



AMERICAN SCHOOL OF LEADERSHIP

A m e r i c a n H i g h S c h o o l

*"We strive to become the catalyst of change for every student we serve.
Our MISSION is to provide a caring and attentive online learning
environment. ASL will continue to utilize educationally proven techniques
to help our students become the successful leaders of tomorrow."*

Teacher's Handbook



*Tell Me and I forget
Teach Me and I remember
Involve Me and I learn*

- Benjamin Franklin

Index

Topic	Page
Message from the Director	3
Standards of Ethical conduct	4
Academic Policies	7
Syllabus Requirements	9
Faculty Workshops	10
Self-Evaluation	11
Resignation / Termination	12

The intent of this Teacher's Handbook is to identify and communicate certain policies and procedures that are specifically applicable to faculty members at American School of Leadership. No provision of this Handbook shall be construed as an employment agreement or contract. Faculty members are subject to all rules, regulations, policies and procedures promulgated by American School of Leadership as specified in its Employee and Faculty Handbooks, instructional manuals, and otherwise communicated to faculty.

Message from the Director...

As an educator for American School of Leadership, you are undertaking a step towards commitment to quality.

For our students, life takes many turns and for some it often leads to falling behind in their plans. When this happens, their next few decisions are crucial and will make an everlasting impression in their future.

Often, without a high school diploma, they face serious struggles and for many, doors are closed permanently with their future bleak and unsuccessful. They are confronted with a never ending phase of dead-end jobs and long hours.

At American School of Leadership (ASL), our mission is to address this dilemma and employ educators that understand this too.

Together, we can begin to chip away at the obstacles our students face and empower them to win by changing the tools they use to fight the good fight.

Dr. JL Otero

American School of Leadership has **Five Pillars of Success**; we believe they will change lives.

- 1. Make a five year plan that includes getting your High School Diploma**
- 2. Plan after the Diploma; whether it is college or a career certification**
- 3. Take the first step towards beginning your plan**
- 4. Make a commitment to yourself that today is the beginning of a great future!**
- 5. Never, Ever lose sight of your future plans!**

If not you then who? If not now then when?

- Hillel

Standards of Ethical Conduct



Adapted from the Code of Ethics of the Education Profession in Florida and Principles of Professional Conduct for the Education Profession in Florida.

1. Our school values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
2. Our primary concern is the student and the development of the student's potential. Employees will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
3. Concern for the student requires that our instructional personnel:
 - a. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
 - b. Shall not unreasonably restrain a student from independent action in pursuit of learning.
 - c. Shall not unreasonably deny a student access to diverse points of view.
 - d. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 - f. Shall not intentionally violate or deny a student's legal rights.

g. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.

h. Shall not exploit a relationship with a student for personal gain or advantage.

i. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

4. Aware of the importance of maintaining the respect and confidence of colleagues, of students, of parents, and of the community, employees of our school must display the highest degree of ethical conduct. This commitment requires that our employees:

a. Shall maintain honesty in all professional dealings.

b. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.

c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities. d. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination. e. Shall not make malicious or intentionally false statements about a colleague.

Training Requirement

All instructional personnel and administrators are required as a condition of employment to complete training on these standards of ethical conduct.

Reporting Misconduct by Instructional Personnel and Administrators

All employees and administrators have an obligation to report misconduct by instructional personnel and school administrators which affects the health, safety, or welfare of a student. Examples of misconduct include obscene language, drug and

alcohol use, disparaging comments, prejudice or bigotry, sexual innuendo, cheating or testing violations, physical aggression, and accepting or offering favors. Reports of misconduct of employees should be made to the Director. Reports of misconduct committed by administrators should be made to the President. Legally sufficient allegations of misconduct by Florida certified educators will be reported to the Office of Professional Practices Services.

Reporting Child Abuse, Abandonment or Neglect All employees and agents have an affirmative duty to report all actual or suspected cases of child abuse, abandonment, or neglect.

Call 1-800-96-ABUSE or report online at: <http://www.dcf.state.fl.us/abuse/report/>.

Signs of Physical Abuse - The child may have unexplained bruises, welts, cuts, or other injuries; broken bones; or burns. A child experiencing physical abuse may seem withdrawn or depressed, may seem afraid to go home, run away, shy away from physical contact, be aggressive, or wear inappropriate clothing to hide injuries.

