

THE ENGLISH ISLAND

STUDENT HANDBOOK

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Mission and Methodology

The mission of The English Island is to provide the level of English instruction necessary for students to achieve their personal and career goals on the pathway to success. Our approach is one of devotion, passion, and integrity.

The English Island utilizes a combination of the communicative method and task-based language learning in its instruction. Within the classroom, we emphasize interaction between students through pair work, group work, and role plays. We seek to minimize teacher talk time to allow students to further develop their fluency. Our instruction is also guided by a desire to teach information that is relevant and meaningful to our student population. To that end, the topics of our classes as well as assessments relate to real-world situations such as visiting a doctor, doing a job interview, or making a 911 call. Both approaches are an outgrowth of our desire to meet student needs and to help them achieve professional success.

School History

The English Island was started in 2011 in Atlanta, Georgia to be a place of integrity for students, teachers, and staff alike. Founded by a career ESL teacher, the goal was to move away from the profit-focused schools that dominated the market and to create a positive, academic-focused environment for students to get the help they really needed. A considerable amount of time and attention was spent on building an effective ESL curriculum with quality materials. In addition, there was also a dedication to finding the best teachers and staff to provide high-level instruction and service.

As its dedication to this integrity continued over the years, The English Island expanded considerably. Students, teachers, and staff recognized the positive environment that so much time went into creating, and they shared their experiences with their family and friends, which helped The English Island grow further.

Today, all these years later, The English Island maintains its integrity and continues to help people the right way. With a diverse group of students from all over the world, The English Island's success is a reflection of the success of its students. The English Island remains focused on those principles of integrity and success reflected in its Mission Statement.

Academic Programs

The English Island has the following academic programs for F-1 and non-F-1 visa students

Intensive English Program

The Intensive English Program is a full-time program designed for students on an F-1 student visa who wish to improve their overall proficiency in English for general and academic purposes. The program consists of 12 levels. Each level has 18 hours per week of instruction for 9 full weeks during a 10-week term. Non-F-1 students can take up to 15 hours per week of classes.

- 12 Levels, 9 weeks per level
- Intensive English Program (for F-1 visa students)

    - 18 hours per week, 162 hours per level
        - 9 hours per week General English
        - 9 hours per week Specialty Courses
- Intensive English Program (for Non-F-1 visa students)
    - 3-15 hours per week, 27-135 hours total
        - 9 hours per week General English
        - 3-6 hours per week Specialty Courses

Curriculum

All Intensive English Program courses align with the Common European Framework (CEFR) English language standards, ranging from Level A1 to C2. The chart below gives a summary of current courses and how they correspond to these standards.

CEFR Level	English Island Level	General English Books	Specialty Courses
A1	Level 1	Ventures Basic	Vocabulary & Speaking 1, Phonics 1, Reading 1
A1-A2	Level 2	Ventures Level 1	Vocabulary & Speaking 2, Reading 2, Grammar 2
A2	Level 3	Ventures Level 2	Vocabulary & Speaking 3, Reading 3, Grammar 3
A2-B1	Level 4	Ventures Level 3	Pronunciation 4, Conversation 4, Grammar 4
B1	Level 5	Ventures Level 4	Conversation 5, Reading 5, Grammar 5
B1-B2	Level 6	Ventures Transitions	Conversation 6, Reading 6, Grammar 6
B2	Level 7A	Keynote 4	Phrasal Verbs 7A, Reading 7, Writing 7A
B2	Level 7B	Keynote 4	Conversation 7, Phrasal Verbs 7B, Writing 7B
C1	Level 8A	Keynote 5	Conversation 8A, Phrasal Verbs 8A, Writing 8A
C1	Level 8B	Keynote 5	Conversation 8B, Phrasal Verbs 8B, Writing 8B
C2	Level 9A	Keynote 6	Collocations 9A, Idioms 9A, Writing 9A,
C2	Level 9B	Keynote 6	Collocations 9B, Idioms 9B, Writing 9B

Academic Achievement Scale

The English Island's twelve-level ESL curriculum is systematically aligned with the Common European Framework of Reference for Languages (CEFR) to ensure transparent proficiency benchmarks and coherent progression toward the program's stated student learning outcomes. Each level corresponds to a defined range of linguistic competencies and reflects an incremental increase in communicative demand, instructional rigor, and performance expectations. Listed below are the learning outcomes, written as "can do" statements, that students are expected to achieve at each level.

Achievement Level	Score Range	Performance Description	Status
Exceeds Expectations	90–100%	Consistently demonstrates mastery of the course learning outcomes. Communicates accurately, independently, and confidently with minimal errors.	Pass
Meets Expectations	75–89%	Demonstrates satisfactory mastery of the course learning	Pass

		outcomes. Communicates effectively in familiar situations with occasional errors that do not interfere with meaning.	
Approaching Expectations	60–74%	Demonstrates partial mastery of the course learning outcomes. Requires additional instruction and support to perform consistently and independently.	Does Not Pass
Does Not Meet Expectations	Below 60%	Demonstrates limited mastery of the course learning outcomes. Unable to consistently perform the required language skills for the course level.	Does Not Pass

Achievement Level	**Interpretation**
Exceeds Expectations	Student has exceeded the expected learning outcomes and is well prepared for the next instructional level.
Meets Expectations	Student has met the required learning outcomes and is prepared to advance to the next instructional level.
Approaching Expectations	Student has made measurable progress but has not yet demonstrated sufficient mastery to advance. Continued instruction is recommended.
Does Not Meet Expectations	Student has not demonstrated the required learning outcomes and should repeat the course or receive additional instructional support before advancing.

Student Learning Objectives

For each Intensive English Program level, the student learning objectives (SLOs) for the four core language skills (listening, speaking, reading, and writing) are as follows:

Level 1 – CEFR A1 (Beginner)

Listening	By the end of the course, students will be able to identify key concrete information (e.g., names, places, times, dates, and numbers) from short, slowly and clearly spoken conversations on familiar everyday topics, scoring at least 74.5% on a listening comprehension assessment.
Speaking	By the end of the course, students will demonstrate the ability to initiate and respond to simple questions and statements on familiar topics by successfully completing a 3–5 minute oral interview with a score of at least 74.5% on the program's Level 1 speaking rubric.
Reading	By the end of the course, students will be able to read and understand very short, simple texts containing familiar words and basic phrases by identifying the main idea and key details with at least 74.5% accuracy on a reading comprehension assessment.
Writing	By the end of the course, students will be able to write simple words, phrases, and sentences to communicate personal information and other familiar topics for a specific purpose (e.g., completing a form, writing a short message, or providing basic personal

	information), earning a score of at least 74.5% on a Level 1 writing assessment using the program's writing rubric.

Level 2 – CEFR A1/A2 (High Beginner)

Listening	By the end of the course, students will be able to identify the main idea and key details from short, clearly spoken conversations or announcements related to everyday topics (e.g., personal information, family, shopping, local geography, and employment), earning a score of at least 74.5% on a Level 2 listening comprehension assessment.
Speaking	By the end of the course, students will be able to participate in a 4–6 minute conversation about routine and familiar topics (e.g., family, work, shopping, daily routines, or hobbies), demonstrating understandable speech, appropriate vocabulary, and basic grammatical control by earning a score of at least 74.5% on the program's Level 2 speaking rubric.
Reading	By the end of the course, students will be able to read and comprehend short, simple texts containing high-frequency vocabulary by identifying the main idea and supporting details, earning a score of at least 74.5% on a Level 2 reading comprehension assessment.
Writing	By the end of the course, students will be able to write a short paragraph of 5–7 simple sentences about a familiar topic (e.g., family, hobbies, likes and dislikes, or daily routines) using appropriate vocabulary and basic grammatical structures, earning a score of at least 74.5% on the program's Level 2 writing rubric.

