



HiGH SCHOOL

HANDBOOK

2025-2026

ENGLISH

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MISSION, BELIEFS, AND STRATEGIC GOALS

Vision:

Excellence through innovation, integrity, and leadership.



Mission:

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

We Believe

- In the role of education in creating a positive society.
- In the potential of young people.
- In building positive relationships.
- We need to model behaviors we want to see in others.
- Every individual deserves respect and fairness.
- The most important resource in a school is its people.
- The meaning in one's life is the change you make in others.

Strategic Goals

- Goal #1: Commit to being student-centered in our instruction and relationships.
- Goal #2: Maximize the efficiency of school resources and service.
- Goal #3: Communicate effectively with all stakeholders.
- Goal #4: Provide students the opportunity to achieve a balanced life.
- Goal #5: Review the potential impact of a more diverse student population.
- Goal #6: Recruit, support, and retain local and international teachers of the highest quality.
- Goal #7: Foster a mindset and shared culture of entrepreneurial education that is responsive to global challenges.

Diversity, Equity, Inclusion and Belonging Policy Statement

At Lincoln School, we believe that our commitment to an inclusive educational environment is a hallmark of our excellence. We desire to foster a sense of respect and belonging for each and all members of our community as the foundation of a safe and effective learning environment.

As a school, we are committed to protect the humanity of all community members, and assert a non-discriminatory learning environment with regards to identify markers such as race, color, ethnicity, religion, gender identity, gender expression, sexual identity, nationality, socioeconomic status, age, and ability.

We believe that teaching our students to celebrate their unique identities is an essential part of our educational mission to positively impact local and global communities. We assert our responsibility to address any practices that have established and normalized inequity through persistent reflection and intentional action.

The General Director is responsible for developing and maintaining policies, practices, and systems to support the school's commitment to inclusion and diversity. The General Director shall be held accountable to the Board for fully carrying out this commitment.



ACCREDITATION, AFFILIATIONS, 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 school is governed by a 10-member elected Board of Directors which takes great pride in providing excellent educational programs and facilities. The General Director is also a non-voting member of the Board. In addition to the General Director, school administration includes Preschool, Elementary, Middle School and High School principals. The teaching faculty is composed of 150 members, 22% US citizens, 74% Costa Rican, 2% Canadian and 2% other.

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 participates in two of the IBO programmes: the MYP and DP.

The International Baccalaureate Middle Years Program

Lincoln school is authorized to offer the Middle Years Program (MYP) in grades 6-10. Teachers are participating in ongoing training, writing curriculum, and are applying MYP rubrics to assess learning.

The International Baccalaureate Diploma Program

The International Baccalaureate Program at Lincoln gives students the opportunity to enroll in either the full Diploma Program or individual certificate courses. Most students who opt for the IB Diploma, the most rigorous program offered at Lincoln, graduate with the IB Bilingual Diploma in Spanish and English, a feat accomplished by only 24% of test takers worldwide. Lincoln School mandates that all students take three IBDP courses in 11th and 12th grade. All students are required to take IPDP Language and Literature or IBDP Literature in English and Spanish. Non-native Spanish speakers are required to take Spanish B. The third course is of the students' choosing. The IB Diploma is recognized worldwide and offers students the opportunity to apply for university admission in the Americas, Asia, and Europe.



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, national standardized tests, and mandatory minimums in high school credits and instructional hours. The Costa Rican diploma offers students the opportunity to apply for college admission in Costa Rican universities.

Cognia Education

Lincoln has been certified by Cognia Education (formerly AdvancEd) for many years. As such, all Lincoln students earn a US High School diploma certified by Cognia Education, the world's largest educational institution with over 80,000 member schools. This includes mandatory minimums in high school credits earned and hours of instruction. The Cognia Diploma is recognized world-wide and offers students the opportunity to apply for college admission in the Americas, Asia, and Europe.

AASCA

Lincoln School is a proud member of the Association of American Schools in Central America. As such, our administrators, faculty, and staff enjoy the benefits of a variety of professional learning opportunities and our students participate in annual academic and athletic competitions with students across the region.

CONTACTS

Administrative Assistant

The High School Administrative Assistant works with the Principal to manage the daily logistics of the High School. The Administrative Assistant is also responsible for managing the Principal's schedule.

Administrative Assistant's email: ajimenezg@lincoln.ed.cr

Administrative Assistant's phone: 2247-6668

High School Principal

The High School Principal serves as the instructional leader and legal representative of the division. The Principal is responsible for all of the day-to-day operations of the school.

Email: sgarren@lincoln.ed.cr

High School Assistant Principal

The High School Assistant Principal assists with the day-to-day operations of the High School, specifically in the areas of teacher observation and support.

Email: mlampinen@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. The Student Life Administrative Assistant also acts as an assistant to 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 and 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.

Email: smora@lincoln.ed.cr

High School Dean of Students

The High School Dean of Students is responsible for the behavioral progress of students. The Dean monitors attendance and ensures school safety. Additionally, the Dean supports the teaching, counseling and administration staff by developing classroom management programs, building bridges of communication between Student Life and Academics while identifying students with attendance issues or disciplinary problems, always addressing those issues with parents to create a positive outcome.

Email: 9th grade: mavargas@lincoln.ed.cr / 10th, 11th, 12th grades: gisalazar@lincoln.ed.cr

High 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.

9th Grade Assigned Counselor Email: kvega@lincoln.ed.cr

10th, 11th and 12th Grades Assigned Counselor Email: icussianovich@lincoln.ed.cr



DP Coordinator

The DP Coordinator manages all aspects of the IB Diploma Program related to curriculum and assessment. The role supports the development and implementation of the DP for faculty, students and parents in grades 10-12.

Email: mortega@lincoln.ed.cr

MYP Coordinator

The MYP Coordinator manages all aspects of the MYP program related to curriculum, teaching and learning, and assessment. The role supports the implementation and development of the MYP to support faculty, students, and parents for grades 6-10.

Email: rharmon@lincoln.ed.cr

Costa Rican Programs Coordinator

The Costa Rican Programs 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.

Email: zjimenez@lincoln.ed.cr

Registrar

The registrar is responsible for students' schedules, transcript creation and the management of student attendance records.

Email: rporto@lincoln.ed.cr

College Counselors

The High School College Counselors provide support and guidance to students in identifying vocational interests, determining post-secondary goals, and applying to schools, colleges and universities in Costa Rica, the United States, Canada and other countries.

Email: collegecounseling@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 Principal or Assistant Principal. Appointments can be made through the main office.

Wellness Issues

The Student Life team will address a range of concerns; this means providing support for students who are unable to benefit fully from the Secondary School’s programs and so are not fulfilling their potential. The team will also work with students who need support managing their behavior or whose approach to learning may be detrimental to others. Parents will be informed of, and/or engaged with, all interventions of a significant nature. Lincoln promotes a collaborative working process and at any time parents may request a meeting with the Student Life team to discuss their child’s progress. Student wellness is established and maintained through the agency of the Student Life team, and this structure is set out as follows:

Parent - Student - Teacher - Guidance Counselor - Director of Student Life/Principal

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/Principal

Behavioral Issues

While there is alignment in the expectation of appropriate school behavior across the divisions, each division has adapted its disciplinary procedures and response to the age and stage of development of the students of that division. 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

Academic Issues

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

Parent - Student - Teacher - Assistant Principal - Principal



CALENDAR AND CAMPUS

School Hours

Students are required to attend school from 7:45 – 2:35 Monday through Thursday. On Friday, students are dismissed at 12:15. On most Wednesdays and Thursdays, teachers offer office hours from 2:45 – 4:00 in order to offer students extra help. Students should notify teachers in advance if they plan to attend tutorial sessions.

After-School Hours

Lincoln School offers a wide variety of after-school activities in the Arts, athletics, and other extra-curriculars. Schedules for these programs can be requested from their corresponding departments or through the Parent Portal.

Bell Schedule

For the 2024-2025 school year, the Lincoln High School will utilize the following bell schedule:



BELL SCHEDULES (BLOCK VIEW)

MONDAY - THURSDAY BELL SCHEDULE

Time	Minutes	Block
7:45 – 9:05	80	1-2
9:05 – 9:25	20	Recess
9:25 – 10:45	80	3-4
10:50 – 11:10	20	Advisory
11:15 – 12:35	80	5-6
12:35 – 1:15	40	Lunch
1:15 – 2:35	80	7-8

FRIDAY BELL SCHEDULE (BLOCK VIEW)

Time	Minutes	Block
7:45 – 8:45	60	1-2
8:50 – 9:50	60	3-4
9:50 – 10:10	20	Recess
10:10 – 11:10	60	5-6
11:15 – 12:15	60	7-8



AASCA MONDAYS

Time	Minutes	Block
7:45 – 8:20	40	Advisory
8:20 – 9:00	35	1
9:00 – 9:40	35	2
9:40 – 10:00	20	Recess
10:00 – 10:40	35	3
10:40 – 11:20	35	4
11:20 – 11:55	35	5
12:00 – 12:35	45	6
12:35 – 1:15	40	Lunch
1:15 – 1:50	35	7
1:55 – 2:30	35	8

BELL SCHEDULES (PERIOD VIEW)

MONDAY - THURSDAY BELL SCHEDULE

Time	Minutes	Block
7:45 – 8:23	38	1
8:27 – 9:05	38	2
9:05 – 9:25	20	Recess
9:25 – 10:03	38	3
10:07 – 10:45	38	4
10:50 – 11:10	20	Advisory
11:15 – 11:53	38	5
11:57 – 12:35	38	6
12:35 – 1:15	40	Lunch
1:15 – 1:53	38	7
1:57 – 2:35	38	8

FRIDAY BELL SCHEDULE (PERIOD VIEW)

Time	Minutes	Block
7:45 – 8:45	30	1
8:15 – 8:45	30	2
8:50 – 9:20	30	3
9:20 – 9:50	30	4
9:50 – 10:10	20	Recess
10:10 – 10:40	30	5
10:40 – 11:10	30	6
11:15 – 11:45	30	7
11:45 – 12:15	30	8

AASCA MONDAYS (PERIOD VIEW)

Time	Minutes	Block
7:45 – 8:25	40	Advisory
8:25 – 9:00	35	1
9:05 – 9:40	35	2
9:40 – 10:00	20	Recess
10:00 – 10:35	35	3
10:40 – 11:15	35	4
11:20 – 11:55	35	5
12:00 – 12:35	35	6
12:35 – 1:15	40	Lunch
1:15 – 1:50	35	7
1:55 – 2:30	35	8

Entrance/Exit

Lincoln is a closed campus. Once students have arrived for the day, they are the responsibility of and, therefore, under the custody of Lincoln School, even if they are no longer minors. Students are not allowed to leave school premises on foot or by vehicle during the school day without prior authorization from a parent/guardian and approval by the administration. It is further understood that the school day concludes for each individual student when he or she has left campus, whether that be at the usual time of 2:35 p.m., after co-curricular clubs, or at any other time of the day.

Visitors

Lincoln School is an educational institution and social visits are not permitted. Visitors must receive authorization from the High School office to enter the campus. Visitors are expected to observe the rules of the school and must be accompanied by a currently registered Lincoln School student of about the same age. As a rule, visitors will receive permission to be on campus for only one day, or in special circumstances, two days. Alumni who visit the campus must ask for authorization from the High School office and should not visit any student or teachers during class. Students are allowed to invite foreign guests to school only with previous authorization of the High School office.

Vehicles

Senior students who have valid driver's licenses are permitted to drive cars to school. There are limited and designated parking spaces for them, and they must only park in these spaces. Students who ride motorcycles or bicycles to school may park them in the parking lots. However, they must not ride them anywhere else on campus.

Third Party Transportation Providers

Students are permitted to use third party transportation providers with a signed permission slip from parent(s). Permission slips can be obtained by asking the appropriate Dean of Students.



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

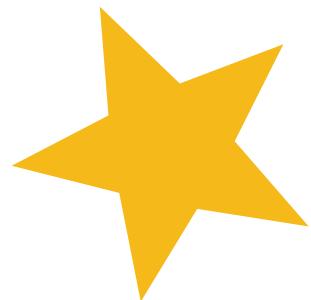
A closed circuit television (CCTV) system operates on the Lincoln campus to guard the safety of students, staff, parents, and visitors, and to reinforce school security. Video cameras monitor the buildings and grounds of the school and are supervised by campus security staff and administrators. Please 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.

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

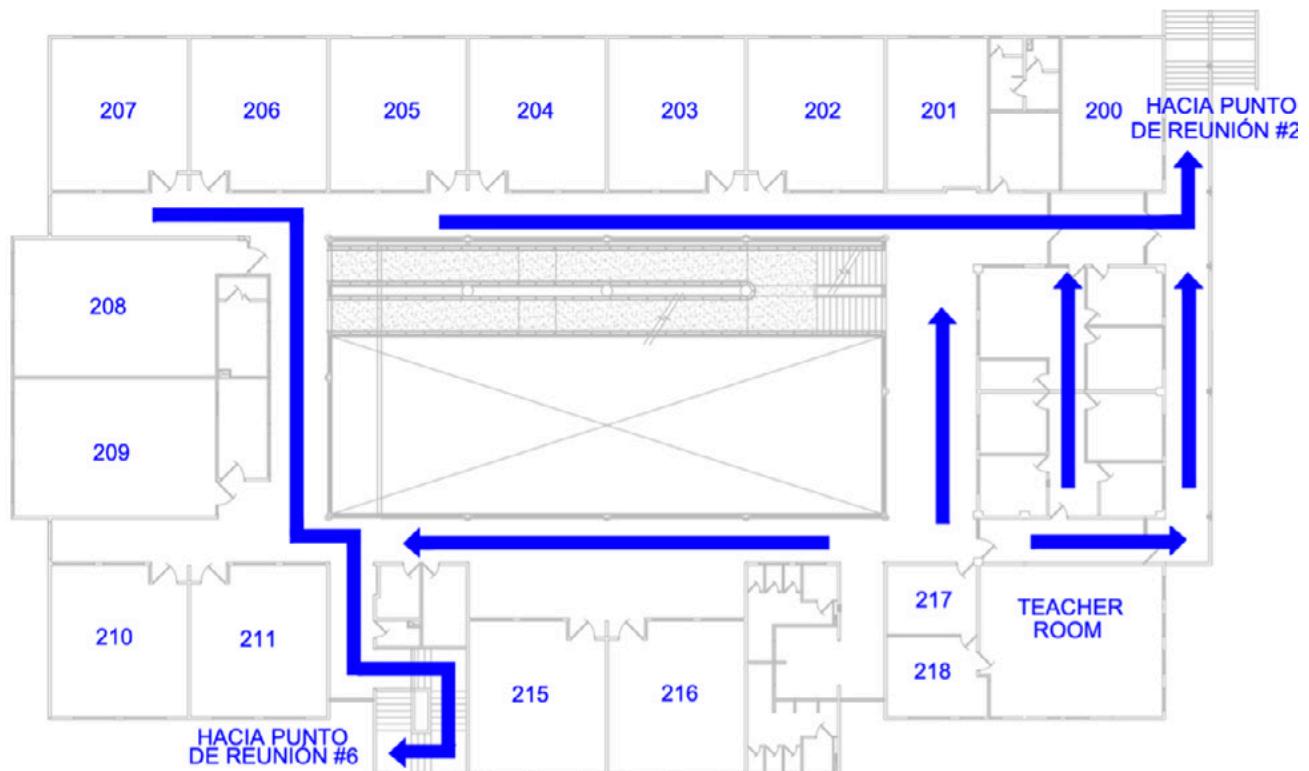
All students must remain inside the campus until the General Director gives permission to parents to pick up their child/ren. Students will be allowed to leave only with the people authorized in writing by their parents. There will be designated people in charge of supervising this process at the Kiss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

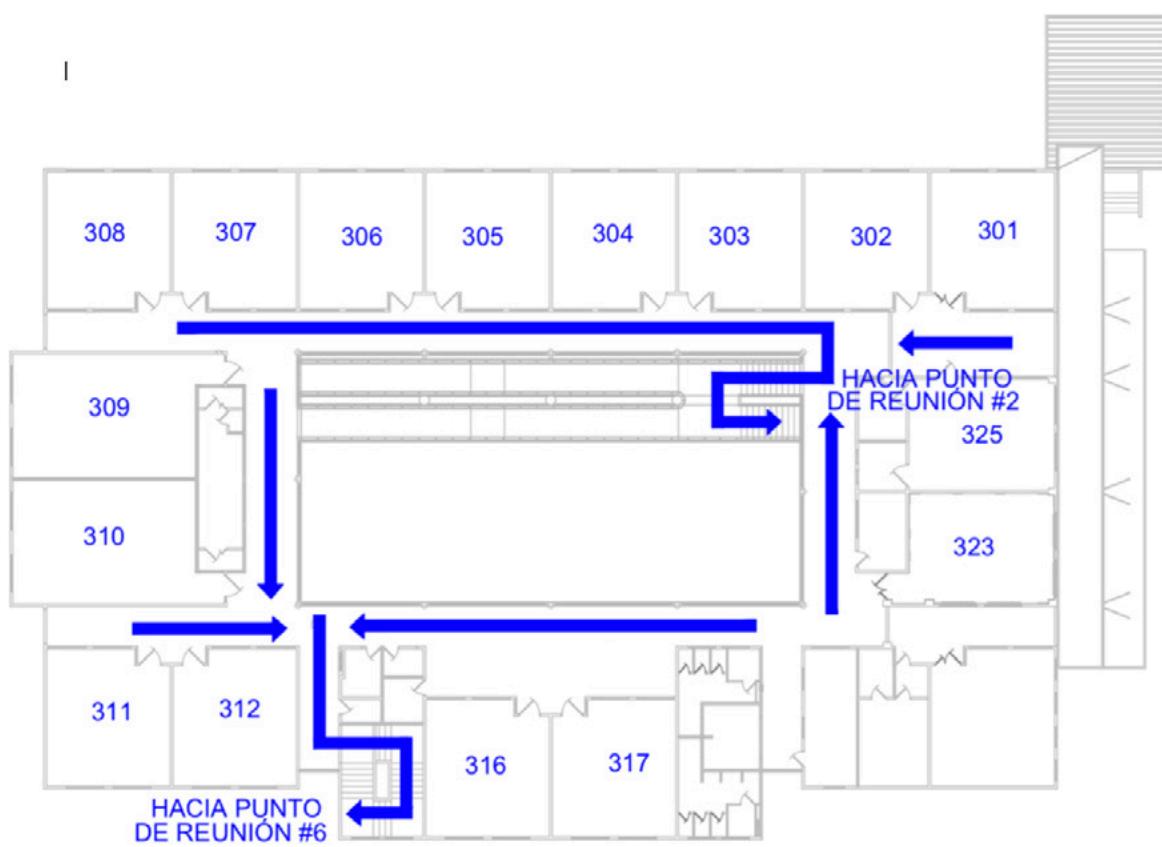
High School Maps



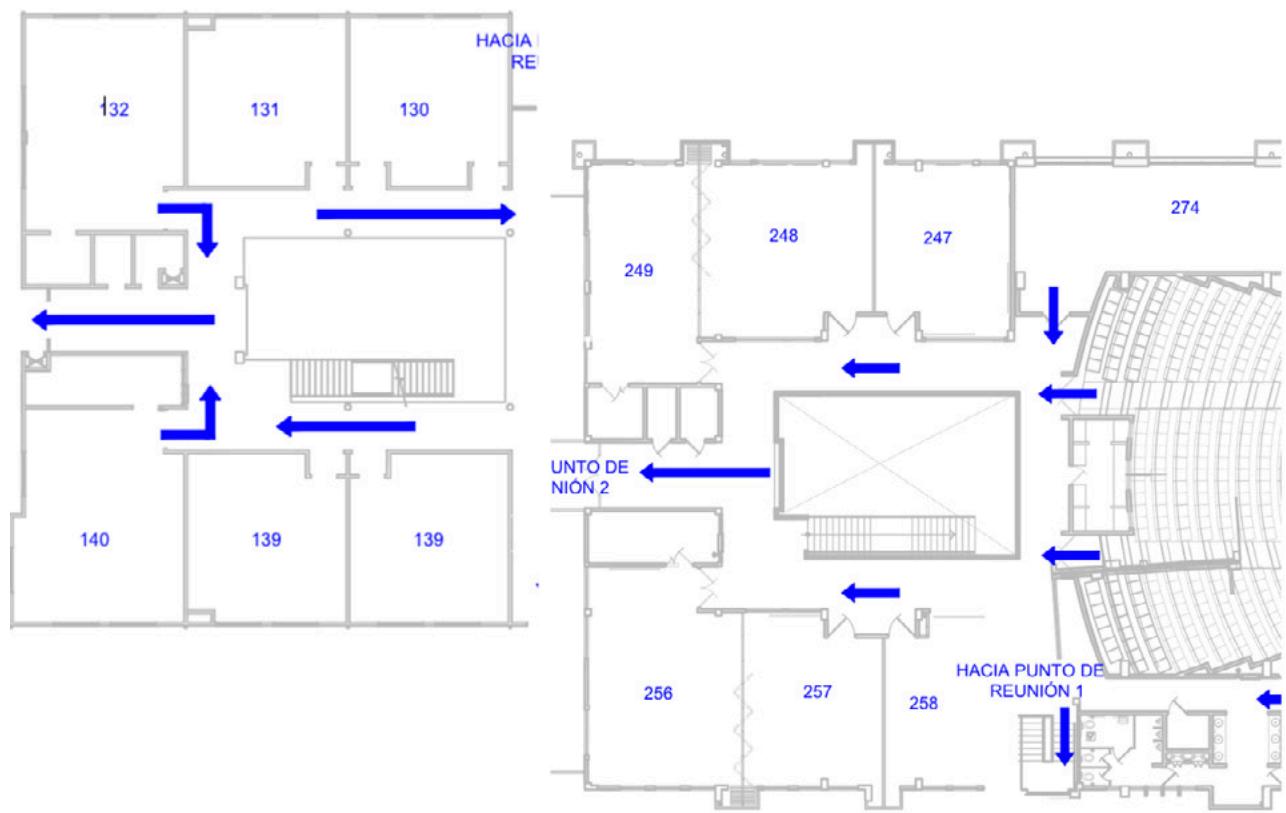
2nd Floor Secondary Building



3rd Floor Secondary Building



Arts Center



TECHNOLOGY TOOLS

ManageBac

Lincoln High School uses ManageBac for behavior, curriculum, grading, and grade reporting, as well as students' records of service projects, CAS activities, and Extended Essay progress. The school creates accounts, and students and parents are responsible for their own passwords.

Turnitin.com

Turnitin.com is integrated with ManageBac, so students and teachers can access turnitin.com through the ManageBac platform. If Lincoln students access turnitin.com directly from the turnitin web site, they should use their Lincoln email account (@lincoln.ed.cr). Under no circumstances should a student create a second turnitin account.

