



HANDBOOK



ELEMENTARY SCHOOL

2025-2026

ENGLISH

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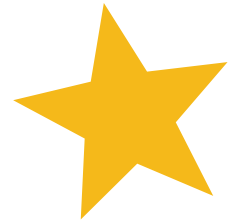


LINCOLN SCHOOL PERSONNEL, 2023-2024

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Telephone: (506) 2247-6600
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Director General
CFOO
Head of Talent Management
IT Department Manager
Administrative Assistant

Daniel Allen
Erick Marín
Carolina Hernandez
Juan Carlos Monge
Karen Fernández



Administration

Elementary Principal
PYP/Curriculum Coordinator
Special Education Facilitator

Amanda Brown
Tausha Barner
María Fernanda Brenes

Student Life Department

Director
Dean of Students
School Counseling Coordinator
School Counselor
School Counselor

Sandra Mora
Rodrigo Recio
Pamela Guzmán
Luciana Carmiol
Mariana Castro

Office Personnel

Administrative Assistant
PS Administrative Assistant
Receptionist/Registrar

Lorena Jiménez
Tatiana Gutierrez
Anabelle Chaves

Coaches

Instructional Coach PK – Grade 1
Instructional Coach Grades 2-5
Ed Tech Coach PK-Grade 1
Ed Tech Coach Grades 2-5

Elizabeth Thomas
Katelyn McDonald
Iris Diaz
Jorge Fernandez

Co-curricular Coordinators

Athletic Director
Visual and Performance Arts Director
Extended Program Dean of Students

Wendy Acosta
Vicente Luna
María del Pilar Losilla

Contacts

Receptionist/Registrar

The Primary School Receptionist/Registrar is responsible for communications to and from parents in all issues related to attendance, including tardies and early dismissals. The Receptionist/Registrar also acts as an assistant to the Dean of Students and handles all communications regarding disciplinary notices and appeals. The Receptionist/Registrar is responsible for students' schedules, transcript creation and the management of student attendance records.

Office Phone: 2247-6638

Office email: achaves@lincoln.ed.cr

Elementary Administrative Assistant

The Elementary Administrative Assistant works with the Elementary Principal to manage the day-to-day logistics of Elementary. She is also responsible for scheduling the Principal's agenda and is the primary contact for arranging meetings.

Office Phone: 2247-6641

Office Email: AJimenezG@lincoln.ed.cr

Elementary School Principal

The Elementary School Principal serves as the instructional leaders and legal representatives of the divisions. The Principal is responsible for all the day to day operations of the school.

Phone:

Email: abrown@lincoln.ed.cr

Student Life Administrative Assistant

The Student Life Administrative Assistant is responsible for communications to and from parents in all issues related to attendance, including tardies, and early dismissals. Also acts as an assistant to the Student Life Director and the Dean of Students and handles all communications regarding disciplinary notices and appeals.

Office Phone: 2247-6670

Office email: isalto@lincoln.ed.cr

Student Life Director

The Student Life Director is an advocate for students, making sure they maximize their potential by having a well-balanced, safe life at Lincoln. The student life director leads a purpose driven team of counselors and deans of students, determined to create a more caring and connected community.

Phone: 2247-6670

Email: smora@lincoln.ed.cr

Primary School Dean of Students

The Primary School Dean of Students is responsible for developing and maintaining a safe and balanced environment for all students. The Dean manages all issues related to student's social emotional well-being, behaviors supporting learning and attendance.

Phone: 2247 - 6661

Email: rrecio@lincoln.ed.cr

Elementary School Guidance Counselors

The Counselors' mission is to empower students and support them in the acquisition of social and emotional skills, knowledge and attitudes needed to become effective students, responsible citizens, productive workers and lifelong learners.

- 2nd and 3rd Grade Assigned Counselor Email: Pamela Guzmán pguzman@lincoln.ed.cr
- 1st and 5th Grades Assigned Counselor Email: Luciana Carmiol lcarmiol@lincoln.ed.cr
- Prep and 4th Grades Assigned Counselor Email: Mariana Castro mcastrom@lincoln.ed.cr

PYP/ Curriculum Coordinator

The PYP Coordinator manages all aspects of the Primary curriculum, teaching and learning, and assessment. The role supports the implementation and development of the program to support faculty, students, and parents for grades PK-5th grade.

Phone: 2247-6600 ex. 676

Email: tbarner@lincoln.ed.cr

Special Ed Facilitator

Manages all aspects of the Inclusive Education Program at Lincoln School. The role plays an integral role in the continuous development and implementation of the school's policies and program, providing inclusive instructional strategies for the curriculum and assessment practices.

PK- 12th Grade: María Fernanda Brenes

Email: mfbrenes@lincoln.ed.cr

MEP Coordinator

The MEP Coordinator manages all aspects of curriculum as related to the Costa Rican Ministry of Education as well as all reports necessary for processing students' MEP diplomas.

Phone: 2247-6600

Email: zjimenez@lincoln.ed.cr

Entrepreneurship Coordinator

Entrepreneurship Coordinator

Phone: 2247-6600

Email: eblanco@lincoln.ed.cr

Instructional Coaches

A coach is a certified teacher who works with the leadership team, academics team, and classroom teachers to fully implement and monitor the school's adopted programs and practices, to respond to different student needs, and to ensure cohesive, comprehensive and student-centered instruction.

Phone: 2247-6600

Grade 1: Elizabeth Thomas

Email: ethomas@lincoln.ed.cr

Grades 2-5: Katelyn McDonald

Email: kmcdonald@lincoln.ed.cr

Instructional Technology Coach

A technology coach is a professional who assists teachers and students in incorporating technology into the learning environment. The main goal of a technology coach is to help teachers and students understand and effectively use technology to enhance the learning experience.

Phone: 2247-6600

Grade 1: Iris Díaz

Email: idiaz@lincoln.ed.cr

2nd – 5th Grades: Jorge Fernandez

Email: jfernandezj@lincoln.ed.cr



PARENT COMMUNICATION

Parents who have questions concerning their children and the school should follow the appropriate communication pathway. In all cases, we ask that parents begin by addressing their concerns to their child and “seek first to understand.” After speaking with the student, the next best person with whom to communicate is the classroom teacher, or in some cases concerning the student’s wellness, the guidance counselor. Problems which cannot be resolved through a conference with individual teachers/counselors or questions of a more general nature concerning the operation of the school should be discussed with the Dean of Students and/or the Principal. Appointments can be made through the main office.

Wellness Issues

Examples of wellness issues include (but are not limited to) concerns about the student’s level of stress, peer relationships, etc.

Attendance Issues

Examples of attendance issues include (but are not limited to) concerns about tardy and absence requests or notices.

Parent - Student - Teacher - Registrar - Dean of Students/Director of Student Life/Principal

Behavioral Issues

Examples of behavioral issues include (but are not limited to) concerns about student behavior and disciplinary notices.

Parent - Student - Teacher - Dean of Students - Director of Student Life/Principal

Academic and Instructional Issues

Examples of academic issues include (but are not limited to) concerns about coursework, delivery, communication, and grades.

Parent - Student - Teacher - PYP Coordinator/Coaches - Principal



LINCOLN SCHOOL BASIC INFORMATION

Vision Statement

Excellence through innovation, integrity and leadership.

Mission Statement

Lincoln School, the leading innovator in 21st century education, empowers students to positively impact local and global communities.

Our Community Values

Are the foundation of our work. Helping us make sense of what is most important.

Having clarity in our values allows us to align our processes and work together towards a common goal.

EXCELLENCE



WE BELIEVE

in upholding the highest of standards and doing our best work. We give every task 100% effort to ensure that the outcome is the best we can possibly achieve.

ACCOUNTABILITY



WE BELIEVE

in holding ourselves accountable for the work that we do and follow through with our promises. In order to pursue excellence we must own our responsibilities and go above and beyond expectations.

EMPATHY



WE BELIEVE

in the ability to listen and consider others' thoughts and feelings before judging. We foster strong relationships and strive to make a positive impact wherever we go.

GROWTH



WE BELIEVE

that through lifelong learning we cultivate the strength to move beyond old habits and patterns and transform into the best version of ourselves.

FLEXIBILITY



WE BELIEVE

that flexibility contributes to a more balanced life which promotes physical and emotional health. We embrace change, adapt to new circumstances and are open to other points of view.

RESILIENCE



WE BELIEVE

in the ability to learn from our experiences, bounce back with determination and try harder. It's not about getting it right on the first try, it's about trying until we get it right.

Our Community Strengths

Recognize our rich history and efforts to adapt and continuously become better:

- Academic programs and student-centered approach
- Institutional history and educational value
- Balanced student life
- Entrepreneurship Thought and Action (ET&A) in curriculum and programs
- Athletic program development, structure and results
- Recruitment and retention of high quality staff and PD opportunities

Strategic Anchors

- #1: Build on our strengths. Firmly establish Lincoln School as the leading educational institution in Costa Rica and the region.
- #2. Holistic Development. Graduate well-rounded students who will positively impact our local and global community.
- #3. Communication. Showcase why Lincoln School is the best educational institution in Costa Rica and the region.
- #4. Entrepreneurship. Establish our leadership in Entrepreneurial Education in Costa Rica and the Region.
- #5. Digital Transformation and Infrastructure. Strengthen our regional leadership through digital transformation and strategic infrastructure enhancements.

Accreditation, Affiliation, and Governance

Lincoln School is accredited by the Costa Rican Ministry of Education (MEP), Cognia Education, and the IBO. As such, Lincoln offers graduating seniors the opportunity to earn up to three high school diplomas.

The Ministry of Education of Costa Rica

Lincoln School abides by all educational policies and regulations set forth by the Government of Costa Rica and as such, all Lincoln students, unless they opt out in writing, earn a Costa Rican High School diploma certified by the Ministry of Education. This includes mandatory coursework and national standardized tests. The Costa Rican diploma offers students the opportunity to apply for college admission in Costa Rican universities.

The International Baccalaureate Program

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. Lincoln School is authorized to provide three of the IBO programmes: the Primary Years Programme, the Middle Years Programme and Diploma Programme.

The IB Learner Profile

A fundamental aim of the IB program is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Because this is a common aim of the entire Lincoln School program, all students regardless of level are introduced to the IB Learner Profile as a guiding set of beliefs for the entire institution. The profile consists of:

ATTRIBUTES	DESCRIPTION
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for others and ourselves. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Approaches to Learning Skills

Approaches to Learning (ATL) is the IB Program approach for the development of modern 21st Century skills. At Lincoln these skills are taught through the IB Program and through the discrete courses that complement them. Below are the 5 domains which we cover throughout the year:

- Communication
- Social
- Self-management
- Research
- Thinking



Cognia Education

Lincoln School has been certified by Cognia Education (previously AdvancED) during many years. As such, all Lincoln students earn a U.S High School diploma, certified by Cognia Education, the biggest educational institution, with more than 80,000 member schools. This includes obtaining the minimum required high school credits, as well as instructional hours. Cognia diploma is recognized worldwide, thus giving students the opportunity to request admission in America, Asia and Europe.

AASCA

Lincoln School is a proud member of Association of American Schools in Central America. Therefore, our staff enjoys the benefits of a wide variety of professional development opportunities and our students participate in annual academic and athletic competitions with other students of the region.

Innovation and Entrepreneurship

Lincoln School has partnered with the Lewis Institute of Babson College to provide entrepreneurial educational opportunities to its students. These educational opportunities offer students the opportunity to focus on concepts, competencies and skills that will help them to become more effective local and global change- agents, adding social and economic value to their world through innovation and proactive engagement. This may take the form of in-class and/or content-specific assignments, interdisciplinary capstone projects, or specific lessons. Additionally, students at all academic levels meet specific requirements in service-learning that are rooted in the entrepreneurial process, align to the United Nations Sustainable Development Goals, and add social value to local communities.

Foster a mindset and shared culture of entrepreneurial education that is responsive to global challenges.



Objectives:

- Expose 100% of Lincoln students to Entrepreneurial Thought & Action (ET&A) principles through entrepreneurship courses and embedding principles across the curriculum.
- Advance student participation in entrepreneurship venture competitions at Lincoln School, nationally, and across-border.
- Build Lincoln School educator's capacity to deliver high quality Entrepreneurial Thought & Action (ET&A) curriculum instruction, and mentoring support
- Broaden partnerships with NGO's, universities, MEP, and other organizations to power the Youth Innovation Lab and incubate projects.

Entrepreneurial Thought & Action (ET&A)

The Entrepreneurial Thought and Action (ET&A) model utilizes “creative logic” wherein students identify and act on an issue, learning and adapting as they go.

- Empathy: the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling.
- Identify: The student begins by identifying an issue or opportunity to act upon that issue.
- Ideate: The student plans an initial attempt or a prototype response while evaluating affordable loss.
- Prototype: The student will create a mockup of the model or service they ideated.
- Iterate: As the student's project progresses, he/she learns and adapts from successes and mistakes and learns through experience. As a result of their initial actions and their ongoing refinements based on experience, students develop a possible solution to the issue in question that is relevant and sustainable in current and future conditions.
- Reflection: Throughout the project the student reflects on their learning and actions in order to better understand its impact both on the issue addressed and on themselves.

Code of Ethics

- Lincoln School is an educational institution that pursues its Vision and Mission by promoting two qualities in our students that are needed in the today's world—education and humanism. We are aware of the importance of academics in an institution that pursues excellence in the learning of our students, but we also strive to form human beings who have a profound esteem for humankind and for the environment.
- Our emphasis is on a values system that promotes respect, tolerance and understanding of the fundamental principles and beliefs of other cultures. Together, we promote honesty, discipline and responsibility. These are indispensable tools for the future, so that we will be able to make a positive contribution to a more inclusive society.
- The following Code of Ethics applies to all members of the
- Lincoln School community, including students, parents, teachers, administrators, counselors, and non-educational staff.
- All members of our community will be treated with respect.
- Students will make their education the top priority during their years of study at Lincoln School and will cooperate with all those involved in the educational process.
- Parents will support the educational process by being involved in their child/ren's education during
- Their years at Lincoln School. Parents will not interfere with the teachers or administrators in the process of delivering a quality education to each student.



Pledge of the Members of the Lincoln Community

As a member of the Lincoln community, I pledge to fulfill the following responsibilities:

- I will follow the Lincoln School Code of Ethics.
- I will maintain the welfare and safety of all members of the Lincoln community.
- I will handle any information about other members in a discreet and responsible manner at all times.
- I will demonstrate honesty and integrity at all times. The information I give about myself and others will always be accurate, honest, and fair.
- I will behave always as a role model that contributes to the welfare of other members of the community.
- I will follow school policies at all times.
- I will reflect upon the importance of the school rules and understand how and why they apply to me.
- I will report any disrespectful or dangerous behavior whether it is directed to me, to others, or to the school property.
- I will fulfill all duties and responsibilities according to my role in the school community.
- I will address my concerns about school policies to the school administration by following the appropriate process. If I have alternate policies to suggest, it is my obligation to do so, but always in an appropriate manner.
- I will make my needs compatible with the needs of the Lincoln community as a whole.
- I will maintain the reputation of the school by not belittling or demeaning the Institution, its policies or its members in any way.
- I will cultivate sensitivity to the needs of the communities outside of Lincoln and act whenever possible to help fulfill those needs.
- I will recognize that my actions have an effect on the people around me and that I am responsible for my actions. I will act accordingly.
- I will demonstrate due respect for others in the following ways:
 - I will do no harm to others, and will respect every person's basic human rights.
 - I will respect others, independently of their ethnic background, beliefs, social- economic status, physical appearance or religion. I will not demonstrate discrimination of any kind.
 - I will recognize that all people may, at times, err in their performance. I will, therefore, not demean the work of others publicly. If I have a concern about an individual's performance, I will speak directly to that person in an appropriate manner.
- I will always use appropriate language and a respectful tone when addressing any member of the Lincoln community.
- I will trust the school and its members to have my best interest in mind at all times.
- I will show respect to the Costa Rican culture and all national symbols. I will also show equal respect to all cultures, their ideas and their national symbols.
- I will respect the ideas and opinions of others, including all speakers who come to Lincoln.
- I will avoid participation in conversations when it is demeaning to others.
- I will respect the property of others and show consideration to the Lincoln neighbors.
- I will not litter nor participate in vandalism of any kind.
- I will not tolerate behavior from any member of the Lincoln community that is degrading to my position or me.
- I will not degrade anyone in any way at any time, nor will I tolerate degrading behavior in others.
- I will not harass other members of the Lincoln community physically, sexually, or verbally, nor will I tolerate harassment of others.

SCHEDULES

Arrival

Campus opens at 7:20 a.m.

- Students are welcomed into classrooms at 7:40 a.m.
- Classes start at 7:45 a.m.

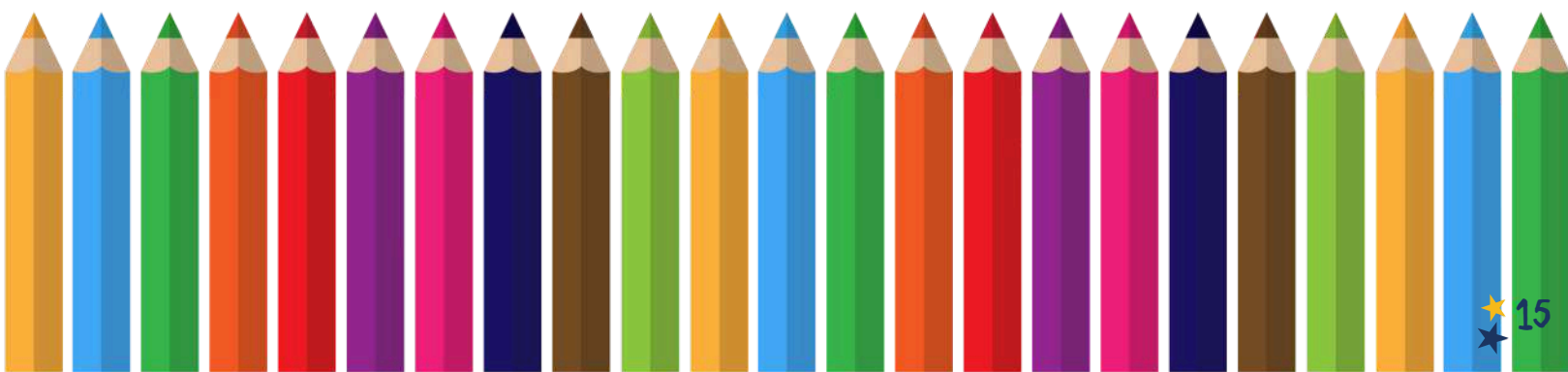
Dismissal

- Monday - Thursday
- Friday
- Students are dismissed at 2:35 p.m.
- Students who go by bus are dismissed at 12:20 p.m.
- Busses leave campus at 12:30 p.m.



GRADE 1-2	
TIME	PERIODS
7:40	Warning Bell
7:45-8:05	Morning Meeting
8:05-8:40	1
8:40-9:30	2
9:30-10:00	Recess
10:00-10:50	3
10:50-11:45	4
11:50-12:10	Lunch
12:10-12:30	Recess
12:35-1:25	5
1:30-2:20	6
2:20-2:35	Closing Circle
2:35	Dismissal

GRADE 3-4-5	
TIME	PERIODS
7:40	Warning Bell
7:45-8:05	Morning Meeting
8:05-8:40	1
8:40-9:30	2
9:30-10:00	Recess
10:00-10:50	3
10:50-11:45	4
11:50-12:10	Recess
12:10-12:30	Lunch
12:35-1:25	5
1:30-2:20	6
2:20-2:35	Closing Circle
2:35	Dismissal



In cases of absences of three days or more, the request must include the student's name, grade level, dates of absence, and reason for missing school. The student must meet the following requirements in order to be justified: Have passing grades in all academic subjects and no more than 3 Rs or 5 Os in BSL categories on the most recent report.

Have received no suspensions or level 2 infractions within the previous 3 months.
It is the parent's responsibility to contact teachers and support students catch up on missed work.

ATTENDANCE



Daily school attendance is expected of all Lincoln students. Since research clearly shows that regular school attendance results in higher academic achievement and improved social/emotional wellbeing, students and parents are asked to give attendance their highest priority.

Absences

Students who are absent for any reason must provide a written explanation from a parent or legal guardian for the absence. This must be submitted through the ManageBac platform prior to the absence or as soon as the student returns to school. The Dean will use the following criteria to determine if the absence is Justified Absence. The Student Life Department will handle situations related to absences through the Dean of Students.

Absence from classes is a shared responsibility of the student and his/her parents or legal guardians. For this reason, the following protocol must be followed:

1. The parent or legal guardian must report the absence through the ManageBac platform
2. It is the parent's responsibility to contact teachers, and support students to complete work, assignments and request the material seen in class.
3. Students must comply with all academic assignment due dates.
4. Quizzes, exams or expository work must be taken / handed in on the date indicated by the Teacher.
5. Rescheduling Summative Assessments, in the case of absences, must be coordinated directly between the student and the teacher.
6. Parents are responsible to contact teachers to coordinate individual spaces to catch up with their pending assignments.

Students who are absent, skip class, or who are suspended for disciplinary reasons will be required to complete any assignments or assessments missed. Assignment deadlines will not be adjusted by a teacher due to absences. Again, attendance is considered a behavioral issue and will be handled by the Department of Student Life. Absences may require interventions such as parent conferences, after-school detentions, or other as deemed appropriate by the Director of Student Life and/or Dean of Students according to the behavior policy in this handbook.

