



Miami International
Language Academy

MIAMI INTERNATIONAL LANGUAGE ACADEMY

**MIAMI INTERNATIONAL LANGUAGE
ACADEMY – MIILA
STUDENT HANDBOOK**

2021/2022 SCHOOL YEAR

MILA MIAMI

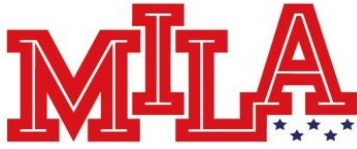
**17070 Collins Avenue, Suites 268/269 (2nd Floor)
Sunny Isles Beach, FL – 33160
(786) 207-4552**

MILA ORLANDO

**7011 GRAND National Dr. suite 104
Orlando, FL 32819
(407) 286-0404**

The main purpose of this handbook is to inform student of MILA's policies, rules, and regulations which effect participation in all areas of school like.... Wishing you success as you prepare to study and communicate in English!

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Language Academy**

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MILA – MIAMI INTERNATIONAL LANGUAGE ACADEMY

MISSION

MILA facilitates the growth of students with a quality and tailored language program to best fit individual needs in an effort to empower students with confidence and success in the world.

GOAL

MILA's goal is to provide a nourishing environment which encourages questioning, critical reflection, personal achievement, and fluency in the English language.

METHODOLOGY

MILA's teaching methodology fosters communication and English fluency through emphasizing real-life situations at all instructional levels based on research about the communicative approach of teaching. The textbooks used in the classroom are current. They address the four skills of reading, writing, listening comprehension, and oral expression in a practical and original way, encouraging and stimulating dialogue in the classroom through daily topics. There is an additional focus on pronunciation and vocabulary. In summary, MILA's methodology is based on emphasizing oral communication and the communicative approach.

Students will approach all the skills through context and build meaning together as a class, grammar will be taught through a context-based approach activating background knowledge. MILA's teaching methodology utilizes multimedia tools and interactive resources and creates a friendly and accepting environment to make students feel comfortable and confident enough to take risks expressing themselves in the target language.

MILA's differential is the fact that the students will be thoroughly involved in the American context, facilitating their practice of the language and thus their learning process. MILA's courses offer practical classes where what is learned in the classroom is applied to a real-life context that goes beyond class activities. This approach breaks down traditional learning barriers and gives each student confidence to communicate in a new language.

ACADEMIC SCHOOL CALENDAR

ACADEMIC PROGRAM SCHOOL CALENDAR 2021 | MILA MIAMI

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HOLIDAYS, OBSERVANCES AND BREAKS

01/01/2021 - NEW YEAR'S DAY	01/18/2021 - MARTIN LUTHER KING JR. DAY	02/15/2021 - PRESIDENT'S DAY
03/29/2021 - 04/02/2021 - SPRING BREAK	05/31/2021 - MEMORIAL DAY	06/19/2021 - JUNETEENTH
07/05/2021 - 07/25/2021 - SUMMER BREAK	09/06/2021 - INDEPENDENCE DAY	10/11/2021 - COLUMBUS DAY
11/11/2021 - VETERANS DAY	11/22/2021 - 11/26/2021 - THANKSGIVING	11/25/2021 - THANKSGIVING DAY
12/20/2021 - 12/31/2021 - WINTER BREAK	12/25/2021 - XMAS DAY	

ACADEMIC PROGRAM SCHOOL CALENDAR 2022 | MILA MIAMI

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HOLIDAYS, OBSERVANCES AND BREAKS

01/01/2022 - NEW YEAR'S DAY
02/21/2022 - PRESIDENT'S DAY
06/19/2022 - JUNETEENTH
09/05/2022 - LABOR DAY
11/21/2022 - 11/25/2022 - THANKSGIVING

01/03/2022 - 01/07/2022 - WINTER BREAK
03/21/2022 - 03/25/2022 - SPRING BREAK
07/04/2022 - INDEPENDENCE DAY
10/10/2022 - COLUMBUS DAY
11/24/2022 - THANKSGIVING

01/17/2022 - MARTIN LUTHER KING JR DAY
05/30/2022 - MEMORIAL DAY
07/11/2022 - 07/29/2022 - SUMMER BREAK
11/11/2022 - VETERANS' DAY
12/19/2022 - 12/30/2022 - WINTER BREAK

ACADEMIC PROGRAM SCHOOL CALENDAR 2021 | MILA ORLANDO

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Holidays and Observances

01/01/21	New Year's Day
01/18/21	Martin Luther King Jr. Day
02/15/21	Presidents' Day
03/15/21	Spring Break
03/19/21	

05/31/21	Memorial Day
07/04/21	Independence Day
07/05/21	Summer Break
07/23/21	
09/06/21	Labor Day

10/11/21	Columbus Day
11/11/21	Veterans Day
11/25/21	Thanksgiving Day
12/20/21	Winter Break
01/02/22	

ACADEMIC PROGRAM SCHOOL CALENDAR 2022 | MILA ORLANDO

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HOLIDAYS, OBSERVANCES AND BREAKS

1/1/2022	NEW YEAR'S DAY
03/14/2022 - 03/18/2022	SPRING BREAK
7/4/2022	INDEPENDENCE DAY
10/10/2022	COLUMBUS DAY

1/17/2022	MARTIN LUTHER KING JR DAY
5/30/2022	MEMORIAL DAY
07/11/2022 - 07/30/2022	SUMMER BREAK
11/11/2022	VETERANS'DAY

2/21/2022	PRESIDENT'S DAY
6/19/2022	JUNETEENTH
9/5/2022	LABOR DAY
11/21/2022 - 11/26/2022	THANKSGIVING

12/12/2022 - 12/30/2022	WINTER BREAK
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ESL INTENSIVE PROGRAM

The program consists of six levels of instruction, MILA's Intensive English courses has 18 hours per week and sessions that last for 16 weeks. We use American English File, Second Edition books. Please see a description of our courses below.