Maialearning.com

High school students have access to this program for researching colleges and careers, goal setting, vocational inventories and, in the senior year, for requesting transcripts and letters of recommendations to be sent to colleges. Parents have access to their child's account. This program is managed by the College Counseling Department.

Parent Portal

Parents may access the Parent Portal to purchase uniforms, make payments, and more.

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 the Microsoft Office Suite (Word, Excel, PowerPoint, etc.). Students may download this software on up to five devices.

Student iPads

All students are required to lease an iPad through Lincoln School. They must bring their iPad to school fully charged each day.



TECHNOLOGY USE POLICY

Students are expected to be good digital citizens. This means that they will be polite online, maintain academic integrity, and maintain a professional digital footprint.

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's network infrastructure.

Technological devices and resources as well as the school's network are strictly for educational use consistent with the school's educational goals. Along with the opportunity this provides comes responsibility.

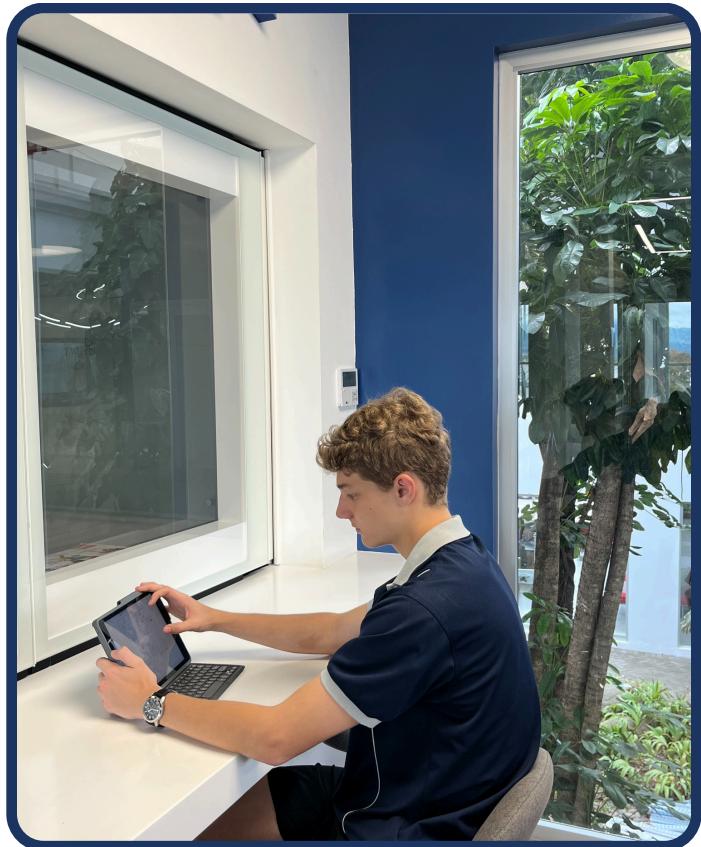
This Technology Use Policy is designed to give the student and the student's family clear and concise guidelines regarding the appropriate use of technology. The underlying premise of this policy is that all members of the Lincoln community must uphold the values of honesty and integrity. Our students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

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's 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 user-name and/or password to another person.



Search and Seizure

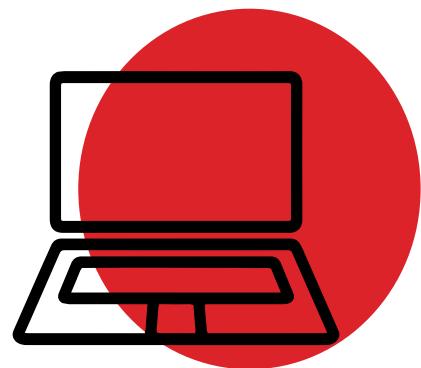
Students should expect only limited privacy in the content of their personal files on the school's network. An individual search will be conducted if there is a reasonable suspicion that a student has violated school procedure, this policy, or the law. Routine maintenance and monitoring may lead to discover 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's 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's 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's network performance or destroy data by spreading computer viruses or by any other means. These actions are illegal and will result in an office behavior report.
- Students will not use the school's 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.



Web Page Publication

Students or teachers may establish web pages that present information about the school or class activities. Material presented on a student's web site must be related to the student's educational and career preparation activities, may not violate school rules, and may include only student produced material. Student web pages must include the following notice: "This is a student web page. Opinions expressed on this page shall not be attributed to Lincoln School."

TRANSPORTATION



The bus is a service provided by the school for the students. Each bus has a team of bus driver and bus monitor, who are in charge of supervising student discipline. Appropriate student behavior is required at all times when riding the bus, and all school policies on uniforms and discipline apply. A student who does not follow the rules will be referred to the Dean of Students. Parents will be informed regarding all bus referrals or suspensions of bus riding privileges.

Bus Rules

- Students must be at their bus stop on time.
- Students must take a seat immediately upon entering their bus and remain seated with their seat belts fastened until they leave the bus.
- Students must obey any order coming from the bus driver, bus monitor, teacher, or other 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 school standards.
- Students must not eat food, chew gum, or drink beverages on the bus.
- Students must wear their uniform in a proper manner while on the bus.
- Radios other than the bus radio are not to be played while on the bus.
- Students' heads, arms, hands, and legs must remain inside the bus.
- Students must not throw litter or other objects out of the bus. They may be responsible for the fine imposed by the law.
- Each student is responsible for paying for the repair of any damage s/he causes to any part of the bus, including bus seats.
- Students may get off the bus only at their authorized bus stop.



Consequences for Violating Bus Rules

Failure to follow the rules may result in a discipline referral and temporary or permanent suspension of the right to use the bus, depending on the seriousness of the incident.

- First referral for bus misbehavior: Verbal or written warning from the High School office
- Second referral for bus misbehavior: Office behavior report Level I
- Third referral for bus misbehavior: Office behavior report Level II
- Fourth referral for bus misbehavior: Office behavior report Level II
- Fifth referral for bus misbehavior: Office behavior report Level II

High School students may not use the kindergarten bus to leave school at 12:00 p.m. because of routing and space limitations. Exceptions to this procedure may be granted in cases of emergency by the Dean of Students, Principal, or the Director General.

No cars are permitted in the bus loading area after 2:30 p.m.

GENERAL SERVICES

Cafeteria

The school cafeteria serves both breakfast and lunch. While in the cafeteria, students are expected to observe the following expectations:

- Students must be seated on a chair while eating.
- Students must not talk loudly, whistle, use vulgar language, or misbehave in any way.
- All students must form an orderly line when purchasing food; cuts are not allowed.
- Students must show respect for the cafeteria supervisors, cafeteria staff, and all other persons in the cafeteria.
- Students must not block the corridors or the exit area inside the cafeteria.
- Students must leave the tables clean and return all plates, utensils and trays to the cafeteria collection location.
- Students misbehaving while in the cafeteria will receive a discipline referral.

Suggestion Boxes

To support open communication and ensure our community feels heard, the school has installed four suggestion boxes across the campus. These boxes are intended for the school community to share concerns, suggestions, or report on any issues related to their school experience.

Library

The Library/Learning Center opens Monday, Wednesday and Friday from 7:40 a.m. to 3:15 p.m., Tuesdays and Thursdays from 7:40 a.m. to 4:00 p.m. In order to check out books or other materials, students are required to have a valid student identification. Students are responsible for all items they check out of the library. A fine will be charged for any overdue library materials and the cost of replacement will be charged for unreturned or lost materials. When the cost of the fine exceeds the replacement cost, the student will be responsible for purchasing the item. While in the library, students are expected to observe the following expectations:

- No drinking or eating is allowed in the library.
- The school uniform must be worn properly at all times.
- Proper care must be taken of all library materials.
- After using the books, they must be put in the book cart, not on the shelves. Students must not disturb others by speaking in a loud voice.

Internet Access

Students may access Internet and other network programs from the library. The library staff will control the use of the Internet upon demand. No chatting is allowed on the library computers. For network use, the computer network policy will be followed. Students must be approved by the technology department staff and get a password to access the online databases in the library.

Lost and Found

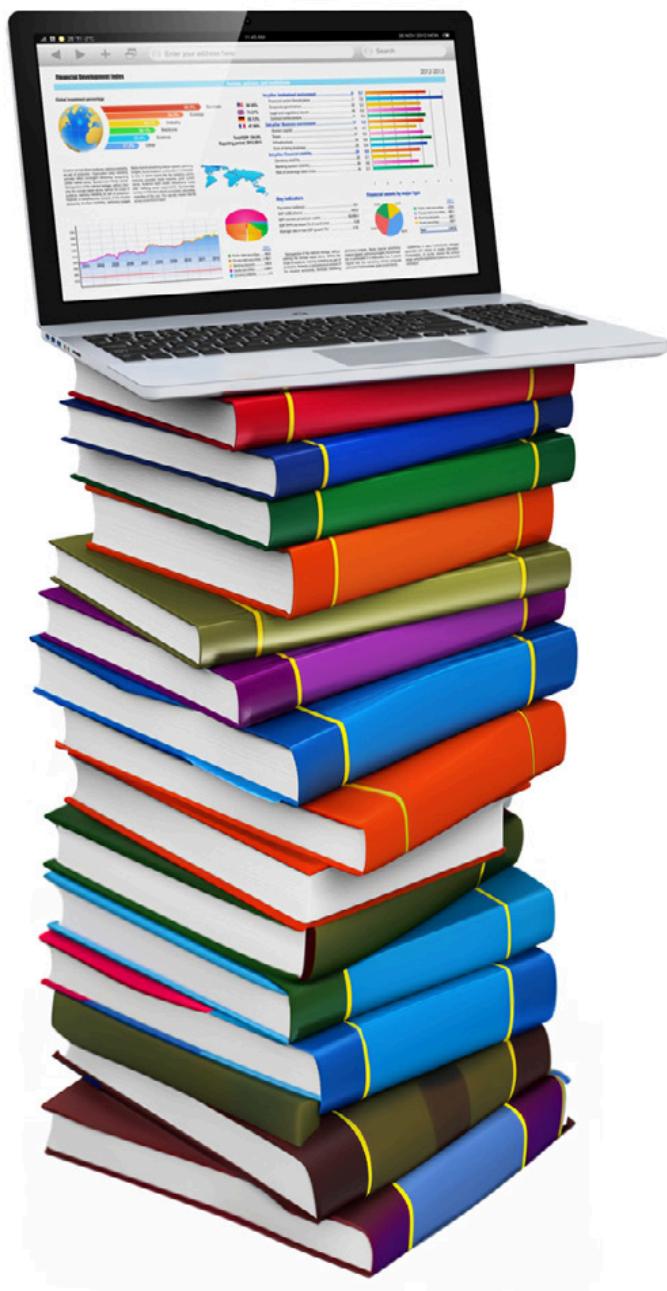
Any items found on campus should be taken to the office or to Security. Students may inquire about lost objects in the Security office. Lost items that are not claimed within a reasonable period will be donated to charity or disposed of.

Field Trips

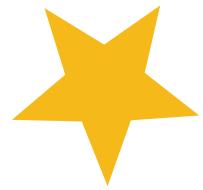
In general, one faculty sponsor is required for every 10 students participating in an off-campus, school-sponsored activity. Field trips will be organized only for activities directly related to the academic and co-curricular objectives of the school. Students must have written permission from their parents to participate in school- sponsored field trips. The administration reserves the right to restrict student participation on field trips for disciplinary or academic reasons.

Fundraising

All fund-raising activity on campus for any purpose must be approved in advance by the Student Life Department. Students must submit requests for fundraising through a teacher or staff sponsor.



DEPARTMENT OF STUDENT LIFE



The Student Life Departments mission is to nurture a healthy and safe environment that inspires and empowers a culture of caring, inclusive, ethical and accountable citizens. 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.



Child Protection Policy

The safety of Lincoln Students is our number one priority. The Student Life Team has composed a protective guideline to adhere for staff, students and parents. Please refer to the Child Protection Policy Handbook for full details.

Restorative Practices

Lincoln School 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. Restorative Practices can be used in different scenarios ranging from inter- personal conflicts to behavior issues. Inappropriate behaviors must never be ignored and must be stopped immediately. An appropriate solution must be implemented, and these practices may sometimes support this process

Behavior and Discipline

Recognizing that students may exhibit poor judgment from time to time, Lincoln strives to use such occasions as opportunities to help students grow and learn from their mistakes. Thus in most cases, the consequences for poor choices will be serial and increasingly severe with successive violations.

- Creating and maintaining a healthy learning environment
- Developing the attributes of the IB Learner Profile
- Approaches to Learning, including self-management and goal-setting
- Behavior levels and consequences
- Reporting disciplinary actions to outside entities
- Harassment and bullying policy
- Smoking, alcohol, and drugs
- Conditional enrollment (behavior)
- Student right to appeal

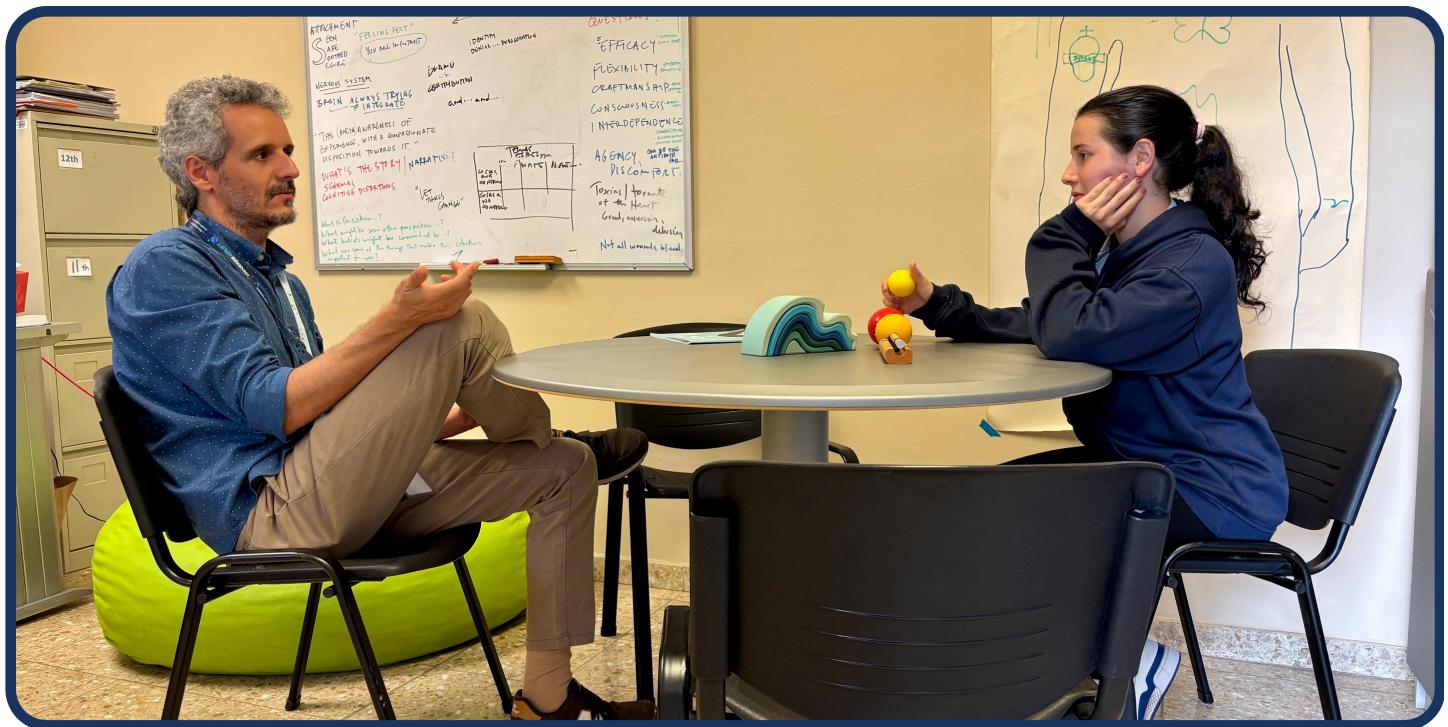


COUNSELING

The High School Counseling Department provides services to students to guide their academic, social and emotional learning and growth. The Department works proactively with teachers and provides developmental guidance, counseling, intervention, and other services in response to student and family needs.

Counselors offer support services to ensure that students develop their learning skills and achieve their highest academic and emotional potential. These services include monitoring student grades, checking student interim feedback reports, providing individual and group counseling sessions, and meeting with teachers, parents and outside professionals as needed. Students may request to meet with their counselor for emotional support, crisis intervention, or help with any problem that affects their wellbeing and learning in school. Counselors also make referrals to and collaborate with professionals in outside agencies who provide specialized services to students.

Counselors work with different programs to guide students on issues such as health and wellness, character development, mindfulness, decision making, interpersonal relations, conflict resolution, and tolerance.



UNIFORM POLICY

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

The Lincoln School uniform is worn both at school and at school events to demonstrate pride in our school and community. Any exceptions must be approved in advance by the administration.

The uniform consists of:

- Black or blue pants (chinos or leggings) OR black or blue shorts that are no less than a 7" inseam.
- School polo or PE shirt which should cover the stomach and back completely. These must be purchased through the school. Underneath white or blue long-sleeved T-shirts are permitted.
- Lincoln School sweatshirt or hoodie. This must be purchased through the school. The hood on the hoodie cannot be worn during class periods or official school activities.
- Any color tennis shoes or dress shoes. Beach shoes, such as CROCS, Birkenstocks, Uggs, slippers, heels, flip flops or similar are considered inappropriate for school and are not permitted.
- Uniforms should be clean and neat.

In addition to the above, the following guidelines shall apply for "jeans days" and special occasions:

- No spaghetti straps
- No revealing/transparent clothing (mini t-shirts showing bare bellies)
- No skirts
- No swear words, inappropriate, violent or insulting language of any kind on the clothing
- No violent designs
- No sleepwear
- Undergarments may not be visible



Personal Appearance

Good personal appearance is an important aspect of the dress code.

- Hats, caps or sun visors are not allowed during classes, passing time, or breaks, with the exception of assemblies, games, and other formal activities held outside and approved by the administration. These items will be confiscated if the rule is not followed.
- Chains and spiked jewelry or belts are not permitted.
- Fashion and grooming on approved non-uniform days must conform to standards of discretion. The following clothing will be permitted for special occasions such as Jeans Day: jeans without tears/holes, t-shirts with non-violent designs, cargo jeans or pants (not showing boxers), carpenter jeans, fisher pants.

The following clothing will not be permitted: mini t-shirts (showing bare bellies), shorts, skirts, or clothing with violent designs or inappropriate language.

Consequences for violations of the dress code:

- The first uniform infraction in a school year will result in a uniform referral.
- The second infraction in a school year will be a Level I discipline referral.
- A third infraction in a school year will result in a Level II discipline referral and a parent conference.
- If the problem persists, consecutive one-day suspensions will be applied until the situation is corrected.

The Principal/Student Life Director or Dean of Students will determine how the dress code policies are to be applied, if there is any doubt or question.



ATTENDANCE

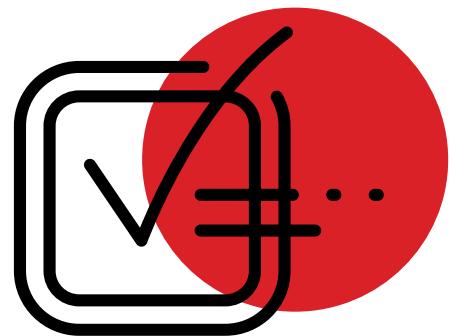
Daily school attendance is expected of all Lincoln students. Since research clearly shows that regular school attendance results in higher academic achievement and improved social/emotional wellbeing, students and parents are asked to give attendance their highest priority. Students who are absent for any reason must provide a written explanation from a parent for the absence. This must be submitted to ManageBac either prior to the absence or as soon as the student returns to school. Situations related to absences will be handled by the Student Life Department 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, in case of absences the following protocol must be followed:

- The parent or legal guardian must report the absence through ManageBac.
- It is the student's responsibility to contact teachers, request materials, and complete work and assessments seen in class.
- Any work (formative or summative) completed or due during a student's one-day absence is due immediately upon the student's return, or at an alternative time assigned by the teacher. It is the student's responsibility to contact the teacher and to submit any work (formative or summative) missed.
- Students absent for more than one consecutive school day will receive an equal number of days to complete any work (formative or summative) completed or due during their absence. It is the student's responsibility to contact the teacher and to schedule a time to complete or submit any work (formative or summative) missed.

Justified Absences

In specific situations, absences may be considered as justified absences if they comply with the provisions of this Handbook. The following will constitute reasons for a justified absence when accompanied by official documentation. Documentation should be delivered to the High School Dean of Students before the absence or immediately upon the students return:

- Illness, accident, or force majeure for the student
- Serious illness of legal guardians or siblings
- Death of a family member or close friend
- High priority medical appointments
- Participation in activities approved by the school via an Specialized Activity Contract
- Participation in activities in which the student represents Costa Rica or Lincoln School
- Appointments for legal procedures



Unjustified Absences

Unjustified 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. Unjustified absences include:

- Absence for any reason listed above when official documentation is not provided
- Absence for any other reason, including suspension and "ping class"
- Tardiness of 10 minutes or more

Being out of Class

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

A student who skips class when there is no summative assessment will receive a Level 2 behavior report and will be assigned after-school detention to make up the time.

A student who skips class when there is a summative assessment will receive a Level 2 behavior report and will earn a grade of 0 on the assessment with no opportunity for a retake.

Excessive Absences/Tardies

Students with unjustified absences and/or excessive tardies that exceed 10% in any course will be subject to review by the academic and student life teams and placed on a behavior support plan. Students placed on a behavior support plan will remain on the plan for the entirety of the semester unless absences increase to 15% (see below).

Students with unjustified absences or excessive tardies that exceed 15% in any course will be subject to review by the academic and student life teams and will be placed on behavioral probation immediately. Students placed on behavioral probation based on excessive unjustified absences or excessive tardies will remain on probation for the entirety of the next semester. At that time, students whose unjustified absences are less than 15% will be removed from behavioral probation while those whose unjustified absences continue to exceed 15% will be moved to conditional enrollment.

Students with unjustified absences that exceed 20% in any course will be placed on conditional enrollment immediately. Additionally, students will not be eligible for Convocatoria in any course in which unjustified absences exceed 20%. Students placed on conditional enrollment based on excessive unjustified absences will remain on conditional enrollment for the entirety of the next semester. At that time, students whose unjustified absences are less than 20% will be removed from conditional enrollment and moved to behavioral probation while those whose unjustified absences continue to exceed 20% will remain on conditional enrollment and will be subject to further discipline as determined by the academic and student life teams.