Justified Absences

In specific situations, absences may be considered as justified absences, as long as they comply with the provisions of this Handbook.

Any discrepancies with attendance and absence issues will be resolved by the Dean of Students. The following will constitute reasons for a justified absence. The School Dean may require supporting documentation.

In cases of justified absences, the following procedure will be followed:

- Parents must inform through ManageBac of the days absent with supporting documentation and send the necessary proof, when required
- The Student Life Department (Data Registrar, Dean, or Counselors) will inform the teachers about the absence and the conditions of the absence (dates, change of due dates and any special support for the student) when applicable.
- Absences will appear excused in the student's record.
- The student will be able to coordinate support meetings with his/her teachers.



Tardiness

Students are expected to be prepared and in their classroom by the time the class starts. Students who arrive after that time will receive a tardy. Students who miss class time due to an unexcused tardy will be held accountable for any information, assignments, etc. missed during that time according to the same criteria for an absence.

In addition, repetitive tardies will be reported with an Office Behavior Report being issued by the teacher.

In addition, repetitive (3 or more) tardies will be reported on ManageBac and students may be issued a lunch detention.

If a student arrives to class between the start time and up to 10 minutes later without permission or hallway pass, he/she will be marked tardy. After 10 minutes, the Dean of Students will check if is a behavior situation and take the necessary measures

Leaving Class

In order to leave a class in session for any reason, students must have a valid hall pass issued by the teacher or the office. Students who are found out of class without a hall pass will be subject to a disciplinary sanction.

Excessive Absences

Students who accumulate excessive absences may be placed on Behavior Probation and the provisions of this Handbook will apply in such cases.

Students with absences that exceed 20% will be subject of revision by the academic and student life teams and may be placed on behavioral probation immediately.

Absences for school-sponsored or school-sanctioned activities will not count toward this determination.

Leaving Campus Early on School Days

When a student must leave campus during a school day, the parent must submit a written and signed request or a request sent by email to the School Office and Dean of Students. This request must include the student's name, grade level, date of request, time of departure, means of transportation, and reason for leaving. The student must submit the school's approval to the guard at the main gate before he/she will be allowed to leave the campus. In the case of third-party transportation services, students must submit a letter of permission signed by their parents during that school year. This letter is available at the office of each school division.

Pre-Arranged Absences

Parents are encouraged to schedule trips while school is not in session since such absences only will be considered Justified for reasons outlined in the "Justified absence" section of the Parent/Student Handbook.

Additionally, no more than ten (10) school days may be excused as pre-arranged absences during each school year. The administration reserves the right to justify pre-arranged absences for reasons other than those outlined in this handbook on an individual basis. In all cases, pre-arranged absence requests must be submitted to the administration in writing no less than ten (10) school days in advance of the absence.

- Illness, accident or other cause of fortuitous event for the student.
- Serious illness of legal guardians or siblings.
- Death of a family member or close friend.
- High priority medical appointments, with medical proof.
- All participation in activities sponsored or approved by the school (activities in which the student represents Costa Rica or Lincoln School).
- Appointments for legal procedures, with supporting documentation.



SAFETY

Deliveries

Students may not order or receive food or other deliveries during the academic day. Deliveries are allowed during special events or after-school activities with written permission from the supervisor..

CCTV Security System

A closed-circuit television (CCTV) system operates on the Lincoln campus to guard the safety of students, staff, parents, and visitors, and to reinforce school security. Video cameras monitor the buildings and grounds of the school and are supervised by campus security staff and administrators. Please be advised that students, parents and visitors may be videotaped by these security cameras when they are on campus. Any inappropriate or illegal act recorded by this camera system will be investigated and may be subject to disciplinary and/ or legal consequences.

Medication

It is the policy of the Elementary division that teaching staff may not administer any form of medication. The medication must go to the school nurse with written instructions to do so with specific details regarding: the type/name of medication to be administered, dosage, and frequency of dosage.

In cases of severe allergies, parents must fill in the required medical forms to allow the nurse to administer the use of medication.

Emergency Drills

Lincoln School holds monthly drills in order to prepare staff and students for unforeseen emergencies. A folder with evacuation routes and procedures can be found near the entrance to every classroom and meeting room on campus.

Emergencies and Evacuations

In case of an emergency such as an earthquake, fire or bomb threat, an evacuation siren will sound. Students must leave the room in an orderly manner as soon as possible following all instructions given by the classroom teacher. Students should follow the designated routes and emergency plan.

When lightning is noticed in our area, whether during class or recess, during co-curricular activities, or during intramural sports activities, all use of the



soccer field and the open asphalted area behind the gymnasium is prohibited. Students must immediately follow instructions by teachers, playground supervisors, or coaches to leave the playing field for a covered area or the interior of a building. Students should not seek shelter under a tree. Students who refuse to follow instruction to seek shelter will be reported to the Deans of Students for disciplinary action.

Procedure for Leaving Campus after an Emergency

All students must remain inside the campus until the General Director gives permission to parents to pick up their child/ren. Students will be allowed to leave only with the people authorized in writing by their parents. There will be designated people in charge of supervising this process at the Kiss and Drop gate. The students will be given to the parents on a first come, first serve basis. There will be two gates for the parents to pick up the children identified by the last name: Gate #1: from A-K and Gate #2: from I-Z.

Parents will enter through the north gate and the bus parking lot and can park their cars in the main parking lot and the bus parking lot. A security guard will direct the parents to the areas where they are allowed to park. The main gate and the Kiss and Drop parking area will be used only for ambulances, firefighters, and any other special units. The chain-link fence around the building and the reception door will remain closed for the students' security, and parents will not be allowed to enter there.

CAMPUS MAP



CURRICULUM OVERVIEW

In Elementary, grades 1st-5th, the curriculum supports the 21st century skills and an entrepreneurial mindset that students need in today's world. Complimented by the IB attributes and the values of a global citizen, supported by the United Nations Sustainable Development Goals (UNSDGs), students learn to think creatively about solutions to problems, communicate their thinking throughout the learning process, collaborate with their peers and think critically about real-life issues.

- **Curriculum-** We are creating a culture of relevant learning in which students are motivated and engaged because the purpose is clear and they have choice. Additionally, we are promoting the competencies of Young Entrepreneurs through rich and engaging learning experiences.
- **Instruction-** Our students have the teachers; their peers, adults (primary care givers) and the environment. They are learning from one another, developing trusting & caring relationships with adults, and engaging with their environment that sets the tone for learning. Through instruction, students develop their entrepreneurial mindset as they extend their knowledge by identifying, ideating, designing, constructing, iterating & reflecting on the process.
- **Assessment –** We use a wide range of age-appropriate, formative & summative assessments to check in and evaluate how each student is moving along the learning progression. From individual interviews & observational checklists to short or extensive performance tasks, students & teachers are receiving targeted feedback that informs the teaching and learning.

Grades 1st through 5th are under the responsibility of:

A homeroom teacher

- Language Arts (E.L.A.), which includes Reading, Writing, Listening and Speaking Skills
- Mathematics
- Science (all classes attend Science Lab one time per week)
- Social Studies

Social Emotional Curriculum, Global Mindedness and Entrepreneurship.

- The assimilation of character and leadership skills and the development of strategies for personal and social growth are supported by our teachers and the School Counseling Department through programs such as the Wise Owl, Botvin Life Skills, Responsive Classroom Approach, UN Sustainable Development Goals, Entrepreneurial Mindset, IB Learner Profile Attributes, and CLAS. Decision making and conflict resolution skills are emphasized to reach higher levels of behavior standards.

A Spanish teacher

- Spanish Language Arts
- Costa Rican Social Studies

Special area teachers

- Yes Lab
- Technology Integration
- STEM Lab
- Library
- Music
- P.E.
- Art



ACADEMIC SUPPORT SERVICES

LEARNING RESOURCE CENTER (LRC)

The Learning Resource Center (LRC) addresses the special learning needs of students and provides the resources to assist students to fully develop their potential in the academic areas in which they face difficulties using the Response To Intervention Approach (RTI). A referral diagnosis and identification process must be followed in order for students to receive these services. For more information, contact The LRC Department.



SPECIAL ED FACILITATOR

Provide students in the special education program with learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, physical, and social growth. Develop or modify curricula and co-create lessons to provide inclusive materials, resources and instruction. Work in self-contained, team, departmental, or itinerant capacity as assigned. This person plays an integral role in the continuous development and implementation of the school's policies and program, providing inclusive instructional strategies for the curriculum and assessment practices.

SPECIAL SERVICE SUPPORT – OCCUPATIONAL /SPEECH/MUSIC THERAPY

In-school Therapy Services with outside specialists are available per parent request. At Lincoln School we believe in the importance of early interventions that help students develop specific skills that will allow each student to learn at their fullest capability. Please, contact the Counseling Department for more information.

ENRICHMENT SUPPORT

Every human being has an important role to play in the improvement of society. Educators can enhance this role if all students are provided with adequate tools and are highly motivated. Challenges from the environment stimulate and bring forth innate capabilities allowing talent to flourish.

Through co-teaching, an Enrichment Specialist will create opportunities for further challenge or extension of the curriculum through instructional strategies, resources and experiences to enhance learning and promote deeper thinking processes for all students.

The Enrichment Support is intended for students who need to nourish their curiosity and thirst for learning.

SPANISH AS A SECOND LANGUAGE (SSL)

Students who are non-native speakers of Spanish and lack proficiency to succeed in school will be placed in an SSL class. The goal of the SSL class is to provide students with individualized instruction that enables them to develop Spanish language skills in listening, speaking, reading and writing.

CHARACTER-LEADERSHIP- ADVOCACY-SERVICE (CLAS)

A school-wide Service Learning Program is integrated with the educational curriculum. It provides opportunities for students to emphasize and apply their knowledge to real-life situations through carefully articulated service experiences. Student reflect on ideas and opportunities, work toward a vision, show initiative and responsibility, mobilize resources, work with others, and learn through the experience.



Students embed the UN Sustainable Development Goals (UNSDG'S) into Service Learning experience.

This supports the entrepreneurship mindset to apply in real world experiences, giving students opportunities to ideate and create sustainable solutions that speak to their skills and passions.

By connecting the UNSDG's into the curriculum, the students, the school, the families and the community, encourage the development and application of values that promote civic awareness and social and environmental responsibility.

The principles of democracy are nurtured through shared responsibility and a sense of caring for others. Intellectual development and academic growth are promoted through actions of service to motivate the use of higher analytical and design thinking skills through problem identification, reflection and ideation. Students relate to and appreciate people of different backgrounds while experiencing meaningful preparation for life.



SUPPORTING STUDENTS AT HOME

Some recent research states in the field of homework regarding its benefits and drawbacks. In the preschool and elementary grades, there is little correlation found between time spent on homework and academic achievement. There is evidence though, to show that daily reading at home and short math practices can support and enhance a child's performance in these areas. Students are encouraged to "read to self", "read to others" or "listen to reading" (based on The Daily 5 structure). There is research that shows that these practices increase a child's interest, motivation, and growth. If needed, a teacher will differentiate homework and provide specific assignments to be done at home. Parents and students who want to reinforce content studied in class at home will find resources and ideas in the teacher webpages. For example:



Grade Level	Reading Minutes per Day	Math
1st through 3rd	10-20 minutes a day Twice a week in Spanish and twice a week in English <ul style="list-style-type: none"> • Read to self • Read to others • Listen to reading 	5 minutes (differentiated practice as needed)
4th and 5th	20-25 minutes a day Twice a week in Spanish and twice a week in English <ul style="list-style-type: none"> • Read to self • Read to others • Listen to reading 	5-10 minutes (differentiated practice as needed)

PARENT RESPONSIBILITIES

Establish an appropriate time and place to work.
Promote self-confidence by allowing the student work in- dependently on his/her school work.
If your child has difficulties with homework (content / time) notify the classroom teacher immediately.

STUDENT RESPONSIBILITIES

Work in a well-lit study area with no interruptions or distractions.
Work on homework independently by following the directions as to what was assigned.
Notify your teacher if you have difficulties with homework (content / time spent).



Late Work

If assignments have a long due date (5 school days) and they are due on the day a student is absent, it is the responsibility of the student and his/her parents to make arrangements for the assignment to be brought to school and submitted to the teacher. If the assignment is submitted late, the area of responsibility in behaviors supporting learning could be affected. The Dean of Students may authorize adjustments for extended illness or emergencies.

MANAGEBAC EXPECTATIONS

Lincoln Elementary uses ManageBac for curriculum, attendance, grading, and grade reporting. Families will be able to access both Interim Feedback Reports and Report Cards on ManageBac. The school creates accounts, and students and parents are responsible for their own passwords.

Parents should register for ManageBac account to access the grades. Contact the Technology Department if you have not registered.

Interim Feedback is published on ManageBac twice a year, at the midpoint of each semester. Interim feedback is a comments-based report which is an objective narrative about student's behavior and interactions with learning experiences.

Report Cards are published on ManageBac twice a year at the end of each semester. These reports include a breakdown of the learning goals and highlight how the student has performed on each goal as outlined by our school adopted standards and benchmarks.

SEESAW EXPECTATIONS

Seesaw is our learning platform and the official communication channel between teachers and parents. Parents will receive general information from teachers and administration. Parents are expected to read the messages on Seesaw.

PARENT PORTAL

Parents may access the Parent Portal to access account information, order uniforms, and view school documents.

MICROSOFT 365 (EMAIL, TEAMS, ETC.)

All Lincoln students are issued a Lincoln School Microsoft 365 account. Official school communication is issued using this account, and students should check it regularly for updates. Students are responsible for knowing their login credentials for their Lincoln email. The same credentials are used to access Microsoft Teams and other apps included as part of the Microsoft 365 suite. This account includes a license to use Microsoft Office Suite (Word, Excel, PowerPoint, etc.). Students may download this software on up to five devices.



IPADS

Every student has access to an individual iPad once they start Pre-K, and there is a limited use of screen time in the classrooms. It is only used to facilitate and enhance teaching and learning when appropriate.

ASSESSMENT

As a private education institution, Lincoln School has established its own policies and guidelines regarding assessment taking into account MEP guidelines. Assessment of student academic performance enhances effective teaching and learning in the classroom, supporting student growth. The purpose of assessing is to determine a student level of understanding as the learning process unfolds (formative assessment) or the level of achievement a student has gained at the end of a unit or course of study (summative assessment). Teachers use a variety of formative and summative assessments including conferring, observational techniques, questioning, work samples, quizzes, tests, projects, and performance tasks. All assessment is designed to support high academic standards, student growth, and takes into consideration the U.S.

PHILOSOPHY

Lincoln School believes assessment is an ongoing and developmental process that is integral to teaching and learning. The primary role of assessment is to identify what students know, understand, can do and the habits and attitudes they demonstrate at different stages of the learning process; allowing them to be agents of their learning. Assessment is used to improve classroom planning, teaching and student learning. It is a collaborative and informative process, involving students, families, teachers and community members. They are used to provide timely and effective feedback to students and their parents about student achievement and areas of growth in learning.

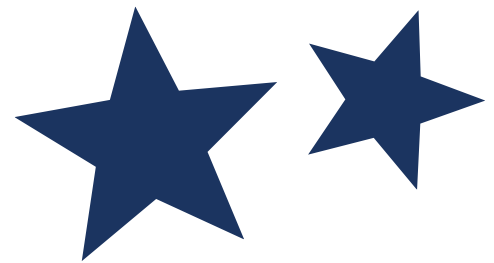
Authentic assessment methods focused on the whole child are used to accommodate students' diverse learning styles and needs. We believe that observation, constructive feedback, self-assessment, reflection, and peer review are powerful tools in developing student agency and self-regulated learners.

At Lincoln School, the learning process is monitored and documented throughout, using observation, formative and summative assessment practices to measure and report. Assessment results may be reported to the school community as appropriate, used as a basis for dialogue amongst school community members, and to inform various stakeholders of program improvements.



PURPOSE

- Our purpose of assessment is in line with the IB requirement and aims to inform learning and teaching by monitoring, documenting, measuring and reporting student learning through effective formative and summative assessment practices.
- We use purposeful assessment to gather, analyze, reflect and act on multiple pieces of evidence that inform students, families and educators about the depth of student learning at various stages throughout the learning process and to inform teaching.



Assessment for students:

- Contributes to the enhancement of student learning through diverse strategies and tools.
- Helps students set learning goals and take ownership of their learning.
- Helps students to develop their knowledge, understanding, skills, attitudes and habits.
- Engages students in assessing and reflecting on their learning.
- Allows to implement feedback from peers and teachers to determine next steps in their learning.
- Allows students different opportunities to demonstrate and share their understanding with peers, teachers, and parents throughout the learning and teaching process.

Assessment for teachers and administrators:

- Determines a student's current knowledge and experience before moving onto new learning.
- Provides guidance and feedback for timely intervention.
- Differentiates instruction with clear outcomes for individual students.
- Allows for collaborative reflection on student progress and needs.
- Provides data to inform and communicate students' development of conceptual understanding, knowledge, skills and attitudes.
- Provides guidance for further learning planning and curriculum development.
- Allows the school to monitor efficacy of the program.

Assessment for parents and legal guardians:

- Develops an understanding of their child's progress.
- Develops an understanding of the child's learning goals.
- Provides opportunities to support and celebrate student learning.
- Provides parents with opportunities to engage and communicate with teachers regarding their child's progress.

Assessment AS Learning	<p>Students take ownership by engaging in assessment activities which help them better understand themselves as learners and improves their capacity to reflect on their progress, set goals for their learning and make decisions about how they will achieve these and future goals.</p>	<p>This might include:</p> <ul style="list-style-type: none"> - providing multiple ways for sharing learning - providing ways for students to reflect on and adjust their learning <p>Examples:</p> <ul style="list-style-type: none"> - students engage in self and peer assessment - students engage in a rich assessment task involving real world problems - students complete an 'exit slip' to synthesise and solidify their learning
Assessment FOR Learning	<p>Teachers continually learn what students know and can do through a variety of assessment practices. They reflect on their practice, adjust teaching based on data, and offer timely and specific feedback to better support learning.</p>	<p>This might include:</p> <ul style="list-style-type: none"> - diagnosing student needs - guiding, revising and differentiating instruction - gaining understanding of students' thinking and processing <p>Examples:</p> <ul style="list-style-type: none"> - a teacher reflects on patterns in classwork and changes the way she plans for the next lesson in response - a teacher uses the result of exit tickets to decide how to re-teach a difficult concept the next day - during play a teacher identifies students' different interests and uses those interests to plan for differentiated learning opportunities
Assessment OF Learning	<p>Students and teachers gauge acquisition of knowledge, conceptual understanding and skills of established learning targets. These evaluations are made, usually for the purpose of documenting and reporting to various audiences in the form of written records, comments or grades.</p>	<p>This might include:</p> <ul style="list-style-type: none"> - checking for mastery of skills and concepts - monitoring, documenting, measuring and reporting learning <p>Examples:</p> <ul style="list-style-type: none"> - a teacher gathers evidence with the express intention of using it to write a report card comment or generate a report card grade. - a student reflects on their demonstration of the IB Learner Profile.

PROCESS

PYP assessment has four dimensions: monitoring, documenting, measuring, and reporting on learning. Each of these aspects has its own function, but they all aim to provide evidence to inform learning and teaching. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the student.

Feedback should be ongoing and can be given in written and verbal forms, from the teacher, peers or the student to themselves.

Lincoln School believes all assessment methods should be clear, fair, and free of bias. Therefore, everyone involved with assessment should have a clear understanding of the reasons for assessment, what is being assessed, criteria for success and methods by which assessments are constructed. Assessment is utilized internally to evaluate the depth of the curriculum and effectiveness of learning and teaching. Teachers are expected to reflect on the effectiveness of teaching and evaluate the learning and the learning process.

MONITORING LEARNING:

Monitoring is our main strategy for gathering information about the progress of learning with reference to the success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection and discussing learning with peers and teachers.

DOCUMENTING LEARNING:

Documenting is evidence of the student's learning journey; it is shared with others to make learning visible and apparent to the whole school community. Students and teachers document learning goals, questions, reflections and evidence of learning.

A wide range of methods and approaches are used to gather information about a student's learning. This information is recorded using a variety of strategies and tools.



ASSESSMENT STRATEGIES

Observations	<ul style="list-style-type: none"> - Informal observations take place while the teacher goes through the classroom as learners are engaged in tasks and activities. - Formal observations take place when teachers watch students' performance in specific tasks and activities in which notes are kept showing growth and development over time.
Selected Responses	One-dimensional exercises in which students are asked to select from a set of pre-determined responses; for example, true or false, multiple choice etc.
Performance Assessments	Goal-oriented with recognized criteria, in which tasks provide authentic and relevant challenges and problems. There are multiple ways to solve the problem and there is no one correct answer. These involve the application of multiple skills, knowledge, tools and strategies.
Open-ended Tasks	Students are presented with a prompt and asked to communicate an original response (written, spoken, drawing, diagram or a solution).
Academic Prompts	Tasks that require students to thoroughly respond to a question or prompt by developing, organizing and writing an original composition in written form (essay, report etc.) or verbal form (speech, presentation etc.)

ASSESSMENT TOOLS

Rubrics	An established set of criteria for rating students in all areas. The descriptions of the outcomes will tell the assessor what characteristics to look for in the students' work, and how to rate this work on a predetermined scale.
Exemplars	Samples of students' work that serve as a concrete standard against which other samples are judged.
Check lists	Lists of information, data, attributes, and criteria that are either present or met in the presented work.
Anecdotal Records	Brief written notes based on observation of students.
Continuums	Visual representations of development stages of learning. They show a progression of achievement to identify where students are in a process. Example: Scope and sequence documents.
Portfolios	A strategy and a tool to record the students' involvement in the learning process and their active mind work. They should provide a clear picture of students' progress and growth over a period of time. A portfolio will enable the student, along with the teacher, peers and parents, to identify their strengths and progress as well as the areas they need to work on.