Signs of Sexual Abuse - The child may have torn, stained or bloody underwear, trouble walking or sitting, pain or itching in genital area, or a sexually transmitted disease. A child experiencing sexual abuse may have unusual knowledge of sex or act seductively, fear a particular person, seem withdrawn or depressed, gain or lose weight suddenly, shy away from physical contact, or run away from home.

Signs of Neglect - The child may have unattended medical needs, little or no supervision at home, poor hygiene, or appear underweight. A child experiencing neglect may be frequently tired or hungry, steal food, or appear overly needy for adult attention.

Patterns of Abuse **Serious abuse**, usually involves a combination of factors. While a single sign may not be significant, a pattern of physical or behavioral signs is a serious indicator and should be reported.

Liability Protections Any person, official, or institution participating in good faith in any act authorized or required by law, or reporting in good faith any instance of child abuse, abandonment, or neglect to the department or any law enforcement agency, shall be immune from any civil or criminal liability which might otherwise result by reason of such action. (F.S. 39.203)

Academic Policies

It is important for all educators to understand the rights of our students. This makes the experience for all stakeholders a better one.

Plagiarism and Dishonesty Policy

American School of Leadership considers academic honesty to be one of its highest values. Students are expected to be the sole authors of their work. Use of another person's work or ideas must be accompanied by specific citations and references.

On joining the school's academic community, students are expected to embrace the tenets of liberal learning – critical thinking, intellectual exploration, and academic honesty. Academic dishonesty, cheating, plagiarism, and other violations of academic integrity are causes for suspension or expulsion from the school.

Each incident will be reported in writing from the instructor to the administration, and may result in the following sanctions:

First time: 10 weeks Suspension

Second Time: Dismissal from the School.

The administration office maintains a database of all offenses, including plagiarism, and a file of all charges.

Academic Dishonesty Appeals Procedures

Step 1: Within 10 days following notification of action for academic dishonesty, a student who wishes to appeal must first contact the faculty member of the class in which the incident occurred. The student should explain their reasoning for reconsideration. If the faculty member and the student agree to a resolution, the faculty member notifies the administration.

Step 2: If the problem has not been resolved and the student wishes to pursue the appeal, the student must complete and send the Academic Appeal Form to the Dean's office. The Dean will review the documentation and share his decision with the student and faculty.

Grade Appeals Procedures

A student who alleges unfair grading practices for an assignment or course must first communicate with the faculty member of the class within 10 days of grades being posted online. The burden of proof is on the student and the student shall provide evidence that unfair grading practices occurred. If the faculty member and the student agree to a resolution, the faculty member corrects the grade or the grade stands. If the problem has not been resolved and the student wishes to continue with an appeal, the student will send the Academic Appeal Form to the Dean's Office within 10 days of the

decision by the faculty member. The dean will review the student's appeal, check with the professor and make a ruling.

Graduation and Commencement

Only students who have satisfactorily completed all academic and financial requirements in the program will be considered for graduation. The School holds its annual commencement end of June. Students, who fulfill graduate requirements before June are invited and encouraged to participate in the annual commencement. The graduation date on a student's diploma is always the date that the School approves his or her graduation.

Student Records Policy

In order for American School of Leadership to be in accordance with state statutes and The Family Education Rights and Privacy Act (FERPA), we will not release information concerning our students. We maintain student records in our administrative offices located at our listed address in Orlando.

Exceptions to the release of records, grades, or status are made with written permission from the student's parents/guardians if a student is under 18 years of age or with the written permission from a student if the student is 18 years of age or older.

Grade Equivalents Policy

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 65 - 69

Student must score over a 65 to be considered passing.

Privacy Policy

American School of Leadership will never release personal student information to third parties without the student's and/or parent's written consent.

American School of Leadership will always maintain a policy of not selling its mailing lists of current or prospective students.

Syllabus Requirements

A comprehensive and promptly posted course syllabus is essential to meet the needs and/or satisfy the requirements of current students, transferring students, other institutions, and accrediting agencies. Syllabi are also required for summer school, special offerings and independent study courses.