Level 3 – CEFR A2 (Low Elementary)

Listening	By the end of the course, students will be able to identify the main idea, key details, and frequently used expressions from short, clearly spoken texts on familiar topics, earning a score of at least 74.5% on a Level 3 listening comprehension assessment.
Speaking	By the end of the course, students will be able to participate in a 5–7 minute conversation to exchange information about familiar topics (e.g., work, daily routines, shopping, or free time), demonstrating appropriate vocabulary, understandable pronunciation, and basic grammatical accuracy by earning a score of at least 74.5% on the program's Level 3 speaking rubric.
Reading	By the end of the course, students will be able to read and comprehend short, simple texts on familiar topics (e.g., routines, shopping, travel, work, and dining) by identifying the main idea, supporting details, and relevant vocabulary, earning a score of at least 74.5% on a Level 3 reading comprehension assessment.
Writing	By the end of the course, students will be able to write a well-organized paragraph of 6–8 connected sentences on a familiar topic using simple connectors (e.g., and, but, and because), appropriate present and past tense verbs, and correct basic punctuation, earning a score of at least 74.5% on the program's Level 3 writing rubric.

Level 4 – CEFR A2/B1 (Elementary)

Listening	By the end of the course, students will be able to identify the main ideas and supporting details from short narratives presented in clear standard English on familiar topics related to work, school, and leisure, earning a score of at least 74.5% on a Level 4 listening assessment.
Speaking	By the end of the course, students will be able to participate in a 6–8 minute conversation by asking and answering questions, exchanging ideas, and discussing familiar topics in everyday situations, earning a score of at least 74.5% on the program's Level 4 speaking rubric.
Reading	By the end of the course, students will be able to apply reading strategies (e.g., previewing, predicting, and identifying context clues) to comprehend texts on familiar topics, earning a score of at least 74.5% on a Level 4 reading assessment.
Writing	By the end of the course, students will be able to write and revise a well-organized paragraph of 8–10 sentences on a familiar topic using appropriate grammar, spelling, punctuation, and organization, earning a score of at least 74.5% on the program's Level 4 writing rubric.

Level 5 – CEFR B1 (Low Intermediate)

Listening	By the end of the course, students will be able to identify both the general message and specific details in spoken texts on common and workplace-related topics, earning a score of at least 74.5% on a Level 5 listening assessment.
Speaking	By the end of the course, students will be able to participate in spontaneous conversations on familiar topics, express personal opinions, and exchange information in everyday situations, earning a score of at least 74.5% on the program's Level 5 speaking rubric.
Reading	By the end of the course, students will be able to read and comprehend factual texts related to familiar or professional topics by identifying main ideas, supporting details, and author's purpose, earning a score of at least 74.5% on a Level 5 reading assessment.
Writing	By the end of the course, students will be able to write a personal letter or a short essay using appropriate organization to explain recommendations or cause-and-effect relationships, earning a score of at least 74.5% on the program's Level 5 writing rubric.

Level 6 – CEFR B1/B2 (Intermediate)

Listening	By the end of the course, students will be able to identify the main ideas and supporting details from short narratives in standard English and produce accurate responses or summaries, earning a score of at least 74.5% on a Level 6 listening assessment.
Speaking	By the end of the course, students will be able to discuss familiar routine and non-routine topics, explain problems, and exchange, verify, and clarify information in extended conversations, earning a score of at least 74.5% on the program's Level 6 speaking rubric.

Reading	By the end of the course, students will be able to analyze narrative and descriptive texts by identifying main ideas, supporting details, author's purpose, and implied meaning, earning a score of at least 74.5% on a Level 6 reading assessment.
Writing	By the end of the course, students will be able to write and revise a well-developed descriptive or narrative essay using appropriate organization, varied sentence structures, and accurate grammar and punctuation, earning a score of at least 74.5% on the program's Level 6 writing rubric.

Level 7A – CEFR B2 (High Intermediate)

Listening	By the end of the course, students will be able to identify main ideas, supporting details, and lines of argument in extended spoken discourse on familiar academic, vocational, and general topics, earning a score of at least 74.5% on a Level 7A listening assessment.
Speaking	By the end of the course, students will be able to deliver formal presentations and participate in discussions by expressing and defending opinions with clear explanations and supporting evidence, earning a score of at least 74.5% on the program's Level 7A speaking rubric.
Reading	By the end of the course, students will be able to read B2-level texts using appropriate reading strategies and identify main ideas, supporting details, author's purpose, and idiomatic expressions, earning a score of at least 74.5% on a Level 7A reading assessment.
Writing	By the end of the course, students will be able to write clear, well-organized summaries and essays that synthesize and evaluate information from multiple sources, earning a score of at least 74.5% on the program's Level 7A writing rubric.

Level 7B – CEFR B2 (High Intermediate)

Listening	By the end of the course, students will be able to identify the main ideas, supporting details, and speaker's purpose in complex spoken discourse on concrete and abstract topics, earning a score of at least 74.5% on a Level 7B listening assessment.
Speaking	By the end of the course, students will be able to communicate spontaneously about academic and general topics using appropriate grammar, vocabulary, and level of formality, earning a score of at least 74.5% on the program's Level 7B speaking rubric.
Reading	By the end of the course, students will be able to analyze narrative and descriptive texts by applying appropriate reading strategies to identify explicit and implicit meaning, earning a score of at least 74.5% on a Level 7B reading assessment.
Writing	By the end of the course, students will be able to write, edit, and revise well-developed descriptive and narrative essays demonstrating effective organization and control of grammar and punctuation, earning a score of at least 74.5% on the program's Level 7B writing rubric.

Level 8A – CEFR C1 (Advanced)

Listening	By the end of the course, students will be able to comprehend extended discourse containing idiomatic expressions, implied meaning, and complex organization, earning a score of at least 74.5% on a Level 8A listening assessment.
Speaking	By the end of the course, students will be able to speak fluently and spontaneously on academic and professional topics using precise vocabulary and minimal hesitation, earning a score of at least 74.5% on the program's Level 8A speaking rubric.
Reading	By the end of the course, students will be able to analyze literary, journalistic, academic, and professional texts by identifying explicit and implicit meaning, author's purpose, and rhetorical strategies, earning a score of at least 74.5% on a Level 8A reading assessment.
Writing	By the end of the course, students will be able to write the introduction, body, and conclusion of an academic or professional report or article through multiple drafts, earning a score of at least 74.5% on the program's Level 8A writing rubric.

Level 8B – CEFR C1 (Advanced)

Listening	By the end of the course, students will be able to demonstrate comprehension of extended discourse on abstract and complex topics by answering comprehension questions and producing accurate summaries, earning a score of at least 74.5% on a Level 8B listening assessment.
Speaking	By the end of the course, students will be able to participate effectively in complex discussions on abstract topics using precise vocabulary, idiomatic language, and well-supported arguments, earning a score of at least 74.5% on the program's Level 8B speaking rubric.
Reading	By the end of the course, students will be able to analyze lengthy, complex academic and professional texts by identifying central arguments, supporting evidence, and implied meaning, earning a score of at least 74.5% on a Level 8B reading assessment.
Writing	By the end of the course, students will be able to produce well-organized analytical essays on complex topics that present and support a sustained argument with relevant evidence and a clear conclusion, earning a score of at least 74.5% on the program's Level 8B writing rubric.

