



# STUDENT HANDBOOK

2017

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## **WELCOME TO FACE TO FACE LEARNING CENTER**

We have prepared this handbook to help you during your time in **Face to Face Learning Center**. This handbook contains some useful information about our facilities, staff, faculty, Intensive English Program and policies. Please take the time to read the handbook.

You are welcome to come to our office and ask for help if needed in understanding this handbook. We will be happy to answer any questions you might have. We hope you enjoy your studies with us.

Sincerely,

Face to Face Learning Center's Staff and Faculty

### **Mission Statement**

Face to Face Learning Center provides services and instruction to its students on an individualized and personal level. We assist our student population in assimilating into an unfamiliar culture by enabling the actualization of their personal, professional, and academic English goals.

In order to safeguard this objective, we maintain evidence that the provided curriculum, instructions and services are allowing our students to meet their goals. We maintain a dedicated faculty and staff who are committed to facilitating the objectives of our students.

Face to Face Learning Center values the continuous improvement of our institution in order to better meet the student population's needs.

### **Institutional Objective**

- To raise students' English language level through individualized classroom instruction.
- To provide facilities, equipment, and resources which support the courses of study.
- To maintain evidence that the education provided is successful in meeting student goals and satisfaction.
- To promote an atmosphere of academic freedom encouraging open exchange of ideas.
- To provide opportunities for students to experience and learn about American culture.
- To provide documented support that the institution is effectively achieving the mission it set out to achieve.

## **INTENSIVE ENGLISH PROGRAM**

There are six levels at Face to Face Learning Center, levels 1 through 6. The institution has four 12-week semesters: winter, spring, summer, and fall. Each 12-week semester is divided into 6 parts. There is a 4-week review semester between fall and winter semesters. Once students have taken their placement exam, they are allowed to begin on any of the 24 entry dates.

### Level Proficiency Scale

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It is used around the world to describe learners' language skills. The six reference levels (see below) are becoming widely accepted as the standard for grading an individual's language proficiency.

Level	CEFR	At the completion of this level, student will be able to:
1	A1	Student can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Student will understand and use introductions, agree and disagree, and answer questions about personal details effectively using basic grammar structures. Student will be able to read and write short paragraphs and complete personal information forms.
2	A1-A2	Student can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Student will have an increasing vocabulary through reading and can express opinions and preferences. Student will be able to read and write paragraphs with compound sentences.
3	A2-B1	Student can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Student can describe in simple terms personal background, immediate environment and matters in areas of immediate basic need using different verb tenses. Student will be able to give advice, ask for information, use context to increase reading comprehension, and write more sophisticated, structured paragraphs and short essays.
4	B1	Student can understand and discuss the main points of personal, local and world events regularly encountered in work, school, leisure, etc. Student can produce a variety of essays (personal, professional, and academic) and correspondence on topics which are familiar or of personal interest. Student will be able to comprehend and take notes on a short lecture and summarize.
5	B2	Student can understand the main ideas of complex text on both concrete and abstract topics including idiomatic expressions. Student can clarify and support opinions, provide organized and complete answers to questions, and interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible. Student can produce clear, detailed text and correspondence on a wide range of subjects and take notes on speeches and lectures from authentic sources and use to make inferences, paraphrase and summarize.
6	C1	Student can efficiently and critically read and understand a wide range of demanding, longer texts, and recognize implicit meaning. Student can express ideas fluently and spontaneously without much obvious searching for expressions using proper grammar, vocabulary and pronunciation. Student can use language flexibly and effectively for social, academic and professional purposes. Student can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

### Placement

All new students will be required to take the Top Notch and Summit Full-Course Placement Exam that is administered by the Academic Director or the Lead Teacher. An oral exam developed on site will also be given as a placement tool. We take other important factors into consideration, such as student's goal and objectives. If the Placement team feels it is necessary, a written test will also be given. The Academic Director, who makes the final placement decision, reviews the result of all of the above mentioned. Upon successful completion of the tests, the scores will be verified and kept in the student's academic file. The students will be notified of their examination results. There are no re-tests. Students whom enter after the 4th part of the semester will be placed at a lower level and then be promoted.



Students may appeal their initial placement by notifying the Academic Director within the first few days of classes. The teacher, student and Academic Director will meet and make a decision about the student's level.

Students are provided the necessary environment to insure that the process of accurate course placement is maximized. Books, smart phones, or other paper of any kind are set-aside in the testing room unless specified by the proctor. Anyone observed giving or receiving help during the test or using notes or books of any kind will not be permitted to continue the test. No unauthorized test materials or notes may be taken from the room after the test. Face to Face Learning Center will not accept any test score whose validity is in question.

### Goal Setting Conference

In order to meet our Mission, teachers strive to instruct on an individualized and personal level. Within the first week of class, students have a one-to-one language goal setting conference with the teacher. Students and teachers set personal goals for that level with reasonable expected outcomes and measurements. A review of the goal at mid-semester states the progress made. During the last week of the semester, a summary of the goal is made.

