring information, or completing basic transactions with support of repetitions and slow rate of speech; can read and comprehend words in small blocks of simple text slowly but easily to independently accomplish simple, well-defined, and structured activities in familiar contexts when vocabulary is controlled; can write several simple sentences with a great effort to accomplish writing activities in familiar settings using simple punctuations. For English language learners, ease in usage of English is growing but varies depending on the level of familiarity with the audience and purpose and the stressfulness of the context.

↳ **ESL Basic 2 Level SLOs:** Students will speak short sentences in familiar settings with familiar audiences and ask simple questions related to survival needs and simple social interchanges. Students will also be able to use expressions related to areas of most immediate relevance. Students will be able to listen for structured and well-defined purposes related to maintaining personal conversations, acquiring information, or completing basic transactions. Students will also be able to read and comprehend words in small blocks of simple text slowly, but easily, to independently accomplish simple, well-defined, and structured activities in familiar contexts, write several simple sentences to accomplish writing activities in familiar settings and use simple punctuation.

ESL Intermediate 1 Level (ESL 301)

An integrated skills format allows reading, grammar, speaking, listening, and writing activities to be combined using the more intensive life skill themes. This course is designed around the competency-based model of instruction. After this course, students can express basic needs fluently and accurately in familiar settings with one or more familiar listeners, engage in social conversations, and monitor comprehension; can listen to basic content related to personal background information, everyday transactions, and common routine tasks in a stable manner; can read and comprehend sentences and even a few paragraphs of simple text to accomplish simple, well-defined, and structured reading activities in a range of comfortable and familiar settings; can write short, structured sentences and even a paragraph on familiar topics with some effort to complete writing activities in a few comfortable and familiar settings with control of basic grammar structures, spelling, and punctuation. A moderate level of support is provided. English language learners display growing comfort using English in simple interactions and social situations but may be less at ease in more complex and/or stressful contexts.

↳ **ESL Intermediate 1 Level SLOs:** Students will demonstrate basic needs fluently and accurately in familiar settings with one/more listeners, engage in social conversations, and monitor comprehension. Students will also be able to listen to basic content related to personal background information, everyday transactions, and common routine tasks. Students will learn to read and comprehend sentences and even a few paragraphs of simple text, write short, structured sentences and even a paragraph on familiar topics. Additionally, students will develop some control of basic grammar structures, spelling, and punctuation, understand main points of clear standard input of familiar matters regularly, and can describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions.

ESL Intermediate 2 Level (ESL 401)

The primary goal of the course is to build English language competency and apply skills to real-life situations in broader social interactions, such as the workplace. An integrated skills format allows reading, grammar, speaking/listening, and writing activities to be combined using the more intensive life skill themes. This course is designed around the competency-based model of instruction. After this course, students can speak fluently and accurately in less familiar settings with limited support; can comprehend relatively unstructured conversations and presentation of moderate length and not adjusted audio material for English learners; can quickly and accurately read and comprehend even a few pages of simple text to independently accomplish well-defined and structured reading activities; can write simple narrative, informative, or expressive texts of a few short paragraphs with some effort but with fewer errors; can independently complete various types of writing activities. Appropriate strategies (e.g., finding meanings or purposes, appropriate reading strategies, context clues, inference skills, and self-proofreading) are developed to become more competent English learners who display growing comfort in communicating with native speakers in various settings and social interactions.

↳ **ESL Intermediate 2 Level SLOs:** Students will demonstrate fluency in speaking and will accurately comprehend unstructured conversations and presentations of moderate length. Students will be able to understand main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization. Students will also demonstrate an ability to quickly and accurately read and comprehend a few pages of simple text independently. Additionally, students will write a simple narrative with some effort, but with fewer errors, using connectives, tense sequencing, auxiliary verbs, gerunds, object gerunds, punctuation and grammar rules, idioms and expressions.

ESL Advanced 1 Level (ESL 501)

The primary goal of the course is to promote English language competency for social, professional, and academic purposes, with an emphasis on developing reading, writing, and independent learning skills for success in English-speaking academic environments. An integrated skills format allows reading, grammar, speaking, listening, and writing activities to be combined using the life and academic themes. This course is designed around the competency-based model of instruction. After this course, students can speak fluently in familiar and less familiar settings with minimal support, and utterance can be generally understood by unsupportive, unskilled listeners; can understand most English language communication at less adjusted speed and often can function successfully (with some support) in adult academic classrooms with native English speakers; can read and comprehend multiple pages with a variety of texts at an appropriate pace to independently analyze and accomplish reading activities with more authentic materials; can write a few well-structured paragraphs with less hesitation that include the stability of punctuation and grammar structures; can edit and revise writing. Appropriate strategies (e.g., finding meanings or purposes, appropriate reading strategies, context clues, inference skills, and self-proofreading) are developed to become more competent English learners. English language learners display comfort in communicating with native speakers in various interactions and social situations.