Level 9A – CEFR C2 (Proficient)

Listening	By the end of the course, students will be able to comprehend specialized lectures and presentations containing advanced vocabulary, regional variation, and colloquial language, earning a score of at least 74.5% on a Level 9A listening assessment.
Speaking	By the end of the course, students will be able to communicate with precision and sophistication by using idiomatic expressions, nuanced vocabulary, and appropriate stylistic

	choices in formal and informal settings, earning a score of at least 74.5% on the program's Level 9A speaking rubric.
Reading	By the end of the course, students will be able to analyze complex texts by interpreting subtle distinctions in style, tone, and implied meaning, earning a score of at least 74.5% on a Level 9A reading assessment.
Writing	By the end of the course, students will be able to produce a well-developed report, article, or analytical essay that presents a clear argument supported by evidence and critical analysis, earning a score of at least 74.5% on the program's Level 9A writing rubric.

Level 9B – CEFR C2 (Proficient)

Listening	By the end of the course, students will be able to comprehend spoken English delivered at natural speed in a variety of accents by identifying main ideas, supporting details, speaker intent, and implied meaning, earning a score of at least 74.5% on a Level 9B listening assessment.
Speaking	By the end of the course, students will be able to deliver formal presentations and participate in complex discussions using sophisticated vocabulary, idiomatic language, and nuanced expression appropriate to audience and purpose, earning a score of at least 74.5% on the program's Level 9B speaking rubric.
Reading	By the end of the course, students will be able to analyze highly complex literary and non-literary texts by evaluating structure, style, author's purpose, and implicit meaning, earning a score of at least 74.5% on a Level 9B reading assessment.
Writing	By the end of the course, students will be able to produce a well-organized research essay with a clear thesis, logical organization, appropriate citations, and evidence-based analysis, earning a score of at least 74.5% on the program's Level 9B writing rubric.

This CEFR-aligned structure substantiates the appropriateness of the program length and level sequencing, validates the rigor of instructional expectations, and ensures that learners advance through internationally recognized proficiency stages in a coherent and measurable manner.

Admission Requirements

To enroll in the Intensive English Program, a student must be age 18 or older, preferably with a high school diploma from their country. Students must be literate in their native language and have the financial capability to undertake our program.

TOEFL Preparation Program

This full-time program is designed for CEFR Level C1 and C2 students seeking comprehensive preparation for the TOEFL iBT (Test of English as a Foreign Language Internet-Based Test). The program has 18 hours per week of instruction for 9 full weeks during a 10-week term. Non-F-1 students can take up to 9 hours per week of class.

- 9 full weeks
- F-1 visa students
    - 18 hours per week, 162 hours total
        - 9 hours per week Listening & Speaking
        - 9 hours per week Reading & Writing
- Non-F-1 visa students
    - 9 hours per week, 81 hours total
    - Listening & Speaking OR Reading & Writing

Admission Requirements

To enroll in the TOEFL Preparation Program, a student must be age 18 or older, preferably with a high school diploma from their country. Students must be literate in their native language and have the financial capability to undertake our program. Students must also demonstrate a CEFR level of B2 or higher through The English Island written placement test(s) and speaking placement test or by completing Level 7A of the Intensive English Program with a weighted grade average of 74.5% or higher.

IELTS Preparation Program

This full-time program is designed for CEFR Level C1 and C2 students seeking comprehensive preparation for the IELTS (International English Language Testing System) test. The program has 18 hours per week of instruction for 9 full weeks during a 10-week term. Non-F-1 students can take up to 9 hours per week of class.

- 9 full weeks
- F-1 visa students
    - 18 hours per week, 162 hours per level
        - 9 hours per week Listening & Speaking
        - 9 hours per week Reading & Writing
- Non-F-1 visa students
    - 9 hours per week, 81 hours total
    - Listening & Speaking OR Reading & Writing

Admission Requirements

To enroll in the IELTS Preparation Program, a student must be age 18 or older, preferably with a high school diploma from their country. Students must be literate in their native language and have the financial capability to undertake our program. Students must also demonstrate a CEFR level of B2 or higher through The English Island written placement test(s) and speaking placement test or by completing Level 7A of the Intensive English Program with a weighted grade average of 74.5% or higher.

Dental English Program

The Dentistry English Program is specifically designed to focus on the unique needs of dentistry professionals and has helped many propel their careers. The full-time program aims to improve fluency and confidence in English and covers dentistry vocabulary, pronunciation of dental terms, and public

speaking. The program consists of 2 levels, each 4 weeks long, which align with CEFR Levels B1 and B2. It can be taken in group classes or private classes, in person or online.

- 2 Levels, 4 weeks per level
- F-1 visa students
    - 18 hours per week, 72 hours per level (required)
        - 8 hours per week Grammar and Common Mistakes
        - 4 hours per week Pronunciation
        - 4 hours per week Public Speaking / Presentations
        - 2 hours per week Presentation Practical Lab
    - Optional seminars
        - 6 hours per week, 24 hours per level
        - Seminars on topics such as idioms, conversation, case studies, and business communication
    - Optional private or semi-private lessons
        - 4 hours per week, up to 18 hours per level
- Non-F-1 visa students
    - 16 hours per week, 64 hours per level
        - 8 hours per week Grammar and Common Mistakes
        - 4 hours per week Pronunciation
        - 4 hours per week Public Speaking / Presentations

Admission Requirements

To enroll in the Dental English Program, a student must be age 18 or older, preferably with a high school diploma from their country. Students must be literate in their native language and have the financial capability to undertake our program. Students must also demonstrate a CEFR level of B1 or higher through The English Island written placement test(s) and speaking placement test. In lieu of the written placement test(s), the following English proficiency test scores may be admissible as a way of demonstrating an appropriate level.

Test Name	B1 (Track I)	B2 (Track II)
IELTS	4	5.5
TOEIC Reading and Listening	550	785
TOEFL iBT	57	87
Cambridge PET or BEC Preliminary	Passing score	
Cambridge First Certificate		Passing score

Private and Semi-Private English Lessons

Private or semi-private lessons are tailored to assist individual or small groups of students with their unique needs. The lessons vary in content, hours, and schedule. Private lesson students do not receive grades but are assessed throughout their lesson package.

Application Process

All students interested in attending The English Island must complete an online application form, pay the applicable application fee, and take The English Island written placement test (or submit English proficiency test scores). Prospective F-1 visa students must submit additional documents to verify eligibility for our full-time programs.

Non-F-1 Visa Student Application Process

- Fill out the non-F-1 visa student online application form.
- Pay the $50 application fee (non-refundable) and tuition.
- Take the written placement test online.

F-1 Visa Student Application Process

1. Fill out the F-1 visa student online application form.
2. Pay the application fee (non-refundable).
3. Submit the necessary documents:
    a. Passport (must be valid for more than 6 months)
    b. Valid VISA and Form I-94 (if applying from within the U.S.)
    c. Diploma/Transcript
    d. Bank Statements (checking/savings account - most recent month)
        i. Must be a checking or savings account (USCIS recommends providing proof of financial liquidity.)
        ii. Make sure the bank statements include the following information:
            1. Bank's name and/or logo
            2. Name of the account owner
            3. Must be from most recent month
            4. Balance must be equal or greater than the required amount for the designated number of terms. Please see Letter of Support's chart for details.
    e. Letter of Support (If applicable)
    f. Documents for Dependent(s) (if applicable)
        i. Valid Passports & Visas
        ii. Birth Certificate for children
        iii. Marriage Certificate for spouse
4. Take the written placement test online.

The application processing time varies based on the complexity of the application, but generally takes about 5-10 business days once all necessary documents are submitted. All Non-F-1 visa applicants age 18 or older are automatically accepted. All applicants to our F-1 visa programs who have been accepted will be sent an acceptance letter and an F-1 visa follow-up package including pre-enrollment materials. Applicants must confirm their acceptance of the offer via email or by phone.