### Assessment

Each level has established outcomes. These outcomes guide teaching and learning towards achieving set goals. Each two-week period is non-cumulative since objectives are developed for each period. At the end of each two-week period, students will be evaluated on how well they have assimilated the material taught. The exam may include multiple choices, matching, and filling in the blanks.

Make-up exams are given at the discretion of the instructors, and only for students who have an excused absence. There are no make-up exams during the 6th part of a semester.

### Assignments and Quizzes

In order to determine if students are making adequate progress, teachers are encouraged to give assignments and quizzes regularly. This is the only way students practice what is learned in class. Students are expected to complete all homework and assignments on time.

Student academic progress towards the stated course objectives are evaluated using the following categories:

CATEGORY	WEIGHT
Assignments & Quizzes	20%
Exams	60%
Final Exam (Cumulative)	20%

### Final Exam

The Final Exam helps determine if the student has successfully learned all material covered during the semester. Those that did not start from the beginning of the semester and were enrolled for more than four parts have the opportunity to take the cumulative Final Exam at the end of the 6th part of the level. Any student receiving lower than a 70% on the final exam does NOT pass to the next level.

### Academic Progress

Teachers at Face to Face Learning Center meet with the students individually to discuss in detail the progress of the student during the 3rd and 6th part of the semester. All the language skills are reviewed and the student is informed of their current proficiency level. Teachers provide extra feedback in areas where the students show difficulties. The student and teacher sign the Student Mid Progress Report Card and Final Progress Report Card. A copy is given to the student and the original is kept in the student's academic file.

It is our policy that a student be notified during the 6th part of the semester if he or she is in danger of being retained. In order to advance to the next level, students MUST successfully achieve each goal and meet the learning outcomes. Any student receiving a final grade lower than a 70% does not pass the level.

## Grading Scale

GRADE	PERCENTAGE	EVALUATION
5	90-100%	Superior Performance
4	80-89%	Good Performance
3	70-79%	Adequate Performance
2	60-69%	Poor Performance
1	59% and below	Failing

### Program Completion

Students must pass level 6 with a 70% average or above to have successfully completed the Intensive English Program. Students are given a certificate of achievement upon completion.

### Exit Exam

Students who are enrolled for more than 4 weeks are required to take a different form of the Placement Exam on their last day of class to evaluate growth. Student is awarded a certificate upon completion.

### Exit Interview

Students are required to complete an Exit Interview on their last day of class or on the last day of each semester. The purpose of the student survey is to collect information that provides feedback directly to the teacher for growth and development. This also evaluates the service and facility of Face to Face Learning Center. All reviews of policies and procedures are based on the analysis of this data. The student survey may provide information that may not be accurately obtained in observations.

### Course Syllabi

Students receive a course description for each level in the syllabus. The syllabus states important information, rules, grading policy and learning outcomes for the course. The syllabus is given to students on their first day of class. Face to Face Learning Center reserves the right to make changes to the scope and sequence of the course schedule with prior communication.

### Academic Probation

Any student in levels 1 through 6 who is retained is put on academic probation for the next semester. The student must pass that level during the next semester. Any student, who fails the same level twice, is no longer allowed to enroll in our program.

### Academic Honesty

Students who are caught copying or cheating receive a 0 on that assignment, quiz or test. Submitting a task that is not one's own is considered plagiarism.

### Calendar

Face to Face Learning Center's Intensive English Program is offered continually throughout a calendar year.

## POLICIES AND PROCEDURES

### Late Policy

It is very disrespectful to arrive late to class. Students arriving after the starting time of class will be left to the discretion of their teacher, as to whether or not they will be allowed to go into class. Students can use the lobby area and work on assignments assigned by the teacher. If a student is late twice, it is considered an absence.



### **Excused and Unexcused Absences**

Remember that in order to improve, it is very important to participate as much as possible. If the student misses a group class, it is the student's responsibility to go over the material discussed in class during his/her absence. The teacher is not obligated to repeat the class.

Students must call Face to Face Learning Center (not the teacher) when he/she is sick and will be absent. An absence is excused when a student provides a medical or dental excuse. Students are excused if they are away for a police, court or immigration appointment. A student who accumulates 8 absences in a semester is placed on probation. If absent 2 additional days, the student is dismissed from the program immediately.

Students are given an email warning after 6, and 8 absences. The first warning is an informal warning, the second warning will ask student to meet with the School Director to make sure he or she understands the consequences.

### **Books and Material**

It is mandatory to buy books, no exceptions. Books must be purchased within the first week of class. No exceptions, even for short-term students. Books are available for purchase from Face to Face Learning Center. Copies of books will NOT be permitted.

### **Drug and Alcohol Policy**

While on campus premises, no student of Face to Face Learning Center is permitted to use or be under the influence of alcohol or other drugs/medications except those prescribed by a physician. In addition, illegal drugs and medications shall not be possessed, used, sold, or distributed. Violation of this policy constitutes grounds for termination. Violators are subject to prosecution.

### **Dress Code**

It is mandatory for all students enrolled in Face to Face Learning Center to wear appropriate clothing. Examples of inappropriate dress and/or appearance include but are not limited to:

- Midriffs or halter tops mesh or netted shirts, tube tops or cut-off T shirts.
- Bare feet.
- Clothing with derogatory, offensive, and/or lewd messages in either words or pictures.