MEASURING LEARNING:

Each time we measure learning, we are focused on the student's understanding of the big concept at that point in time. Teachers continually assess prior knowledge, progress monitor and reflect on students' current understandings in relation to the learning targets. These assessments direct and inform teaching. Their function is to promote learning by providing consistent feedback to improve student understanding.

FORMATIVE ASSESSMENT

Assessment should be ongoing and used to inform teaching and learning. Formative assessment can help teachers to identify each child's strengths and areas for growth in relation to learning targets and help determine next steps for teaching/learning. These assessments may include diagnostic testing, a range of formal and informal assessments conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment of learning targets. All pre-assessments are formative assessments, purposed to guide instruction.

Examples of formative assessment in a PYP classroom:

- Class observations and spontaneous responses from students*
- Group discussions
- Students' projects, drawings and journals
- Quizzes and tests
- Peer assessments
- Venn Diagrams and other graphic organizers

*In the Early Years (ages 3-7) especially, observation is a key component of formative assessment and is a part of all activity. It is central to being attuned to children and to understanding what they can do with support as well as what they know and can do without an adult. When children apply the skills and concepts they have mastered in a variety of different ways in their independent play and activities, their understanding is clearly embedded.

SUMMATIVE ASSESSMENT

Summative assessment is used to evaluate student learning at the end of an instructional unit. This requires students to draw upon a wide range of knowledge gained throughout the unit of study. It evaluates and informs student learning and the teaching process. It measures understanding of the central idea and lines of inquiry and facilitates meaningful student action.

Examples of summative assessment in a PYP classroom:

- Multimedia presentation
- Creating a model
- Oral presentation to the class
- Written report
- Making a debate
- Writing a persuasive essay



REPORTING LEARNING:

Reporting on learning to the community communicates how well we are doing. It describes a student's progress, identifies areas of improvement and leads to the use of effective teaching practices. We carefully consider how to be comprehensive, honest, fair, credible and clear in the reporting of learning. We use a variety of formats for reporting to ensure it is open, transparent and understandable for all stakeholders.

TYPES OF REPORTING:

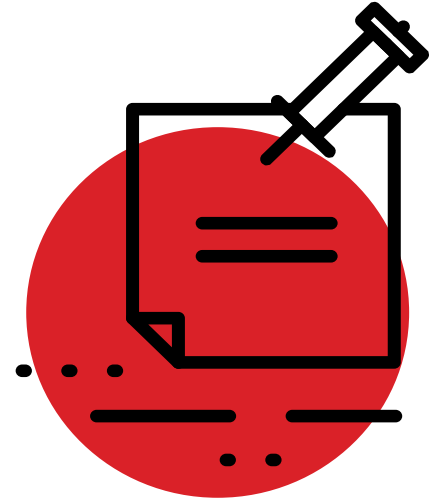
WRITTEN REPORTS

Interim Feedback is published on ManageBac twice a year, at the midpoint of each semester. Interim feedback is a comments-based report which is an objective narrative about student's behavior and interactions with learning experiences. Report Cards are published on ManageBac twice a year at the end of each semester. These reports include a breakdown of the learning goals and highlight how the student has performed on each goal as outlined by our school's adopted standards and benchmarks.

Conferences

Parent-Teacher Conferences are held multiple times per year in which parents can meet one-on-one with individual teachers to discuss learners' performance and progress.

Student-Led Conferences are held multiple times per year. Students have the chance to set goals, present samples of their work and reflect on their learning with their parents.



LEARNING CELEBRATIONS

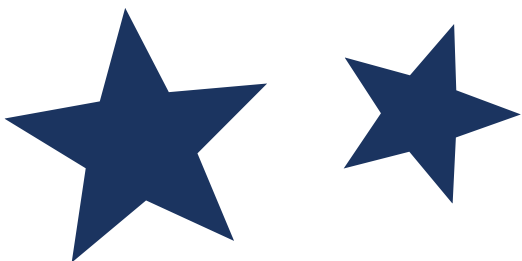
At the end of all units of inquiry, students take responsibility for their learning and celebrate it through various models of conferences. Students have the chance to showcase their learning through group presentations or by individually going through their portfolios with their parents. Parents are invited to the school to participate in some events while other learning celebrations are conducted at home.

PORTFOLIOS

Portfolios are used to encourage student agency by showcasing their successes, growth, knowledge, creativity and reflection in a comprehensive way. Portfolios demonstrate the learning progression through the years and functions as our method of collecting, storing and communicating information, which is used to document progress and achievement.

Exhibition

In grade 5, the final year of the PYP at Lincoln School, students participate in the Exhibition (PYPx), the capstone project of the PYP. This inquiry-based project allows students the opportunity to investigate and suggest solutions for real life situations and through doing so, exhibit their comprehension of the essential elements of the PYP. The Exhibition is a unique opportunity for students to reflect on their achievements as a PYP student.



YEARLY ASSESSMENT AND REPORTING TIMELINE

TIME FRAME	ASSESSMENTS	GRADE LEVELS ASSESSED
First Semester August – December		
Aug.	Phonological Awareness Screening or DIBELS	ALL
Aug.	Beginning of Year Writing Sample	Prep – Grade 5
Aug.	Words Their Way Spelling Inventory	Grades 3 – 5
Aug.	MAP Tests	Prep – Grade 5
Sept.	Being A Reader Placement Assessment	Prep, Grade 1 Grade 2 (as needed)
Oct.	Interim Feedback	Parents will be notified that reports are available in ManageBac.
Oct.	Conferences (Parent-Teacher or Student Led)	
Nov.	Phonological Awareness Assessments or DIBELS	ALL
Nov.	Mid-Year Writing Sample	Prep – Grade 5
Dec.	Parent-Teacher Conferences on Request	
Dec.	Report Cards published on ManageBac	Parents will be notified that reports are available in ManageBac.
Second Semester January – June		
Jan.	MAP Tests	Grades 1 – 5
March	Interim Feedback Published	Parents will be notified that reports are available in ManageBac.
April	Student-Led Conferences	
May	MAP Tests	Prep – Grade 5
May	Phonological Awareness Assessments or DIBELS	ALL
May	WTW Spelling Inventory	Grades 3 – 5
May	End of the Year Writing Sample	Prep – Grade 5
June	Parent Teacher Conferences by Appointment	
June	Report Cards Published	Parents will be notified that reports are available in ManageBac.

Make-up Assessment See attendance section.

CONVOCATORIA EXAM OR EXTRAORDINARY EXAM

- In grades 2-5, a student who has NY (Not Yet) in their overall grade at the end of the year will be required to take a convocatoria exam to show he/she is approaching expectations in the subject.
- If the student final grade in four or more subjects is NY (Not Yet), convocatoria exam will not be an option; the Student will be required to repeat the grade level.
- Parents of students, who are required to take a convocatoria exam, must meet with the school Administration to discuss the guidelines to be followed.
- A grade of DS (Grades 2-5) is required to pass a convocatoria exam. Regardless of the passing grade obtained on the convocatoria exam, the final grade assigned for the course will be an DS (Grades 2-5).
- Students must wear the official school uniform in order to take the convocatoria exam.

Performance Descriptors

- The performance level will be determined with multiple measures of assessment, which include formal and informal assessment. (formative reading assessment, grade level assessment, rubrics, observations, and individual student work) throughout the Semesters.
- Interim Feedback
- Interim Feedback is used to communicate with parents halfway through the semester about students current academic and behavior progress.

REPORT CARDS

At the end of each semester, report cards are posted in the Parent Portal or grades can be found on Managebac and students are expected to discuss their grades with their parents. These reports contain The academic grade earned in each class and behaviors supporting learning.

1st-5th Grades

Performance Descriptors– MS, AS, DS, NY, NA & IB Learner Attributes – Highly Developed, Developed, Developing, Not Assessed

- MS=Meeting Standards: This indicates that the student understands and applies the concepts included in the standards and expectations most of the time with little teacher guidance and support. Student work meets grade level standards. *It is important to note that this is the goal for students.
- AS=Approaching Standards: This indicates that the student is slightly below grade level standards, sometimes understands and applies the concepts included in the grade level standards and expectations, requiring some teacher assistance and support. Student work is developing but is not meeting grade level standards.
- DS=Developing Standards: This indicates that the student is below grade level standards, sometimes understands and applies the concepts included in the grade level standards and expectations, requiring consistent teacher assistance and support. Student work is developing but is not meeting grade level standards. This requires strategic intervention.
- NY=Not Yet: This indicates that the student is not yet making sufficient progress towards meeting grade level standards. This indicates that even with teacher assistance and direction, the student does not yet understand or apply the concepts included in the grade level standards and expectations. This requires intensive intervention.
- NA= Not assessed at this time
- I = Incomplete: A student can earn an "I" = Incomplete if summative assessments are not submitted, with the understanding that the student will complete missing work and/or assessments following an action plan.

- Use of Asterisk (*) on the Report Card
 - An asterisk (*) indicates that the grade reflects progress toward personalized goals rather than grade-level expectations. These goals are collaboratively determined and developed by the Homeroom Teacher and the LRC Teacher. This signifies that the content, expectations, or assessment criteria have been adjusted to better align with the student's individual learning profile.
 - Using an asterisk ensures that a student's progress is accurately and fairly reported, honoring their growth while recognizing the tailored supports in place. This notation supports clear communication among teachers, administrators, and families regarding the student's instructional pathway.

At the end of each semester, grades and attendance will be posted for that semester. Teacher comments will be posted in the comments section at the end of each semester.

IB LEARNER ATTRIBUTES AND STUDENT BEHAVIOR

At Lincoln School, we believe that positive behavior is essential to creating a supportive and inclusive learning environment. The development of the IB Learner Attributes is foundational to students becoming internationally minded. This is demonstrated by being an active and caring community member who respects themselves, others and the world around them. We provide ongoing and frequent opportunities to engage students in reflecting on their progress of the Learner Attributes throughout the year, both in and out of the classroom.

- Positive reinforcement - We encourage students to show positive behavior and recognize behaviors that demonstrate the IB Learner Attributes' development.
- Communication - We will communicate regularly with students, parents, and teachers about the behavior policy, including the expected behaviors and the consequences of not meeting these expectations. Such communication will include the use of behavior notes, Level 1 infraction notifications, and Level 2 infraction notifications.
- Monitoring & Evaluation - We will regularly monitor and evaluate the effectiveness of the behavior policy, gather feedback from stakeholders, and make necessary adjustments to ensure its continued success.
- Reporting Student Behavior – Teachers will report on the ongoing development of the IB Learner Attributes demonstrated by students throughout the year. Just as we support the growth and development of academic standards, we also value and support their behavior development. In all cases, descriptors are used to indicate where each student is on their learning journey based on their demonstration of each attribute. Due to the dynamic nature of student development, it is possible that students will vary across the spectrum of descriptors throughout each grading period. However, since the development of these attributes is an essential component of each student's potential success as a life-long learner, a summary of student's development will appear on each report card along with the student's academic progress.

SCALE

- Highly Developed: The student consistently demonstrates the behaviors indicated in this category of the rubric. (Almost all of the time)
- Developed: The student usually demonstrates the behaviors indicated in this category of the rubric. (More than half the time)
- Developing: The student occasionally demonstrates the behaviors indicated in this category of the rubric. (Less than half the time)
- NA: This attribute was not taught/assessed during this marking period.

CRITERIA RUBRIC

LEARNER PROFILE	HIGHLY DEVELOPED	DEVELOPED	DEVELOPING
Inquirer	<p>Consistently shows appreciation for their own culture and personal history and values the traditions of others.</p> <p>Consistently seeks out a variety of perspectives.</p> <p>Consistently demonstrates a willingness to grow from experiences.</p>	<p>Usually curious about learning new thing with enthusiasm</p> <p>Usually knows how to work independently and collaboratively</p> <p>Usually uses skills and tools to find answers to problems</p>	<p>Occasionally curious about learning new thing with enthusiasm</p> <p>Occasionally knows how to work independently and collaboratively</p> <p>Occasionally uses skills and tools to find answers to problems</p>
Knowledgeable	<p>Consistently works to find connections between the things they are learning</p> <p>Consistently applies understanding to new situations across disciplines</p> <p>Consistently engages with issues and ideas that have both local and global significance.</p>	<p>Usually works to find connections between the things they are learning</p> <p>Usually applies understanding to new situations across disciplines</p> <p>Usually engages with issues and ideas that have both local and global significance.</p>	<p>Occasionally works to find connections between the things they are learning</p> <p>Occasionally applies understanding to new situations across disciplines</p> <p>Occasionally engages with issues and ideas that have both local and global significance.</p>
Thinker	<p>Consistently looks for ways to solve problems in creative ways</p> <p>Consistently takes responsible action on complex problems</p> <p>Consistently uses personal values to inform decision making</p>	<p>Usually looks for ways to solve problems in creative ways</p> <p>Usually takes responsible action on complex problems</p> <p>Usually uses personal values to inform decision making</p>	<p>Occasionally looks for ways to solve problems in creative ways</p> <p>Occasionally takes responsible action on complex problems</p> <p>Occasionally uses personal values to inform decision making</p>
Communicator	<p>Consistently expresses themselves confidently and creatively in more than one language</p> <p>Consistently practices listening carefully to other perspectives</p> <p>Consistently expresses thinking in multiple modes.</p>	<p>Usually expresses themselves confidently and creatively in more than one language</p> <p>Usually practices listening carefully to other perspectives</p> <p>Usually expresses thinking in multiple modes.</p>	<p>Occasionally expresses themselves confidently and creatively in more than one language</p> <p>Occasionally practices listening carefully to other perspectives</p> <p>Occasionally expresses thinking in multiple modes.</p>
Principled	<p>Consistently acts with integrity and honesty</p> <p>Consistently demonstrates understanding that all people have dignity and rights</p> <p>Consistently takes responsibility for their actions and their consequences</p>	<p>Usually acts with integrity and honesty</p> <p>Usually demonstrates understanding that all people have dignity and rights</p> <p>Usually takes responsibility for their actions and their consequences</p>	<p>Occasionally acts with integrity and honesty</p> <p>Occasionally demonstrates understanding that all people have dignity and rights</p> <p>Occasionally takes responsibility for their actions and their consequences</p>

LEARNER PROFILE	HIGHLY DEVELOPED	DEVELOPED	DEVELOPING
Open-minded	<p>Consistently shows appreciation of their own culture and personal history and values traditions of others</p> <p>Consistently seeks a range of points of view</p> <p>Consistently willing to grow from experiences</p>	<p>Usually shows appreciation of their own culture and personal history and values traditions of others</p> <p>Usually seeks a range of points of view</p> <p>Usually willing to grow from experiences</p>	<p>Occasionally shows appreciation of their own culture and personal history and values traditions of others</p> <p>Occasionally seeks a range of points of view</p> <p>Occasionally willing to grow from experiences</p>
Caring	<p>Consistently shows empathy, respect and kindness towards others</p> <p>Consistently makes choices that have a positive impact on others</p> <p>Consistently acts in ways that inspire others to take action.</p>	<p>Usually shows empathy, respect and kindness towards others</p> <p>Usually makes choices that have a positive impact on others</p> <p>Usually acts in ways that inspire others to take action.</p>	<p>Occasionally shows empathy, respect and kindness towards others</p> <p>Occasionally makes choices that have a positive impact on others</p> <p>Occasionally acts in ways that inspire others to take action.</p>
Risk-taker	<p>Consistently demonstrates understanding that they can learn from failure</p> <p>Consistently identifies innovative ways to solve problems</p> <p>Consistently demonstrates resilience when facing challenges and change</p>	<p>Usually demonstrates understanding that they can learn from failure</p> <p>Usually identifies innovative ways to solve problems</p> <p>Usually demonstrates resilience when facing challenges and change</p>	<p>Occasionally demonstrates understanding that they can learn from failure</p> <p>Occasionally identifies innovative ways to solve problems</p> <p>Occasionally demonstrates resilience when facing challenges and change</p>
Balanced	<p>Consistently demonstrates understanding of the importance of physical and mental self-care</p> <p>Consistently recognizes their interdependence with other people</p> <p>Consistently encourages others to use their skills and talents to make the world a better place</p>	<p>Usually demonstrates understanding of the importance of physical and mental self-care</p> <p>Usually recognizes their interdependence with other people</p> <p>Usually encourages others to use their skills and talents to make the world a better place</p>	<p>Occasionally demonstrates understanding of the importance of physical and mental self-care</p> <p>Occasionally recognizes their interdependence with other people</p> <p>Occasionally encourages others to use their skills and talents to make the world a better place</p>
Reflective	<p>Consistently demonstrates a growth mindset</p> <p>Consistently works to understand and develop their strengths and weaknesses</p> <p>Consistently develops their skills as an assessment-capable learner</p>	<p>Usually demonstrates a growth mindset</p> <p>Usually works to understand and develop their strengths and weaknesses</p> <p>Usually develops their skills as an assessment-capable learner</p>	<p>Occasionally demonstrates a growth mindset</p> <p>Occasionally works to understand and develop their strengths and weaknesses</p> <p>Occasionally develops their skills as an assessment-capable learner</p>

PARENT TEACHER CONFERENCES

We value communication between parents and teachers and offer various opportunities throughout the year to discuss students' progress. Parent-teacher conferences are an important means of communication, and they provide a chance for parents and teachers to share responsibility for students' continuous progress. During these meetings, parents will be informed about their child's strengths and areas for improvement, including social, emotional, and academic development. Parents are invited to participate in their child's learning experiences at school, and conference dates will be scheduled and communicated. If parents have any concerns about their child's performance, they are expected to communicate with the teacher(s).

STUDENT LED CONFERENCES / LEARNING CELEBRATIONS

Students lead conferences where parents learn about their child's progress through activities and discussions in different areas such as academics, social skills, physical education, and fine arts. Students showcase class and individual projects, demonstrate skills, and discuss their written work and behavior. Parents and students may set goals together.

APPEALING A GRADE OR BEHAVIOR REPORT

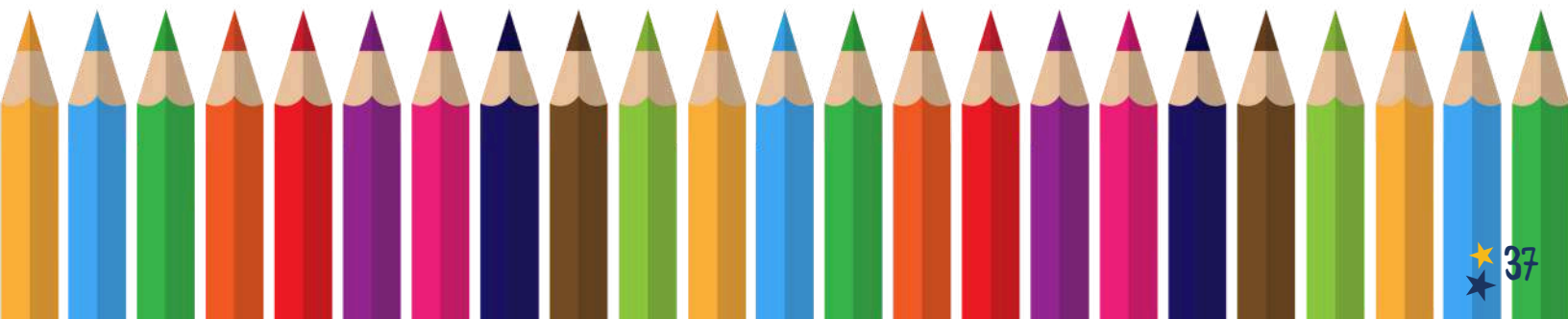
PROCESS OF APPEAL

The parents or person responsible for the child should meet with the teacher to express their concern about the exam, homework, project, or behavior report within three (3) school days.

If the teacher answer does not satisfy the parents or person responsible for the child, they can appeal within a maximum of three (3) school days to the evaluation committee.

The appeal must be written and should include the following information: student name, teacher name and the reason for the appeal. The evaluation committee has eight (8) school days to respond to the appeal. This committee includes two teachers, a school counselor, the Dean of Students/and or the Curriculum Coordinator.

If the evaluation committee answer does not satisfy the parents or person responsible for the child, the appeal will be sent to the elementary principal, within a maximum of three (3) school days.



PROMOTION

If there are any doubts or concerns as to the promotion of a child, one or more meetings are held with the parents before a final decision is made by the Promotion Council.

The Promotion Council consists of the child teachers, the counselor and the Principal. The student progress is analyzed according to capacity and general class performance. The council then decides if the child is promoted without objection, recommended to attend summer classes or tutoring, or is retained.

In cases of children who have had problems with promotion for two or more years, it may be decided, together with the parents, that the child attends another school. The School Counseling Department studies these cases very carefully and their recommendations are of the most importance.

- The Elementary student will be promoted to the next grade level when at the end of the academic school year he or she passes all subjects with at least DS=Developing Standards in grades 1-5, and including meeting the criteria for Behaviors Supporting Learning Rubric; and when she or he attends at least the minimum of school days required by Lincoln School.
- The student, who fails more than three subjects during the year, automatically fails the academic school year, and must repeat the grade (all courses).
- The student who fails one, two, or three subjects will have the right to take extraordinary Assessments in each subject failed.
- The student who fails to pass any of these assessments will be required to repeat the grade, (all subjects).
- The student who repeats a grade level at Lincoln and fails the academic school year again, will be recommended to leave Lincoln School.
- The student will repeat a grade level if he/she receives 4 or more Rarely (R) in any area of Behaviors Supporting Learning throughout the school year. The student will be placed on Conditional Enrollment for the following year.