Enrollment

Academic Calendar and Start Dates

The Intensive English Program has 5 terms per year. Terms for group classes start every 10 weeks. Private lessons may start at any time. Please see the current *Academic Calendar* on the school website or in the Appendix. School holidays are indicated on the Academic Calendar, and school faculty and staff will remind students about upcoming holidays.

New students to the Intensive English Program must start group classes within the add/drop period (first 3.5 weeks) of a term, though enrolling after classes have started is discouraged. If enrolling after classes have started, students are responsible for material missed before their enrollment. It is their responsibility to get the material from the teacher. Upon student request, the teacher will provide brief tutoring before class, after class, or during a break to cover material that the student missed. Attendance for students that begin late will be calculated beginning with the first day the student is in class. So, the student will not be penalized for not attending the classes prior to the start date.

Except in emergencies, students are not allowed to enroll in the Dentistry English Program after classes have started. Private lessons may start at any time.

Level Placement

Before starting classes, students must take The English Island written placement test(s) and speaking placement test to help determine their English level. Placement test results determine:

- Which level of the Intensive English Program students are placed in (Level 1 to Level 9A)
- Whether students meet the CEFR level requirement of B2 or higher to enroll in the TOEFL or IELTS Preparation Programs
- Whether students meet the CEFR level requirement of B1 or higher to enroll in the Dental English Program and which track (Track I or II) students are placed in.

If a student feels they have been placed in the wrong level, they should speak to their teacher within their first week of class. The teacher will submit a Change of Level Request Form to the Academic Director or Lead Teacher. Any requests to change levels must be submitted by the end of the first week of the student's classes. Changing levels must happen within the add/drop period (first 3.5 weeks) of the term.

Tuition

Tuition for our programs is listed on our website, and tuition is generally due by the first day of class. Students can pay tuition by credit or debit card, cash, or Zelle. For payments made after the payment due date, a late fee of $20 will be charged each business day after a grace period of 2 business days. Business days are Monday through Friday except major holidays. For details about tuition payment for F-1 visa students, please see *F-1 Visa Student Tuition Payment Options* in the Appendix. The English Island reserves the right to change tuition and fees for non-F-1 visa students without notice.

Refunds

Once tuition has been paid for any of our programs and classes have begun, refunds will generally not be offered. The only exception is for F-1 visa students in the International Student Program who have already arrived in the U.S. and have begun classes. If one of these students is required (due to circumstances beyond their control) to return to their home country before 30% of the classes they paid for have been completed (and it is not possible for the student to return at a later date to complete their classes), a 70% refund for the percentage of the classes that has not been completed may be considered. This possibility for a 70% refund does not apply to fees, books/materials, or tuition for private lessons, the Dentistry English courses, or to F-1 visa students who have not yet arrived in the U.S. and who have not yet begun classes.

Provided the school is given 48 hours of notice, private lessons can be postponed without penalty. Private lessons may be paused for up to 30 days. If students do not resume taking private lessons within the 30-day window, their remaining private lesson hours may be forfeited.

New Student Orientation

All new students of the Intensive English Program must attend a general orientation within the first 3 weeks of starting classes. All F-1 visa students must attend both a general orientation and a cultural orientation. At the end of the orientation, all students must fill out and sign either the *F-1 Visa Student Policies Form* or *Non-F-1 Policies Form*. Both these forms can be accessed through the school website:

- *https://www.theenglishisland.com/orientation/f-1-policies/*
- *https://www.theenglishisland.com/orientation/non-f-1-policies/*

Dental English students must attend the Dental English general orientation as well as the cultural orientation. These students must fill out and sign policy forms as well. Private lesson students do not need to attend an orientation. Students who do not attend Orientation by the deadline must read through the orientation material on the school website https://www.theenglishisland.com/orientation/ and pass a quiz to prove they understand it.

Grades

For the Intensive English Program, a student's grades consist of a midterm exam, a final exam, and quizzes. Each General English course has unit quizzes every 1-2 weeks, a midterm exam, and a final exam. Grades for General English courses each term are weighted as follows:

- 50% Quizzes
- 20% Midterm Speaking Exam
- 30% Final Exam

Each specialty course has 2 quizzes, a midterm exam, and a final exam. Grades for specialty courses each term are weighted as follows:

- 30% Quizzes
- 30% Midterm Speaking Exam
- 40% Final Exam

For the TOEFL and IELTS Preparation Programs, a student's grades consist of a midterm exam and a final exam. Grades for the TOEFL Preparation courses are weighted as follows:

- 50% Midterm Exam (mock TOEFL or IELTS test)
- 50% Final Exam (mock TOEFL or IELTS test)

For the Dental English Program, a student's grades consist of weekly quizzes, a midterm exam, and a final exam. Grades for Dental English courses are weighted as follows:

- 30% Quizzes
- 35% Midterm Exam
- 35% Final Exam

For all programs, students receive a numerical grade and letter grade of A, B, C, D, or F for each course depending on their grade percentage for the course using the standard U.S. grading scale below:

- A 90 - 100%
- B 80 - 89%
- C 70 - 79%* *C average is equal to a 75%
- D 60 - 69%
- F 0 - 59%

Homework

Classes at The English Island may have homework. If homework is assigned, students may collaborate with others to complete it. However, homework will not count toward students' grades.

Missed Exams

Missed exams and quizzes must be made up at a designated makeup test session during week 6 or 10 of the term. If a student has a valid reason for being unable to attend a designated makeup test session (such as illness during the days of the makeup test sessions), they should make arrangements with the Academic Director or Lead Teacher to take missed exams at a different time. A student can make up a maximum of 6 exams or quizzes each term.

Retaking Exams

Weekly quizzes cannot be retaken. Midterm and final exams can be retaken only in exceptional situations. A student must have documentation on file of extenuating circumstances that would have negatively impacted their score, such as medical hardship, bereavement, etc. All exam retakes must be proctored in person by a member of the faculty or admin. A student can retake an exam only once, and only if their initial score significantly impacted their final grade. Midterm exams must be retaken by week 7 of the term. Final exams must be retaken in week 10 of the term or before the end of week 1 of the following term.

Academic Progress

Intensive English Program

For the Intensive English Program, a student must have a weighted grade average of 74.5 or higher for the term to move up to the next level. The weighted grade for each individual course is determined by multiplying the numerical grade of the course by the percentage of time scheduled for that course for the term. A student's weighted grade average for the term is the sum of the weighted grades of all their individual courses for the term. For example, if an Intensive English Program student takes a General English course 9 hours per week, the numerical grade for that class is multiplied by (9/18). Please see below for the rest of the calculation.

Example: General English course 9 hours per week and 3 specialty courses 3 hours per week each

Course Name	Grade	Percentage	Weighted Grade
Level 9A General English	85	9/18	42.50
Writing 5	90	3/18	15.00
English Collocations	95	3/18	15.83
English Idioms	82	3/18	13.67
WEIGHTED GRADE AVERAGE			**87.00**

Students will get a grade report every 5 weeks and will get academic counseling every 10 weeks. If a student's weighted grade average is less than 74.5% at the end of a term, they fail the level, cannot move up to the next level, and must repeat the failed level, including the General English course and all specialty courses. If a specific failed specialty course is not available, the student may take a specialty course of the same level in lieu of the failed course.

If a student's weighted grade average for TOEFL or IELTS Preparation Program courses is less than 74.5% at the end of the term, they will fail the program and receive an Academic Warning. They do not need to repeat the failed program.