MILA's Achievement Scale

LEVEL	CEFR Correlations	Description	Learning Outcomes
Basic	A1	The basic level is for students who have had little or no prior school experience in English language acquisition. Students will develop a basic level of English vocabulary, pronunciation strategies, and grammatical structure to communicate successfully. Students will develop literary and analytical skills that will prepare them to be successful in higher-level courses.	At the end of this course students will be able to: use a limited range of words and phrases like personal ID questions. Comprehend basic expressed needs with simple words or phrases. understand simplified spoken English in short dialogues, simple conversations, interviews, and songs. Have limited social conversations. Show comprehension in reading tasks well as apply basic reading strategies. Produce simple written sentences Write basic sentences and questions, emails, and short paragraphs. Identify and correctly use a variety of targeted basic grammatical structures. Use correct spelling and capitalization and basic vocabulary

Pre - Intermediate	A2	This level is geared to students who have had basic contact with English and who have some experience in spoken English. Students expand their knowledge of high-frequency words and phrases in order to communicate using routine statements. Students develop new structures in grammar, along with literary and analytical skills. Students continue to develop pronunciation strategies and listening skills to reinforce their ability to communicate successfully.	At the end of this course students will be able to: Listen for main ideas and details, Identify new vocabulary from the context in reading and listening, Have conversations in formal and informal settings, construct meaning from print material like reading, and applying reading strategies, Produce simple sentences in paragraph format on familiar topics, Correctly identify the use of a variety of targeted basic and more complex grammatical structures, correct spelling, capitalization, and identify the correct vocabulary
Intermediate	A2+ /B1-	At this level students' fluency is emergent and the focus is on preparing students to communicate using formal and informal language in a variety of situations. Students begin strengthening their strategic approach to learning and expand their knowledge and use of vocabulary, pronunciation strategies, and grammatical structures to strengthen their ability to communicate successfully.	At the end of this course students will be able to: Students can comprehend simplified informal and formal spoken and apply basic listening strategies. Students can describe basic needs in simple statements and questions in present, past, or future tenses, and use a limited vocabulary. Students can construct meaning from print materials and apply basic reading strategies. Students can produce simple, well-organized paragraphs with sentences and some supporting detail forming the basic essay structure. Students will be able to identify and correctly use a variety of increasingly complex grammatical structures. Students can use correct spelling, vocabulary, and capitalization

Pre-Advanced	B1	<p>Students acquire the skills to be able to sustain conversations and instructions and communicate in a variety of typical situations. Students continue their progressive study of grammatical structures and begin using higher level approaches to reading and listening. Students begin fine-tuning their writing skills, and develop further skills in vocabulary expansion, in addition to furthering their speaking and pronunciation abilities and broadening their grammatical structures.</p>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> Interpret conversation and listen to formal and informal texts, Apply listening strategies, engage in conversations beyond survival needs, ask and answer questions give their opinion on a topic, give a two-minute talk, construct meaning from print materials make predictions about texts and summarize, Identify main ideas and details, produce written essays, blog posts, articles, and biographies on personal topics, Use correct spelling, punctuation, and structured grammar in their writing, Identify and correctly use a variety of targeted complex grammatical structures, Use vocabulary, phrasal verbs, and phrases and collocate verbs
Advanced	B2	<p>At this level the focus is on developing English vocabulary, pronunciation skills, and grammatical structures to increase a student's ability to communicate effectively in a multi-faceted society. Students develop literarily and analytical skills along with communication skills useful in the workplace, life, and academic situations.</p>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> Interpret essential points of discussions or speeches, Give short presentations, speeches, conversations, apply learning strategies like previewing, making predictions, summarizing content to their reading study, convey meaning through paragraphs, informal emails, blog posts, short stories, articles, and reports, plan and edit written texts for organization, punctuation and capitalization, grammar, vocabulary, correctly use vocabulary, phrases, idioms, collocations to word build

Proficient	C1	<p>There is a strong focus on lexis both in expanding knowledge of phrases, idioms, and collocation (using two or more words put together in natural English), along with developing advanced awareness of formal and informal language. Student's practice writing in a variety of genres, reading informal and formal texts, and listening to academic and practical texts. Students communicate by engaging in stimulating and meaningful topics.</p>	<p>At the end of this course students will be able to: Interpret a speech in formal and informal settings, from a variety of sources including employment and/or academic assignments. Deliver a highly developed speech both in content and delivery, engage in meaningful conversation, infer meaning by analyzing a variety of reading passages or interpreting the main ideas and details and apply reading strategies, compose a text with correct paragraph development, organization, grammar structures, vocabulary, and proficient mechanics, identify and correctly use a variety of complex grammatical structures, identify and correctly use vocabulary, phrases, idioms, and collocations in a variety of themes</p>
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BUSINESS ENGLISH INTENSIVE PROGRAM (MBE)

The program consists of four levels of instruction, Pre-Intermediate, Intermediate, Upper Intermediate and Advance. The Intensive Business English courses has 18 hours of class per week and sessions that last for 16 weeks. We use Business Result Edition books.

COURSE GOALS AND OBJECTIVES & STUDENT LEARNING OUTCOME

Learners who participate in the Business English Course will learn how to apply their English skills to typical Business situations. MILA's mission statement: MILA facilitates the growth of students with a quality and tailored language program to best fits individuals' needs to empower students with confidence and success in the world.