CONTENT AREA SCALE	
95-100	MS=Meeting Standards
80-94	AS=Approaching Standards
70-79	DS=Developing Standards
1-69	NY (Not Yet) *Excludes Pre- School

Goals of Learning Resource Center (LRC) students in grades second through fifth are set by Individualized Educational

As attendance is important for the teaching/learning process to take place, students who miss 15% of their classes for each subject may not receive credit for that subject (whether justified or unjustified absences.)

The administration may make exceptions in cases of justified absences (illness, family, emergency, or exchange programs, among others).

Reporting to MEP

For the purposes of the "conduct grade" required by the Costa Rican Ministry of Education, student final "conduct grade" will be determined using our average conversion chart scale.

RESPONSIVE CLASSROOM

Responsive Classroom is an evidence-based approach to education that focuses on the strong relationship between academic success and social-emotional learning (SEL). The Responsive Classroom approach empowers educators to create safe, joyful, and engaging learning communities where all students have a sense of belonging and feel significant.

LINCOLN ELEMENTARY STUDENT OATH

I am a proud Lincoln Elementary student. Each day I will do my best to: Take personal responsibility for everything I say and do, Treat others as I would want to be treated, Keep safe, Be positive, Give my best effort, and make Lincoln School and the world a better place.

ROLE OF THE TEACHER

The role of the teacher is to implement strategies and systems that guide student learning and behavior. The teacher works closely with the Students, Parents, Counselors, Dean of Students and Principal to maintain a class environment that is conducive to learning.



RESTORATIVE PRACTICES

Lincoln Elementary believes that through restorative practices, key values and skills are developed. We cultivate respect, inclusion, accountability, commitment to respectful relations, assertiveness and positive problem solving within all of our students.

Inappropriate behavior must never be ignored. The behavior must be stopped immediately and an appropriate solution must be implemented. Before applying a report, the teacher will attempt to discuss the behavior in question with the student, warning him/her about consequences of continuing the behavior. If the behavior continues the teacher will fill out a report form and send it to the office. Teachers should thoroughly explain the Behaviors Supporting Learning Rubric to the students and a copy should be posted in a visible spot within the classroom.

Students who need to improve their behavior, can be placed on a behavior modification plan designed by the Teacher, Student, Parent, the Counselor and/or the Dean of Students. Communicating and working with the student and parents are essentials in this process.

CONFLICT RESOLUTION

Students should follow these steps to solve problems:

- Calm down
- Use I messages and appropriate language
- Listen
- Define the problem
- Negotiate acceptable solutions
- Decide on a peaceful solution
- Work it out
- If not in agreement, ask an adult for help.



BULLYING

Bullying occurs when a person intentionally, causes damage, hurts or makes someone else uncomfortable repeatedly, over and over again. Bullying is not phenomena of indiscipline or isolated violence, but an abuse, harassment, permanent psychic or physical intimidation with an unbalance of power repeated over time. Bullying represents a pattern of behavior rather than an isolated fact. Once these types of behaviors have been identified by teachers and/or students (through a detection process, including conferences and observations), the following formative and disciplinary actions are taken taking into account MEP guidelines::

- The Dean of Students and corresponding counselor hold a meeting with the student to discuss his/her behavior and the need for a change. The student, together with his/her parents, writes a letter with his/her reflection on the issue discussed, and his/her commitment to change.
- The Dean of Students and corresponding counselor hold a meeting with the identified student parents, to inform and coordinate all efforts leading to a positive change in the student behavior.
- The student will meet with the counselor to work on his/her behavior and find possible alternatives that encourage more positive interactions.
- If the student repeats these behaviors, he/she will be placed on conditional enrollment.
- If the behavior continues after this, he/she will be suspended or expelled from Lincoln School.

All Lincoln Elementary Students follow this social interaction pledge and agree to:

Support students who have been subjected to bullying.

Teach by example treating other students with respect.

Open my eyes and be alert to all incidents of bullying.

Prevent bullying by reporting any suspicious behavior.

SEXUAL HARASSMENT

Sexual harassment is different from flirting, playing around, or other types of behavior that may be welcome. Sexual harassment can happen to girls and boys; sexual harassers can be students, teachers, administrators, coaches, or other school employees; and acts of sexual harassment may be committed either in person or by electronic means. Sexual harassment can be verbal (e.g., comments about a person's body, spreading sexual rumors, sexual remarks or accusations, dirty jokes or stories), physical (e.g., grabbing, rubbing, flashing or mooning, touching, pinching in a sexual way, sexual assault) or visual (e.g., display of naked pictures or sex-related objects, obscene gestures). Sexual harassment includes requests for sexual favors or unwelcome sexual behavior that is severe enough or happens often enough to make a person feel uncomfortable, scared or confused, or which interferes with a person's work at school or their ability to participate in extracurricular activities or attend classes. Students are advised to immediately report any such behavior to a counselor, teacher or other school staff.

In accordance with "La Ley Sobre el Hostigamiento Sexual en el Empleo y la Docencia," and the Lincoln Child Protection Policy, sexual harassment will be dealt strictly, in compliance with the internal policy of the school.

In addition, the school will inform the Ministry of Education of any sexual abuse case, in accordance with Article 66 of the Childhood and Adolescence Code.



CHILD PROTECTION POLICY

Introduction

Lincoln School aspires to improve the quality of life by building secure and safer communities through the recognition and realization of community safety as a common good. Lincoln School is dedicated to developing, informing and promoting innovative evidence-based crime prevention focused on groups identified as being vulnerable to victimization or offending.



Lincoln School does this by:

- Conducting rigorous research into issues of relevance to policymakers, public officials, development partners and crime prevention practitioners.
- Facilitating the implementation of crime prevention projects.
- Providing accredited sector-specific training in crime prevention.
- Advocating and lobbying for a crime prevention agenda that supports effective service delivery.

This policy is informed and guided by the following:

- Child Justice Act, 75 of 2008
- Children's Act, No 38 of 2005
- Child Care Amendment Act (Act 96 of 1996)
- The Costa Rican Ministry of Education
- Sexual Offences and Related Matters Act of 2007
- Lincoln School Handbook

Nature and Purpose of This Policy

- Lincoln School conducts studies by trained professionals on issues related to children and child safety.
- This often entails asking sensitive questions to children making them particularly vulnerable.
- We recognize the importance of protecting children and for this reason all staff are trained to ensure that any engagement with children is governed by strict ethical principles that ensure that no harm comes to those who participate in our studies or programs, and also protect the employees and contractors from false accusations.
- Lincoln School also provides direct services in the form of early crime prevention programs and interventions.

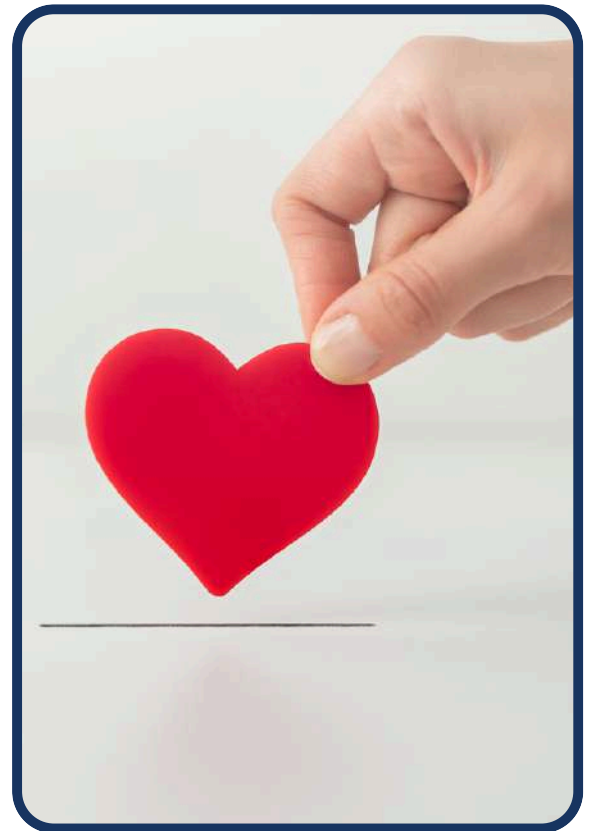
Definitions

- Staff: all employees, full and part-time, and program volunteers that have any contact with children or access to facilities.
- Contractors: all individuals working for Lincoln School on contract, on Professional Services or on Verbal Agreement.
- Children: all Lincoln students and visiting students.
- Designated personnel: the individual responsible or assigned to a specific task.
- Bully/bullying: when a person intentionally, causes damage, hurts or makes someone else uncomfortable repeatedly, over and over again.
- Supervisors: any staff member with a supervisory role over other staff.
- School-based response team: internal team formed by the General Director after disclosure. This team is in charge of gathering information regarding the disclosure. The information will be shared with the Multi-

- Disciplinary Team in order for them to make the according decisions.
- Multi-disciplinary team: team formed by General Director after School-Based Response Team has gathered information. The responsibility of this team is making appropriate decisions and identify future action.
- Child Protection team: permanent team that has been selected and trained to periodically review and revise policies and making sure all stakeholder groups gets training. This team is also responsible of deciding if there is reasonable cause regarding the disclosure made, as well as ensuring that follow-up is given to each case.

Principles and Guidelines for Child Protection

- After disclosure, no investigative interviews will be conducted unless the consent has been obtained from the parent/legal guardian.
- No program interventions will be conducted unless the consent has been obtained from the parent/legal guardian.
- The identity of all children is to remain confidential.
- Treat all children with respect regardless of differences of religion, age, culture, gender, ability and economic conditions.
- Allow children to have a say in decisions that affect them and listen earnestly to their concerns.
- Engage in appropriate behavior and use language that is not intended to shame or humiliate children in any way.
- Take all reasonable steps to ensure that children are safe and comfortable to answer investigative questions when being interviewed and when participating in programs and interventions.
- No child should ever be placed at risk of harm in any way.
- Preventative Measures



Recruitment and Selection

Lincoln School follows stringent recruitment processes to ensure that all staff who are recruited understands and commits to the Lincoln School Policies and Procedures.

Reference checks are done on all potential recruitment of which at least one written reference from a previous employer is kept on file.

Before commencing employment, all staff are required to attend an intense induction course where the Lincoln School policies, procedures and guidelines are discussed in detail to ensure there are no misunderstandings. The induction is the first day of work.

Staff are required to sign a confidentiality agreement.

Screening

All Lincoln School staff will be screened in accordance with this policy. All Lincoln School staff and volunteers who work directly with children will be screened with criminal background checks from all countries resided in according to the demands of the Human Resource Department and Costa Rica law.

Personal Interview

- A personal interview will be conducted with the applicant by management staff to discuss the position and the applicant's talents, qualifications and abilities.
- Multiple and/or group interviews may be conducted as appropriate.

Reference Checks

- All applicants must provide at least three (3) references.
- References must be professional and be presented in written form or by providing phone contact information. All references will be confirmed by Human Resources Department and documented in the applicant's personnel file.

Criminal Background Check

- Criminal background checks will be conducted for all potential staff after they have completed an application. Background checks will comply with applicable regulations governing programs.
- Applicants will not be considered for positions when checks show evidence of convictions for an offense involving children and/or for offenses involving violence, dishonesty, illegal substances, indecency and any conduct contrary to the mission of Lincoln School.
- Failure to disclose a criminal conviction on the application form may also terminate an individual's application.

Staff Training

- All Lincoln School staff who may come in contact with children will receive training.
- All staff are subjected to an intensive training workshop at the commencement of every school year.

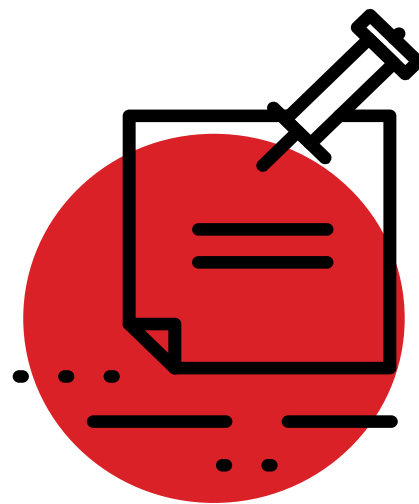


Training And Education

All staff will receive an orientation that includes:

1. Review and receipt of the Lincoln School Code of Conduct - an original signed copy will be kept in the individual's personnel file.
2. Review of policies related to safety, transportation, prevention and reporting of child abuse and emergency procedures - within the first weeks of policy orientation
3. Training in recognizing signs of suspected child abuse - within three months of orientation
4. Training in the prevention of "Bullying" - within three months of orientation
5. Supervisors will be trained on hiring and screening potential staff members - within three months of orientation

- The Child Protection Team will review this policy as part of their initial orientation
- Staff training and orientations will be updated and refreshed each year
- Documentation of all training will be maintained in each individual's personnel file.
- Lincoln School will offer educational information and resources for the community, parents and children through workshops, programs, and the use of printed and/or audio-visual resources.
- At these training sessions, participants are introduced to all information relating to acceptable behaviors and appropriate boundaries when interviewing children.
- Staff are also equipped with the necessary skills to be able to respond appropriately when situations arise. Staff know what steps should be taken to report any abuse or maltreatment of children that are disclosed to them.



Reporting

All Lincoln School divisions must have a reporting box for children to insert a written report in private, should they lack the confidence to report the matter verbally.

All Lincoln School field divisions must regularly inform all children about the following:

1. The importance of reporting abuse or neglect to a responsible adult
2. The process to follow when making a report of abuse or neglect to Lincoln School staff
3. What children can do if they report abuse or neglect to a Lincoln School staff member and no action is taken.

All Lincoln School divisions must display a list of emergency contact numbers for children to use if they need to report abuse or neglect.

For purposes of this policy, "abuse", in relation to a child, means any form of harm or ill-treatment deliberately inflicted on a child, and includes—

4. Assaulting a child or inflicting any other form of deliberate injury to a child
5. Sexually abusing a child or allowing a child to be sexually abused
6. Bullying by another child
7. A labor practice that exploits a child
8. Exposing or subjecting a child to behavior that may harm the child psychologically or emotionally

Supervisors are skilled to perform and address any performance-related issues that may have a negative impact on children, such as, but is not limited to the following:

1. Staff program facilitation methods
2. Staff communication skills
3. Staff interpersonal skills
4. Staff counselling skills

Any irresponsible and unprofessional behavior must be reported within 24 hours to the Student Life Director, Principal or General Director. "Irresponsible and unprofessional behavior" is defined as follows:

1. Any conduct or speech that might potentially cause emotional, physical or psychological harm to a child and in doing so, violates any rights the child may have in terms of the Costa Rican legislation and the Lincoln School Code of Conduct.
- The safety of children is always our priority and therefore strict action is taken when concerns, witnessed or suspected disregard of the Child Protection Policy is reported.
- External contractors will report any suspected child abuse or neglect to their Lincoln School contact person. Thereafter, the same process as outlined below will be followed.
- The process below must be followed by all internal Lincoln School staff.

STEP 1:

- All Lincoln School staff will report known or suspected child abuse immediately or as soon as practically possible, taking note of the following to the best of your knowledge:
 1. Child's name or description of student.
 2. Reasons for concern and any relevant statements made by the child.
- If an incident of abuse or neglect is alleged to have occurred at or during Lincoln School programs or activities, the following procedure shall be followed:
 1. The parent or guardian of the child will be notified and the student will be taken to a safe place.
 2. The appropriate authorities will be notified, consistent with applicable legislation
 3. The alleged perpetrator of the abuse or misconduct will immediately be informed of the accusation, be taken to a safe place and an investigation will open. In case of a minor, parents will be informed before speaking with the minor.
- Staff will follow an internal chain of command for the reporting of abuse, making all reports to the direct supervisor.
- Staff may report directly to the Lincoln School General Director, if their supervisor does not handle any report immediately.

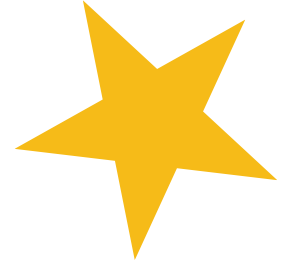


STEP 2:

- Inform the designated Lincoln School personnel in writing of the incident within 24 hours of the incident coming to light.
- Lincoln School's General Director, Student Life Director and Principals are responsible for assessing the validity of the complaints within 72 hours.

STEP 3:

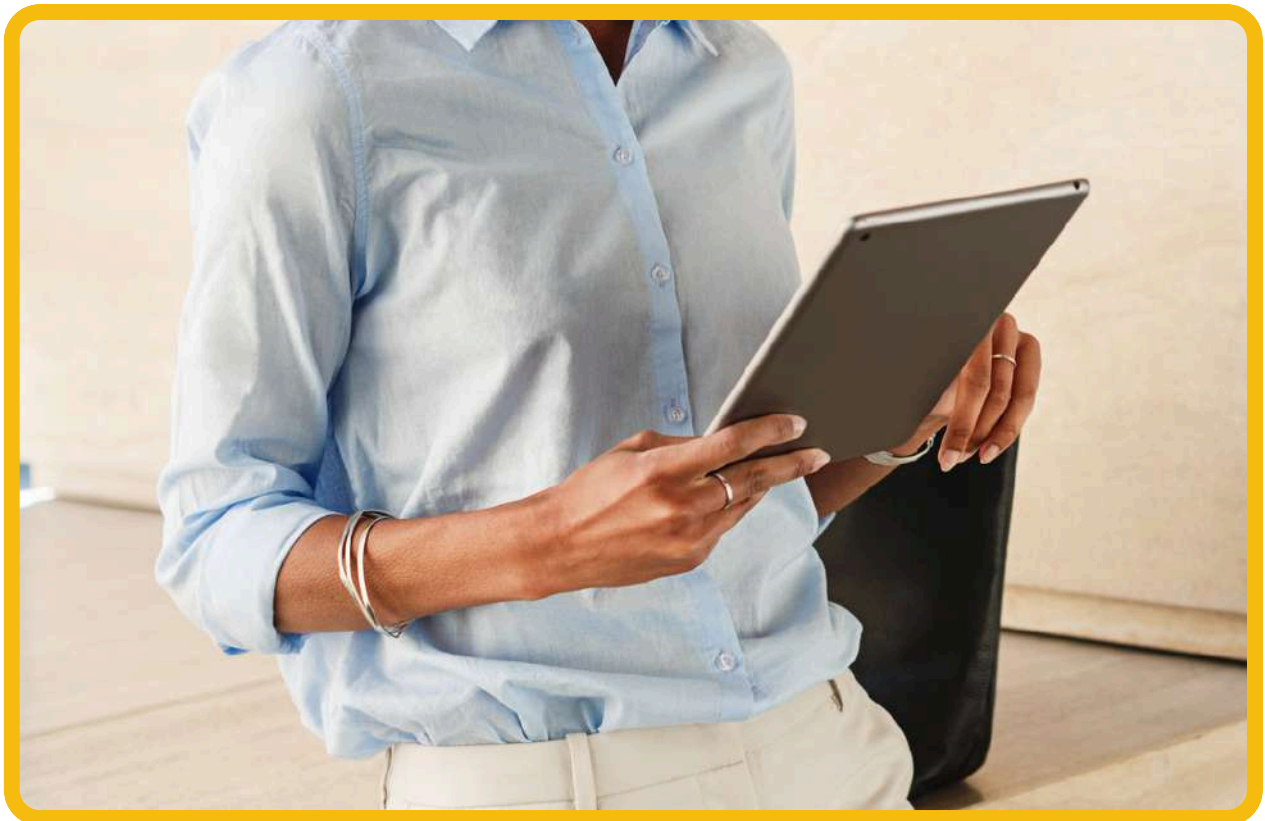
- The designated personnel should contact a Child protection organization.
- The following should be noted:
 - a. The name of the person making the call;
 - b. The name of the intake worker receiving the call;
 - c. The date and time of the call;
 - d. The action proposed by the person to whom the abuse has been reported.

**STEP 4:**

- Once the report is transferred to a Child Protection organization, Lincoln School staff must cooperate with this investigation process, as and where requested by the relevant authorities.
- If the response is slow and particularly if the child remains at risk, the referring person should follow up until the child is safe.
- In the event there is no investigation of the incident by local authorities, a management team will be formed to investigate the circumstances of the incident.

STEP 5:

- Once the internal investigation has been completed, Lincoln School may pursue internal disciplinary proceedings, as and when necessary.
- A detailed report must be submitted to the General Director of findings pertaining to any investigations.
- The team should act only in consultation with an attorney.
- Any person who is found guilty of the alleged abuse or misconduct may be removed from Lincoln School.



Information and Communication Technology

- All Lincoln School ICT equipment are subject to revision at any time and may be monitored by the IT department without previous notice.
- If children are making use of Lincoln School ICT equipment, the equipment must be child-friendly. For example,
- if children are accessing the internet on a Lincoln School computer, the computer must be set up as follows:
 1. A separate user account is created for use by children
 2. The settings of the user account must have Parental Controls that block sites and content according to grade level and school division.
- Use of ICT to generate, access or be in possession of child pornography is illegal and should be reported in accordance with national laws.

