

Student Counseling Plan

2009 - 2013

Spanish-American Institute

215 West 43 Street
Times Square, New York 10036-3913

TABLE OF CONTENTS

<i>Table of Contents</i>	2
I. The student's ability to progress in the curriculum.	4
How is the determination made that a student is not progressing in the curriculum?	4
At what intervals will the student's progress be evaluated?	4
Who will make this determination?	4
What will be provided to the student in this area?	4
When will this information be provided to the student?	5
How will this information be provided to the student?	5
Will remediation be available for students who are not adequately progressing in the curriculum?	5
II. The student's financial aid rights and responsibilities.	6
What will be provided to the student in this area?	6
When will this information be provided to the student?	6
Who will provide this information to the student?	6
III. Availability of programs to earn a high school equivalency diploma including programs provided at no cost to the student.	7
What will be provided to the student in this area?	7
When will this information be provided to the student?	7
Who will provide this information to the student?	7
Identify what the student must do in order to pursue a high school equivalency program at no cost. Identify an appropriate contact person or organization for the student.	7
IV. Potential of the training to prepare the student for available employment opportunities within the region.	8
What will be provided to the student in this area? For example, will there be:	8
When will this information be presented to the student?	8
Who will provide this information to the student?	8
Identify any additional training, licensing examinations or registration necessary to secure employment in this particular field.	9
V. On placing students on academic probation.	10
What criteria will be used to place a student on probation?	10
Who will make this determination?	10
When will this information be provided to the student and in what format?	10
Who will provide this information to the student?	10

What does the student need to do in order to be removed from probation? Submit a copy of student progress forms, if applicable.	10
VI. Other - Counseling	11
What will be provided to the student in this area?	11
When will this information be provided to the student?	11
Who will provide this information to the student?	11
<i>VII. documentation on how the school documents delivery of the counseling services to the student. All such documentation is required to be placed in the student's file.</i>	<i>12</i>
COUNSELING PLAN APPENDICES	13
List of Human Resources Administration Office of Employment Services Training-Related Services Locations	13
Grade Record Card	14
Personal Data Card for Students with Sample Program	15
Sample Attendance Letter	16
Drug Prevention and Information Program Statement of Commitment	17
Sample Absence Alert Notification Letter	18
Sample Counselor's Attendance Letter	18
Sample Student Absence Alert Notice	19
Sample Student Academic Alert Notice	19
Sample Academic Probation Letter	20
ATB Academic-Personal-Career Advising Form	21
Adult Basic Education Program High School Equivalency Preparation Classes List	22
Academic Warning Letter	24
Progress Report Sample	25
Program Exit Interview Form for GSL Students	26
Sample Program Planner Form	26

I. THE STUDENT'S ABILITY TO PROGRESS IN THE CURRICULUM.

How is the determination made that a student is not progressing in the curriculum?

A student who does not achieve a grade of at least 65% in examinations and does not attain a cumulative average of not less than 70% (Grade Point Average of 2.0) is not considered to be in good academic standing. There are six grade reporting periods in one year.

At the halfway point of the maximum time frame of the program, the student's progress is evaluated to determine that at least 60% of the class hours attempted toward the educational objective have been completed with a minimum 1.5 grade point average. The maximum time frame in which a student must complete his/her educational objective is 1.5 times the standard program length for normally progressing students of the same enrollment status.

At what intervals will the student's progress be evaluated?

- Examination grades are reviewed bimonthly.
- An instructor can file an Academic Alert Notice (see appendix A) with the Dean of Students for immediate intervention at any time a student is not performing to standards.
- Final grades for each course are reviewed at the completion of each course.
- Satisfactory progress is measured each academic year and at the halfway point of the maximum time frame of the student's program.

Who will make this determination?

The Dean of Students is responsible to make the determination that the student is progressing through the curriculum. All questions regarding the student's progress through the curriculum are referred to the Dean of Students by the student's advisor.

What will be provided to the student in this area?

The student is provided with his/her individual "Program Planner" (see appendix B) at her/his initial orientation session which is up-dated as course changes take place in her/his program. The Program Planner shows the starting and ending date of each course the student is currently taking, as well as, final grades for each completed course. In the initial orientation session, the student is advised on the program components, academic and time requirements for satisfactory completion of the components, and the availability of extra help, if needed. As each course is completed the advisor counsels the student with regard to the next sequence of courses. If the student fails to report for his/her scheduled

program up-date, the advisor will go the student's class and personally bring the student to the office for the scheduled course change.

An individual "Program Up-date" form (see appendix C) is provided to the student each time a course change takes place.

A Progress Report, report card, (see appendix D) is issued to the student after each bimonthly examination period.

When will this information be provided to the student?

The student is provided information on his/her progress throughout the program beginning during the first week with the Orientation session and continuously to the end of the program with scheduled course up-dates. The interval between scheduled conferences varies, depending on course length (usually 6 to 8 weeks).

The Progress Report is provided approximately two weeks after the end of the examination period.

Academic warnings (see appendix E) are sent out on the day Progress Reports are issued.

Failure to maintain Satisfactory Progress is presented at the time of determination.