With this statement can be seen that having a business program would be in line with both our mission statement and the interests of our students since this could be tailored to our students' prior educational and employment background. Upon the completion of the course, learners will be able to write for a variety of business purposes, including e-mails, memos, and policy documents. Learners will be able to speak for a variety of business purposes, including presentations, pitches, and negotiations. They will also be able to listen and read for business-related content. It is a stand-alone course.

BUSINESS ENGLISH – STUDENT LEARNING OUTCOME

Pre-Intermediate: ISR (MBE1)

Pre-Intermediate ISR: By the end of the level, students will have not only gone through the Business course book but also practical activities that will engage them into develop the necessary skills for the working field – proposed in the guidelines. One of the extra activities they will encounter is the “End of Level Project” (ELP) – a project in which they will have to, aligned with the teacher, define a business topic to work on during the course and present it at the end (written and orally).	
Skill	Learning Outcome
Listening	By the end of the level, students will be able to ask for clarification of information, respond to complaints regarding customer service and effectively listen for the purpose of negotiation and collaborative planning (i.e. scheduling a business meeting).
Speaking	By the end of the level, students will succinctly summarize the responsibilities within a company and describe its work as well as talk about new products and the stages of development. In addition, they will give answers and describe personal experiences and projects in short presentations. Global issues and predictions will also be done by the end of the level.
Reading	By the end of the level, students can better comprehend readings about job benefits and written complaints. Also, they can understand promotional materials and analyze job positions by extracting relevant information such as payment terms.
Writing	By the end of the level, students will be able to respond complaints in writing and apply to current trends. In addition, they will create professional documents including pitches and product plans.
Grammar	By the end of the level, students will be using the present continuous and the present perfect tenses to describe performance trends and talk about global issues. Also, they will use modal

	verbs of obligation and necessity to analyze job offers; 'will' and 'going to' to discuss future plans and arrangements and second conditional to negotiate conditionals and contracts at work.
Vocabulary	By the end of the level, students will understand specific vocabulary such as head office and competitive environment in a way that speeches and oral presentation can be done easily. Also, vocabulary related to dealing with complaints and work travel will be incorporated into their routine. Marketing and new business plans words will also be frequent.

Intermediate: ISR (MBE2)


<p>Intermediate ISR:</p> <p>By the end of the level, students will have not only gone through the Business course book but also practical activities that will engage them into develop the skills necessary for the working field. One of the extra activities they will encounter throughout the level is the End of Level Project (ELP) – a project in which they will have to, aligned with the teacher, define a business topic to work on during the course. At the end of it, students will have to present the content in a short, oral presentation and with a written assignment.</p>	
Skill	Learning Outcome
Listening	By the end of the level, students can understand short presentations and key points in teleconferences, for example. In addition, students can listen to and record pertinent contact information without errors, both personally and via telephone. All of these contents will be put into practice throughout the course within the course book and the extra materials since they gather a wide range of videos and lectures to add material.
Speaking	By the end of the level, students will be better able to give short personal presentations, discuss briefly about study cases - making/changing arrangements; talking about innovative ideas, etc. Students will be able to give short speeches using professional language to introduce his or herself, his or her professional background, and the organization he or she represents; Students can orally present future predictions based numerical data or representations of data (charts and graphs).
Reading	By the end of the level, students can interpret written orders for purchases; perform research and report on innovative ideas in a specific industry; they can research and comprehend articles about future possibilities and can read and interpret written agreements, plans, or directions seen regularly on the case studies during the course.
Writing	By the end of the level, students can compose emails using key expressions to ask for information regarding a current project or specific business event (i.e. meeting or conference); they can prepare a report evaluating the benefits and drawbacks to a business decisions and create documents regarding a specific process within an industry. This skill will be tested mainly in the ELP by the end of the course with the delivery of the written material.
Grammar	By the end of the level, students can make comparisons using comparative forms and modifiers; can utilize the past tense to discuss specific problems in their field, providing a clear explanation of the problem and the impacts it had within their industry. In addition, students will be better able to use first and second conditionals correctly and can employ modals of obligation to explain rules related to specific processes.

Vocabulary	By the end of the level, students will be better able to use vocabulary related to services and systems, business travel, customer service and finance/money. They will also use better customer service situation vocabulary - both directly and indirectly, the key expressions to place, check and complain about an order.
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Upper Intermediate: ISR (MBE3)

Upper Intermediate ISR: By the end of the level, students will have gone through the content of the Business course book and many practical activities proposed in the guidelines. They will continue to work with the End of Level Project (ELP) – a project in which they will have to, aligned with the teacher, define and present (written and orally) a business topic. Also, students will have “speech days” to work on their individual and oral performance and many case studies to analyze and discuss some cultural difference that can interfere when doing businesses.	
Skill	Learning Outcome
Listening	By the end of the level, students will be able to understand language in follow-up calls and conversations dealing with teleconferences in both work and phone situations. In addition, students can comprehend and ask relevant questions in a meeting environment. These contents are put into practice through the course book materials and extra ones such as online lectures.
Speaking	By the end of the level, students will be better able to give advice and make recommendations regarding practices within an industry. Also, students will perform better when it comes to present factual information, referring to evidences such as graphs or statistics. In addition, students will be able to narrate past events using various time expressions to contextualize the sequence of events and evaluate the performance of an employee, for example, providing appropriate constructive criticism since the range of vocabulary is increased.
Reading	By the end of the level, students will analyze better various types of data sources, including statistics, images, graphs and other written reports. They will be better able to understand performance evaluations and begin to provide appropriate feedback. In addition, students will be better able to evaluate professional documents, such as codes of ethics and discuss their findings using professional business language.
Writing	By the end of the level, students can use professional expressions related to time to discuss or write about professional projects, products and services. Also, students can evaluate the performance of an employee in written forms, provide appropriate constructive criticism and put together written budgets and work schedule.
Grammar	By the end of the level, students will use different verb tenses to communicate the frequency of work-related tasks within the context of an organization. By using future forms, students will make predictions regarding the impact of changes in a particular industry and using second and third conditionals they will be able to talk about obligation, prohibition and wrong choices at work. Also, they will implement phrasal verbs into their conversation.
Vocabulary	By the end of the level, students will be able to identify ranges of meaning due to connotation and strategically chosen words based on the needs of common workplace challenges. A variety of key expressions commonly used in negotiating is implemented to help them in decision-making situations such as presenting a case, making plans and making an argument.