"Pornography" is defined as follows:

- 'Pornography' means any image, however created, or any description of a person, real or simulated of an explicit or sexual nature that is intended to stimulate erotic feelings, including any such image or description of such person-
- Engaged in an act that constitutes a sexual offence;
- Engaged in an act of sexual penetration;
- Engaged in an act of sexual violation;
- Engaged in an act of self-masturbation;
- Displaying the genital organs of such person in a state of arousal or stimulation;
- Unduly displaying the genital organs or anus of such person;
- Displaying any form of stimulation of a sexual nature of the female breasts;
- Engaged in sexually suggestive or lewd acts;
- Engaged in or as the subject of sadistic or masochistic acts of a sexual nature;
- Engaged in any conduct or activity characteristically associated with sexual intercourse; or
- Showing or describing the body, or parts of the body, of that person in a manner or in circumstances which, within the context, violate or offend the sexual integrity or dignity of that person or any other person or is capable of being used for the purposes of violating or offending the sexual integrity or dignity of that person or any other person.
- Staff found in possession of child pornography will be suspended pending a formal investigation.
- Pictures, materials and personal information regarding children is kept in a secure place (password protected). Teachers and staff will not post student pictures, materials and personal information on their personal social media accounts. Professional social media accounts that involve students must be approved by the division principal.



Supervision

- Supervision of students, programs, facilities and staff will be designed to protect students and staff at all times. Practices to ensure a safe and caring environment will include:
 - Staff members and staff supervisors will have their photo taken for an ID badge that will be worn at all times while on duty. The badge will also include the person's name. A copy of the photo will be included in each individual's personnel file.
 - Staff members will never be alone with an individual child where they are not observable by others.
 - Classroom doors should remain open unless there is a window in the door or a side window beside it. Windows on classroom doors must be free of obstruction. Doors should never be locked while persons are inside the room. All storage, maintenance and utility area doors will be secured when not in use.
 - Teachers should be available via the school internal communications platform during the school day.
 - Areas surrounding bathrooms and locker rooms will be supervised following security protocols.
 - The following measures will be in place:
 - 1. Written restroom use practices will be in place for all child programs.
 - 2. Facilities will be well lighted indoors and out.
 - 3. Guests, service and contractors will sign-in to campus.
 - 4. Staff will never release children to anyone other than the authorized parent(s), guardian(s), or an individual authorized by parents in writing.
 - Sign-in and sign-out will be in place for all after school clubs.
 - Staff will check for signs of physical injury or emotional abnormality each time a child reports to school programs.
 - Staff will utilize constructive methods for maintaining group control and managing child behavior.
 - Staff will not disrobe a child other than outer garments without the presence of another staff member.
 - Staff will avoid changing clothes in front of child.
 - All school trips and travels will abide by the Lincoln School Trips Protocol.
-
- It is understood that caring quality staff will develop positive relationships with children while involved in Lincoln School programs.
 - The following practices will be followed to ensure the protection of both child and staff outside of Lincoln School programs or activities.
 - Staff will not initiate contact with or accept supervisory responsibility for children outside of Lincoln School programs and activities, including baby-sitting or private instructions unless principal is notified.
 - Staff will not communicate with children outside of Lincoln School programs. They will only communicate via official written and electronic means. Any exceptions require express administrative approval.



Staff and student's communication on social media accounts should only be school related. Staff will appear and behave in a manner consistent with the mission and values of Lincoln School at all times while on or off duty; including electronic, written and verbal communications.



Communications

- Lincoln School will promote positive values and child protection strategies in its programs, facilities, with parents and in the community.
- Parents will receive regular written information about program content and schedules; feedback regarding their child's participation in programs including behavior and general health.
- Parents and the community will be made aware of the Lincoln School child protection efforts through regular written and/or electronic communication including: the staff code of conduct, abuse prevention training for staff and child, how to report suspicious behavior and that staff is not allowed to contact children outside of programs.
- Lincoln School will designate a spokesperson to the media and community in the event of any incident concerning abuse or neglect.

Dissemination of the policy

Lincoln School is committed to ensuring that all relevant parties are informed about its policy and understand the importance of keeping children safe.

Lincoln School's Child Protection Policy is:

1. Circulated and discussed with all current and future Lincoln School employees, contractors and consultants.
2. Circulated and discussed with all current and future board members.
3. Circulated and discussed with the communities with whom Lincoln School collaborates.

Monitoring

This policy will be reviewed and updated as needed by the Lincoln School Board of Directors or its designee on an annual basis.



STUDENT DISCIPLINE

Occasionally, students exhibit behaviors that require documentation beyond the ratings of the Behaviors Supporting Learning Rubric. In these cases, additional disciplinary steps may be taken by the school to reinforce positive behaviors or to address inappropriate behaviors. It is important to remember that students are under the authority of the school while they are on campus and while they participate in school-sponsored activities, regardless of the time or place. Therefore, these procedures may be employed at any time students are participating in school-sponsored activities.

BEHAVIOR CONSEQUENCES

Students who choose to engage in negative behaviors will be subject to progressive disciplinary action. In such cases, all school staff will follow school discipline procedures outlined below. However, depending on the behavior, the normal procedure may be modified to address the seriousness of the situation. Teachers should attempt to discuss any questionable behavior with the student, informing him/her of the consequences of continuing the behavior. This offers the student the opportunity to reflect about his/her behavior.

Teachers should follow these steps before sending a student to the office:

- Discuss and reflect with the student about his/her behavior and keep parents informed.
- Fill out the behavior log and/or send School-Home Behavior Report form.



BEHAVIOR NOTE

This report is used when the action is considered a minor infraction*; that is, those cases in which the teacher identifies that there is a need for parent support, but the action is not considered a serious infraction and does not require a Level I or II Behavior Report. This will be recorded on ManageBac and visible to parents.

*A minor infraction can be identified as a sporadic behavior that causes a minimal effect on our school environment or as stated above "inappropriate behaviors that are low intensity and non-serious."

BEHAVIOR REPORTS

There are times when behaviors require documentation and consequences with the support of parents, counselors, and/or administration. The Behavior Report is given when behaviors are disruptive to our community and affect the learning and/or safety of the student and/or other students or staff. These are to be sent home, signed by parent(s), and expected to be sent back to school within 3 days.

BEHAVIOR REPORTS: LEVEL 1 / LEVEL 2

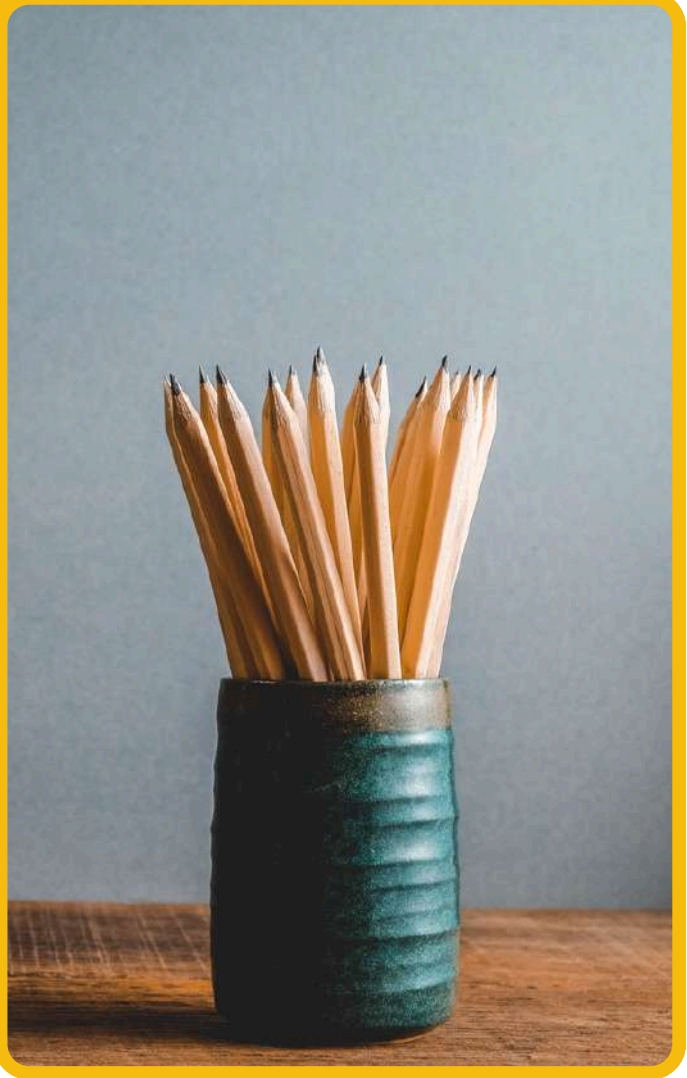
The Behavior Report is used when students exhibit behaviors that require more serious interventions. These are labeled as Level 1 and Level 2 behaviors and are considered major infractions*.

If it is found that, the student exhibited the behavior, then the Behavior Report will be issued. *A major infraction is a behavior(s) that are dangerous, or potentially dangerous, and are more intense and serious than minor behaviors or repeated minor behaviors.

MINOR INFRACTIONS/LEVEL 1 BEHAVIOR REPORT:

The action is considered a serious infraction that causes a significant impact on our school environment.

1. Repeated failure to attend class with the required materials and/or missing work assignments.
2. 3 or more tardies in the class.
3. Being out of class without a hall or work pass.
4. Disruptive, Disrespectful or offensive behaviors toward teachers, staff, or members of the community that obstruct learning, teaching, or a positive climate in the classroom, other areas, or during any school activity.
5. Unsportsmanlike conduct during athletic activities.
6. Use of electronic devices such as cell phones, watches, and/or headphones during class time without permission.
7. Inappropriate use of technology.
8. Failure to follow school and/or class instructions, rules, or policies.
9. Use of offensive or obscene language.
10. Repeated violation of the uniform code (2 uniform referrals).
11. Violation of bus rules.
12. Violation of cafeteria rules.
13. Breach of the Lincoln Academic Integrity Policy, including, but not limited to, cheating or intent to cheat, tampering with a teacher's grades, copying or facilitating copying, giving or receiving restricted information, withholding information, lying to school authorities, plagiarism, (using or citing information, ideas, words, and phrases from text as original work and not giving intellectual credit to the original author or speaker), collusion, forgery of notes, signatures or documents, altering of official school documents, and refusing



1. to give a correct name or giving a false name to school personnel. Unauthorized access of materials or possessions (including technology tools such as phones, iPads, and laptops) of another student, teacher, or other member of the Lincoln School community.
2. Littering.
3. Inappropriate amorous displays such as, but not limited to, kissing and intimate and prolonged embraces.
4. Failure to obey school staff instructions. (security officials, administrative, teachers).
5. Violation of school parking regulations.
6. Repeated failure to return in a timely way forms which require the signature of a parent or guardian.
7. Failure to show respect for the National Anthems and symbols.
8. Other activities that violate the law or school regulations.

Minor Infraction/Level I Behavior Report Consequences

All minor infractions/level 1 behavior report will be sent home to parents through Managebac, as the school's official platform. Some logical consequences for minor infractions/level 1 behavior reports are the following: Teacher discussions, detention, written reflections, and/or any other logical consequence that allows for the student to reflect and make things right in our community.

In specific situations of violations of the Academic Integrity Policy, the following procedure will be used:

1. The teacher will meet with the student(s) and inform them of what was found on the assignment(s) and why the suspicions of Academic Integrity non-compliance.
2. The teacher will report this meeting, what was discussed with the student(s) and send the necessary evidence to the Dean of Students.
3. The Dean of Students will contact the parents/guardians to inform them of the situation and if necessary, meet with them and the student(s) to share the evidence with the parents/guardians.
4. The Dean of Students will investigate the evidence sent by the teacher within three school days and determine what consequence to apply, if any. In the case of more complicated incidents, the time frame may be extended up to seven school days.
5. The Dean will inform the student and parent/guardian of the decision and the consequence (if applicable) in writing.



MAJOR INFRACTIONS/LEVEL II BEHAVIOR REPORTS

The action is considered a very serious infraction that causes a detrimental impact on our school environment. A Behavior Report due to a Level 2 Behavior requires that the student not be able to receive a Consistently (C) in the specific area (respect, responsibility, integrity, and adaptability) of the behaviors supporting learning rubric. A meeting with the Dean of Students and/or Principal, Guidance Counselor, teacher, and parents will be scheduled. Most Office Behavior Reports with Level II behavior require a behavioral support plan.

1. Failure to attend an assigned class, leaving class without teacher permission or leaving and not going where you said, and/or leaving campus without proper authorization.
2. Failure to follow through with a minor/level behavior consequence.
3. Intimidation, harassment, verbal abuse, or bullying intended to hurt, embarrass, harass, threaten, ridicule and/or humiliate another person. This includes the use of the internet or cell phone to send texts, images, or videos.
4. Physical violence or force including fighting, assault, causing physical injury to another or behavior capable of causing physical injury, and/or directly or indirectly threatening physical violence or force.
5. Any type of sexual harassment, whether direct or indirect (see sexual harassment section).
6. Possession or use of an explosive, weapon or any object used as a weapon.
7. False alarms or bomb threats, whether direct or indirect.
8. Vandalism or willful destruction of school property or the property of others.
9. Stealing or accomplice to stealing, including theft of a quiz or test.
10. Extortion or receipt of stolen goods.
11. Gross disrespect including disobedience or willful defiance shown to teachers, staff or members of the community, or willfully defying the authority of teachers, administrators, or other school personnel engaged in the performance of their duties.
12. Pranks and other behavior that disrupts school activities.
13. Inciting others to engage in, or promoting, inappropriate disrespectful behavior.
14. Use of language that demeans a person's race, national origin, gender, creed, ability or sexual orientation.
15. Possession or creation of obscene material.
16. Violation of the school policy on the use of alcohol, tobacco, and drugs (Refer to the Alcohol, Tobacco and Drug Policy).
17. Continuous Minor infractions/Level I behavior after receiving a behavior report for that behavior.
18. Inappropriate use of technology or of social media.
19. Other activities that violate the law or school regulations.



Major infractions/Level II Behavior Report procedures

For every major infraction/level II office behavior report should be issued. In order to safeguard the student's right to due process, the following steps will be taken before applying the consequence: (for reports related to the Academic Integrity Policy, see the specific section).

1. The teacher or Staff member who signed the behavior report, will meet with the student(s) about what happened and inform the student about the level 2 report.
2. The student will meet with the Dean of Students to discuss the report and will contact the parents or guardians to inform them of the situation.
3. The Dean of Students will investigate the behavior report within three school days and determine which, if any, consequence to apply. In the case of more complicated incidents, the period may be extended up to seven school days.
4. The Dean will inform the student and parents or guardians of the decision in writing.
5. The level 2 behavior report is signed by the teacher and Dean of Students.
6. When the determined consequence is a suspension, and the student does not agree with the decision, he/she may appeal following the specific procedures listed in the section on Appeal Procedures.

Major Infraction/Level II Behavior Consequences

The following consequences could be applied for Major infractions/level II Behavior Reports:

- Work assigned, with the parent's consent, in the school or in the community. (The only excuse for missing the assignment or requesting a change in the date will be verification of illness or a major family emergency.)
- Research and creation of material that allows them to understand and reflect on their actions and the impact they have or had on our community.

Restorative Conferences.

- A restorative conference is a structured meeting between offenders, victims and both parties' family and friends (if needed), in which they deal with the consequences of the wrongdoing and decide how best to repair the harm. Neither a counseling nor a mediation process, conferencing is a victim-sensitive, straightforward problem-solving method that demonstrates how citizens can resolve their own problems when provided with a constructive forum to do so (O'Connell, Wachtel, & Wachtel, 1999).
- Check in(s) with a teacher, counselor, and/or Dean of Students.

In school suspension.

- Out of school suspension for up to 10 school days if the presence of the student at school is determined to constitute a threat to the good order of the school or the safety of the student or others. The parents will be asked to immediately pick up the student. This suspension will be imposed, and time will be allowed for an investigation.
- Suspension of the right of the student to represent Lincoln School in student government, honor societies, sport, cultural, and/or other school related events.
- Voluntary transfer out of or expulsion from Lincoln School.
- Any other logical consequence that is deemed appropriate to try to make things right again in our community.
- Any breach of the Lincoln Academic Integrity Policy in regard to assignments or assessments will result in the student retaking the assignment or assessment and may also include one of the above consequences.
- If the student does not agree with the decision, he/she may appeal the decision by following the specific procedures outlined in the Appeal Procedures section.

Accumulation of Behavior Reports:

Three Behavior Reports with Level I Behavior in a Semester: the student could be placed on Behavioral Support Plan or probation for the next Semester.

The effect of Behavior Reports with Level 2 Behavior(s) is cumulative during a school year and may result in increased severity of the sanction imposed.

1st Behavior Report with a Level 2 Behavior: The Dean of Students will assign and inform parents about the infraction and its consequences. A behavior support plan could be put into place by administration, parents, and the student. Students with an Office Behavior Report with a level 2 Behavior may be declined from pre-arranged absences. Depending on the severity of the behavior, the student could be placed on Behavioral Probation or Conditional Enrollment.

2nd Behavior Report with a Level 2 Behavior: The Dean of Students will assign and inform parents about the infraction and consequence(s). The student will be placed on Behavioral Probation or could be placed on Conditional Enrollment for the remainder of the year.

3rd Behavior Report with a Level 2 Behavior: The Dean of Students will assign and inform parents about the infraction and consequence(s). The student will be placed on Conditional Enrollment for the remainder of the year. External support with a specialist may be required for the student to remain at Lincoln School.

4th or more Behavior Report with a Level 2 Behavior: The Dean of Students will assign and inform parents about the infraction and consequence(s). The student will continue on Conditional Enrollment and external support with a specialist will be required for the student to remain at Lincoln School. This could result in expulsion from Lincoln School.

5th Behavior Report with a Level 2 Behavior: The Dean of Students will assign and inform parents about the infraction and consequence(s). This will result in expulsion from Lincoln School.

Inspection of lockers, backpacks, handbags, and other personal objects.

If a student is under suspicion of concealment of an illicit item, the student will be asked to disclose whatever object s/he is presumed to have inside his/her clothes, locker, or backpack. If the student refuses, his/her belongings will be checked/confiscated. The search will be conducted in the presence of witnesses and preferably the Elementary Principal, or the Dean of Students. If possible, the presence of the parents will be requested. A lock may be placed on the locker under suspicion, and/or a backpack confiscated until the search is made. The Elementary Principal and/or the Dean of Students will write a report of the incident and search procedure.



The school administration also reserves the right to review particular situations and solicit outside assistance and professional opinions in discipline decision-making which are in the best interests of the student and Lincoln School. Such situations will be considered outside the regular procedures regarding discipline.

STUDENTS ON ACADEMIC OR BEHAVIORAL CONDITIONAL ENROLLMENT ACADEMIC CONDITIONAL ENROLLMENT

The minimum grade for passing a subject is DS (Developing Standard). The student will receive support if his/her academic or special area grades show NY (Not Yet) in a subject area during any semester. A program of study will be implemented to help him/her (Response to Intervention)*. The student is at risk of being placed on conditional enrollment.

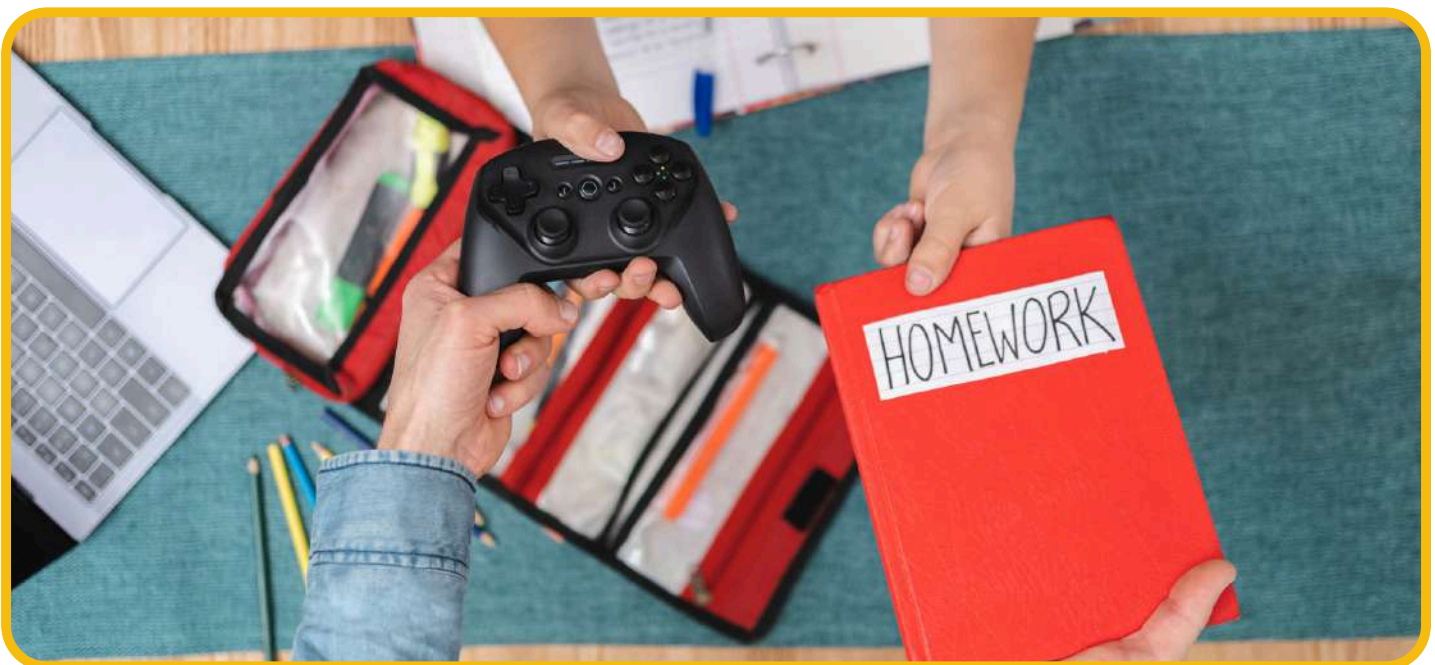
*Response to Intervention is a data-based decision making process that evaluates learning overtime to make important educational decisions that guide instruction and put students' needs first. It aligns all available resources to support students. It includes high-quality instruction and specific interventions that matches students' needs.