### **Payment**

The Invoice must be paid in full prior to the student's start date. Fees are calculated in complete weeks and part of a week is counted as a full week.

The deadline for each recurring payment is on the Friday before the new period.

Continuing students are not allowed in class if payment is not received by the due date.

If recurring payment is not received within 3 school days of the due date, students are removed from the class roster and must re-enroll at a later date.

All students on a payment plan are subject to the terms and conditions of their payment plan.

Promotional offers will be honored through paid expiration date.

### **Cancellation Policy and Refunds**

If an applicant is not accepted or if a student has their visa application denied, a full refund of all monies paid, less the non-refundable payments, will be made.

If an accepted applicant enters the US on an I-20 issued by Face to Face Learning Center or receives a Change of Status and subsequently cancels prior to the start of classes or is a no show, Face to Face Learning Center will not provide a refund.

If an accepted student cancels prior to the start of class or is a no show, Face to Face Learning Center will refund all monies paid less any actual costs incurred by Face to Face Learning Center and any charges clearly noted as being non-refundable.

If Face to Face Learning Center cancels a program, Face to Face Learning Center will refund all monies paid by the student.

A student must provide notification of cancellation in writing to be eligible for a refund.

All refunds due will be made within 30 days of the date of cancellation.

If you must stop your course due to a documented emergency, the unused portion of your payment will be frozen for a year. This amount is non-transferable.

Students may freeze their payments when enrolled for more than 9 months. This is allowed once a year and for a maximum of two months. This is considered vacation. Students must have an approved Leave of Absence.

### **Student Complaint Process**

If you have a complaint about a teacher or anything related to your course, including disagreement with grades, promotion, or retention, talk to your teacher first. If you are not satisfied, talk to the Academic Director. For other complaints about the program, speak to the School Coordinator.

If you are not satisfied with the result from your informal complaint, you can complete a Formal Complaint Form. You can find this form attached to your Student Handbook or you can get a copy from the School Coordinator. The School Director will review your complaint and make every effort to reply within a week.

A Formal Complaint form is kept in the student file and a copy is given to the student.

### **Confidentiality**

All students' academic and admission records are confidential. All employees are expected to act accordingly, with professionalism and confidentiality. All discussion among faculty should be with the goal of finding solutions.

### **Health Insurance**

Face to Face Learning Center does not require international students to purchase health insurance, but it is highly recommended you do so. In the United States, the government does not pay for health care. Health care in the United States is very expensive, so health insurance is a wise investment in case a medical need occurs. If students do not have health insurance, we offer it to them. If a student decides he or she does not want health insurance, the student must sign the acknowledgement.

### **F-1 Students**

Face to Face Learning Center is required by law to report to Immigration Services any F-1 Visa student who is no longer attending the program or does not comply with the school's policies and procedures.

Therefore, it is your responsibility to alert the Designated School Official, *if*:

- You are entering the U.S as a new student
- You change your address
- You are planning to take a vacation and travel outside the U.S
- You have serious illness or a serious problem that stops you from attending class
- You are thinking about changing schools inside or outside the U.S

Visa Students are not able to work off campus. See International Services for more information on work permissions.

## FACE TO FACE LEARNING CAMPUS

### Office Hours

The office is open from Monday to Friday from 8:00a.m. to 4:00p.m.

### Accommodations

Face to Face Learning Center provides apartment rentals for student housing. Written information disseminated to students including rental policies and procedures can be found in the Resident Housing Handbook. The School Director ensures the accuracy of this information and that the services are provided and delivered as advertised. The School Director additionally ensures that the housing is a safe, clean, livable environment and inspects all accommodations.

### Activities

Face to Face Learning Center organizes extra-curricular activities for our students in order to provide cultural events. We have decided to include two activities each month. The trips are planned by the School Coordinator and students have the opportunity to enroll and participate accordingly. A maximum of 10 students are accompanied on these activities by a monitor. Students are required to sign an activity form with an explanation of health, safety and emergency provisions.

### Parking

All automobiles can park in the parking lot of Commercial Property Group. Face to Face Learning Center and its officers assume no liability for theft, collision, fire and/or damage of any kind to any vehicle or the contents of any vehicle located in the parking lot of our campus.

### Computers and Wi-Fi

Students are allowed to use the computers located in the lobby during their free time. We encourage students to bring their own tablets or smart phones and connect to free Wi-Fi.

## CAMPUS COMMUNITY

Face to Face Learning Center is located near a residential community surrounded by parks and lakes. It is near daycares and learning centers, public and private schools, public transportation, shopping centers, restaurants, and a golf course.

### 1.1 What does our community have to offer?

Doral is a city located in north-central Miami-Dade County, Florida, United States. There are 45,704 residents. Fortune Small Business and CNN Money ranked Doral as 51 on a list of 100 cities with the best mix of business advantages and lifestyle appeal. For this reason, you have many things to do: Restaurants of all cuisines from Spanish restaurant to Chinese restaurants, also Shopping Centers like Dolphin Mall or Miami International Mall with shops, cinemas, bowling, play zone and concerts. If you live here you have the best golf course in Miami, and a lot of gyms, bars, and parks to play with big green zone, supermarkets, dance classes and nightclubs. As you can see, there are plans for all tastes and ages. If you come to Doral, you will live in one of the best zones in Miami with style, fun and quality of life at the same time.