Additional Notes about tardies:

- Tardy and attendance totals are typically tabulated at the interim and at the end of the semester.
- Tardies of 10 minutes or more are considered an unjustified absence as defined above.
- Students reaching the behavioral probation (15%) and conditional enrollment (20%) thresholds may be required to attend a detention(s) to make up lost instructional time.

Leaving Campus Early on School Days

When a student must leave campus early during the school day, parents must submit a request through ManageBac in the same section where they report absences. The request must include the student's name, date, and time of departure, mode of transportation, and the reason for the departure.

The student must pick up the check-out pass at the School Office and present it to the guard at the main gate before being allowed to leave campus. In case of third-party transportation services, students must present a letter of authorization signed by their parents during the school year. This letter is available in each school division office.

Pre-Arranged Absences

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

USE OF SMARTPASS AT LINCOLN SCHOOL

In order to improve the organization and supervision of student movements during class time, Lincoln has implemented the SmartPass platform, a digital system for issuing and controlling passes within the campus.

SmartPass allows students to request, in an organized and recorded manner, permission to leave the classroom for justified reasons, such as going to the bathroom, attending meetings with teachers, going to the office, the nurse, or other approved activities. All passes are recorded with the time of departure, destination, and duration, providing the teaching and administrative team with a clear overview of the instructional time affected .

The purpose of this tool is to promote responsibility, transparency, and the proper use of class time, while ensuring the safety and monitoring of students. The responsible use of SmartPass is part of the expected behavior in our educational community.

Excessive, unjustified use, or use with the intent to avoid academic instruction may be considered a disciplinary infraction and will result in the corresponding consequences as outlined in this handbook.

Procedure for requesting digital passes through SmartPass

he following procedure must be followed by the student to request digital passes according to the guidelines established by the school:

1. When a student needs to leave the classroom for any reason, they must raise their hand and request permission from the teacher or the staff member responsible.
 - a. If permission is not granted, the student must remain in class and wait for the appropriate time as indicated by the teacher or responsible staff member.
 - b. If permission is granted, the student must initiate the pass in SmartPass or the designated platform, using only the iPad assigned by the school. Once the pass is initiated, the student must leave their iPad visible to the teacher or responsible staff member (on the teacher's desk or the location indicated by the staff member).
2. Upon returning to the classroom, the student must complete the pass and return to their seat with the iPad to continue the class as usual.

Misuse of the digital pass system (SmartPass)

When a student fails to follow the SmartPass procedures and any of the following infractions occur, disciplinary measures will be taken, as outlined in this section.

Description of infractions:

- Exceeding the time allotted for the pass without justification, resulting in lost instructional time.
- Moving to unauthorized locations during the pass that was requested.
- Continuous reports from teachers for not adhering to the allotted times.

Disciplinary measures for the improper use of digital passes

First Time: The teacher or responsible staff member has a conversation with the student and issues a warning about violation of the rules. The teacher or responsible staff member will report the incident in SmartPass or the platform in use for record-keeping.

Continuous faults:

- Level 1 Infraction – This will apply after the teacher or responsible staff member issues a warning to the student. The incident will be recorded in ManageBac through a Level 1 behavior report. The teacher or responsible staff member will have a conversation with the student to clarify the proper use of the system. The teacher will establish a Level 1 consequence, as outlined in the Handbook.
- Level 2 Infraction – If the behavior persists after the Level 1 report is submitted, the teacher or responsible staff member must inform the Dean of Students. At this point, a Level 2 behavior report will be issued. Parents will be notified of the infraction through ManageBac, and the student's access to the digital pass system will be suspended for two weeks. The student will only be allowed to go to the bathroom, water fountains, and meetings with other teachers during break times. Any other situation not listed will require direct authorization from the teacher, Dean of Students, or an administrator with the authority to allow the student to leave the classroom.
- Ongoing Behavior: If the improper use of passes continues, the school may take additional measures (e.g., a new Level 2 report with greater consequences, a behavior probation period, restriction of movement outside the classroom, or other sanctions as outlined in the Handbook.)

CELL PHONE AND DEVICE POLICY

Lincoln School Cell Phone and Personal Device 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 distractions, Lincoln School limits the use of cell phones during the school day. As a one-to-one iPad school, we believe that our students can fully harness the power of technology in the classroom without accessing their phones.

High School Students must keep their smartphones, personal iPads or tablets, and/or smart watches and/or other non-school devices powered-off and in their lockers or backpacks during the school day. From the time the first bell rings at 7:45am 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.

Phone content review (including private folders and trash folders): If there is reasonable suspicion that a student has unauthorized content on their phones or other digital devices, the school may conduct a search. Students are expected to cooperate by accessing deleted pictures, trash bins, or providing passwords. Two adults need to be present. Parents may be notified, but no additional parent's consent is needed.

If a student violates the Cell Phone and Personal Device Policy, any teacher or school administrator may request that the student turn in the device immediately. The device will be turned in to the High School office and locked in a safe deposit box.

Only parents may retrieve confiscated devices. Confiscated Devices will not be returned directly to students.

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

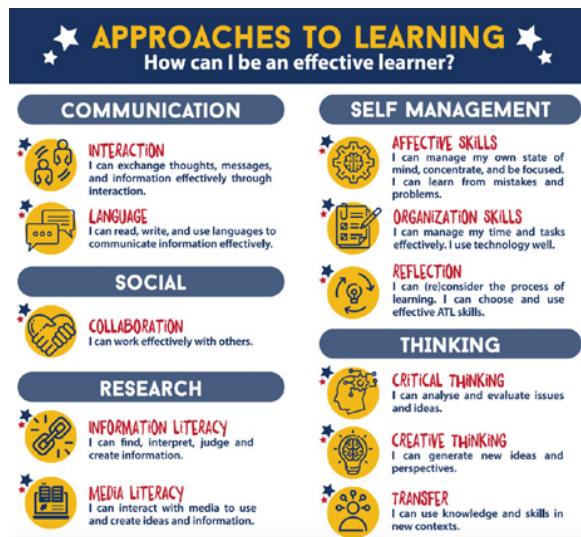
Emergency phone calls

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.

Consequences

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

STUDENT BEHAVIOR



Approaches to Learning Skills and Student Behavior

At Lincoln School, we believe that positive behavior is essential to creating a supportive and inclusive learning environment. We expect all students to demonstrate the following behaviors, which align with the IB Approaches to Learning Skills (ATL Skills). The following definitions are taken from (and expanded upon) the IBO MYP Principles Into Practice:

- **Communication:** Communication skills include students' ability to exchange thoughts, messages, and information effectively through reading, writing, and using language to gather and communicate information as well as ask for help. We expect all students to demonstrate honesty by communicating truthfully and taking responsibility for their words. Students show self-awareness to communicate effectively using appropriate language, tone, and body language to convey their ideas.
- **Research:** Research skills include students' ability to use appropriate tools to find, interpret, evaluate, and create information. Students should research thoroughly, evaluate sources critically, and use information ethically and responsibly. Students should also demonstrate honesty in their academic work and credit sources when used.
- **Self-Management:** Self-management skills include students' ability to manage time and tasks effectively while also managing their state of mind. We expect all students to take responsibility for both the intent and the impact of their actions. This includes being accountable for their behavior and their academic progress. Students should be responsible for their own learning by setting goals, being prepared to learn, managing their time effectively, meeting deadlines, and being accountable for their actions. Students should also strive to live mindfully, persevere and demonstrate resilience in difficult situations, and practice self-motivation in striving for excellence.
- **Social:** Social skills include students' ability to collaborate and interact with others with respect, kindness, and dignity. This includes respecting differences in opinions, backgrounds, and experiences. Students should work cooperatively with peers and teachers, share ideas, and contribute to group efforts. Students should respect others by showing empathy, practicing active listening, and being considerate of others' opinions.

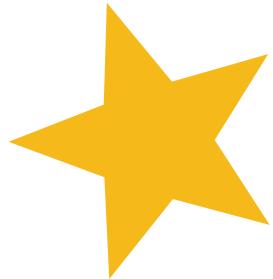
- **Thinking:** Thinking skills include students' ability to analyze and evaluate issues and ideas while generating new ideas and perspectives across multiple contexts. We expect all students to think critically, analyze information, and draw conclusions based on evidence. Students should proactively seek opportunities to rethink assumptions and transfer knowledge across academic disciplines. As aspiring entrepreneurs, we encourage students practice creative logic in order to anticipate and address real-world and relevant issues.

To ensure that all students meet these behavior expectations, we employ the following practices:

- **Positive Reinforcement:** We will recognize and praise students who demonstrate positive behavior and celebrate their achievements.
- **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.
- **Consequences:** Students who choose to engage in inappropriate behavior 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. Students have the right to due process only in the case of Level II behavior reports that result in a suspension and may appeal the decision of teachers or administrators in these cases.
- **Monitoring and 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

Students' will be rated by teachers on an ongoing basis as demonstrating each of the ATL Skills. In all cases, these ratings should be seen as indicators of student behaviors that support their own learning and that of their peers. Due to the dynamic nature of student development, it is possible that student ratings will vary across the spectrum of indicators throughout each grading period. However, since the development of these behaviors is an essential component of each student's potential success as a life-long learner, summary ratings will appear on each student's report card at the end of each semester along with the student's academic grade for each subject.



Rating Scale

- **Highly Developed:** The student consistently demonstrates the behaviors indicated in this category of the rubric almost all of the time. (Every day)
- **Developed:** The student usually demonstrates the behaviors indicated in this category of the rubric more than half the time. (Weekly)
- **Developing:** The student occasionally demonstrates the behaviors indicated in this category of the rubric less than half the time. (Bi-Weekly)
- **NA:** This skill was not taught/assessed during this marking period. responsables y exitosos de sus comunidades.

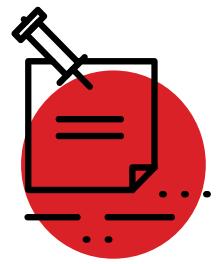
APPROACHES TO LEARNING CRITERIA

ATL	Highly Developed	Developed	Developing
Communication Skills	<ul style="list-style-type: none"> Consistently willingly volunteers ideas and participates in discussions. Consistently asks for help when necessary Consistently demonstrates self-awareness 	<ul style="list-style-type: none"> Usually willingly volunteers ideas and participates in discussions Usually asks for help when necessary Usually demonstrates self-awareness 	<ul style="list-style-type: none"> Occasionally to willingly volunteer ideas and participate in discussions Occasionally to ask for help when necessary Occasionally to demonstrate self-awareness
Self Management	<ul style="list-style-type: none"> Consistently prepared for class with correct materials Consistently uses class time effectively Consistently meets deadlines 	<ul style="list-style-type: none"> Usually prepared for class with correct materials Usually uses class time effectively Usually meets deadlines 	<ul style="list-style-type: none"> Occasionally to come prepared for class with correct materials Occasionally to use class time effectively Occasionally to meet deadlines
Social Skills	<ul style="list-style-type: none"> Consistently listens to and respects others' points of view. Consistently offers ideas and contributes Consistently able to share responsibility for group work 	<ul style="list-style-type: none"> Usually listens to and respects others' points of view. Usually offers ideas and contributes Usually able to share responsibility for group work 	<ul style="list-style-type: none"> Occasionally listen to and respect others' points of view. Occasionally to offers ideas and contributes Occasionally to be able to share responsibility for group work
Thinking Skills	<ul style="list-style-type: none"> Consistently uses effective strategies to develop ideas or solve a problem Consistently able to make connections between subjects Consistently able to look at a problem/issue from multiple perspectives 	<ul style="list-style-type: none"> Usually uses effective strategies to develop ideas or solve a problem Usually able to make connections between subjects Usually able to look at a problem/issue from multiple perspectives 	<ul style="list-style-type: none"> Occasionally to use effective strategies to develop ideas or solve a problem Occasionally to make connections between subjects Occasionally to look at a problem/issue from
Research Skills	<ul style="list-style-type: none"> Consistently evaluates information sources Consistently respects academic integrity Consistently selects and uses appropriate online tools to find, filter, edit, prioritize, organize, and present resources 	<ul style="list-style-type: none"> Usually evaluates information sources Usually respects academic integrity Usually selects and uses appropriate online tools to find, filter, edit, prioritize, organize, and present resources 	<ul style="list-style-type: none"> Occasionally evaluates information sources Occasionally respects academic integrity Occasionally selects and uses appropriate online tools to find, filter, edit, prioritize, organize, and present resources

By adhering to this behavior policy and reflecting on teachers' feedback, we believe that our students will develop the necessary skills and attitudes to become responsible and successful members of their communities.

STUDENT DISCIPLINE

Occasionally, students exhibit behaviors that require documentation and consequences beyond the ratings of the Approaches to Learning Skills Rubric. In these cases, additional disciplinary steps may be taken by the school to reinforce positive behaviors or to address negative 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, the following disciplinary procedures may be employed at any time students are participating in school-sponsored activities.



Behavioral Infractions:

There are two categories of behaviors that need to be reported: Level I behaviors and Level II behaviors. Level I behaviors are minor breaches of discipline. Level II behaviors are more serious and include behavior that is more disrespectful or dangerous to the student and/or others. In the case of Level II Behavior Reports, teachers will inform the Dean of Students to correctly carry out the disciplinary process. These will be sent directly to, or written by, the Dean of Students.

Level 1 Infractions:

INFRACTION	CORRESPONDING ATL SKILL
Missing materials	Self-Management
Missing formative work	Self-Management
Late (tardy) to class, or tardy after 10 minutes	Self-Management
Out of class without permission ("ping")	Self-Management
Disruptive, disrespectful, offensive or obscene language	Communication
Disruptive, disrespectful or offensive language or behavior toward others (including verbal and physical altercations)	Social
Unsportsmanlike conduct during any activity	Social
Use of electronic devices such as cell phones, watches, and/or headphones during class without permission	Self-Management
Failure to follow school and/or class instructions, rules, or policies	Self-Management
Inappropriate use of technology (Refer to the Computer Use Policy in the General Information section)	Self-Management
Violation of the uniform code	Self-Management
Violation of bus rules (not otherwise identified)	Social
Violation of cafeteria rules (not otherwise identified)	Social
Littering	Social
Inappropriate amorous displays such as, but not limited to, kissing and intimate and prolonged embraces	Social
Failure to follow staff instructions (security officials, administrative, teachers)	Self-Management
Violation of school parking regulations	Social
Repeated failure to return in a timely way forms which require the signature of a parent or guardian	Self-Management
Failure to show respect for the National Anthems and symbols	Social
Three behavior communications	Self-Management
Other activities that violate the law or school regulations	As Appropriate

Level I Behavior Consequences:

All Level I Behavior Reports will be sent home to parents via ManageBac. Some logical consequences for Level I behaviors are the following: Teacher discussions, detention, written reflections, and/or any other logical consequence that allows for the students to reflect and make things right in our community.

Level II Infractions:

INFRACTION	CORRESPONDING ATL SKILL
Repeated minor/level 1 behaviors.	Corresponding ATL Skill
Failure to follow through with a minor/level 1 behavior consequence.	Self-Management
Violation of the school policy on the use of alcohol, tobacco and drugs (Refer to the Alcohol, Tobacco and Drug Policy in the General Information section.)	Self-Management
Skipping class: Failure to attend an assigned class, leaving class without permission or leaving and not going where requested/sent, leaving campus without proper authorization.	Self-Management
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.	Social
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.	Social
Any type of sexual harassment, whether direct or indirect. (see sexual harassment section)	Social
Possession or use of an explosive, weapon or any object used as a weapon.	Social
False alarms or bomb threats, whether direct or indirect.	Social
Vandalism or willful destruction of school property or the property of others.	Social
Stealing or accomplice to stealing, including theft of a quiz or test.	Social
Extortion or receipt of stolen goods.	Social
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.	Social
Pranks and other behavior that disrupts school activities.	Social
Inciting others to engage in, or promoting, inappropriate disrespectful behavior.	Social
Use of language that demeans a person's race, national origin, gender, creed, ability or sexual orientation.	Social
Possession or creation of obscene material.	Social
Unauthorized access of materials or possessions (including technology tools such as phones, iPad, and laptops) of another student, teacher, or other member of the Lincoln School community.	Social
Inappropriate use of school technology or of social media.	Social
Any form of academic dishonesty 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 to give a correct name or giving a false name to school personnel	Research
Other activities that violate the law or school regulations.	As Appropriate

INFRACTION	CORRESPONDING ATL SKILL
Incorrect use of bathroom facilities, including but not limited to more than one person in the same stall; vandalizing; unauthorized use of mobile devices; soiling or misusing bathroom facilities.	Social
3 level 1 reports in the same semester	Self Management
Inappropriate use of social media and communication platforms: Examples include, but are not limited to creating, sharing, storing, promoting, liking, or sending text, images, videos, or audio that harass, defame, exploit or disparage the school or members of the community. Using personal or school devices for unauthorized purposes on campus.	Social, Communication

Level II Behavior Report Procedures:

A Level II behavior report should be issued for all Level II behaviors. In order to safeguard the student's right to due process, the Dean of Students will take the following steps before applying the consequence:

- The teacher or staff member who signed the behavior report will inform the student and the Dean of Students about the Level II report.
- The student will meet with the Dean of Students to discuss the report in a face to face, virtual or phone conference with his/her parents and the guidance counselor.
- The Dean of Students will investigate the behavior report within three 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.
- The Dean of Students will inform the student and parents of their decision in writing.
- When the determined consequence is a suspension the student may appeal following the specific procedures listed in the section on Appeal Procedures. If the student does not agree with the decision of the first appeal, they may appeal it a second time following the specific procedures listed in the section on Appeal Procedures.

Level II Behavior Consequences:

Any student who receives a level II sanction which includes a suspension will lose the right to represent Lincoln School in student government, honor societies, sports, cultural, local, and international trips and/or other school-related events for the next 60 school days.

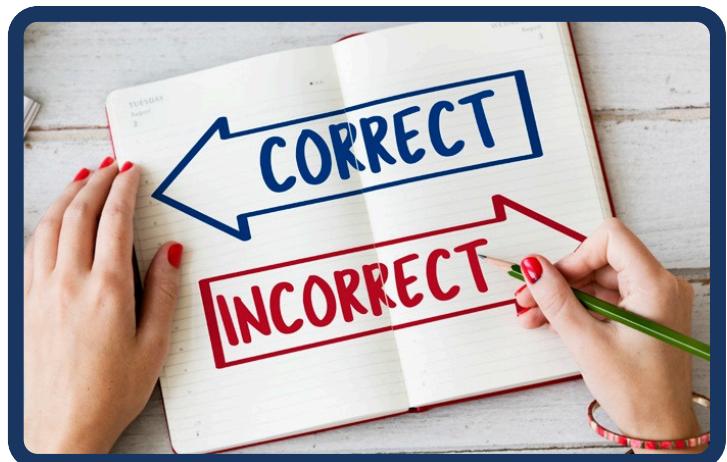
The following consequences could be applied to Level II behaviors:

- Work assigned, with the parent's consent, in the school or in the community.
- In-school suspension.
- Out-of-school suspension can be up to 10 school days. The suspension will be effective immediately after the notification is sent home by email or ManageBac.
- 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, as a preventative measure, while the suspension is imposed, allowing time for an appropriate investigation.
- Expulsion from Lincoln School.

- Additionally, the above measures can be complemented with:
 - Research and creation of material that allows the student to understand and reflect on their actions and the impact they have or had on our community.
 - Restorative Conferences.
 - Check in(s) with a teacher, counselor, and/or Dean of Students.

Accumulation of Level II Behavior Reports

- All Level II behaviors will be reported on students' report cards. The effect of Level II behavior office reports is cumulative and may result in increased severity of the consequence(s) imposed.
- First Level II Behavior: The Dean of Students or Student Life Director will meet with the student, assign a consequence(s) and contact the students' parents.* Please note that in extreme cases students may immediately be placed on behavioral probation (BP) or conditional enrollment (CE). (See section BP & CE below)
- Second Level II Behavior: The Dean of Students or Student Life Director will meet with the student, assign a consequence(s), and contact the student's parents. If the second infraction happened within 6 school months of the first level II behavior, the student will be placed on behavioral probation. As a result, the student could be restricted from representing Lincoln School in any Lincoln activities.
- Third Level II Behavior: The Dean of Students or Student Life Director will meet with the student and parent and assign a consequence(s). If the third incident happened within 6 school months of the second major infraction or while on Behavior Probation period, the student will be placed on behavior conditional enrollment.
- Fourth Level II Behavior: The Dean of Students or Student Life Director will meet with the student and parents and assign a consequence(s). In addition, conditional enrollment terms will be extended by 6 months from the date of the fourth incident.
- Fifth Level II Behavior: A fifth Level II office behavior report for a Level II behavior within a years time (12 school months) will require a meeting within 3 days of the incident to decide as to whether expel from the institution or extend and increase conditional enrollment conditions. If need be, a parent-student conference will be held with members of the administration to provide assistance for the student to transfer to another school.



Suspension and Expulsion



Lincoln School has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend a student from regular classroom instruction or expel the student from the school. Suspended students may not participate in any school activities during the period of suspension.

The school shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law.

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion are explained below.

Definitions

- Suspension means removal of a student from classes and school activities for a temporary period.
- Expulsion means removal of a student from Lincoln School.

Suspension

A student may be subject to suspension of up to ten days if he/she has committed a Major Infraction/Level II

Behavior or if his/her presence causes a danger to persons or property or threatens to disrupt the instructional process.

Suspensions shall be initiated according to the following procedures:

- Informal Conference: Suspension shall be preceded by an informal face-to-face, virtual or phone conference conducted by the Dean of Students with the student, his/her parents, and the guidance counselor. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. This conference may be postponed if the Dean of Students determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.
- Administrative Actions: All requests for student suspension are to be approved by the Dean of Students.
- Notice to Parents/Guardians: A school employee shall make a reasonable effort to contact the parent/guardian during emergencies that warrant immediate suspension. Whenever a student is suspended, the parent/guardian shall be notified of the suspension in writing. This notice will include the date and time when the student may return to school.
- Parent/Guardian Conference: Whenever a student is suspended, school officials may meet (in person or virtually) with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved and any other pertinent matter.
- Right of appeal: Right of Appeal: If the student does not agree with the decision of the Dean of Students, he/she may submit a written appeal within three (3) school days. In those cases, the appeal process, described in this Handbook, will be initiated.
- Depending on the severity of the student's actions, the school may apply the suspension immediately. The sanction will not be recorded in the student's file until the appeal process, if any, is concluded.
- A student who has been suspended will have the right to make up any exam or quiz missed during the suspension and to submit any work that was due at that time.