Advanced: ISR (MBE4)

<p>Advanced ISR: By the end of the level, students will have gone through the content of the Business course book and many practical activities proposed in the guidelines with some extra content. They will continue to work with the End of Level Project (ELP) – a project in which they will have to, aligned with the teacher, define and present (written and orally) a business topic. The ‘speech days’ will also be present, but since this is the last level of the course, it is expected a more formal presentation and students will be able to convey ideas and persuade the audience better and in the most appropriate level of formality.</p>	
Skill	Learning Outcome
Listening	By the end of the level, students will listen to conversations in a way they will be able to pose questions to guide follow up negotiations. In addition, they will be able to clarify professional misunderstandings and understand dialogues taking part in teleconferences and processing discussions of factors for success.
Speaking	By the end of the level, students will use a variety of conversational expressions to manage business discussions, which allow the speakers to agree or disagree. Also, students will be able to give formal presentations about potential future changes in relation to current industry challenges, discuss risks, options and soften expressions of dissatisfaction for a particular professional issue while still communicating the core issue.
Reading	By the end of the level, students can understand core information from written presentations and identify discourse markers for persuasion. In addition, they can delineate core details of a business problem and identify challenges in written texts such as presentations and reports.
Writing	By the end of the level, students can express professional concern diplomatically, using common business phrases to highlight ideas while working towards resolutions. Also, they can prepare briefings regarding an unpopular or problematic change, for example, using passive voice, mixed conditionals and discourse markers as well.
 FWD_ALEXSANDRA FERRO - Refund (Vi Grammar	By the end of the level, students will be able to give briefing by using the passive voice and discuss persuasion and influence (selling ideas) through participle clauses and inversions to go through levels of formality. In addition, a variety of adverbs to qualify shades of attitudes regarding proposed changes or innovation is added to their routine.
Vocabulary	By the end of the level, students can identify connotative implications of language use and strategically select words to build rapport in professional settings. Also, they can use correct terminology when handling corporate crisis and give formal presentations. In addition, students have enough vocabulary to discuss and shared ideas, talk about organizational changes and reach agreements.

REQUIRED SKILLS AND ENROLLMENT REQUIREMENTS FOR EXISTING OR NEW MILA'S STUDENTS

To be considered for admission into the Business English Course, the applicant must have completed at least one of the last ESL books, as mentioned below and shown on the graphic on page 11:

- Upon completion of American English File 4 in the General English program with a score of 70% or higher, students are eligible to enroll in the Business English Pre-Intermediate.
- Upon completion of American English File 5 in the General English program with a score of 70% or higher, students are eligible to enroll in the Business English Intermediate.

It means students will be able to:

- Discuss a variety of concrete and abstract topics.
- Identify important information on specific events and concepts from lectures or presentations.
- Summarize content-related notes from lectures or readings.
- Organize information and details logically and cohesively.

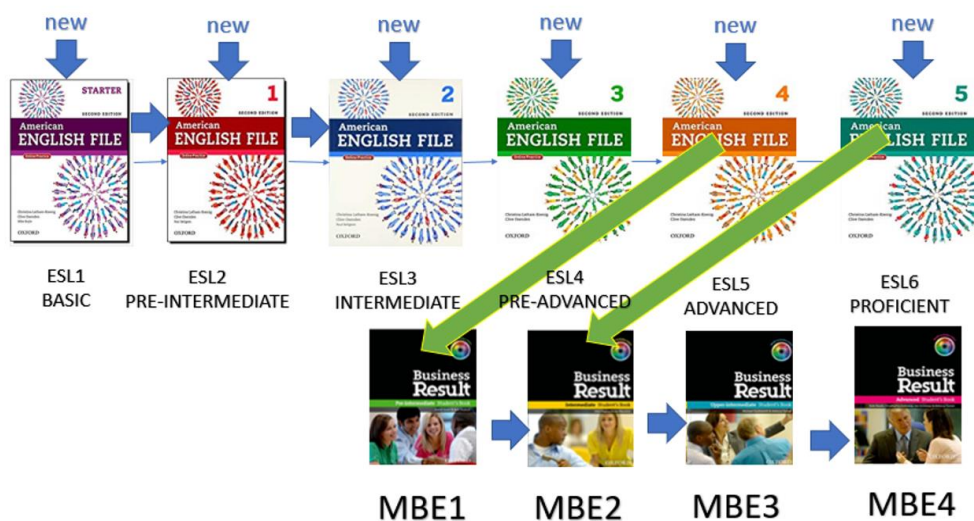
RATIONALE

The written and the oral tests, combined, can mark up to 100.

Each test has its own mark after each exercise as it can be seen in the tests' samples. There is a total of 7 written and 7 oral tests (700 points). Students also have the Viewpoint Task, which is a listening activity that should also be graded (40 points). There are 5 tasks during the course – a total of 200 points.

By the end of the course, students must present the project (ELP) they have worked on throughout the classes. There should be an oral presentation and a written part to be handed in. Each part is 50 points (total of 100 points).

All in all, from 1000 points, students need at least 700 to pass = 70%.