The student who fails from one to three subjects will be placed on conditional enrollment and be required to take an exam for each subject failed. A student fails a subject with NY in any academic or special area during two semesters.

The student has only one opportunity to pass the exam(s). If the student fails the exam(s), he/she will be required to repeat the year and the student is placed on conditional enrollment for the next academic year.

The student who fails more than three subjects will be required to repeat the year and will be automatically placed on conditional enrollment.

If a student has been on academic conditional enrollment for two years, a study will be done to decide if he/she should transfer to another institution.



BEHAVIORAL CONDITIONAL ENROLLMENT

As a consequence of extreme or continuing discipline problems, a student may be placed on Behavioral Probation or Conditional Enrollment. A student in either of these two categories is in a provisional status and may be subject to further sanctions up to and including expulsion from Lincoln School. Behavioral Probation and Conditional enrollment require the serious attention of the student, parents, teachers, counselors and administrators in order to avoid further consequences.

How	<ol style="list-style-type: none"> 1. A student receives two major infraction/ level II Office Behavior Reports within 6 school months. 2. A Student receives one major infraction/ level II Office Behavior Report in which the behavior was seriously affecting the learning, learning environment, or well- being of the individual, another student or community member that requires close monitoring. 3. A student exhibits behavior that immediately needs monitoring or support. 4. A student has 3 or more R (Rarely) or 5 or more O (Occasionally) in the same category (Respect, Integrity, Responsibility, & Adaptability) across classes in one semester. 	<ol style="list-style-type: none"> 1. A Student receives a major infraction/level II Office Behavior Report while on Behavior Probation or 6 months after the initiation of BP. 2. A student exhibits extreme or serious behavior that needs monitoring or support. 3. If s student receives a major infraction/ level II behavior office report while on CE, the CE will be extended 6 months for the date of the major infraction/Level II behavior. 4. A student has 3 or more R (Rarely) or 5 or more O (Occasionally) in the same category (Respect, Integrity, Responsibility, & Adaptability) across classes in two consecutive semesters.
What	<ol style="list-style-type: none"> 1. 3 school month period 2. Scheduled meetings with parent, student, counselor, administration, and possibly teacher(s) at the beginning and end. 3. Scheduled check ins with the grade level counselor. 4. Monthly check-ins with the Dean of Students and behavior feedback from teachers. 5. The student could be restricted from representing Lincoln School in any Lincoln event. 6. Any other recommendations by adminis- tration and parents including but not limited to outside counseling, teacher, sports coach or club leader check ins. 	<ol style="list-style-type: none"> 1. 6 month period 2. Scheduled meetings with parent, student, counselor, administration, and possibly teacher(s) at the beginning, 3rd month, and end. 3. Scheduled check ins with the grade level counselor. 4. Bi weekly or monthly check ins with the Dean of Students and behavior feedback from teachers depending on student need. 5. The student could be restricted from representing Lincoln School in any Lincoln event. 6. Any other recommendations by adminstration and/or parents that support the student. (ie. Counseling, outside service learning activities, sports coach or club leaders check in.

STUDENT LIFE DEPARTMENT

The Student Life Department nurtures a healthy and safe environment that inspires and empowers a culture of caring, inclusive, ethical and accountable citizens.

The Student Life team includes the Student Life director, Counselors and Dean of Students. They take care of the social emotional well-being of students, and the reinforcement of school rules and regulations, as established in this handbook.

This is done through a series of articulated efforts and initiatives that promote and enhance student wellness.

Equity and Social Justice

Lincoln School firmly believes that equity and social justice is an important foundation and condition for creating an impartial, fair and just society. Specifically, it is vital to make education an important vehicle promoting equity, equality, fairness and social justice in society at large, and to help the school to be a caring and inclusive learning place in which students see and experience equality and social justice in their daily life.

Student Wellness

Student wellness is composed by a series of elements that interrelate to promote the overall wellbeing of each student. For this to happen we believe that:

- Every student can learn when adults respect their pace.
- Every student should have the opportunity to have their voice heard and valued.
- Every student has a right to an inclusive, safe and supportive community.
- Students can find their own meaning of the word success and achieve it through the collaborative work of counselors, parents, teachers, guardians, other students and staff.
- Social and emotional wellbeing is the basis for balanced academic success.

Creating and Maintaining a Healthy Learning Environment

Research indicates that appropriate behaviors and self-discipline arise from:

- building positive relationships.
- establishing and maintaining clear consistent expectations.
- reinforcing positive behavior.
- Implementing timely logical consequences for inappropriate behaviors.

Guiding Principles:

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn: Process and content go hand in hand. The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially children need to develop their social and self-management skills.
- Adults intentionally knowing the children they teach—individually, culturally, and developmentally is as important as knowing the content that is taught. Students feeling valued by the teacher increases the motivation to learn.
- Teachers knowing the families of the children and working with them as partners is an essential component of a Lincoln education.

Lincoln Parameters. We always:

- Be a student-centered school, maximize the potential of our students, and base decisions on their best interest.
- Provide a safe, accepting, and supportive environment.
- Treat all people with dignity and respect.



- Provide an educational environment that includes a balance of academic, athletic, artistic, and service programs.
- Expose students to learning experiences beyond their immediate communities.

The School Counseling Department major's

responsibility is to encourage student cognitive, academic, social and emotional development. Support is offered to parents, teachers, and students in order to enrich the student learning experiences as well as their personal well-being.

Diagnosis and follow-up are provided to students with learning difficulties, low academic achievement, behavior or affective needs.

Students can be referred to the School Counseling Department at the request of faculty members, administrative staff, parents and through self-referral. This request can be made personally or by filling out a referral form. When a student is referred, the psychologist holds meetings with teachers and parents to give recommendations and to work with the child.

An important role of the School Counseling Department is the psychological testing and diagnosis of learning difficulties. The counselors, together with the LRC specialists, design educational strategies considering the individual needs of the student. Under special circumstances, parents and students may be referred for medical or psychological treatment to an outside specialist.

The Department is also a permanent source of information. Books, magazines and videos are available for parents, teachers, and students. Lectures about specific topics of interest are organized in order to provide parents with information that might be helpful in raising their children.

Parents and teachers are encouraged to work closely with the Department. Their concerns and needs for appointments are attended to expediency.

The School Counseling Department plan and implement the Social Emotional Learning (SEL) Curriculum. A wide variety of topics are covered to give students the opportunity to reflect on their feelings and values to have a better understanding of themselves and others. This program teaches students positive conflict resolution and healthy decision making skills.

The counselors coordinate with the teachers the implementation of the program in levels pre-kinder through fifth grade. The counselors are responsible for the implementation of the Sex Education Program in fifth grade

STUDENT ACTIVITIES

Lincoln School is characterized by its high level of academic excellence and for a great variety of curricular and co-curricular programs. It offers students ample opportunities to grow both in and outside of the classroom.

EXTENDED LEARNING PROGRAM

Lincoln School offers a great variety of cultural, artistic and sports activities provided after school for all students to enhance and support their holistic development in accordance with the institution's educational philosophy and objectives. The cost of these programs is included in the student's tuition.

The Extended Learning Program is coordinated by the Student Life Department, through the Dean of Students, the Visual and Performing Arts Director and the Athletic Director. All activities are subject to a minimum number of participating students.

STUDENT CLUBS

Clubs are a great way for students to participate in activities they enjoy, learn new skills, and meet new people. School clubs can cover a wide variety of topics, from math to surfing to protecting the environment and more. Club meetings are usually held after school and are approved by the Student Life Department with a selected advisor.

Cultural, artistic and sports activities will be organized as Clubs. The following rules will apply to Clubs inside Lincoln School:

- During the first month of extended learning activities, students can change from one club to another. After that, no changes will be allowed.
- Commitment to a club is for the entire school year unless the club is offered for one semester.
- Students who are interested in making a team for an AASCA event must attend at least 80% of the practices in the 3 months prior to the competition.
- Students must use appropriate clothing and safety gear during sports activities.
- Students who are part of the sports teams must purchase the official team uniform, which will be worn only for games or school activities.
- Students in competitive activities must purchase the official team uniform, which will be worn only for games or school activities.
- Students must follow the sponsor/coach's instructions and show respect for fellow club members, other players, judges and the public.
- Students must always show a high level of sportsmanship and school pride.
- Students must make adequate use of materials and facilities here and abroad.
- Students must follow the school disciplinary rules.
- Students who miss one or more practices the week prior to a game will not be eligible to participate in that specific game. If a student shows up late for a game, he/she must sit on the bench and will not be allowed to play.
- If a student is on the list for a game and doesn't show up, he/she will not be on list for the next game.
- Sports clubs start at 2:45pm and finish at 4:00pm or 5:00pm according to the specific group schedule. A student who does not comply with these participation rules will be excluded from the club for the remainder of the school year.



GENERAL PARTICIPATION RULES

Lincoln School offers cultural and sport co-curricular programs, and curricular related activities to all Students from Preparatory through twelfth grade. These programs are carried out after school, and in accordance with the institution's educational philosophy and objectives.

Students can register only in two co-curricular clubs.

During the first month of co-curricular activities, students can change from one club to another. After this period of time no changes will be allowed.

Commitment to a club is for the entire school year, unless the club is offered for one semester.

Students must actively participate in at least 75% of the club activities in order to remain in the club and receive a "Certificate of Participation".

Students must give priority to games or other school activities over personal matters.

The use of appropriate clothing and safety gear during sports activities are mandatory.

Students must purchase the official team uniforms, which will be used only for games or school activities. Students must follow the sponsor / coach instructions and show respect for fellow club members, other players, judges and public.

Students must show a high level of sportsmanship and school pride at all times.

Students should make adequate use of materials and facilities here and abroad. Students must follow the school disciplinary rules.

If a student does not comply with these participation rules, he/she will be excluded from the club for the remaining of the school year.

SPORTSMANSHIP PLEDGE

I, promise to:

Show sportsmanship and fair play,
Play by the rules and the spirit of the game,
Observe the teamwork guidelines,
Respect my opponents, coaches and referees,
Try to win or lose with grace, and
strive to do my best.

I know the behavior expectations of Lincoln School as stated in the Sportsmanship pledge. I hereby agree to be consistent in following the pledge. I accept the responsibility and privilege of participating or representing Lincoln School in any athletic activity.



GUIDELINES FOR STUDENT EXCHANGE PROGRAMS

These guidelines apply to all local or foreign student exchanges. Exchange programs include athletics events and educational/cultural activities.

Only those students who have met the requirements established in the Lincoln School Handbook shall have the opportunity to participate in student exchange programs. Students will be invited to participate in exchanges. Parents will be notified by letter or an informational meeting of the approximate costs for the exchange prior to the student selection.

The amount charged for exchange programs is based upon group travel arrangements. Expenses for chaperones are included in the cost charged to participating students. Parents are expected to respect the payment dates established for all exchange activities. If payment dates are not met, students can be excluded from the exchange.



Since student participating in an exchange activity travel as a group representing Lincoln School, they must all travel together throughout the activity. The only exception to this guideline is for exchanges which begin or end during a school vacation period. Under these circumstances, parents may request a change in travel dates through the same travel agency used by the school for the exchange. Changes in travel dates can be made only when the change does not affect the cost of the group tickets.

Only chaperones or participating students may travel with an exchange group. Other individuals may not travel with an exchange group for the purpose of receiving the lower group travel rates or for any other reason. During an exchange, neither students nor chaperones may act as couriers. Carrying packages for relatives to be delivered to a location during transit is not allowed.

During an exchange, the chaperones will be responsible for monitoring all aspects of the trip. Any problems with student conduct, housing arrangements or other problems should be referred immediately to the designated chaperone for resolution.

Foreign exchange students hosted by Lincoln School must follow all Lincoln School Handbook rules during the exchange. The chaperones for the foreign students will be responsible for the conduct of their students.

The rules of conduct that foreign exchange students must follow while participating in an exchange at Lincoln School must be shared with the students prior to their arrival in Costa Rica. Planning and Approval of Exchange Activities.

All exchange activities must be thoroughly planned by the co-curricular coordinator and the respective exchange advisor. Then, the program and the recommended adults accompanying the group must be approved by the principal (elementary or secondary). Priority should be given to bilingual chaperones when possible. After an exchange plan is approved, it will be shared with the co-curricular committee.

INFORMATION TO PARENTS

Parents of students invited to participate in an exchange will be provided with complete information about the exchange, including description, objectives/goal, participation requirements, transportation and lodging arrangements, detailed listing of activities and/or tours, insurance, and detailed budget prior to final selection for an exchange.

Exchange plans approved by the principal cannot be changed after their approval. The school administration reserves the right to review particular situations; and will be considered outside the regular procedures regarding the guidelines of the exchange programs.



Parents will be provided with sufficient time to examine information regarding the exchange prior to their decision about the participation of their son or daughter.

A list of students participating in an exchange and a list of students waiting for admittance to the exchange will be kept. If a student withdraws from an exchange, the first student on the waiting list will be offered the opportunity to participate in the exchange.

Parents will be kept well informed of the planning prior to the exchange, provided with complete travel information, including last minute changes, and provided with information about how their children can be reached in case of emergency during the exchange.

Parents are expected to attend scheduled meetings related to the exchange.

Lincoln School will provide parents with updated information during an exchange when changes occur that may affect the safety of their children.

Parents must notify the chaperone or the co-curricular coordinator immediately if they become aware of any problems their son or daughter is experiencing during an exchange.

PARTICIPATION REQUIREMENTS

Only fourth grade students who have met the following requirements will be allowed to participate in Student Exchange programs.

Exchange program can happen at the beginning of fifth grade. First and second semester grades in fourth grades are the ones taken into account. All academic standards should be MS, AS, or DS in all subject areas for the first and second semester of 4th grade. For all the Behaviors Supporting Learning all grades should be Consistently (C) or a maximum of 2 Usually's (U).

The Dean of Students together with the Elementary Principal reserve the right to review particular behavior situations.

Students who are on Academic or Behavioral Conditional Enrollment cannot participate.

All account payments must be up to date.

Other participation requirements may be established for specific exchange activities; e.g. designated grade levels or ages.

The exchange advisor or coach will confirm the eligibility of all participants prior to the final selection for an exchange. Two weeks before to an exchange, the program coordinator will make a final check of academic and disciplinary requirements.

Any student who does not meet the minimum requirements at the time of an exchange will not be able to participate. In the event a student is not able to participate because of academic or disciplinary reasons, the coordinator will make every effort to recover and return the money invested in the trip. However, parents will be expected to assume the loss if the funds cannot be repaid or will jeopardize the continuation of the trip. In addition, parents will be expected to pay any fine imposed by airlines or hotels because of last minute cancellations. Lincoln cannot guarantee the reimbursement of money paid by parents when a student withdraws or is eliminated because the student did not meet the participation requirements.

If a student withdraws or is removed from an exchange, the program coordinator will attempt to replace that student with a student from the waiting list.

REGULATIONS DURING AN EXCHANGE

All students participating in an exchange are expected to know and follow all rules and regulations. Throughout any exchange, students must remember that they represent themselves and act as ambassadors of Lincoln, Costa Rica and their families.

During travel to an exchange, all students must wear the special Lincoln School Exchange shirt.

Lodging arrangements will not be changed under any circumstances without prior approval of the exchange chaperon.

Host families or organizations are responsible for providing housing, breakfast, lunch, dinner and transportation to and from the school unless other information about these arrangements are given prior to the exchange. The student must cover all other financial expenses.

The host family or organization must be made aware of any special treatment or medicine that the exchange student requires.

Weekend trips or out-of-city limit excursions are allowed only with the chaperone's prior approval.

Chaperones and students must abide by host country laws, host school rules and regulations, and host family rules.

It is strictly forbidden during an exchange for students to operate a motor vehicle of any type.

Students must follow all disciplinary rules of their own school; respect the universal moral values and the cultural and customs differences. They should show respect toward host families, organisations, opponents, referees, judges, and the public in general.

All people involved in the exchange must know the host family or organization and chaperones telephone numbers.

Students who conduct themselves inappropriately with respect to these guidelines can be exempted from all activities and lose their housing privilege in which case the student will remain under the chaperone's supervision or be returned home at the expense of the parents.

Each exchange may add individual regulations as needed for the safety of the students during the exchange or as required by specific exchange programs.

GENERAL INFORMATION ASSEMBLIES

Assemblies will take place in the Arts Center, cafeteria, courtyard, or gymnasium. It is expected that all students will participate actively in these events. Assemblies are considered part of the educational process and are intended to contribute to the formation of the student civic and social awareness.

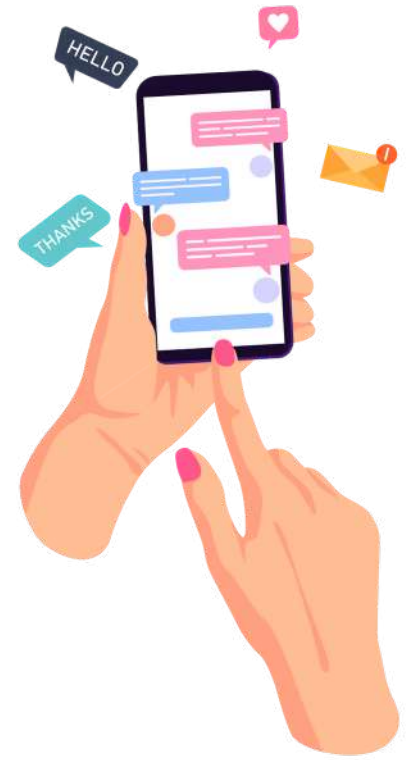
CELL PHONE POLICY

Teachers, administration, and the nurse are here to support your child and provide them with a way to communicate with you if there is a need or there is an emergency.

Lincoln School Cell Phone Policy: Disconnect to Connect

Lincoln School places a strong emphasis on community, which we believe is built and strengthened by face-to-face interactions and time spent together. As an academic institution, we also believe that ability to focus, free of constant distractions and alerts is critical to success in the classroom.

To increase the quality and quantity of time spent together and decrease academic distractions, Lincoln Primary School limits the use of cell phones during the school day. As a one-to-one iPad school, we believe that our Elementary School students can fully harness the power of technology in the classroom without accessing their phones. Elementary School Students must keep their smartphones and/or smart watches powered-off and in their lockers or backpacks during the school day. From 7:30 am to the end of the school day at 2:35pm, students may not use their cell phones unless a teacher or an administrator has given them explicit permission.



If a student violates the cell phone policy, the phone will be delivered to the Elementary School office and locked in a secure box. Only parents may retrieve confiscated cell phones. Confiscated cell phones will not be returned directly to students and consequences will be implemented.

If the parent/guardian is unable to arrive at the school, the phone will be returned to the student three calendar days after it has been turned in to the Office. In all cases, the disciplinary procedures outlined in the policy apply.

Consequences

- 1st instance: Parents must come in to retrieve the cell phone .
- 2nd instance: Parents must come in to retrieve the cell phone and a Level I Infraction will be written up.
- 3rd instance: Parents must come in for a meeting and a Level II Infraction will be written up.

MESSAGES TO STUDENTS

Emergency phone calls

A phone line is available in the office for emergency contact with parents. This phone line should be used for emergency use only and not used for personal planning, setting up after school outings, and last-minute plans.

THE SECRETARIES WILL ONLY GIVE TOTALLY UNFORESEEN MESSAGES TO THE CHILDREN IN CASE OF EMERGENCIES. THE OFFICE CANNOT HANDLE ROUTINE MATTERS, SUCH AS SPECIAL CLASSES OR APPOINTMENT REMINDERS. LESSONS WILL NOT BE INTERRUPTED TO GIVE MESSAGES. PLEASE TALK TO YOUR CHILDREN BEFORE THEY LEAVE FOR SCHOOL IN THE MORNING.

TUTORING POLICY AND PROCEDURES NON-SCHOOL EMPLOYMENT (BOARD POLICY 3.119)

Employees may not take outside jobs that in any way reflect unfavorably on the dignity of the school and staff. They may not accept jobs that jeopardize the effectiveness of their work at school or limit their participation in the school program.

Teachers may not accept work as paid tutors of students in their classes. The Principal may authorize tutoring on campus if it seems necessary or desirable to the student and the school. In such cases, school procedures for charging parents will be implemented.

PROCEDURES FOR TUTORING

From time to time students require additional help from their teachers or requests and recommendations are made for tutoring on a regular basis.

CLARIFICATION

Occasional academic help: Sometimes students do not understand or master a particular academic concept or topic in class or need to make up work missed due to an excused absence. For these occasional purposes, teachers may be available to work with their students before school, or during lunch, or will be available after school on Wednesdays and Thursdays from 2:45 to 4 p.m., if they do not have meetings. No extra fees are charged for occasional academic help from a student's teacher.

