

Student Handbook



SKY LANGUAGE
PASSION • QUALITY • INTEGRITY

2021-2022

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Purpose of the Student 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 students 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 resource personnel listed in this Student 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
Executive Director
Director of ESL
Curriculum Coordinator
Student Advisor
Staff Administrator

Part 2: Admission Policies and Procedures

Policies

The student application process, including the ESL Placement Test, must be completed before a student may be enrolled. To be eligible for our programs, students must be a non-native speaker of English, at least 18 years old, provide an official government-issued document as identification (passport, ID etc.), and fulfill all requirements of their visa status (if applicable).

Applying for Admission

Step 1: Submit an Application Form
Step 2: Complete the ESL Placement Test
Step 3: Receive an Acceptance Letter

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.

Tuition and Fees

Student tuition and fees are due before the start of classes and these charges are clearly outlined in the enrollment agreement. Students are liable for the full amount of tuition. Tuition and fees are subject to change. In the event of an increase in tuition or fees, a statement of notification will be mailed to the students. Any monies which have been made will be considered as a partial payment and applied towards the full tuition. Students are responsible for any and all additional payments and fees.

Payment Plan

Students may qualify for an installment payment plan with the approval of the Director of ESL. Students must adhere to the payment schedule or the plan will be rescinded and payment in full will be required. There will be a plan surcharge added to monthly installment payments.

Refunds

Students are responsible for submitting their tuition payments by the due date printed on the tuition statement.

A student who cancels within 7 days of signing the enrollment agreement is entitled to receive a full tuition refund, with the exception of the non-refundable \$100 registration fee.

Thereafter, a student will be liable for the non-refundable registration fee, plus: the cost of any textbooks or supplies accepted and tuition liability, calculated as of the student's notification to withdraw or the last date of attendance, whichever is last. Tuition liability is divided by the number of terms in the program. Total tuition liability is limited to the term during which the student withdrew (or was dismissed) and any previous terms completed.

Refund Policy

First Term

If termination occurs:	School may keep:
Prior to or during the first week	0%
During the second week	20%
During the third week	35%
During the fourth week	50%
During the fifth week	70%
After the fifth week	100%

Subsequent Term

If termination occurs:	School may keep:
Prior to or during the first week	20%
During the second week	35%
During the third week	50%
During the fourth week	70%
After the fourth week	100%

In case of course closure due to insufficient registrants, 100% tuition will be refunded. The registration fee and class material fees are non-refundable and will not be included in the refund calculation. Failure to notify the director in writing of withdrawal may result in a delay in refund, pursuant to section 5002 of the Education Law.

Part 3: Academic Policies

Course of Study

IEP Level	Speaking	Listening	Reading	Writing
ESL Basic 1	S 101	L 101	R 101	W 101
ESL Basic 2	S 201	L 201	R 201	W 201
ESL Intermediate 1	S 301	S 301	S 301	S 301
ESL Intermediate 2	S 401	S 401	S 401	S 401
ESL Advanced 1	S 501	S 501	S 501	S 501
ESL 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.

Part 4: Relevant Student Policies

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.

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.

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.

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. 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/>.

Part 5: Relevant Student Policies

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.

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.

Students 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 32nd Street, 5th 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 6: Student Services**Counseling**

Unlimited academic, personal, and civics and citizenship counseling are provided to students on a walk-in basis. Our staff are sensitive, friendly, and dedicated. They work closely with students to meet all of their personal, academic, and professional needs. We also provide other services for students, such as information regarding opening a bank account, obtaining health insurance, speaking to your child's teacher at school, getting a public library card, preparing for the TOEFL iBT exam, and applying for a driver's license.

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.

Monthly Recreational and Social Events

Registered students have access to educational, social, and recreational activities during the school year. Throughout the program, teachers take students on cultural outings and field trips ranging from museum visits, trips to restaurants, outdoor activities, cultural parades, festivals, and free concerts. Our staff is ready to assist students with directions to events and suggestions for activities. To further enhance the availability of social and cultural experiences, our friendly staff plans annual holiday parties at school to foster school spirit and familiarize students to American culture and holidays. Some of these holidays include New Years Day, Christmas, and Halloween.

Student ID Cards

All students can receive a complimentary Student ID Card. Having a Student ID may be useful for receiving discounted admission to museums and concerts, and may also be used to subscribe to student-focused online learning tools. To receive a Student ID, students may submit a passport-style photo to the Information Desk.