## **Transportation:**

### **TROLLEY**

Dial 305.593.6710, enter the STOP NUMBER located on the Trolley Stop Sign, and you will be informed approximately when the Doral Trolley will arrive at your stop. DORAL TROLLEY INFORMATION LINE: 305.593.6725

### **TRI-RAIL**

<http://www.tri-rail.com/>

800-TRI-RAIL (800-874-7245) / (305-770-3131)

### **MIAMI-DADE COUNTY BUS**

[http://www.miamidade.gov/transit/routes\\_detail.asp?route=36](http://www.miamidade.gov/transit/routes_detail.asp?route=36)

## **Post Office:**

1455 NW 107th Ave Suite 106  
Doral, FL 33172  
(800) 275-8777

## **Banks:**

Chase  
9785 NW 41 St  
Doral, FL 33166

## **Malls and Shopping:**

Miami International Mall  
[shopmiamiinternational.com](http://shopmiamiinternational.com)

Dolphin Mall

Walmart

## **Hospitals and Clinics**

URGENT CARE

## **Pharmacies:**

CVS

Walgreens

## STUDENT ACKNOWLEDGEMENT 2017

**Student Name:** \_\_\_\_\_

- 1. I have read and understand Face to Face Learning Center's Student Handbook and understand all policies and procedures.
- 2. I have received a formal orientation.
- 3. I understand who to ask for Academic, Personal and Professional advising and how to contact them.
- 5. I understand how important it is to speak English at all times. Face to Face Learning Center is an **ENGLISH ONLY** school.
- 6. I understand how important it is to attend class every day and the late policy.
- 8. If I do not have health insurance, I understand the consequences of not having insurance at all.

### **DOCUMENTS IN FILE:**

- Student Application
- Placement Test
- Payment
- Orientation
- Entry Interview
- Copy of picture ID
- Copy of Insurance

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## F-1 STUDENT ACKNOWLEDGEMENT 2017

**Student Name:** \_\_\_\_\_

- 1. I have read and understand Face to Face Learning Center's Student Handbook and understand all policies and procedures.
- 2. I understand that not complying with Face to Face Learning Center's policies and procedures will jeopardize my F-1 status.
- 3. I have received a formal school orientation including immigration information.
- 4. I have read and understand Page 3 of 3 of the I-20 Certificate of Eligibility.
- 5. I understand who to ask for academic, personal and/or immigration advising and how to contact him or her.
- 6. I understand how important it is to speak English at all times. Face to Face Learning Center is an ENGLISH ONLY school.
- 7. I understand how important it is to attend class everyday and the late policy.
- 8. If I do not have health insurance, I understand the consequences of not having insurance at all.

### DOCUMENTS IN FILE:

- F-1 Application for Admission
- I-94
- Transfer Eligibility Form
- Placement Test
- Payment
- Entry Interview
- Copy of Passport
- Bank Letter
- Affidavit of Sponsorship
- Copy of Insurance
- VISA
- I-20

Signature:

Date:

**SYLLABUS LEVEL TWO**  
**WINTER SESSION 2016**

Class Hours: TBA School Phone: (305) 599-3607 School E-mail: info@facetofacelearning.com
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**A. COURSE GOALS**

This course is designed to engage high basic level students who have some grammar knowledge but lack the proper structure. A student at this level will gradually enhance his/her communication skills and vocabulary to be able to make requests and clarification. Student will also express everyday situations. Students will engage in a variety of activities expressing themselves using all skills with a great emphasis on oral communication. (Review Learning Outcomes)

**B. REQUIRED TEXT**

1. **Top Notch: English for Today's World 1** (2<sup>nd</sup> Edition), by Joan Saslow and Allen Ascher, © Pearson Education, Inc. 2011
2. **Top Notch: English for Today's World 1, Workbook** (2<sup>nd</sup> Edition), by Joan Saslow and Allen Ascher, © Pearson Education, Inc. 2011
3. **Top Notch: English for Today's World 1, Classroom Audio Program** (2<sup>nd</sup> Edition), by Joan Saslow and Allen Ascher, © Pearson Education, Inc. 2011
4. **Teachers incorporate audiovisual and written materials in order to supplement the textbooks.**

**C. THEMES**

1. Getting Acquainted
2. Going Out
3. The Extended Family
4. Food and Restaurants
5. Technology and You
6. Staying in Shape
7. On Vacation
8. Shopping for Clothes
9. Taking Transportation
10. Shopping Smart

**D. GOAL SETTING CONFERENCES**

In order to meet our Mission, teachers strive to instruct on an individualized and personal level. On the first day of class, students have a one-to-one language goal setting conference with the teacher. Students and teachers set personal goals for that level with reasonable expected outcomes and measurements. A review of the goal at mid-semester states the progress made. During the last week of the semester, a summary of the goal is made.