↳ **ESL Advanced 1 Level SLOs:** Students will demonstrate the ability to speak fluently in familiar or less familiar settings using idioms and expressions appropriate to this level, understand most English language communication at less adjusted speed and often can function successfully in adult academic classrooms. Students will also be able to read and comprehend multiple pages in a variety of texts at an appropriate pace, write grammatically correct, well-constructed sentences and paragraphs with less hesitation that include the stability of punctuation and grammar structures and can edit and revise to improve communication.

ESL Advanced 2 Level (ESL 601)

The primary goal of the course is to promote English language competency for academic and professional purposes, applying English to university or workplace settings. The emphasis is on reading, writing, and learning to learn skills for the academic context. The secondary goal of this course is to complete all the courses. This course is designed around the competency-based model of instruction. The content covered in this course will focus on understanding and applying English through the areas of listening, speaking, reading, writing, language function, language form, and cultural literacy, and current events. After this course, students can speak fluently and accurately in most setting with unfamiliar audiences when provided with minimal support; can function independently in most social and work situations and comprehend relatively complex and unstructured conversations or presentations requiring the integration and summary of several data sources or media with limited need for guidance and repetitions; can comprehend most English language occurred at normal speed and often can function successfully with native English speakers outside of school; can read a variety of challenging texts in a variety of authentic settings such as newspaper and novel; can write coherent steps or well-constructed paragraphs for varied purposes related to professional and academic fields with the mastery of punctuation, grammar structures, self-proofread, and revise to improve communication. Appropriate strategies (e.g., finding meanings or purposes, appropriate reading strategies, context clues, inference skills, and self-proofreading) are developed to become competent English learners. English language learners display great comfort in communicating with native speakers in various interactions and social situations.

↳ **ESL Advanced 2 Level SLOs:** Students will be able to speak fluently and accurately in most settings, function independently in most social and work situations, comprehend complex conversations and presentations, and comprehend most English language at a normal speed. Students will also be able to read a variety of challenging texts, write and comprehend all verb tenses, in addition to the present perfect progressive, future perfect and conditional tenses. In addition, students will also self-proofread, and revise their writing and become proficient in prefixes, suffixes, synonyms, antonyms, homonyms and homographs. Students will be able to recognize and use cultural protocol, as well as U.S. cultural geography and be able to construct grammatically correct written reports.

TOEFL Level (ESL 701)

The TOEFL course is designed to teach the language skills and test-taking strategies needed to achieve a competitive score on the reading, writing, listening, and speaking segments of the TOEFL iBT. Students will take practice TOEFL tests to become familiar with the exam. They will then analyze results to find areas to improve using the skills learned. The program includes: test taking strategies for a successful score on the TOEFL Exam, TOEFL level vocabulary in context and Intensive work on listening, speaking, reading, and writing skills. To be admitted into the class, prospective students must have successfully completed ESL Advanced 2 Level. A TOEFL placement test will be administered to determine a student's strengths and weaknesses.

↳ **TOEFL Level SLOs:**

The TOEFL Program is designed to teach the language skills and test-taking strategies needed to achieve a competitive score on the reading, writing, listening, and speaking segments of the TOEFL iBT. Students will take practice TOEFL tests to become familiar with the exam. They will then analyze results to find areas to improve using the skills learned. The program includes: test taking strategies for a successful score on the TOEFL Exam, TOEFL level vocabulary in context and Intensive work on listening, speaking, reading, and writing skills. To be admitted into the class, prospective students must have successfully completed level 6 (Advanced II). A TOEFL placement test will be administered to determine a student's strengths and weaknesses.

Report Cards

Students receive a report card at the end of the semester, as well as regular progress updates throughout the term. Report cards provide Academic Grade (GPA) and Proficiency Level Evaluation. Students have the right to appeal a final grade and are encouraged to seek support from their teachers and key personnel throughout the term.

Grade Appeals

Students are advised to speak directly with their instructor regarding their grades. If the issue is not resolved at the faculty level, the student should write a written appeal stating the course, grade, and the grade they feel they have earned; this document should be given to the Director of ESL, who will arrange a meeting with the student, faculty member, and Student Advisor to resolve the issue.