Remedial tutoring for new students: As a result of the Lincoln Admission Placement Test, some new students may require remedial tutoring in English, Spanish, Mathematics, or Social Studies, and Enrollment is sometimes conditioned on the agreement that students receive tutoring. The cost of the service is paid by the family, and if the tutoring is done at Lincoln School, it will be either charged to the family's tuition bill or paid at the cashier's office. On campus, tutoring needs to be authorized by the elementary and secondary principals. To avoid a conflict of interest, teachers do not tutor their own students for pay, as per Board Policy 3.119.

Regular Lincoln students who require remedial or catch-up tutoring on a regular basis: Some students May need regular tutoring services. Both Elementary and Secondary Counseling Departments have lists of Lincoln teachers and private tutors who might be suitable. Such arrangements should be made with the knowledge and coordination of the Elementary Principal or Secondary administration and Guidance Department. The cost of the service is paid by the family and if the tutoring is done at Lincoln School it will be either charged to the family tuition bill or paid at the cashier office.

All parent requests for tutoring should be coordinated with the student's teacher and approved by the Elementary Principal or the Secondary administration with the Counseling Department. Lincoln teachers who are interested in tutoring opportunities should make their interest known to the Elementary Counseling Department. Paid tutoring can only be done after working hours.

FIRST COMMUNION

Although this activity is not school sponsored, preparation for the First Communion is offered to third graders. Religious instruction is also offered in other grades.

FUND RAISING AND DONATIONS

Bake sales are not permitted except for Community Day, Civic Week and Sports Day. Any other type of fund raising activity for a particular class activity needs to be approved by the Fundraising Coordinator, Sue Koberg.

Teachers may not solicit or accept donations without the previous approval of Sue Koberg. All funds raised must be deposited in the school cashier office, and the teacher with the administration will be in charge of handling the money.

TRANSCRIPTS

All grade certificates and other official documents will be prepared upon request. The request must be made two weeks in advance.

SUMMER WORK

The school does not offer summer school but the school may recommend or require private tutoring in coordination with the child study team.

Students in 1st grade who earn a NY (Not Yet) in their overall grade for a subject at the end of the year will be required to do summer work and may be placed on academic conditional enrollment.

Students in grades 2-5 who earn an NY (Not Yet) in their overall grade at the end of the year will be required to take a convocatoria exam to show they are approaching expectations in the subject. The student will also be placed on academic conditional enrollment and may be required to do summer work.

It is mandatory for required students to be tutored. If for some reason this requirement cannot be fulfilled, the parents must fill out an excuse form and meet with the Elementary Principal to decide what actions must be taken to compensate for the absence and prepare the student for the exam. The details of the work to be covered during the summer and the exam dates will be given out to parents at the end of the last Semester.



STUDENT GOVERNMENT

Student Government is elected each year and conducts a series of activities to benefit the school and the community in accordance with the school philosophy and objectives. There are five electoral positions in the Student Government: president, vice president, secretary, treasurer, and vocal.

In addition to the Student Government, which is elected by the entire student body, each grade elects its own representatives. The function of the grade level representatives is to provide leadership for the members of their class and cooperate with the teachers and administration in matters pertaining to the particular class and the school in general.

LOST AND FOUND

A Lost and Found area is located in the Middle School building. There is a schedule and a supervisor available to assist you. Contact the elementary office for scheduled times and access. Items not claimed after one month will be donated to charity.

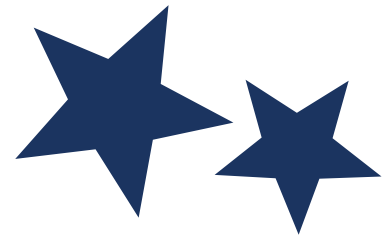
LIBRARY

The library has an average collection of 16,000 titles. It subscribes 7 periodicals for children and 15 professional magazines. There is a media resource center, which houses audiovisual resources and equipment as well as teaching materials.

The library is open M + W 7:00 am – 3:15 pm, T + Th 7:00 am – 4:00 pm, F 7:00 am – 3:00 pm. The librarian and the staff members are always willing to serve and respond to the needs of students and teachers. Parents are invited to visit the library and check books out if they want to support or enrich their children love for reading and their learning process.

LIBRARY RULES

- A silent and caring environment should be maintained at all times.
- Food is not allowed in the library.
- Proper care must be taken of all library materials.
- Use of the “key” is required to look for books on the shelves.
- Positive behavior should be practiced at all times.



CIRCULATION PROCEDURE

Elementary students may check a maximum of four books under their names, for a period of two weeks. The elementary library doesn't charge fines for overdue books. Students cannot check additional books until they return the overdue books. Audiovisual resources cannot be checked out by students.

At the end of the school year, the library collects all the books and audiovisual resources from students, teachers and parents. Lost resources should be replaced with similar titles. All students are provided an I.D. to make use of the automated circulation system.

MATERIALS

Students are provided with the materials; the cost of these supplies is calculated in the tuition fee. PK-5th grade students must bring a personal pencil case.

BUS SERVICE

The bus is a service provided by the school for the students. Each bus has a team in charge of supervising discipline, and students must follow their instructions: the bus driver, bus monitor, and any teacher or school personnel who ride the bus. Good behavior is required at all times when riding the bus. Being on the bus is like being in the school; therefore, the same policies for uniform and behavior apply. Parents will be informed regarding all referrals or suspensions of bus riding privileges. When a student does not follow the rules, s/he will be referred to the Dean of Students.

NOTE: Parents who have questions concerning the bus service may call the Transportation Department extension 624.

Parents are requested not to phone the secretaries asking them to notify their children about taking another bus or changing transportation arrangements. When requesting a change in transportation, the homeroom teacher and the transportation department must be notified, before 11:00 am for PK or K and before 12:00 for Prep-5th.

Parents must follow the code of ethics when dealing with a bus situation. Concerns should be addressed to the administration and/or transportation department. Parents should refrain from addressing any concerns or requests to the bus supervisors.

RULES FOR THE BUS LOADING AREA

The school exit gate will be closed at 2:40 pm to facilitate circulation of buses.

STUDENT BEHAVIOR ON BUSES

The following rules apply to all students:

- Bus passes must be requested one day in advance through transportation app.
- Students must be at their bus stop on time.
- Students must take a seat immediately upon entering their bus and remain seated until they leave the bus.
- Always fasten the seatbelts.
- Students must obey any order coming from the bus driver, bus monitor, supervisor, teacher, and school personnel.
- Students must keep the noise level down as determined by the bus driver or monitor.
- Students must show respect to everyone on the bus.
- Students must use appropriate language, according to moral and social standards.
- No eating or drinking on the bus; except for drinks in reusable water bottles, soft cookies and/or sandwiches.
- Students must wear the uniform in a proper manner while on the bus.
- Student heads, arms, hands, and legs must remain inside the bus.
- Any student throwing litter out of the bus must pay the fine defined by the law.
- Each student is responsible for paying for the repair of any damage s/he causes to bus seats or any other part of the bus.
- Students may get off the buses only at their authorized bus stops.



CONSEQUENCES FOR NOT FOLLOWING THE BUS RULES

Failure to follow the rules will result in a discipline referral and temporary or permanent suspension of the right to use the bus, depending on the seriousness of the incident. The following is permissible if found to be interfering with safety on the bus or failure to follow behaviors that support learning.

First referral for bus misbehavior: written warning from the Dean of Students.

Second referral for bus misbehavior: Formal School-Home Behavior Report.

Third referral for bus misbehavior: Office Behavior Report Level 1 Behavior.

Fourth referral for bus misbehavior: Office Behavior Report Level 2 Behavior and/or suspension as determined by administration.

*Depending on the type of behavior stated in the bus referral, it may be necessary to issue a School Home Behavior Report, or Office Report for a level 1 or level 2 behavior. Serious transgressions of the rules may result in suspension of the bus service for the rest of the school year. This may apply even to the first infraction.

USE OF BUSES WHEN LEAVING IN THE MORNING

Routing and space limitations do not allow middle and high school students to use the preschool bus to leave school at 11:45 a.m.

Note: In case of emergency, exceptions to these procedures may be granted only by the Secondary Dean of Students, Middle School Principal, Secondary Principal, or the Director General.

INVALID REQUESTS

Forged requests will result in the suspension of a student from school and a level two discipline infraction.

CAFETERIA

The Cafeteria serves different types of foods, refreshments, and snacks daily. The menu is published at the beginning of each month. Parents or students may deposit money in their account, so students can purchase items in the cafeteria. If a child does not have any money in their account and no lunch, the cafeteria will lend them the money for lunch. This does not include juices, snacks, and ice cream.

Students are allowed to purchase food at the kiosks only during recess time. Parents are encouraged to promote healthy eating habits in their children. Please do not deliver fast food during the school day. The use of water bottles and trash free lunchboxes are encouraged to promote sustainability.

COMPUTER NETWORK

OBJECTIVES OF THE USE OF TECHNOLOGY

- To support teaching and learning processes in the school through the exchange of non-commercial information.
- To provide the users with electronic access to a wide range of information and the ability to communicate with people throughout the world.
- To increase the school's intra-school communication, enhance productivity, and assist students and teachers to upgrade their skills through greater exchange of information with their peers.
- To promote the use of the network as a means of data transfer only for purposes consistent with the school's approved curriculum, including classroom activities, professional or career development, and limited high-quality personal research activities.
- To promote user cooperation and collaboration, avoiding abuse and doing what will guarantee a proper performance of the network.



LINCOLN SYSTEM SECURITY AND INTEGRITY

Every student using Lincoln network, computers or devices will have a username and password. Students must take all reasonable precautions to keep their account credentials confidential and prevent others from being able to use their account. Under no conditions should a user provide his/her username and/or password to another person.

SEARCH AND SEIZURE

Students should expect only limited privacy in the content of their personal files on the school network. An individual search will be conducted if there is a reasonable suspicion that a student has violated school procedure, this policy, or the law. Routine maintenance and monitoring may lead to discover that a student has violated this policy, or the law.

STUDENT SPEECH

The right to free speech also applies to communication on the Internet. Internet facilities provided by Lincoln School are considered a limited forum, similar to the school newspaper, and therefore, the school may restrict student expression for valid educational reasons. The school will not restrict free speech on the sole basis of a disagreement with the opinions expressed.

EXPECTATIONS FOR APPROPRIATE USE OF TECHNOLOGY

Students will not attempt to gain unauthorized access to the school network or any other system.

This includes attempting to log in through another person's account or access another person's files.

Students will not use the school network to access material that is profane or obscene, that advocates illegal acts, or that advocates violence towards other people.

Students will not make deliberate attempts to disrupt the school network performance or destroy data by spreading computer viruses or by any other means. These actions are illegal and will result in a discipline referral.

- Students will not use the school network to engage in any other illegal act or criminal activity.
- Students will not use the network inappropriately during class time, including playing games, surfing the net, emailing, and chatting with friends, or cheating during exams.
- Students should not use obscene, profane, lewd, vulgar, rude, inflammatory or disrespectful language.
- Students will not hurt, embarrass, harass, threaten, ridicule or humiliate another person. If a student is told by a person to stop sending him/her messages, s/he must stop.
- Students will not knowingly or recklessly post false or defamatory information about a person or organization.
- Students will not post a message that was sent to them privately without permission of the person who sent the message or post private information about another person.
- Students will promptly disclose to their teacher or other school employee any message that they receive that is inappropriate or makes them feel uncomfortable.



DRESS CODE

Lincoln School has established a dress code that symbolizes pride in ourselves and our school. Students are representatives of Lincoln School in the larger community and are admonished to conduct themselves accordingly when they are wearing the Lincoln uniform.

UNIFORM CODE	
Shirt	School uniform shirt (Polo or P.E.)
Pants	<ul style="list-style-type: none">• Navy blue or black• Leggings must be solid no sheer mesh• Solid navy-blue black skorts or shorts without brands
Socks	Any color or type of sock (no inappropriate designs)
Sweater	Official Lincoln School sweater
Shoes	Any color of athletic shoes. Beach shoes, such as “Crocs” or flip-flops, are considered inappropriate for school wear.
P. E. Shirt	School uniform shirt
P. E. Shoes	Any color athletic shoes
P. E. Socks	White or dark blue socks

Lincoln has two official uniforms: the regular uniform and the P. E. uniform. Students may wear either uniform in its entirety on any given day. No mixing of uniforms is permitted.

DRESS CODE FOR FIELD TRIPS OR OFFICIAL EVENTS REPRESENTING LINCOLN SCHOOL

Students are required to wear the Lincoln School official uniform on all field trips and whenever representing Lincoln School for official events. If the activities require more comfortable clothing, they may wear the physical education uniform.

On a few occasions, students go on field trips where different types of clothing are needed. In this case teachers/student have to request permission from the Principal or Dean of Students, for students to be allowed not to wear uniform.

It is the teacher responsibility to enforce this policy and to make sure all students are dressed in accordance to school policy. Students not following the dress code will not be able to go on the field trip.

DRESS CODE FOR SPECIAL ACTIVITIES

On special occasions the school holds activities where students are allowed to dress in casual clothing (e.g.: Jeans Day, Children's Day, end of year class party).

DRESS CODE ON THESE OCCASIONS INCLUDES:

ALLOWED	NOT ALLOWED
Jeans (any color jeans as long as they look nice and tidy)	Mini T-Shirts
Lincoln School T-shirt or T-shirt with non-violent designs	Inappropriate/violent designs on T-shirts
Cargo jeans, or pants (not showing boxers)	Mini Shorts
Carpenter Jeans	Spaghetti strap shirts
Fisher Pants	Strapless shirts
Skirts	Mini-skirts
	High heel shoes
	Skate shoes
	Transparent blouses

Note:

With the purpose of improving our student personal appearance, and as part of the Behavior Reinforcement process, hats, caps or sun visors are not allowed, i.e. during classes and passing time (with the exception of PE classes, recess, assemblies, games, and other activities held outside and when approved by the administration). These items will be confiscated if the rule is not followed. Body piercing, tattoos (permanent and nonpermanent) and scarification / branding are not permitted. This includes the tongue, but excludes girl ear lobes and earrings. Showy hair dyes are not permitted. Color nail polish and make-up are prohibited.



FIELD TRIPS AND OUTDOOR PROGRAM

Only field trips with an educational purpose, pre-planning and follow-up activities are encouraged.

ONE DAY / OVERNIGHT FIELD TRIPS

Teachers must arrange for chaperones to accompany the group. The number of chaperones varies according to the age group. For pre-kinder every child must be accompanied by a parent or an adult, designated by them. In kinder and preparatory at least one parent for every two children is necessary.

For first, second, and third grades a minimum of five adults per group are needed. For grades four and fifth a minimum of two adults per group, not necessarily parents is required.

Due to obvious dangers, field trips to places with large bodies of water are strictly prohibited (swimming pools, lakes, rivers, oceans, dams, unless the permission is granted by the General Director).

GUIDELINES FOR PARENTS/CHAPERONES

In order to support the program, parents who accompany students on one-day field trips or overnight excursions are expected to:

- Have clear knowledge about the educational objectives of the activity.
- Follow established agenda at all times.
- Participate actively in planned activities.
- Not drink and/or smoke during the field trip.
- Abide by school rules as stated in the General Code of Ethics.

SAFETY

CCTV Security System- A closed circuit television (CCTV) system operates on the Lincoln campus to guard the safety of students, staff, parents, and visitors, and to reinforce school security. Video cameras monitor the buildings and grounds of the school and are supervised by campus security staff and administrators. Please be advised that students, parents and visitors may be videotaped by these security cameras when they are on campus. Any inappropriate or illegal act recorded by this camera system will be investigated and may be subject to disciplinary and/or legal consequences.

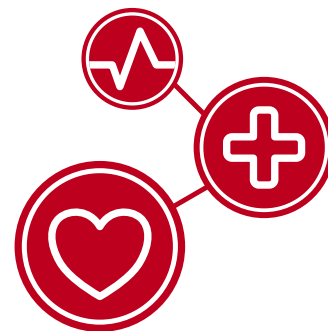
EMERGENCY SITUATIONS

In case there is an emergency, such as an earthquake or a bomb threat, evacuation will be indicated by a loud siren. Students must leave the room in an orderly manner as soon as possible following all instructions given by the classroom teacher, or supervisor for evacuations.

In all emergencies, everyone should follow the designated routes and go to the evacuation safety zone closest to the area they are in. The students are to follow the instructions of their teacher or supervisor for evacuation.

In an emergency in which all the communication and transportation means are suspended, the students must stay with their teachers in the designated areas until their parents or guardians pick them up.

Nobody can leave campus without the authorization from the Director General. No student is allowed to leave if he/she does not have a safe means of transportation, is not accompanied by a responsible adult and without the certainty that he/she will arrive to a secure place. Relatives such as (father, mother, aunt, uncle, grandmother, grandfather, adult brother or sister) are allowed to pick up the students.



The corresponding Principal can authorize a parent from Lincoln, who lives near another student, to take him/her home. A strict written control form of the departure of each student will be kept, with the phone and address where he/she can be located. The relative must sign this control form before leaving.

All students must remain inside the campus until the General Director gives permission to parents to pick up their child/ren. Students will be allowed to leave only with the people authorized in writing by their parents. There will be designated people in charge of supervising this process at the Kiss and Drop gate.

The students will be given to the parents on a first come, first serve basis. There will be two gates for the parents to pick up the children identified by the last name: Gate #1: from A-K and Gate #2: from I-Z.

Parents will enter through the north gate and the bus parking lot and can park their cars in the main parking lot and the bus parking lot. A security guard will direct the parents to the areas where they are allowed to park. The main gate and the Kiss and Drop parking area will be used only for ambulances, firefighters, and any other special units. The wire fence around the building and the reception door will remain closed for the students' security, and parents will not be allowed to enter there.

When lightning is noticed in our area, whether during class or recess, during co-curricular activities, or during intramural sports activities, all use of the soccer field and the open asphalted area behind the gymnasium is prohibited. Students must immediately follow instructions by teachers, playground supervisors, or coaches to leave the playing field for a covered area or the interior of a building. Students should not seek shelter under a tree. Students who refuse to follow instruction to seek shelter will be reported to the Deans of Students for disciplinary action.

POLICIES

INCLUSIVE EDUCATION POLICY

Our school's Inclusive Education Policy is available online for all parents (Academic Inclusion Lincoln Policy .docx). Inclusive education is an ongoing, student-centered process in constant change. The goal is to embrace diversity through engaging learning experiences that removes barriers that might hinder their growth. An inclusive culture is an intentional environment where everyone is respected, valued, and included. It is where the richness of ideas, backgrounds, and perspectives are harnessed to create value; where people are treated with dignity and equity; where everyone is valued as a member of the community and acknowledged for who they are. Our vision is that this learning process happens in the regular homeroom classroom, where students are supported

ADMISSIONS POLICY

Our school's Admissions Policy is available online for all parents (Link)

LANGUAGE POLICY

Lincoln Language Policy recognizes the importance of all teachers being language leaders, integrating language into every aspect of the curriculum, teaching students the importance of culture, diversity and sensitivity towards others, which enhances personal growth, cognitive development and facilitates international understanding

POLICIES REGARDING AN INCOMPLETE AND GRADE CHANGES

The student will receive an "Incomplete" (I) if he/she misses a project due-date or exam due to a justified absence.

An "I" will stand for a period of no more than ten (10) school days from the date upon which the project or assessment was due.

In cases where more time may be required for a student to make-up a missed assignment, permission for an extension must be granted by the Principal or the Dean of Students.

It is the responsibility of the student to make arrangements with his/her respective teacher as to the time and date upon which the required project or exam is to be completed.

If a student does not meet the established deadline, the teacher must give the student the minimum grade established: Not Yet (NY).

In keeping with the above stipulations, it is the responsibility of the teacher to record the student grade change in the office within a period of no more than five school days after the student has completed the outstanding work or assessment, or after the period for making up the work expires.

In cases where a teacher changes a grade after such period of time has elapsed, the change must be approved by the Principal or the Dean of Students.

BEHAVIORS SUPPORTING LEARNING POLICY

The primary goal of the Lincoln School Behaviors Supporting Learning Policy is to reinforce the development of behaviors that support student learning and personal growth. Additionally, the Lincoln School Behaviors Supporting Learning Policy goal is the creation of a respectful and productive learning Environment for all students and teachers.

SOCIAL-EMOTIONAL INTERACTION POLICY

Every child deserves to grow up in a safe, healthy, well-balanced, and supportive environment. At Lincoln we believe that social emotional learning is just as important as academic content. We continue to create environments that foster connections, caring, respect and problem solving. In order to do this, we implement practices from the Responsive Classroom Approach and Restorative Practices.



ALCOHOL, TOBACCO, AND DRUG POLICY

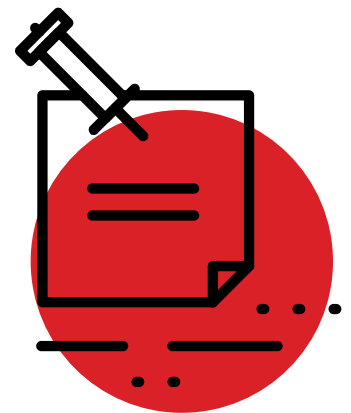
Lincoln School's Alcohol, Tobacco and Drug Policy is designed to provide a safe and healthy learning environment with the understanding that all students are accountable for their actions. The school's implementation of this policy is based on the premise that the possession, use, selling, purchasing, exchange of any kind of drug or alcohol in the school, as well as being under the influence of a drug or alcohol or withholding information regarding any of these acts is considered a violation of the fundamental principles that govern this Institution. Upon signing the Educational Services Contract, parents and/or legal guardians acknowledge their acceptance and commitment to comply with this policy.