How will this information be provided to the student?

The student's progress through the curriculum is provided in personal conference with the advisor, through the up-date of the Program Planner, and on the Program Up-date form each time the student has a conference with his/her advisor.

Examination grades are furnished on the Progress Report.

Failure to maintain Good Academic Standing is reported to the student by an Academic Warning letter mailed to the student's home.

Notice of failure to maintain Satisfactory Progress is provided in a personal interview with the Dean of Students.

Will remediation be available for students who are not adequately progressing in the curriculum?

Remediation is provided for students who are not progressing adequately in the curriculum. A student who receives an Academic Warning in a course is offered additional class time beyond their regularly scheduled classes and teacher coaching in an effort to overcome deficiencies.

II. THE STUDENT'S FINANCIAL AID RIGHTS AND RESPONSIBILITIES.

What will be provided to the student in this area?

Students interested in financial aid are provided with information on the programs available, both Federal and State. Standard consumer pamphlets and fliers provided by state and federal agencies are available in the student lounge Resource Center.

Applications for Pell, Tap, and Stafford Loans are available. Students are assisted in filing applications to the programs to which they may qualify.

When will this information be provided to the student?

Information on financial aid rights and responsibilities is provided at the time the student is applying for admission to the Institute. Institute personnel advise each prospective student individually.

In the event a student wishes to apply for a loan he is advised of his/her responsibility to repay the loan, at the time of the application, at the time of disbursement, and in the exit interview (see appendix F) either upon completion or withdrawal.

At the initial disbursement of loan proceeds, the President reviews the students rights and responsibilities.

The exit interview, with the Dean of Students, takes place approximately two months before the completion of the program or at the time of withdrawal from the program. In the event the student withdraws without notice and a personal interview is not possible the exit interview information is mailed to the student.

Who will provide this information to the student?

The Dean of Admissions, the President, and the Dean of Students provide information on students financial aid rights and responsibilities to the students.

III. AVAILABILITY OF PROGRAMS TO EARN A HIGH SCHOOL EQUIVALENCY DIPLOMA INCLUDING PROGRAMS PROVIDED AT NO COST TO THE STUDENT.

What will be provided to the student in this area?

ATB students (i.e. non-high school graduates / non-GED holders admitted to programs under the Institute's "Ability to Benefit" procedures) are provided with a list of contacts in New York City, for High School Equivalency Preparation Programs offered through the NYC Board of Education.

When will this information be provided to the student?

At the time the student's Application for Admission is reviewed by the Dean of Admissions the ATB student is advised of the availability of the GED Preparation classes.

During the first week of the program when the student has Orientation with his/her advisor, if the student is not enrolled in the GED classes he is advised on the importance of a High School Diploma and given a strong recommendation to enter the class. The advisor will continue to urge the student to take the preparation throughout the program in subsequent sessions.

Who will provide this information to the student?

Information on availability of the GED Preparation classes is provided by the Dean of Admissions, the student's advisor, and the Dean of Students.

Identify what the student must do in order to pursue a high school equivalency program at no cost. Identify an appropriate contact person or organization for the student.

In order to pursue the GED Preparation classes at no additional cost, the student need only call one of the contacts from the list to receive information on class schedules, schedule a reading examination with the center he chooses, and go. A list of contacts is found in Appendix G.

IV. POTENTIAL OF THE TRAINING TO PREPARE THE STUDENT FOR AVAILABLE EMPLOYMENT OPPORTUNITIES WITHIN THE REGION.

What will be provided to the student in this area? For example, will there be:

- employment counseling
- referrals for interviews
- information on interviewing skills and/or
- resume preparation?

New students are scheduled for a meeting with the Placement Advisor to discuss the potential of the training which they are taking to prepare them for the available employment opportunities. They are informed of the placement assistance offered by the Institute.

Approximately 60 days prior to completion, students are registered for placement assistance and begin the placement process. They are assisted in final preparation of their resume, potential interview situations, and job placement based on their strengths and weaknesses.

One to one sessions with the Placement Advisor are conducted to reinforce job interview skills. Post-job-interviews are held to find weaknesses and strengths discovered during actual interviews.

Names and addresses of potential employers are supplied to students with the intent being to match the individual student and job skills of the student to the job requirements of the employer. The student is also recommended to employment agencies, which charge no fee to the student, in order to broaden the base of available job offerings.

When will this information be presented to the student?

The initial meeting of student and Placement Advisor will take place within 60 days of the start of the student's program.

Approximately 60 days before completion of their program placement registration and the placement process begins.

Who will provide this information to the student?

The Graduate Placement Advisor is responsible for providing this information to the students.

Identify any additional training, licensing examinations or registration necessary to secure employment in this particular field.

Students need no additional training, licensing examinations, or registration in order to secure employment at the entry level for any program offered at the Institute.

V. ON PLACING STUDENTS ON ACADEMIC PROBATION.

What criteria will be used to place a student on probation?

Students who receive a cumulative average below 70% (Grade Point Average below 2.0) will be placed on Academic Probation for eight weeks and are expected to improve their grades in the next examination period.

Who will make this determination?