Incomplete (I)

If circumstances beyond the student's control inhibit the student's ability to complete the work for a course on time, the student is responsible for informing the instructor of the circumstances immediately. At the discretion of the instructor, a temporary report of "I" for Incomplete may be assigned in lieu of a failing grade, to signify that the student has been granted additional time to complete the requirements for the course. When granting an "I" on the student's record, the instructor will set a date for the completion of the requirements and this date will be no later than 4 weeks after the grade has been received.

Withdrawal (W)

A mark of "W" for Withdrawal is recorded when a student withdraws from a course after the first 10 days of classes.

Admittance into Existing Classes for New Students

The following procedures are in place for admitting students into classes after the start of the term:

Students are given an overview of the enrollment and registration processes for rolling admissions. Staff review an enrollment agreement with each student, including the requirements for program length. The enrollment agreement contains information relevant to registration, hours of school operation, cost of the program, course schedule, attendance policy, leave of absence information, withdrawal policies, graduation, and refunds. This document also contains a grading system for the school. Both an academic advisor and the classroom teacher review the grading policy with the students. If the student has very limited English language skills, the school attempts to provide a person who can clearly explain the process in their native language.

Students are admitted into existing classes after they have taken the ESL Placement Test to determine their level. Following this step, teachers grade the test and then provide feedback to the new student with the level-placement recommendation. The school will only enroll a student into an existing class if there are open seats. Students are always provided with a brief introduction to the class, as well as information about course goals and expected learning outcomes. Staff and faculty make sure a clear description of what is expected of each student is explained.

Teachers closely monitor the student's progress during the first week of classes to make sure the student is properly placed and receives necessary support. Achievement of SLOs for students admitted in the middle of a term are compared with the achievement of students who were in the class from the beginning. Special attention will be paid to monitoring growth via the grading policy and a student's GPA. If the student enters after the midpoint, faculty constantly monitors the student's success on tests, quizzes and classwork. If there seems to be gaps, special extra help sessions are scheduled until the student shows mastery of the SLOs, and is achieving at least a C- grade on graded work. Every effort is made to ensure that the curriculum in each level is delivered sequentially. Once again, formalized notes of each meeting are placed in the student's file and a formalized report is also attached to the final report. The school has seen very little placement changes for students that enter after the start of the semester. This is attributed

to a strong, reliable ESL Placement Test that aligns perfectly with the curriculum and SLOs. Students wishing to come into the program after the start date are only accepted on a limited basis and only if there is an opening in a class appropriate for their level.

Course Policies

Late Work: Students are still expected to complete all assignments should they be absent from class. They will be penalized for any missed assignments.

Professionalism: Students are expected to act in a courteous and professional manner at all times and should be respectful at all times. Cell phones are to be kept on vibrate and students are to leave the classroom in a quiet manner, so as not to disturb others, should they need to make or receive a phone call.

Part 6: General School Policies

Campus Regulations

Basic rights and responsibilities are guaranteed to all members of our society. In addition, members of an academic community have particular rights and obligations tailored specifically to the school environment. The regulations and procedures in this document pertain mainly to on-campus conduct. The school fully expects that individuals will be responsible for their conduct at all times and that they will maintain compliance with all local, state and federal laws. Campus regulations serve to supplement these laws. Every aspect of school life shall be free from discrimination on the basis of race, color, religion, gender, ethnic background, sexual orientation, age, marital status or disability.

The Administration regards classroom civility as crucial to a beneficial learning environment. The conduct of students, professors, and administrators should contribute to a respectful, engaged, and productive classroom culture. All class members are responsible for maintaining and protecting an ethic of civility. Accordingly, the following guidelines for appropriate conduct have been established.

Privacy of Student Records

SKY Language School follows the policies and procedures related to the privacy of student records as set forth in the Family Educational Rights and Privacy Act (FERPA), a federal law that protects the privacy of student educational records. Students have the right to inspect and review their education records maintained by the school. Student records are maintained for at least three years after the student is no longer pursuing a full course of study. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for students to review records.

Students have the right to request that a school official corrects their student records if there are inaccuracies. If the school decides not to amend the record, the student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the student has the right to place a statement with the record setting forth his or her view about the contested information.