Expulsion

A student is subject to expulsion if he/she:

- Has seriously violated a major Infraction/Level II Behavior.
- Has accumulated five Major infraction/Level II office behavior reports within the given time period mentioned above or received two Major infraction/Level II office behavior reports.
- Has remained on Conditional Enrollment for 12 school months.

A student may be expelled only by the General Director and upon recommendation by the Principal.



The student is entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within five school days after the Director General determines that grounds for expulsion have occurred. A student may waive his/her right to a hearing.

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least five (5) calendar days before the date of the hearing. The notice shall include:

- The date and place of the hearing.
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
- A copy of district disciplinary rules which relate to the alleged violation.
- The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing. (The testimony of minors will be presented in written form to protect his/her rights.)
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including legal counsel and witnesses.

Conduct of Expulsion Hearing

The Director General shall appoint a hearing officer to preside over the expulsion hearing, which shall be a session closed to the public. The hearing officer may be assisted by staff and legal counsel. The recommending Principal may not serve as the hearing officer.

- Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
- Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the hearing officer to expel shall be supported by substantial evidence that the student committed any of the alleged acts.
- Findings: Findings of fact shall be based solely on the evidence presented at the hearing.
- Decision: The hearing officer's decision on whether to expel a student shall be made within ten (10) school days after the conclusion of the hearing.

Final Action and Written Notification

When the hearing officer reaches a final decision to expel or not to expel, he/she will immediately send written notice of the decision to the student and his/her parents.

Right to Appeal

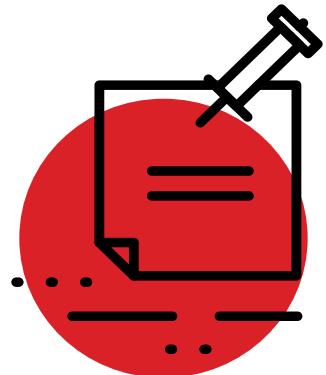
The hearing officer's decision may be appealed to the Director General within three days. The decision of the Director General is final and cannot be appealed.

Appeals Process

Students have the right to request that a Level II Behavior Report be revoked. This process is administered as follows:

- By the High School Principal when the consequence does not involve a suspension.
- By the Discipline Report Appeals Committee when the consequence involves a suspension. The Committee shall consist of two full-time teachers (appointed by a Student Life Counselor), the grade level leader, the student government president, and one of the corresponding class representatives.

The Committee will be chaired by one of the counselors. To request a hearing, the student must submit the appeal in writing to his/her Dean of Students within three (3) school days of receiving the Major Infraction/Level II Infraction Behavior Report. This request should provide specific details to explain the basis of the appeal.



The Committee will adhere to the following process:

1. The counselor will schedule a hearing within eight (8) school days. In complex cases, the time may be extended for another eight (8) school days.
2. A hearing will be held in which the student and the person issuing the Level II Behavior Office Report will have the opportunity to provide information regarding the specific details of the incident that led to filing the report.
3. Both the student and the person issuing the Level II Office Behavior Report may offer written testimony to support their case.
4. When a student represents him/herself in an appeal process, he/she may be accompanied by his/her parents or guardians. Parents or guardians may not intervene during the presentation of the student's testimony.
5. Based on all the evidence presented in the hearing, the Committee will decide to revoke it entirely, revoke and issue other consequences, revoke and lower it to an identified Minor Infraction with consequences or not revoke and keep it as is.
6. The Dean of Students will inform the student and his parents in writing of the Committee's decision within three (3) school days.
7. If the student does not agree with the Committee's decision, a further appeal in writing may be submitted within three (3) school days of the decision to the High School Principal. The Principal will consider the appeal and respond to the student within three school days. The Principal's decision cannot be appealed.

Behavioral Probation and Conditional Enrollment

As a consequence of extreme and/or continuing discipline problems, a student may be placed on Behavioral Probation (BP) or Conditional Enrollment (CE). A student in either of these categories is in provisional status and may be subject to further consequences 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.

	BEHAVIOR PROBATION (BP) CONDITIONS	CONDITIONAL ENROLLMENT (CE) CONDITIONS
HOW?	<ol style="list-style-type: none">1.A student receives two Level II Office Behavior Reports within 6 school months.2.A Student receives one 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.	<ol style="list-style-type: none">1.A Student receives a 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 a student receives a Level II behavior office report while on CE, the CE will be extended 6 months for the date of the Level II behavior.
WHAT?	<ol style="list-style-type: none">1.3 school month period2.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 administration 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 period2.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 administration and/or parents the support the student. (i.e. Counseling, outside service learning activities, sports coach or club leaders check in.



Under extraordinary circumstances, the school may allow such a student to remain at Lincoln for an additional period. However, the school may expel any student who has been on Conditional Enrollment for two consecutive semesters.

School's Right to Inspect

The school reserves the right to inspect a student's locker, desk, and personal items if the student is under suspicion of concealing an illicit, dangerous or stolen item. (See also the Alcohol, Tobacco and Drug Policy in the General Information section.) The search will be conducted in the presence of witnesses and either the Director General, Director of Student Life, Principal, or Dean of Students. A lock may be placed on the locker under suspicion and/or a backpack or personal items may be confiscated until the search is completed. The Director General, Director of Student Life, Principal or Dean of Students will write a report of the incident and the search. Parents will be notified immediately of the incident and the results of the investigation.

Particular cases may require the school to solicit outside assistance and professional opinions in order to protect the rights of the student and the interests of Lincoln School. Such cases will be considered as "exceptions to the ordinary procedure" and will be carefully and thoroughly reviewed, taking into consideration the suspected student's past performance.

HARASSMENT AND BULLYING

All students and staff at Lincoln School have the right to study and work in an environment free from acts or threats of physical violence, intimidation, harassment, sexual harassment, verbal abuse, or bullying. It is everyone's responsibility—teachers, administrators, students, parents—to ensure that every student plays and studies in a safe, healthy, well-balanced, and supportive environment.

Bullying

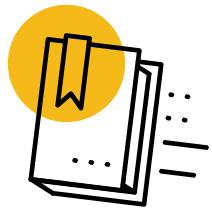
Bullying occurs when a person intentionally, causes damage, hurts, or makes someone else uncomfortable repeatedly. Bullying is not phenomena of indiscipline or isolated violence, but an abuse, harassment, permanent psychic or physical intimidation with an unbalance of power repeated over time.

Bullying represents a pattern of behavior rather than an isolated incident. 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:

- 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.



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 improving 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

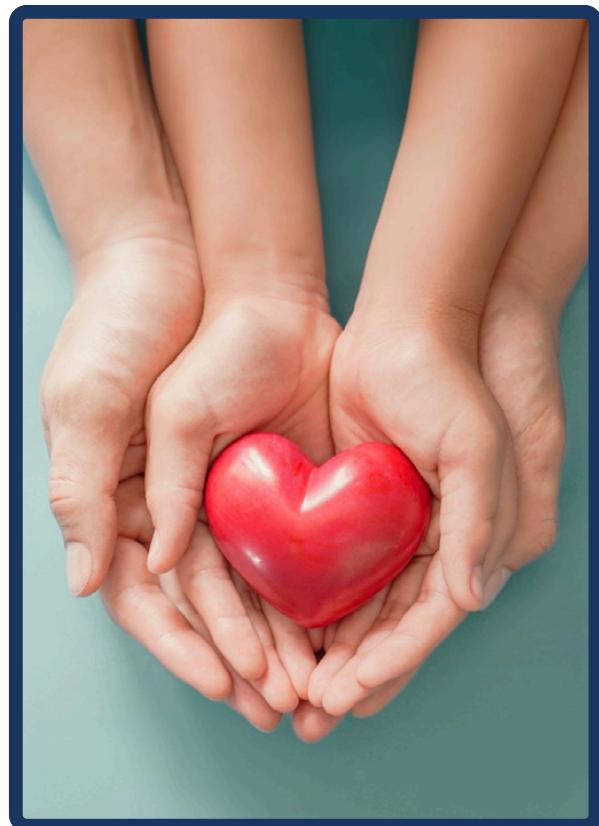
- Staff: all employees, full and part-time, and program volunteers that have any contact with children or access to facilities.
- Contractors: all individuals working for Lincoln School on contract, on Professional Services or on Verbal Agreement.
- Children: all Lincoln students and visiting students.
- 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 re- vise 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

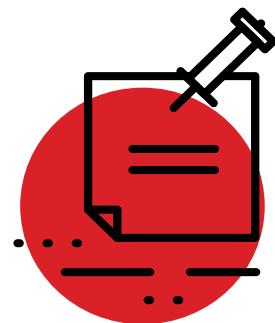
- All Lincoln School staff who may come in contact with children will receive training.
- All staff are subjected to an intensive training workshop at the commencement of every school year.



Training And Education

All staff will receive an orientation that includes:

- Review and receipt of the Lincoln School Code of Conduct - an original signed copy will be kept in the individual's personnel file
 - Review of policies related to safety, transportation, prevention and reporting of child abuse and emergency procedures - within the first weeks of policy orientation
 - Training in recognizing signs of suspected child abuse - within three months of orientation
 - Training in the prevention of "Bullying" - within three months of orientation
 - 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:
 - The importance of reporting abuse or neglect to a responsible adult
 - The process to follow when making a report of abuse or neglect to Lincoln School staff
 - 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
 - Assaulting a child or inflicting any other form of deliberate injury to a child
 - Sexually abusing a child or allowing a child to be sexually abused
 - Bullying by another child
 - A labor practice that exploits a child
 - 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:
 - Staff program facilitation methods
 - Staff communication skills
 - Staff interpersonal skills
 - 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:
 - 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:
 - Child's name or description of student.
 - 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:
 - The parent or guardian of the child will be notified and the student will be taken to a safe place.
 - The appropriate authorities will be notified, consistent with applicable legislation
 - 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:
 - The name of the person making the call;
 - The name of the intake worker receiving the call;
 - The date and time of the call; and
- 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:
 - A separate user account is created for use by children
 - 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:
 - Written restroom use practices will be in place for all child programs.
 - Facilities will be well lighted indoors and out.
 - Guests, service and contractors will sign in to campus.
- 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.

Contact With Child

- 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.
- Every adult that comes in contact with students is required to take the Child Protection Training, where they will receive a colored-coded lanyard corresponding to their relationship to the school and child and their access to different school areas, as follows:
 - Blue- School Staff
 - Red- Parents
 - Yellow- Transportation Team
 - Orange and black - Grandparents
 - Gray- Other family members and home-help
 - Green- Contractors
 - Violet- Paraprofessionals and substitutes



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:
 - Circulated and discussed with all current and future Lincoln School employees, contractors and consultants.
 - Circulated and discussed with all current and future board members.
 - 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.

ALCOHOL, TOBACCO, DRUG, AND VAPE 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

In this policy, the term "drug" is defined as any substance that alters the mood, reaction, thinking processes or behavior of a person and includes, but is not limited to, the following:

- Any illegal substance that alters the body functions such as marijuana, barbiturates, hallucinogens, aphetamines, 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 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, Drug and Vape Policy, the following steps may be taken:

- The High 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 High 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 there is reasonable suspicion that a student has an unauthorized object in their backpack or clothing, the school may conduct a backpack or non-invasive clothing search. Two adults need to be present. Parents may be notified, but no additional parent's consent is needed.

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 High 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. If there is reasonable suspicion that a student is under the influence of alcohol, the school reserves the right to administer a breathalyzer test to any student, even if they are 18 or older. Parents may be notified, but no additional parent's consent is needed.

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 High 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.



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 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.



Extended Learning Program

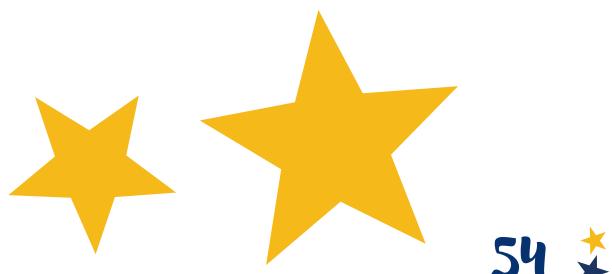
Lincoln School offers a great variety of cultural, artistic and sports activities provided after school for all students to enhance and support their holistic development in accordance with the institution's educational philosophy and objectives. The cost of these programs is included in the student's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

School Chapters

Lincoln School has several affiliations with international organizations referred to as chapters. Lincoln School chapters are overseen and approved by the Dean of Students. Lincoln launches middle and high school chapters to provide personal development activities and conduct assemblies to inspire students to be a person of their word. We invest in character education programming because we know our students are advocates for change. Lincoln Students who participate in academic and social chapters exhibit:

- Academic self-efficacy
- Positive youth engagement
- Positive self-identity
- Better Self-control
- Stronger bonds within the community
- More caring and empathetic

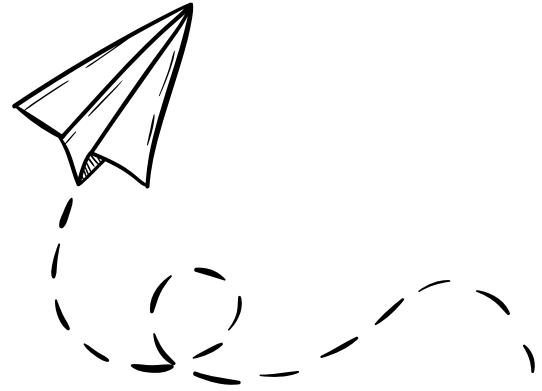


School Clubs

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 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.



Student Discussion Groups

Students may meet after school hours to discuss and debate about current events, ideas, and cultural and social values. These groups will not be sponsored by Lincoln School and the positions discussed there do not reflect the school's or its representatives. Students interested in organizing a Discussion Group will inform the corresponding Principal, who will let the Director General know which groups are operating inside Lincoln School. The school may provide classrooms and or accommodation for the students to meet and may invite faculty to participate in any discussion. Discussion groups may promote their activities within their pertaining school only. All special activities need to be presented and approved by the corresponding Principal and must be celebrated after school hours.

Guest speakers can be invited to participate in Discussion Group activities after school hours. Discussion Groups may not engage in fund raising activities.

Fund Raising

All fund-raising activity on campus for any purpose must be approved in advance by the Student Life Department. Students must submit requests for fundraising through a teacher or staff sponsor. Clubs are authorized to raise funds with prior approval from the Student Life Department. Discussion Groups are not authorized to raise funds.



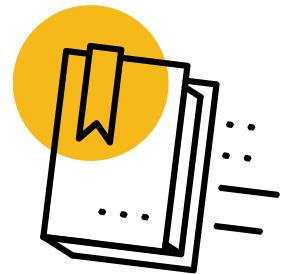
Students who want to promote their entrepreneurship projects or raise funds for other causes; and they are not part of the Clubs or authorized groups, will be able to carry out activities on Saturdays during the programmed sports activities.

Student Exchange Programs, Activities and Organizations

Several exchange programs and activities, including athletic events and educational/cultural activities, are offered to students in the High School. They include AASCA events, Lincoln Model United Nations, Band and Choir Concerts, and other trips abroad. These activities are planned by the Dean of Students, the Visual Art Director or the Athletic Director and the respective exchange advisor.

The following guidelines apply to all cultural trips abroad, ASSCA student activities, and local and foreign exchanges:

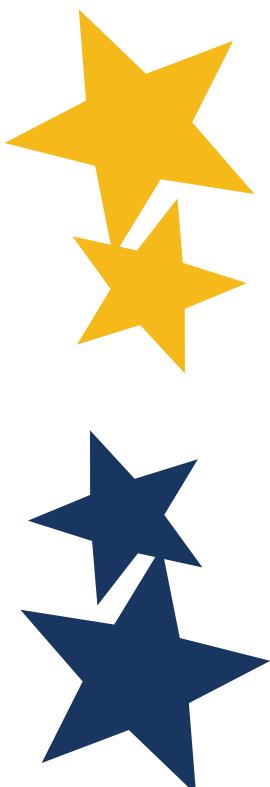
- Students must meet the following requirements with reference to the most recent end of the semester scores reported prior to the trip to be eligible to participate in these student activities:
 - Have passing grades in all academic subjects (3 or higher)
 - Have not received any suspensions or Level II infractions during the last three months.
 - Have not been placed on Behavioral Probation or Conditional Enrollment during the instructional year of the trip.
 - Have all school payments up to date.



- A list of students participating in an exchange and a list of students on the waiting list for the exchange will be kept. If a student withdraws or is removed from an exchange, the Deans of Students, the Visual Arts Director, the Athletic Director or the respective exchange advisor will attempt to replace that student with a student from the waiting list. Students will be offered the opportunity to participate in the exchange according to their place on the waiting list.
- The exchange advisor or coach will confirm the eligibility of all participants 30 calendar days prior to the final selection for an exchange and will verify the information through school records and the last report card. Students who do not meet the requirement, but who have the possibility of doing so before the Dean of Students' final check will be placed on a waiting list along with other students who do meet the requirements but are initially not selected. The Dean of Students will make a final check of academic and disciplinary requirements ten calendar days before the exchange. Other participation requirements may be established for specific exchange activities, e.g., designated grade levels or ages. If a student is found ineligible for an exchange at the last moment, the school will make every effort to recover part of all of money already paid, but if that cannot be done, the parents will forfeit the payment.
- The Dean of Students may make exceptions regarding eligibility in extraordinary circumstances. If the Dean of Students does make an exception, the student will not be able to participate in any future exchange until requirements are met. This will be noted in writing in a participation contract.
- Students in the exchange activity must travel as a group representing Lincoln School throughout the activity. The only exception to this guideline is for exchanges that begin or end during a school vacation period. In 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.
- All students participating in an exchange activity are expected to be familiar with and follow the rules for exchanges. Students must remember that they represent themselves and act as ambassadors of Lincoln School, Costa Rica, and their families.
- During travel to an exchange, all students must wear the designated Lincoln School Exchange shirt.
- Lodging arrangements will not be changed under any circumstances without prior approval of the chaperone.
- Students are not allowed to explore the local environment on their own. Groups of two or more students may visit local areas after the daily activities only if the chaperone, coach, or host parents have given prior approval.
- Weekend trips or out-of-city limited excursions are allowed only with the chaperone's prior approval.



- Students must be in their rooms by 10:00 pm unless special arrangements have been made with the chaperone. The host family must notify the chaperone or coach when a student has not returned by the appointed time. If students are not in their rooms after 10:00 pm or the agreed upon arrival time, host families are exempt from their responsibility. In this case, the chaperone or coach will be held responsible.
- 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 are strictly forbidden to use alcohol, tobacco, and non-prescription drugs during an exchange.
- Students must follow all disciplinary rules of their own school and respect the universal moral values and the cultural differences of the host family and host country. They should show respect toward host families, opponents, referees, judges, and the public in general.
- 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.



Study Abroad Policy and Procedures

Lincoln School encourages students to be globally minded citizens and to embrace unique opportunities to learn, grow, and better the world around them. With this in mind, we seek to support students' interest in study abroad programs. In order to participate in a "study abroad" program, the student and his/her family must complete the following steps, preferably 6 months in advance of the beginning of the program:

Academics
1. ES/MYP/DP/MEP Coordinator: evaluates the courses the student has already completed at Lincoln School and which courses the student will take while abroad. Special attention is paid to mandatory courses for Lincoln diplomas and pre-requisite courses for anticipated, future coursework. The Coordinator then submits a suggested course load for the student to take while at the partner school.
2. Principal: gives final approval on course selections.
SEL
3. Guidance Counselor: evaluates whether or not the student is a candidate for study abroad and meets with the student/parents to discuss steps and guide them through the process.
4. Dean of Students: evaluates the student's behavior and attendance records and agrees that the student is a candidate for study abroad.
5. Director of Student Life: gives final approval that the student is a candidate for study abroad.

Admissions

6. Admissions Coordinator: meets with the student and family to discuss the length of the study abroad and determines whether the school will be able to hold the student's placement. This meeting will result in a signed agreement between the family and the school outlining specific re-enrollment requirements:
- a. Student maintains their status as children of associates - priority on the list.
 - b. Space availability .
 - c. Official transcripts from the school where the student studied abroad.
 - d. Recommendation letter from counselor or principal of the school where the student studied abroad.
 - e. Interview with Lincoln School's counselor.
 - f. Lincoln School's Admission Assessments.
 - g. Payment of enrollment fee

Finance

8. Finance department works out payment plan.

Final Approval

9. Principal: gives approval to participate in the study abroad program/opportunity.

Protocols for Local and International Travel

Emergency information requirements before traveling, to be completed for all students:

Parent participation confirmation: Parents need to confirm by email or form that the student will be participating.

Signed legal guardianship forms: All parents must sign a legal guardianship form that will be used in case there is a medical or other emergency given chaperones the authority to make decisions on their behalf. In case of emergency, chaperones first action will be to try and contact parents so they can make any decisions. Only and only if parents or legal guardians are not reached, will chaperones proceed to make any decisions on their behalf.

Emergency contact list: Chaperones must have a complete emergency contact list for all trip participants before leaving.

Assigned Principal or Director: Chaperones must have the contact of the assigned Principal or Director that will be on call to make decisions, take actions or resolve emergencies that arise during the trip.

Student Medication: Chaperones will need to have a list of food allergies or others, as well as medications students need to take during the trip. Written instructions and agreement of who will administer the medicines might be necessary in some cases. All information needs to be filled out in the Health Form.

Important information prior to traveling

- Emergency services and venues near the traveling area.
- Protocols and emergency number cards for all chaperones.
- Specific nutrition needs, mealtime logistics and providers.

Emergency Protocol during the Trip

Clear Communication

Communication is a key to a quick, efficient emergency response. There should be a pre-established phone tree to ensure all relevant parties are notified as follows:

- Emergency Medical Services: Call 9-1-1. Chaperones first response to an emergency will always be to look for professional help.
- Venue Authorities: Venue authorities should also be made aware of the situation immediately so they can assist the situation.
- Student Parent or Legal Guardian: Reach out to parents and report situation. Establish the best communication route so they can be ready to make any necessary decisions.
- Insurance Company and Travel Agency: Report situation to insurance company, to activate insurance, change travel plans and get any other assistance related to the trip.
- Lincoln School Student Life Director or Principal: Report situation back to Lincoln School.
 - School administration will report to General Director.
 - School administration will report to third party institutions, if necessary, for example:
 - School lawyer
 - Law enforcement authorities
 - Public Health organizations

Student Safety during the Emergency

Chaperones need to keep all students safe during and after the emergency.

