

# Faculty Handbook



**SKY LANGUAGE**  
PASSION • QUALITY • INTEGRITY

**2023 - 2024**

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## **Purpose of the Faculty 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 faculty 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](http://www.sky.edu) or any of the key resource personnel listed in this Faculty 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: Faculty Qualifications, Duties, Responsibilities**

### **Teacher Qualifications**

The required minimum educational and training qualifications for employment include a bachelor's degree in Education, English, Communication, or related field--although a master's degree is preferred--along with at least 5 years of experience teaching ESL to adults in a classroom setting. A certificate in Teaching English to Speakers of Other Languages (TESOL) is required. All faculty currently teaching possess a TESOL certificate.

### **Teaching Responsibilities**

Teaching responsibilities include: preparing for and teaching each class, creating and grading homework assignments/quizzes, developing a midterm and a final exam, and providing office hours once a week. Additionally, all faculty members are required to prepare and submit syllabi that are aligned with the school's curriculum, student learning outcomes, and proficiency levels. Instructors are expected to distribute documents containing all class policies, including the course syllabus to students during the first meeting.

### **Teaching Load and Course Assignments**

Teaching assignments for each semester are decided at the ESL faculty meetings held 4 weeks before the start of each term. At these meetings, faculty are presented with their finalized teaching assignments, with information on the program and class schedule. This information is referred to as the Master Teacher Schedule and is kept at the information desk. Teaching assignments are established based upon faculty evaluations, faculty experience, and student needs.

### **Faculty Mentoring**

All new faculty meet with a senior SKY Language School faculty member who can share their experience teaching at this school and provide ongoing mentoring during the new faculty member's first semester teaching. This allows the new faculty member to transition smoothly into the academic environment at Sky Language School. The Curriculum Coordinator works with the new faculty member while they are working on the development of the course syllabus so as to ensure that it is in

complete alignment with student learning outcomes and proficiency levels.

### **Teaching Methodologies**

Teaching methodologies at the institution are reviewed with all new faculty by experienced faculty during the faculty mentoring period. This provides cohesiveness in the curriculum and ensures that students can progress smoothly between levels.

### **Student Advising Responsibilities**

Faculty are expected to provide academic counseling for students as needed. Faculty keep a written record of extra help given out to students—recording the student name, date/time, and subject matter. This documentation is submitted to a SKY administrator for each counseling session provided. Faculty are expected to help students understand their placement test results and meet their academic needs. Additionally, faculty are expected to hold weekly office hours for students who seek extra help. Office hours are scheduled between faculty so there is at least 1 faculty member available on days classes are held.

### **New Student Orientation**

Faculty are required to attend the new student orientation, which is given at the beginning of each semester. The orientation is designed to help new students become familiar with the school, policies, procedures, faculty, and staff. During orientation, students receive the Student Handbook and are afforded the option to purchase textbooks.

### **Student Needs That Exceed School Resources**

If a student's needs exceed school resources and cannot be resolved by faculty or staff, the student is to be referred to a professional to seek additional assistance as needed.

### **Service Expectations**

Faculty are strongly encouraged to keep their skills sharp by participating in seminars and conferences. SKY Language School provides faculty with educational and professional development opportunities throughout the school year.

### **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.

### **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.

### **Course Goals, Objectives, and Learning Outcomes**

All faculty members are given a copy of the Curriculum Guide – a document which lists the course goals, course objectives, and student learning outcomes for each level of instruction. Faculty are expected to understand the information contained in this document, and to design courses to ensure alignment with the stated goals, objectives, and student learning outcomes of the SKY IEP.

### **Proficiency in the Target Language**

During the interview, the faculty candidate is expected to demonstrate fluency in English in order to be eligible to teach at SKY Language School.