The Dean of Students is responsible for reviewing bimonthly examination grades and final grades issued to students and determines if a student should be placed on academic probation.

When will this information be provided to the student and in what format?

The student is informed after each bimonthly examination by the Dean of Students. The student is sent a letter (see appendix H) informing him of his/her status and advising him to report to the Dean of Students in order to develop a plan of corrective action through additional classes, extra homework, if arrangements can be made a peer tutor, and if applicable improved attendance.

Who will provide this information to the student?

The Dean of Students provides the student with this information.

What does the student need to do in order to be removed from probation?

Submit a copy of student progress forms, if applicable.

In order to be removed from Academic Probation, a student must raise his/her cumulative grade point average above 70% or provide information relating to mitigating or special circumstances related to academic probation within three weeks of being placed on academic probation. Information provided by the student is reviewed by the Academic Probation Appeals Committee consisting of the Institute's deans and a determination is made within ten days of the student's written appeal.

VI. OTHER - COUNSELING

What will be provided to the student in this area?

Attendance counseling is provided to any student who is absent from class for three consecutive days. Through the Absence Alert Notice (see appendix I), instructors inform office personnel and the student is immediately contacted by phone or if no phone is available an attendance letter (see appendix J) is sent. Students absent without leave for a week or more but less than 30 days are sent a letter requesting an immediate conference with the Dean of Students by phone or in person.

Personal advisement with regard to problems outside the school which may affect the student's ability to make satisfactory progress is provided as needed. Information on Social Service programs such as: WIN Program - for assistance with lunch money, carfare, and child care expenses and Office of Employment Services: Work Related Benefits - for continued public assistance after completion of studies and beginning to work, is made available to students in need.

Drug and alcohol abuse are addressed through the Institute's Drug Prevention and Information Program (see appendix K).

When will this information be provided to the student?

- Attendance counseling takes place as necessary.
- Personal advisements are done at the student's request when a problem is brought to the attention of an advisor.
- Drug and alcohol counseling is done at admission, addressed in class, and on an individual basis as needed.

Who will provide this information to the student?

Attendance is addressed by the instructor, the student advisor, administrative assistants, and the Dean of Students.

VII. DOCUMENTATION ON HOW THE SCHOOL DOCUMENTS DELIVERY OF THE COUNSELING SERVICES TO THE STUDENT. ALL SUCH DOCUMENTATION IS REQUIRED TO BE PLACED IN THE STUDENT'S FILE.

Depending on which type of counseling has taken place, documentation of delivery of the above referenced counseling is recorded on the student's

- Personal Data card (see appendix L)
- Grade Record card (see appendix L)
- Academic-Personal-Career Advising Record Form for ATB Students (see appendix M)
- Financial Aid Folder

COUNSELING PLAN APPENDICES

Self-Study contains this Appendix Table of Content Actual samples, available from the Dean of Students, are not included with this self-study

List of Human Resources Administration Office of Employment Services Training-Related Services Locations

Need TRAINING RELATED EXPENSES? Go To An Office of Employment Services (OES)/HRA Office		
ADC OR HR FAMILY PA CASE	Site Location	Travel Directions
Who lives in: MANHATTAN & ISP Center is: 13, 19, 23, 24, 32	Yorkville BEGIN Center Yorkville ISP Center 225 East 34th Street, 1st Floor New York, New York 10016 Telephone: (212) 725-7901/2 (212) 725-7750 3rd Floor	SUBWAY: #6 to 33rd Street & Park Ave. Park Avenue. BUSES: M34, Q32, M101, M102, M15 to 34th Street
Who lives in: MANHATTAN & ISP Center is: 26, 28, 35, 37	St. Nicholas BEGIN Center St. Nicholas ISP Center 132 West 125th Street, 2nd Floor New York, New York 10027 Telephone: (212) 280-9355/6	SUBWAY: #2 or #3 to 125th Street BUSES: M100, M101, M102, M1, M2, or M7 to 125th Street
Who lives in: BRONX & ISP Center is: 38, 44, 45, 48, 49	Rider BEGIN Center Rider ISP Center 305 Rider Avenue, 4th Floor Bronx, New York 10451 Telephone: (212) 579-8200	SUBWAY: #6 Subway to 138th Street & 3rd Avenue BUSES: BX21, BX32, BX33, or BX41
Who lives in: BRONX & ISP Center is: 39, 40, 41, 43, 46, 47	Southern Boulevard BEGIN Center Boulevard ISP Center 1716 Southern Boulevard, 1st Floor Bronx, New York 10460 Telephone: (212) 617-8001(2/3)	SUBWAY: #2 or #5 to 174th Street BUSES: BX19 to 174th Street
Who lives in: QUEENS & ISP Center is: 51, 53, 54	Employment Opportunities Office #468 90-02 161st Street (Ground Floor) Jamaica, New York 11432 Telephone: (718) 297-8777	SUBWAY: R to Parsons Blvd., E & F to Parsons Blvd BUSES: Q65 to 160th Street Q44 to 161st Street
Who lives in: BROOKLYN if your last name starts with "A - L" & ISP Center is: 61, 62, 63, 64, 66, 67, 68, 70, 71, 72, 73, 78, 79, 80, 84	Employment Opportunities Office #469 250 Schermerhorn Street, 5th Floor Brooklyn, New York 11201 Telephone: (718) 780-9257	SUBWAY: A or G to Hoyt Schermerhorn BUSES: B25, B26, B41, B45
Who lives in: BROOKLYN if your last name starts with "M - Z" & ISP Center is: 61, 62, 63, 64, 66, 67, 68, 70, 71, 72, 73, 78, 79, 80, 84	Employment Opportunities Office #467 250 Schermerhorn Street, 5th Floor Brooklyn, New York 11201 Telephone: (718) 780-9283	SUBWAY: A or G to Hoyt Schermerhorn BUSES: B25, B26, B41, B45
Who lives in: STATEN ISLAND & ISP Center is: 99	Employment Opportunities Office #459 1139 Hylan Boulevard, 1st Floor Staten Island, New York 10305 Telephone: (718) 447-8294	BUSES: R7, R103, to Clove Road
HR SINGLE PA CASE CITYWIDE (1 PERSON ON PA CASE OR SUFFIX)	HR Training & Assessment Section 109 East 16th Street, 3rd floor New York, New York 10003 (212) 420-7086	SUBWAY: 4,5,6,N,L,R to Union Square BUSES: M1,M3,M5,M6,M7 to Union Sq