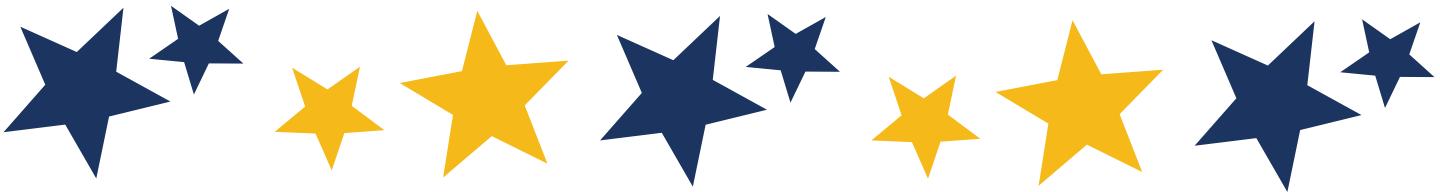
- Student (s) involved in the emergency will be always accompanied by a chaperone and as permitted by professional advice.
- All other students will be always accompanied by an adult.
- Chaperones will request school administration for change of trip plans if needed.

After the Trip

Chaperones will follow up with the emergency as follows:

- Follow up with family on student status and needs.
 - Counseling
 - Medical
 - Legal
- Completion of a trip/emergency report.
- Recommendations/observations for future trips.





Eligibility for Representing Lincoln School

At Lincoln School we believe in supporting students in endeavors that build well-rounded global citizens. To this end, we promote various off-campus, overnight activities such as AASCA tournaments, Harvard MUN, and more. Students must earn the right to represent Lincoln School in such activities by meeting the following eligibility criteria:

- Performance in the Relevant Field (athletics, music, debate, etc.): Technical criteria, evaluations, results obtained in competitions
- Attendance: Attends at least 80% of trainings, meetings, workshops, etc. related to the club
- Academic Performance: May not be missing work, must be up to date with all academic obligations. Must maintain an average of 4 among all classes. Must be passing all classes. Must not be on academic probation.
- Discipline and Behavior: The student may not have any Level 2 behavior reports for at least 3 months before the event. Must not be on behavior probation or conditional enrollment.
- In the case of special situations, approval must be obtained by the academics team, department of Student Life, and department in charge of the event.



DEPARTMENT OF ACADEMICS

Lincoln School offers a highly challenging program of studies in a variety of subject areas including humanities, mathematics, sciences, physical education, technology, and the arts. An integrated curriculum prepares students to meet university standards throughout the world and to follow a variety of career paths.

The program includes a focus on the student's intellectual growth in the academic areas as well as instruction that promotes the student's personal and social development. It is understood that Lincoln students will ultimately pursue entry into post-secondary institutions in Costa Rica, the United States, and other parts of the world. Our curriculum and instruction are focused on developing the skills, understandings, and knowledge necessary for students to find success regardless of their ultimate career path.

Lincoln School acknowledges a wide range of student differences. Continuous curriculum development and revision as well as instructional modifications in response to various student learning styles and needs are hallmarks of the Lincoln program of studies.

Lincoln School is authorized to offer three high school diplomas, of which students may earn one, two, or all three:



- Costa Rican Bachillerato en Educación Media diploma (authorized by the Costa Rican Ministerio de Educación Pública). Students who come to Lincoln from foreign countries at grade levels above 6th grade must have approval from the Costa Rican Ministry of Education before qualifying for the Costa Rican Bachillerato program. Parents and students with questions on this matter should consult the MEP Liaison. Acceptance into all Costa Rican Universities requires the Costa Rican Bachillerato diploma.
- United States High School diploma (authorized by Cognia). The minimum requirement for graduation from Lincoln is the United States High School diploma. Parents of students who want to complete only the requirements for the U.S. High School diploma must sign a document which indicates that they fully understand the consequences of completing the requirements for the U.S. High School diploma only, including that students will not qualify for attendance at universities in Costa Rica. Students planning to complete any type of higher education in Costa Rica are advised to also complete the requirements for the Costa Rican Bachillerato diploma.
- International Baccalaureate diploma (authorized by the International Baccalaureate Organization).

The MEP Coordinator, MYP Coordinator, DP Coordinator, Assistant Principal, and High School Principal provide leadership in the implementation of the school's academic program by coordinating curriculum planning, instruction, assessment and professional development. Grades 9 and 10: All students at Lincoln School participate in the IB Middle Years Program in grades 9 and 10.

This program includes the following course of study:

GRADE 9		GRADE 10	
Course	Credits	Course	Credits
English	1	English	1
Math SL or EL	1	Math SL or EL	1
Integrated Science 9	1	Integrated Science 10	1
Individuals and Societies: Costa Rican Civics and Social Studies	1	Individuals and Societies: Humanities	1
Spanish	1	Spanish	1
Fine Arts (Visual or Performing)	1	Fine Arts (Visual or Performing)	.5
French	.5	College and Career Readiness	.5
PHE	.5	Design 10	.5
Design 9	.5	Electives	1.5
Entrepreneurship	.5		
Total Credits	8	Total Credits	8 63



Grades 11 and 12: Lincoln School Costa Rica has developed three matriculation pathways from which students and their parents may choose their 11th and 12th grade course of study with support from the High School administrative team and college counseling office:

	IB Diploma Program	Career Pathway Program	MEP Program
Degrees Conferred	US Diploma IB Diploma MEP Diploma*	US Diploma MEP Diploma* University Certificate	US Diploma MEP Diploma*
Courses	English	English	English
	Spanish	Spanish	Spanish
	IAS	Costa Rican SS/Civics	Costa Rican SS/Civics
	Science	Science	Science
	Math	Math	Math
	Art or IBDP Elective	Career Pathway Course	Electives
	TOK	PPS	Electives
	Costa Rican SS/Civics	Career Pathway Course	Electives

*non-Costa Rican students may elect to forgo the MEP Diploma with written parent permission.

Academic Transcripts

Credits shall be represented on transcripts as follows:

Length of Course	Length of Single Class	Number of Credits Per Semester (reflected on transcript)	Number of Credits Earned for the Year
Semester	Block	0.5	0.5
Yearlong	Block	0.5	1.0
Yearlong	Period	0.25	0.5
Yearlong	Block + Extension	0.75	1.5
Yearlong	HL Extension itself	0	0



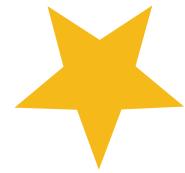
The IB Learner Profile

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:

ATTRIBUTE	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.

The International Baccalaureate Diploma Program

The International Baccalaureate Diploma Program (IB) is sponsored and administered by the International Baccalaureate Organization, with headquarters in Geneva, Switzerland. The IB Diploma Program is offered to students in the final two years of secondary school. This rigorous program provides students with the intellectual, social, and critical perspectives necessary for success in college and the adult world.



IB diploma graduates gain admission to selective universities throughout the world. Some colleges and universities may offer advanced standing or course credit to students with strong IB examination results.

The subjects that comprise the core of the IBDP Curriculum at Lincoln School are divided into Higher Level and Standard Level courses and are arranged in six groups. Higher Level courses are equivalent to a first semester course of any college or university. The full diploma requires students to select one subject from each of the six groups. Three of the six subjects selected should be in Higher Level. In addition, students must complete a Theory of Knowledge class, Extended Essay, and the Learning Outcomes for Creativity, Action, and Service activities (CAS).

The six IB groups and the courses within each group offered at Lincoln School are the following:

- Group 1: Studies in Language and Literature: English and Spanish courses in Literature or Language and Literature (including cultural topics).
- Group 2: Language Acquisition: French B, Spanish B
- Group 3: Individuals and Societies: History of the Americas, Business and Management, Economics, Psychology
- Group 4: Experimental Sciences: Biology, Chemistry, Physics
- Group 5: Mathematics: Mathematics A/I, Mathematics A/A
- Group 6: Arts and Electives: Visual Arts, Theatre, Music, Film, a third modern language, a second choice from Groups 3 or 4, or Computer Science.



In addition to the coursework listed above, all students earning the IB Diploma must complete CAS and Extended Essay requirements.

Creativity, Activity, Service (CAS)

All Lincoln students (IBDP, EA, and MEP programs) participate in CAS as a part of the Advisory program. More information on this program can be found in a later section of this handbook. As participants in CAS, students identify, plan, complete and reflect upon experiences and at least one project based on the seven Learning Outcomes. Additionally, students must complete a long-term project during their junior year that is a minimum of 30 hours and of at least one month's duration in order to meet MEP and IBDP requirements for service. All CAS experiences and projects are documented in ManageBac.

Extended Essay

The extended essay offers the opportunity for DP students to investigate a topic of special interest, in the form of a 4,000-word piece of independent research. The area of research undertaken is chosen from one of the DP subjects—or in the case of the interdisciplinary world studies extended essay, two subjects—and acquaints them with the independent research and writing skills expected at university. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or subjects chosen. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. As an authentic learning experience, it provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor at Lincoln.



IB Diploma Exit Ramps:

Lincoln School is proud to offer an inclusive IB Diploma Program that is accessible to all students who wish to take on the challenge of a rigorous, college-preparatory program of study. This includes offering students voice and choice in the selection of both their matriculation pathway and in their specific course selections. That said, we also feel a responsibility to hold students accountable to the requirements of said programs and to offer students alternative programs and courses when they are struggling and it is in their best interest. To that end, Lincoln School has embedded a series of "exit ramps" into the IB Diploma Program that are used to trigger a student's transfer out of the IBDP and into the MEP/Cognia/Entrepreneurship matriculation pathway:

- Attendance: Unjustified absences of 20% or more in any IBDP course will result in a recommendation for removal from the Diploma program.
- Missing work: Repeated failure to turn in formative or summative work in any course may result in a recommendation for removal from the Diploma Program.
- Extended Essay: Missing the due date for the Formal Outline, Draft, or Final Version of the Extended Essay will result in a recommendation for removal from the Diploma Program. Likewise, failing to schedule or attend and document required reflection sessions with the Extended Essay Supervisor may result in a recommendation for removal from the Diploma program.
- CAS: Failure to complete a service project that meets IBO and MEP standards in grade 11 will result in a recommendation for removal from the Diploma Program. Likewise, failure to complete the minimum number of CAS experiences and reflections (posted in ManageBac and assessed at the end of each semester) will result in a recommendation for removal from the Diploma Program.
- Grades: Earning a grade of 2 in any class for grade 11, or at the mid-point of grade 12, will result in a recommendation for removal from the Diploma Program.
- Total Points: Earning fewer than 24 points overall and/or 12 points in HL courses.
- Failure to Submit: All assessment components must be submitted according to the Lincoln School Assessment Calendar. Failure to submit a draft or final version of an IB assessment component on the date assigned may result in a recommendation for removal from the Diploma Program. Repeated failure to submit drafts or final versions of IB assessment components will result in a recommendation for removal from the Diploma Program.
- Academic Integrity: Any intentional violation of the academic integrity policy will result in a recommendation for removal from the Diploma Program. Additionally, any violation resulting in a condition of non-submission, whether intentional or not, will result in a recommendation for removal from the Diploma Program.

Recommendation for Removal Process

In order for an IBDP student to be recommended for removal from the program, the following protocol shall be observed:

- One or more of the scenarios listed above is brought to the attention of the IB Diploma Coordinator.
- The IB Diploma Coordinator will meet with the student to discuss the behavior and gather information from the student's perspective.
- Should the IB Diploma Coordinator decide to proceed with the recommendation for removal, they will explain the rationale for the recommendation and present the student with an IB Diploma Removal Form.
- Should the student decide to appeal the decision of the IB Diploma Coordinator, the High School Assistant Principal and Principal will meet with the student and IB Diploma Coordinator to gather information and determine a course of action. Removal from the IB Diploma Program after an appeal will require the unanimous decision of the Assistant Principal and Principal.
- Should the recommendation for removal not be upheld, the student will be placed on Academic Probation for the amount of time stipulated in the Lincoln School Student Handbook.
- The decision of the Assistant Principal and Principal is final.

Career Pathway Program

The Career Pathway is designed for students who are interested in entrepreneurial programs and learning, coursework in a specific field such as medicine, business, etc., or need more flexibility in their course selection to meet the needs of their college and career plans. Career Pathway students must still register for two IBDP courses (English and Spanish) and can take up to six IBDP courses for credit. Additionally, Career Pathway students are eligible to register for asynchronous, online courses from Arizona State University for college credit. Finally, all Career Pathway students must complete a minimum of four entrepreneurship courses for a total of two high school credits.

Dual University Enrollment (Career Pathway Students Only)

Lincoln School is proud to offer Career Pathway students the opportunity to earn university credits from various universities. The school supports this endeavor by providing time in the schedule for supervised completion of university courses with a Lincoln teacher. However, there are times when the scheduled University Dual Enrollment block does not fit in a student's schedule. When this occurs, the following guidelines apply:

- All students taking a university course for the first time must take it in the scheduled University Dual Enrollment block with teacher supervision.
- Students who have successfully completed at least one University Dual Enrollment course with teacher supervision may complete additional University Dual Enrollment courses as a University Dual Enrollment in place of an elective. "Successful completion" is defined as:
 - The student has earned a 90 or above in the previous University course.
 - The student completed the previous University course within one semester.
- Any student completing a University Dual Enrollment Independent Study must complete the course within one semester.
- Any student completing a University Dual Enrollment Independent Study must have biweekly check-ins with the Career Pathway Coordinator to ensure progress and completion.
- A University Dual Enrollment Independent Study will appear as University Dual Enrollment on the transcript (0 credits).
- All other rules regarding University Dual Enrollment credits and the Career Pathway apply.

MEP Program

Students at Lincoln may also elect to study individual IBDP subjects rather than registering for the full IB Diploma. The IBDP Course option exists for students entering Grade 11 for whom the IBDP is not the best choice for their college and career interests. The decision to register as a MEP Program student is one that students should take only after consulting with the IBDP Coordinator and University Counseling Team based on a certain strategy for their university admission.

Students registered as a MEP Program student enroll in at least 3 IBDP subjects at either the Higher or Standard Level.

All students must take Spanish A and English A as two of their subject options in order to qualify for the MEP Diploma.

In most cases, international students may select Spanish B or French B as one of their subjects. The third subject should be selected from one of the IBDP Science, Arts or Individuals & Societies options available. MEP Program students complete and submit the same assessment tasks as any other student registered with the IBO.



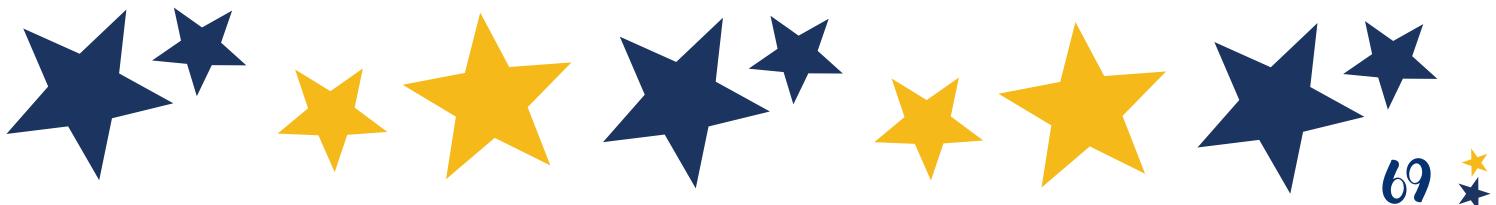
Enrollment and Withdrawal from Subjects

Students may enroll only in those subjects in which they meet the necessary requirements. They can find specific information on the courses in the Course Catalogue. Students should consult with their parents, teacher, Guidance Counselor, and/or members of the Academics Department for further information or clarification regarding course choice.



Scheduling courses is very complicated. Every effort will be made to schedule students in courses that they selected. However, they may be placed in courses that are not their first choice or placed in a course they asked for in a different semester.

Enrollment in any course is a commitment for the duration of the course. Requests to leave a subject will only be accepted in the first two weeks of the course.



ADVISORY

The High School Advisory Program is designed to provide students with a faculty advocate and a small group in order to focus on individual character development as well as communication and collaboration skills, and an opportunity to develop and complete service learning projects aligned with the IBDP CAS program and to the UN Sustainable Development Goals. All high school students take part in the Advisory program.

Advisory groups meet on a regular basis in the faculty advisor's classroom, other assigned area, or on Teams. Advisory group sessions may take a variety of forms. At times students will complete structured activities in order to meet specific goals. Other sessions may consist of opportunities for students to plan future experiences or projects, complete individual or collaborative reflection on past experiences and personal growth, or participate in one-on-one conversations with the faculty advisor in order to ensure that all service requirements are met documented on ManageBac.

The same rules for attendance and tardies apply for typical classes and Advisory, and the same consequences apply as well. Additionally, failure to attend advisory sessions will likely result in the student not being able to complete their service expectations. Failure to complete service expectations will result in behavior probation. In addition, failure to complete service requirements in eleventh grade may result in the student being ineligible for the IB or MEP Diploma.

SERVICE AS ACTION (SA) AND CREATIVITY, ACTIVITY, AND SERVICE (CAS)

The Lincoln School SA and CAS programs promote opportunities for students to develop an entrepreneurial mindset, awareness of community issues, and commit to proactive civic engagement in order to act as agents for sustainable change. With teachers as supervisors, the program bridges the gap between academic learning, community involvement, and global citizenship in a constantly changing world.

All Students will complete at least one service project aligned to specific UN Sustainable Development Goals during each year of high school, utilizing the Entrepreneurial Thought and Action model*, authored and endorsed by The Lewis Institute. In eleventh grade, the service project must consist of a minimum of 30 hours and be of one month's duration in order to meet requirements of MEP and the IBDP

All MYP students participate in the SA program, which is a required element of the MYP. Students will investigate local and global issues of concern and complete service learning projects in alignment with the United Nations Sustainable Development Goals.

The SA program will follow the ET&A cycle of service-learning outlined by Kathy Berger and utilized by the MYP. This cycle includes the key components of investigating community and global issues, planning service initiatives, acting for the benefit of others, and then reflecting on one's or the group's actions and their consequences. Additionally, students will have the opportunity to present their efforts to the school and outside community during a SA presentation in the last weeks of the school year. In addition, all students will identify, plan and reflect upon experiences outside of normal school hours based on the seven Learning Outcomes. Each experience can be attributed to either "creativity," "activity," or "service" as defined by the IBDP CAS program guide. Support for experiences and at least one project must be properly documented in Managebac with the respective description, intended learning outcome, evidence and reflection.

Advisors will work with students to identify suitable experiences and at least one project in order to achieve the seven CAS Learning Outcomes and to meet the requirements of Lincoln School, MEP, and the IBDP including the Service and Action element of the MYP.



The advisory will also support risk assessment associated with each experience and/or project. Students will participate in three required interviews throughout the two year of the IBDP to discuss their progress with the Learning Outcomes. Students are encouraged to use the Learning Outcomes to evaluate their achievement, rather than focusing on a particular number of hours.

ManageBac is used to communicate information, announcements, lesson activities, etc. This page also contains resources such as the SA and CAS Manual for MYP, IBDiploma and IBDP Course students, parent consent forms, signature log, project planning guide, project proposal approval checklists, needs assessment forms, empathy maps, etc. In addition, advisors will use only official school communication channels to communicate with students, such as Lincoln School email, Teams, and ManageBac.

SA and CAS Advisors meet with students during X-Block Advisory, where attendance and punctuality will be recorded through ManageBac as done in all other courses. Failure to attend Advisory sessions will likely result in the student not being able to complete their service expectations. Failure to complete service expectations will result in academic probation. Also, failure to complete service requirements may result in the student being ineligible for the IB Diploma and/or matriculation to the twelfth grade.



For IB Diploma and Course candidates, a CAS comment is included in the semester report card, indicating whether the student is On Track or NOT On Track regarding the program requirements.

The ETA Model in the Service Learning Project

At least one project per year is always service-oriented (they may be creative and/or active as well) and take place over an extended period of time. (from 4 to 8 weeks) They also require significant planning on the part of the student as they develop their project using the Entrepreneurship Thought and Action model (ETA).

The ETA Model

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

- 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.
- 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.
- Demonstration: Throughout the project, students demonstrate their work by uploading their reflections into ManageBac. They may also upload videos or photos. Senior students in the Diploma Program participate in a service “fair” at the end of their year.



CAS LEARNING OUTCOMES

1	Identify own strengths and develop areas for growth
2	Demonstrate that challenges have been undertaken, developing new skills in the process
3	Demonstrate how to initiate and plan a CAS experience
4	Show commitment to and perseverance in CAS experiences
5	Demonstrate the skills and recognize the benefits of working collaboratively
6	Demonstrate engagement with issues of global significance
7	Recognize and consider the ethics of choices and actions

The following table illustrates the characteristics of Experiences and Projects.

EXPERIENCES	PROJECTS
<p>An Experience:</p> <ul style="list-style-type: none"> • is a specific event. • can be a single event or may be an extended series of events under one month; if the experience is one month or more, then it becomes a “project”. • is aligned to one or more of the three CAS strands of Creativity, Activity, and Service. • is aligned with one or more of the seven Learning Outcomes • should be based on a personal interest, skill, talent or opportunity for growth. • takes place outside of school campus and hours. 	<p>A Project:</p> <ul style="list-style-type: none"> • must be driven by the student’s own initiative • must target one or more of the UN Global Goals • is aligned with one or more of the seven Learning Outcomes • is collaborative, involving other students and/or members of the community • is a focused, well-considered series of sequential experiences lasting longer than one month (and 30 hours according to MEP guidelines) • is focused on SERVICE, though it may also include the strands of Creativity and/or Activity • should be based on personal interests, skills, and opportunities for growth • must fulfill a genuine and authentic need • identifies individuals or community that will be impacted • must be evaluated thoroughly for benefits to all involved • must be assessed in advance for potential risks to students and approved by the student’s parent(s) and the advisor • cannot result in payment, a grade, or involve the spreading of religious belief systems • does not involve family members or family businesses

ADDITIONAL ACADEMIC SERVICES

College and Career Guidance

The College Counselors provide support and guidance to students in identifying vocational interests, determining post-secondary goals, and applying to colleges and universities in Costa Rica, the United States, Canada and other countries. They provide information on college and vocational options, conduct workshops for students and parents on admissions, scholarships and financial aid, and provide information about testing required for college admission, including PSAT, SAT, English proficiency and other national tests.

Learning Resource Center (LRC)

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

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.

Specialized Activity Contracts

Purpose

Lincoln School is committed to nurturing the diverse talents of its students. This policy supports students who demonstrate exceptional achievement in areas such as Sports, Arts, Entrepreneurship, and other fields by allowing justified absences for significant events, competitions, or opportunities directly related to their area of expertise.