#### **Assessment of Student Performance**

Assignments, examinations, and formal assessments are to be evaluated and returned promptly for student feedback. Instructors are responsible for providing students with appropriate and timely notification about their academic performance in the course. All assessments are to be administered, graded, and returned to students promptly. Examinations and term papers submitted at the end of the term are to be graded and retained for one semester, during which time students are encouraged to pick up their graded materials. Instructors must observe the Midterm and Final Exam Schedule that is published each semester.

#### **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.

#### **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/>.

#### **Grievance Policy**

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

SKY's grievance policy explains how employees can voice their complaints in a constructive way. Supervisors and senior management should be aware of issues that hinder an employee's wellbeing or capacity as a fully participating member of the institution, and work to resolve issues as quickly as possible. Employees are afforded a fair grievance procedure to be heard and avoid conflict. SKY encourages employees to communicate their grievances and seeks to foster a supportive and pleasant workplace 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.

#### **Procedures**

Employees are encouraged to communicate with each other to resolve any problems should they arise. When self-reconciliation between employees is not possible, a supervisor should attempt to mediate the situation peacefully. If the issue directly involves a supervisor, then in order to avoid a conflict of interest, the grievance may be escalated to the Director or Executive Director. SKY Language School has a zero-tolerance policy for violence, discrimination, intimidation, and harassment of any nature, towards any member of our community.

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](http://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.

### **Part 3: Faculty Performance Evaluation Policies**

#### **Criteria and Procedures for Performance Evaluation**

The foremost purpose for evaluating teachers is to improve student learning. The evaluation system provides for specific and reasonable

plans for improvement of teacher performance if the performance of the teacher requires improvement. Additionally, it provides for termination of teachers for inadequate job performance. We believe that teacher evaluations should provide opportunities for teachers to improve their instruction, 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 teachers develop skills of self-reflection and self-assessment which fosters life-long learning. Faculty evaluations have been implemented and are conducted systematically. All current faculty have been informed about the evaluation process as follows:

#### Orientation of Teachers

Copies of the Faculty Handbook are distributed to the teachers upon employment. A review of the involved components is conducted and teachers receive a detailed explanation on the steps for performance evaluation, including a copy of all forms to be used. Formal observations are conducted a minimum of twice per year (once per semester).

Formal Observations consist of the following steps:

1. Formal Class Observation is scheduled during the semester and is at least 30 minutes in length. Descriptive data is recorded during the observation and this step is conducted by the Executive Director or Director of ESL using Form D.
2. A post-conference is conducted within 5 working days to review the class observation data.
3. The teacher uses a Self-Reflection Form (B) and brings it to the faculty meeting at the end of semester.
4. All students evaluate teachers during the final exam week using Form C.
5. The Director of ESL and/or Managing Director will review and analyze all evaluation forms (B, C, and D) and evaluate faculty performance using Form A.

Teachers are evaluated on a score point basis for objectivity:

Category	Scoring Breakdown
Director Evaluation (Form A)	/30
Self-Reflection (Form B)	/20
Student Evaluation (Form C)	/30
Class Observation (Form D)	/20
Total Score	/100

If a faculty member is underperforming, a meeting is scheduled to discuss a plan for areas of improvement. A copy of the plan is placed in the teacher'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. Faculty receive copies of Student Evaluation Forms for each class they teach, only after final grades have been submitted. Evaluations are based on student feedback of teaching skills, class content, and student-teacher interaction using a scale from 1 to 5 for each question to assess teacher effectiveness.

## Part 4: 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 functions 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 5: Relevant Student Policies**

##### **Student Registration**

First time registrants are required to participate in a student orientation program, which reviews the registration policy.

##### **Registration for Classes**

New and continuing students are required to register for classes before the start of each term. New students participate in the new student orientation, which includes an academic advising session. During the advising session, the student is provided with a complete overview of enrollment criteria. The enrollment agreement contains information relevant to registration, length of program of study, course schedule, hours of school operation, tuition, attendance policy, leave of absence information, withdrawal policies, graduation, and refunds. This document also contains a grading system for the school. If the student has very limited English language skills, the school seeks to provide a person who can explain the process in their native tongue.