Figure 1 List of Human Resources Administration Office of Employment Services Training-Related Services Locations

Grade Record Card

_____ DAY
 7 1 2 3 4 5 6 _____ EVENING

Spanish American Institute

TUITION RECORD

STUDENT NUMBER _____

Name: _____

Address: _____

City: _____ Phone: _____

Tuition Total: _____ Payment Day: _____

Begins: _____ Ends: _____ Amount: _____

GRADE RECORD

Period One	Period Four	Period Seven
Period Two	Period Five	Period Eight
Period Three	Period Six	

Figure 2 Grade Record Card

Personal Data Card for Students with Sample Program

SPANISH-AMERICAN INSTITUTE
PERSONAL DATA

STUDENT NUMBER _____ Name _____ Day _____
 Address _____ City _____ Phone _____ 71266 Evening
 Age _____ Birthdate _____ Sex _____
 Marital Status _____ Residence Status _____
 ADDRESS CHANGES _____ Dates Listed _____
 H. S. Graduate _____ Year _____
 School _____
 Place of Employment _____
 Address _____ City _____ Phone _____
 City _____ Phone _____
 Successfully Completed _____
 Advanced Standing Credits _____ Allowed Toward Present _____
 Goals _____
 1. Graduation date _____
 2. Type of Certificate _____
 3. Future Study Plans _____
 4. Future Employment Plans _____

Begins _____ Ends _____

JANE DOE	10W 000-11-2222	1600 HOURS	5/27/90
AGGRESSIVE EXECUTIVE SECRETARIAL	SECRET TITLE	BEGINS	FINAL
201 120 TYPING I			
202 120 TYPING II			
203 80 TYPING III			
205 24 MACHINE TRANSCRIPTION			
101 120 ENGLISH STENO I			
102 60 ENGLISH STENO II			
103 60 ENGLISH STENO III			
401 120 OFFICE PRACTICE			
502 30 OFFICE MATH			
503 24 BUSINESS MATHEMATICS			
504 24 COMPUTER SYSTEMS			
502 120 BUSINESS ENGLISH			
920 TOTAL REQ. HRS. / ELECTIVES NEEDED:		680	
501.3 120 ENGLISH LANGUAGE III			
501.4 120 ENGLISH LANGUAGE IV			
501.5 120 ENGLISH LANGUAGE V			
501.6 120 ENGLISH LANGUAGE VI			
120 120 ADVANCED READING & WRITING			
120 80 COMPUTER AND PROCESSING			
680 TOTAL ELECTIVE HOURS		TOTAL HOURS	1600

Payment Day _____ Amount: _____
 Course _____ Visa _____ Hours: _____ Days: _____
 Rep. Friend or Relation _____
 Visa Number _____ Country: _____

FORM 10-80

Figure 3 Personal Data Card for Students with Sample Program

Sample Attendance Letter

ATTENDANCE LETTER

SPANISH-AMERICAN INSTITUTE
215 WEST 43 STREET
NEW YORK, NY 10036
212-840-7111

<\$first> <\$last>
<\$address> <\$apt>
<\$city>, <\$state> <\$zip> <\$a>

att

Dear <\$first>,

Students are required to attend classes in order to maintain their student status.

The New York State Education Department requires that students absent for more than 30 consecutive days be terminated as students in good standing.

If you wish to maintain your student status, please be sure

1. to attend classes regularly;
2. to take and pass required examinations; and
3. not to be absent for thirty consecutive days.

Very truly yours,

Robert D. Connelly
Director of Students

<@DATE>

Figure 4 Sample Attendance Letter

Drug Prevention and Information Program Statement of Commitment

FRANK J. FERRARO, Director
DAVID SCHIFFMAN, Associate Director

Authorized to enroll non-immigrant alien Students, (1-20)
Registered by N. Y. State Education Dept.