All American School of Leadership faculty members teaching online courses must submit a course syllabus to the designated school administrative assistant for posting one week before the first day of each session, including summer school. Faculty members teaching core courses must follow the published syllabi shells.

Each of the items enumerated below must be included in each course syllabus:

1. **Session definition:** Fall, spring, summer or dates of the courses.
2. **Instructor's name** and contact information, including office location and office hours, telephone numbers, e-mail address, or mailing address.
3. **Course number**, title, and verbatim catalog description
4. **Course prerequisites** - Students not meeting stated prerequisites may enroll in the course only with the signed permission of the instructor.
5. **Course goals and objectives** - This may take the form of a statement such as "at the conclusion of this course, students will be able to..."
6. **Description of texts**, if any, or other assigned readings, including supplemental texts and materials.
7. **Description of field experiences**, course activities, study group assignments, and any other major assignments, including dates and grading criteria .
8. **Listing of learning outcomes** built into the course - This should include a description of how at least one of the General Education learning outcomes is integrated into the course, if applicable.

9. **Attendance policy** - Information about the specific policies applicable to a particular course must be stated in the syllabus.

10. **Grading policy** - This must be specific enough to enable students and outside evaluators to re-construct how grades were determined. Both the apportionment of the grade among the various course components, and the grading scale to be used should be included. For some courses, there may be a standardized grading scale.

11. **Test schedule** – listing specific dates.

12. **Outline** of course schedule.

13. **Plagiarism policy** (refer to the appropriate page in the current Catalog).

Faculty Workshops

Our Faculty Development is following the theme of “Leading Faculty to Teaching and Effectiveness,” and outlines the direction of our faculty professional development program.

Following recommendations and guidelines outlined in the AdvancED standards, American School of Leadership (ASL) utilizes a comprehensive plan to support the exceptional teaching and leadership that is the cornerstone on which student success and retention is built.

Further, ASL recognizes that investing in its human resources serves the betterment of the larger society by providing knowledge and skills that are transferable to other roles that campus personnel play in the community.

To meet this challenge, faculty workshops are held on at least an annual basis. The agenda and locations of our online workshops, seminars and team building sessions are disclosed every quarter.

Annual Self Evaluation

Unless scheduled for a Comprehensive Evaluation that year, all full time faculty members must conduct a self-evaluation on an annual basis at the end of the first semester of the academic year. This includes staff members with faculty rank, who regularly teach credit bearing academic courses.

The self-evaluation must evaluate the faculty member's performance during the second semester of the previous academic year and the first semester of the current academic year (i.e. the calendar year). If the faculty member is in his or her first year of service, the evaluation will cover only the current semester.

Self-evaluations should include the following information and the appropriate form can be obtained from the administrator.

- Overall goals, including teaching goals, for the course(s) taught;
- How effectively the goals, including student learning outcomes, were met;
- Suggestions for any necessary improvement;
- Reflection on student evaluations;
- Reflection on grade distributions;
- Progress made in the area of advising;
- Progress made in the area of committee work; and
- Progress made in the area of professional development.

Staff members with faculty rank should complete the sections of the self-evaluation that pertain to their academic duties.

The self-evaluation must be submitted to the Director by the first day of the second semester of each academic year.

Resignation / Termination

Termination of the employment relationship between a faculty member and the school can occur in any of the following ways: resignation), non-reappointment, and dismissal.

A faculty member may voluntarily end his or her employment relationship with the school through resignation.

Unless mutually agreed between the faculty member and the School, the resignation will become effective only at the end of the faculty member's current appointment. Failure to complete the full period of appointment will result in forfeiture of full pay for the appointment period.

The faculty member must provide written notice of his or her intent to resign to the Director as soon as practicable, but at least 30 days prior to the intended date of departure. In cases of extreme hardship or where a faculty member is actively considering positions outside the school, a reduction of this time may be requested in writing. Failure to provide proper notice will result in ineligibility for rehire.

All faculty members, regardless of any intent to resign, must continue to undergo the comprehensive review process according to the designated schedule.

Non-Reappointment

The school may decide not to renew a faculty member's appointment upon its expiration. The decision not to renew a faculty appointment will be made as part of the Annual Evaluation or Comprehensive Evaluation process and will be based on any number of factors, including performance, evaluation, needs of the school.