ACADEMIC PROGRAM POLICIES AND PROCEDURES

ADMISSION POLICY

Students must be 16 years of age or older. At the time the initial payment is made and the enrollment agreement, (which students are expected to adhere to) is signed, students take a placement test. The test determines the student's English Foreign Language (EFL) level, the result will be added to the student file. Students must score at one of the instructional levels available and offered at the school when enrollment is made.

Students also sign an Admission Terms and Conditions Agreement, and an Acknowledgement form verifying receipt and understanding of the International Student Handbook. Students who enroll after the start of a level are entitled to receive up to four hours of free tutoring to provide an opportunity to make up missed instructional time.

International Students must follow the rules of the F1 Student Visa.

PLACEMENT TEST POLICY

Prior to enrollment students are required to take a comprehensive placement test. The test progresses from simple to more complex questions. The test score determines the placement level in the program. Students must score at one of the instructional levels available and offered by the school to enroll at MILA.

The placement process includes an assessment of grammar, listening, reading, writing, and speaking.

The grammar and listening portion are assessed with the Online Oxford Placement Test. The results are scored into different bands which are then correlated with the CEFR as well as our Oxford Published books and their levels.

This is a paper-based placement test entitled Placement Test and includes a final page where all the scores are aggregated. Below, is a space for the Academic Supervisor to write the rationale for the final placement of the student.

The Academic Supervisor reviews all student placement tests and signs each document placing the student on the correct level. The Academic Supervisor uses the answer key and scoring guide for the paper-based placement test entitled MILA Placement Test Answer Key and Grading Scale which is used by the Academic Supervisor when scoring the paper-based portion of the test.

Appeals Procedures - Students who feel that they have been misplaced and/or their current program of study is not in line with their academic objectives may appeal to the DSO/PDSO or Academic Supervisor. In these cases, the DSO/PDSO and/or Academic Supervisor will speak with the instructor and student individually and decide as to the best course of action for the student.

MILA'S LEVEL AND BOOK CORRELATIONS WITH THE CEFR BELOW

CEFR	AEF Book	MILA MIAMI Level
A1	Starter	Basic
A2	Level 1	Pre-Intermediate
A2+/B1-	Level 2	Intermediate
B1	Level 3	Pre-Advanced
B2	Level 4	Advanced
C1- A	Level 5	Proficient

GRADING RATIONALE

The Oxford Online Placement Test (OOPT) is Mila's main placement indicator for students. However, as the assessment only tests grammar and listening, MILA supplemented the OOPT with a writing test and an oral speaking test. MILA uses these extra tests to confirm that the OOPT placement is the correct placement for the student. There may be cases where the written and a speaking portion of the assessment indicates the student should be placed higher or lower so this will help to ensure accuracy and holistic assessment which finds the best placement for each student at our institution. It is given to the student the opportunity to take the test again if the student feels he/she has been placed incorrectly, or he/she may use a teacher recommendation to move to a higher or lower level. This teacher recommendation must be approved by the Academic Supervisor and the teacher must use the official MILA's teacher recommendation form.

GRADING POLICY

Grading reflects a composite of the following factors: listening, reading, speaking, vocabulary, pronunciation, and writing as determined by the end of course level test. The student must pass the end-of-level test with 70% - 100 % to advance to the next level.

The Individual Student Report (ISR) compiles all grades from quizzes, progress test, and the end of the level test to periodically measure and monitor the student's learning objectives and outcomes.

In case that someone fails the end of level test by a few points, or in the case that a student passes all previous quizzes and the progress test but does not score at the end of the level test, the Academic Supervisor will analyze the data available and make the final decision on the case.

GRADING SCALE

4. Passed Outstanding Progress.....	90% - 100%
3. Passed Good Progress.....	80% - 89%
2. Passed Satisfactory.....	70% - 79%
1. Not satisfactory- did not pass	below 70%

The grading process includes information on an Individual Student Report (ISR) which documents student quizzes, progress test, and learning outcomes which are aligned with the goals and objectives. This report is updated after every quiz. The teacher will meet with each student to review student's progress and achievement of learning outcomes after the first quiz, the progress test, and the end of level test. Students also receive feedback from the teacher on their strengths, areas for development, and recommendations. Students can receive a copy of the ISR to keep upon request. The final grade for the course is determined only by the end of the level test and an average of all quizzes and middle tests.

Effort and other student behaviors can affect academic progress. Adherence to the Student Code of Conduct including regular attendance will positively impact academic progress. Students will be informed and counseled by the teacher at any time they fail to make normal and satisfactory progress. They can also be counseled by the academic supervisor. Options to improve academic achievement including up to four of free tutoring instruction and make-up work will be discussed.

ACADEMIC PROGRESS POLICY

Satisfactory Progress

A *passing grade* of 70% at the end of level test is required from any student to progress to the next level of their English studies. Students will be given a grade on their weekly quizzes, progress tests, and end of level test. In case that a student does not pass the end of the level test but does pass all the quizzes and progress tests with at least 70%, the student will be allowed to move to the next level with an official recommendation from their teacher. This case is only possible if the student passed the quizzes and progress tests at the time they were given. Students may not make up missed or failed quizzes/tests in lieu of passing the end-of-level test.

Unsatisfactory Progress

First Fail

Students who fail to pass their level by the requirements above will be required to repeat the course level again. At the midway point of the course, (the progress test), the Academic Supervisor will schedule a meeting with the students to revise their quiz and progress test scores. If the student is not making satisfactory progress (i.e., 70% or above on all quizzes and tests) they will be assigned a progress plan by the Academic Supervisor which will include mandatory tutoring and exercises as supervised by the Academic Supervisor.

Second Fail

If a student fails a level for the second time, they will be put on Academic Warning. The student will be required to repeat the level again and, the Academic Supervisor will issue a more rigorous progress plan. The student will then need to complete the progress plan for the entire second level.