##### **Attendance**

Full-time students are expected to maintain a minimum of 80% attendance in order to accomplish the goals of instruction and pass each level of the IEP.

##### **Leave of Absence**

Leave of absences cannot exceed 30 days for the student to maintain active enrollment status at the school, and this may be requested in writing. One leave of absence may be granted to a student per 12-month period, solely at the discretion of the school.

##### **Readmission**

A student who has withdrawn voluntarily from the school and seeks to be readmitted must sign a new enrollment agreement for the hours remaining to complete their program of study. The student will have to sit for the ESL Placement Test to determine their re-entering level of proficiency, and changes may be required in the program of study if changes in proficiency have occurred during the time away. If a student is readmitted, they are responsible for reconciling any tuition monies due to the school before they may be allowed to register for classes. Students will be charged per clock hour for the hours required to complete their program. Students will be permitted to re-enter solely at the discretion of the Executive Director and after a careful review of academic records and any extenuating circumstances. A student requesting readmission after dismissal for failure to maintain satisfactory academic progress will be allowed to do so at the discretion

of the Executive Director, and if readmitted, the student will be placed on academic probation for one semester.

##### **Examinations**

Students will be required to take a midterm exam and a final exam each semester as a requirement for their final grade.

##### **Completion of Program**

A student must have completed all required courses, passed each level of proficiency, attended at least eighty percent (80%) of class hours offered, and satisfied all financial obligations before they are eligible to graduate from the IEP. The school also awards certificates of completion for each course.

##### **Student Responsibilities**

Students are expected to attend classes regularly, arrive on time and stay through the duration of the class, engage in class discussions and activities as appropriate, exhibit classroom behavior that is not disruptive to the learning environment, and keep all electronic devices on silent mode during classes.

##### **Course Responsibilities**

Students are expected to observe the requirements for the course, review the course syllabus, keep up with coursework and take all scheduled examinations, address any anticipated conflicts in the syllabus or exam schedule as soon as possible, and review their graded material and seek help as necessary. Students with learning disabilities are required to notify their instructors if they believe it might interfere with the completion of the course work and seek additional accommodations. Students are also expected to fairly and thoughtfully complete the Student Evaluation (Form C) at the end of each term.

##### **Academic Progress**

Students are expected to assess their academic progress each semester and to monitor their progress towards completion and/or graduation from the IEP. Students are expected to review the school's academic policies and procedures, as well as graduation requirements. Students should also retain their copies of enrollment agreements, graded assessments, report cards, and course materials.

##### **Interactions with Faculty and Peers**

Faculty are expected to adhere to the academic policies, and to work to ensure that their peers and students also adhere to the principles of academic honesty and integrity. Faculty are expected to abide by the school's zero-tolerance harassment policy towards intimidation or harassment of any nature, including violence and sexual harassment. Faculty are expected to promptly report information regarding disruptive or inappropriate behavior and any form of academic dishonesty or misconduct to a key administrator.

##### **Academic Advising**

Advising involves an exploration of the student's personal, academic, and professional or career-related goals, with an emphasis on promoting independence, dignity, and choice. Advisors explain academic policies and help students select programs of study. General advising is available on a walk-in basis during school hours.

##### **Federal Family Educational Records and Privacy Act (FERPA)**

The Federal Family Educational Records and Privacy Act of 1974 sets forth requirements designed to protect the privacy of students concerning their records maintained by the school. FERPA affords students certain rights with respect to their educational records. These rights include the right to inspect and review the student's educational records within 45 days of the request for access and the right to request an appeal for mistakes.

The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent to school officials with legitimate educational interests, include administrative, academic,

or support personnel (including law enforcement and health services); Sky Language School attorneys, auditors, or collection agents; or another school official.