SKY Language School must have written permission from the student in order to release any information from a student's education record. However, unless a student opts out of this policy, FERPA allows schools to disclose those records, without prior consent, to the following parties or under the following conditions:

1. School officials with legitimate educational interest
2. Other schools to which a student is transferring
3. Specified officials for audit or evaluation purposes
4. Appropriate parties in connection with regard to financial aid to a student
5. Organizations conducting certain studies for or on behalf of the school
6. Accrediting organizations
7. To comply with a judicial order or lawfully issued subpoena

8. Appropriate officials in cases of health and safety emergencies
9. State and local authorities within a juvenile system pursuant to state law

Student records are kept on site in a secured room adjacent to the Executive Administrator's work area.

Policies on Financial, Contractual, and Personnel Records

SKY Language School administrators/staff members are expected to maintain the security of student records (see above), financial records, personnel records, and other contracts. These documents are stored in file cabinets in locked rooms. These documents are to be kept secure and private.

Contracts

Necessary contracts are drafted by the Director, approved by the President, and reviewed/edited by the SKY Language School attorney before final approval

Confidentiality of Personnel Records

Personnel records are kept in a secure location and are accessible by administrators only. If faculty members are seeking work elsewhere, faculty must notify an administrator with the name and contact information of any prospective employers that have been given permission to contact the institution regarding the faculty member's employment history with SKY Language School.

Class Cancellation

In case of an emergency, the faculty member must contact the school as early as possible so that a substitute teacher can be found and the class can run as scheduled.

Responsibilities Regarding Email Communication

Faculty are required to access their personal email account regularly and to read all emails from SKY Language School regarding school matters. Email serves as one means of announcing meetings and events; faculty are expected to plan accordingly and communicate with administrators if they anticipate a conflict of schedule or interest.

Physical Abuse

No person shall attempt to cause physical injury by subjecting another to physical conduct (i.e. striking, shoving, kicking, and slapping). No person shall recklessly cause physical injury to any member of the school community. Any student found committing such offenses will be subject to disciplinary action.

Harassment

No person shall engage in a course of conduct or commit acts that alarm or seriously annoy another person and serve no legitimate purpose. Such acts include, but are not limited to: obscene language or gesturing, stalking, creating a condition that endangers or threatens the health and safety of a member of the school community through intimidation. Communication by telephone, mail, or any other form, anonymously or otherwise with the intent to cause annoyance or harm shall be deemed harassment. These actions are subject to disciplinary action.

Narcotics, Illicit Drugs, and Controlled Substances

No person shall use, manufacture, or have in their possession, any narcotic, illegal drug, or controlled substance, not prescribed to them by a licensed physician, including but not limited to: cocaine, heroin, opiates, barbiturates, amphetamines, organic or synthetic depressants, stimulants, and hallucinogens; marijuana and its derivatives or any other substance is strictly prohibited. Attempt to distribute any narcotic or controlled substance is strictly prohibited.

Weapons

No person shall possess firearms of any kind (even if licensed), or any weapons including but not limited to nunchaku sticks, blades, knives, BB guns, anywhere on campus.

Property Damage

No person shall take, steal, destroy, or damage property, be it personal, on-campus or off-campus, or any property under the school's control or belonging to another member of the school community. In addition, no person shall in any manner whatsoever deface any property under the ownership or control of the school.

Sexual Abuse

No person shall engage in sexually inappropriate behavior towards any member of the SKY community without their verbal consent. Such behavior includes, but is not limited to: touching, pinching, patting, exposing genitalia, or pressing up against someone.

Sexual Harassment

According to the federal Equal Employment Opportunity guidelines, unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature all constitute examples of sexual harassment when submission to the conduct is explicitly or implicitly utilized as a condition for employment or academic advancement. SKY Language School has a zero-tolerance policy towards sexual harassment and any misconduct that has the purpose or effect of unreasonably interfering with an affected person's work, performance, learning environment, or creating an intimidating, hostile, or offensive environment.

Computer Services

The campus computing facilities and network resources are available to faculty, registered students, and officially recognized organizations. They are provided for instructional and research purposes. Students are responsible for all activity associated with their computer usage and will be held accountable for copyright infringements, such as the downloading of illegal content, which may be punishable by law.

Theft

No person shall take or knowingly possess stolen property.

Trespassing

No person shall enter the facility or utilize any facility resource without proper authorization. No person shall enter a facility that they have specifically been prohibited from entering.

Disorderly Conduct

No person shall engage in criminal mischief (vandalism) or reckless endangerment, public inconvenience, or disturbance by fighting, making unreasonable noise, using abusive or obscene language, or creating a hazardous or physically offensive situation by acts that serve no legitimate purpose.