Eligibility Criteria

To qualify for a "Specialized Activity Contract", a student must:

- Demonstrate Sustained Excellence
 - Be actively engaged at a high level in an extracurricular discipline recognized outside of school for its rigor and selectivity (e.g., national competitions, professional performances, entrepreneurial showcases).
 - Submit documentation verifying the legitimacy and relevance of the event.
- Maintain High Standards
 - Maintain a strong academic record, with satisfactory progress (report card grades of 5 or above, except for one 4).
 - Maintain exemplary behavior, with no Level II infractions or bus report.
 - Maintain regular school attendance and fewer than 5 tardies per school year, outside of approved absences.
- Undergo Independent Evaluation
 - Submit a written evaluation from an external expert in the field (not related to the student) confirming the student's level of achievement.
 - The evaluator must have recognized expertise (verifiable) and be approved by the school.

- Annual Reapplication Requirement
 - Students must reapply for this distinction each academic year by a published deadline.
 - Continued participation is contingent on ongoing academic and behavioral eligibility.
 - In case the agreement is revoked for disciplinary or academic reasons, the student will need to wait until the following school year to reapply.

Agreement Approval Process

To apply for a "Specialized Activity Contract", a student must:

- Request Submission
 - A formal application must be submitted by the student and/or parent before August 31st.
- Committee Review
 - A review committee composed of an administrator, a student life member, and relevant faculty/coordinators will assess the application.
 - The committee may request further information or a meeting with the student and/or family.

Absence Approval Process

To apply for a justified absence under a "Specialized Activity Contract" contract, a student must:

- Get Approval
 - The student (or parent/guardian) must submit a written request at least two weeks in advance of the planned absence.
 - The application must include the purpose of the absence and any relevant documentation.
 - Requests should be submitted to the Dean of Students or the designated coordinator.
 - The written request must include:
 - Student's full name and grade
 - Date(s) and duration of the requested absence
 - Description of the event or opportunity
 - Explanation of how it relates to the student's area of distinction
 - Supporting documentation (e.g., official invitation, program, schedule)
- Be Accountable
 - Once a justified absence under a "Specialized Activity Contract" contract has been approved:
 - The student will complete and submit a plan of how the student will meet academic obligations (e.g., rescheduling assessments, turning in assignments)
 - The Dean will approve the absences as "Justified – External Endeavor."
 - The student is fully responsible for making up missed classwork, assessments, and other academic obligations.

Limitations and Expectations

- This policy does not excuse students from IB deadlines or deadlines set by any other external academic or certifying bodies. All such obligations must be met in full and on time.
- This policy does not cover routine practices or training sessions.
- Students who fall below academic or behavioral standards may lose eligibility at any point in the school year.

Policy Oversight

This policy will be reviewed annually by the Academic and Student Life Leadership Team to ensure it continues to serve the best interests of students and uphold the school's academic and behavioral standards.

ACADEMIC INTEGRITY POLICY

Academic integrity is a core value of Lincoln School and is therefore treated with the utmost import. Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work.

The guiding principle of academic integrity can be seen as built up from a number of simpler concepts in education, that can start early during primary school, be reinforced during the MYP and cemented later through the DP. All students should understand:

- their responsibility for producing authentic and genuine individual and group work
- how to correctly attribute sources, acknowledging the work and ideas of others
- the responsible use of information technology and social media
- how to observe and adhere to ethical and honest practice during examinations.

<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>

Academic integrity is a set of values and skills that promote honesty and good practice in teaching, learning, and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role-modeling and taught skills. Academic integrity is easier to understand by considering what constitutes academic dishonesty, with direct reference to plagiarism, collusion and cheating in examinations.

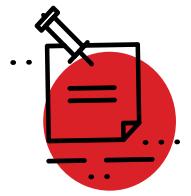
An authentic piece of work is one that is based on the student's individual and original ideas, with the ideas and work of others fully acknowledged. Therefore, all assignments for assessments, regardless of their format, must wholly and authentically use that student's own language, expression and ideas. Where the ideas or work of another person are represented, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged with citations and a works cited page. The violation of academic integrity is any behavior that results in, or may result in, a student gaining an unfair advantage in his/her work. This includes:

- Plagiarism, defined as the representation of the ideas or work of another person as the candidate's own work.
- This includes submitting any work for assessment that was completed by a tutor or outside agent.
- Collusion, defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another. Although group work can be encouraged in some instances, it is important that any final work should be written and analyzed by the student alone and this product cannot in any way resemble the work of another candidate.
- Duplication of work, defined as the presentation of the same work for different assignments, assessments, or requirements.
- Altering work past the date due in order to create an unfair advantage over the work of others.
- The unauthorized use of artificial intelligence or other tools.
- Any other behavior that gains an unfair advantage for a student or that affects the results of another student.

For consequences of violations of academic integrity, please see the behavior section of this handbook.

Guidelines for Completing Summative Tasks and Assessments

Due to recent advances in Artificial Intelligence and the advent of platforms such as ChatGPT, Lincoln School requires the following protocols for completing summative tasks and assessments:



- Unless specifically noted by the classroom teacher, all summative tasks and assessments in the high school must be completed either “in the cloud” or “in the class.” Summative work that does not comply with these expectations will not be accepted.
- In the Cloud: Summative assessments and tasks occurring “in the cloud” must be completed using the technology platform designated by the school. In this case, students may not generate work in an alternative platform and then copy/paste into the school’s platform. Instead, they must be able to demonstrate the authenticity of their work by providing a version history of their document on the school platform.
- In the Class: Summative assessments and tasks occurring “in the class” must be completed during class time and with the teacher present. While the teacher may specify technology tools to be allowed during the assessment, these assessments and tasks are generally completed by hand using either paper with pencil or pen, or a device monitored by software such as Apple Classroom.
- A student committing intentional academic dishonesty (such as the use of AI platforms to assist in the completion of written work) will be assigned a grade of “0” on the assignment without the opportunity to re-submit. In the case of DP coursework, this will result in a non-submission to the IBO, a score of “0” for the student’s Lincoln grade, and expulsion from the IBDP.

ASSESSMENT POLICY

Lincoln School believes that the primary role of assessment is to measure and indicate the degree of student growth and mastery of a skill, concept, or content as a result of learning and that it is an integral component of the teaching and learning process. Assessment practices are an essential part of the school’s written curriculum, and assessment methods are used as opportunities for students to demonstrate what they can do, know, and understand as a result of their learning. As such, assessment is used to improve classroom planning, teaching, and student learning, and the results of these assessments are used to provide timely and effective feedback to students and their parents about student achievement and areas of growth in learning.

Lincoln School believes that all assessment methods should be clear, fair, and free of bias. Varied assessment methods are used to accommodate students’ different learning styles and diverse learning needs. Students should know in advance when and how assessments will take place, with transparent assessment criteria provided in advance of the assessment. Assessments need to be valid, linked to clearly defined course standards, and have teacher grading reliability.

This is accomplished by using MYP and DP assessment criteria and mark schemes as prescribed by the IBO. Assessment results may be reported to the school community as appropriate, used as a basis for dialogue among school community members, and to inform various stakeholders of program improvements.

Lincoln School has established its own assessment policies and guidelines within the parameters of the International Baccalaureate Programmes, the United States Diploma, and the Costa Rican Ministry of Public Education.

This assessment policy will have priority over the Assessment Policy of the Costa Rican Ministry of Public Education, in case of appeals or complaints related with the assessment criteria used in the Institution. In addition, all the parties involved in the assessment process referred to in this document must know the Assessment Policy in detail, follow its guidelines, and apply it correctly.

Participants in the assessment process

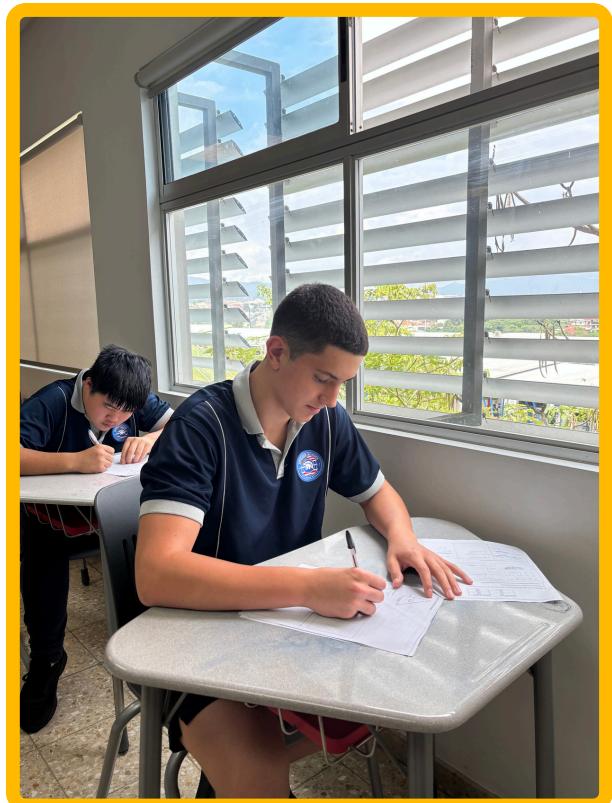
The following participants must be active and collaborative in the assessment process:

Students are expected to:

- Understand the role of assessment and feedback in the teaching and learning process.
- Know the contents and procedures established in this Assessment Policy.
- Take responsibility for their performance and learning.
- Use communication channels of the institution to stay informed about classes.
- Reflect on past performance and results in order to improve future learning.
- Put forth their best effort in all assignments and assessments, formative or summative, in order to develop the knowledge, skills, and understandings of the course.
- Turn in schoolwork assigned by teachers by the established deadlines.
- Request the results of assessments within the time frame established in this Assessment Policy.
- Present any academic appeal, if considered necessary, within three days of publication in the order established: starting with the teacher of the course, then to the Appeals Committee, and if the resolution is not considered satisfactory, to the division principal.

Teachers are expected to:

- Understand the role of assessment and feedback in the teaching and learning process.
- Know the contents and procedures established in this Assessment Policy.
- Communicate the procedures and criteria that will be used regarding assessment during the first work sessions of the corresponding course.
- Use communication channels of the Institution to announce performance assessments at least one week before they are administered.
- Develop periodic common performance assessments with other teachers of the same course.
- Utilize multiple and varied assessment methods in order to provide students with opportunities to demonstrate their learning.
- Participate in periodic assessment moderation in order to ensure grade validity.
- Adhere to all assessment accommodations developed and agreed upon with the LRC Specialist.



- Grade and publish results of assessments and return them to students, including specific feedback, within 10 work days and before the next summative assessment.
- Provide students with formative feedback prior to the related performance assessment.
- Clarify doubts students or parents might have about assessments.
- Use assessment results to make informed decisions regarding reinforcing and reteaching content.

Learning Resource Center Specialists are expected to:

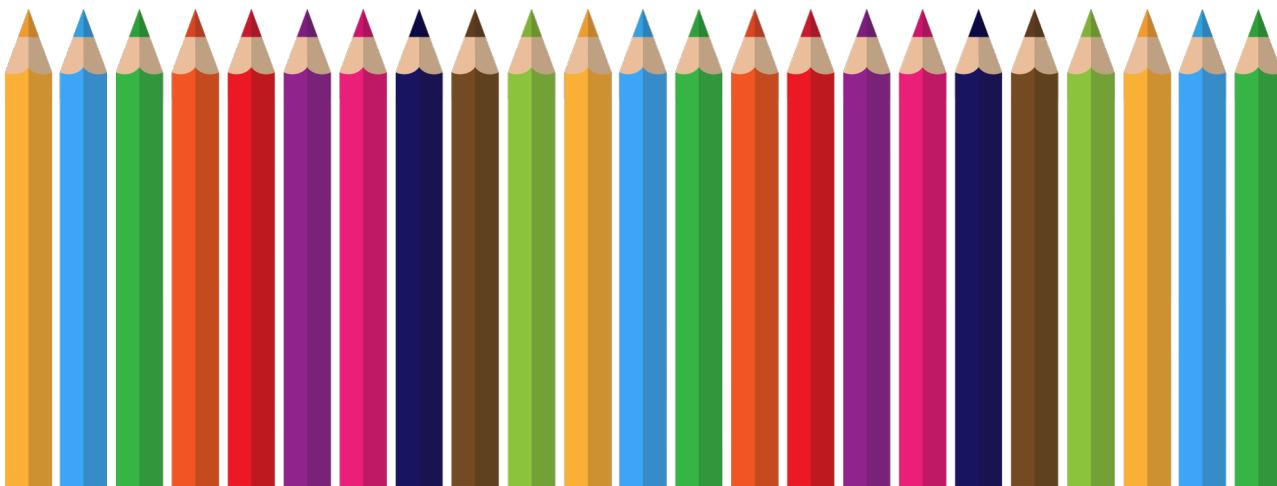
- Understand the role of assessment and feedback in the teaching and learning process.
- Know the contents and procedures established in this Assessment Policy.
- Ensure that student accommodations are implemented in order to guarantee their right to an equitable education.
- Advise teachers regarding preparation of assessments with non-significant accommodations.
- Make sure that accommodations are applied during assessments, either in the regular classroom or in a separate setting.

Administrators are expected to:

- Understand the role of assessment and feedback in the teaching and learning process.
- Know the contents and procedures established in this Assessment Policy.
- Inform faculty, students and parents about the contents and procedures of this Assessment Policy through internal communication channels of the Institution.
- Offer technical support to teachers as necessary to support the regulations established in this Assessment Policy.

Parents are expected to:

- Understand the role of assessment and feedback in the teaching and learning process.
- Know the contents and procedures established in this Assessment Policy.
- Understand the assessment processes and criteria for their student's courses.
- Stay informed about their student's assessment results through official school channels.
- Present any academic appeal, if considered necessary, within three days of publication following due process in the established order: starting with the teacher of the course, then to the Appeals Committee, and if the resolution is not considered satisfactory, to the division principal.



Alignment of Assessment at Lincoln School with Requirements from the IBO

The IB requires certain standards and practices for assessment, listed in the chart below. Lincoln School meets these requirements.

Assessment Requirements from the IBO Programme Standards and Practices (2020) for MYP and DP Programmes	
<ul style="list-style-type: none">• Standard: Culture through policy implementation (0301)• Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.	
Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)	
Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)	
Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)	
Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)	
Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)	
Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)	
IBO Expectations from the Programme Standards and Practices (2020)	
The assessment policy	<ul style="list-style-type: none">• Clearly states the school's philosophy of assessment that supports student learning.• Is aligned with the IB philosophy concerning learning and assessment.• Describes the rights and responsibilities of all members of the school community.• States what constitutes effective assessment practice.• Includes evidence of a review process such as the date of the most recent review. 0)
For MYP, DP and CP	<ul style="list-style-type: none">• Details of common practices for recording and reporting student achievement.• Implementation of formative and summative assessment consistent with IB expectations.• Details of common practices for using the programme assessment criteria and determining achievement levels.• For schools with local/state/national requirements, an explanation of the relationship of IB assessment principles
For DP and CP, the policy must additionally include	<ul style="list-style-type: none">• Internal moderation/quality checks to ensure that internally marked coursework is at the standard defined by the IB and that students get a true reflection of the marks they will receive.• Practices for internal standardizing of assessment.

Types of Assessment

Student assessment is ongoing and takes place throughout the teaching and learning cycle. Assessments provide different types of data for both the teacher and student depending on when and how the assessment takes place. These assessments fall into two broad categories: formative and summative. Formative assessment is defined as practice, and summative assessment is defined as performance.

Formative Assessment for Feedback (Practice)

Practice takes place throughout the teaching and learning cycle and is used by teachers to inform future instruction while at the same time communicating with students as to their progress at that point and how they can improve. In other words, these are activities and assessments FOR learning. Formative feedback aligned with IBO expectations will be recorded in the gradebook, and it may be taken into account when assigning the student's final grade.

Formative assessment takes many forms, including in-class observations, question/answer sessions, and short-term homework assignments. Examples of assessment types that provide formative feedback include:

- Pre-Assessments
- Diagnostic Tests
- Peer Assessment
- Self Assessment
- Online practice
- (Khan Academy, NoRedInk, etc.)
- Classwork
- Homework



Note: There are two types of homework at Lincoln School:

- Homework assigned as practice for content, skills, and concepts covered in class.
- Homework assigned to prepare students for an upcoming class, such as that evidenced in a "flipped" classroom.

In either case, homework is designed to provide relevant, challenging, and meaningful learning opportunities for students. Students should spend no more than an average of 120 minutes per night on their homework. If students consistently find themselves needing more time to complete their work, the teacher should be notified in order to address the issue. This may include, but is not limited to, reinforcement of efficient study habits and/or organizational skills and differentiation of assignments.



Summative Assessment (Performance)

Summative assessments require students to use their learning (whether content, skills, or concepts) to complete a task. They typically happen toward the end of a unit of study. While the results of student performance should be used by the teacher to inform future instruction, they are not considered practice. Summative assessments are evaluated with MYP or DP assessment criteria or scoring methods, and the results are used to determine the student's midyear and final grades. These assessment criteria and scoring methods must be provided to students in advance.

Number of In-class Summative Assessments

No more than 2 in-class summative assessments may be required of a student in a single school day. This does not include the collection of previously-assigned summative assessments (long-term assignment deadlines).

Examples of summative assessments include:



GRASPS Tasks

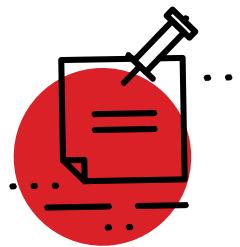
Wherever possible, the GRASPS task format should be used for summative assessments. In MYP courses, there must be one GRASPS task per unit. A GRASPS task requires students to perform in real-world situations, as defined by the Goal, Role, Audience, Situation, Performance challenge, and Standards for success. These elements are typically defined by the teacher, but can also be defined by the students, especially as their skills progress.

Written Tests

Written tests allow students to demonstrate the acquisition of knowledge, a skill, or a conceptual understanding. These assessments should include content, skills, and concepts developed during at least 3 to 4 weeks of instruction and can be cumulative in nature. Tests should be written so that students can be reasonably expected to complete their work within one class period, unless specifically identified by the teacher and designed to take place over several sessions. Additionally, the content of the test should be proportionally related to the teaching time dedicated to said content. The test must be announced at least one week in advance, and students must be informed of the unit being assessed. IB MYP or DP assessment criteria or scoring methods must be used to score written tests.

Written Quizzes

Written quizzes may include content, concepts, or skills developed over a shorter period than written tests. Students should be reasonably expected to complete a written quiz within a maximum time of 45 minutes. Written quizzes can have as few as one item only or they can combine several types of items, at teacher discretion. IB MYP or DP assessment criteria or scoring methods must be used to score written quizzes.



Oral Tests and Quizzes

Oral tests and quizzes are often defined within the same parameters as their written counterparts with the notable exclusion of a written response. Oral tests and quizzes may be part of the normal curriculum or as an alternative format to written tests or quizzes. For example, oral assessments are a common component in language courses. IB MYP or DP assessment criteria or scoring methods must be used to score oral assessments.

Performance Tasks

A performance task is perhaps the most reliable form of summative assessment in that it requires the students to synthesize the concepts/content/skills practiced in class and apply that learning in a “real world” application. Performance tasks may also be interdisciplinary in nature and can result in scores for multiple subjects. When this happens, however, scores should be derived from separate criteria specifically related to each course. IB MYP or DP assessment criteria or scoring methods must be used to score performance tasks.

Please note: students must adhere to all safety rules. In the case of a laboratory activity, students must follow the rules outlined in the Lab Safety Contract provided by the teacher. If a student fails to follow the rules in the Lab Safety Contract, they forfeit the right to the participate in the lab and must make it up on the next Wednesday or Thursday after school.



Essays

Essays are written compositions that are employed in order to demonstrate a student’s level of mastery of a skill, concept, or content. They can be short (as few as one paragraph) or extended (multiple paragraphs/pages) in nature. Typically, essays are written in response to a particular question or prompt and can be narrative, informative, persuasive, creative, or argumentative in nature. In all cases, the MYP or DP assessment criteria used for the essay’s assessment must be provided in advance. IB MYP or DP assessment criteria or scoring methods must be used to score essays.

Projects

Projects are defined as activities related to the teaching and learning process in which the students demonstrate their conceptual understandings, skills, and knowledge acquired in the course. A project can be developed individually and/or in a group. They may include multiple components of varying types. They are developed mostly during class time, under the supervision of the teacher(s). IB MYP or DP assessment criteria or scoring methods must be used to score projects.

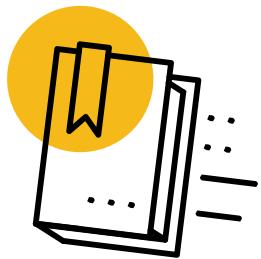
Practical Exams

These tests measure the level of efficiency in the use of psychomotor skills in which students have to use or manipulate physical and manual objects. Some examples include interviews, lab exercises, documents review, and experiments, among others. IB MYP or DP assessment criteria or scoring methods must be used to score practical exams.



Cumulative Exams

There is no official semester exam period at the end of the semester. Teachers may, if they choose, give a cumulative exam at the end of each semester or at the end of the school year. Such assessments will be scheduled within the typical daily course schedule but may in some courses take multiple sessions to complete. Exceptions may be made in the case of specific types of IBDP examinations. The exam must be announced at least one week in advance, and students must be informed of the unit being assessed. IB MYP or DP assessment criteria or scoring methods must be used to score cumulative exams. No retakes are permitted for cumulative exams.



Additional Assessment Types

Standardized tests are administered at Lincoln School in order to assess student achievement. Although these external exams have limitations and are unable to measure all the strengths or abilities of a student, they do provide: a) a measure of student progress in academic areas, b) an assessment of student achievement in specific courses, c) an assessment of student achievement in comparison with other students, nationally and internationally. Parents are notified of all standardized testing results. More information on these tests is available through the Guidance, College Counseling and IB Departments. Some of the standardized tests that are administered or offered include:

MAP

Measures of Academic Progress (MAP) is a measure of an individual student's progress in reading and math. Students in grades 6-10 take the test twice a year, and results of the test are used to guide curriculum and instruction.

Pre-SAT (PSAT)

The PSAT measures verbal and mathematical reasoning abilities that are important for academic success in college. All students in 10th and 11th grades take the PSAT each year.

SAT

The SAT measures the evidence-based reading, mathematical reasoning, and writing skills that students need to be successful in college. Some colleges and universities in the U.S. use the results of the SAT for admissions and placement decisions. This test is administered at Lincoln School, and interested students may register on their own through collegeboard.org.



MATEM-Pre-Calculus and MATEM-Calculus

These courses part of the public universities' extension program called Proyecto MATEM. (Universidad de Costa Rica, Instituto Tecnológico de Costa Rica y Universidad Nacional). They are college preparatory and elective courses that focus on high-level mathematical content. Students registered in this course have the possibility to take four partial exams at the university, and receive the corresponding college credits if they achieve an average grade of 70 or above. In order to take the university exams for Calculus, registered students must have passed Pre-Calculus.