Spanish American Institute

Defienda Al Estío de Hispanoamericanos

215 WEST 43 STREET • NEW YORK, N. Y. 10036
840-7111

DRUG PREVENTION AND INFORMATION PROGRAM
INDIVIDUAL STATEMENT OF STUDENT COMMITMENT

I have been counseled as part of the Spanish-American Institute's Drug Prevention and Information Program. I understand that drug abuse is not accepted or overlooked and that the school has information to help me stay drug-free or get help.

I am making the commitment to myself to stay drug-free and to make the most of my education and of my future.

_____ X _____
student name student signature

date

DRUG PREVENTION & INFORMATION PROGRAM / INDIVIDUAL STATEMENT

Figure 5 Drug Prevention and Information Program Statement of Commitment

Sample Absence Alert Notification Letter

06/21/91	Spanish-American Institute 215 West 43 Street New York, New York 10036 212-840-7111	3:36 pm
ABSENCE ALERT NOTIFICATION LETTER		
Lai Ling Ho 293 Hopper Street Apt. 8 Brooklyn, NY 11211 -	Status: i	701-34-0000
Dear Lai Ling		
I am concerned about your attendance. Your teacher tells me that you have been absent for at least three consecutive days!		
I checked your attendance since you started class and found that you were scheduled for 12 classes. Of these 12 hours, you were present for 10. That's an attendance rate of 83%.		
I know you can do much better. =====		
GOOD ATTENDANCE IS THE KEY TO LEARNING AND EDUCATIONAL SUCCESS.		
All of us here at the Institute are dedicated to your success. It is important to us that you succeed in your studies. I am sure that you realize the extreme importance of good attendance habits in school and on the job!		
BE SURE TO ATTEND EVERY CLASS EVERY DAY. Call the office whenever you absolutely must be absent. TRY TO BE INCLUDED ON NEXT MONTH'S Dean's Attendance Honor Roll!		
Please feel free to contact me at any time should you have ANY questions.		
Robert D. Connelly Director of Students		

Figure 6 Sample Absence Alert Notification Letter

Sample Counselor's Attendance Letter

Sample Student Absence Alert Notice

SPANISH-AMERICAN INSTITUTE STUDENT ABSENCE ALERT NOTICE						
<p><u>TO BE COMPLETED</u> by teachers on the on the third CONSECUTIVE day of absence for any student.</p> <p><u>RETURN</u> to the office immediately for student/parent conference and counseling.</p>						
TEACHER NAME _____		<p>DO NOT WRITE IN THIS BOX For Office Use Only</p> <hr/> <p>date of call date of letter advisor's name</p> <hr/> <p>name of person spoken to</p> <hr/> <p>response of student/parent</p> <hr/> <p>further action to be taken</p> <hr/> <p>other comments. use other side if more space needed</p>				
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">HOUR _____</td> <td style="width: 25%;">SUBJECT _____</td> <td style="width: 25%;">ROOM NUMBER _____</td> <td style="width: 25%;">SECTION NUMBER _____</td> </tr> </table>	HOUR _____			SUBJECT _____	ROOM NUMBER _____	SECTION NUMBER _____
HOUR _____	SUBJECT _____			ROOM NUMBER _____	SECTION NUMBER _____	
STUDENT NAME _____ STUDENT ID NUMBER _____						
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">FIRST ABSENCE _____</td> <td style="width: 33%;">SECOND ABSENCE _____</td> <td style="width: 33%;">THIRD ABSENCE _____</td> </tr> </table>		FIRST ABSENCE _____	SECOND ABSENCE _____	THIRD ABSENCE _____		
FIRST ABSENCE _____	SECOND ABSENCE _____	THIRD ABSENCE _____				
TODAY'S DATE _____	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">X _____</td> <td style="width: 50%; text-align: center;">TEACHER'S SIGNATURE</td> </tr> </table>		X _____	TEACHER'S SIGNATURE		
X _____	TEACHER'S SIGNATURE					

Figure 7 Sample Student Absence Alert Notice

Sample Student Academic Alert Notice

SPANISH-AMERICAN INSTITUTE STUDENT ACADEMIC ALERT NOTICE						
<p><u>TO BE COMPLETED</u> by teachers when a cumulative grade average is lower than 70% OR two or more consecutive tests are failed OR student exhibits poor class response or cooperation.</p> <p><u>RETURN</u> to the office immediately for student/parent conference and counseling.</p>						
TEACHER NAME _____		<p>DO NOT WRITE IN THIS BOX For Office Use Only</p> <hr/> <p>date of call date of letter advisor's name</p> <hr/> <p>name of person spoken to</p> <hr/> <p>response of student/parent</p> <hr/> <p>further action to be taken</p> <hr/> <p>other comments. use other side if more space needed</p>				
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">HOUR _____</td> <td style="width: 25%;">SUBJECT _____</td> <td style="width: 25%;">ROOM NUMBER _____</td> <td style="width: 25%;">SECTION NUMBER _____</td> </tr> </table>	HOUR _____			SUBJECT _____	ROOM NUMBER _____	SECTION NUMBER _____
HOUR _____	SUBJECT _____			ROOM NUMBER _____	SECTION NUMBER _____	
STUDENT NAME _____ STUDENT ID NUMBER _____						
NATURE OF ACADEMIC PROBLEM _____						
TODAY'S DATE _____	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">X _____</td> <td style="width: 50%; text-align: center;">TEACHER'S SIGNATURE</td> </tr> </table>		X _____	TEACHER'S SIGNATURE		
X _____	TEACHER'S SIGNATURE					