The consequences for failing a level or program are listed in the chart below. If a student has a weighted grade average below 74.5 for 3 terms, they will no longer be allowed to enroll in classes at The English Island. An F-1 visa student must withdraw, transfer schools, or have their F-1 visa status terminated.

Condition	Consequence
1st term below a weighted grade average of 74.5	1st Academic Warning and must repeat the failed level.
2nd term below a weighted grade average of 74.5	2nd Academic Warning and must repeat the failed level.
3rd term below a weighted grade average of 74.5	No longer allowed to enroll in classes at The English Island. An F-1 visa student may have their F-1 visa status terminated.

Repeating and Skipping Levels
Students that fail a level must retake the level and obtain a passing grade. A student cannot repeat a course more than three times. If a student needs to repeat a course for a 4th time, the student will be dismissed from the program.

A student cannot twice fail a level that is the same or lower than one they have passed. Example: A student passes 8A but fails 8B. The student goes on vacation. 8B is not offered when the student returns from vacation, so the student retakes 8A and fails. If the student then fails 8A a third time, or fails a lower level (7B), the student will be dismissed from the program.

Special circumstances with failed levels:

- If the failed level is not available, in-country non-F-1 students may suspend classes and wait until the failed level becomes available.
- If the failed level is not available during the term an F-1 visa student needs to take it, the F-1 visa students will be placed in the next closest level below the failed level. For example, if a student fails Level 3 and only Level 2 is available, the student will be placed into Level 2.

If an in-country student is away for a term and wishes to return and continue with their class cohort, they may take the General English course final exam for the level they missed as a "skip level" test provided they ended their last term in good academic standing. If the student passes the exam with a 74.5% or higher, they may skip the missed level and continue with their cohort. The skip level test must be taken before or during the add/drop period of the term.

Program Completion
Students who complete Level 9B of the full-time Intensive English Program (or complete Level 9A and the IELTS or TOEFL Preparation Program) with a weighted grade average of 74.5% or higher and attendance of 79.5% or higher will receive a Certificate of Graduation. Students who take the 9, 12, or 15-hour-per-week program and complete the Level 9B General English course (or complete the Level 9A General English course and a IELTS or TOEFL Preparation course) with a weighted grade average of 74.5% or higher will receive a Certificate of Completion.

Dental English Program

The Dental English program is only 4 weeks long, so grades are monitored weekly. Students will have academic counseling after 2 weeks of class. To graduate from/complete this program, a student must have a weighted grade average of 77 or higher as well as 79.5% or higher attendance in each course. If a student falls below the attendance and/or grade average minimums, they will receive academic counseling and be given an improvement plan. If no improvement is seen, the student can be dismissed, and their F-1 visa status terminated. Please note that during this program, students will take only one level.

Program Completion
Dental English Program students will receive a Certificate of Completion upon completing each 4-week level of the program with 79.5% attendance or higher and a weighted grade average of 77% or higher.

Private Lessons

For private lessons, students must attend all scheduled lessons and complete work as assigned to remain in good standing. An assessment at the end of each lesson package will demonstrate the student's progress and whether they may advance to material at a higher level.

Attendance

All students should be in class every day on time. There are no excused absences, and classes cannot be rescheduled for the students' convenience. Students should inform their teacher at least one week in advance of planned absences so they can get the necessary make-up work. Students are responsible for any classwork missed while they are absent.

All group class students must sign their names on the sign-in sheet. The daily schedule for Intensive English, TOEFL Preparation, and IELTS Preparation Program classes is divided into periods. Each period is 90 minutes. Each class is at least 1 period long. For example, a 90-minute specialty class is 1 period, and a 4.5-hour General English class is 3 periods.

If a student is more than 15 minutes late (or leaves more than 15 minutes early), they are marked "tardy" for the period they were late for. If a student misses more than half of a period, they are marked absent. If a student is tardy a total of 3 times (to any period), they are counted absent for 1 period.

Students must have a minimum of 79.5% overall attendance each term to remain in good standing. Students who do not maintain 79.5% or higher attendance will be given an attendance warning and placed on attendance probation. If a student has less than 79.5% overall attendance for 3 terms, they will no longer be allowed to enroll in classes at The English Island. An F-1 visa student must withdraw, transfer schools, or have their F-1 visa status terminated. The chart below summarizes the consequences for poor attendance:

Attendance Violation	Consequence
1st term under 79.5%	1st Attendance Warning
2nd term under 79.5%	2nd Attendance Warning
3rd term under 79.5%	No longer allowed to enroll in classes at The English Island. An F-1 visa student may have their F-1 visa status terminated.

Dental English Program students must maintain 79.5% attendance for each individual course to complete the program. Private-lesson students must attend all scheduled lessons. If unable to attend, the student must give the teacher 48 hours' notice so the teacher can reschedule the lesson. If notice is not given, the student will lose the lesson.

Student Conduct

Communication

The English Island communicates with students regularly by email, WhatsApp, phone, and in person. Students will receive information about student activities and surveys from the school by email. The

school will send emails and WhatsApp messages with any information about bad weather conditions. Students must inform the school if they cannot receive emails or WhatsApp messages, and the school will call instead. Students are responsible for providing the school with their most current email and phone number.

Behavior and Participation

Students must show respect to teachers and classmates through words and actions, participate in all classroom activities in a friendly manner, speak only English in class, and complete all homework assignments. Poor behavior may result in suspension or dismissal.

Students are expected to participate consistently throughout class. In the case that a student is not participating consistently, the teacher may issue a "tardy" for attendance. Further instances of non-participation will result in additional consequences. This will affect their overall attendance percentage and may affect visa status for F-1 students. Non-participation includes:

- Regularly speaking a language other than English or continuing to speak another language after the teacher has asked the student to stop.
- Sleeping in class.
- Using cell phones or other devices for anything other than class activities (including the use of air pods/earbuds during instruction time).
- Leaving class often or for long amounts of time.
- Not paying attention to teacher instruction, resulting in class disruption.
- Any other behavior that interrupts or disrupts the class, at the teacher's professional discretion.

Students may not threaten or intimidate other students. Students may not make unwanted sexual advances toward a teacher or another student. Students may not take, post, and/or send unauthorized photos of others or stalk another student on social media platforms. If a student feels another person is threatening or intimidating them, the student should contact administration immediately.

Books

Students must purchase all required textbooks for the class. Please note that it is illegal to make copies of textbooks and workbooks for other students, as this is a violation of copyright rules in the United States. If a student consistently copies the textbook or workbook for another student, they are breaking the law, and it could affect their visa status. It is also illegal for students to own copies of copyrighted material which have been illegally copied. If there are questions about this policy, please contact the school administration

Academic Dishonesty

At the English Island, students may work together on projects, homework, and in-class assignments. However, students may not work together on any exams or quizzes. Students who cheat (take or give answers to a classmate or another student) during an exam will fail the exam, receive an academic warning, and will be on academic probation immediately.

Plagiarism is using someone else's work and pretending that it is an original idea. If writing papers or doing presentations for class, students must cite any materials used. For these assignments, students must use MLA format on a Works Cited page or in the presentation or on the bottom of the page for anything copied from another text (ex. last slide of a PowerPoint). Teachers will review citation procedures in class.

A more detailed explanation of our *Academic Dishonesty Policy* is in the Appendix.

Inclusivity

The English Island is a diverse, international community and intends for all people to feel included and comfortable. The English Island supports everyone, regardless of race, sex, gender, orientation, identity, religion, education level, nationality, ethnicity, and ability. Students are expected to be polite and considerate of others.