Third Fail

If a student fails a third time, they will be asked to leave the program at MILA. If they are studying at MILA on the US Student Visa, they will need to refer to the US Department of Immigration for the consequences of not studying while being on a student visa.

POLICY ON COMPLETION OF PROGRAM

All students on F-1 visas are required to inform the P/DSO of their intention to complete, extend or shorten their studies by the last week of their final period of study.

This means that the U.S. Immigration will be made aware that the student is no longer studying and is expected to leave the country. If you plan to remain in the U.S. to study at another institution, or for any other reason, you must inform your P/DSO to request a transfer.

POLICY AND PROCEDURE ON TRANSFER

If students plan to transfer to another school, they must provide the P/DSO with a transfer form and an acceptance letter from the new school. When students complete their studies at MILA, they have 60 days grace period from the date of completion to leave the U.S or transfer to another school.

POLICY AND PROCEDURES FOR MAKING UP MISSED TESTS

At MILA, we take our studies seriously. We believe it is important that students stay on track in their progress in our program and this means that students are present in class not only for classes but also for their tests and quizzes. Please review our policy on missed tests or quizzes below.

Making Pre-Arrangements: If you know that you are going to miss a test notify your teacher to make pre-arrangements to make it up. The teacher must approve it with the Academic Supervisor and a fee will be applied.

Missed Progress Test: If you missed a quiz, you have one week to make it up. Progress Tests may not be made up during class hours.

Missed Midterm Test or Final Test: If you missed a final test or a midterm test you must make it up during the same week. Your teacher will arrange it with the Academic Supervisor at least 24 hours in advance. Final tests and Midterm tests may not be made up during class hours.

DISCRIMINATION POLICY

Reasons: Important, if you miss a test without previous notice, you can only make up the test if you were sick or had extenuating circumstances. No excuses are allowed to miss a test. You may be asked to provide evidence (such as a doctor's note) of your reason for missing the test.

ATTENDANCE POLICY

Miami International Language Academy – MILA, adheres to a strict attendance policy for all students enrolled and admitted to the United States to study on an F-1 visa.

Students are expected to attend 100% of their scheduled classes, 18 hours of instruction per week. Failure to maintain 80% of attendance will result in the termination of the student's I-20 by the P/DSO. Tuition is non-refundable if a student is terminated.

If a student's attendance is under 80% the student will receive an attendance warning and a copy of this will be put in the student's file.

POLICY ON MEDICAL EXCUSE:

If a student gets ill, s/he must contact the P/DSO immediately to arrange and provide appropriate medical documentation from a licensed medical physician, doctor of osteopathy, or licensed clinical psychologist to be considered.

The medical excuse in the case of a medical note or written document will be reviewed by the general manager or PDSO for approval.

A regular tuition fee must be paid during the time students are under any medical excuses.

POLICY ON LEAVING THE COUNTRY:

Students must notify the P/DSO when they plan to travel outside the United States or take a break.

POLICY ON STUDENT'S CHANGE OF ADDRESS:

The student must notify the PDSO of the new address and/or new phone number. Students who do not attend the class for more than eight consecutive class days without P/DSO approval can be terminated. P/DSOs always must adhere to SEVP policies and regulations.

POLICY ON LATE ARRIVAL

Students are expected to arrive at class on time.

- If a student arrives 10-20 minutes late, the teacher will document that the student was L (late), but still can attend class.
- If a student arrives after 20 minutes late the student will be considered absent, it is to the teacher's discretion to allow the student to attend the class.
- Students are expected to be in class on time after all breaks. If they are late, they will be admitted to class ONLY at the teacher's discretion.
- If a student arrives at classes more than 20 minutes late after a break, the student will be considered absent, and it is to the teacher's discretion to allow the student to attend class.

Any student who leaves school during class or during the break (and do not return) likewise will be marked absent.

IMPORTANT: Except under unusual circumstances to be explained to the teacher, if a student leaves the class early, s/he will be marked absent for the entire class period.

POLICY ON ACADEMIC/PERSONAL ADVISING

In the event of an academic or school site problem, a student should feel free to discuss with the general manager, the academic supervisor and/or P/DSO's who has an open-door policy for students to have access to student services in a timely manner. Personal problems can be referred to an appropriate agency to resolve the situation. MILA provides a list of appropriate agencies to better serve you. Please refer to the student orientation for guidance, referrals, medical insurance, surroundings, and social information.

POLICY ON STUDENT FEEDBACK AND EVALUATION

The student receives a faculty and staff survey two weeks after the course starts and at the last week of the level. The purpose of the survey is to collect student feedback on faculty and staff and on student's satisfaction with the overall quality of MILA's program. In addition, students are encouraged to provide feedback to the general manager, and P/DSO at any time. Results of the surveys are used to evaluate all aspects of the program to create positive change.

DISCRIMINATION POLICY

MILA complies with the Americans with Disabilities Act of 1990, as amended. Accommodations are available for students with disabilities.

POLICY ON PERSONAL PROPERTY POLICY

The school assumes no responsibility for the personal property of students or employees.

POLICY ON PLAGIARISM/COPYRIGHT

A student assumes the responsibility for providing original work in the courses without plagiarizing, which is defined as using another person's ideas or expressions without acknowledging the source. Penalties for plagiarism may range from failure for the assignment to failure for the course. This policy follows U.S. copyright law which does not permit the unauthorized possession or disposition of academic materials such as taking another student's work. Copyright protection extends to software and digital works. Any unauthorized distribution of copyrighted material may subject an individual to civil and criminal liabilities. For more information, visit www.copyright.gov, the U.S. Copyright Office website.