Figure 8 Sample Student Academic Alert Notice

Sample Academic Probation Letter

ACADEMIC PROBATION LETTER

SPANISH-AMERICAN INSTITUTE
215 WEST 43 STREET
NEW YORK, NY 10036

<\$first> <\$last>
<\$address> <\$apt>
<\$city>, <\$state> <\$zip> <\$a>
probe

Dear <\$first>,

I have reviewed your examination grades for the period ending June 21, 1991. Your grades are below the requirements set by the Institute for satisfactory academic progress. You are being placed on Academic Probation.

Please come to the office immediately to discuss your situation. It is our hope that through guidance, intensified study, additional help, and improved attendance your grades will improve in the next period ending August 23, 1991.

Your continued good standing as a student of the Institute depends on the action you take now! We can work together to make your decision to study at The Spanish-American Institute a success. Do not wait! Come in today! Your success as a student is our success as a school.

Failure to come in and discuss this problem may result in the loss of your status as a student at the Institute.

Robert D. Connelly
Director of Students

<@DATE>

Figure 9 Sample Academic Probation Letter

ATB Academic-Personal-Career Advising Form

SPANISH-AMERICAN INSTITUTE
215 WEST 43 STREET / NYC, NY 10036 / 212-840-7111

**ACADEMIC-PERSONAL-CAREER ADVISING
RECORD FORM FOR ATB STUDENTS**

Student Name: _____
 SS#: _____ Program Title: _____
 Start date: _____ Projected grad date: _____

I. INITIAL ORIENTATION SESSION AFTER STARTING CLASSES:
 Date: _____ Advisor's Name: _____

Check as you do each of the following:

1. Introduce yourself and give student your counselor's card.
2. Advise student to contact you in case of academic, personal or career problems.
3. Review program objectives and requirements and explain how class change procedures.
4. Give student the student-copy of the program planner and explain its use.
5. Advise student of availability of OED on no cost/no credit basis. Encourage OED preparation and testing.
6. Seek student input regarding his program, teachers, courses, career or personal matters.

COMMENTS AND OBSERVATIONS:

STUDENT NAME: X PAGE # 1

Spanish-American Institute / Response to Visit Report / 7-89 / d:\file\worddocs\atbform.doc / Page # 1 of atbform.doc

Figure 10 Page 1 of 4 ATB Academic-Personal-Career Advising Form

II. COURSE-CHANGE UPDATE-SESSIONS RECORD:

Be sure you know the following and make appropriate notes:

1. Why is the change being made?
2. Who is initiating the change (student, counselor, teacher)?
3. What available course options for the program are?
4. What grade has student earned at course completion?

Take time to review available course options with the student. Help the student to clarify his/her objectives and then suggest ways for his/her to achieve those goals.

DATE	Comments/Notes	INITIALS

III. ATTENDANCE COUNSELING:

Always try to contact the student in person for a personal interview regarding emerging attendance problems. If you are unable to locate for a personal interview, try to contact the student by phone. If you are unable to contact by phone, send an attendance conference appointment letter by mail.

- A. When holding a **PERSONAL INTERVIEW** with the student, be sure to:
 - A. Stress the importance of regular attendance to all classes
 - B. Ascertain the reasons for absences.
 - C. Discuss possible solutions.
- B. When contacting students **BY TELEPHONE**,
 - A. Stress the importance of regular attendance to all classes
 - B. Ascertain the reasons for absences.
 - C. Discuss possible solutions.
 - D. Make appointment for face-to-face conference.
- C. If you have been unable to contact a student in person or by phone you should:
 - A. **MAIL** an attendance appointment letter making appointment for a conference.
 - B. Follow-up to be sure contact is made or program suspension determination made.

DATE	Comments/Notes	INITIALS

STUDENT NAME: X PAGE # 2

Spanish-American Institute / Response to Visit Report / 7-89 / d:\file\worddocs\atbform.doc / Page # 2 of atbform.doc

Figure 11 Page 2 of 4 ATB Academic-Personal-Career Advising Form

ATTENDANCE COUNSELING: (CONTINUED.)

DATE	Comments/Notes	INITIALS

IV. ACADEMIC CONFERENCE:

Please be sure to cover each of the following areas in your academic advising activities of ATB students.