Dress Code

The English Island wants everyone to be comfortable in the Georgia weather but also to remember that some students are from more conservative cultures. Students should be respectful and considerate of everyone in how they dress.

Acceptable Attire Includes	Unacceptable Attire Includes
● Eyeglasses ● Religious headscarves ● T-shirts, polo shirts, tunics ● Tennis shoes, sandals, dress shoes ● Jeans, pants, slacks, skirts, dresses	● Clothing with offensive language and images ● Bare feet ● Very short shorts or skirts ● Crop tops ● Bathing suit tops ● Completely visible underwear

Student Records

According to the Family Educational Records Privacy Act (FERPA), the school must keep student records private. Unless there is an emergency, The English Island can only share information with school officials, the U.S. government (for F-1 visa students), the accreditor (CEA), and the student. If a student would like their information shared with anyone else, they must complete the *FERPA Release Form,* found on the Student Forms page of the school website, and indicate the parties with whom information can be shared.

Students have the right to review educational records and grades as well as the right to request a change in their records if they think the records are inaccurate. They also have the right to file a complaint if they feel that their information has not been properly protected.

Student Complaints and Grade Disputes

If a student has a major issue with the school, instruction, or anything else pertaining to their experience, they can submit a formal complaint by completing a student complaint form found at the reception desk and submitting it to a director or emailing a director.

The administration has 48 hours to notify a student that it has received the form and one week to respond to the specific complaint.

Students may also use the formal complaint form if they disagree with an exam or course grade. The administration will handle grade challenges by reviewing all course information on record and discussing the matter with the course instructor.

Student Activities

The English Island has regular recreational and social activities throughout the year including cultural fairs, holiday parties, potlucks, karaoke, board games, movies, picnics, visits to Atlanta festivals and attractions, and attending sports events. For more information about these activities, students can check the fliers on the school bulletin boards and/or email notices. To attend off-campus activities, students must complete a *Waiver and Release of Liability Form*. A copy of the form is in the Appendix.

Student Services

The English Island Student Services team is available to help students with personal challenges including setting up a bank account, finding housing, getting a driver's license, understanding medical bills, obtaining mental health services, and other issues. A member of the Student Services team is available at the reception desk whenever the school is open.

Physical Health

If a student becomes sick or needs to go to the doctor, they should let the school know. The school can recommend doctors and health clinics in the area. Below are nearby urgent care clinics:

WellStar Medical Group Urgent Care
2890 Delk Rd, Marietta, GA 30067
770-955-8620

Concentra Urgent Care
220 Cobb Pkwy N#400, Marietta, GA 30062
770-424-7125

Walgreens Health Clinic
2670 Cobb Pkwy SE
Smyrna, GA 30080
770-955-7453

Mental Health

Living in a new culture can be difficult. If a student is having difficulty adjusting, they should let Student Services know. Student Services can recommend a counselor or other professional to assist them during their difficult time. There are counselors in the area who speak many different languages. The links below provide helpful information:

- http://www.wellstar.org/medical-care/other-support-services/pages/behavioral-health.aspx

- http://www.northside.com/behavioralhealth

Health Insurance

The English Island does not require students to purchase health insurance for the duration of their time in the United States. However, the school recommends that students have some type of health insurance while in the U.S. Doctor's appointments or hospital visits, especially for an emergency, can be very expensive. Health insurance pays some of those costs, which reduces the total amount needed to be paid by the individual. In some cases, insurance policies from the student's native country may cover them in the U.S. If not, students should consider purchasing health insurance for international students such as ISO Health Insurance https://www.isoa.org/.

Transportation

When coming to campus, students can take the bus, drive, or take a rideshare service or taxi. For students who take the bus, the Powers Ferry and Windy Ridge Parkway is the nearest stop for the Route 50 bus. Students who drive should use Google Maps for directions from their specific location. Our school is in a building complex across from the Dunkin' Donuts store on Powers Ferry Road.

Housing

The English Island does not operate its own student housing. The school can provide suggestions and referrals to help students explore housing options including renting an apartment, homestay, hotel, or finding a roommate.

Inclement Weather

In case of inclement weather, students will receive an email and/or a WhatsApp message from faculty and/or staff about school closures. Students will also be notified via Quickschools.

Emergency Procedures

In an emergency on-campus or off-campus at a school activity, students must follow the directions of faculty and/or staff who will follow the emergency procedures provided to them by the school as best as possible.

- **Medical Emergency** – Students must tell their teacher immediately.
- **Fire** – Students should stay calm and remain with the teacher and classmates. Teachers will lead students out of the school into the parking lot. Students must stay with their class in the parking lot until an administrator says it is safe to re-enter the building.
- **Power Outage** – Students must remain calm, stay in their classroom, and follow the teacher's instructions.
- **Tornado**— Students must move into the center of the building to an area with no windows or glass nearby until an administrator has stated it is safe to return to the classrooms.
- **Active Shooter** – Students must leave the building quickly and quietly if it is safe to do so. If that is not possible, students must go to an area that can be locked or secured. Examples: most staff offices, Okinawa classroom, Tahiti classroom, and some restrooms can be locked from the inside. Students should stay low, hidden, and spread out. When safe to do so, call 911. If a student

encounters police, students should show their hands, follow the police's commands, and not make sudden movements.

In the event of a natural disaster, terrorist event, or other major emergency for the area, all F-1 students will be responsible for checking in with the school. The school will send a message/email to students. All students need to respond to the message/email or call the school within 24 hours

F-1 Visa Student Information

This information applies to F-1 visa students only.

Maintaining Status

To "maintain status" means to have legal permission to be in the United States. All F-1 visa students must maintain status. In order to maintain status, students must:

- Take 18 hours during every 10-week term (1 General English class and 3 specialty classes).
- Maintain a 74.5% or higher weighted grade average and 79.5% or higher attendance each term.
- Have a current, accurate address on file with the DSO Office and report any address changes to the DSO Office within 10 days.
- Have current, accurate information on file regarding their financial support and report any changes in sources of financial support within 10 days.
- Notify the DSO Office before traveling. If a student travels in the U.S., they must notify the DSO Office by email. If a student travels outside the U.S., they must have their Form I-20 signed by the PDSO before being allowed to leave. If they are traveling with their dependents, their dependents' I-20s need to be signed as well.
- Report any desire to change their status (eg visa type) and provide paperwork necessary to make that change.
- Report their desire to transfer.
- Inform the school if they want to extend their program (not always possible).
- Obey all traffic laws while driving.

Students must not:

- Work at a job.
- Commit any crimes (including drinking and driving, driving without a license, taking marijuana or any other drugs).
- Carry a weapon.
- Participate in any political protests.

Obtaining a Driver's License

F-1 visa students interested in obtaining a U.S. driver's license should note that the Georgia Department of Driver Services (DDS) may request an updated copy of their Form I-20. To ensure the document is received in time, students should request an updated I-20 from the school at least one week prior to their appointment. Newly enrolled students at The English Island should be aware that it can take up to 30 days for government systems and databases to synchronize. Additionally, the DSO Office does not

have access to Department of Driver Services records and may be unable to assist with initial driver's license applications.

Travel

The DSO Office must know where F-1 visa students are at all times when they are away from their home address. Therefore, students must inform the DSO Office if they plan to travel. Whether traveling inside or outside the U.S., students are required to complete a *Travel Information Form*, found on the Student Forms page of the school website, stating their dates of travel, along with the street address, city, and state or country where they will be staying. Students are strongly encouraged to schedule travel during weekends, school breaks, or official vacation terms.