The Lincoln School Policy on Alcohol, Tobacco and Drugs

Lincoln School is an alcohol-free school. No student, parent, visitor, staff member or contracted personnel may possess, promote, sell, consume or be under the influence of alcohol on Lincoln School campus, during school activities off campus, or during travel to and from school activities.

Lincoln School is a tobacco-free school. No student, parent, visitor, staff member or contracted personnel may promote, sell or use any form of tobacco on Lincoln School campus, during school activities off campus, or during travel to and from school activities.

Lincoln School is a drug-free school. No student, parent, visitor, staff member or contracted personnel may be under the influence of any drug nor possess, promote, sell or use any drug or drug paraphernalia on Lincoln School campus, during school activities off campus, or during travel to and from school activities.



Definitions

En esta política, el término “droga” se define como una sustancia que altera el temperamento, la reacción, el proceso de pensamiento o el comportamiento de una persona, y que incluye, pero no se limita a:

- Any illegal substance that alters the body functions such as marijuana, barbiturates, hallucinogens, amphetamines, steroids or psychotropic chemicals, etc.
- Any legal pharmaceutical medication used for the purpose of intoxication with disregard for the dosage recommendation and without a doctor's prescription or supervision.
- Any chemical such as glue or aerosol that is inhaled for the effect of intoxication.
- Alcohol and tobacco products are also considered drugs although they are also referred to separately in the drug code.
- The use of legal medication provided by the school or brought from home to treat illness, pain or previously identified health conditions must follow the school policy regarding medicine management.
- The use or possession of vape devices, whether legal or not, as well as their distribution, purchase or sale.

The term “under the influence” is defined as having any reaction symptoms such as detectable physical appearance, behavior, speech pattern or smell resulting from the use of a substance. Proof of drug or alcohol usage through chemical analysis is an even stronger measure of the state of the body “under the influence.”

ALCOHOL, TOBACCO, AND DRUG POLICY

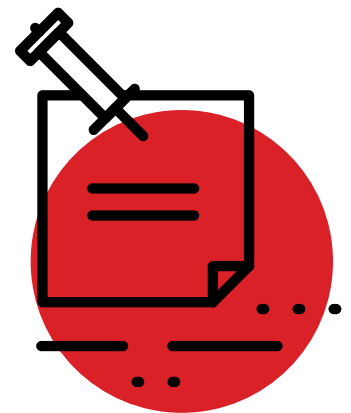
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Definitions

In this policy, the term “drug” is defined as a substance that alters a person’s mood, reaction, thought process, or behavior, and includes, but is not limited to:

- Any illegal substance that alters the body functions such as marijuana, barbiturates, hallucinogens, amphetamines, steroids or psychotropic chemicals, etc.
- Any legal pharmaceutical medication used for the purpose of intoxication with disregard for the dosage recommendation and without a doctor’s prescription or supervision.
- Any chemical such as glue or aerosol that is inhaled for the effect of intoxication.
- Alcohol and tobacco products are also considered drugs although they are also referred to separately in the drug code.
- The use of legal medication provided by the school or brought from home to treat illness, pain or previously identified health conditions must follow the school policy regarding medicine management.
- The use or possession of vape devices, whether legal or not, as well as their distribution, purchase or sale.

The term “under the influence” is defined as having any reaction symptoms such as detectable physical appearance, behavior, speech pattern or smell resulting from the use of a substance. Proof of drug or alcohol usage through chemical analysis is an even stronger measure of the state of the body “under the influence.”

To “possess” is understood to be having on one’s body, in one’s locker or among one’s property including any article of personal use, book bag, purse, or vehicle.

Alcohol and Drug Prevention Program

The Alcohol and Drug Prevention Program requires the cooperation of all Lincoln School staff, students and parents.

Procedure in the Case of Suspicion of a Violation of this Policy

When the school has obtained information concerning a violation of the school’s Alcohol, Tobacco and Drug Policy, the following steps may be taken:

- The Middle School Principal and/or his/her designee will conduct an investigation to determine if there is “reasonable suspicion” to warrant further action.
- Lockers are the property of Lincoln School and may be searched by staff at any time, including with use of dogs. The student will be informed of the search. If he or she refuses to have the locker searched, the investigation will continue with respect for due process.
- The Middle School Principal and/or his/her designee will inform parents/legal guardians of the investigation and request a personal meeting with them.
- In the presence of the parents/legal guardians, the student may be asked to disclose whatever object s/he is presumed to have inside his/her locker, desk, and personal items, and a search may be conducted of the student’s locker, desk, and personal items, as applicable. Students may be asked to empty pockets as well. If parents refuse to or cannot come, the search will be conducted in the presence of two adult witnesses and a Notary Public. The parent/legal guardian may be requested to carry out laboratory tests to detect the presence of drugs. The parent/legal guardian agrees to make the results available to the school within a period of 48 hours, starting from the moment that the lab test is requested.



In the absence of compliance with the above requirements, the school reserves the right to suspend and/or expel the student.

Random Drug Testing

The Middle School Principal and/or his/her designee will determine the dates for the random drug testing procedure, the number of tests to be done, the percentage of students tested from each grade level and the types of drugs to be identified by the testing. They will also select the professional laboratory responsible for collecting and analyzing the samples. The cost of the drug tests is covered by the school.

Parents of students selected to be tested will be notified and invited to be present for the testing procedure. Students who do not comply with the sample procedure in the school will be required to give the sample directly at the laboratory site within a period of 48 hours. Students who refuse to give the sample at school or at the laboratory may be subjected to disciplinary action, with complete due process, and may be eventually suspended or expelled.

Results of the drug tests taken at school or at the laboratory site will be delivered to Lincoln School administration and treated as confidential information, shared only with the parents and students involved.

Other Prevention Measures

The school may institute alcohol testing of a student if there is reasonable suspicion that he/she is under the influence of alcohol.

The school may employ specially trained, nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Lincoln School's Alcohol, Tobacco and Drug Policy. These canine searches will be non-invasive. The canines will be allowed to sniff the air around lockers, desks, or vehicles on school property or at school-sponsored events. They will also sniff personal belongings. The search will follow internal Lincoln protocol for anti- drug canine searches and guarantee the rights of the student at all times.

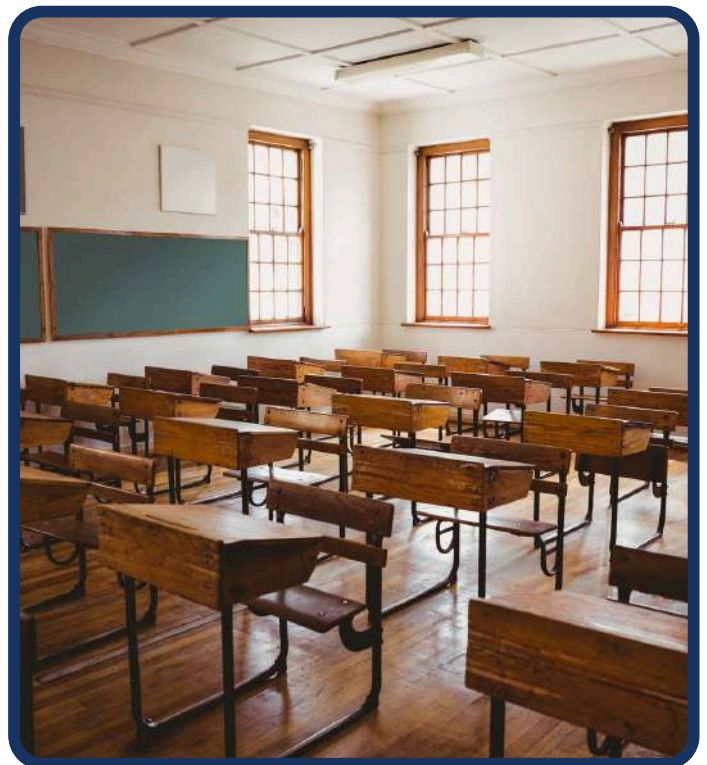
The school may institute a telephone or a webpage "Hotline" as a vehicle for parents and students to confidentially report concerns about a student's drug or alcohol use or to seek information for themselves or others about resources and options to get help.

Notification to Parents and/or Legal Guardians

When a students' physical and/or psychological integrity is at risk, the school has an obligation to inform his/her parents promptly. The parents or legal guardians will be given specific recommendations and procedures to address each situation.

The school will inform parents about any kind of high-risk behavior observed in their student, whether based on reasonable suspicions or concrete evidence of drug and/or alcohol use.

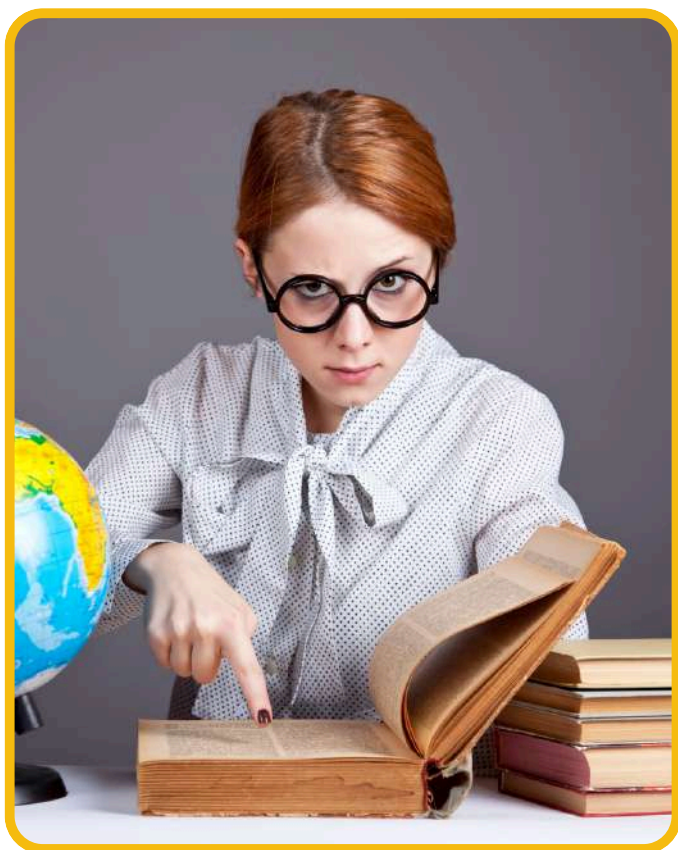
Parents, for their part, commit themselves to taking the necessary measures to cooperate with the school in whatever needs to be done, including providing laboratory drug test results from a school-designated laboratory, psychological reports, and any other requested measures.



Consequences

Test results and documentation from an investigation will be reviewed by the Middle School Principal and/or his/her designee to determine if there is cause for disciplinary action, which could include:

- Imposition of a Level II Office Behavior Report Agreement of the student to participate in a substance control program, including periodic meetings and evaluations
- Agreement of the student to participate in an independent professional treatment plan with the school having direct communication with the indicated professional.
- Placement on conditional enrollment status. A student on conditional enrollment status will be allowed to continue as part of the Lincoln School community but will be required to comply with agreed on conditions. The conditional enrollment status will continue until it is determined by the school and agreed upon with the professionals that the situation has been resolved. If conditions are not met, the school will begin expulsion proceedings.
- Immediate expulsion from the school



In addition to these measures, the Guidance and Counseling Department will engage in follow up in conjunction with the parents and outside professionals in charge of the case.

Self-Referral

The teaching and administrative staff, as well as the psychologists and counselors, encourage students to communicate their concerns or needs regarding the use/abuse of substances. When a student refers him/herself, the school will work with the student and his/her parents to seek a diagnostic program and addiction treatment and/or individual or family psychotherapy. A probation period will be established for the student and the terms under which s/he will remain in the institution will be specified and close follow-up will be provided.

Note Regarding Off-Campus Behavior

The school is not responsible for private activities that Lincoln students participate in off campus that are not sponsored or authorized by the school. This includes private parties, open bar parties, beach parties, cruises, and other social activities. The school is also not responsible for students' use of technology or social media while not participating in school activities. The behavior of students in off-campus activities is the responsibility of the individual student and his/her parents. That said, students must be aware that they are representatives of Lincoln School in the larger community and should conduct themselves accordingly. The school reserves the right to impose disciplinary sanctions (actions) in cases where student behavior outside of school results in issues within the school, for example in the case of inappropriate use of digital tools and social media for the purpose of bullying. The school also reserves this right in cases where students' behavior reflects negatively on the school's reputation or ability to function effectively as an institution of learning.

TUTORING POLICY AND PROCEDURES

TECHNOLOGY USE POLICY

Lincoln School is committed to student use of technology as a tool to expand learning opportunities and conduct scholarly research. The use of technology facilitates global collaboration--a vital skill for our 21st century learners. Lincoln students have a variety of technology tools at their disposal through the school network infrastructure. Technological devices and resources as well as the school network are strictly for educational use consistent with the school's educational goals. Along with the opportunity, this provides comes responsibility.

This Technology Use Policy is designed to give the student and the student family clear and concise guidelines regarding the appropriate use of technology. The underlying premise of this policy is that all members of the Lincoln community must uphold the values of Respect, Responsibility, Integrity, and Adaptability. Our students are expected to exercise good judgment and to utilize technology with integrity. Inappropriate use of technology will result in a discipline report. For complete information on technology use, expectations and consequences please refer to the "Lincoln School Acceptable Technology Use Policy".



ENVIRONMENTAL POLICY

Lincoln School's objective is to become an institution committed to sustainable development. Our goal is to lead and develop efforts for the conservation and improvement of the environment through sustainable practices, creating awareness and carrying out environmentally friendly actions with our students and the school community. The efforts and actions will be aligned with the academic curriculum and institutional goals.

Practices to be carried out, in the different areas and departments:

SUPPLIES

All providers that offer services to the Institution must commit and comply with the institutional school policies.

CAFETERIA AND OTHER FOOD SERVICES AND PROVIDERS

Disposable materials:

- Whenever possible, the use of disposable materials for food should be avoided. We encourage the use of washable and reusable dishes, glasses and silverware.
- If the use of disposable materials is strictly necessary, only biodegradable cardboard and/or cassava disposable containers, plates, cups, bags and cutlery materials are allowed (no type of plastic is allowed, not even biodegradable plastic).
- It is forbidden to use, buy and/or sell any type of plastic and tetra pack material for any type of drinks.
- The use of plastic straws is prohibited. In cases where straws are required, they must be composed of organic materials only (bamboo, paper, cassava, etc.)

Higiene and cleaning products:

- It is only allowed to use products that are environmentally friendly.

EVENTS AND ACTIVITIES

All school activities (inside and outside the facilities), must comply with all the environmental and ecological school policies.

- Whenever possible, the use of disposable materials for food should be avoided. We encourage the use of washable and reusable dishes, glasses and silverware.
- If the use of disposable materials is necessary, only biodegradable cardboard and/or cassava disposable containers, plates, cups, bags and cutlery materials are allowed (no type of plastic is allowed, not even biodegradable plastic).
- It is forbidden to use, buy and/or sell any type of plastic and tetra pack material for any type of drinks.
- The use of plastic straws is prohibited. In cases where straws are required, they must be composed of organic materials only (bamboo, paper, cassava, etc.)
- In all activities, the correct classification of the wastes for recycling must be promoted and implemented. • During big activities, such as: Community Day, Bingo, Sports Festival, Night of Lights, etc., a Recycling Campaign must be carried out for the correct classification of wastes. This can be coordinated with the support of the Green Committee.

PURCHASING AND STORAGE ROOM

The Purchasing Department has the responsibility and obligation of purchasing products and services that promote the conservation and protection of the environment. All suppliers that provide products and services must comply with the school's Environmental Policy.



- The Storage Room can only purchase materials and products that are environmentally friendly. Materials that are highly polluting must be eliminated or replaced.
- Regarding disposable materials, only the purchase of disposable containers, plates, cups, bags and cutlery of biodegradable cardboard and/or cassava materials is allowed (the use of any type of plastic is not allowed, even if it is biodegradable). The use, purchase and / or sale of any type of plastic and tetra pack material for refreshments is prohibited. The use of plastic straws is prohibited. In cases where straws are required, they must be made of organic material (bamboo, paper, cassava, etc.)
- The purchase of styrofoam of any kind is strictly prohibited.
- When making a purchase or contracting a service, priority will be given to those suppliers that carry out environmentally friendly responsible practices and minimize the consumption of resources that are polluting.

REDUCING THE USE OF PAPER

Different objectives must be established to reduce the use of paper. This includes, the photocopies in the offices, in the Copy Center and use and purchase of paper in general.

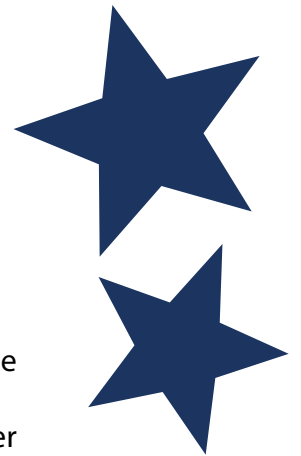
- Each department must identify and evaluate ways to reduce the use of paper between 10%-20% during the 2018-2019, school year.
- Promote the use of the iPad in the classroom to avoid photocopies.
- Motivate the community to decrease the use of paper (examples: competitions by department, awards, etc.)

CLASSIFYING WASTE

The school must promote and educate the community on how to classify wastes correctly. Anyone who enters the school premises is obliged to properly classify their wastes. All school staff must support and supervise that students and others pick up their trash and classify wastes. Disciplinary measures may be taken towards students that do not comply with these rules.

• Blue container for PLASTIC BOTTLES ONLY

Ex: water bottles, Tropical bottles, Coca Cola bottles, Gatorade bottles, Pepsi bottles, etc. (no liquid inside). Other types of plastic are not recycled and must be thrown in the trash container (supermarket bags, cookie packages, yogurt containers, etc.)



- **Yellow container for ALUMINUM CANS ONLY**

Ex: juice cans, Coca Cola cans, Pepsi cans, iced tea cans, etc. (no liquid in the can). Other types of aluminum go in the trash (tuna cans, aluminum bags such as Doritos, aluminum foil, etc.)

- **Gray container for TETRA PACKS ONLY**

Rinsed with water, dried and crushed before putting them in the container. Other materials that are not tetra pack must be put in the trash can.

- **Green container for ORGANICS ONLY**

Anything you can eat, and other natural products.

Ex: fruit peels and seeds, rice, beans, cookies, chips, fruits, etc. Napkins are not organic, they should be placed in the trash can.

- **NON RECYCLABLE WASTE CONTAINER**

All those materials that were not mentioned as recyclable.

NÍTIDOS

The cleaning company (Nítidos), must comply with the task of collecting recyclable wastes as agreed with the institution. The bags of the recycling containers must be collected separately and without mixing with non-recyclable garbage.

SCHOOL SUPPLIES

Every year, the Green Committee must review the lists of school supplies that are sent to parents in order to ensure that it does not contain unnecessary or harmful materials for the environment. The purchase of environmentally friendly materials (recyclable, made from recycled materials, biodegradable, etc.) should be promoted.

Promote the use of iPads in the classroom, as a way to reduce the purchase of books and notebooks.

WATER AND ENERGY CONSUMPTION

The waste and misuse of water and energy within school facilities should be avoided.

- The use of water (pressure washers or hoses) is allowed for maintenance of open areas, to eliminate mold and watering the gardens. Pressure washers for regular cleaning of sidewalks and corridors as a method of removing dust is prohibited, this must be done using brooms.
- All individuals are obliged to close the water tap of bathroom and other faucets, once finished using water, in order to avoid waste. When brushing your teeth, the faucet must be closed while brushing, and opened only for rinsing.
- All school personnel should turn off the lights when leaving the office, classroom, bathroom, etc., or when it is not necessary to keep the lights on.

APPENDIX

National Anthem of Costa Rica

HIMNO NACIONAL DE COSTA RICA

*Noble patria, tu hermosa bandera
expresión de tu vida nos da;
bajo el límpido azul de tu cielo
blanca y pura descansa la paz.
En la lucha tenaz, de fecunda labor
que enrojece del hombre la faz,
conquistaron tus hijos labriegos, sencillos,
eterno prestigio, estima y honor.
Salve, oh tierra gentil!
Salve, oh madre de amor!
Cuando alguno pretenda tu Gloria manchar,
verás a tu pueblo, valiente y viril
la tosca herramienta en arma trocar.
Salve, oh patria tu pródigo suelo,
dulce abrigo y sustento nos da;
bajo el límpido azul de tu cielo,
vivan siempre el trabajo y la paz!*

Música: Manuel María Gutiérrez
Letra: José María Zeledón B.

United States National Anthem

THE STAR-SPANGLED BANNER

*Oh! Say, can you see, by the dawn's early light,
what so proudly we hailed at the twilight's last
gleaming:
whose broad stripes and bright stars
through the perilous fight,
o'er the ramparts we watched
were so gallantly streaming.
and the rocket's red glare, the bombs bursting in
air,
gave proof through the night that our flag was still
there;
Oh! Say, does that Star-spangled Banner yet
wave
O'er the land of the free and the home of the
brave?*

Words by Francis Scott Key (1814)

Lincoln School Song

*Lincoln, Oh, Lincoln
the school of our youth.
Like Abraham Lincoln
we want freedom and truth.
This is a school that will
challenge each mind,
and help us to learn
how to love all mankind.
Lincoln, oh Lincoln,
the school that we love.
We'll honor your goals just as
those from above.
We'll always, yes always
do our school work,*

*and never, no never have a moment to shirk.
Lincoln, oh Lincoln, our school
of two tongues
in our education,
you're the highest of rungs.
In English and Spanish
we speak every day
and always with classmates
we're happy and great.*