1. **OVERALL PERFORMANCE**
 - A. How do you like your classes (this will affect performance)?
 - B. Are you having any difficulty with the subject matter of a course?
 - C. Are you completing all homework assignments?
2. **SPECIFIC AREAS OF DIFFICULTY OR EXCELLENCE**
 - A. Is the student up-to-date in his/her lessons?
 - B. Can you determine the source of difficulty or concern?
 - C. Discuss possible solutions to the difficulty or concern.
3. **ACADEMIC PROMOTION OR WARNING**
 - A. Identify area of concern, difficulty or deficiency.
 - B. Advise student of consequences of continued deficiency.
 - C. Discuss possible activities to resolve the deficiency.

DATE	Comments/Notes	INITIALS

STUDENT NAME: X PAGE # 3

Spanish-American Institute / Response to Visit Report / 7-89 / d:\file\worddocs\atbform.doc / Page # 3 of atbform.doc

Figure 12 Page 3 of 4 ATB Academic-Personal-Career Advising Form

II. COURSE-CHANGE UPDATE-SESSIONS RECORD:

Be sure you know the following and make appropriate notes:

1. Why is the change being made?
2. Who is initiating the change (student, counselor, teacher)?
3. What available course options for the program are?
4. What grade has student earned at course completion?

Take time to review available course options with the student. Help the student to clarify his/her objectives and then suggest ways for his/her to achieve those goals.

DATE	Comments/Notes	INITIALS

III. ATTENDANCE COUNSELING:

Always try to contact the student in person for a personal interview regarding emerging attendance problems. If you are unable to locate for a personal interview, try to contact the student by phone. If you are unable to contact by phone, send an attendance conference appointment letter by mail.

- A. When holding a **PERSONAL INTERVIEW** with the student, be sure to:
 - A. Stress the importance of regular attendance to all classes
 - B. Ascertain the reasons for absences.
 - C. Discuss possible solutions.
- B. When contacting students **BY TELEPHONE**,
 - A. Stress the importance of regular attendance to all classes
 - B. Ascertain the reasons for absences.
 - C. Discuss possible solutions.
 - D. Make appointment for face-to-face conference.
- C. If you have been unable to contact a student in person or by phone you should:
 - A. **MAIL** an attendance appointment letter making appointment for a conference.
 - B. Follow-up to be sure contact is made or program suspension determination made.

DATE	Comments/Notes	INITIALS

STUDENT NAME: X PAGE # 2

Spanish-American Institute / Response to Visit Report / 7-89 / d:\file\worddocs\atbform.doc / Page # 2 of atbform.doc

Figure 13 Page 4 of 4 ATB Academic-Personal-Career Advising Form

Adult Basic Education Program High School Equivalency Preparation Classes List

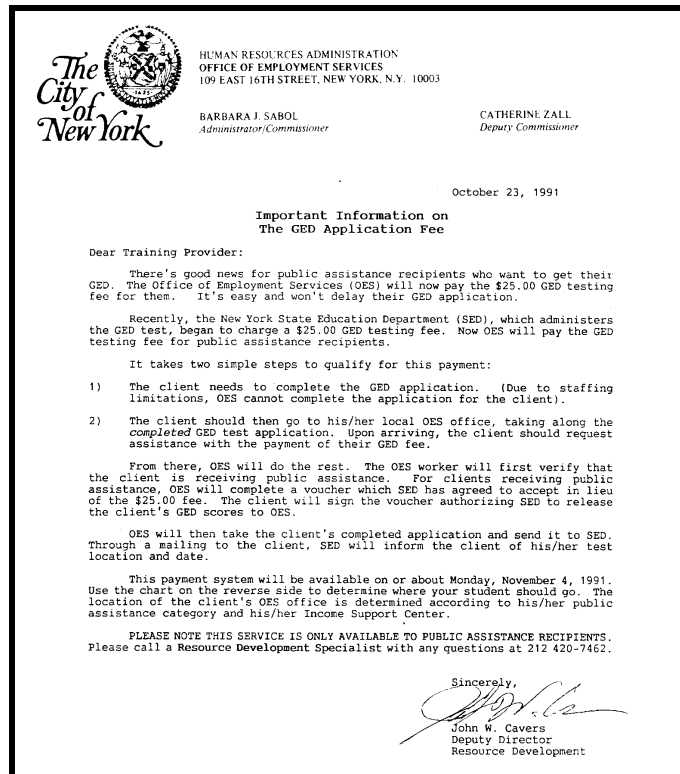


Figure 14 Adult Basic Education Program High School Equivalency Preparation Classes List

**ADULT BASIC EDUCATION PROGRAM
HIGH SCHOOL EQUIVALENCY PREPARATION CLASSES**

These programs are offered at no cost to the student through the Adult Basic Education Program of New York. Call one of the contacts to find out when classes are available. Arrange a time for a reading test which is required to join the class. If you need assistance setting up an appointment speak to your advisor at the Institute.