Exit Ramps for MATEM-Pre-Calculus

Lincoln School is proud to offer an inclusive MATEM Precalculus program that is accessible to all students who wish to take on the challenge of a rigorous, college-preparatory program of study. This includes offering students voice and choice in the selection of their MYP Math 10 level and their placement in the Precalculus program. That said, we also feel a responsibility to hold students accountable to the requirements of said programs and to offer students alternative programs and courses when they are struggling and it is in their best interests. To that end, Lincoln School has embedded a series of "exit ramps" into the MATEM Precalculus Program that are used to trigger a student's transfer out of the course.

- Attendance: Unjustified absences of 20% or more in Precalculus may result in removal from the course.
- Missing work: Repeated failure to turn in formative or summative work may result in removal from the course.
- Grades: Earning a grade of 2 or below on the first two summative assessments of the year will result in removal from the course.

Student progress will be reviewed after the publication of the October interim report.

Recommendation for Removal Process:

In order for a MATEM student to be recommended for removal from the program, the following protocol shall be observed:

- One or more of the scenarios listed above is brought to the attention of the MYP Coordinator.
- The MYP Coordinator will meet with the student to discuss the behavior and gather information from the student's perspective.
- Should the MYP Coordinator decide to proceed with the recommendation for removal, they will explain the rationale for the recommendation and present the student with an MATEM Removal Form.
- Should the student decide to appeal the decision of the MYP Coordinator, the High School Assistant Principal and/or Principal will meet with the student and MYP Coordinator to gather information and determine a course of action. Removal from the MATEM Program after an appeal will require the unanimous decision of the Assistant Principal and Principal.
- Should the recommendation for removal not be upheld, the student will be placed on Academic Probation for the amount of time stipulated in the Lincoln School Student Handbook.
- The decision of the Assistant Principal and Principal is final.





National Exams

Lincoln School follows the regulations set forth by the Costa Rican MEP in regards to national exams.

International Baccalaureate Diploma Programme Assessments

IBDP assessments emphasize depth of knowledge, higher order cognitive skills, and an integrated, international perspective. Assessments include projects and skills-based components graded by the teacher and IB exams scored by International examiners. Students take exams at the end of a two-year course, and their performance in IB courses is scored in a range from 1 to 7, with 4 as the passing grade.

IB Diploma students take exams in all 6 IB courses and must score a total of at least 24 to qualify for an IB diploma. At least 12 of these points must come from students' Higher Level (HL) courses. A total of 7 points for each exam plus the possibility of additional "bonus" points for the Extended Essay and Theory of Knowledge scores renders a possible total of 45 maximum points for the IB Diploma student.

Guidelines for Taking Standardized and/or External Exams

Students should arrive on time, in uniform, and prepared with all required materials for the exam.

Students should enter the exam room as instructed and in a quiet, orderly manner.

Students may bring water into the exam room unless otherwise notified. The water must be in a re-sealable, clear container.

Students may only take to their desk or table materials previously identified by the teacher or testing proctor. Students must sit where indicated by the teacher or testing proctor and may not communicate with other students or leave their seat from the time the test is distributed until the time students are dismissed from the room at the culmination of the exam, unless otherwise permitted by the teacher or testing proctor.

Students may not receive additional time to complete the exam due to late arrival.

Students may not remove examination materials of any kind from the examination room, unless otherwise specifically permitted by the teacher or testing proctor.

Bathroom breaks are for emergencies only, and only one student may go at a time.



Missing or Late Work

Late Formative Assessment

Since practice is an integral part of the teaching and learning process, it is understood that failure to complete a formative assessment may result in the student's poor performance, ultimately resulting in lower scores on summative assessments. Teachers are encouraged to email students and copy parents when there are late assignments. Additionally, repeated late submissions of assigned work by students may result in disciplinary consequences.

1. First late formative assessment: The teacher may elect to lower the Approaches to Learning Skill (Self Management) indicator for that term. This reduction may continue for each late submission at the discretion of the teacher.
2. Second late formative assessment and beyond: The teacher may require a student to attend a working lunch or tutorial session at the teacher's discretion as deemed necessary for the students' wellbeing. The teacher will notify the parents if a student attends a working session.
3. Persistent late work: The teacher may request a conference with the parents and student as deemed necessary for the student's wellbeing.



Late Summative Assessment

Summative assessments are opportunities for students to demonstrate mastery of course content, concepts, and/or skills, and are due on the date assigned by the teacher. Any work submitted after the assigned date is considered late.

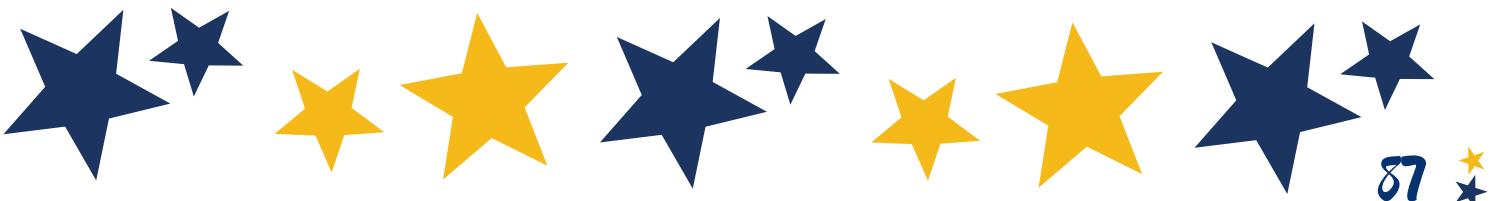
- An assignment is considered submitted when it is in the correct place on ManageBac in the correct format. Corrupt or blank files do not count as being submitted and must be fixed immediately by the student. It is the student's responsibility to confirm that work is submitted.
- Students who complete summative assessments after the original due date forfeit the right to a retake.
- Summative assessments submitted more than four calendar days after the deadline will receive a score of zero (0). This grace period does not apply to official IB assessments (documentation for IOs, drafts or final versions of IAs or external assessments).
- Failure to submit an assessment for which the student is present does not require the teacher to allow four additional days for submission.
- In the case that the summative assessment falls within four school days of the end of the semester, all work not turned in by the last day of the semester will receive a zero (0). Teachers will email the student and copy the parents when this occurs.
 - MYP: The score of zero (0) will apply to each criterion upon which the work is assessed.
 - DP: The score of zero (0) will apply to the assignment as a whole.
 - A zero represents that the student does not reach a standard described by any of the descriptors presented in the assessment criteria or markscheme. For MYP courses, when a score of zero (0) is the only evidence provided for a criterion, then the zero is used when determining the best fit criterion score. If there are other pieces of evidence of student progress provided in a criterion, then the zero (0) may or may not be used when determining best fit criterion score.

- Summative assessments that are submitted after the original due date must be completed under similar conditions as the original summative assessment (at the discretion of the teacher). For example, if the original summative assessment was completed under timed conditions, the student may be required to complete a timed assessment in order to receive credit for the assessment.
- If a student has an unjustified absence on the day of a summative assessment, the student must complete the assessment at a time scheduled by the teacher. The assessment could be different from the one given in class. If the student does not arrive on the scheduled date, the student will earn a 0 on the assessment.
- No retake is permitted for an assessment during a class that was missed due to an unjustified absence.

Making up Missed Work Due to an Absence

As stated in the Attendance Policy:

- The parent or legal guardian must report the absence through ManageBac.
- It is the student's responsibility to contact teachers, request materials, and complete work and assessments seen in class.
- Any work (formative or summative) completed or due during a student's one-day absence is due immediately upon the student's return, or at an alternative time assigned by the teacher. It is the student's responsibility to contact the teacher and to submit any work (formative or summative) missed.
- In most cases, students have the right to make up summative assessments when they are absent.
 - Justified absence (documented on ManageBac and supporting documentation provided): The student must complete the assessment at a time scheduled by the teacher. The assessment could be different from the one given in class.
 - Unjustified absence (excuse documented on ManageBac by parent): the student must complete the assessment at a time scheduled by the teacher. The assessment could be different from the one given in class. If the student does not arrive on the scheduled date, the student will earn a 0 on the assessment.
 - Unjustified absence (no excuse documented on ManageBac by parent) or skipping class: The student will earn a grade of 0 on the assessment with no opportunity for a retake.
- Students absent for more than one consecutive school day will receive an equal number of days to complete any work (formative or summative) completed or due during their absence. It is the student's responsibility to contact the teacher and to schedule a time to complete or submit any work (formative or summative) missed.
- In the case of an assessment that is scheduled within five school days after a student returns from a justified absence of three or more days, the student may request to reschedule the assessment.
- If an absence is due to the fact that the student is representing Lincoln School or Costa Rica in an event (AASCA, LMUN, Lego League, etc.), the student shall have five school days to make up missed work. In the case that there is an in-class summative assessment during those five days, the student has the right to complete the assessment after school on the first Wednesday or Thursday after the absence.
- Official IB assessments do not receive the grace period as described above.





Retaking Summative Assessments

At Lincoln School, we believe that learning is a process that may include multiple attempts to develop mastery of a concept, content, or skill. With this in mind, students at the beginning of their high school journey are offered the opportunity to retake a select number of summative assessments, provided they have demonstrated an attempt to master the content through the completion of formative assessments and recuperative tasks. These retake opportunities are different from a "make up" which happens after a student was absent on the originally scheduled summative assessment date. As students advance through our college-preparatory course of study, these opportunities to retake summative assessments are scaffolded out of the program to better simulate and meet the requirements of the IBO and university expectations.

Conditions for Retakes

- Students have the right to the quantity of retakes listed below.
- Retakes are offered for summative assessments only.
- The summative assessment must have been submitted on time, without the 4-day grace period, in order for the student to be eligible for a retake.
- Students must complete the original assessment and demonstrate effort on the original assessment in order to be eligible for a retake.
- Students must request a retake in writing within a week of receiving feedback on a summative assessment.
- Teachers may recommend students who received a 1 or 2 on a summative assessment to request a retake.
- All students can request a retake regardless of the summative score.
- Retakes must happen within two weeks of return of summative assessment and will be scheduled by the teacher.
- Students must have at least 24 hours' notice of the date of the retake.
- If a student is not present on the scheduled day of the retake (justified or unjustified), they may lose the opportunity for the retake.
- Students must have completed and submitted all formative assessments on time before a retake is offered. These assessments must be documented on ManageBac in order to be part of this requirement.
- Teachers may require an additional recuperation task before the retake.
- Retakes are replacement scores for the original assessment.
- There is only one retake per assessment.
- No retake is permitted for an assessment during a class that was missed due to an unjustified absence.
- In the interest of preparing students for end-of-course exams and in providing them with varied, authentic learning experiences, each course may include one cumulative summative assessment per semester with no opportunity for a retake.

Progression for Retakes Per Grade Level

- Grade 9: One summative assessment retake per semester per course.
- Grade 10: One summative assessment retake per year per course. In the case of MATEM Pre-Calculus, no retakes are permitted as this is a university-level elective.
- Grade 11: One summative retake per course in the first semester, not including official IB, MATEM, trials, mocks, and other “official” assessments. No retakes second semester.
- Grade 12: There are no retakes permitted in 12th grade.

Invalid Assessments

An assessment is considered invalid if the content of the assessment was not covered in class or if the assessment contains significant technical errors. Additionally, an assessment is considered invalid if the assessment does not meet MYP/DP requirements (for example, if the MYP/DP assessment criteria are not used to score the assessment). In such cases, students will be re-assessed using a different assessment. All students affected have the right to take the assessment again but must be advised that the retake is a voluntary act and that the grade obtained annuls the previous one. Additionally, the repetition of an assessment is mandatory if assessment items were known by students before the assessment was applied.

If a teacher loses physical or digital grades or a summative assessment, the following guidelines apply:

- If the students present the documents, they will receive the grade recorded.
- If the student does not present the graded assessment, the assessment will be rescheduled.
- For any other type of assessment, they will be modified depending on the situation at the teacher's discretion.

Assessments that are rescheduled have to include the same characteristics, and the teacher has to guide student work.

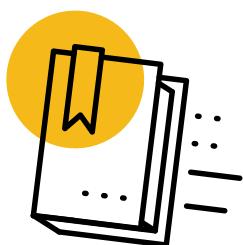
Draft Policy in the IB Diploma Program

A Draft is a completed assignment that is polished, edited, fully cited and within the expected word count of the particular assessment.

Prior to the submission of a Draft, teachers may provide some informal feedback and guidance on summative or internal assessment proposals, outlines and the research process. Teachers may read through the Draft one time in order to give formal feedback on the work. The feedback and general guidance will include ways to improve, but the Draft will not be annotated or edited. The next version of the work after the Draft must be the final one.

Students must have at least two weeks after feedback is provided on the Draft before the final version is due.

Deadlines in the IB Middle Years Program



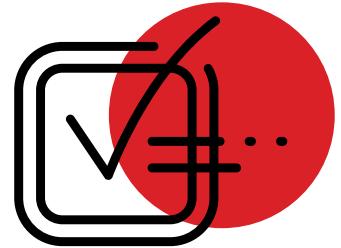
The IB MYP Coordinator will publish the due dates for the Personal Project draft, exhibition, and final report. These due dates are firm for students and teachers. Students who do not adhere to internal deadlines will complete mandatory work sessions (lunch or after school) until the report is submitted.

The teacher must report missing supervisor meetings, drafts, or final versions of the Personal Project report to the IB MYP Coordinator within two days of the due date.

If a student does not upload a final version by the published deadline, the draft may be submitted to the IBO. In the case of the absence of a draft, the student may be reported as a non-submission for the subject.

All work for the Personal Project must be submitted to ManageBac. Teachers and students must meet all internal deadlines for supervisor meetings, drafts, and final versions of the Personal Project report.

An assignment is considered submitted when it is in the correct place on ManageBac and in the correct format. Corrupt or blank files do not count as being submitted and must be fixed immediately by the student.



Deadlines in the IB Diploma Program

The IB Diploma Coordinator will publish an assessment calendar with all formal due dates for official IB assessments. These due dates are firm for students and teachers. Students who do not adhere to internal deadlines risk their IB Course or IB Diploma status.

The teacher must report missing drafts or final versions of all official IB assessments to the IB Diploma Coordinator within two days of the due date.

If a student does not upload a final version by the published deadline, the draft may be submitted to the IBO. In the case of the absence of a draft, the student may be reported as a non-submission for the subject.

Official IB assessments must be submitted to ManageBac (submission to the teacher) and IBIS (final submission to the IBO).

Teachers and students must meet all internal deadlines for uploading work to IBIS. Failure to upload to IBIS by the internal deadline may result in a non-submission for the subject.

An assignment is considered submitted when it is in the correct place on ManageBac and/or IBIS in the correct format. Corrupt or blank files do not count as being submitted and must be fixed immediately by the student.



ACCESS ARRANGEMENTS

Conditions to apply summative assessments in a separate setting

- It is mandatory that the students who take a summative assessment in a separate setting be part of the LRC program and that they comply with the criteria established for non-significant accommodations. Students must abide by the norms of the Institution in regards to tests application.
- Curricular accommodations previously established according to the individualized plan for each student will be applied in a separate room if needed.

Conditions to finalize summative assessments with additional time

- It is mandatory that the students who receive additional time be part of the LRC program and that they comply with the criteria established for non-significant accommodations.
- Extended time to finalize summative assessments represent 1/3 additional to the regular time established by the teacher. This additional time must be provided for every written and oral test, quiz, and essay including make-up assessments if needed.
- Whenever possible, the additional time should be given continuously to guarantee the validity of the assessment.

Curriculum Accommodations

- Testing and instructional accommodations will be provided to students according the specific needs and diagnosis stated on their external or internal report, however, the accommodations provided may differ from the ones that the external specialist recommends. The counselor, core subject teachers, and LRC Specialist will define the accommodations that the student may receive and the accommodations will be clearly stated on the IP document elaborated by the LRC specialist. Teachers will receive the accommodation plan of each student in the LRC program and will follow the recommendations specified by the team.



The following are the different types of accommodations that the school can provide to students identified with learning difficulties:

Access Arrangements

Access arrangements include modifying, providing, and/or using alternative communication systems, material resources, or methods of presentation for information according to the characteristics and needs of the students. Access Arrangements may include, but are not limited to: time extension, adaptation of physical elements, good illumination, special furniture, noise elimination, magnifying glasses, crutches, ear plugs, orthopedic devices, and others.



Non-Significant Accommodations

Non-significant accommodations do not vary the objective of the students' study plan, but include adjustments to some of the contents of the subjects. These changes correspond to individual learning styles of the students. They are related to the way in which the subject is presented, explained, and assessed. Non-Significant Accommodations may be administered by the teacher in coordination with the LRC Specialist and could be applied at any moment during the academic year.

Teachers may also develop and apply student specific assessments to measure the student's level of mastery of content and objectives. This will occur in accordance with diagnosed educational needs and in alignment with the pedagogical process. Examples of non-significant accommodations include, but are not limited to:

- Clarify the learning objectives of each lesson, unit, or assignment.
- Provide support to help the student organize schedules and keep track of important dates and deadlines. • Checking the student's use of an agenda on a regular basis.
- Checking the student's understanding of instructions.
- Assisting the student's organization of long-term assignments, breaking it into manageable tasks, and checking on task completion regularly during the process.
- Checking the student's use of Schoology to get information on assignments, assessments, and upcoming events.
- Providing preferential seating in order to help the student stay avoid distractions.
- Establishing signals or cues to help the student stay on task.
- Assisting the student in the location of additional resources to enhance learning and reinforce concepts.
- Communicating with parents for feedback and support.

Significant Curricular Accommodations

Significant curricular accommodations are those modifications to the curriculum that allow for the elimination of specific content not considered essential in the mastery of curricular objectives and/or standards. Significant curricular accommodations are the responsibility of the Learning Resource Center. Additionally, the LRC Specialist is responsible for ensuring that students receiving significant curricular accommodations fulfill any and all MEP requirements as well as those ultimately necessary for high school graduation.



GENERAL GUIDELINES FOR RECORDING AND REPORTING GRADES

Determining the Final Grade

Student activities and assessments are either intended as opportunities for students to practice their learning (formative) or perform their learning (summative). Using students' summative assessment scores over the course of a grading period, the teacher will determine the "best fit", real-time grade that indicates each student's level of mastery at that time. Teachers must not average scores, as past scores are no longer indicative of a student's current level of mastery. Formative feedback aligned with IBO expectations will be recorded in the gradebook, and it may be taken into account when assigning the student's final grade.

IB MIDDLE YEARS PROGRAMME (MYP) ASSESSMENT

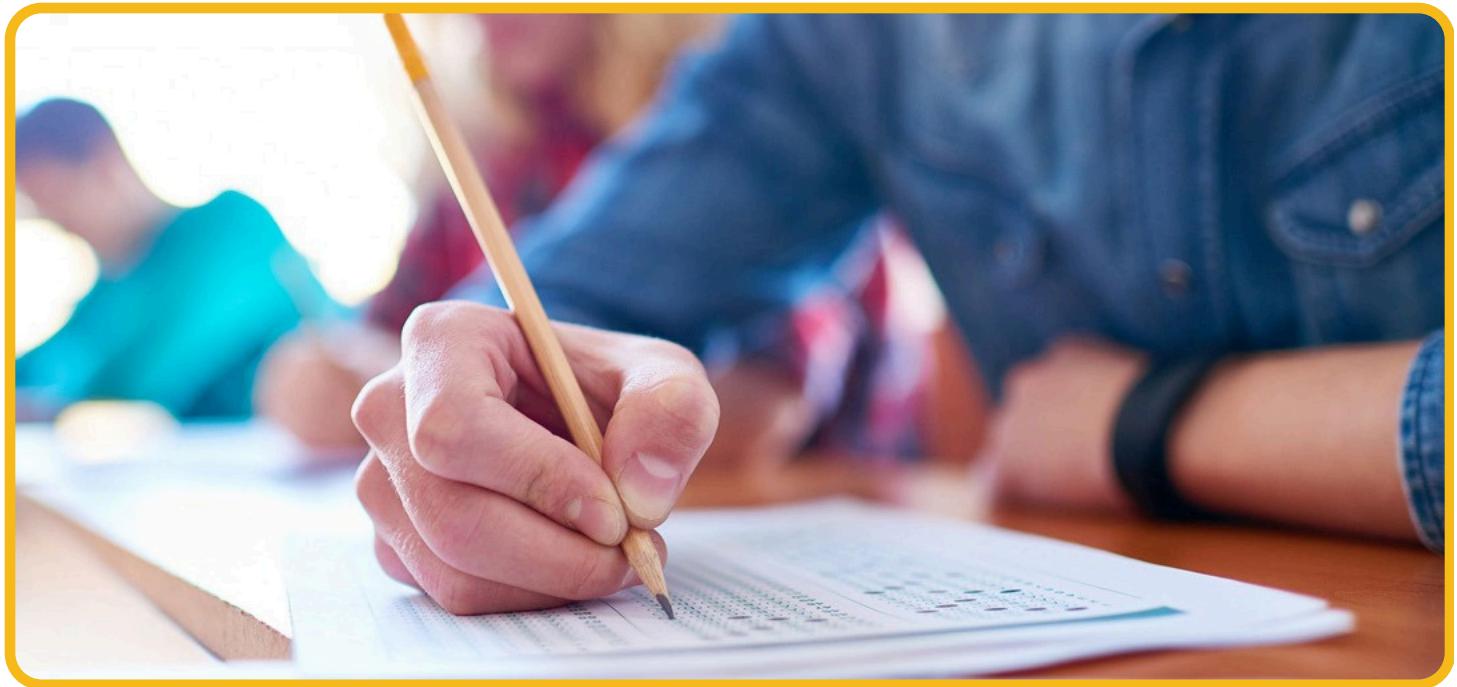
Determining MYP Course Grades

The curriculum, instruction, and assessment in all courses at Lincoln School in grades 9-10 is aligned with the MYP and is criterion referenced.

MYP Course Criterion Scores

Each course in grades 9-10 consists of specific criteria that indicate what a student should know, understand, and be able to do as a result of the course. Likewise, each assessment is aligned with specific criteria. Only those criteria identified for that specific assessment are graded, and the criteria are identified prior to the assessment. The MYP Assessment Criteria include:

MYP Assessment Criteria				
Subject Area	Criterion	Performance Standard	Assessment Type	Assessment Criteria
Language and Literature	Analysing	Organizing	Producing Text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking creatively
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting & improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting



For the MYP, students and parents must be provided with the MYP criteria for each subject at the beginning of the course. Students must be notified of which criteria will be assessed on any assessment. Students must clearly understand the type of assessment and how he/she will be assessed. These criteria are assessed and reported on a 0 to 8 scale as outlined by the MYP rubrics.