Prior to traveling abroad for any reason, students must have the DSO Office verify their eligibility and sign page 2 of their Form I-20. Students cannot travel outside the U.S. without a valid travel signature from the PDSO or DSO. Dependents on F-2 visas are required to obtain an updated travel signature on their respective Form I-20 prior to international travel.

F-2 dependents are permitted to travel independently without being accompanied by the primary F-1 student; however, they must notify the DSO Office of their travel dates, itinerary, and destination in advance.

Vacation

An F-1 visa student is eligible to take one vacation term, provided they studied at least three consecutive terms at The English Island and have 79.5% or higher attendance two terms before the requested vacation term. Vacation terms must align with official academic terms at The English Island; students may not begin or return from a vacation mid-term.

Students must submit a vacation request at least 4 weeks prior to the end of the term preceding their planned vacation. Requests must be submitted via the *Vacation Request Form* on the school website. An $800 vacation deposit is required to reserve the student's spot in the program. During the vacation term, students are expected to maintain regular contact with the school and the DSO Office. Taking a vacation without completing the required procedures may result in the suspension or termination of your F-1 visa status.

Course availability for the next progression level cannot be guaranteed upon return. If a student's required level is unavailable, they will be placed in the next closest lower level, or they may enroll in a higher level by passing the skip-level test.

Transferring

After completing 2 terms of The English Island's Intensive English Program, it is possible to apply to transfer to another school. Students may only transfer at the end of a term or at the add/drop deadline of a term. Students must let the school know at least 15 business days in advance of their desire to transfer. The program start date at the transfer school must not be greater than 10 weeks from the program end date at The English Island. To apply, students must follow the procedures below.

1. Inform the DSO Office of their desire to transfer and fill out the *Transfer Out Form* on the school website.
2. Apply to a SEVP certified school and get the contact information of the PDSO / DSO there.
3. Once accepted at the new school, provide the DSO Office at the English Island with any missing or corrected information on their Transfer Out Form (including the new school's exact name and SEVIS code) along with proof of acceptance to the new school. Submission of all information and proof of acceptance officially confirms the school transfer.
4. Know the transfer school's program start date. The student must report to the school within 15 days of the program start date and enroll in classes
5. Continue attending classes at The English Island until the transfer date. The student's last day of attending classes at the English Island must be the term end date closest to the transfer-in date of their new school. Students must continue attending classes and stay in good standing. If they stop attending classes, they may have their visa terminated and will have to file an application for reinstatement with the new school or depart from the U.S.

Students who do not complete 2 terms of The English Island's Intensive English Program and want to transfer early must inform the DSO Office immediately. Early transfer requests are billed an early transfer fee.

The English Island Administrative Staff Directory

Position	**Name**	**Email**
Executive Director	Billy Satterwhite	
Managing Director & PDSO	Eric Jan	eric@thenglishisland.com
Academic Director	Andrea Alexander	andrea@theenglishisland.com
Assistant School Director	Marilia Farias	mari@theenglishisland.com
Director of Business Solutions	Melina Mello	melina@thelearningisland.com
Designated School Officials (DSO Office)	Beth Mello & Bianca Wall	DSOadmin@theenglishisland.com
Lead Teachers	Bianca Wall & Nate Moseley	bianca@theenglishisland.com lead@theenglishisland.com
Student Services Specialists (Atlanta)	Ingrid Carter, Sofie Prado & Vania Hudson	info@theenglishisland.com
Student Services Specialist (Norcross)	Phong Pham	support@theenglishisland.com

The English Island Contacts

For	**Contact**
School phone number	678-324-8760
School WhatsApp number	404-973-8811

Application questions	study@theenglishisland.com
Visa questions	DSOadmin@theenglishIsland.com
Questions about class level, Quickschools, or attendance	andrea@theenglishIsland.com
Certificates, transcripts, or enrollment letters	registrar@TheEnglishIsland.com
Personal problems, adjustment problems, emotional health referrals, or student activity information	info@TheEnglishIsland.com
All other general problems	admin@theenglishisland.com
Useful information and forms for current students	www.TheEnglishIsland.com/Student-Resources/

Appendix

Academic Calendars

The English Island 2026 Academic Calendar

	Start Date	End Date	Holidays (No Class)	Last Day to Add New Students
Term 1	1/6/2026	3/13/2026	1/19 Martin Luther King Jr. Day	1/28/2026
Term 2	3/17/2026	5/22/2026		4/8/2026
Term 3	5/26/2026	7/31/2026	7/3 for Independence Day	6/17/2026
Term 4	8/4/2026	10/9/2026	9/7 Labor Day	8/26/2026
Term 5	10/13/2026	12/18/2026	11/25-11/27 Thanksgiving	11/4/2026
School Closed 12/19/2026 - 1/4/2027				

The English Island 2027 Academic Calendar

	Start Date	End Date	Holidays (No Class)	Last Day to Add New Students
Term 1	1/5/2027	3/12/2027	1/18 Martin Luther King Jr. Day	1/27/2027
Term 2	3/16/2027	5/21/2027		4/7/2027
Term 3	5/24/2027	7/30/2027	5/31 Memorial Day 7/5 for Independence Day	6/16/2027
Term 4	8/3/2027	10/8/2027	9/6 Labor Day	8/25/2027
Term 5	10/12/2027	12/17/2027	11/24-11/26 Thanksgiving	11/3/2027
School Closed 12/18/2027 - 1/3/2028				

The English Island 2028 Academic Calendar

	Start Date	End Date	Holidays (No Class)	Last Day to Add New Students
Term 1	1/4/2028	3/10/2028	1/17 Martin Luther King Jr. Day	1/26/2028
Term 2	3/14/2028	5/19/2028		4/5/2028
Term 3	5/22/2028	7/28/2028	5/29 Memorial Day 7/4 for Independence Day	6/14/2028
Term 4	8/1/2028	10/6/2028	9/4 Labor Day	8/23/2028
Term 5	10/10/2028	12/15/2028	11/22-11/24 Thanksgiving	11/1/2028
School Closed 12/16/2028 - 1/8/2029				

The English Island 2029 Academic Calendar

	Start Date	End Date	Holidays (No Class)	Last Day to Add New Students
Term 1	1/9/2029	3/15/2029	1/21 Martin Luther King Jr. Day	1/31/2029
Term 2	3/20/2029	5/23/2029		4/11/2029
Term 3	5/29/2029	8/2/2029	7/4 for Independence Day	6/20/2029
Term 4	8/7/2029	10/11/2029	9/3 Labor Day	8/29/2029
Term 5	10/16/2029	12/20/2029	11/21-11/23 Thanksgiving	11/7/2029
School Closed 12/22/2029 - 1/7/2030				

THE ENGLISH ISLAND

2030 Powers Ferry Rd SE Suite 130
Atlanta, GA 30339
(678) 324- 8760
theEnglishisland.com

F-1 Visa Student Tuition Payment Options

9-Week (162-Hour) Program / 10-Week Term

CREDIT/DEBIT CARD, ZELLE, VENMO, OR CASH

A. 1 Term (10 weeks) — 1 Payment of $1599

B. 1 Term (10 weeks) — 3 Payments of $550
(Refer to the Payment Calendar on the back.)

ZELLE, VENMO, CASH, ACH BANK TRANSFER, OR WIRE TRANSFER

C. 2 Terms (20 weeks) — 1 Payment of $2899

D. 3 Terms (30 weeks) — 1 Payment of $3999

E. 4 Terms (40 weeks) — 1 Payment of $4999

***Refer a friend or family member and get $550 credit for a new F-1 visa student or $300 credit for a new Non-F-1 visa student!**

- Make credit/debit card, Zelle, Venmo, or cash payments at the front desk.
- Make online credit/debit card payments at https://www.theenglishisland.com/payments/
- For Option B, please refer to the Payment Calendar on the back for the due dates for each payment.
- For all other payment options, the payment is **due on the first day of the term**.
- For payments made after the payment due date, a late fee of $20 will be charged each business day after a grace period of 2 business days. Business days are Monday through Friday except major holidays on 1/1/2027, 1/18/2027, 5/31/2027, 7/5/2027, 9/6/2027, 11/25/2027, and 12/25/2027.
- All payment options fall under school policy and are subject to change at any time.