## E. ASSESSMENT

Each level has established outcomes. These outcomes guide teaching and learning towards achieving set goals. Each two-week period is non-cumulative since objectives are developed for each period. At the end of each two-week period, students will be evaluated on how well they have assimilated the material taught. The exam may include multiple choices, matching, and filling in the blanks.

Make-up exams are given at the discretion of the instructors, and only for students who have an excused absence. There are no make-up exams during the 6<sup>th</sup> part of a semester.

### Final Exam

The Final Exam helps determine if the student has successfully learned all material covered during the semester. Those that did not start from the beginning of the semester and were enrolled for more than four parts have the opportunity to take the cumulative Final Exam at the end of the 6<sup>th</sup> part of the level. Any student receiving lower than a 70% on the final exam will NOT pass to the next level.

### Assignments and Quizzes

In order to determine if students are making adequate progress, teachers are encouraged to give assignments and quizzes regularly. This is the only way students will practice what is learned in class. Students are expected to complete all homework and assignments on time.

Student academic progress towards the stated course objectives will be evaluated using the following categories:

CATEGORY	WEIGHT
Assignments & Quizzes	20%
Exams	60%
Final Exam (Cumulative)	20%

In order to advance to the next level, students MUST successfully achieve each goal and meet the learning outcomes. These outcomes will be given to the student with their syllabus on their first day of class.

Any student receiving a final average grade lower than a 70% will not pass the level. Any student receiving a grade lower than an 70% on the Final Exam will not pass the level.

Students should be prepared for daily written homework, and quizzes.

Students who do not meet the minimum requirements on the learning outcomes and objectives must repeat the current level.

## F. PROGRESS REPORT

Teachers at Face to Face Learning Center meet with the students individually to discuss in detail the progress of the student during the 3<sup>rd</sup> and 6<sup>th</sup> part of the semester. All the language skills are reviewed and the student is informed of their current proficiency level. Teachers provide extra feedback in areas where the students show difficulties.

## G. GRADING SCALE



<b>GRADE</b>	<b>PERCENTAGE</b>	<b>EVALUATION</b>
5	90-100%	Superior Performance
4	80-89%	Good Performance
3	70-79%	Adequate Performance
2	60-69%	Poor Performance
1	59% and below	Failing

Face to Face Learning Corporation reserves the right to the scope and sequence of the course schedule with prior communication.

#### **H. CLASSROOM RULES AND CONDUCT**

Face to Face Learning Center is an ENGLISH ONLY school. Students are encouraged to speak English at all times.

Students must contact the office in the case of an absence or lateness. Do not contact the teacher.

Cell phones must be placed on silent. No cell phone use in the classroom.

No food is allowed in the classroom.

#### **I. ATTENDANCE**

Remember that in order to improve, it is very important to participate as much as possible. If the student misses a group class, it is the student's responsibility to go over the material discussed in class during his/her absence. The teacher is not obligated to repeat the class.

Students must call Face to Face Learning Center (not the teacher) when he/she is sick and will be absent. An absence is excused when a student provides a medical or dental excuse. Students are excused if they are away for a police, court or immigration appointment. A student who accumulates 8 absences in a semester is placed on probation. If absent 2 additional days, the student is dismissed from the program immediately.

Students are given an email warning after 6, and 8 absences. The first warning is an informal warning, the second warning will ask student to meet with the School Director to make sure he or she understands the consequences.

#### **J. LATE POLICY**

It is very disrespectful to arrive late to class. Students arriving after the starting time of class will be left to the discretion of their teacher, as to whether or not they will be allowed to go into class. Students can use the lobby area and work on assignments assigned by the teacher. If a student is late twice, it is considered an absence.

#### **K. ACTIVITIES**

Face to Face Learning Center organizes extra-curricular activities for our students in order to provide cultural events. We have decided to include two activities each month. The trips are planned by the School Coordinator and students have the opportunity to enroll and participate accordingly. A maximum of 10 students are accompanied on these activities by a monitor. Students are required to sign an activity form with an explanation of health, safety and emergency provisions

## Schedule for Winter 2016

	<b>WEEK</b>	<b>START DATES</b>	<b>UNITS</b>
Part 1	Week 1	January 4	Introduction
	Week 2	January 11	Unit 1
	Friday	January 15	EXAM Part 1
Part 2	Week 3	January 19	Unit 2
	Week 4	January 25	Unit 3
	Friday	January 29	EXAM Part 2
Part 3	Week 5	February 1	Unit 4
	Week 6	February 8	Unit 5
	Friday	February 12	EXAM Part 3
Part 4	Week 7	February 16	Unit 6
	Week 8	February 22	Unit 7
	Friday	February 26	EXAM Part 4
Part 5	Week 9	February 29	Unit 8
	Week10	March 7	Unit 9
	Friday	March 11	EXAM Part 5
Part 6	Week 11	March 14	Unit 10
	Friday	March 18	EXAM Unit 10
	Week 12	March 21	Review
	Wednesday	March 23	FINAL EXAM

**LEARNING OUTCOMES**  
COURSE LEVEL TWO

Scale	1	2	3	4	5
	Failing	Poor Performance	Adequate Performance	Good Performance	Superior Performance
Description	Communication is not effective. There is no evidence of ability to perform task.	Communication is generally not effective. Tasks are performed poorly.	Communication is somewhat effective. Tasks are performed somewhat competently.	Communication is somewhat effective. Tasks are performed somewhat competently.	Communication is generally effective. Tasks are performed competently.