Copyright Policy

SKY Language School requires all faculty, staff, and students to comply with all state and federal laws including copyright laws. The fundamentals of copyright law and SKY Language School's guidelines for educational use of copyright materials are published at the main desk and the U.S. Copyright Office's Home Page: <http://www.copyright.gov/>.

Allegations of copyright infringement by SKY Language School users that comply with the Digital Millennium Copyright Act, Title II, Section 512(c)(3) will be investigated. The Copyright Specialist will notify the Director of all valid notifications of claimed infringement received by SKY Language School for appropriate action. If SKY Language School determines that any users have repeatedly infringed copyrights of others, the offending user's access to online services may be terminated.

Notification of claimed infringement must contain the information required by and otherwise comply with the Digital Millennium Copyright Act, Title II, Section 512(c).

Grievance Policy

This policy is intended to provide a fair, internal process for resolving internal disputes that arise between faculty, administrators, and/or students. Formal procedures are described below and should only be used when matters cannot be resolved informally.

SKY's grievance policy explains how individuals can voice their complaints in a constructive way. Supervisors and senior management should be aware of issues that hinder any employee or student's well being or capacity as a fully participating member of the institution, and work to resolve issues as quickly as possible. Students are afforded a fair grievance procedure to be heard and avoid conflict. SKY encourages students to communicate their grievances and seeks to foster a supportive and pleasant learning environment for everyone.

Scope

This policy refers to everyone in the school regardless of position or status.

Grievance Definition

Grievance is defined as any complaint, problem, or concern affecting the workplace and/or employee relations.

Employees can reach out to their direct supervisor, file an **Employee Grievance Form** explaining the situation in detail, refuse to attend formal meetings on their own, and appeal on any formal decision. Employees can file grievances for any of the following reasons: workplace harassment, health and safety, supervisor conduct, and adverse changes in employment conditions. This list is not exhaustive.

Employees who face an allegation have the right to receive a copy of the allegations against them, respond to the allegations, and appeal on any formal decision. The institution is obliged to: have a formal grievance procedure in place, communicate the procedure, investigate all grievances promptly, treat all employees who file grievances equally, preserve confidentiality at any stage of the process, resolve all grievances when possible, and respect its non-retaliation policy when employees file grievances with the school or external agencies.

In the case that the grievance cannot be addressed informally, SKY Language School reserves the following procedures for its employees:

1. Ask the employee to fill out the **Employee Grievance Form**, which is available at the information desk or the form can be downloaded from www.sky.edu/forms.
2. The school will assign a case administrator to meet with the complainant to ensure the matter is understood completely.
3. If the complaint involves another employee, the case administrator will schedule a meeting to hear both sides of the case.
4. The case administrator will provide a summary report of the meeting(s) to the school for review.
5. The case administrator will be advised to recommend mediation procedures and/or investigate the matter, and may request outside help at the discretion of the school.
6. Employees should be kept informed throughout the process.
7. A formal decision will be communicated in writing to all parties involved.
8. The school welcomes appeals and will conduct all investigations with prudence and fairness. SKY will cooperate fully with any ongoing investigation that promotes the wellbeing of our institution and our community.

Administrator Grievance Procedures

If administrators have a grievance with job expectations or other matters, they should discuss the matter with the Executive Director. The Executive Director is the primary contact responsible for resolving administrative grievances.

In the case an administrator's grievance cannot be remedied satisfactorily by the Executive Director, the administrator may submit a written complaint to the President and the President will reply in writing within 7 business days.

If the complaint cannot be satisfactorily resolved at the director-level, then the administrator may notify the president/owner of the company in writing. Upon receiving the complaint, the president shall respond to the administrator within 5 business days and schedule a meeting to attempt to satisfactorily resolve the issue. If the situation still has not been resolved, the administrator may choose to escalate the case to a state agency.

In the state of New York, employees can contact:

New York State Department of Labor
PO Box 15130
Albany, NY 12212
(888) 209-8124

In the state of New Jersey, employees can contact:

New Jersey Department of Labor
1 John Fitch Plaza
Trenton, NJ 08611
Phone: (609) 659-9045

Additionally, any student, faculty, or administrator, as well as others outside the program or institution who may have knowledge of an alleged failure by an accredited program or institution to maintain the standards may file a complaint with the Commission on English Language Program Education (CEA) by going to their website: <https://cea-accredit.org/about-cea/complaints>.