Faculty reserve the right to file a complaint with the U.S. Department:

Family Policy Compliance Office  
U.S. Department of Education  
Washington, D.C. 20202

In addition, Sky Language School is authorized to release Directory Information" to approved stakeholders and agencies. Directory Information includes the student's name, address, contact information, date and place of birth, program of study, dates of attendance, and degrees, diplomas, certificates, or awards received at this institution and/or prior to attendance at this school. Student likenesses may be published in materials for the school and website.

#### **Changes in Student Personal Information**

Students must notify the school whenever their contact information has changed. This includes the student's address, phone number, and email address.

#### **Grievance Procedures**

All students, faculty and staff should seek to resolve their complaint directly with the school's Director of ESL unless there is reason to fear that the school may penalize them unfairly. When the concern is between a student and their instructor, students reserve the right to file a formal complaint that supersedes the authority of any school personnel, by submitting their grievances in writing directly to the President of SKY Language School. Students, faculty and staff are encouraged to adhere to the grievance procedure as indicated below.

Step 1: Students should meet with the instructor to discuss the issue. The instructor and the student should schedule a meeting to discuss the issue at hand and explore solutions.

Step 2: If the issue cannot be resolved at the instructor-level, then the student should notify the Director of ESL in writing. The director will respond to the student within 72 hours of receipt of the complaint to schedule a meeting and/or seek to address the concern. The meeting will take place within 5 business days of the complaint being received. The director will meet first with the student, then separately with any implicated parties (if applicable), and finally as a group if mediation is sought. The director is expected to make a reasonable attempt to resolve the complaint to the satisfaction of all parties involved. The Executive Director may be asked to step in to mediate difficult cases.

Step 3: If the complaint cannot be satisfactorily resolved at the director-level, then the student may notify the president/owner of the company in writing. Upon receiving the complaint, the president shall respond to the student within 5 business days and schedule a meeting with the student, instructor, and director, either separately or jointly, to attempt to satisfactorily resolve the issue. If the situation still has not been resolved, the student should continue to the final step of the grievance process.

Step 4: Contact the appropriate agency.

In the state of New York, students can submit formal complaints to:

New York State Education Department  
ATTN: Bureau of Proprietary School Supervision (BPSS)  
116 West 32<sup>nd</sup> Street, 5<sup>th</sup> Floor  
New York, NY 10001  
Phone: (212) 643-4760

In the state of New Jersey, students can submit formal complaints to:

New Jersey Department of Education  
PO Box 500  
Trenton, NJ 08625  
Phone: (609) 376-3500  
or  
New Jersey Department of Labor  
1 John Fitch Plaza  
Trenton, NJ 08611  
Phone: (609) 659-9045

Additionally, any student, faculty or staff member, 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>.

#### **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.

##### **Academic Integrity**

Students are expected to maintain the highest standards of honesty in their school work. Any level of cheating, forgery, and plagiarism are considered serious academic offenses and students found guilty of academic dishonesty are subject to disciplinary action.

Cheating is defined as giving or obtaining information by improper means in meeting academic requirements. No person shall take, steal or otherwise obtain in an unauthorized manner any piece or pieces of writing which contain the questions or answers to an examination scheduled to be given to any individual enrolled in any course of study offered by the school.

Forgery is defined as the alteration of school forms, documents, or records or the signing of such forms or documents by someone other than the proper designee.

Plagiarism is the representation of, intentional or unintentional, of someone else's words or ideas as their own without proper citation of the source. When using another person's words in a paper, students must place them within quotation marks or clearly set them off in the text and give them footnoting. When students use only the ideas and change the words, they must clearly identify the source or author of the ideas. If students have questions about what constitutes plagiarism, it is their responsibility to clarify the matter by conferring with the instructor.

Faculty members are responsible for reporting all cases of cheating, plagiarism and forgery to their Department Director and to the Dean of Academic Affairs. Academic penalties may range from a failure for a specific piece of work in a course to a failure of the course itself.

##### **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.

**Part 7: Professional Development Policy**

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.