POLICY ON STUDENT INSURANCE, ACCIDENT, OR EMERGENCY

In the event of a student accident or illness at the school, the general manager, and P/DSOs must be notified at the time it occurs. MILA will aid by calling an emergency contact person or emergency rescue if needed. No medication can be administered to a student by school staff. If a fire rescue transports a student, it will be at the student's expense. Students are encouraged to obtain medical insurance prior to enrollment.

POLICY ON REFUND

Refunds prior to start date - All fees paid except the application fee shall be refunded in full to the student upon written notice given to the Administration 72 hours prior to the course start date.

Payment to students for reimbursements shall be made by MILA within (30) days of receiving written notification of cancellation.

If the student does not honor the contract after the course start date, he/she will forfeit the four weeks paid and is subject to a four-week full-price penalty fee.

Tuition with special promotions: If the student decides to drop out of school during the paid period, he/she will have to pay the difference for the period studied. (Calculation will be based on regular four-week tuition X promotion tuition).

There are no refunds after the start date for the tuition and the application fee, except if the class level has not been populated with enough students, and the school cancels the class. In this circumstance, both tuitions, as well as registration fees, will be reimbursed.

For F1 English students, if you are terminated by CNA LANGUAGE SCHOOL DBA MILA – MIAMI INTERNATIONAL LANGUAGE ACADEMY due to violations of the school or federal law (including attendance policies), no refund will be given.

For F-1 English students, if your visa is 'denied', your tuition fee (except registration fee, mailing fee) will be refunded only after applicants present the denial letter given by the American Embassy/USCIS.

Students who are 'accepted' and withdraw on their own do not qualify for refunds.

Any 'Change of Status' student who changes their mind, abandons their program or starts another process does not qualify for a refund.

ANNUAL VACATION POLICY

F-1 students must have a minimum of **26 weeks of study** (instructional time) to be eligible for ONE ANNUAL VACATION.

F-1 students may have up to 16 weeks of **ONE ANNUAL VACATION**.

School Breaks are not considered instructional time.

After 26 weeks of study, the student is eligible for **ONE ANNUAL VACATION**, but he/she is not obligated to take a vacation. It means that ANNUAL VACATION is **optional**.

ONE ANNUAL VACATION is not cumulative, meaning that if the student wishes to take a total of 16 weeks of vacation, it needs to be taken during the year (52 weeks), considering the dates of the student's program. It means that a student may decide not to go on ANNUAL VACATION, but ANNUAL VACATION not taken (in full or partially) may not be grouped.

F-1 students (initials, change of status, and transfers) are subject to this policy. REINSTATEMENT students are not eligible for ONE ANNUAL VACATION until his/her case is approved by the USCIS.

F-1 students must also have a valid I-20 with a longer program end date than the end of the student's ONE ANNUAL VACATION, meaning that the student must go back to class after going on vacation.

The last due date of Tuition Fee (within ONE ANNUAL VACATION) will be free of charge as long as the student requests 12 to 16 weeks of vacation.

POLICY AND PROCEDURE FOR STUDENT TERMINATION

A termination letter is given to a student when he/she does not demonstrate behavior for successful learning and/or violates the Student Code of Conduct. After the third warning letter precedes termination. Any tuition paid more than two weeks after the termination date will be refunded.

STUDENT CODE OF CONDUCT

"Disruptive behavior" means conduct that prevents other students from learning or from doing the required schoolwork. Words or actions which prevent the teacher from meeting the needs and goals of the class are also disruptive. Any action or word intended to hurt a teacher, another student, or school property is disruptive behavior.

The following is a list of some behaviors that are disruptive and therefore unacceptable at MILA:

1. Showing disrespect or lack of courtesy towards teachers, staff, or other students. Some examples of such behavior are: Refusing to complete assignments; refusing to cooperate with teachers or other students in classwork or outside assignments.
2. Speaking on or using cell phones in the classroom; using a laptop for something other than classwork; refusing to bring the required textbook and materials to class; sleeping in class; Denying other students an equal opportunity to participate in class; being disrespectful of another person's culture
3. Arriving late to class repeatedly.

4. Repeatedly speaking one's native language during class.
5. Arriving at school under the influence of alcohol or drugs; using or distributing alcohol or drugs at school. No alcohol or drugs are allowed in MILA classrooms or on the school grounds.
6. Being violent. Any kind of physical violence or harassment will result in immediate expulsion from the program and must speak with a P/DSO immediately.

The actions and behaviors described above are unacceptable at MILA. A student who displays disruptive or unacceptable behavior, whether in his/her scheduled classes, on the school grounds or at any school-sponsored event may be expelled from MILA and must speak with a P/DSO immediately.

MILA'S CLASSROOM DO'S AND DON'TS

Please be prompt.

Please come to class ready to learn

Please have your homework ready for class.

Please do NOT smoke in the building.

Please do NOT have your cell phone turned on.

Please do NOT speak your native language in class.

Please address your teachers in the manner that they request.

*Teachers may adjust the classroom rules as they see fit. This is a guideline of general rules to follow when on the premises of the school. *

POLICY ON GRIEVANCE/COMPLAINT

Any student may take a grievance/complaint to the assistant general manager and PDSOs who will investigate the alleged incident. If the assistant general manager and PDSOs agrees that the student has a legitimate grievance/complaint, appropriate action will be taken. The student will be notified as soon as possible of the disposition of the grievance/complaint either by phone or e-mail. If unsatisfied, the student may appeal to the general manager and P/DSOs. The assistant general manager and P/DSOs maintains a grievance/complaint log for 5 years on file. The student can obtain the grievance/complaint form from the assistant general manager and P/DSOs.