If a faculty member appeals the non-reappointment pursuant to Policy "Appeals" the date of notification for purposes of fulfilling the notice requirements set forth in this policy will be the date on which the faculty member was initially notified of the decision not to reappoint, not the date on which the appeal is finally resolved.

Dismissal

Under certain circumstances, the school may terminate the faculty member's appointment prior to the expiration of his or her existing appointment. The following are circumstances under which the school may dismiss a faculty member under this section:

1. Financial Exigency

Financial exigency is defined as a condition of severe financial constraint on the part of the School evidenced by a series of net operating deficits.

Such a declaration requires the School to engage in a thorough reconsideration of all academic programs to ensure both long-term fiscal viability and maintenance of the essential mission of the School.

The School will make every attempt to assist any employee or student affected by financial exigency to ensure a minimal amount of disruption in the pursuit of their professional career or course of study.

2. Changes in the Educational Program

Dismissal may be based on the formal discontinuance of, material change in, or reduction of a program of the School. Program changes may be based on factors such as enrollment, costs, space, and availability of other resources, but must also consider the primary goal of ensuring that the primary educational mission of the School will not be significantly jeopardized by the change(s).

The School will make every attempt to assist any employee affected by the changes to ensure a minimal amount of disruption in the pursuit of their professional career or course of study.

3. For Cause

The School may dismiss a faculty member prior to the expiration of his or her appointment for "cause", defined as any conduct seriously prejudicial to the institution, its students, or employees. Examples include, but are not limited to, dishonesty; criminal, immoral, unprofessional or inappropriate conduct; violation of School policies or procedures, or any federal, state or local law; and incompetence or ineffectiveness in the performance of assigned or contractual duties or unexcused failure to perform these duties.

Appeal of Termination - A faculty member may appeal his or her termination if it is based on either of the following:

1. Non-Reappointment following the results of a comprehensive evaluation or Dismissal for Cause.

Appeal of Non-Reappointment - A faculty member whose employment relationship is terminated following the results of a Comprehensive Evaluation may request review of the dismissal pursuant to the following procedure. Note that if the employment decision following the Comprehensive Evaluation is to reappoint the faculty member, there is no right of appeal, even if the appointment is not for the duration requested and/or desired by the faculty member.

Basis for Appeal - A faculty member may appeal the non-reappointment on one of two bases:

1. The procedures set forth in the Faculty Handbook for the Comprehensive Evaluation were not followed correctly; or
2. Evidence, existing at the time of the Comprehensive Evaluation but not considered during that process, has become available.

Timeline for Requesting an Appeal - The Faculty Member will be notified of the non-reappointment subject to the notice requirements set forth in the "Non-Reappointment" policy in the Faculty Handbook. Within seven (7) days of receipt of the notice of non-reappointment, the faculty member must provide a written request for a review of the non-reappointment. The request must include a written statement setting forth in detail the faculty member's basis for appeal, and be accompanied by any documentation the faculty Member wishes the school to review. If such request is not received within seven (7) days, the termination will go into effect subject to the notice requirements set forth in the "Non-Reappointment" policy in the Faculty Handbook.

Following the appeal, all documentation will be placed in the faculty members' personnel file and/or academic file, as appropriate. Any employee found to have violated the confidentiality of this process will be subject to discipline, up to and including termination.

Timeline for Appeal Determination - the school must complete its investigation and make a recommendation within 10 business days of receiving the request for appeal.

Appeal of Intent to Dismiss for Cause - A faculty member whose employment relationship is to be terminated based on Dismissal for Cause may request review of the dismissal pursuant to the following procedure.

Timeline for Requesting an Appeal - Within seven (7) days of receipt of the notice of intent to dismiss. If such request is not received within seven (7) days, the termination will immediately go into effect.

Following the review, all documentation will be placed in the faculty members' personnel and/or academic file. Any employee found to have violated the confidentiality of this process will be subject to discipline, up to and including termination.

Timeline for Appeal Process - Unless exigent circumstances exist, the school must complete its investigation and make a recommendation within 10 business days of receiving notice of the faculty member's request for appeal.

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