Assessment Criteria

Each assessment activity must allow students access to the full range of achievement levels. This may be achieved by assessing students against all strands within a criterion, or by formulating assessment tasks that evaluate a limited number of strands across the criteria.

Teachers should scaffold assessment tasks through the program, or adapt examination (end-of course) criteria, so that students in the first year of study have access to the full range of assessment grades.

Student work is graded based on where their work falls within a majority of descriptors at a certain level of the rubric. In other words, teachers will determine a “best fit” criterion score.

Criterion Scores

In each individual course, each criterion must be assessed no less than twice over the course of a year. Additionally, each assessment (summative) must be preceded by a practice activity (formative) aligned to criteria. This practice activity must be returned to the students and reviewed prior to the corresponding assessment. Both formative and summative assessment will occur within a single grading period. However, practice is not used for grading purposes, while performance is.

At the end of each semester teachers will report student scores in each applicable criterion. Semester and final criterion scores are NOT determined by averaging student scores earned through the course of the semester or year, or by averaging the two semester criterion scores together. Instead, reported criterion scores indicate the student’s level of mastery at that time. Teachers therefore use past performance, criterion scores, and their own observations to determine a “best fit” criterion score for each of the four criteria.

MYP Course Grades

MYP course grades are reported on a 1 to 7 scale and grade boundaries are applied to determine final course grades as prescribed by the MYP.

The sum of the four criterion scores is used to determine the MYP course grade as prescribed in the chart below.

Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

IB DIPLOMA (IBDP) ASSESSMENT

DP Course Grades

Each subject and assessment component has a precise scale suited to the particular objectives and requirements of the course. These grade descriptors align achievement with the standards appropriate to the subject.

For open-ended assessments, markbands or rubrics are used to evaluate a student response. These describe a range of achievement levels with the lowest represented as 0. Assessments that draw upon mark schemes are used for components when a particular response is expected. The level descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

It is crucial for parents and students to discuss each subject area's individual criteria. Each criterion describes a student's strengths and weakness, facilitating an awareness of where to feel confident or where to strive for better results. When analyzing strengths and weaknesses, students and parents should read the descriptors in the rubrics rather than simply looking at the score.

Assessment Descriptors in Grades 11-12 (IBDP)

The curriculum, instruction, and assessment in all courses in grades 11 and 12 are aligned with the IBDP assessment guidelines. These guidelines vary by course and are outlined by the IBDP rubrics and markschemes. Final course grades are reported on a 1 to 7-point scale, determined by grade boundaries outlined by the IB. These grade boundaries change every year and are published in the Subject Report for each course. All teachers in grades 11 and 12 must publish the assessment descriptors for their course in the course syllabus. The grade descriptors can be found at the following links. ([English](#) / [Spanish](#))

Sample IBDP Grade Descriptors

(example, for actual descriptors please see the course guide)

7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.

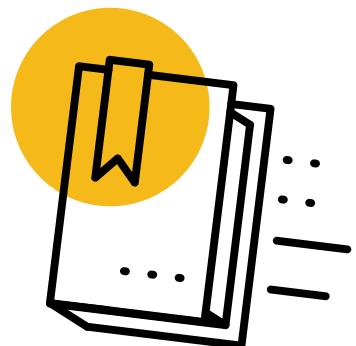


General Guidelines for Reporting Grades in All Courses

- Teachers are expected to keep current records of students' grades as outlined in this policy.
- Grades are determined using whole numbers only, and final grades are determined by the individual teacher taking into account individual scores achieved across the grading period in order to determine the "best fit" score. This score represents where the student is at that point in time in the learning process.
- Grades are not averaged in the process. In addition, percentages and decimals are not used as a part of the assessment and grade reporting process.
- Each assessment activity must allow students access to the full range of achievement levels. This may be achieved by assessing students against all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands.
- Teachers should scaffold assessment tasks through the program, or adapt examination (end-of-course) criteria, so that students in the first year of study (DP) have access to the full range of assessment grades.
- Students and parents must be provided with the assessment criteria/standards for each subject at the beginning of the course. Students must be notified of which criteria will be assessed on any assignment or assessment. Teachers must help students to clearly understand the type of assessment and how he/she will be assessed.
- Assessment criteria should be applied to all performance tasks.
- Teachers must keep a clear and accurate record of all assessment activities. Evidence of formative assessment in preparation for summative assessment should also relate to subject criteria. Both formative and summative assessment will occur within a single grading period.
- Formative feedback aligned with IBO expectations will be recorded in the gradebook, and it may be taken into account when assigning the student's final grade.
- Assessments are opportunities for students to demonstrate their learning. In that spirit, teachers look for evidence of student learning and opportunities to recognize their achievements. Equally valid yet unanticipated answers to questions may be given equal credit, and teachers will not find themselves limited by preconceived expectations.
- Student answers are graded based on where their work falls within a majority of descriptors at a certain level of the rubric. In other words, teachers will assign a "best fit" score.
- In each individual MYP course, each criterion must be assessed no less than twice over the course of a year. Additionally, each graded assessment must be preceded by a practice (formative) activity aligned by criteria. This practice activity must be returned to the students and reviewed prior to the corresponding graded performance assessment.
- In each individual DP course, a balance of components appropriate to the subject must be used over the course of the program. Formative assessment activities that draw upon the criteria of the subject should be used to guide student practice. Summative assessments must be sufficiently frequent in order to fairly capture achievement in the subject. In the first three semesters of the IB Diploma Program, there must be 3-4 summative assessments per semester in the grade book. For the final semester of the program, there must be 2-3 summative assessments.
- In yearlong classes, the December report card reports a midyear grade and communicates student progress at that point in the year. The June report card reports the final grade in the course. This is an annual grade using assessment data from both semesters. It is the grade on the June report card that determines whether the student has passed or failed the course.
- In semester courses, the semester grade serves as the annual grade in the course.
- In the event that a student changes courses, assessment results from the previous course will not be used in determining the final grade in the new course.

Interim Feedback Reports

At the mid-way point each semester, an interim feedback report is published via ManageBac. This report contains current ATL Skills scores and narrative feedback from all teachers. Additionally, all grades should be accurate and up to date at that point in time. These reports constitute the official communication of academic performance and behavior of the student. At each interim feedback report, students should have no less than two summative assessments posted. It is the parent's responsibility to view their child's interim feedback report, discuss it with their child, and communicate with the teacher if they have any questions or concerns. Counselors and administrators are also available during the year to discuss parent concerns regarding their students' academic performance. Parents and students must always speak to the teacher about concerns before reaching out to a counselor or administrator.



Report Cards

At the end of each semester, teachers prepare information for a report card with the student's academic grades earned in each class. Additionally, each teacher will report the student's progress regarding student behavior (ATL Skills). Parents are notified when report cards are available on ManageBac. It is the parents' responsibility to view the report card, discuss it with their child, and communicate with the teacher if they have any questions or concerns.

Real-Time Grading

Teachers will meet students where they are and facilitate their growth in their knowledge and understanding of the subject throughout the year; therefore, reported grades at the end of the first semester are an indicator of the student's progress at the time of the report, not an indicator of the end-of-year grade. Semester and final criterion scores are NOT determined by averaging student scores earned through the course of the semester or year, or by averaging the two semester criterion scores together. Instead, reported criterion scores indicate the student's level of mastery at that time. Teachers therefore use past performance, criterion scores, and their own observations to determine a "best fit" score for each of the four criterion (MYP) or for the final course grade (DP). This type of reporting allows for a more accurate measurement of what the student knows and what he or she is still learning.

Minimum Passing Grade

The minimum passing grade for any course at Lincoln School is a 3 out of 7. For the purposes of reporting to MEP, Lincoln School has developed the following conversion scale:

MYP/DP Final Grade	MEP Grade
7	95-100
6	90-94
5	85-89
4	80-84
3	70-79
2	61-69
1	0-60

ACADEMIC APPEALS

Students may appeal an academic grade on summative assessments or a semester grade. Parents may support their child in this process, but the request must come directly from the student. The steps in the academic appeals process are outlined below:

Appealing a Grade for a Summative Assessment

Step 1: Request Regrade

- The student must talk to the teacher in person and send a written message to the teacher on a school platform, requesting a regrade of the assessment. This must happen within three school days of receiving the grade.
- If the teacher determines that a grade change is warranted, they must notify the student within three school days of the request and update ManageBac accordingly.
- If the teacher determines that a grade change is not warranted, they must notify the student within three school days of the request, and the student may choose to move forward in the appeal process.

Step 2: Request Assessment Moderation

- The student must send an email to the teacher, the MYP Coordinator, and the Assistant Principal requesting moderation of the assessment. This must happen within three school days of receiving the results of the regrade.
- The MYP Coordinator and/or Assistant Principal will coordinate assessment moderation with two other teachers in the department. The student will be notified of the results within three school days of the request. The results of the moderation are final.

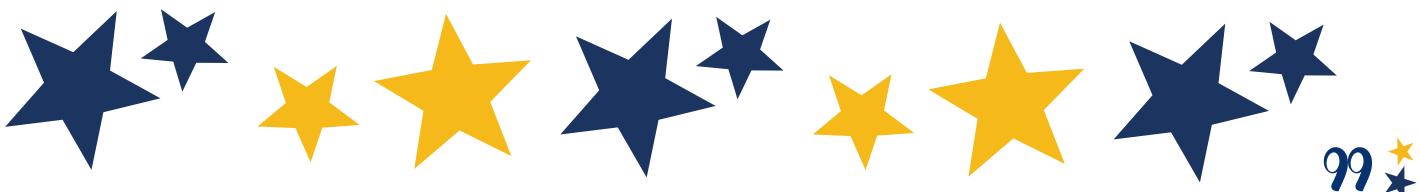
Appealing a Best-fit Criterion Score (MYP) or Semester Grade (DP/MEP)

Step 1: Request a re-examination of Best-fit Criterion Score (MYP) or Semester Grade (DP/MEP)

- The student must talk to the teacher in person and send a written message to the teacher on a school platform, requesting that the teacher re-evaluate the best-fit criterion scores. This must happen within three school days of receiving the grade, and the student must indicate which criterion or criteria they are appealing.
- If the teacher determines that a grade change is warranted, they must notify the student and High School Administration so the report card can be republished.
- If the teacher determines that a grade change is not warranted, they must notify the student, and the student may choose to move forward in the appeal process.

Step 2: Request Moderation of Best-fit Criterion Score (MYP) or Semester Grade (DP/MEP)

- The student must send an email to the teacher, the MYP Coordinator or DP Coordinator (depending on the relevant program), and the Assistant Principal requesting moderation of the best-fit criterion score (MYP) or semester grade (DP/MEP). This must happen within three school days of receiving the results of the re-examination.
- The data for the criterion/criteria/grade under review will be moderated by the High School Administration. The student will be notified of the results within three school days of the request. The results of this moderation are final.



CONVOCATORIAS

Lincoln School believes in mastery learning and real-time assessment. Grades are a reflection of learning and the level of mastery held by the student. Students have various opportunities to succeed, and Lincoln School follows laws by the Costa Rican Ministry of Education when a student is at risk of failing a course. Therefore, Lincoln School uses the following protocols when any student earns a grade of 1 or 2 in any course:

- The minimum passing grade for any course is a 3 out of 7.
- A student who fails one, two, or three subjects will have the right to take an extraordinary or "convocatoria" exam in each subject failed. A student who fails four or more subjects loses the right to convocatoria and must repeat the year.
- Convocatorias must be cumulative in nature. They must cover a representative sample of criteria/standards from the entire course.
- If a student earns a grade of 1 or 2 on the midyear report card* in an annual course, they are considered at risk of failing the year.
- If a student earns a grade of 1 or 2 on either report card in a semesterized course, the student has the right to take a convocatoria as long as they have not accumulated more than 20% unjustified absences.
- If a student earns a grade of 1 or 2 on the annual report card** in a yearlong course, the student has the right to take a convocatoria as long as they have not accumulated more than 20% unjustified absences..
- If the student passes (earns a 3 or above) the convocatoria, the report card will be republished with a grade of 3 and reported to MEP as a 70. The comment on the report card will indicate that the grade was changed as the result of convocatoria.
- If the student fails (earns a of 1 or 2) the first convocatoria in any course, they have the opportunity to take a second convocatoria.
 - If the student passes (earns a 3 or above) the second convocatoria, the report card will be republished with a grade of 3 and reported to MEP as a 70. The comment on the report card will indicate that the grade was changed as the result of convocatoria.
 - If the student fails the second convocatoria, the student earns a failing grade in the course and must repeat the year.
- If a student is given permission to repeat a grade level at Lincoln and fails the academic year again, s/he will be subject to expulsion from Lincoln.
- A student who has been on Conditional Enrollment for two consecutive semesters has the right to take a Convocatoria to pass a course. However, the student is still subject to expulsion (See Academic Probation and Conditional Enrollment).

*The "midyear report card" is defined as the report card published in December of each year.

**The "annual report card" is defined as the report card published in June of each year. Grades on the annual report card are made up of assessment data from the entire school year.

Delivering the Results of the Convocatorias

After the tests have been administered, the teacher (or in his/her absence the person designated by the Administration) will return the tests graded and indicating the mistakes made by the student to the students and to the Institution within three workdays after their administration.

Appealing a Convocatoria Exam Grade

Students have a right to appeal a Convocatoria exam grade. A Convocatoria Appeals Committee, consisting of the Assistant Principal, the MYP/DP Coordinator, and the respective Department Coordinator will hear all such appeals to determine the merits of the appeal. The Committee may consult with the LRC Department in the case of certified LRC students.



To request a hearing, the student or parent must submit the appeal in writing to the MYP/DP Coordinator within three (3) school days of receiving the results of the Convocatoria exam. This request should provide specific details to explain the basis of the appeal.

The Convocatoria Appeals Committee will adhere to the following process:

- The MYP/DP Coordinator will schedule a hearing within three (3) school days. In complex cases, the time may be extended for another three school days.
- A hearing will be held in which the student and/or his/her parents will respectfully present the specific complaint regarding the exam results.
- Based on all the evidence presented in the hearing, the Committee will make a decision whether to change the exam results or not.
- If the student or his/her parent does not agree with the Committee's decision, a further appeal in writing must be submitted within three (3) school days of the decision to the High School Principal.

The Principal will consider the appeal and respond to the student within three (3) school days. The Principal's decision cannot be appealed.

Academic Probation and Conditional Enrollment

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

Academic Probation

A student who was not on Academic Probation or Conditional Enrollment the previous semester is placed on Academic Probation if any one of the following conditions has occurred:

- The student has a final semester grade in one or two courses of less than 3.
- The student fails one or two courses but passes the Convocatoria exam for the failed course or courses.
- The student was on Conditional Enrollment the previous semester and has met the conditions of that Conditional Enrollment.
- The student is admitted as a new student and does not fully meet the admissions requirements.

The student and his/her parents will be notified in writing, informing them of Academic Probation. The status of a student on Academic Probation will be reviewed at the end of the semester of probation. If the student no longer falls under the conditions above, he/she will be removed from Academic Probation.

Conditional Enrollment

A student is placed on Conditional Enrollment following the semester in which any one of the following conditions has occurred:

- The student was on Academic Probation the previous semester and has a final semester grade in any course of less than 3.
- The student fails three courses but passes the Convocatoria exam for the failed courses.
- The student is required to repeat the courses of a grade level because of failing four or more subjects during the year. (See Promotion.)

The student and parents will be notified in writing, informing them of Conditional Enrollment.



The status of a student on Conditional Enrollment will be reviewed at the end of the semester. If the student is passing all of his/her courses, he/she will be placed on Academic Probation.

If a student remains on Conditional Enrollment for two consecutive semesters, a meeting will be held with the student, the student's parents, counselor, and administrator to discuss the student's status. This could result in a request for voluntary transfer out of or expulsion from Lincoln School at the end of the school year, in compliance with the internal policy of the school. Lincoln personnel will provide assistance to the family in transferring to another school.

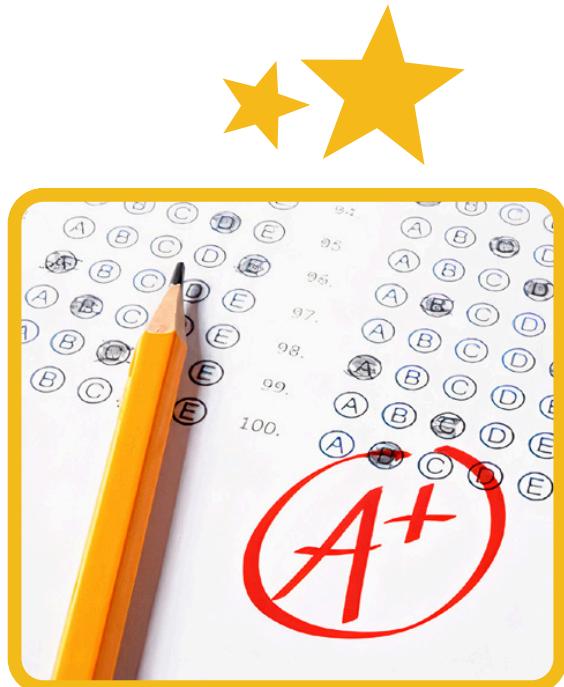
The school reserves the right to deny enrollment of any student who has been on Conditional Enrollment for two consecutive semesters. However, under extraordinary circumstances, the school may allow a student on Conditional Enrollment to remain at Lincoln for an additional period of time. If a student has conditional enrollment for academic reasons, Lincoln School reserves the right to deny or approve enrollment for the following school year.

IBDP Predicted Grades (PGs)

Predicted Grades (PGs) include grades reported to the IBO and to universities when required for admissions. DP teachers make decisions about student achievement using their professional judgment, guided by man-dated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Unless required by a particular university program or admissions office (as confirmed by the College Counseling Department), PGs are not shared with students. This process ensures that final judgements for grades comply with expectations of fairness for reporting achievement in each subject.

The following principles guide teachers in reaching a predicted grade within a subject:

- Judgement for the predicted grade should draw upon the appropriate assessment components specific to the subject as determined by the IBO syllabus
- No aspect of assessment should draw upon non-DP skills, competencies or criteria
- The weights or percentage of the components should be aligned to those of the subject and level (see the ibo.org webpage for DP Subject Briefs)
- In the absence of component or assessment data the teacher should use the information they have to determine the grade as a 'best fit'
- The best-fit approach means that consideration should be made when a piece of work matches different strands of a criterion at different levels. It is not necessary for each strand of a level descriptor to be met for a level in that band to be awarded; teachers should compensate weak performance in a strand or strands with strong performance to come to an appropriate level for that criterion
- IBDP Grade Descriptors should be used to assist with calibrating or standardizing the final judgement for the predicted grade
- For additional perspective, the most recent version of the IB Statistical Bulletin can be useful for determining global distributions for a subject and level.



PROMOTION, RETENTION, AND GRADUATION

Promotion

Students will be promoted to the next grade level at the end of the academic year if they complete all of the following requirements:

- Achieve a score of 3 or higher in all classes (may include up to 2 Convocatoria attempts in 3 or fewer courses)
- Complete CAS requirements for that year

Retention

A student will be retained at the grade level, must repeat all courses in that grade level, and will be placed on Conditional Enrollment in the following cases:

- Fails four or more courses during the year (by law, students may take two convocatorias in a maximum of three classes)
- Fails to pass a Convocatoria exam

Participation in Graduation Ceremonies

Senior students must complete all the requirements for graduation in order to be eligible to participate in graduation ceremonies at the end of their 12th grade year. These include:

- Pass all courses with a final grade of 3 or higher
- Complete the Service Learning requirement
- Return all school equipment and library books
- Be up to date with all tuition and fees



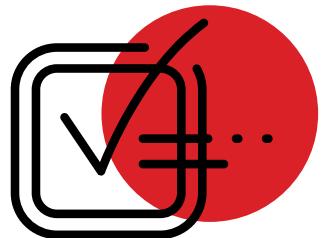
Graduation Awards

As a part of our graduation ceremonies, Lincoln School recognizes student participation and success in specific programs related to Academics, Entrepreneurship, Arts, Athletics, and Service. These recognitions include (and are limited to):



Academics

- IBDP: Students who complete the full two-year IB Diploma Program, including all end of course requirements, will be awarded an IBO medallion that they may wear during graduation ceremonies.
- National Honor Society: Students who are members of the Lincoln School chapter of the National Honor Society at the time of graduation will be issued a cord that they may wear during graduation ceremonies.
- Science Honor Society: Students who are members of the Lincoln School chapter of the Science Honor Society at the time of graduation will be issued a cord that they may wear during graduation ceremonies.
- Mu Alpha Theta: Students who are members of the Lincoln School chapter of Mu Alpha Theta (Math Honor Society) at the time of graduation will be issued a cord that they may wear during graduation ceremonies.
- Academic Excellence: Students who earned no report card grade lower than a 6 in 11th and 12th grade will be issued a cord that they may wear during graduation ceremonies.
- Overall Academic Achievement: Students who earn all 6s and 7s during their junior and senior year (with the exception of one 5 in first semester of junior year) will be issued a cord that they may wear during graduation ceremonies.



Entrepreneurship

- Entrepreneurial Academy: Students who complete the full two-year Entrepreneurial Academy Program, including all pathway courses, will be awarded an EA medallion that they may wear during graduation ceremonies. Students who have completed Entrepreneurship, Entrepreneurship in Action, and one other Entrepreneurship course will be issued a cord that they may wear during graduation ceremonies. Additionally, students on an "Entrepreneurship Contract" will be issued a cord that they may wear during graduation ceremonies.
- Entrepreneurship Honor Society: Students who are members of the Entrepreneurship Honor Society at the time of graduation will be issued a cord that they may wear during graduation ceremonies.

Arts

- Arts Honors Society: Students who are members of the Lincoln School chapter of the National Art Honor Society at the time of graduation will be issued a cord that they may wear during graduation ceremonies.
- Arts: Students who completed a two-year IBDP Arts program (Music, Film, Theater), participated in an AASCA Arts event/festival during High School, or who were members of the Band, Guitar, or Strings programs for a minimum of two-years of High School will be issued a cord that they may wear during graduation ceremonies. Additionally, students on an "Arts Contract" will be issued a cord that they may wear during graduation ceremonies.



Athletics

- AASCA Sports: Students who compete in any AASCA Sports event during their four years of high school will be issued a cord (maximum 1) that they may wear during graduation ceremonies. Additionally, students on a "Sports Contract" will be issued a cord that they may wear during graduation ceremonies.



Service

- Students who participate in service organizations during all four years of High School will be issued a cord (maximum 1) that they may wear during graduation ceremonies.

Transcripts

Official grade transcripts show a student's grades in high school only. Official transcripts may be requested from the College Counselors only for college admissions and high school transfer purposes. Transcripts are sent directly to the requesting institution by the College Counseling Office.