POLICY ON DISSEMINATION

The general manager and P/DSOs are responsible to make accessible all the policies, procedures, and regulations of MILA. Students are expected to know and observe the school policies, procedures, and regulations contained in the Student Handbook provided at the time of enrollment and found on the website. The general manager will distribute an update page(s) if at any time there are new policies or revisions of existing policies not in the Student Handbook.

GENERAL RULES AND PROCEDURES

COMPLAINT PROCEDURES

Students are encouraged to speak with administration regarding any problems, questions, clarifications about visa status, etc., they may have. The General Manager, P/DSO, Academic Supervisor, are all available for student assistance and guidance. For clarifications about visa status please see the **P/DSO ONLY**.

If you have a problem or complaint about a class, you should speak with the teacher first. If you are still not satisfied, make an appointment with the General Manager, P/DSOs or Academic Supervisor. You may also see the General Manager, P/DSOs and staff about general complaints or problems with your schedule. Additionally, there is a formal complaint form on the reception desk if you would like to submit a written complaint. The complaint form can be returned to the reception desk, to any administrative personnel. The complaint will be addressed, and a meeting will be scheduled to discuss and attempt to resolve the problem.

SCHEDULE CHANGES AND WITHDRAWALS

Any student requesting to change his or her class schedule must first obtain permission from the Academic Supervisor or General Manager and P/DSOs. Such permission is at the discretion of the school. F-1 students must also contact the PDSO in the event of a status change.

DRESS CODE

A student is required to dress in a manner that is appropriate for the learning environment. The following are unacceptable: wearing flip-flops, not wearing shoes, wearing clothes with inappropriate expressions. A student violating this policy may be asked to leave the premises.

SCHOOL ENVIRONMENT

It is necessary that the school's environment stays free of disruptions that interfere with teaching and learning activities. During class time, all phones and other electronic devices must be turned off or kept on "silent mode".

OFF-SITE CLASS/ ACTIVITIES POLICY

To maintain a safe environment, personnel, and students are expected to conduct themselves in compliance with the Student Code of Conduct during any off-campus social/recreational activity. Students must provide their own transportation to an off-campus activity.

EMERGENCY SITUATIONS

In an emergency on-campus or off-campus, students must follow the directions of faculty who will follow to the extent possible the emergency procedures provided to them by the school.

FIRE DRILL

1. When the alarm sounds, five series of three bells, teachers will escort the students quickly and quietly out of the building following the posted route in each classroom.
2. Students will take purses and valuable items with them.
3. Student must remain 100 feet from the building until all is clear and sound.

LOCKDOWN

When the LOCKDOWN the announcement is heard, follow this procedure:

1. Report to the nearest secured area.
2. Classroom and entrance doors must be closed and locked. Teachers should continue with regular classroom activities.
3. Remain in the classroom until the LOCKDOWN is lifted.

LOBBY

MILA encourages the students to take advantage of the LOBBY area, which includes, Wi-Fi, water, refrigerator, microwave oven, and others.

HOUSING ACCOMMODATION

MILA does not offer accommodations.

MEDICAL INSURANCE

MILA does not offer any health insurance.

MILA strongly recommends that students obtain adequate health insurance for the duration of their stay in the U.S.

All students are advised to obtain health insurance coverage. The consequences of not having health insurance or not having adequate coverage can be serious. Students may not be able to receive treatment or the treatment that is received can be extremely expensive. If illness occurs, failure to have adequate health insurance coverage can jeopardize a student's ability to meet financial obligations such as school tuition payments.

There are many risks associated with not having health insurance in the United States. Unlike many countries where health insurance is provided by the government, the United States do not guarantee medical coverage for any individual residing in this country, citizen, or non-immigrant visitor alike. The costs of receiving medical attention without medical insurance in the U.S. are typically extremely high and can become a financial burden to an individual if extensive medical treatment is needed. Therefore, MILA strongly recommends that students obtain adequate health insurance for the duration of their stay in the U.S.

Please refer to the STUDENT ORIENTATION for medical insurance and medical assistance referrals.

FINANCIAL INFORMATION / PAYMENT

Credit cards, cash, and personal checks are accepted. Tuition fees must be paid on time every 4 weeks from the student's first day of class. A fee of \$30.00 will be applied for each late week. Please, contact us for other payment methods.

AUTHORIZATION FOR ACCESS TO STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) states that once a student registers at an institution, the student's educational record belongs to the student. The law further states that the student has the right to control disclosure of the educational record (even to parents). MILA must comply with FERPA, and to the extent allowed in compliance with FERPA, will be attentive to the need of parents (and other designated third parties) to have access to a student's educational record. Further information about FERPA can be found on the following website: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

ACKNOWLEDGMENT STATEMENT RECEIPT

I, _____ have received, read, and understood the MILA's Student Handbook, Refund Policy, School Conduct Policy, and Attendance Policy.

I know that it is my responsibility to keep in accordance with these policies and that if I do not, that my I-20 is in danger of termination without notice.

I also understand that if my level of English proficiency is not to the point that I can understand this, then it is my responsibility to get someone to read this to me in my native language so that I can understand it.

I understand that if I move, I MUST update my current living address whenever there are any changes. I also understand that if I am sick, I must contact the P/DSO immediately to arrange to provide appropriate medical documentation from a licensed medical physician, doctor of osteopathy, or licensed clinical psychologist to be considered as an excused absence. Failure to prove this documentation will result in absences, and possibly put my I-20 in danger.

Finally, I understand that I am responsible for knowing the policies and procedures of Miami International Language Academy – MILA and to follow them completely. If any policies or procedures change, it is my responsibility to check my email to ensure that I am aware of the changes.

I do not have to sign a new waiver to account for the change in policy or procedure.

Student name: _____ Date: _____

Student Name Guardian Name (if under 18) _____

Date: _____

Student Signature Guardian Signature (if under 18) _____

Student Email _____