MANHATTAN:

Judy Sorrest (212)-234-6919	John Staton (212)-865-2292
Mr. Martin (212)-666-1920	Stephanie Robinson (212)-227-2857

BRONX:

Henry Obligado (212)-589-6404	Sheila Krentz (212)-292-4104
----------------------------------	---------------------------------

BROOKLYN:

Steve Poppick or Doris Baker (718)-638-1515	Dr. Dixon (718)-638-2635
Mrs. Grun (718)-345-2025	Victor Gathers (718)-797-2408

QUEENS:

Sandy Adelman (718)-361-9480	Ann Marie Delisi (718)-658-2626
---------------------------------	------------------------------------

This information is offered as a service to our students by:
Spanish American Institute
 215 West 43 Street
 New York, NY 10036
 (212)-840-7111

Figure 15 Adult Basic Education Program High School Equivalency Preparation Classes List

Academic Warning Letter

ACADEMIC WARNING LETTER

SPANISH-AMERICAN INSTITUTE
215 WEST 43 STREET
NEW YORK, NY 10036
212-840-7111

<\$first> <\$last>
<\$address> <\$apt>
<\$city>, <\$state> <\$zip> <\$a>
warn

Dear <\$first>,

I have reviewed your examination grades for the period ending June 23, 1991. There appears to be a problem with your Academic Progress.

Please come to the office to discuss your situation. It is our hope that through guidance, intensified study, additional help, and improved attendance your grades will be improved in the next grade period.

Your continued good standing as a student of the Institute depends on the action you take now! We can work together to make your decision to to study at The Spanish-American Institute a success. Do not wait! Come in today! Your success as a student is our success as a school.

Robert D. Connelly
Director of Students

<@DATE>

Figure 16 Academic Warning Letter

Progress Report Sample

ACADEMIC WARNING LETTER

SPANISH-AMERICAN INSTITUTE
215 WEST 43 STREET
NEW YORK, NY 10036
212-840-7111

<\$first> <\$last>
<\$address> <\$apt>
<\$city>, <\$state> <\$zip> <\$a>
warn

Dear <\$first>,

I have reviewed your examination grades for the period ending June 23, 1991. There appears to be a problem with your Academic Progress.

Please come to the office to discuss your situation. It is our hope that through guidance, intensified study, additional help, and improved attendance your grades will be improved in the next grade period.

Your continued good standing as a student of the Institute depends on the action you take now! We can work together to make your decision to to study at The Spanish-American Institute a success. Do not wait! Come in today! Your success as a student is our success as a school.

Robert D. Connelly
Director of Students

<@DATE>

Figure 17 Progress Report Sample

Program Exit Interview Form for GSL Students

PROGRAM EXIT INTERVIEW	
EXPECTED DATE OF COMPLETION	<u>9/27/91</u>
PROGRAM NAME:	<u>Intensive Executive Secretarial</u>
STUDENT DATA:	
NAME:	<u>Jane Doe</u> SS#: <u>000-11-2222</u>
PRESENT CLASS SCHEDULE:	
<u>5:00 lotus</u>	<u>20</u>
<u>5:51 cwp</u>	<u>20</u>
<u>6:42 Acc4</u>	<u>20</u>
<u>7:33 dbm</u>	<u>20</u>
<u>8:24 BE</u>	<u>8</u>
ADVISEMENTS:	
I. ADVISED OF STUDENT LOAN OBLIGATIONS. <u>YES</u>	
CHEMICAL BANK 300 JERICHO QUADRANGLE JERICHO, NY 11375 TELEPHONE: <u>212-245-2720</u>	
1. YOU SHOULD CONTACT THE ABOVE LENDER IF YOU HAVE ANY QUESTIONS OR IF YOU ARE PLANNING TO PURSUE YOUR EDUCATION FURTHER.	
2. REPAYMENT OF YOUR LOAN ON A TIMELY BASIS IS VERY IMPORTANT; IT WILL HELP YOU ESTABLISH A GOOD CREDIT RATING.	
3. AVOID TAKING ON NEW DEBT WHILE IN YOUR GRACE PERIOD SO THAT YOU WILL BE ABLE TO MAKE YOUR STUDENT LOAN PAYMENTS WHILE KEEPING WITHIN YOUR BUDGET.	
4. YOUR LOAN INFORMATION AND ESTIMATED REPAYMENT SCHEDULE ARE:	
A.	STUDENT DEBT: \$2625.00
B.	MONTHLY PAYMENT 53.23/60MOS, 64.08/48MOS, 82.26/36MOS
C.	LOAN CONSOLIDATION <u>N/A</u>
II) FUTURE STUDY PLANS:	
WHAT: _____	
WHERE: _____	
WHEN: _____	
III) EMPLOYMENT PLANS:	
A. PRESENTLY EMPLOYED:	
WHAT: _____	
WHERE: _____	
B. ADVISED SAI EMPLOYMENT ASSISTANCE. _____	
GIVEN SAI ASSISTANCE APPLICATION. _____	
APPOINTMENT FOR FIRST ASSISTANCE. _____	
C. NOT SEEKING EMPLOYMENT. _____	
WHY: _____	
COMMENT: _____	
STUDENT:	SCHOOL OFFICIAL
DATE <u>June 21, 1991</u>	

Figure 18 Program Exit Interview Form for GSL Students

Sample Program Planner Form

1. Student Placement Assistance Request Form
2. Individual Grade Report Form
3. Program-Up-date Form
4. ESL Level Change Form

5. Resource Center Sampler
6. Faculty "Welcome Mat" Memo

JUNE 1995