**LISTENING**

- Comprehend vocabulary in context in everyday situations
- Recognize parts of speech that signal differences between present, past and future
- Understand basic short presentations
- Listen and make inferences

**SPEAKING**

- Make short statements using basic grammar structures.
- Agree, disagree and/or express opinions and preferences and/or similarities and differences
- Respond to basic statements and questions.
- Communicate emergency and personal information.

**READING**

- Guess the meaning of new words from context
- Recognize main ideas for paragraphs and entire passages
- Make basic inferences
- Gain vocabulary through reading by learning basic affixes and suffixes
- Answer comprehension questions regarding main supporting details
- Comprehend short narrative paragraphs on familiar topics and sequence of events.
- Identify basic grammar structures from a text.

**WRITING**

- Write a variety of types of paragraphs
- Write short notes and messages.
- Write short summaries on basic readings about general topics.
- Combine simple sentences into compound sentences using parts of speech correctly
- Use proper punctuation and capitalization
- Use pre-writing techniques such as brainstorming

**IEP Level Proficiency Scale**

Face to Face Level	CEFR	At the completion of this level, student will be able to:
2	A1-A2	Student can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Student will have an increasing vocabulary through reading and can express opinions and preferences. Student will be able to read and write paragraphs with compound sentences.

## MID PROGRESS REPORT CARD LEVEL ONE

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grade the student's proficiency in each outcome using the rating scale below. You may comment below.**

Scale	1	2	3	4	5
	<b>Failing</b>	<b>Poor Performance</b>	<b>Adequate Performance</b>	<b>Good Performance</b>	<b>Superior Performance</b>
<b>Description</b>	Communication is not effective. There is no evidence of ability to perform task.	Communication is generally not effective. Tasks are performed poorly.	Communication is somewhat effective. Tasks are performed somewhat competently.	Communication is somewhat effective. Tasks are performed somewhat competently.	Communication is generally effective. Tasks are performed competently.

### LISTENING

- Understand basic language, questions and requests
- Comprehend main ideas in conversations and short lectures
- Focus on specific words or phrases (details)
- Anticipate common patterns

### SPEAKING

- Respond accurately to personal information questions.
- Express agreement and disagreement.
- Accurately use basic grammar structures in speech.
- Participate in basic dialogues.

### READING

- Recognize basic vocabulary.
- Interpret basic sentences from previously learned structures.
- Extract information to answer simple comprehension questions.
- Develop pre-reading and reading rate strategies.

### WRITING

- Fill out applications or forms, which request personal information
- Write short messages, letters and postcards using basic grammar structures
- Develop sentence structure and sentence variety to the paragraph level
- Write a paragraph including expression of main idea in topic sentences
- Use capitalization and basic punctuation

	Part 1	Part 2	Part 3	Average
Exams	/100	/100	/100	/100
<b>Assignments</b>	/100	/100	/100	/100

**Teacher Comments:**

Did you review the Student Goal Mid-Progress with the student?      YES      NO

Teacher's Name \_\_\_\_\_ Teacher's Signature \_\_\_\_\_

**Student Comments:**

Student's Signature \_\_\_\_\_

## FINAL PROGRESS REPORT CARD LEVEL ONE

Name \_\_\_\_\_ Date \_\_\_\_\_

*Grade the student's proficiency in each outcome using the rating scale below. You may comment below.*

Scale	1	2	3	4	5
	<b>Failing</b>	<b>Poor Performance</b>	<b>Adequate Performance</b>	<b>Good Performance</b>	<b>Superior Performance</b>
<b>Description</b>	Communication is not effective. There is no evidence of ability to perform task.	Communication is generally not effective. Tasks are performed poorly.	Communication is somewhat effective. Tasks are performed somewhat competently.	Communication is somewhat effective. Tasks are performed somewhat competently.	Communication is generally effective. Tasks are performed competently.

<b>LISTENING</b>	<ul style="list-style-type: none"> <li>— Understand basic language, questions and requests</li> <li>— Comprehend main ideas in conversations and short lectures</li> <li>— Focus on specific words or phrases (details)</li> <li>— Anticipate common patterns</li> </ul>
<b>SPEAKING</b>	<ul style="list-style-type: none"> <li>— Respond accurately to personal information questions.</li> <li>— Express agreement and disagreement.</li> <li>— Accurately use basic grammar structures in speech.</li> <li>— Participate in basic dialogues.</li> </ul>
<b>READING</b>	<ul style="list-style-type: none"> <li>— Recognize basic vocabulary.</li> <li>— Interpret basic sentences from previously learned structures.</li> <li>— Extract information to answer simple comprehension questions.</li> <li>— Develop pre-reading and reading rate strategies.</li> </ul>
<b>WRITING</b>	<ul style="list-style-type: none"> <li>— Fill out applications or forms, which request personal information</li> <li>— Write short messages, letters and postcards using basic grammar structures</li> <li>— Develop sentence structure and sentence variety to the paragraph level</li> <li>— Write a paragraph including expression of main idea in topic sentences</li> <li>— Use capitalization and basic punctuation</li> </ul>