2027 Payment Calendar (for Payment Option B)

Instead of paying for the whole term at once, you will make 3 payments of $550 per term following the Payment Calendar below.

Term 1 (January 5 - March 12) 1st Payment: January 5, 2027 2nd Payment: January 27, 2027 3rd Payment: February 18, 2027	**Term 2 (March 16 - May 21)** 1st Payment: March 16, 2027 2nd Payment: April 7, 2027 3rd Payment: April 29, 2027	**Term 3 (May 24 - July 30)** 1st Payment: May 24, 2027 2nd Payment: June 15, 2027 3rd Payment: July 7, 2027
Term 4 (August 3 - October 8) 1st Payment: August 3, 2027 2nd Payment: August 25, 2027 3rd Payment: September 16, 2027	**Term 5 (October 12 - December 17)** 1st Payment: October 12, 2027 2nd Payment: November 3, 2027 3rd Payment: November 23, 2027	

Late Fees

If you choose Payment Option B, you must follow the payment calendar above. Late payments will include a late fee.

For payments made after the payment due date, a late fee of $20 will be charged each business day after a grace period of 2 business days. Business days are Monday through Friday except major holidays on 1/1/2027, 1/18/2027, 5/31/2027, 7/5/2027, 9/6/2027, 11/25/2027, and 12/25/2027.

If you don't pay the late fee with your next payment, it will be added to your balance, and you will need to pay it with the 1st payment for the following term or before graduating, transferring out, or applying for vacation.

Vacation

If you choose Payment Option B, before going on vacation, you must make all 3 payments of your current term as well as $800 for the term you return as your vacation deposit.

Example: If you take vacation during Term 4, you must finish making all 3 payments for Term 3 as well as the first payment ($800) for Term 5. So, when you return from vacation, you will only need to make a partial second payment and third payment for Term 5.

Changing Payment Options

If you choose Payment Option B and later decide to switch to another payment option, you must first finish making any remaining payments for the current term.

Example: If you have already made 2 payments for Term 1 but now want to pay for 3 terms upfront (Payment Option D), you must make the 3rd payment for Term 1 before changing to the new payment option.

If you have any questions about Payment Option B or any other payment option, please contact us at **info@theenglishisland.com**.

Academic Dishonesty Policy

THE ENGLISH ISLAND

Academic Dishonesty Policy

Cheating and Plagiarism

At the English Island, students can work together on projects, homework, and in-class assignments. However, students may not work together on any exams or quizzes. Students who cheat during an exam/quiz will receive one (1) verbal warning. If a student continues the behavior that led to the verbal warning, they will fail the exam/quiz and receive a written Academic Dishonesty Notice. This notice also counts as an Academic Warning. If a student cheats again, they will receive a second Academic Dishonesty Notice and be placed on academic probation. Being caught cheating while on academic probation will result in additional consequences, up to and including expulsion of the student from the school and termination of the student's visa. A mandatory meeting will be scheduled with the Administration to determine whether the student should be expelled.

Plagiarism is using someone else's work and pretending that it is your original idea. If writing papers or doing presentations for class, students must cite any materials used. For these assignments, students must use MLA format on a Works Cited page or in the presentation or on the bottom of the page for anything copied from another text (ex. last slide of a PowerPoint). Your teacher will review citation procedures for you in class.

Academic Dishonesty

What is Academic & Attendance Dishonesty?

Any activity that compromises the academic integrity of the school or subverts the educational process.

Students may not:

UNAUTHORIZED ASSISTANCE

- Copy from another student's paper during a quiz/exam
- Use a teacher's edition of a textbook during a quiz/exam
- Look at notes or at the student textbook during a quiz/exam
- Transmit/receive information during an exam or for an exam at a later time
- Take pictures of exams/quizzes or take them home
- Complete work for someone or allow someone to complete all or part of an assignment for you
- Use a calculator, cell phone, laptop, tablet, or other device during a quiz/exam

THEFT

- Steal, take, or procure in any other unauthorized manner information related to academic work

PLAGIARISM

- Use direct quotes/paraphrasing without citation
- Present another person's work as your own

OTHER

- Sign into a class for someone who is not there or have someone sign in for you
- Use of social media such as WhatsApp, Groupme, Google Docs, Facebook, Twitter, Snapchat, etc. to convey academic information without permission
- Work with others on individual assignments, including online work and tests

LYING/TAMPERING

- Alter grade or attendance records
- Write a time on the attendance sheet that is not the actual time at which you arrived, went on break, returned from break, or left the school
- Damage computer or school equipment to alter/prevent evaluation of academic work
- Use another student's password, disrupt content of website, or impersonate another to access computer resources
- Submitting work that has previously been submitted in another course

Students who do these things will receive consequences, including but not limited to, receiving an academic warning, receiving a failing grade on the test, expulsion from the school, and/or termination of an F1 visa.

Waiver and Release of Liability Form

THE ENGLISH ISLAND

WAIVER AND RELEASE OF LIABILITY FORM

I, _____, HEREBY ASSUME ALL OF THE RISKS OF PARTICIPATING IN ANY/ALL ACTIVITIES ASSOCIATED WITH GOING to_____, including by way of example and not limitation, any risks that may arise from negligence or carelessness on the part of the persons or entities being released, from dangerous or defective equipment or property owned, maintained, or controlled by them, or because of their possible liability without fault.

I acknowledge that this Waiver and Release of Liability Form will be used by the event holders, sponsors, and organizers of the activity in which I may participate, and that it will govern my actions and responsibilities at said activity.

(A) I WAIVE, RELEASE, AND DISCHARGE from any and all liability, including but not limited to, liability arising from the negligence or fault of the entities or persons released, for my death, disability, personal injury, property damage, property theft, or actions of any kind which may hereafter occur to me including my traveling to and from this activity, THE FOLLOWING ENTITIES OR PERSONS: **THE ENGLISH ISLAND** and/or their directors, officers, employees, volunteers, representatives, and agents, and the activity holders, sponsors, and volunteers;

(B) INDEMNIFY, HOLD HARMLESS, AND PROMISE NOT TO SUE the entities or persons mentioned in this paragraph from any and all liabilities or claims made as a result of participation in this activity, whether caused by the negligence of release or otherwise.
I acknowledge that they are NOT responsible for the errors, omissions, acts, or failures to act of any party or entity conducting a specific activity on their behalf.

I hereby consent to receive medical treatment which may be deemed advisable in the event of injury, accident, and/or illness during this activity.

I understand while participating in this activity, I may be photographed. I agree to allow my photo, video, or film likeness to be used for any legitimate purpose by the activity holders, producers, sponsors, organizers, and assigns.

The Waiver and Release of Liability Form shall be construed broadly to provide a release and waiver to the maximum extent permissible under applicable law.

I CERTIFY THAT I HAVE READ THIS DOCUMENT AND I FULLY UNDERSTAND ITS CONTENT. I AM AWARE THAT THIS IS A RELEASE OF LIABILITY AND A CONTRACT AND I SIGN IT OF MY OWN FREE WILL.

Student's Name _____ Date_____

Signature_____

TEI Employee's Name _____ Date_____

Signature_____