	<b>AVERAGE</b>
<b>Exams</b>	/100
<b>Assignments</b>	/100
<b>Final Exam</b>	/100

**Student Comments:**

Did you achieve your personal goals?                      YES      NO

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Student's Signature \_\_\_\_\_

**Teacher Comments:**

Did the student achieve his or her goals?      YES      NO

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Pass

Fail

Academic Probation

Teacher's Name \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

**STUDENT COMPLAINT FORM**

**Personal Details**

TITLE	LAST NAME	FIRST NAME
DATE	EMAIL	CONTACT NUMBER
COURSE NAME	TEACHER NAME	

**This form must be completed and filed in the Student File:**  
Please provide a detailed description of your complaint and assist in finding solution.

**Complaint referred to:**

**Describe your complaint:**

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**Do you have a suggested solution for the problem?**

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Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Office use only.**

Receive by: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Action taken: \_\_\_\_\_

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School Director SIG: \_\_\_\_\_ Person involved in complaint  
SIG: \_\_\_\_\_

**STUDENT PROBATION FORM**

Student name: \_\_\_\_\_

Teacher name: \_\_\_\_\_ Date: \_\_\_\_\_

Course name: \_\_\_\_\_ Level: \_\_\_\_\_

**INFRACTION**

Date: \_\_\_\_\_

DESCRIPTION:

\_\_\_\_\_

DISCIPLINARY ACTION TAKEN:

\_\_\_\_\_

1<sup>st</sup> warning.

2<sup>nd</sup> warning.

3<sup>rd</sup> warning.

Teacher name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Director name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**GOAL SETTING CONFERENCE**  
**IEP LEVEL ONE**

Teacher: \_\_\_\_\_ Semester: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_

**Plan**


**Activities**


**Expected Outcomes**

<b>LISTENING</b>	<ul style="list-style-type: none"><li>○ Understand basic language, questions and requests</li><li>○ Comprehend main ideas in conversations and short lectures</li><li>○ Focus on specific words or phrases (details)</li><li>○ Anticipate common patterns</li></ul>
<b>SPEAKING</b>	<ul style="list-style-type: none"><li>○ Respond accurately to personal information questions</li><li>○ Express agreement and disagreement</li><li>○ Accurately use basic grammar structures in speech</li><li>○ Participate in basic dialogues.</li></ul>
<b>READING</b>	<ul style="list-style-type: none"><li>○ Recognize basic vocabulary.</li><li>○ Interpret basic sentences from previously learned structures.</li><li>○ Extract information to answer simple comprehension questions.</li><li>○ Develop pre-reading and reading rate strategies.</li></ul>
<b>WRITING</b>	<ul style="list-style-type: none"><li>○ Fill out applications or forms, which request personal information</li><li>○ Write short messages, letters and postcards using basic grammar structures</li><li>○ Develop sentence structure and sentence variety to the paragraph level</li><li>○ Write a paragraph including expression of main idea in topic sentences</li><li>○ Use capitalization and basic punctuation</li></ul>

**Teacher's Signature**

**Student's Signature**

Date

Date



**FACE TO FACE LEARNING CENTER**  
**Review of Goal**  
**Mid-Progress**  
**IEP LEVEL ONE**

**Teacher:** \_\_\_\_\_ **Semester:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student:** \_\_\_\_\_

**Progress Towards Plan**


**Comments**


**Teacher's Signature**

**Student's Signature**

Date

Date

**Face to Face Learning Center  
Goal Completion Conference  
IEP LEVEL ONE**

**Teacher:** \_\_\_\_\_ **Semester:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student:** \_\_\_\_\_

**Plan Outcome**


**Teacher Comments**


<b>LISTENING</b>	<ul style="list-style-type: none"> <li><input type="radio"/> Understand basic language, questions and requests</li> <li><input type="radio"/> Comprehend main ideas in conversations and short lectures</li> <li><input type="radio"/> Focus on specific words or phrases (details)</li> <li><input type="radio"/> Anticipate common patterns</li> </ul>
<b>SPEAKING</b>	<ul style="list-style-type: none"> <li><input type="radio"/> Respond accurately to personal information questions</li> <li><input type="radio"/> Express agreement and disagreement</li> <li><input type="radio"/> Accurately use basic grammar structures in speech</li> <li><input type="radio"/> Participate in basic dialogues.</li> </ul>
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<b>WRITING</b>	<ul style="list-style-type: none"> <li><input type="radio"/> Fill out applications or forms, which request personal information</li> <li><input type="radio"/> Write short messages, letters and postcards using basic grammar structures</li> <li><input type="radio"/> Develop sentence structure and sentence variety to the paragraph level</li> <li><input type="radio"/> Write a paragraph including expression of main idea in topic sentences</li> <li><input type="radio"/> Use capitalization and basic punctuation</li> </ul>

**Teacher's Signature** \_\_\_\_\_ **Student's Signature** \_\_\_\_\_

Date \_\_\_\_\_ Date \_\_\_\_\_

The above signatures indicate the teacher and student have participated in a summary conference.

# CALENDAR 2017

2017																																			
<b>January</b>					<b>April</b>					<b>July</b>					<b>October</b>																				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F																
2	3	4	5	6	3	4	5	6	7	3	4	5	6	7	2	3	4	5	6																
9	10	11	12	13	10	11	12	13	14	10	11	12	13	14	9	10	11	12	13																
16	17	18	19	20	17	18	19	20	21	17	18	19	20	21	16	17	18	19	20																
23	24	25	26	27	24	25	26	27	28	24	25	26	27	28	23	24	25	26	27																
30	31									31					30	31																			
<b>February</b>					<b>May</b>					<b>August</b>					<b>November</b>																				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F																
		1	2	3	1	2	3	4	5		1	2	3	4			1	2	3																
6	7	8	9	10	8	9	10	11	12	7	8	9	10	11	6	7	8	9	10																
13	14	15	16	17	15	16	17	18	19	14	15	16	17	18	13	14	15	16	17																
20	21	22	23	24	22	23	24	25	26	21	22	23	24	25	20	21	22	23	24																
27	28				29	30	31			28	29	30	31		27	28	29	30																	
<b>March</b>					<b>June</b>					<b>September</b>					<b>December</b>																				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F																
		1	2	3			1	2	3					1					1																
6	7	8	9	10	5	6	7	8	9	4	5	6	7	8	4	5	6	7	8																
13	14	15	16	17	12	13	14	15	16	11	12	13	14	15	11	12	13	14	15																
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**EXIT INTERVIEW**

DATE

COUNTRY OF ORIGIN

LEVEL

**Your opinion is very important to us. Please be honest when answering the following questions, your responses help us to constantly improve so we can better achieve our mission.**

The number rating stands for the following:

1=rarely      2=once in a while      3=sometimes      4=most of the time      5=almost always

If it does not apply, leave it blank. Write the answer that fits with your experience of this teacher for each item.

RATE	TEACHER	If write #1: write why
	Teacher is prepared for class	
	Teacher knows material	
	Teacher is organized and neat	
	Teacher plans class time and assignments that help you	
	Teacher provides activities that make class meaningful	
	Teacher is clear on explaining what is expected on assignments and tasks	
	Teacher allows you to be active in the classroom-learning environment	
	Teacher manages the time well	
	Teacher returns assignments and exams in a timely manner	
	Teacher grades fairly	
	I have learned a lot from this teacher	
	Teacher gives me good feedback so I can improve	
	Teacher is creative in developing activities and lessons	
	Teachers encourage students to participate and be active in class	
	Teacher follows through on what he/she says. You can count on the teacher's word	
	Teacher listens and understands your point of view; he/she may not agree, but you feel understood	
	Teacher respects your opinions and decisions	
	Teacher is willing to accept responsibility for his/her own mistakes	
	Teacher is willing to learn from students	
	Teacher's words and actions match	
	Teacher is fun to be with	
	Teacher likes and respects students	
	Teacher helps you when you ask for help	
	Teacher is consistent and fair in discipline	
	Teacher tries to model what teacher expects of you	
	Teacher is fair and firm in discipline without being too strict	

What is one thing that your teacher does well?

What is the one thing that you can suggest to help this teacher improve?

The number rating stands for the following:  
 1=rarely      2=once in a while      3=sometimes      4=most of the time      5=almost always  
 On a scale of 1 through 5, please rate the following areas of our facility.

RATE	CURRICULUM	If write #1: write why
	Learning Outcomes	
	Class Objectives	
	Class Books	
	Materials	

RATE	STUDENT SERVICES	If write #1: write why
	Availability of staff	
	Ease of approaching staff members	
	Efficiency of staff	
	Trustworthiness of staff	

RATE	FACILITY	If write #1: write why
	Cleanliness	
	Safety	
	Comfort	
	Office hours	

RATE	EQUIPMENT	If write #1: write why
	Quantity	
	Quality	
	Availability	
	Reliability	

**Comments:**

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**Choose three things you liked most about your class:**

- Small Size       Homework       Conversation       Classmates  
 English Only       Games       Books       Oral and Written Task  
 Teacher       Intensive Course       Exam Every Two Weeks

**What could we do to improve student's experience?**

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**How did you feel in Face to Face Learning Center?**

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I authorize Face to Face Learning Center to use this information and my pictures for the purpose of advertising or any school activity.

Signature \_\_\_\_\_

update MC12/15

## ENTRY INTERVIEW

Welcome to Face to Face Learning Center. Please answer the following questions to the best of your ability. This interview helps us have a better understanding of your future goals and expectations.

1. How long have you been in the United States?

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2. What problems have you encountered due to your language barrier?

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3. Does anyone in your family speak English?

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4. Why do you want to learn English?

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5. What are your personal future goals, once you have learned English?

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6. What are your professional goals, once you have learned English?

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7. Why did you choose Face to Face Learning Center?

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8. What expectations do you have, once you have learned English?

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9. Will you be practicing your English at home?

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10. Are you currently working?

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11. What field or line of work will you be seeking?

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